



OUR COMMUNITY HELPERS

An In-Depth Unit for Early Childhood
Includes Lesson Plans, Activities,
Projects, and More

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OF



TORAHUMESORAH

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COMMUNITY HELPERS

This Community Helpers Unit is a very wholesome, encompassing and exciting one. This unit provides the children with a lot of new knowledge, along with them developing their prior knowledge as well. It brings in to the lessons interesting facts, mitzvos, middos tovos, awareness of the world around them, skills, creativity, and much more!

The Community Helpers Unit is a learning experience that both teachers and students will enjoy together.



MAILMAN

LANGUAGE/ DISCOVERY TIME:

Initiate a conversation with your class about the concept of mail and the Mailman. The children will improve their language skills as a result of such conversations.

IDEAS FOR DISCUSSION:

- What is mail?
- What kinds of mail do people get? Invitations, bills, letters, tzedakah letters, advertisements, friendly letters, etc.
- How does mail get to us? Airplanes, trucks...
- What is the job of the Post Office? All the mail goes to the Post Office. The postal workers sort all the mail and then give it out to the mailmen to deliver to the proper houses, stores and offices.
- What is a postage stamp? Stamps can be bought at the Post Office. Each stamp costs 46 cents. Each piece of mail that we send must have a postage stamp on it in order for the mailman to deliver it. Heavy or large envelopes can need more than one stamp on them in order for the mailman to deliver them. If someone mails a letter without a stamp, it will come right back, and it will have to be mailed again with a stamp!

You can demonstrate to your class an envelope with a stamp. Point out to your students the postmarks that are placed on the envelope in the Post Office before it is delivered by the mailman.

- What type of job is it to be a Mailman? A Mailman works very hard. He has to be very careful about giving everybody the correct mail.

He has to drive the truck and make many stops all the time. Sometimes, the Mailman delivers the mail by foot, walking from one mailbox to the next.

- The weather has a big effect on the Mailman’s job! His job of delivering mail is much easier when the weather is nice. A sunny dry day that is not too cold or hot is perfect for delivering mail. However, the Mailman does not have such an easy time delivering mail to everyone in bad weather. Rain, snow, sleet, freezing temperatures, or heat can make his job unpleasant! We should therefore always make sure to show appreciation to our hardworking Mailmen!

YIDDISHKEIT APPLICATION:

Sending mail to relatives (close and distant) and friends gives us the opportunity to make people happy. When we show people that we are thinking of them, it makes them feel so good! Showing care and concern for one another is a big mitzvah!

ARTS & CRAFTS:

M1 - HATS: Use enclosed hat templates to create mailman hats. They should be colored or painted, cut out, and stapled together in the back.

M2 - MAILBAG: Color and cut out the mailbag template.

Staple a piece of plain matching tag paper to the back so that you have a mailbag that is open at the top for inserting mail.

Punch a hole on the top left and right sides of the mailbag. Attach the string to it so that it can be placed over the children’s shoulders.

Option for string of mailbag: Cut straws into pieces. Have the children string the pieces of straws onto the string. Punch a hole on the top right and left sides of the mailbag and attach the straw- decorated string.

M3 - LETTERS: A template of a letter and envelope is included in this unit. The children can color and decorate these adorable letters. Children should place their letters in their own mailbag. They should wear it home and “deliver” their precious mail from the mailbag to their family members or friends!

ACTIVITIES:

A. Dress Up: The children can dress up in the classroom with their hats and mailbags that they made in class, and actually wear them home.

B. Tisket – A – Tasket: The class should form a circle and sit down on the floor. One child holds a “letter” and runs around the circle as the class sings:

“A tisket, a tasket, a green and yellow basket. I wrote a letter to my mother and on the

way I dropped it. I dropped it, I dropped it..."

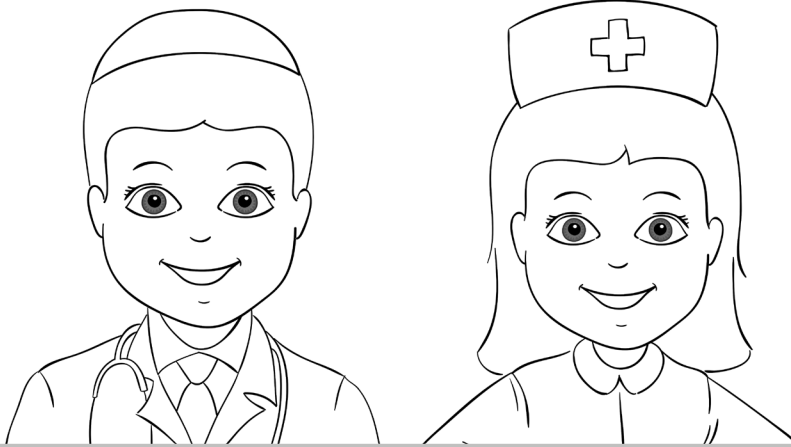
The child should drop the letter by one of her classmates. He/she then has to run back around and into the place of the child who got up to chase him/her before the other boy/girl who got the letter catches her.

This game can continue for as long as you wish.

M4 - THE JOURNEY OF A LETTER: The children will color this worksheet which shows the process it takes for a mailed letter to arrive at its destination.

FOOD ART:

A variety of food art projects have been prepared for this unit. It is recommended that they be done at the end of the entire unit. This is a great way to wrap up all the lessons on Community Helpers. However, if you would like to do the food art idea for a mailman right now, you can refer to the end of the unit for the instructions.



DOCTOR / NURSE

LANGUAGE /DISCOVERY TIME:

Initiate a conversation with the children about the job of a Doctor and a Nurse.

A Doctor helps people figure out what is wrong with them when they are not feeling well. A Doctor can give medicine that will help make sick people feel better.

A Doctor also takes care of people when they are well! We are supposed to go to the doctor for checkups to make sure that we are healthy and growing properly. The Doctor will also give children shots to help prevent them from getting dangerous viruses.

A Nurse helps the Doctor take care of his/her patients. The nurse has many jobs, such as weighing the patients, giving shots, applying bandages, etc.

- Where do Doctors and Nurses work?

The Doctor has an office where he/she sees patients. Doctors and Nurses also work in hospitals. They go around to their patients who need to be in the hospital and take care of them while they have to be there.

Allow the children to talk about their own Doctor. You can ask the class:

- “Who is your Doctor?”
- “Do you like going to the doctor’s office?”
- “What do you see in the waiting room at your doctor?”

The children can talk about their experiences by the Doctor.

DR1 - DOCTOR’S INSTRUMENTS: Take out the pictures of a Doctor’s instruments and show them one at a time to your class. Talk about what each instrument is and the purpose that it is used for. (Example: Stethoscope- to listen to a person’s heartbeat.)

ARTS & CRAFTS:

DR2 - DOCTOR'S HAT: A template of a Doctor's Hat is included in this unit. Color, cut out, and staple it to fit around the children's heads.

DR3 - NURSE'S HAT: A template of a Nurse's Hat is included in this unit. Color and cut out the hat. Fold up the tab with the word "Nurse". Fold in the remaining two tabs and staple together to create a nurse's hat. Bobby pin to child's head.

DR4 - INSTRUMENTS PUZZLE: Print the picture of the Doctor's instruments and the puzzle template back to back. The children can color the picture before cutting it into a puzzle. An envelope template is included for holding the puzzle pieces. Fold the envelope on the dotted lines and staple along the sides.

DR5 - אֲשֶׁר יֵצֵר CHART: Included in this unit is a template for this project. Print the אֲשֶׁר יֵצֵר chart on hard paper. The children can color the pictures on it and take it home to fill in a check each time they say אֲשֶׁר יֵצֵר.

DR6 - TEFILLAH CARD FOR TAKING MEDICINE: Print this template on hard paper. The children can color the pictures on it. Place a magnet onto the back of it, if you wish. They take it home, and can hang it on their fridge or wherever they wish. They can be encouraged to say this special tefillah before they take their medicine when they are chas v'shalom sick.

ACTIVITIES:

A. Have a Band Aid Hunt. Place Band Aids all around the classroom. Have the children go around and find them. They can keep the ones that they find!

B. Play "GOING TO THE DOCTOR": This is a fun activity for the children.

Instruct the children to all bring in a doll to school. Set up your classroom as a Doctor's Office. Make a "waiting room", a "reception area", and the "examining room", and let the fun begin!

You can give out small papers as "prescriptions" for when they leave the Doctor's office.

The children will really enjoy this activity!

LANGUAGE:

PARTS OF BODY PICTURES: Show the pictures of the body, one at a time, to your class. Have a discussion about each body part and what its' function is:

Heart: Pumps clean, oxygenated blood throughout our body. Our heart beats about 60 beats per minute as it works to pump the blood wherever it is needed.

You can tell the children to place their hand on their chest so that they can feel their own heart beating.

Lungs: We have two lungs. They help us to breathe in and breathe out. The lungs take in the oxygen from the air which helps us breathe properly. They also let out the carbon dioxide from our bodies.

Kidneys: We have two bean-shaped kidneys. They are located in the lower back area. The kidneys work very hard to cleanse the blood that circulates in our bodies. They also control the amounts of fluid that is in our bodies.

Brain: The brain is located inside the skull, which is the bone structure of the head. The brain has so many important jobs! The brain controls our nervous system, which is what makes a person be able to move all parts of the body. The brain also controls a person's ability to think, recall, speak, feel, and much more!

Intestines: The intestines are a long tube through which the food that we eat travels through to the stomach.

Stomach: This is where most of the digestion of the food that we eat takes place.

DR7 - INSIDE/OUTSIDE SORTING SHEET: This sheet displays all of the parts of the body that were discussed. The children can color the page and cut out all of the cards. The next step is for the children to sort the cards into the right category, Inside the Body or Outside the Body. They can then glue them onto the correct columns.

YIDDISHKEIT APPLICATION:

This is a good opportunity to learn about the various parts of the human body. So much awareness of the נפלאות הבורא can be brought out to the children when discussing the human body!

You can lead a discussion with the children about the different parts of the body and what purpose they each serve. Make them aware of how much they should appreciate their bodies working properly. (Example: We should appreciate that we have two arms, two hands, and ten fingers that help us to hold things, play, eat, play music, type, etc.)

Encourage the children to think about the wonders of the body and come up with their own examples of how we should appreciate our bodies.

Tefillah: We always daven to Hashem that He should keep us all healthy. If chas v'shalom someone gets sick, we daven to Hashem to send the person a רפואה שלמה.

It is very important to emphasize to your students that Hashem is the REAL DOCTOR!!

Suggested Book to Read to your Class: I Go to the Doctor



HATZOLAH

LANGUAGE /DISCOVERY TIME:

Initiate a conversation about who works on Hatzolah and what Hatzolah does for all of us.

- Who are the people who work on Hatzolah?

Hatzolah men are regular good people who care so much about others that they want to help people who are in danger during an emergency situation. An emergency would be if someone chas v'shalom gets hurt or if there is chas v'shalom some sort of accident.

Examples: A boy chas v'shalom falls off his bike and hurts his arm.

A girl chas v'shalom gets a burn from a cup of tea that spilled on the table.

People chas v'shalom get hurt in a car accident.

Ask the children: "Does anyone in this class know someone who works on Hatzolah?" Allow the children to respond if they do.

HATZOLAH'S PHONE NUMBER: It is so important to know Hatzolah's phone number really really well!!! The quicker Hatzolah is called in an emergency, the faster they can help.

You can teach your students this little rhyme to help them remember the phone number. They will be guaranteed to know the number in their sleep!

SONG:

(Tune of: Ally Bamah & the Forty Thieves...)

Hatzolah's number is important to know-
370-3600.

Hatzolah's number is important to know-
370-3600!

(Sing the correct phone number in your area.)

KNOW YOUR ADDRESS! Hatzolah needs to know where to go to reach the people who need their help. You should know your address so that you can tell Hatzolah right away.

It is also VERY important for Hatzolah to be able to very clearly see your address displayed on your house! This is the way that they will be able to find the people in need and help them right away.

YIDDISHKEIT APPLICATION:

CHESED: Members of Hatzolah are really doing an amazing Chesed for all of us who benefit from their kindness!

- Ask the children: “What Chesed can you do? You are not old enough to help on Hatzolah, but there are so many other types of Chesed that you can do!”

Give the children time to think, and allow them to come up with acts of Chesed on their level. (Ex.: Helping Mommy clean up the toys, sharing with your siblings, giving the baby a pacifier, giving snack to a classmate who needs, carrying in the shopping bags, picking up your friend’s crayons if they fall...)

- Explain to the children that there are many organizations that do a lot of Chesed, such as: Bikur Cholim, Hachnasas Kallah Funds, Tomchei Shabbos, Chaveirim, Gemachs for chairs, tables, tablecloths, cribs, bris pillows and bris outfits, Kallah gown, regular gowns, etc.

There are also many groups of people getting together to collect money for all kinds of tzedakah in order to help those in need.

ARTS & CRAFTS:

H1 - HATZOLAH MAGNET: Copy the ambulance template onto hard paper. The children should color it and/or decorate it with tissue paper balls. Use white tissue paper balls for the ambulance, black tissue paper balls for the wheels, and red tissue paper balls for the lights.

A magnet can be placed on the back of the ambulance so that it can be displayed on the fridge in their homes. (If you live in a different location, you can white out the phone number and replace it with Hatzolah’s number in your area.)

H2 - IMPORTANT INFORMATION MAT: This adorable place mat will contain all the important information that Hatzolah needs to know in the event of an emergency. Fill in the child’s name, address, and telephone number in the proper spaces, and then glue on to the place mat template.

H3 - CHESED I CAN DO: This is an adorable book that the children will make that depicts

various acts of Chesed that they can do on their level. There is a blank circle space provided where a picture of the child's face is placed so that the child appears to be doing the act of Chesed.

FOOD ART:

Ambulance Truck



POLICEMAN

LANGUAGE /DISCOVERY TIME:

The job of a Policeman is to make sure there is law and order. The Policeman makes sure that the people are safe and that everybody is following the rules of society.

The Policeman directs traffic and tells people where to go on the roads.

The Policeman helps to track down people who are doing bad things. Examples would be: driving too fast, stealing, fighting in the streets, controlling the scene of an accident, etc.

The Policeman can give tickets to people who are not driving safely. A person who gets a ticket has to pay money to the State that they were driving in. An example of not driving safely would be going through a red light or driving too fast, over the speed limit.

ACTIVITIES:

A. Play “Red Light Green Light”.

B. Play “Drive Right”. Give each child a car to drive on the floor or carpet. They should get busy driving their cars all around the room.

The “drivers” must be on the lookout for the “Policeman”, who will tell them when the light is red or green!

The Policeman holds up a red or green circle. He will either say out loud “Red” or “Green”. When he says red, everyone must stop. The drivers that do not listen to the Policeman will get “tickets” from the Policeman!

YIDDISHKEIT APPLICATION:

Brachos: You, as the Teacher, will make a cute connection between the “Red light/Green

Light” concepts in traffic to the Mitzvah of making Brachos.

Explain to the children: When getting ready to eat, we must remember to first STOP (which is like the RED LIGHT), then think about which bracha to make (which is the YELLOW LIGHT). Then we can GO (which is the GREEN LIGHT), make the right bracha, and eat the food.

RED: Stop!

YELLOW: Think of which Bracha to say.

GREEN: Make a Bracha and eat.

P1 - BRACHOS REVIEW: You can review the Brachos on different foods with your class by using the Food Flashcards included in this unit.

P2 - BRACHOS TICKETS:

Here is what you can do to implement the STOP AND GO concept in Brachos:

- Prepare the Brachos Tickets included in this unit.
- Tell the children that they are going to be special “Brachos Policemen”! They can give out Brachos tickets to anyone that they hear making a Bracha. The children can hold on to their tickets and you can make a raffle with them in school as a wrap up of your lessons about the Policeman.
- It is a good idea to give the children Brachos tickets to take home to give out to their siblings when they hear them making Brachos. The home-school connection will definitely strengthen their motivation and interest in making Brachos. They can then bring back the tickets to school for a raffle. It will also serve as a great reminder for the household members to make Brachos!

ARTS & CRAFTS:

P3 - POLICE HAT: Print the Police hat included in this unit. Have the children color it and cut it out. Use the top strip and the bottom strip on the police hat template as the straps for the hat. The children can color or paint them blue and cut them out. Staple them onto the right and left side of the hat. The children will love it this hat!

FOOD ART:

Police car



CROSSING GUARD

LANGUAGE/DISCOVERY TIME:

- What is the job of the Crossing Guard?

The job of the Crossing Guard is to help people cross the street safely. The Crossing Guard is responsible to help the children cross the street to get to school in the morning. The Crossing Guard also has to be there to help the children cross the street on the way home from school in the afternoon.

- What is the Crossing Guard holding when he/she helps the children cross the street?

The Crossing Guard is holding a STOP sign so that he/she can STOP the traffic to allow the children to cross the street.

KNOWLEDGE:

Lead a discussion about all the various traffic signs. Although it is not a must for the children to understand perfectly what every sign means, learning about them will give them an awareness of the community and the world around them.

ROAD SIGNS: Show the different road signs, one at a time, to the class. Allow the children to try to figure out on their own what each sign represents. Then you can clarify for the children what each sign is for.

[The road signs included in the curriculum are: STOP Sign, Do Not Enter, Railroad Crossing, Yield, Men Working, One Way, No U-Turn, Deer Crossing, Speed Limit, Reserved Parking, School Crossing, Slippery Road]

ARTS & CRAFTS:

C1 - COLOR BY NUMBER ROAD SIGN PICTURE: The children should be guided as to what the coloring codes are, and they can then color this adorable road sign picture.

C2 - ROAD SIGNS BOOK: The children will create their own Road Signs Book by coloring each page and the cover. The book can be assembled by punching a hole in the top center of each page and inserting a binding ring through it.

YIDDISHKEIT APPLICATION:

We should all try our hardest to use our gift of talking to do lots of Mitzvos and really good things. For example, when we see the Crossing Guard standing on the street corner, the first thing that should come to our minds is to say a nice, friendly “Good Morning!”

We should become accustomed to always greet each other; our friends, parents, teachers, and all others, with a nice “Good Morning” and a big smile!

Speech, the ability to talk, is a special gift from Hashem. We can build and we can break with our gift of words.

Below are two beautiful stories that depict the importance and the beauty of greeting people nicely.

Good Morning to a Neighbor

A non-Jewish Police Lieutenant was a guest at a dinner honoring Rav Pam zt”l. He wanted to hear every word of Rav Pam’s speech. When someone asked him why he was so interested in what the Rabbi was saying, he answered, “I have lived across the street from the Rabbi since I was a young boy. The Rabbi always makes it his business to say ‘good morning’ to me. That is why I respect him.”

There Is Still Someone Inside!

Rav Berel Fishbain owned a very large slaughterhouse where animals are shechted according to halacha. He sold thousands of pounds of glatt kosher meat. Every night, Berel used to lock up after everyone went home.

One evening as he was closing the big lock on the fence, a night guard yelled out, “Rav Berel, there is still someone inside.” Rabbi Fishbain was surprised to hear what the guard said because he was usually careful to see to it that no one was left inside before he locked the gate.

“I’ll check again,” Rav Berel yelled back to the guard. After checking the entire premises, Rabbi Fishbain felt good that he was correct. There was no one inside. Rav Berel locked the gate and continued to his car.

“Rav Berel, there is still someone inside,” yelled the guard again.

A bit annoyed, Rabbi Fishbain went over to the guard and said, “I checked everywhere. There is no one inside. What makes you think that someone is inside?” The guard

answered in a quiet voice: “Every morning, Rabbi Perl the Shochet says ‘Good Morning’ to me. In the evening, he wishes me a ‘good evening’. Tonight, he did NOT wish me ‘good evening’.

Rabbi Fishbain knew Rabbi Perl well. He knew that Rabbi Perl was very careful to speak nicely to people. He understood that it was strange that Rabbi Perl did not wish the guard a good evening.

Rav Berel unlocked the gate and went back in to the slaughterhouse yelling, “Rabbi Perl, Rabbi Perl, do you hear me?” Then Rabbi Fishbain saw a tiny ray of light under the big walk-in freezer door. He quickly ran to the freezer. He unlocked the door. There was Rabbi Perl, lying on the floor, unconscious. Rabbi Fishbain quickly pulled Rabbi Perl from the freezer. He then quickly called Hatzalah.

Rabbi Perl was rushed to the hospital. He became conscious after a few days. The guard who had come to be mevaker choleh was standing near his bed when Rabbi Perl opened his eyes.

“Have a good evening”, Rabbi Perl said to the guard with a smile on his face!

(Adapted from a true story told by Rav Moshe Aron Stern, shlita)

Note: Rabbi Dovid Flagler of the Mirrer Yeshiva K’tana in Brooklyn put together a beautiful collection of stories and tidbits on this topic. For free booklets, call (718)645-6586 or (347)522-5412.

ARTS & CRAFTS:

C3 - A GIFT FOR THE FAMILY: A Special Plaque

The children should take this very special plaque home to hang in their house where it can be seen, read, and put to good use by the entire family!



BUS DRIVER

LANGUAGE/DISCOVERY TIME:

Bus Drivers can drive different types of buses. What kind of buses are there to service the people?

- There are City Buses which provide transportation around each town or city. There are also City buses that take people from one city to the next city or town. They pick up people at special bus stops and they drop them off at other bus stops near where they have to be. The Bus Companies have an official schedule that is printed and advertised so that people are familiar with the times that the bus will be coming.
- There are School Buses that provide transportation for all students to get to school. The buses pick up the students from their special bus stop at the designated time. The school buses also pick up the children from school and take them home.
- There are also Coach Buses which are used to drive people on very long trips which take more than a few hours. (Example: going to the mountains, going on a long school trip, going to Canada, or any other far away city)

Ask the children if they ever went anywhere on a bus, and allow them to talk about their experiences.

ACTIVITY:

Sing with your class “The Wheels on the Bus...”

KNOWLEDGE:

Teach your class a lesson on Bus Safety. You can bring out the following points:

- Wait nicely at your bus stop. Stay on the sidewalk and do not go onto the street.
- Wait until the bus driver comes to a complete stop before stepping off the curb to go on the bus.
- Do not push the girl/boy in front of you when it is time to get on the bus.
- Watch your step when you get on the bus.
- Stay in your seat the whole time on the bus. Do not stand up when the bus is moving!
- Do not shout out the window.
- Do not throw objects out of the window.
- Watch your step when getting off the bus.

YIDDISHKEIT APPLICATION:

Being on a bus is a good opportunity for you to make a Kiddush Hashem. How?

- There are a lot of people driving by who see you when you are waiting for the bus. Make sure to stay in line, don't push to be first, and do not start running towards the bus before it stops.
- Walk nicely and quietly onto the bus.
- Say a friendly "Good Morning" to the bus driver.
- Say "Thank You" to the bus driver before getting off the bus.
- Sit nicely on the bus so you don't get the driver upset.
- Do not stick your hands or head out of the bus window.
- Do not send items flying out of the window.
- Speak softly.

It's important for us to make a Kiddush Hashem to the world around us wherever we are!

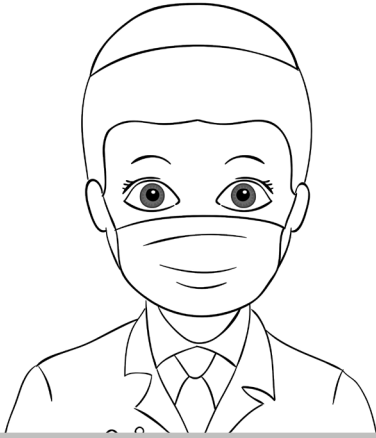
ARTS & CRAFTS:

BD1 – BUS SAFETY BOOK

BD2 - KIDDUSH HASHEM KEYCHAIN: Use the template included in this unit to create the keychain. The children can color in the stripes. The keychain can be placed on their book bags as a reminder to create a Kiddush Hashem wherever they go.

FOOD ART:

School Bus



DENTIST

LANGUAGE/DISCOVERY TIME:

What is the Dentist's job?

The Dentist helps to take care of people's teeth. The Dentist usually has a helper called a Dental Hygienist. The Dentist and the Dental Hygienist do many things to your teeth when you visit the Dentist.

When you come for an appointment at the Dentist, this is what will be done:

- Clean your teeth with a special electric toothbrush.
- Take x-rays of all of your teeth to make sure everything is okay.
- Check your teeth to make sure that you have no cavities.
- Fill the cavities, if you have.

It is important to brush your teeth every day to keep them clean and healthy. Brushing your teeth helps to prevent cavities.

Brushing alone is not enough. You need to eat healthy foods. Eating too many sugary foods is not good for you or for your teeth!

Lead a discussion about healthy and unhealthy (junk) food. The children can have turns to give suggestions of various foods that are healthy and foods that are not healthy-sugary.

ARTS & CRAFTS:

D1 - SORTING CHART: The children will color and cut out the pictures of the various healthy foods and junk foods. They will then glue them onto the proper column of the Tooth Chart; Healthy or Unhealthy.

D2 - BRUSHING TEETH CHART: The children can color the chart and decorate the frame with stickers or tissue paper balls. They should bring it home to fill in daily.

YIDDISHKEIT APPLICATION:

Hakoras Hatov: Teeth are a very special gift to us from Hashem. We grow one set of teeth when we are babies. When children reach the age of about 5 or 6, the baby teeth start to fall out. The adult teeth grow in the places where the baby teeth were

Our teeth are wonderful! They help us eat, speak, and they make us look nice.

Teeth are one of the many special gifts from Hashem. How can we show Hashem that we appreciate our teeth?

We can show Hashem that we appreciate his gift of teeth by taking good care of them and keeping them clean and healthy.

Mashal: Imagine if your Grandmother bought you a nice new book for a gift. Your Grandmother comes to the house and sees the new book that she just bought laying on the floor. Some people who walk by the book step on it.

Do you think your grandmother will be happy to see the book that she bought laying on the floor? Will she want to buy you another present?

Nimshal: When we receive a gift, we must show Hakoras Hatov, appreciation. One way of showing Hakoras Hatov for the gift is to take care of it!

SONG:

(Tune of This Old Man...)

Brush your teeth every day,
So you won't get tooth decay.
Brush them once, brush them twice,
Brush them so they'll be white & nice!



BAKER

LANGUAGE/DISCOVERY TIME:

A baker works very hard. He wakes up very early in the morning to start baking so that the baked goods will be ready for people to buy first thing in the morning.

Bread and challah dough, as well as other kind of doughs, have to rise and grow before they are baked in the oven. The baker uses many different mixers and utensils to bake all the delicious cakes and breads that are sold in bakeries and grocery stores.

Ask the children: What can you buy in the Bakery? Bread, rolls, challah, cookies, cakes, danishes etc.

KNOWLEDGE:

Ask the children if they know what the main ingredient of all the bakery goods is.

It is FLOUR! Where does flour come from? It comes from wheat that grows in special wheat fields.

Display to the class the picture of wheat that is included in this unit. The children will gain an understanding of where wheat comes from when they see this picture.

Using the sequence pictures included in this unit, describe to the class the process of how wheat is made into flour:

1. Seeds are planted.
2. The seeds will sprout into leaves and grow with water and sun.
3. Stalks of wheat will sprout from the ground.
4. The farmer will cut down the wheat.
5. The farmer will bring it to the mill where the wheat kernels will be taken out of the

wheat stalks.

6. The wheat kernels can be ground up into flour.
7. The farmer will grind the wheat kernels into flour.
8. The flour can then be mixed with other ingredients, such as flour, eggs, oil, and made into all kinds of delicious baked goods.

YIDDISHKEIT APPLICATION:

We have a very special Mitzvah to do when we bake challah. The mitzvah is called “הפרשת חלה”. This means separating a piece of the challah. During the time of the Beis Hamikdash, this piece of Challah went to the Kohein. Today, we do something else with the piece of dough that is separated because we don’t have a Beis Hamikdash.

Each time we bake challah, we are supposed to take off a piece of dough. We make a Brocha on it and burn it. We are not allowed to use the rest of the dough for challah until this mitzvah is done.

ARTS & CRAFTS:

B1 - BAKER HAT: (template included)

B2 - MEMORY & RECALL GAME: Which One is Missing- Lay out the various cards of baked goods for the players to view. Send one child out of the room, and remove one card. The child returns to the room, and has to then try to figure out which one is missing.

The cards can be colored by the children. A special envelope is included for the game.

B3 - SEQUENCE CARDS: Sequence cards of the process of wheat turning into flour. The children color the cards and cut them out. They then place them in the right sequence on the empty template. They can be glued on or remain removable so that they can set it up over and over again.

B4 – MAGNET FOR הפרשת חלה: Print blank template on transparency. The children color the transparency picture, and then tape the printed paper of the special tefillah behind the transparency.

SUGAR COOKIE RECIPE: Below is a nice and simple sugar cookie recipe that you could make with your class to tie up this unit. Enjoy!

- 1 1/4 sticks margarine
- 1 cup sugar
- 2 eggs
- 1 tsp. vanilla
- 2 1/2 cups flour
- 1 tsp. baking powder
- (Optional: for brown cookies, add cocoa.)

- To paint, add coloring to the egg yolk.
- To stick on sprinkles, brush with egg white.
- For rainbow cookies, divide dough and put different colors for each part.



GARBAGE COLLECTOR

LANGUAGE/ DISCOVERY TIME:

The Garbage Collector drives a big garbage truck. He stops by every house to collect the garbage from everybody's garbage pails that are left out on the street on their special pick-up days.

The job of the Garbage Collector is definitely not the most pleasant one. Yet, it is a very important job that must be done!

- What would happen if the garbage would not get picked up?

Even if the garbage would be collected a drop late, it would start to create a very bad, unpleasant smell. It would become unbearable after a short time! Aside from that, the garbage would attract a lot of bugs (such as flies) and unwanted animals.

- You can explain to your class the process that takes place with garbage removal:

People take out their garbage from their houses and put it into the outside big garbage pails. They then place their big outdoor garbage pails onto the street curb for garbage pickup on their designated garbage pickup day. The truck comes and hauls away the garbage to a LANDFILL where the garbage is dumped. A landfill is a huge piece of land where the garbage is buried under the earth and then covered with soil.

- Recycling: In most towns, people are required to keep certain types of garbage separate from the rest of the garbage, and keep it in a separate garbage pail.

This garbage is called "RECYCABLES". This means that the garbage can be melted down and re-used again. Recyclables include plastic, glass, paper, cardboard, metal.

Ask the children to think of examples of recycling objects: milk bottles, soda bottles, food cans, glass jars, newspapers, containers, etc.

ACTIVITY:

G1 – RECYCLING SORTING ACTIVITY: The children will color and cut out the pictures of the various garbage/recycling items. They will then sort and glue them into the proper trash can; garbage or recycling.

YIDDISHKEIT APPLICATION:

Lead a discussion about "בל תשחית". Explain what בל תשחית is. We have to be careful not to throw out good food that can be eaten. We have to realize how lucky we are to have so much food. We have to be careful not to let it go to waste! We should try to eat the food we are given, such as eating up the crusts of our bread, and eating up an apple to the core.

It is a better idea to start off with a smaller amount of food and then ask for more. We can avoid בל תשחית if we do this.

בל תשחית SONG:

(Tune of "I Found a Peanut")

Ate my apple,
Ate my apple,
Ate my apple 'til the core.
Ate my sandwich,
Ate my sandwich,
Until there was no more.
בל תשחית I don't do.
Even if it's not my taste.
I am careful with my food,
Not to let it go to waste!

ARTS & CRAFTS:

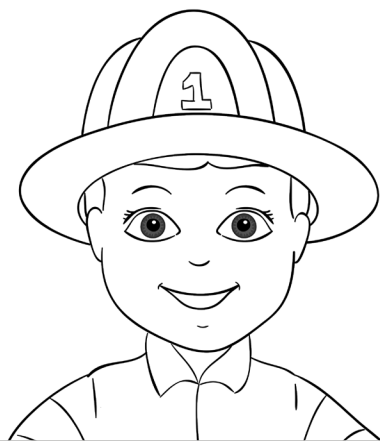
G2 - GARBAGE TRUCK: Template included in this unit. There are two trucks on the page that are attached at the top so that it can be folded and made into a standing truck.

Print the garbage truck picture on 8.5x11 card-stock.

Children should color the trucks.

Children should color the happy apple (eaten and not wasted) and the sad apple (whole apple wasted and thrown out). Staple the two apples onto the top left corner of the garbage truck as a reminder of what they learned about בל תשחית.

Fold over the paper at the top of one truck and cut it out so that you have a standing garbage truck. The בל תשחית song can be stapled to the garbage truck so the children can sing it at home.



FIREMAN

LANGUAGE/DISCOVERY TIME:

A fireman is called when chas v'shalom there is a fire, big or small, that has to be put out. A Fireman uses many different tools and equipment to help him put out a fire.

The job of a Fireman can be dangerous and difficult. The Fireman has to wear special clothing that protect him from fire, ashes, and smoke.

Ask your students to identify some of the different articles of clothing that a fireman wears while fighting a fire: fire coat, fire helmet, fire boots.

A Fireman also wears an oxygen tank on his back that helps him breathe when he is forced to enter an area that is full of smoke. Smoke is not supposed to enter our lungs because it causes a person to chas v'shalom not be able to breathe properly.

KNOWLEDGE:

Talk about the purpose and usage of each one of the Fireman's tools:

- **Fire Engine:** Has all the equipment on it. It also has a huge ladder that is used to reach the fire if it is high up.
- **Hoses:** The hoses are on the fire engine. The firemen connect them to the fire hydrant which releases a lot of water into the hoses. The hoses then forcefully shoot out the water at the fire.
- **Oxygen Mask:** The fireman wears it to help him breathe when being exposed to fire and smoke. A Fireman also wears an oxygen tank on his back that helps him breathe when he is forced to enter an area that is full of smoke. Smoke is not supposed to enter our lungs because it causes a person to chas v'shalom not be able to breathe properly.

- **Gloves:** The fireman wears fire-resistant gloves when he is working to put out the fire.
- **Ax:** The fireman uses an ax to break the windows of a burning building or house. The fireman does this so that the smoke can escape from the building/house.
- **Fire Jacket:** The fireman wears a special coat that is waterproof and fireproof so he is protected as he works to put out the fire.
- **Fire Helmet:** The fireman wears this hat to protect his head from fire and falling debris.
- **Fire Extinguisher:** This tool can be held in your hands and sprayed at smaller fires. It has a powder in it that puts out fires.
- **Spotlight Hat:** The fireman wears this on his forehead to help him see the fire area better, especially when there is no electricity because of the fire!

F1 – FIRE SAFETY SHEET: The children should make an X over the items that are dangerous to touch, and color the items that we are allowed to touch.

F2 - STOP DROP AND ROLL: This is so important for the children to know!

Explain to the children that if chas v'shalom their clothing should catch on fire, this is what they should do: Stop, Drop to the floor, and Roll over until the fire is extinguished.

It is important for the children to actually practice this in school so that they know what to do in the case of such an emergency, chas v'shalom.

YIDDISHKEIT APPLICATION:

There are many instances where we use fire when doing different mitzvos. We must always remember to be very careful when using fire or when we are near fire.

Allow the children to think of the various special mitzvos that use fire. They can have turns to share their answers:

נרות שבת, נרות יום טוב, הבדלה, חופה, מנורה, בדיקת חמץ, בעור חמץ, ל"ג בעומר, יארצייט

ARTS & CRAFTS:

F3 - FIRE HAT: Template included in this unit. There is also a template for the strap to be stapled onto the sides of the hat. Print hat template on card-stock. Children can color or paint it and cut it out. Staple or glue hat strap onto the right and left side of the hat so that it can be fit around the child's head.

F4 – MITZVOS WITH FIRE MATCHING CARDS: Print two sets of cards per child on card-stock. The children can color the cards and cut them out.

A template for a special envelope to hold the cards is included as part of the game.

Copy envelope template onto card-stock. Children can color the pictures on the envelope.
Fold the envelope on the dotted lines and glue or staple it closed on the sides. Place the matching game cards into the envelope.

FOOD ART:

Fire Engine



CLOSING OF THE **COMMUNITY HELPERS** UNIT

It is a good idea to wrap up the learning of this unit with a handful of nice, all- inclusive Community Helpers activities.

Below are some wrap up ideas:

COLORING BOOK OF COMMUNITY HELPERS: This booklet contains black and white pictures of each community helper.

COMMUNITY HELPERS IN OVALS: Can be used the following ways:

KEYRING OF ALL COMMUNITY HELPERS: Print these oval pictures on hard white paper. Children will color them and cut them out. Punch a hole in one at the top, and slide them through a keyring.

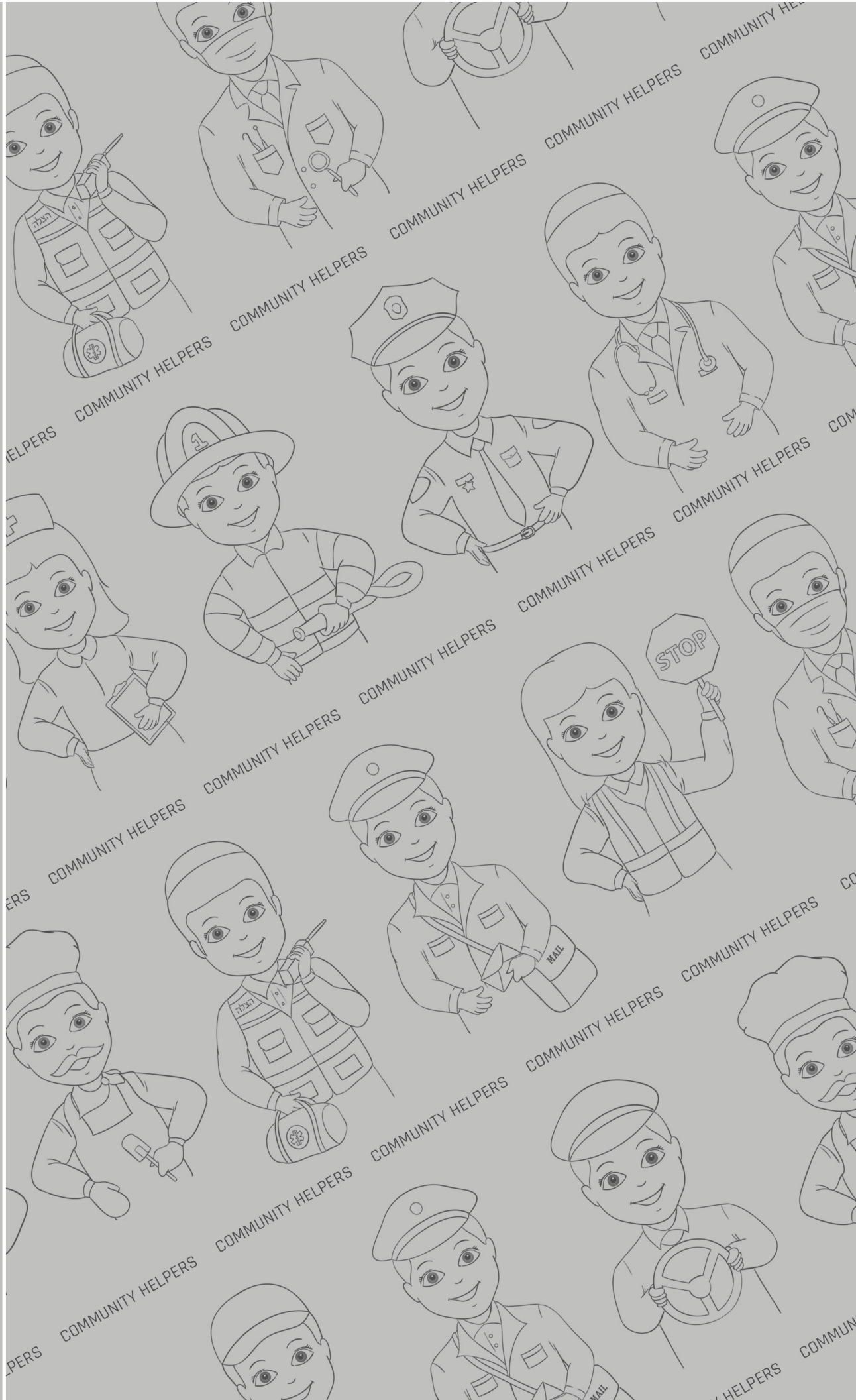
PUPPETS OF COMMUNITY HELPERS: Color each oval and glue onto a pop stick to be used as a puppet.

GUESS WHO IS MISSING GAME: Teacher should lay out all the community helper ovals on a table. Children should view them. Choose one child to leave the room. Remove one card from the table. Child has to guess which community helper is missing from the set. If the child cannot figure it out, send the child out again and put back the missing picture. The child then returns to the room and sees if he/she can guess which picture was put back. This game is a good exercise in focusing and using the mind. The children will love it!

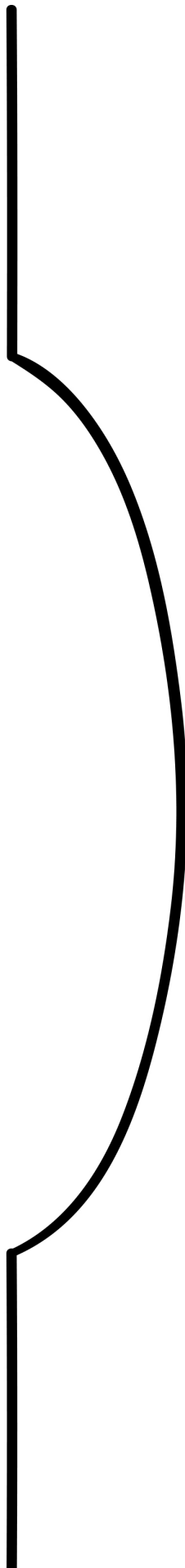
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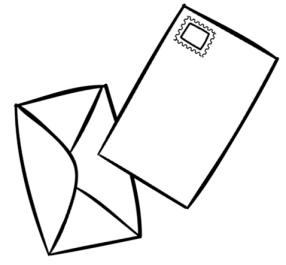
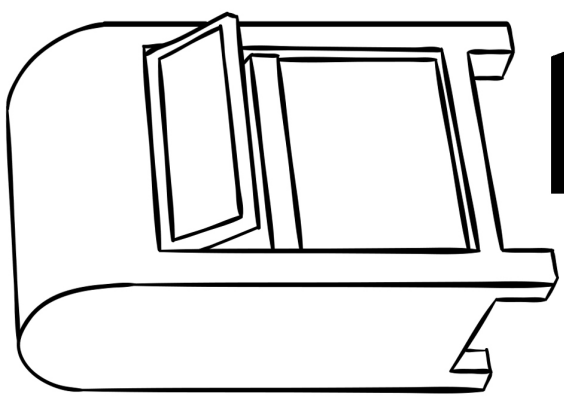
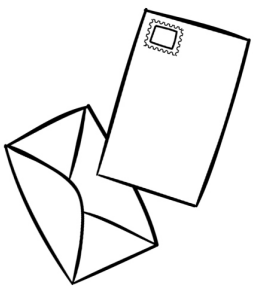
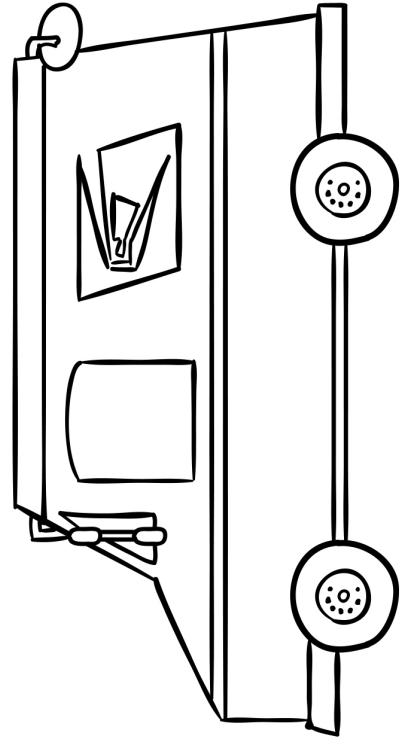
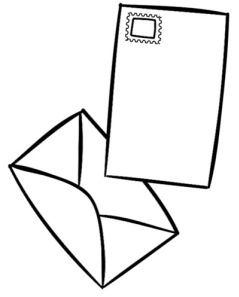
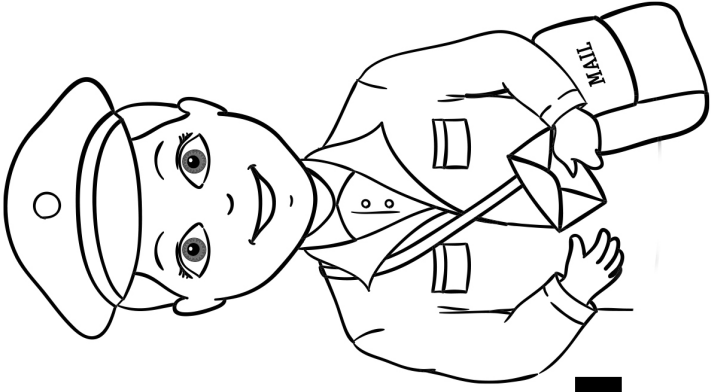
Cookies of All Trucks: There are very clear pictures included in this unit of all the food- trucks that you can make with your class. Enjoy!

ARTS AND CRAFTS



MIAMI



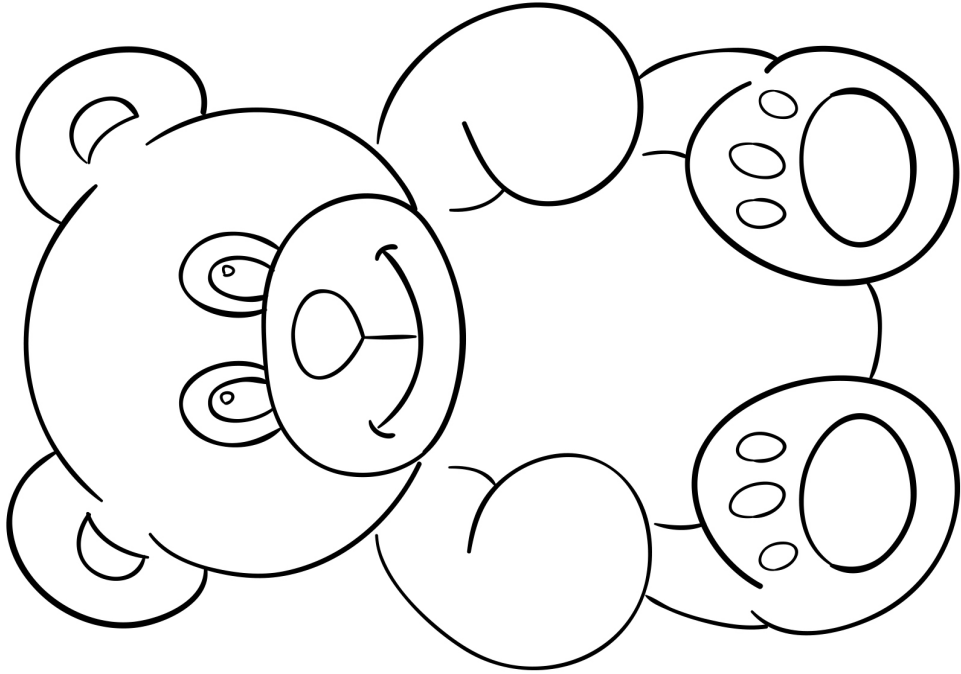


MAIL

I LOVE YOU!

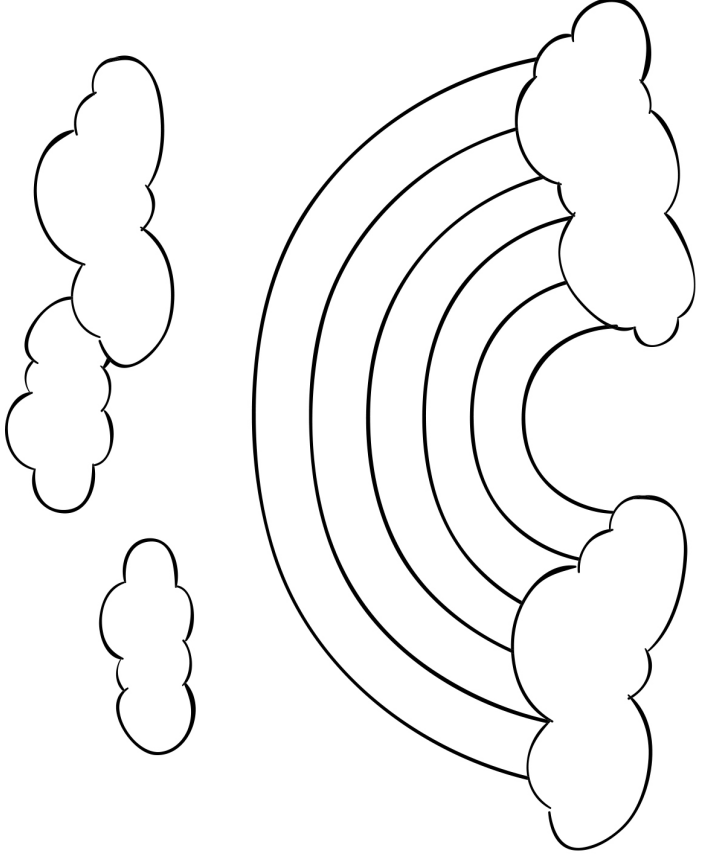


I LOVE YOU!



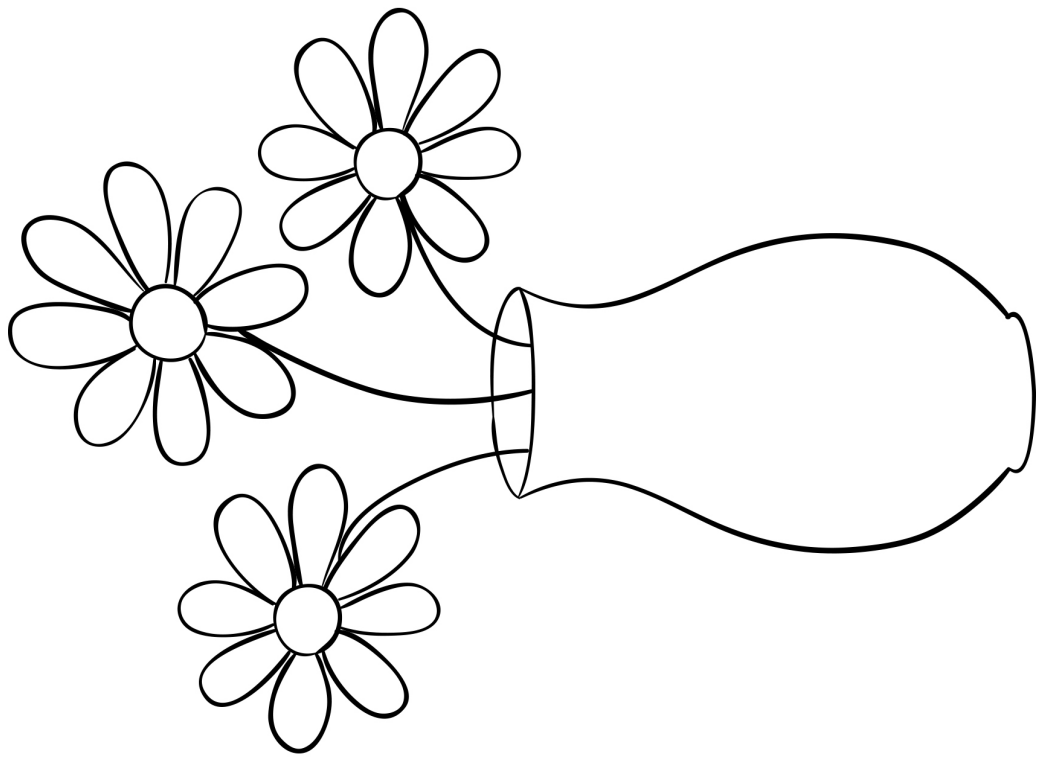
LOVE,

HAVE A NICE DAY!



TU TORAHUMESORAH

HAVE A NICE DAY!

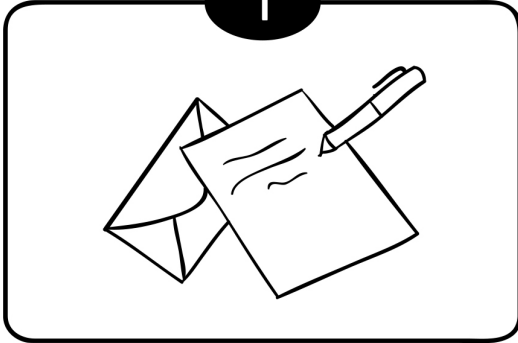


LOVE,

TU TORAHUMESORAH

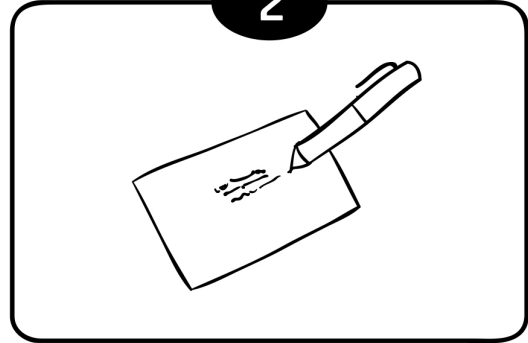
THE JOURNEY OF A LETTER

1



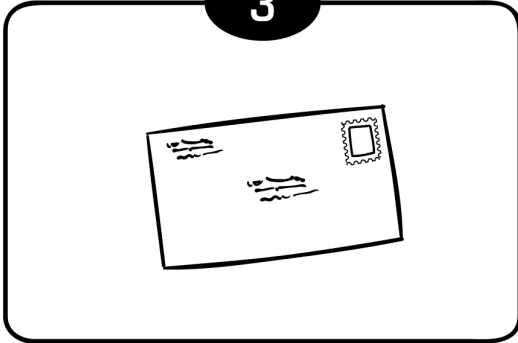
A letter is written

2



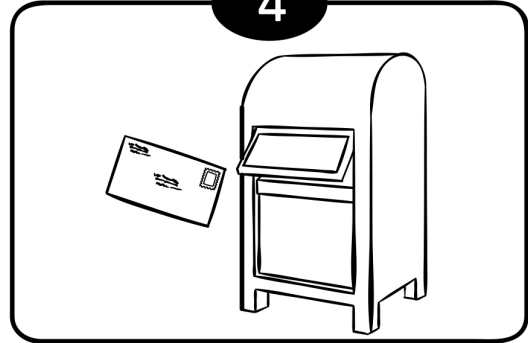
The envelope is addressed

3



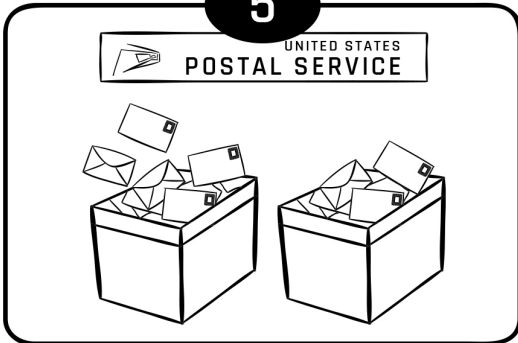
A stamp is put on the envelope

4



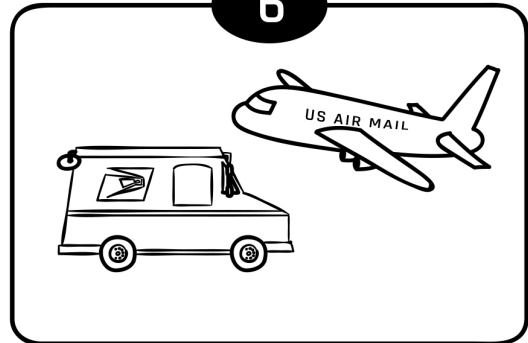
The letter is placed in the mailbox

5



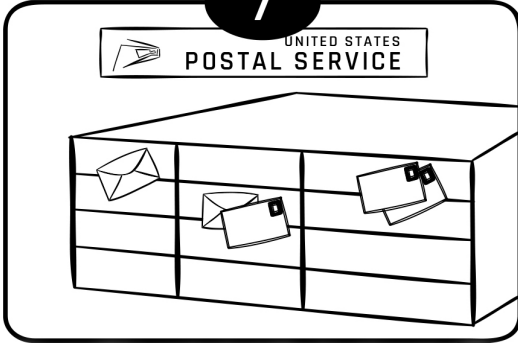
The mail is sorted at the post office

6



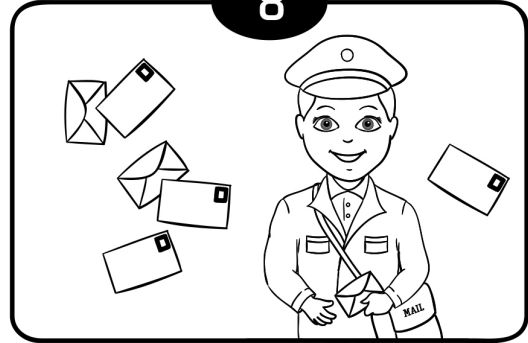
Trucks and planes transport the mail

7

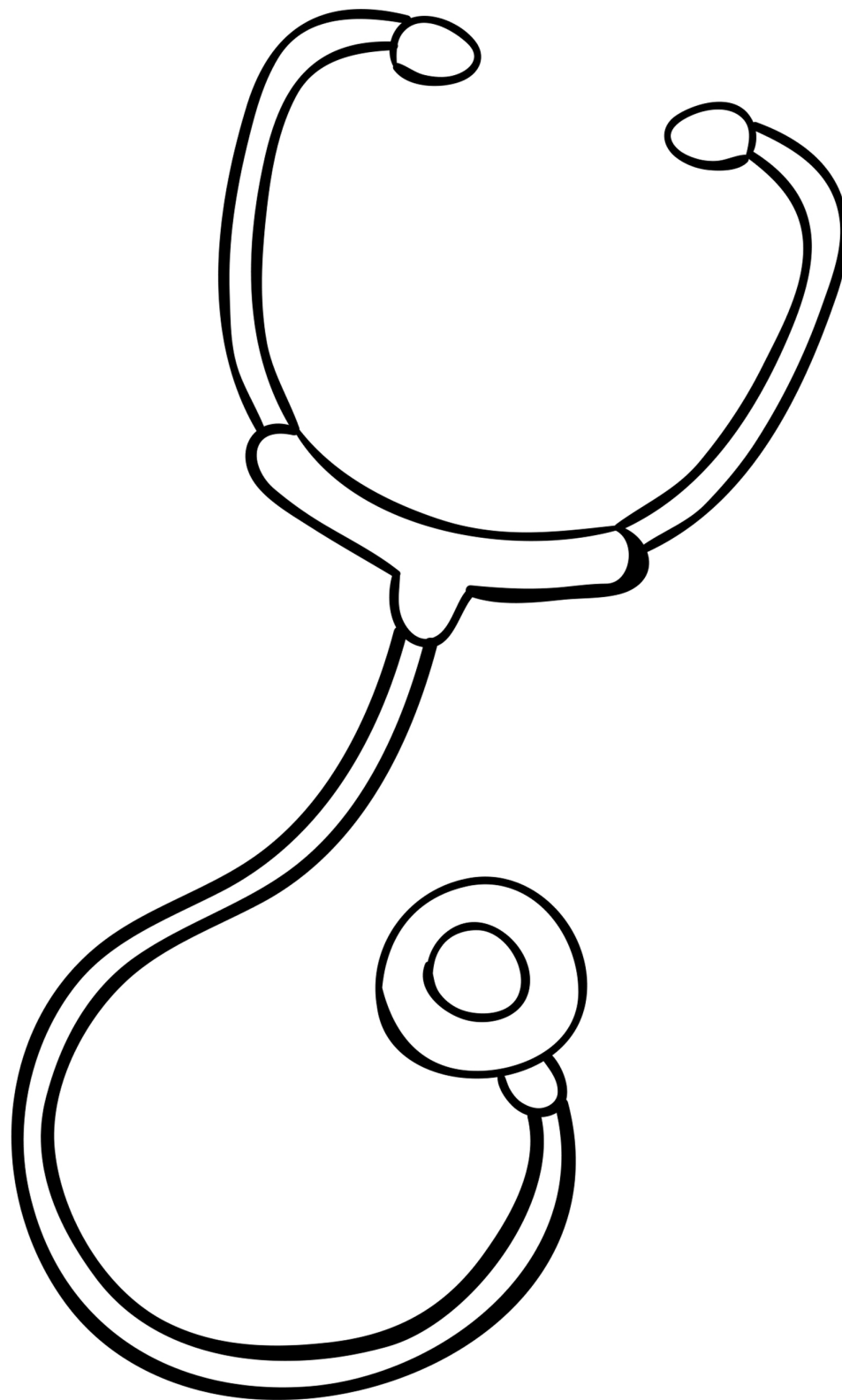


The mail is sorted at the local post office

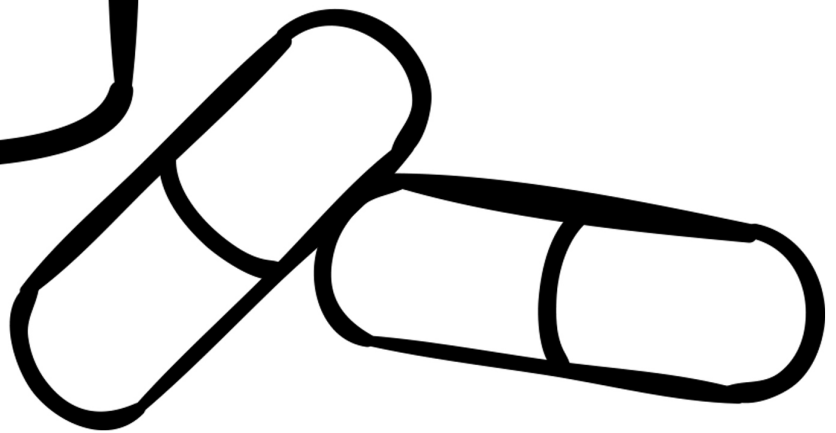
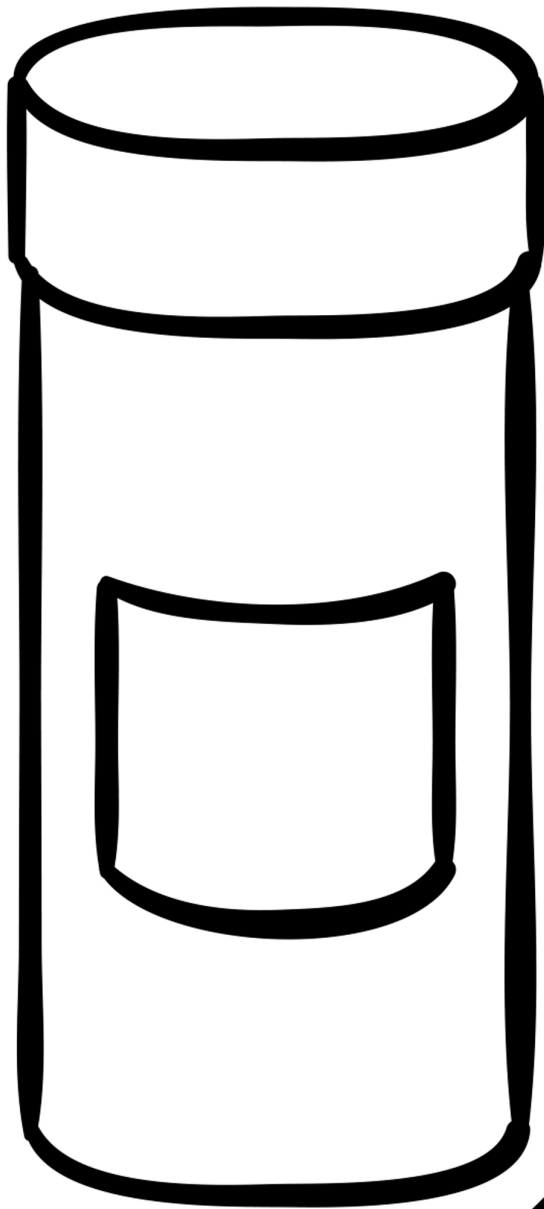
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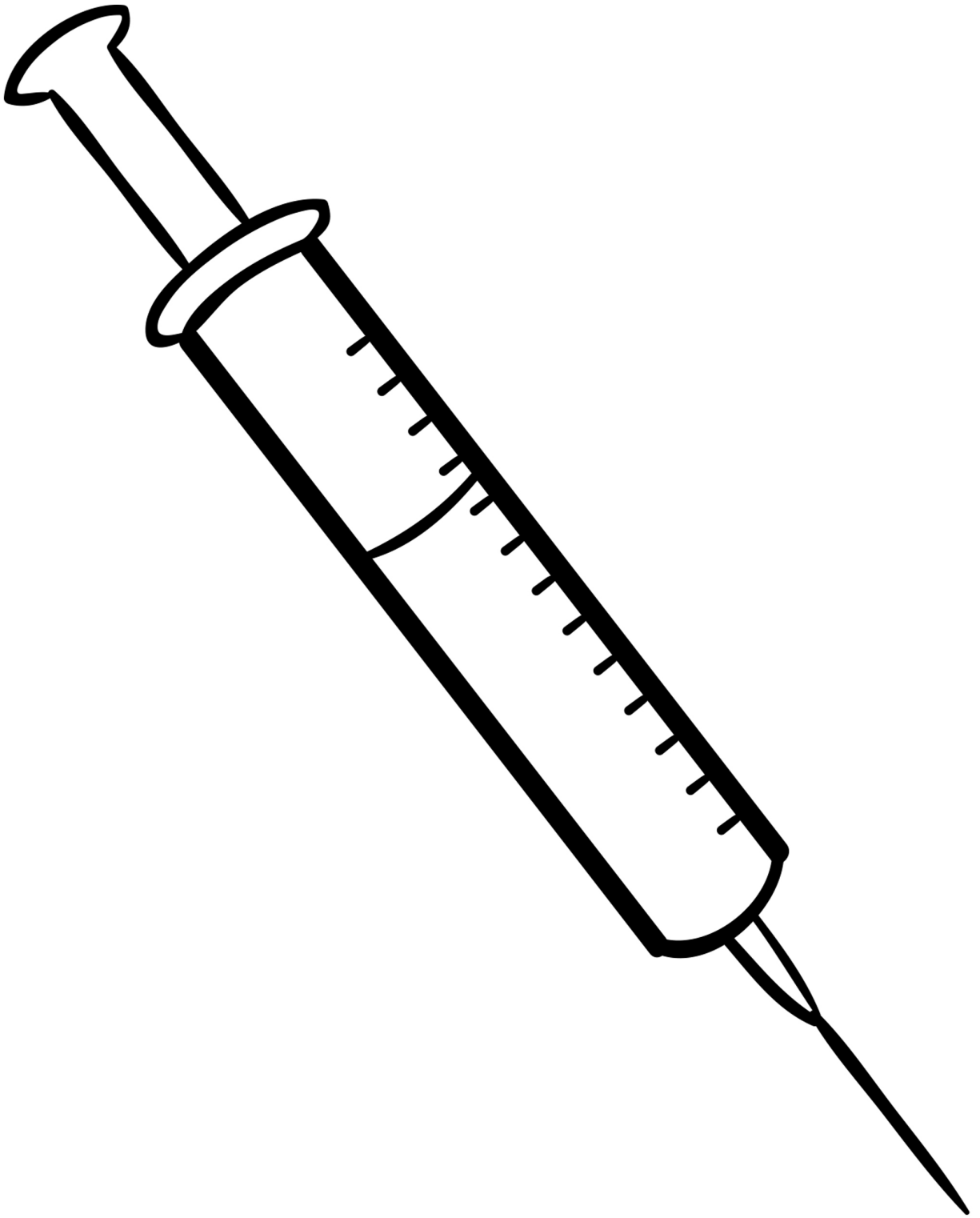
The mailman delivers the letter



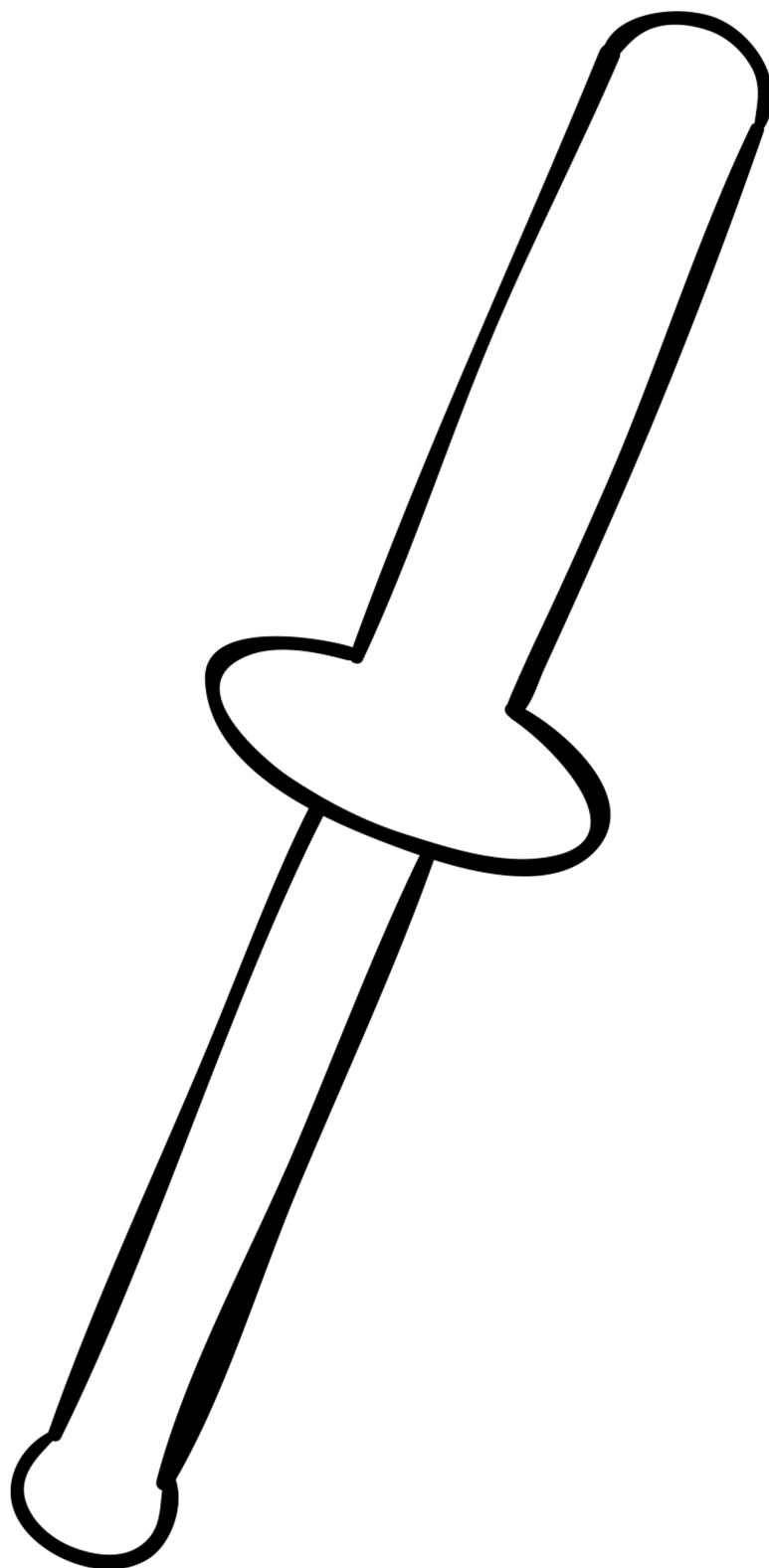
STETHESCOPE



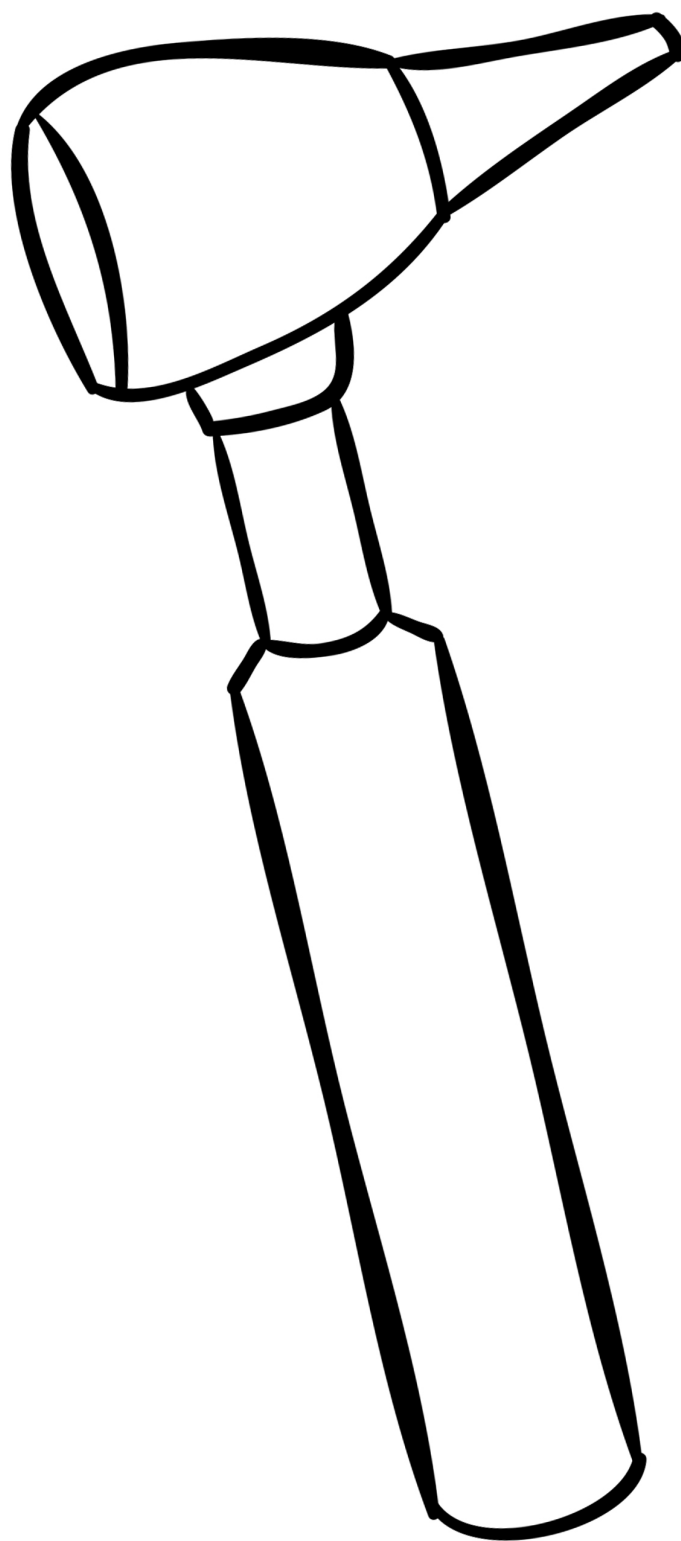
MEDICINE



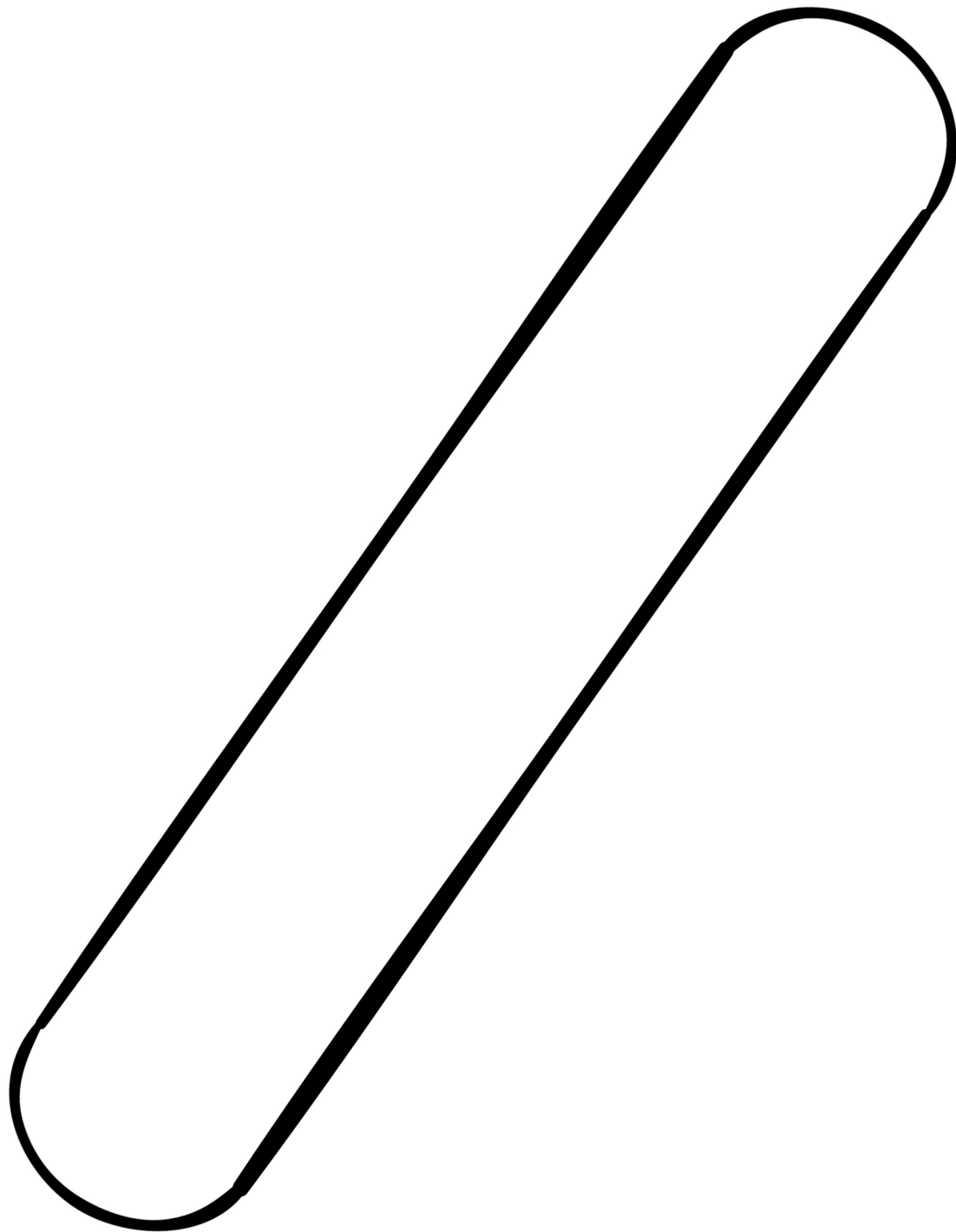
SHOT



MEDICINE DROPPER

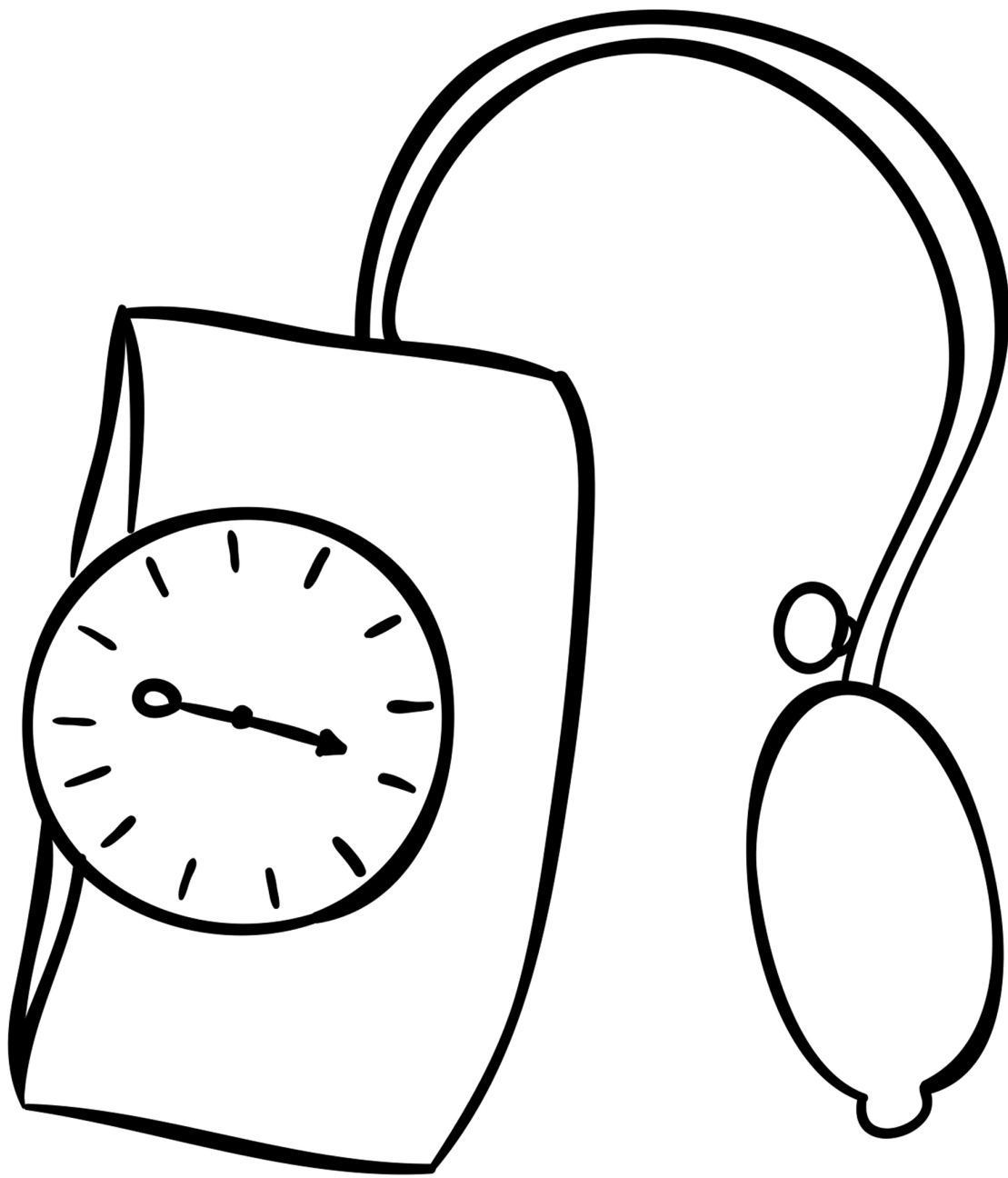


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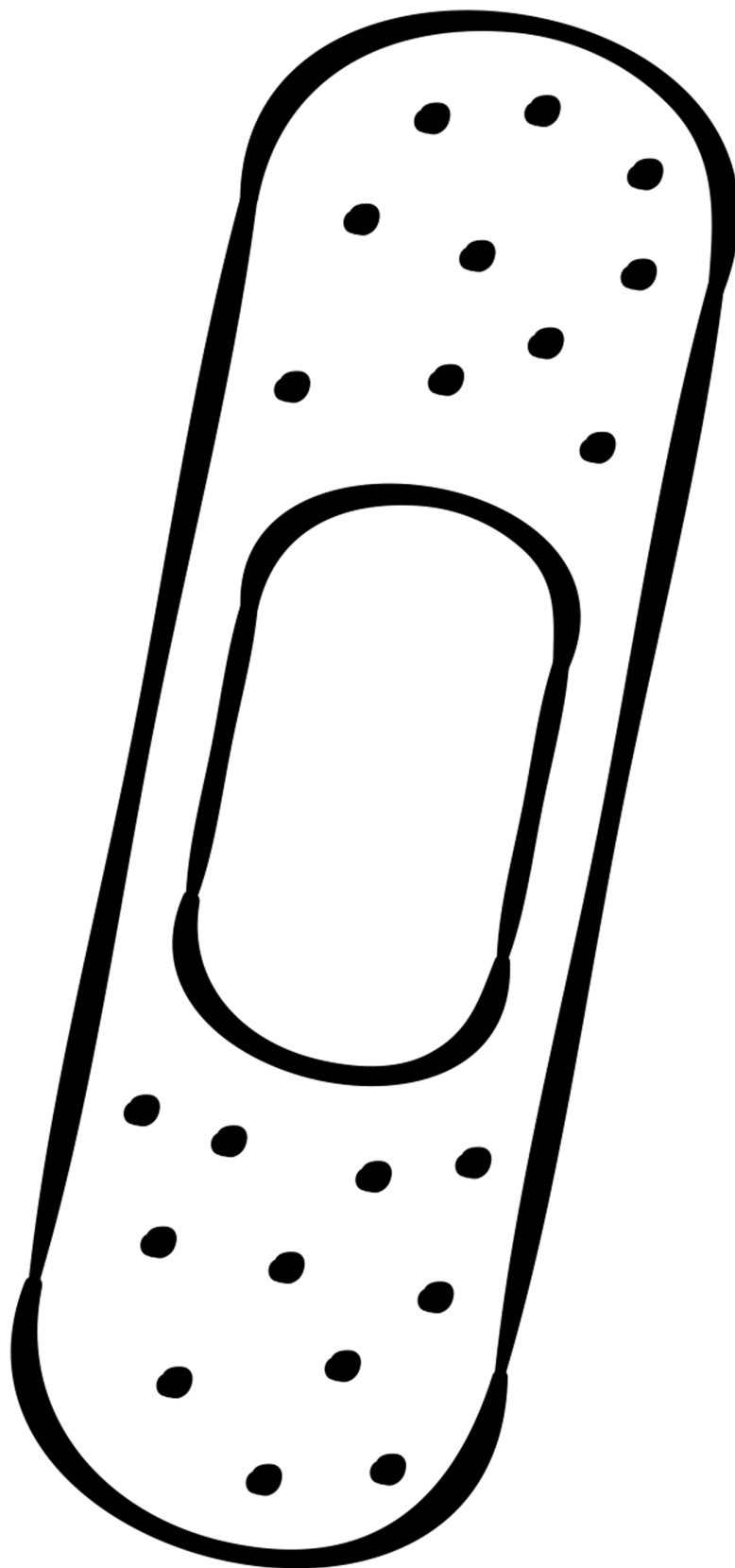


TONGUE DEPRESSOR

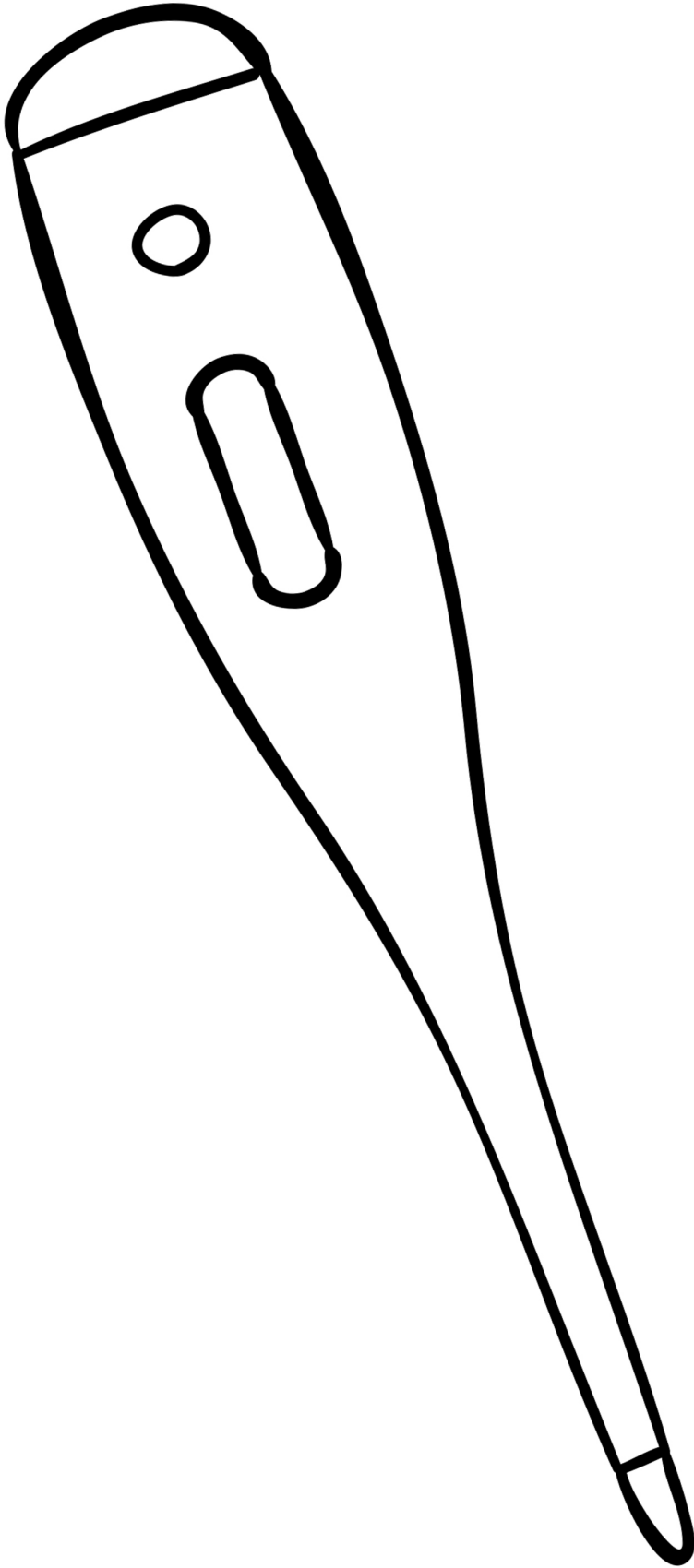




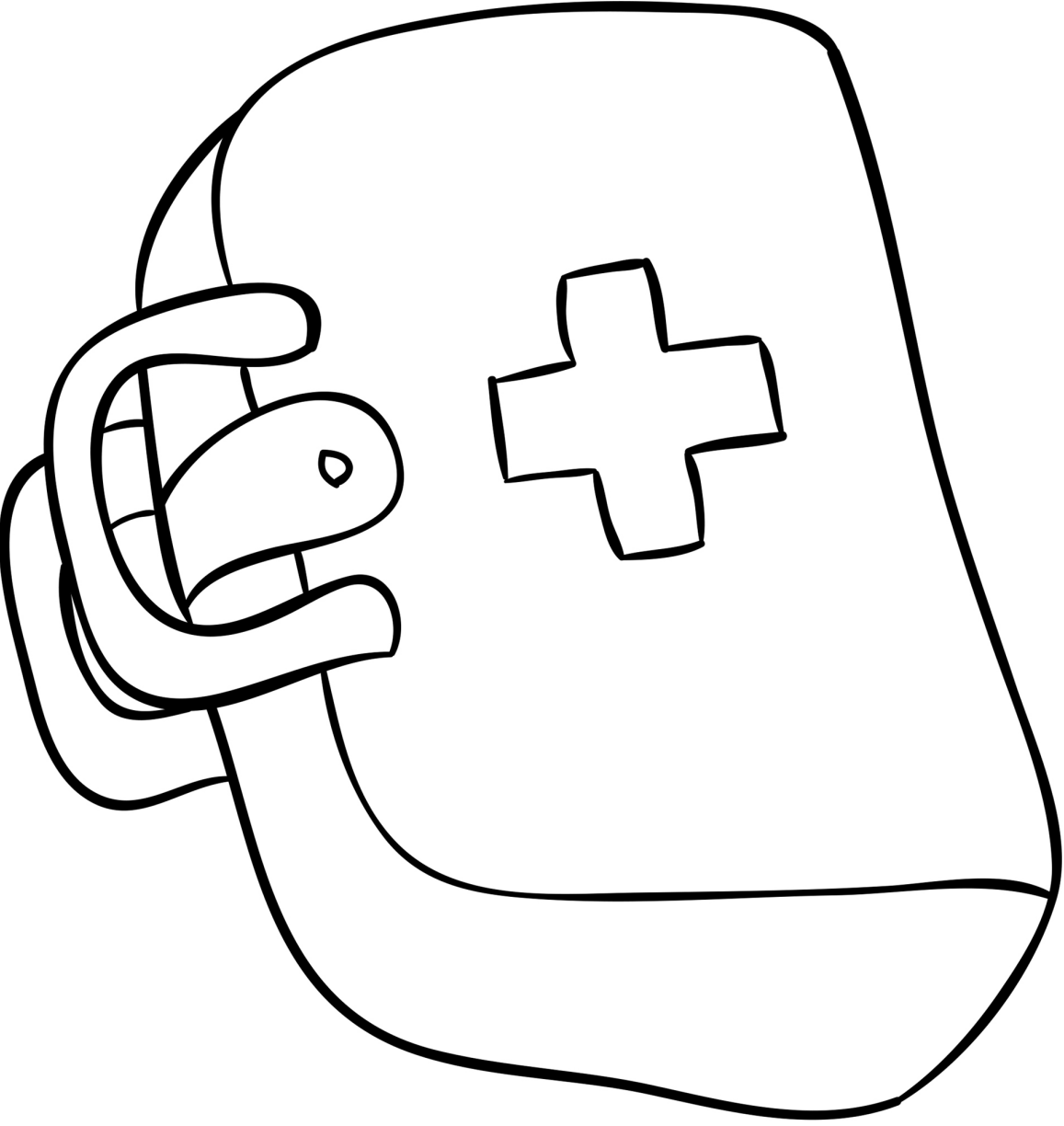
BLOOD PRESSURE CUFF



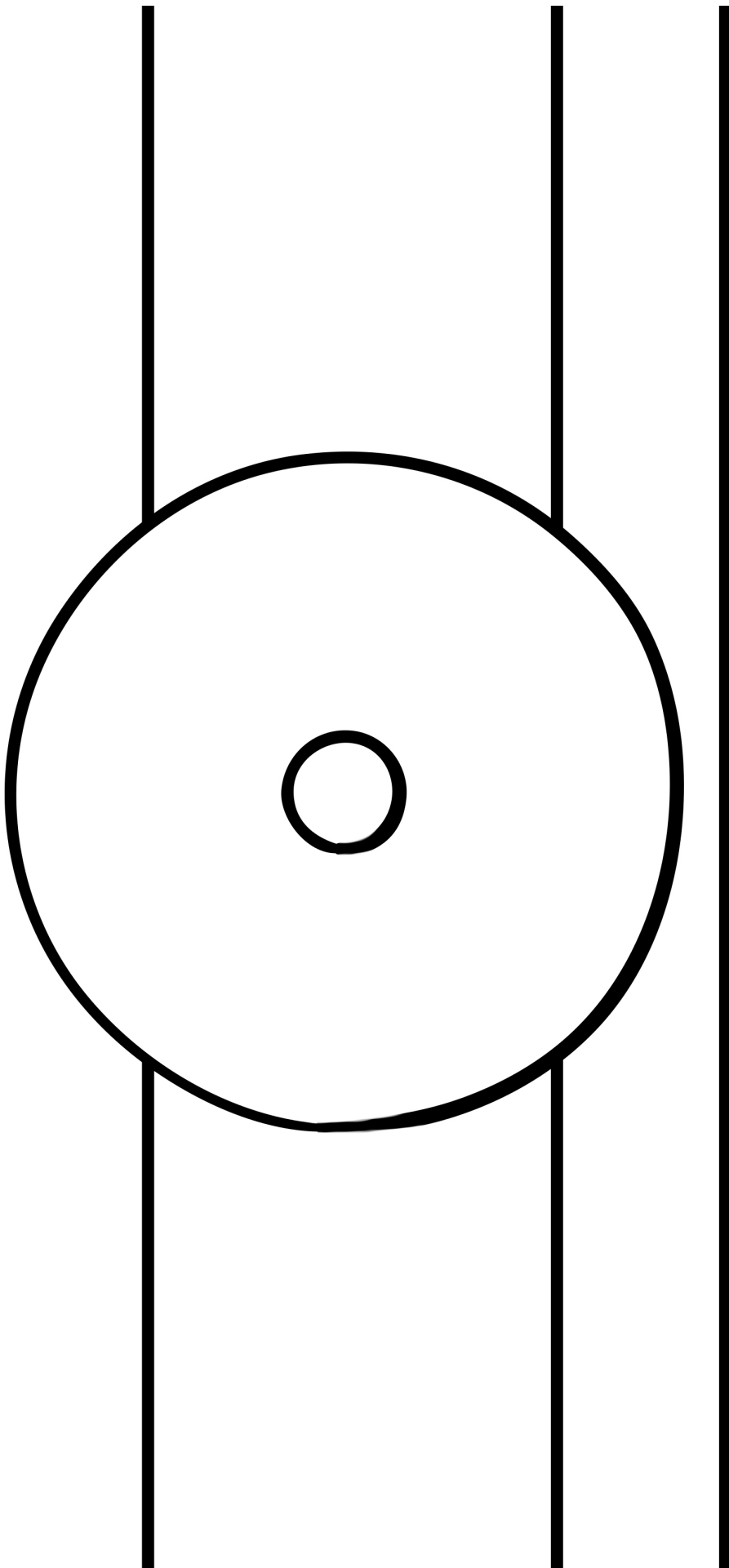
BANDAID

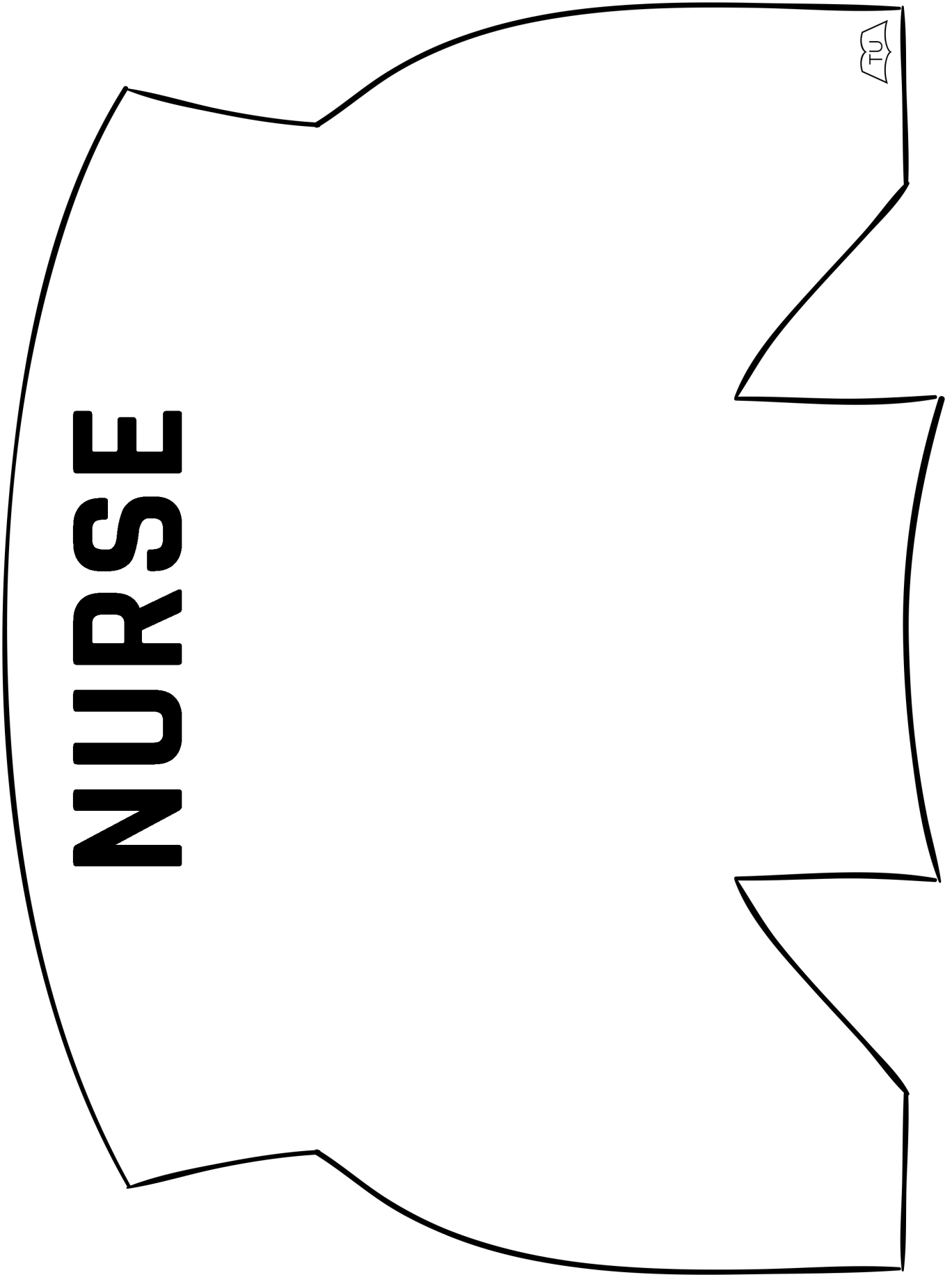


THERMOMETER

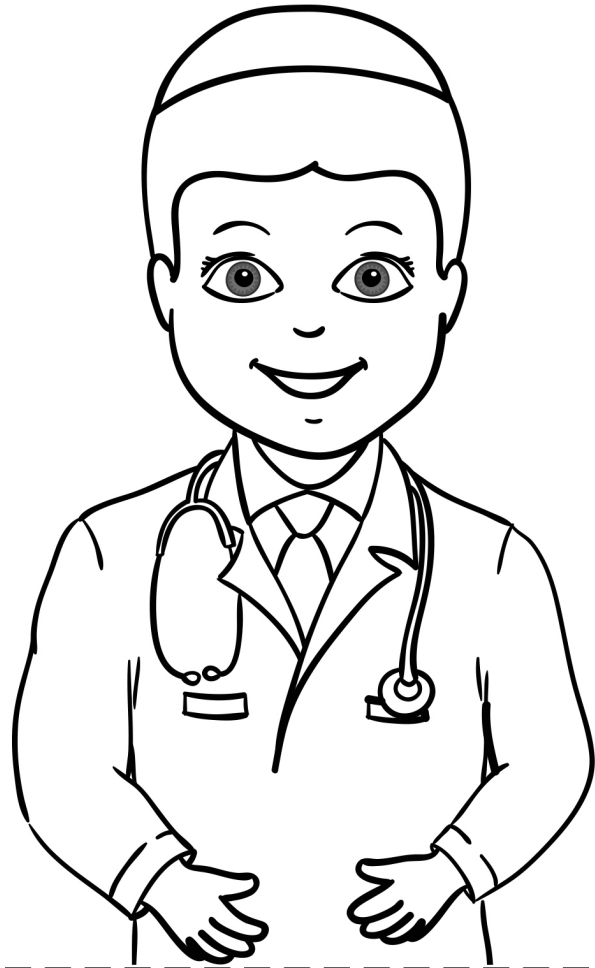
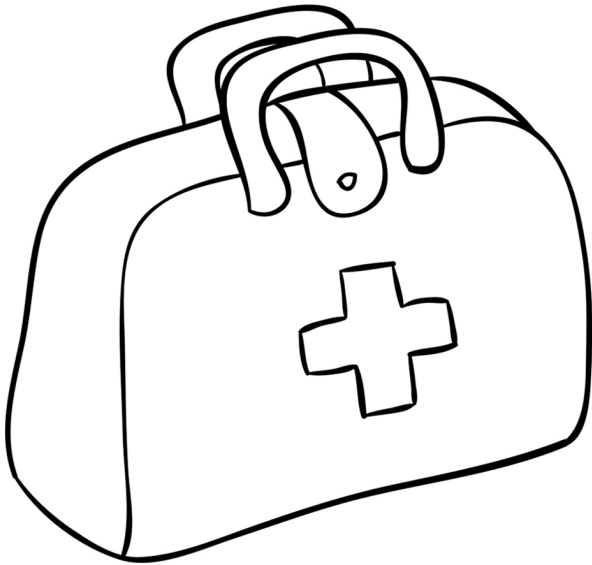


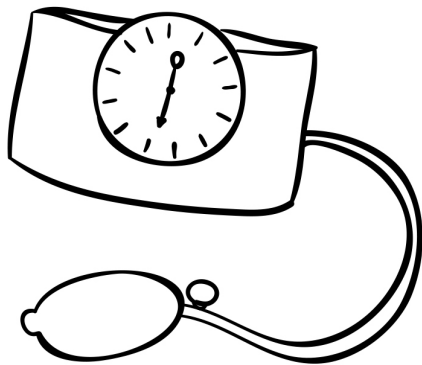
DOCTOR'S BAG



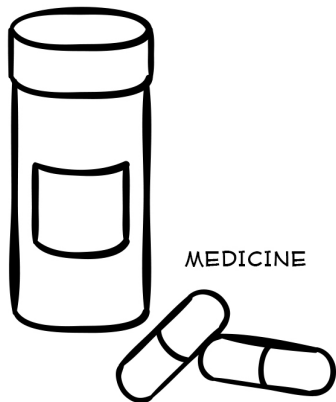


_____ 'S
DOCTOR PUZZLE

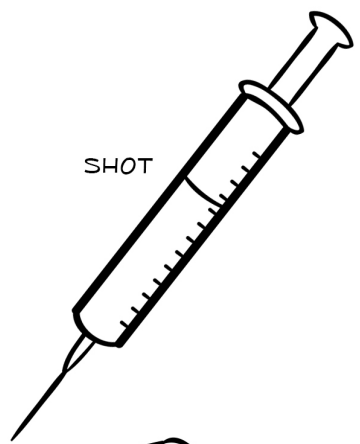




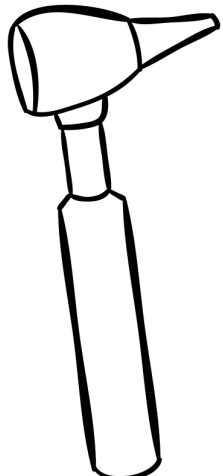
BLOOD PRESSURE CUFF



MEDICINE



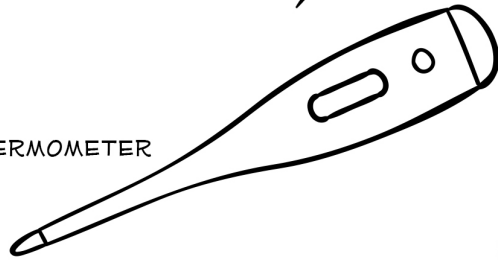
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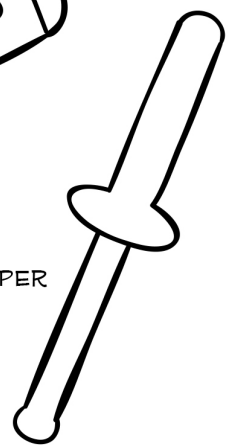
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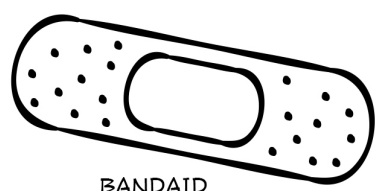
TONGUE DEPRESSOR



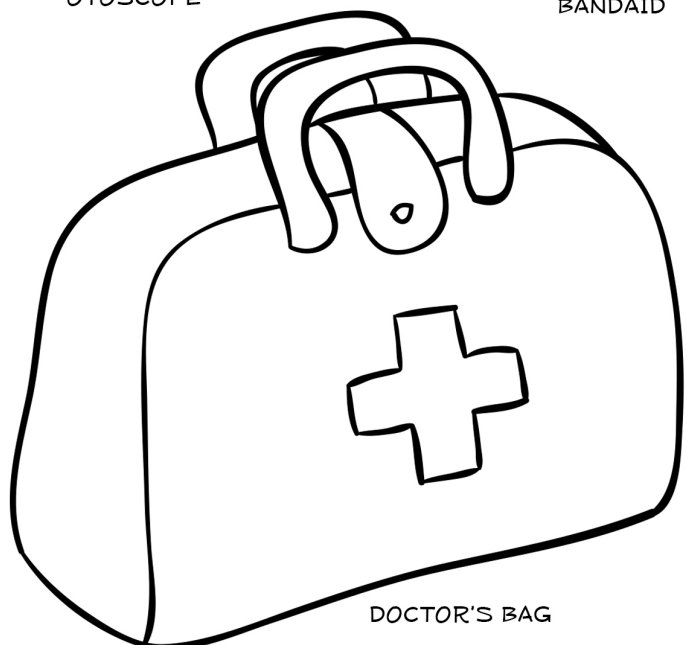
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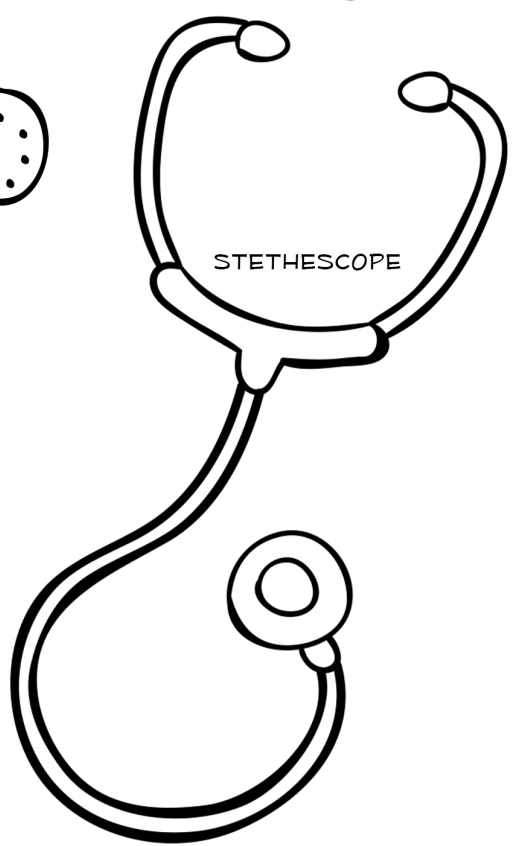
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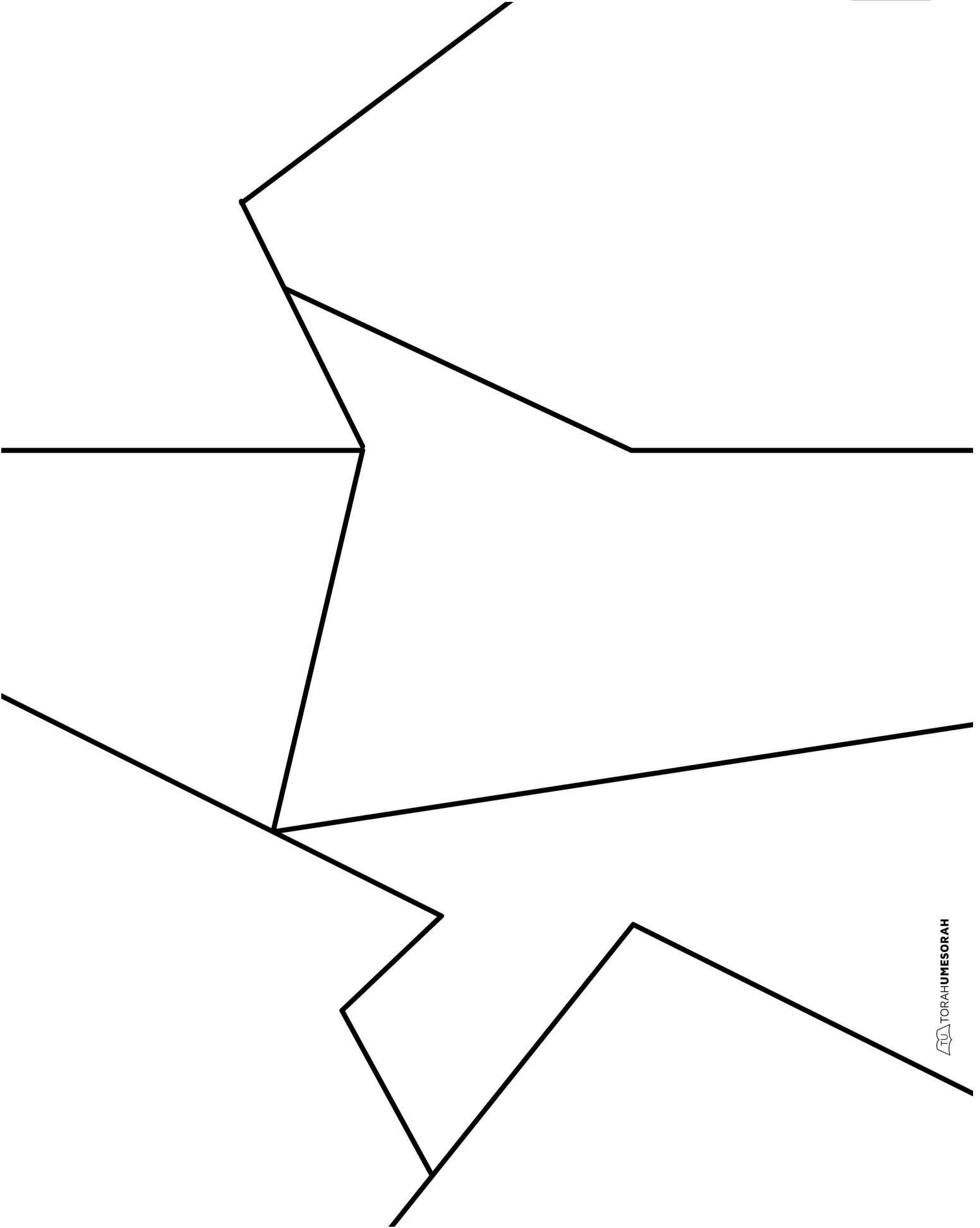
BANDAID



DOCTOR'S BAG

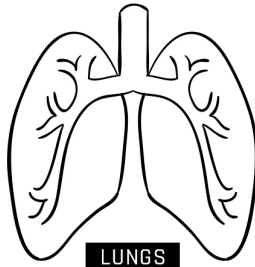
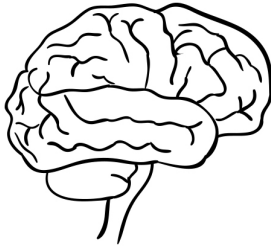


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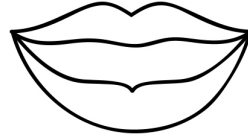
אֲשֶׁר יֵצֵר

BRAIN



LUNGS

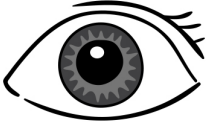
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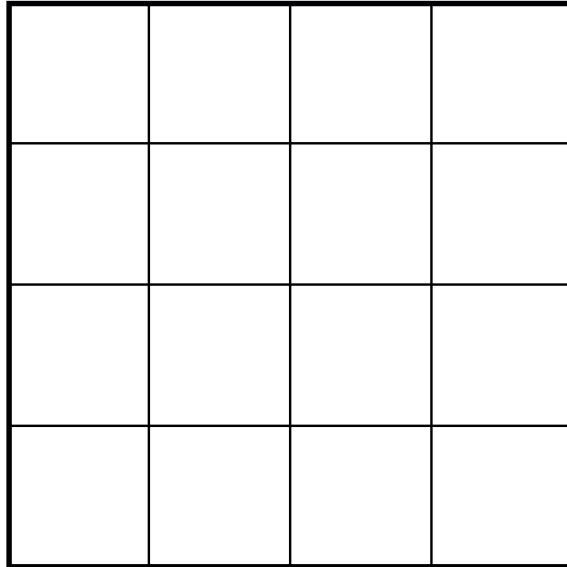
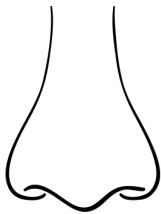
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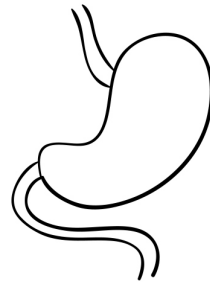
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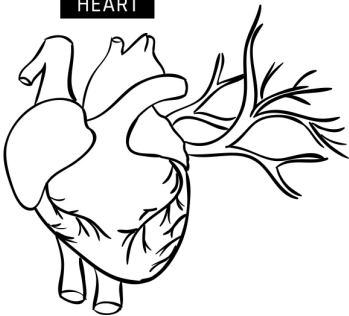
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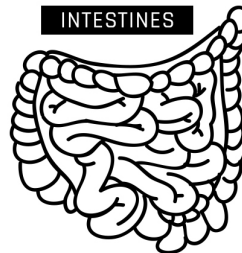
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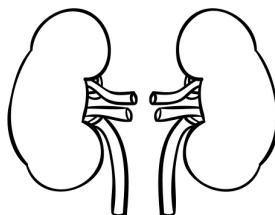
HEART



INTESTINES



KIDNEYS



לע"נ יוטא בת ר' יהושע צבי

TEFILLA TO SAY BEFORE TAKING MEDICINE

יְהִי רְצוֹן מִלְּפָנֶיךָ ה' אֱלֹקֵי
שִׂיחָא עֶסְק זֶה לִי לְרִפּוּאָה
כִּי רוּפֵא חַנּוּם אַתָּה.



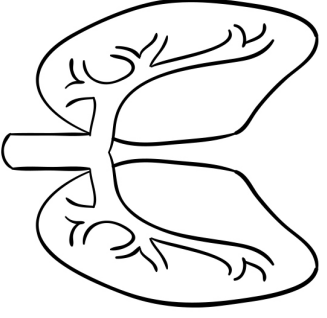
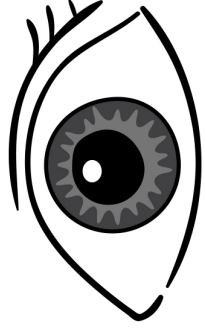
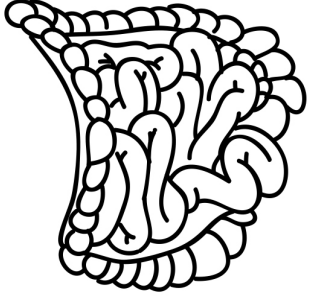


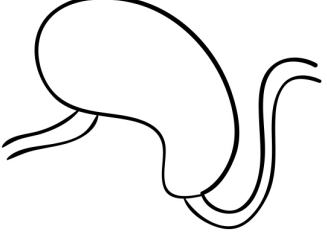
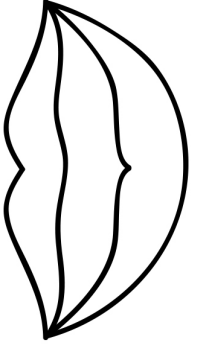
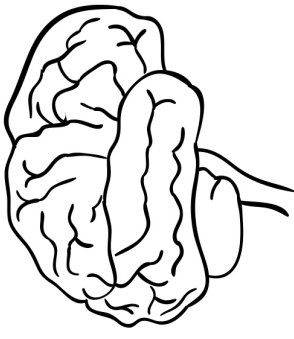
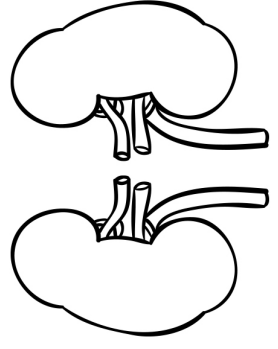
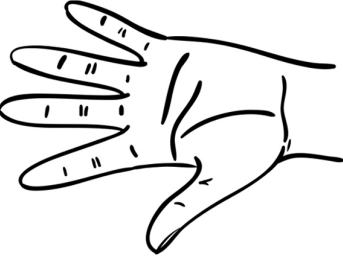
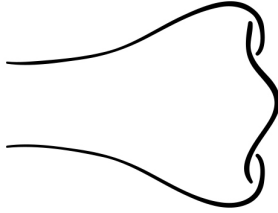

TORAHUMESORAH

TEFILLA TO SAY BEFORE TAKING MEDICINE

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שִׂיחָא עֶסְק זֶה לִי לְרִפּוּאָה
כִּי רוּפֵא חַנּוּם אַתָּה.

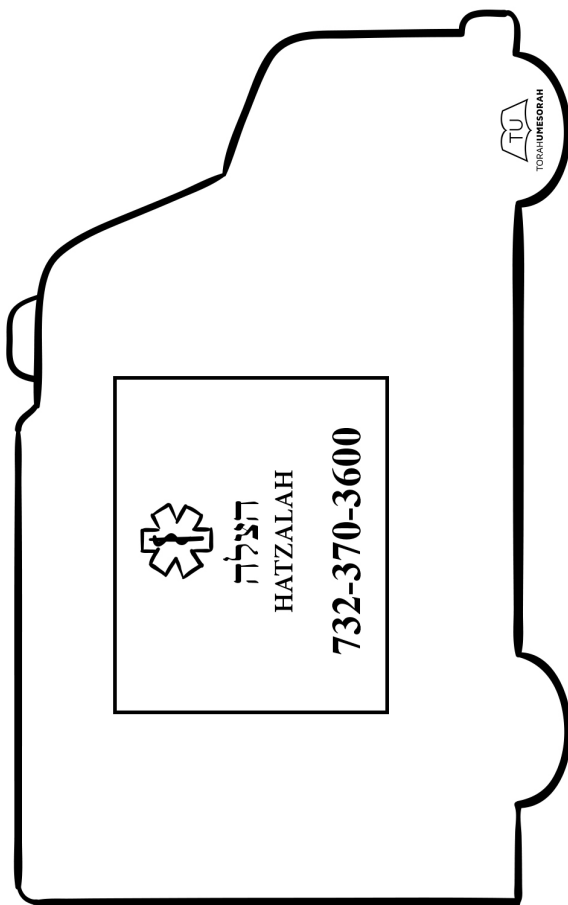
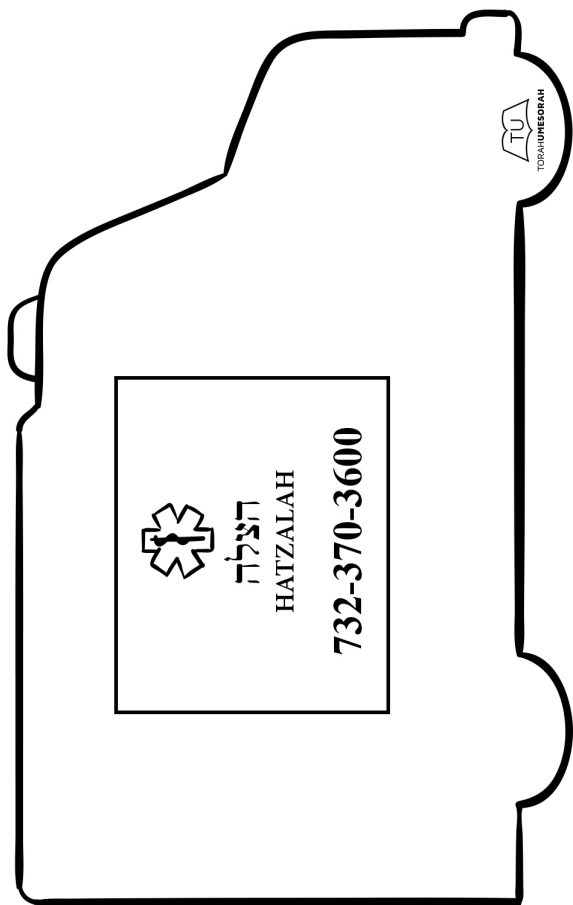
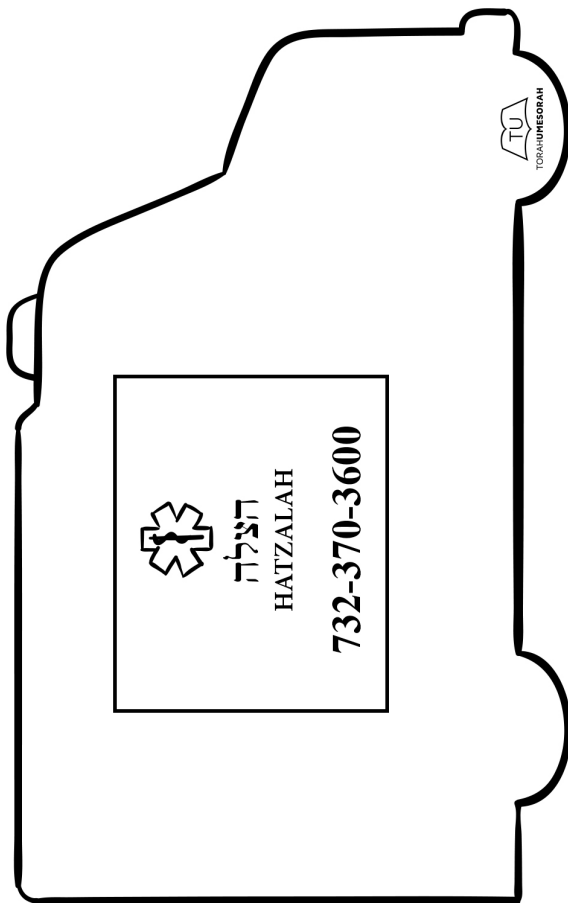
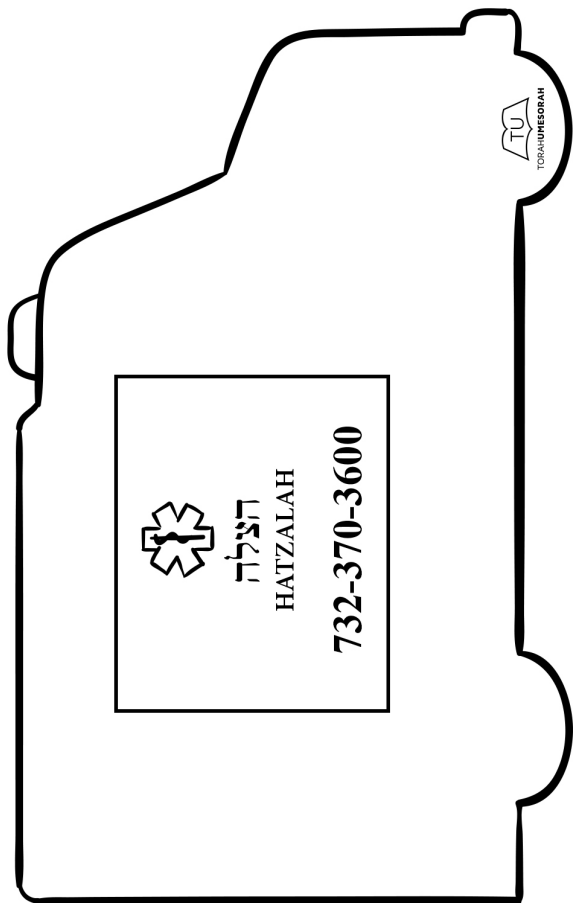


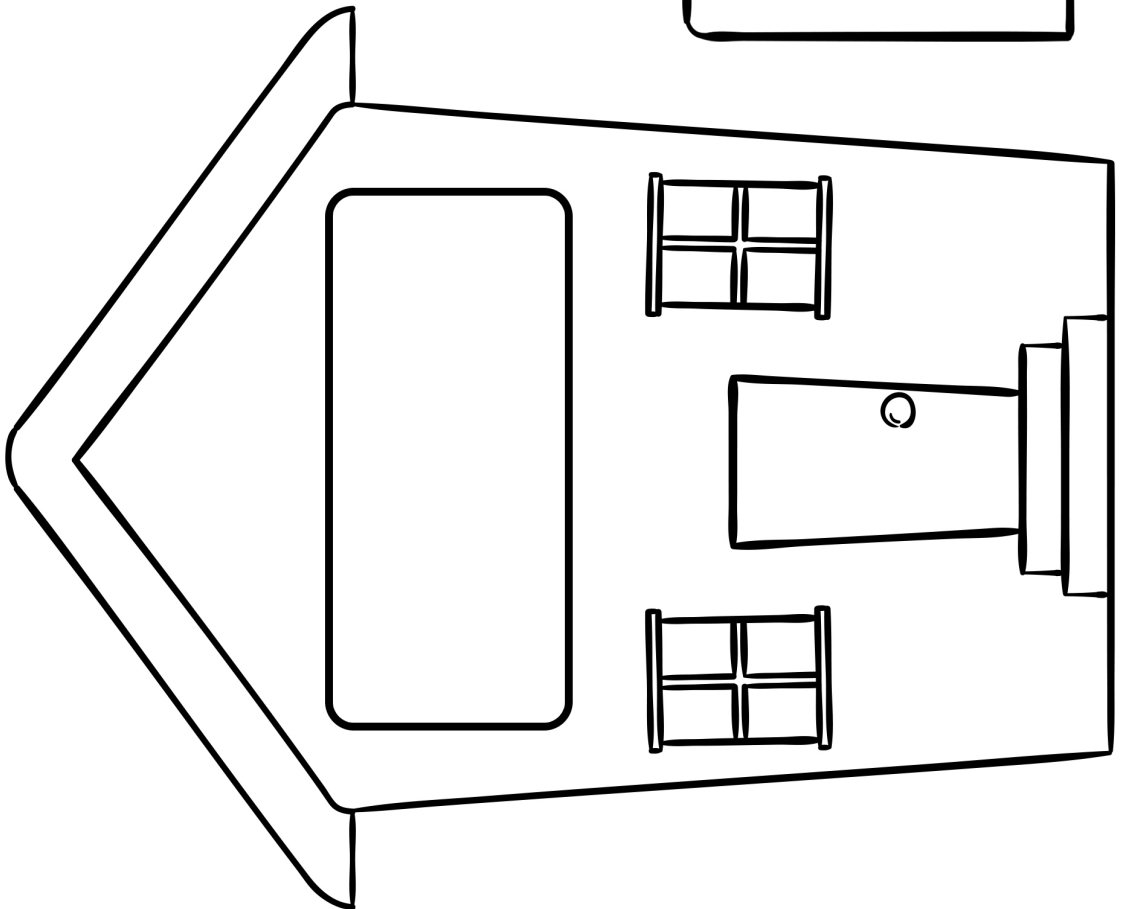
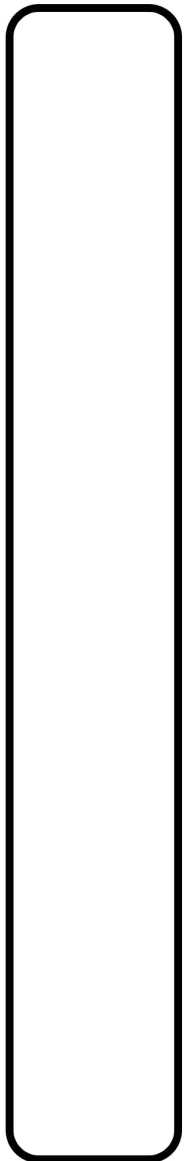
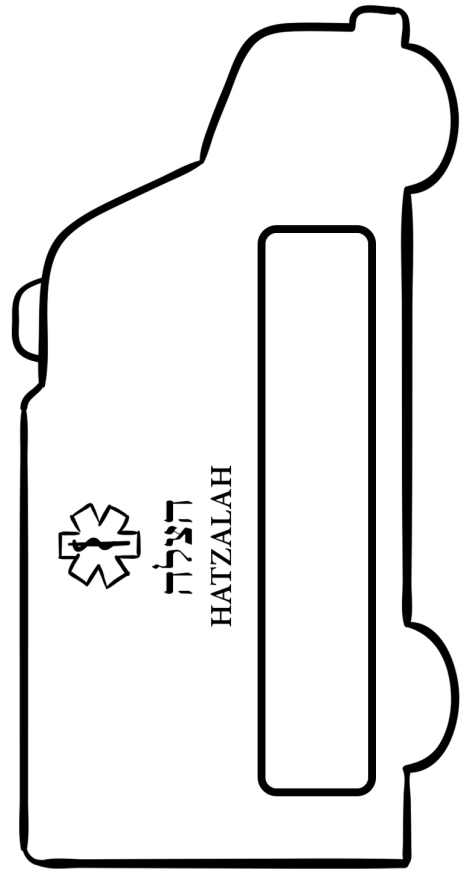
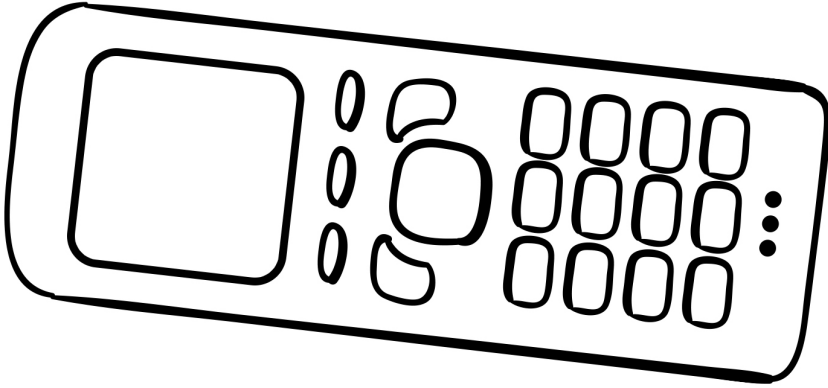
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 <p>LUNGS</p>	 <p>EYES</p>	 <p>INTESTINES</p>
 <p>EARS</p>	 <p>FEET</p>	 <p>STOMACH</p>
 <p>MOUTH</p>	 <p>BRAIN</p>	 <p>KIDNEYS</p>
 <p>HAND</p>	 <p>NOSE</p>	 <p>HEART</p>

INSIDE

OUTSIDE





PLEASE FILL OUT YOUR CHILD'S INFORMATION

CORRECT SPELLING OF NAME:

ADDRESS:

PHONE
NUMBER:

PLEASE FILL OUT YOUR CHILD'S INFORMATION

CORRECT SPELLING OF NAME:

ADDRESS:

PHONE
NUMBER:

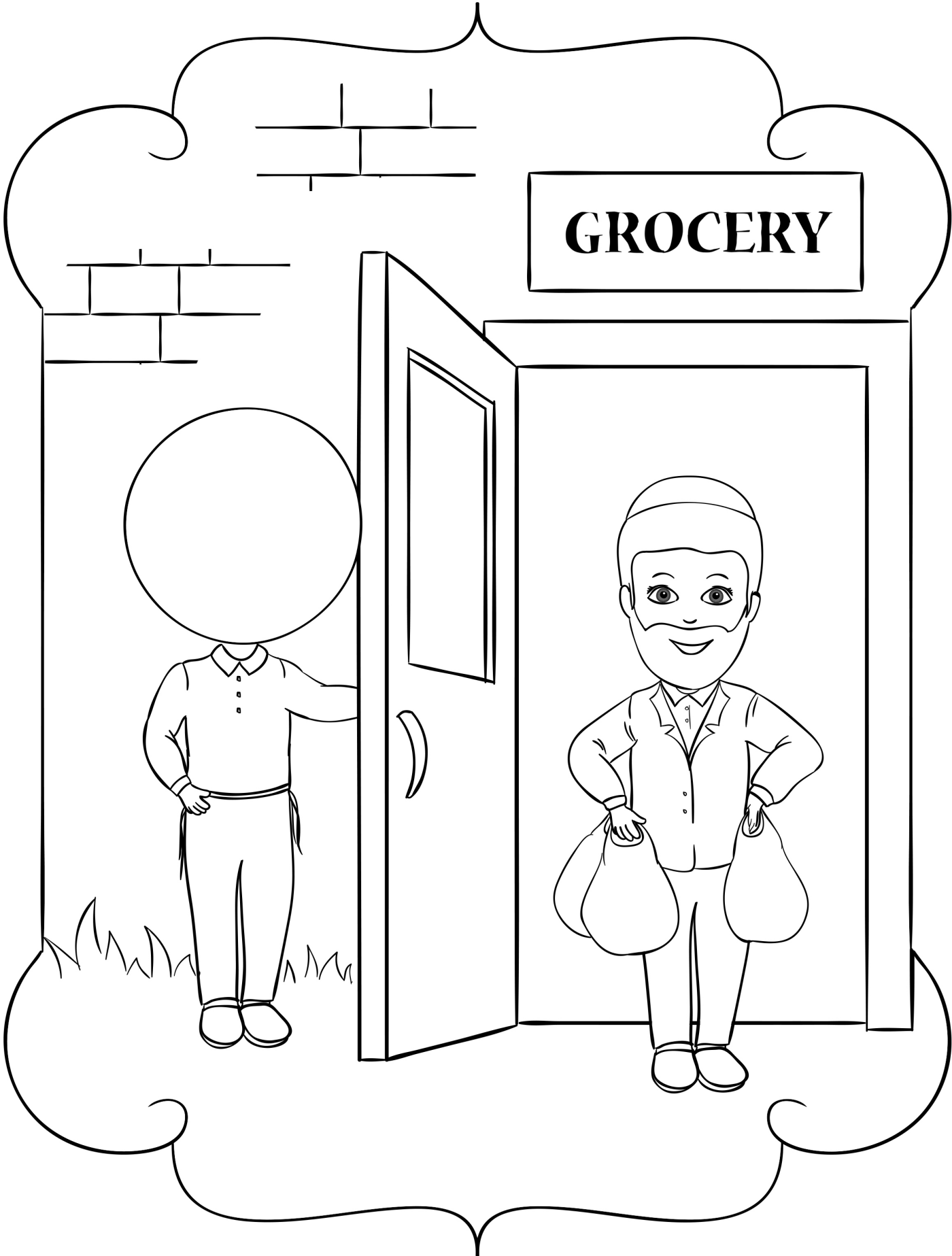
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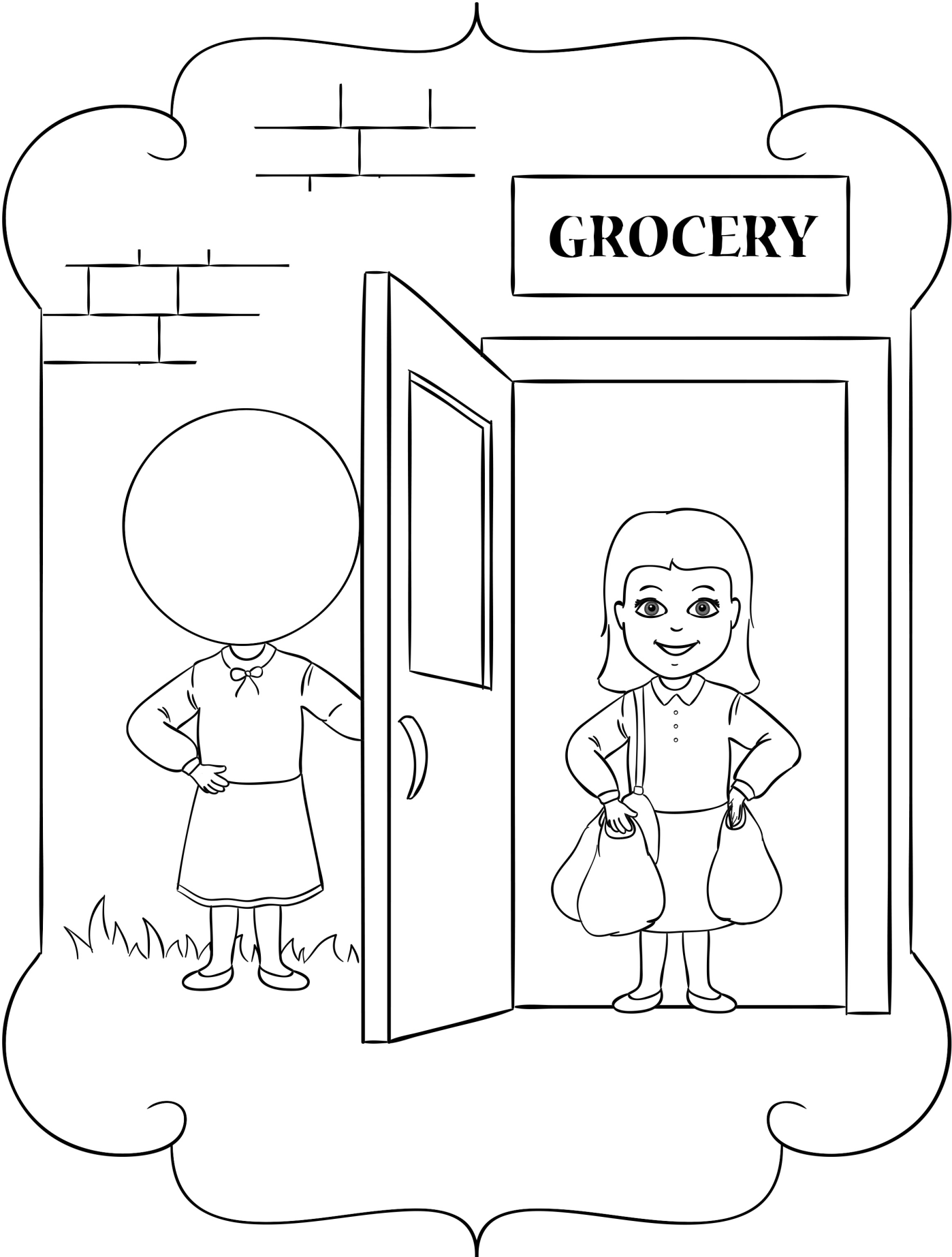
I CAN DO!

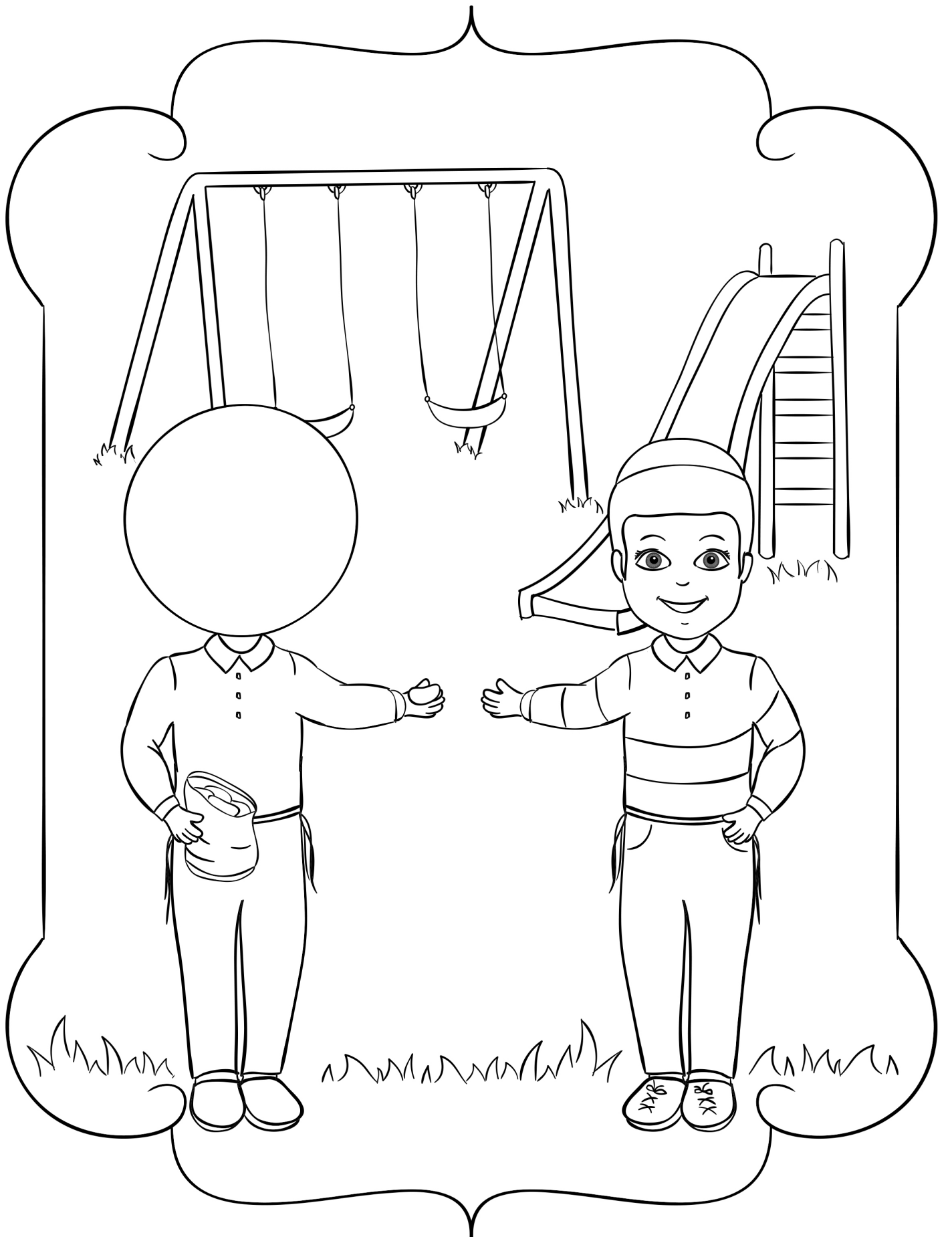


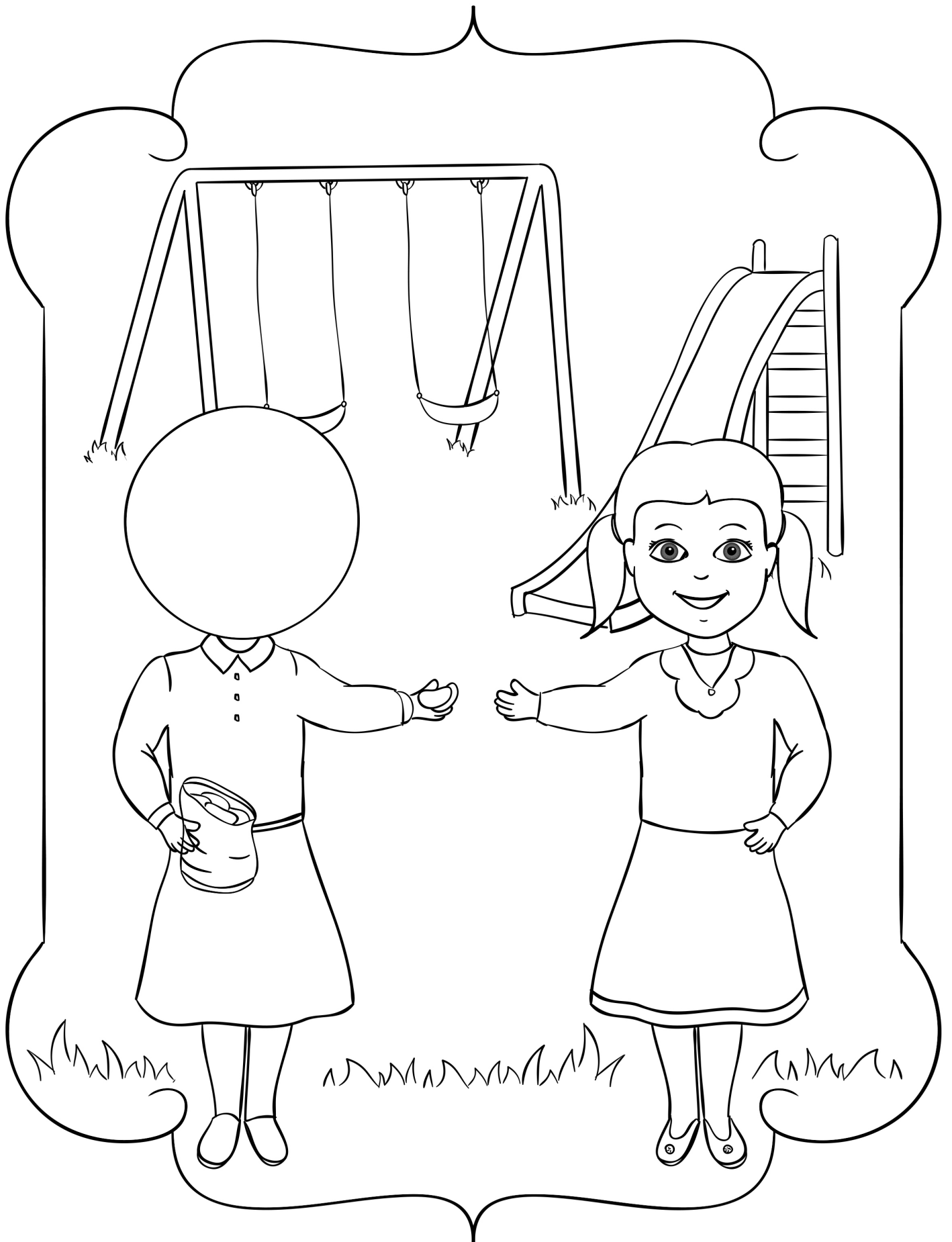


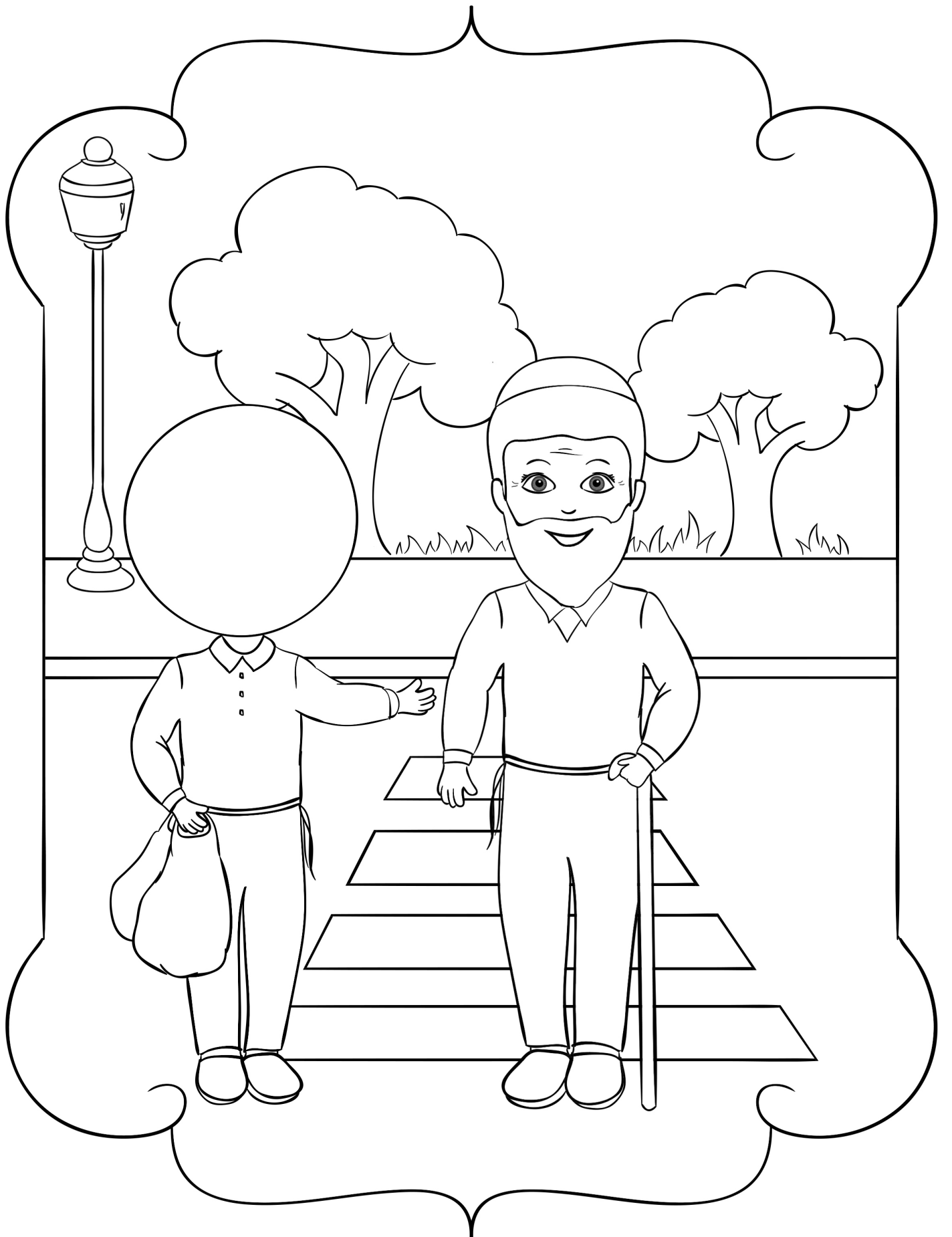




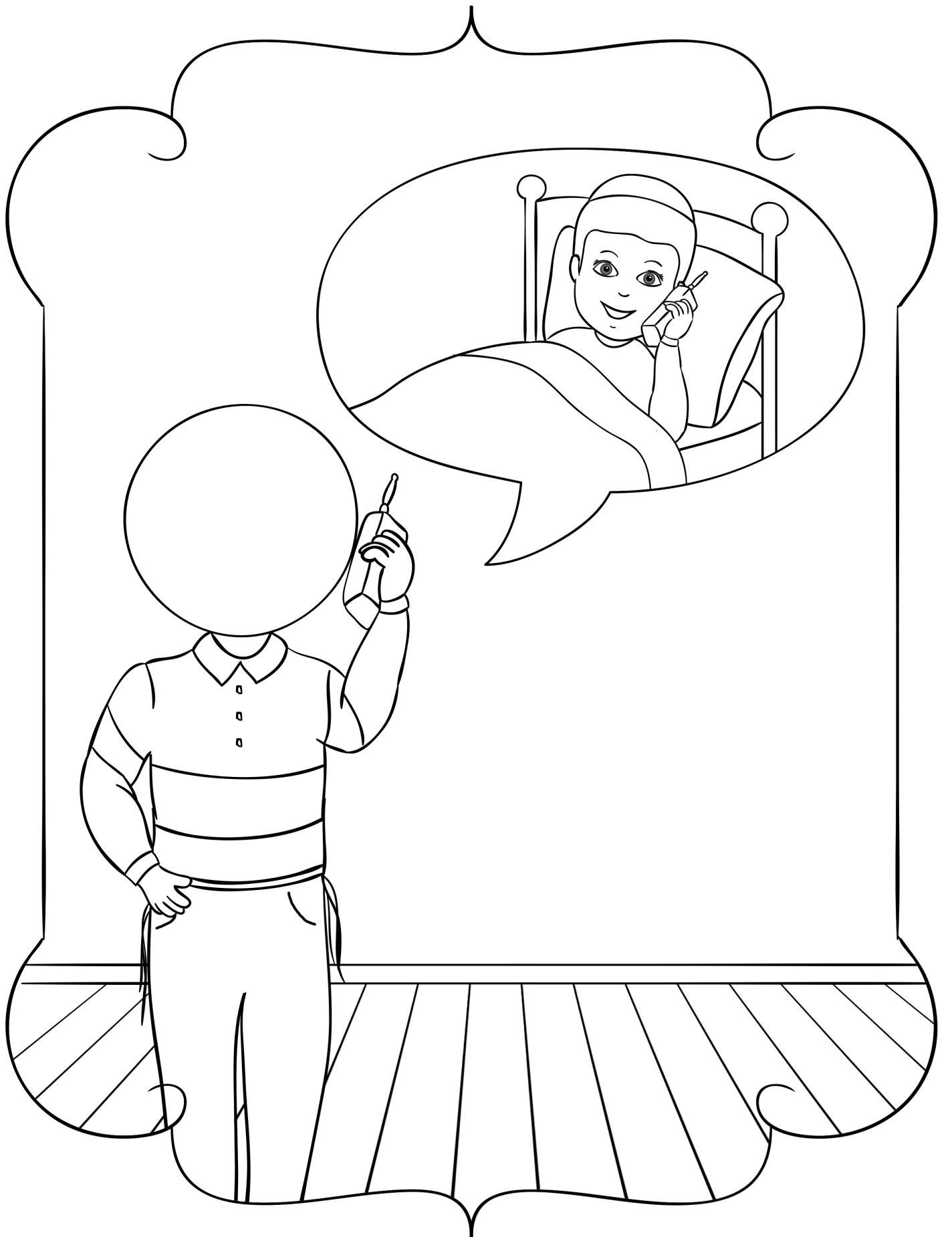


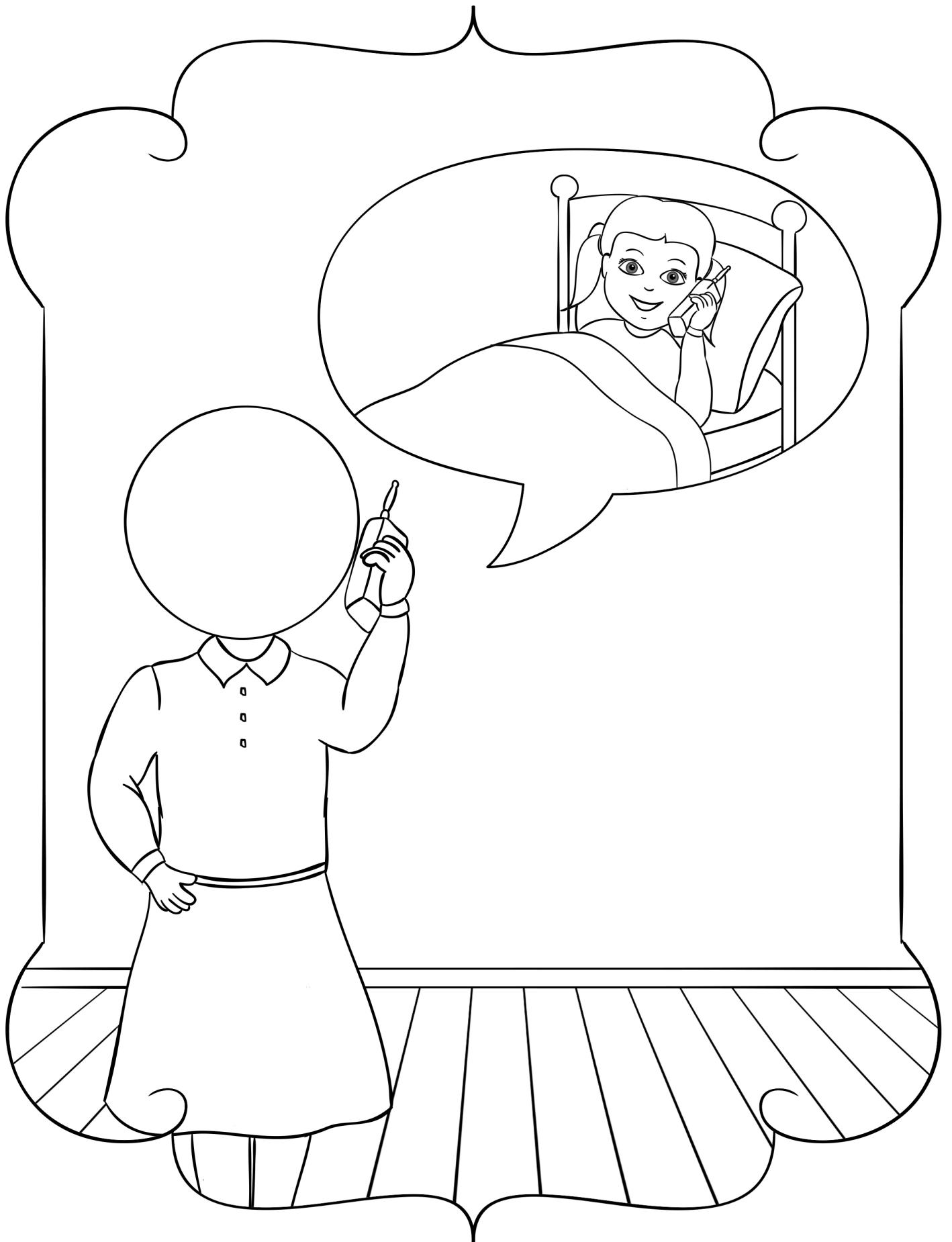


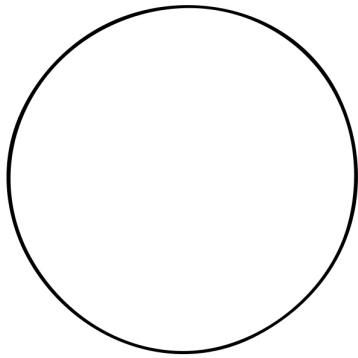




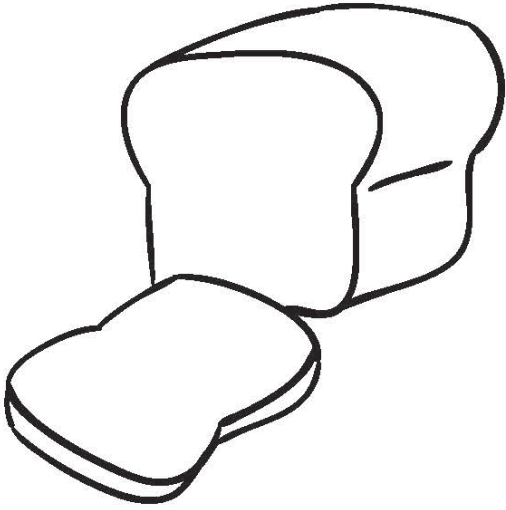




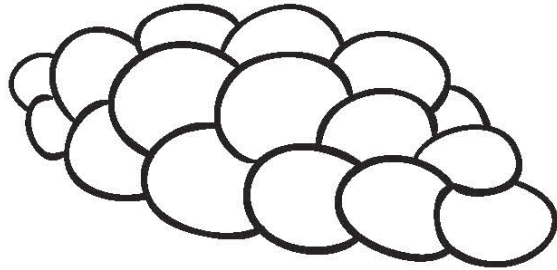




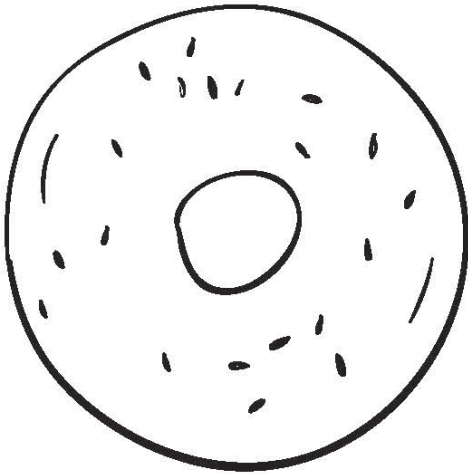
Place child's
picture here



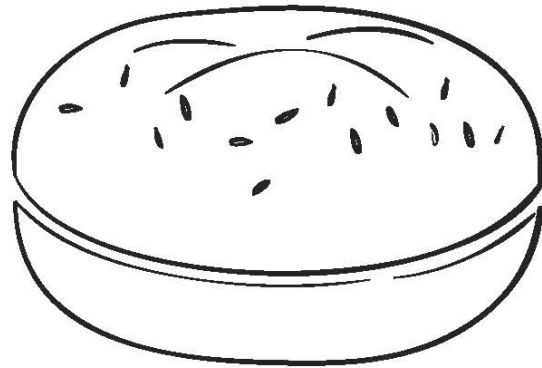
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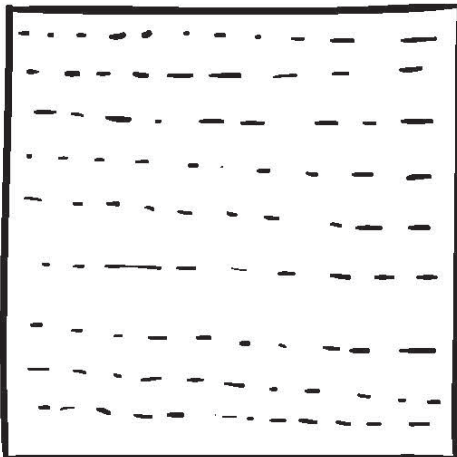
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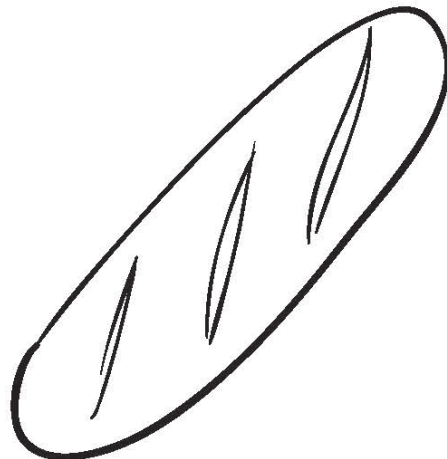
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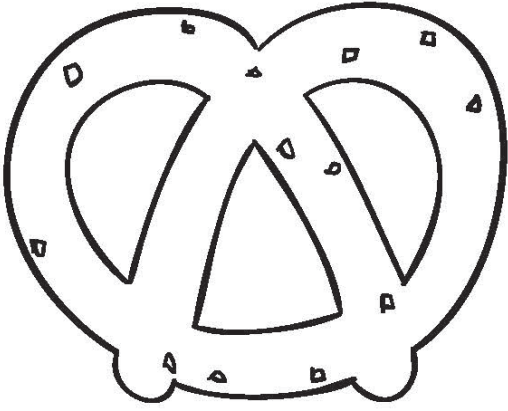
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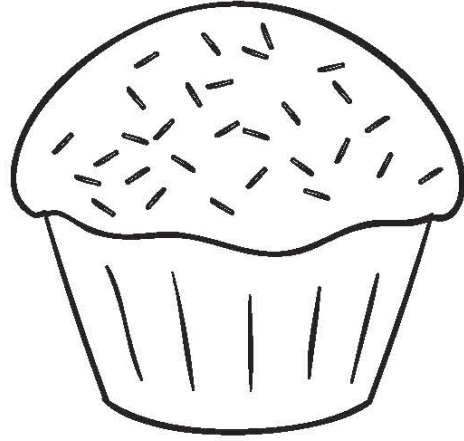
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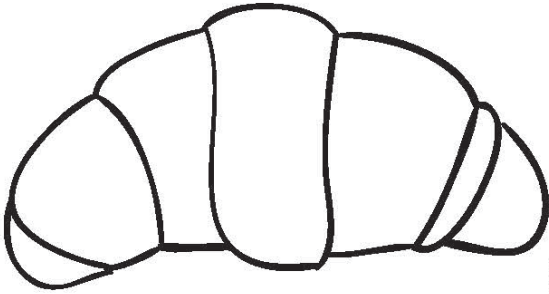
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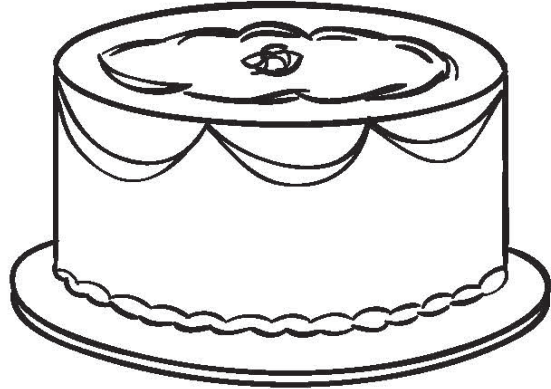
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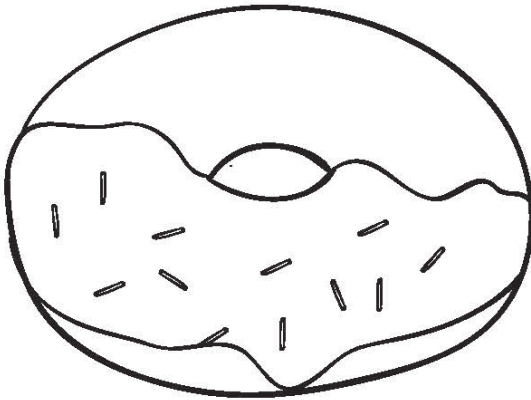
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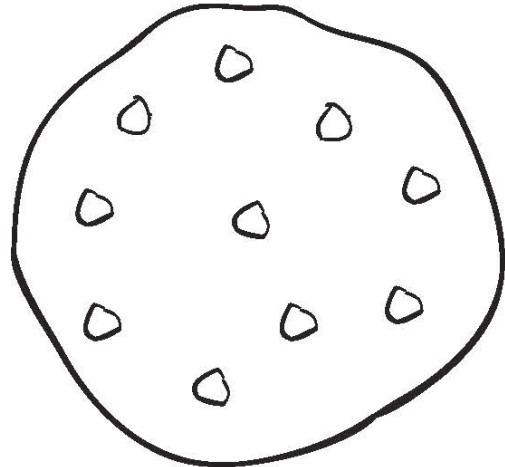
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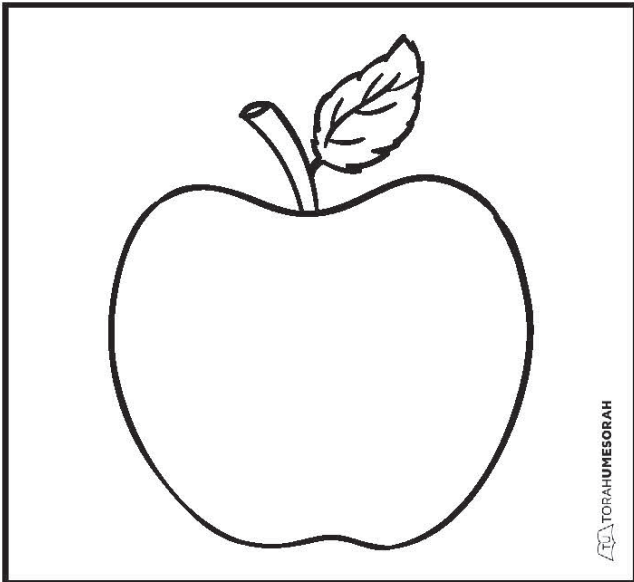
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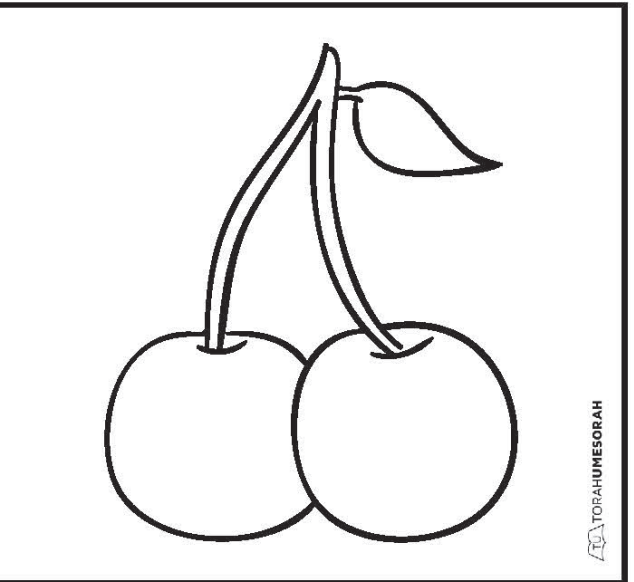
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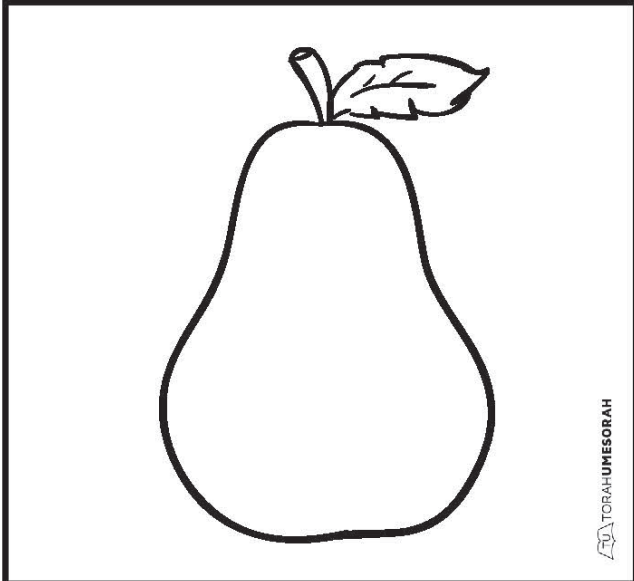
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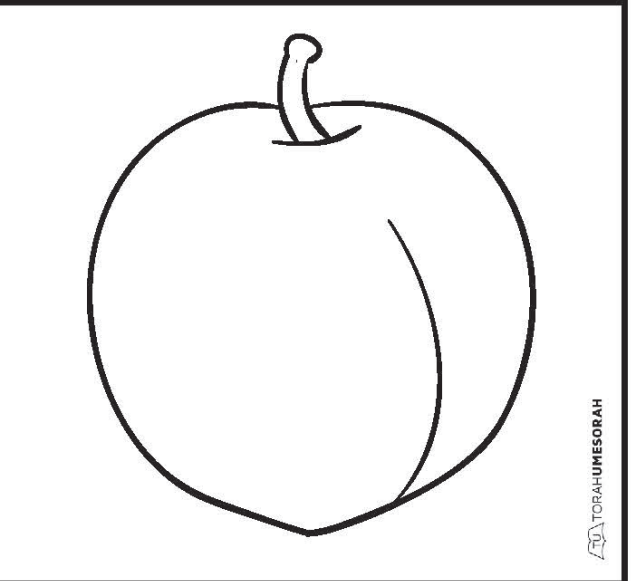
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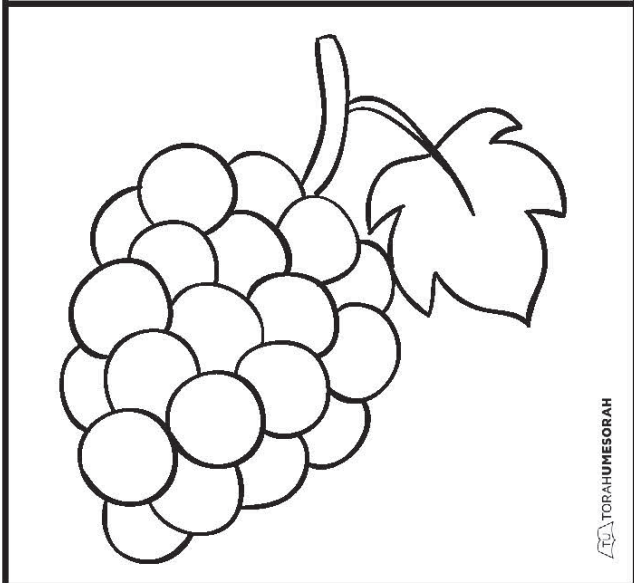
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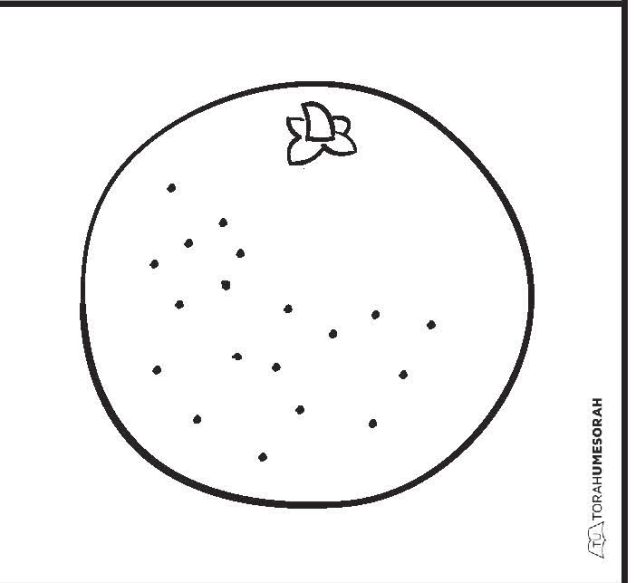
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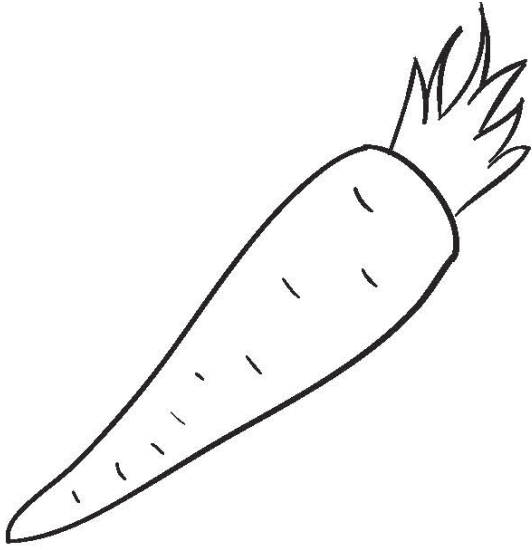
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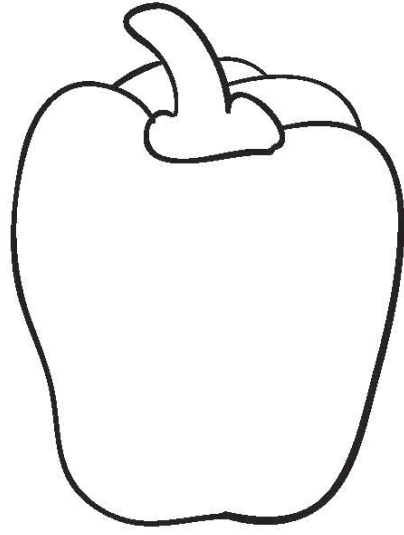
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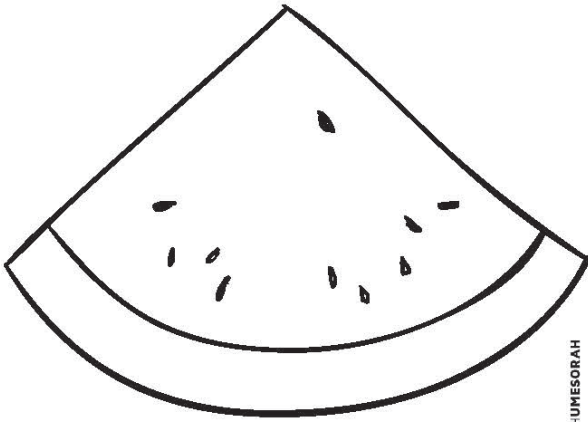
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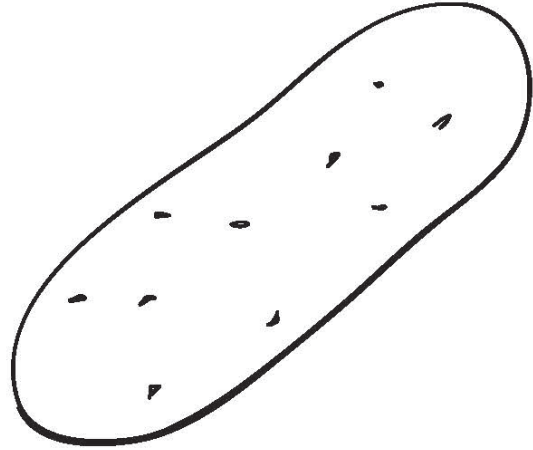
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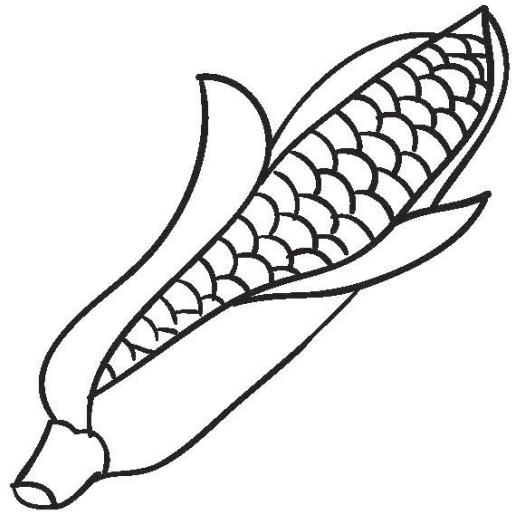
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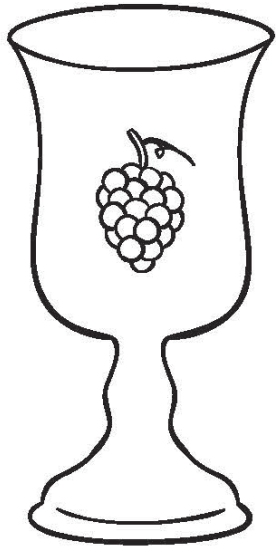
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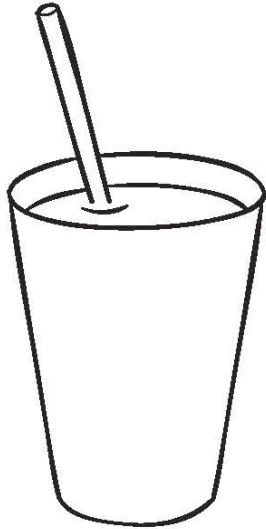
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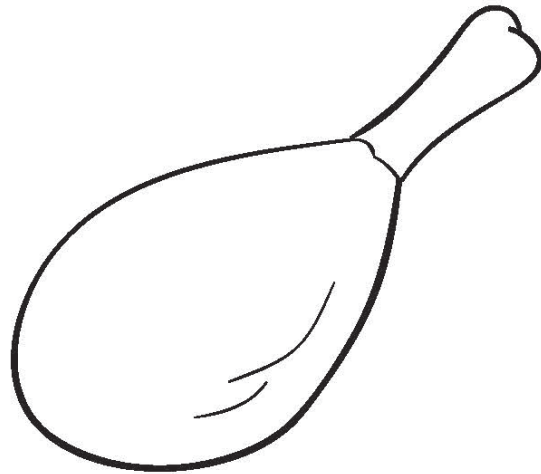
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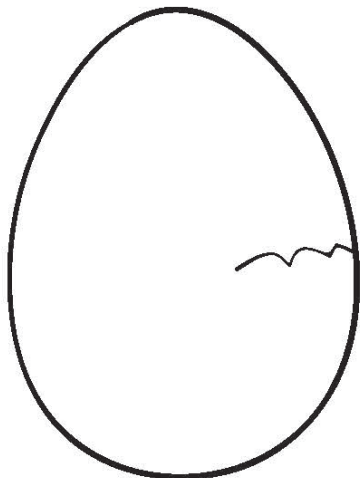
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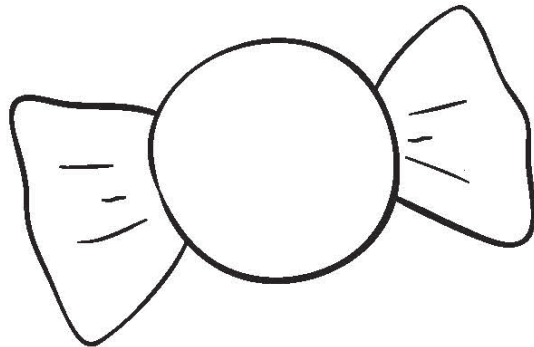
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TORAHUMESORAH



TORAHUMESORAH



TORAHUMESORAH

BRACHOS
TICKET

לע"נ ר' אהרן בן ר' שמחה הלוי

וּבְרַכָּהּ מְכִינָה מְכִינָה



BRACHOS
TICKET

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TICKET

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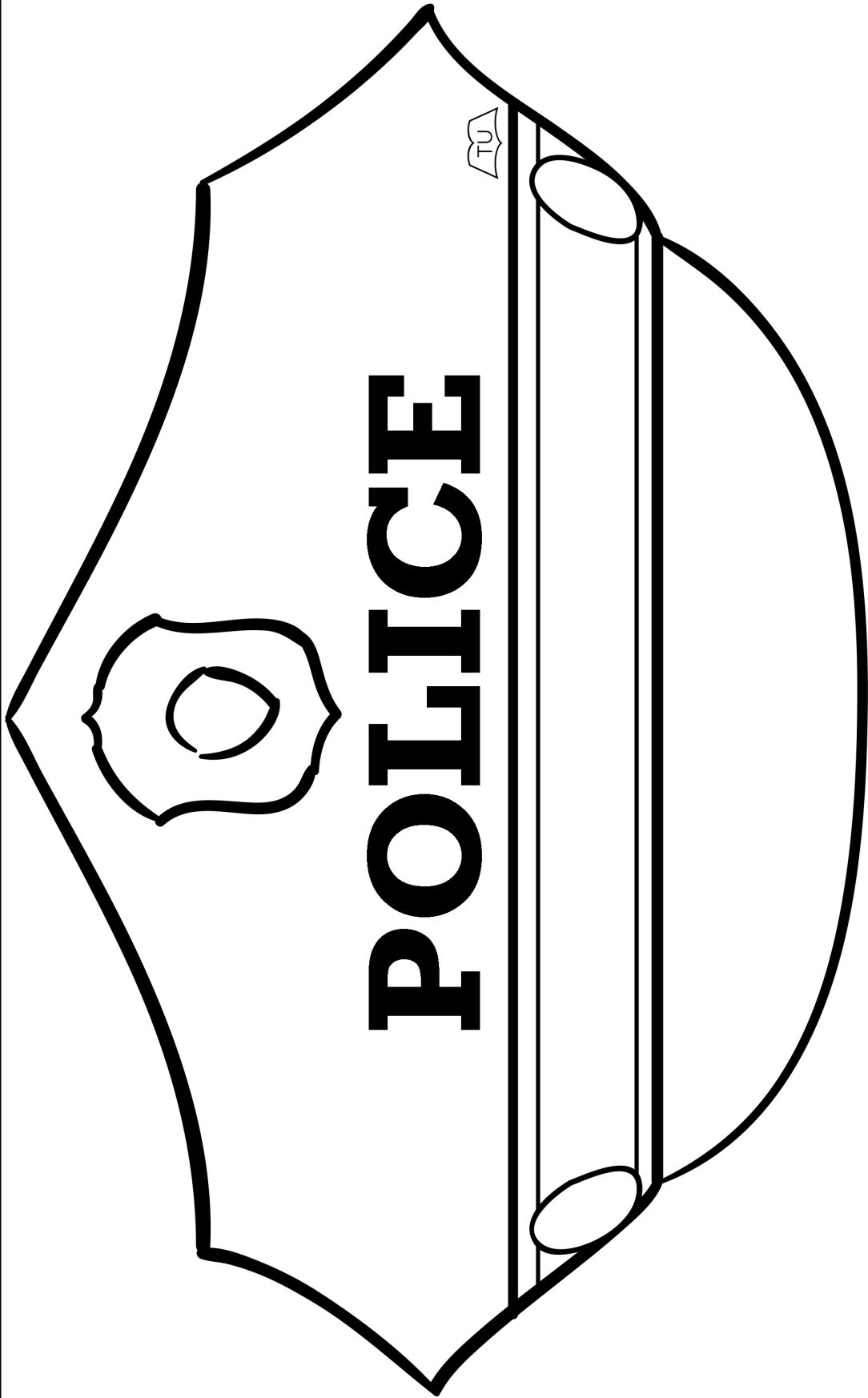


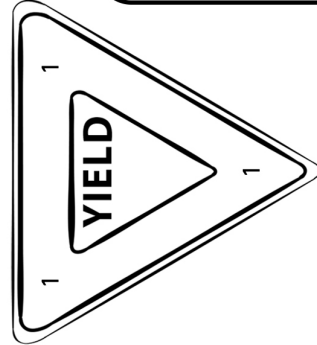
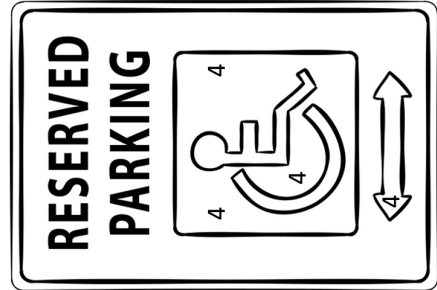
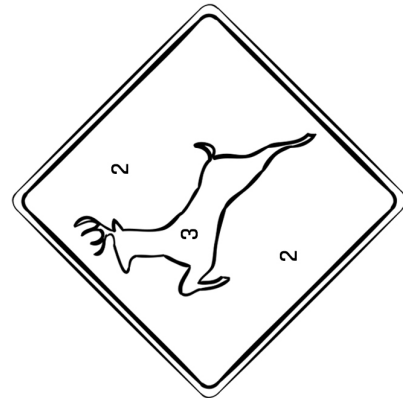
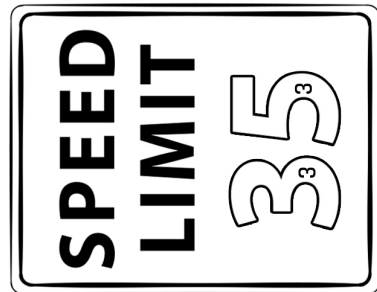
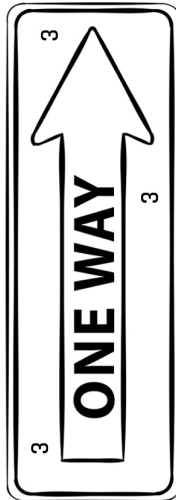
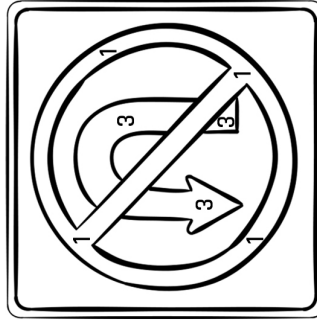
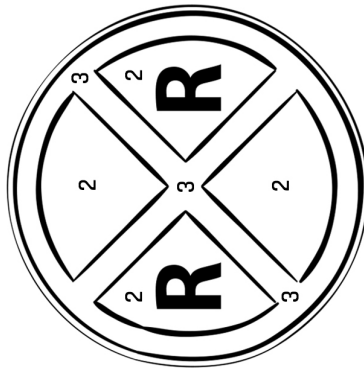
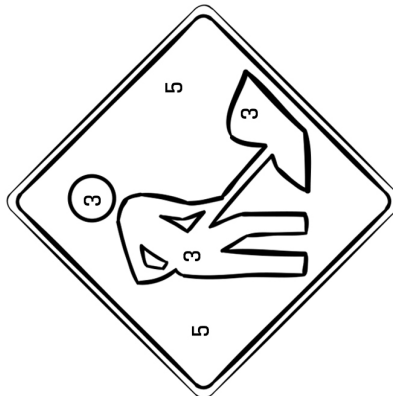
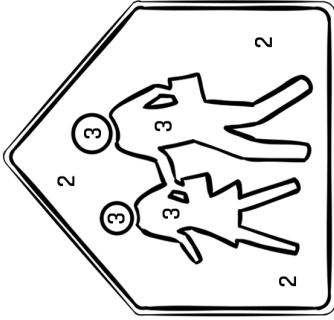
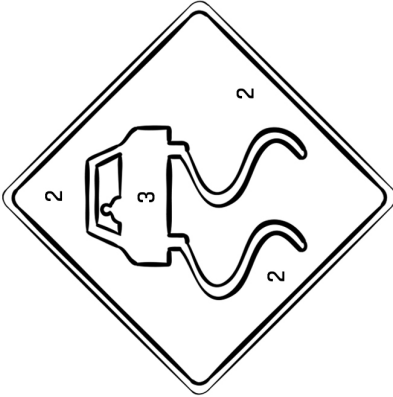
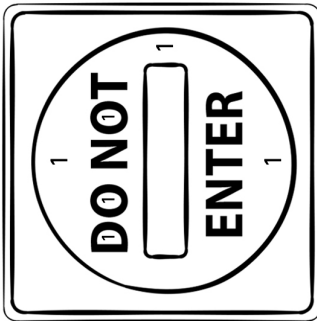
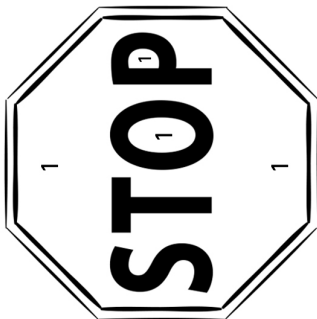
BRACHOS
TICKET

לע"נ ר' אהרן בן ר' שמחה הלוי

וּבְרַכָּהּ מְכִינָה מְכִינָה

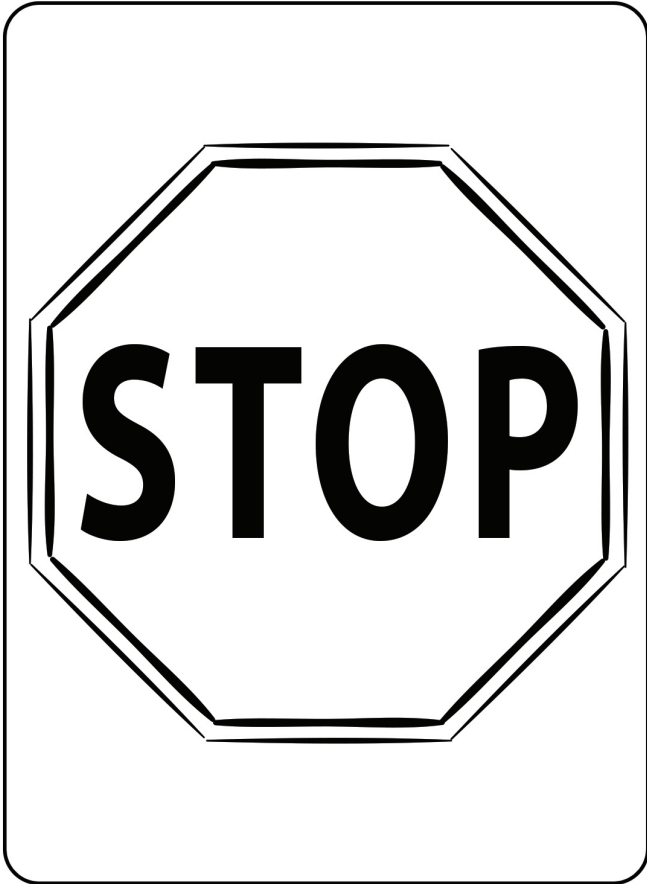


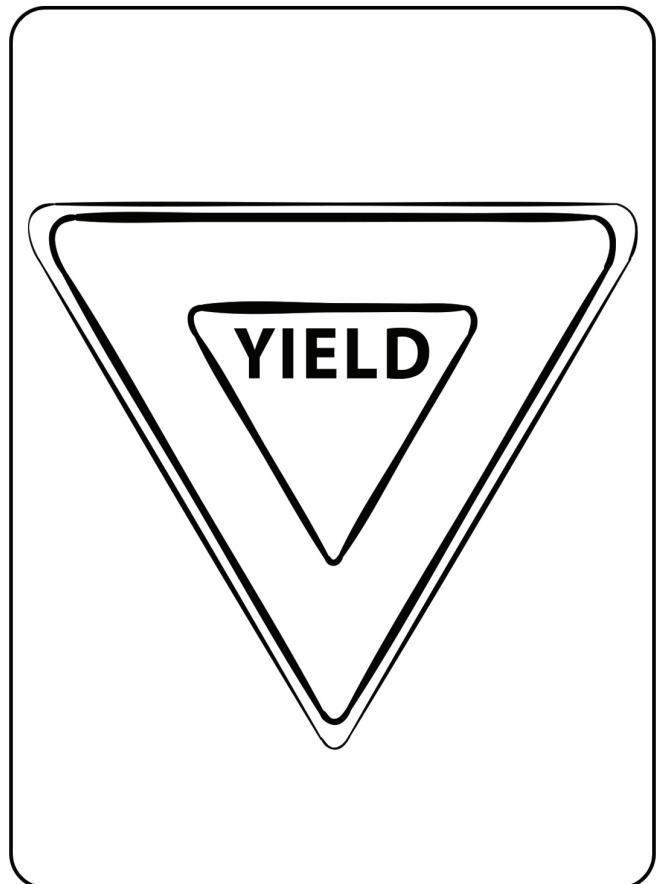
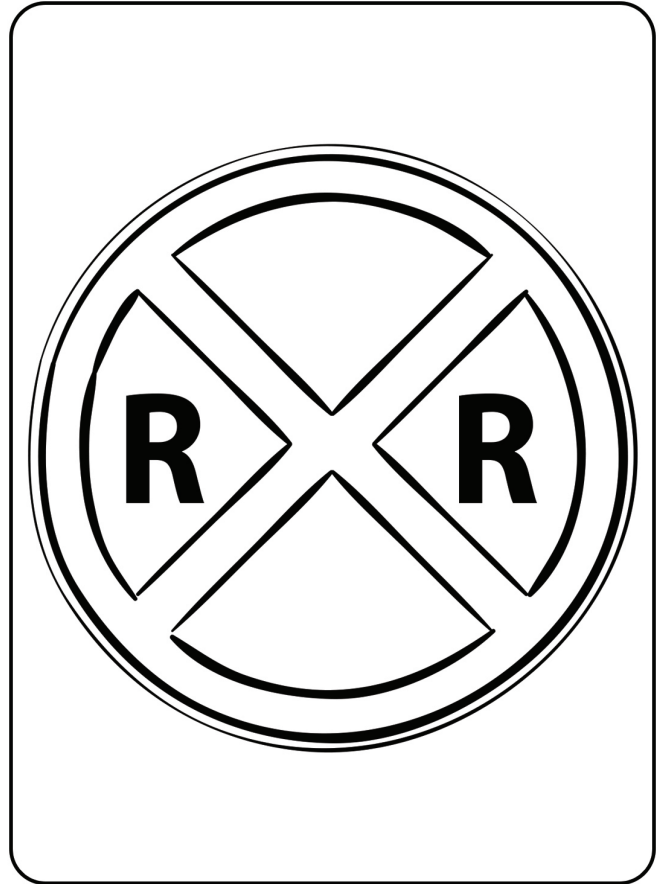




- 1 Red
- 2 Yellow
- 3 Black
- 4 Blue
- 5 Orange



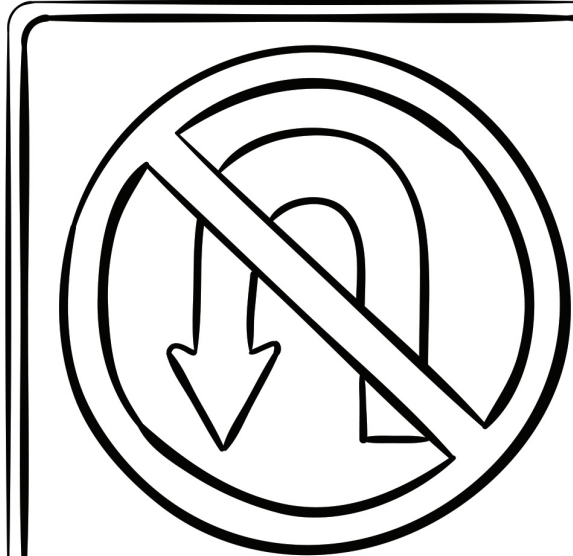
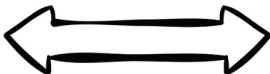




**SPEED
LIMIT
35**



**RESERVED
PARKING**



THE GREAT THINGS THAT YOU ACCOMPLISH WHEN SAYING "GOOD MORNING"

1. The second Bais Hamikdash was destroyed because of שנאת חנם.

When you greet a person with a "Good Morning" or any greeting like "Good Night" or "Have a Nice Day", it helps to being שלום ורעות. It helps to rebuild the third Bais Hamikdash.

2. As long as we are at peace with one another, Hashem will not afflict us with any punishment whatsoever, no matter what עבירות we have committed. (Maseches Derech Eretz Zuta Ch. 9 and Beraishis Rabbah 38)

Greeting a person helps to bring Shalom between people.

3. When you say Good Morning to a person, you are actually giving him a Brocha that he should have a good morning! Rav Sarna zt"l said that whenever you give a person a Brocha, you are being מקיים the mitzvah of "ואהבת לרעך כמוך", Love your Friend as you Love Yourself.

4. When you say good morning to a person, you receive a bracha from Hashem: "אברכה מברכך..." (בראשית י"ב, ג)

Rav Yechezkel Levenstein zt"l cited this verse in a letter that he wrote to show that blessing one's friend is a very worthwhile action. When you bless another person, Hashem gives you His blessings in return. (Ohr Yechezkel, pg. 4)

5. When you say "Good Morning", you are giving a person all of the good presents in the world.

"המקבל את חברו בסבר פנים יפות אפילו לא נתן לו כלום, מעלה עליו הכתוב כאילו נתן לו כל מתנות שבעולם." (אבות דרבי נתן, פרק י"ג, ד')

6. When you say "Good Morning", you are giving כבוד to a person. Chazal teach us that giving כבוד to a person is a very great ענין.

וכשנתבונן מהו הגורם האמיתי המביא לידי אהבה ושלוש בין אדם לחברו, נראה כי הוא כבוד חברו

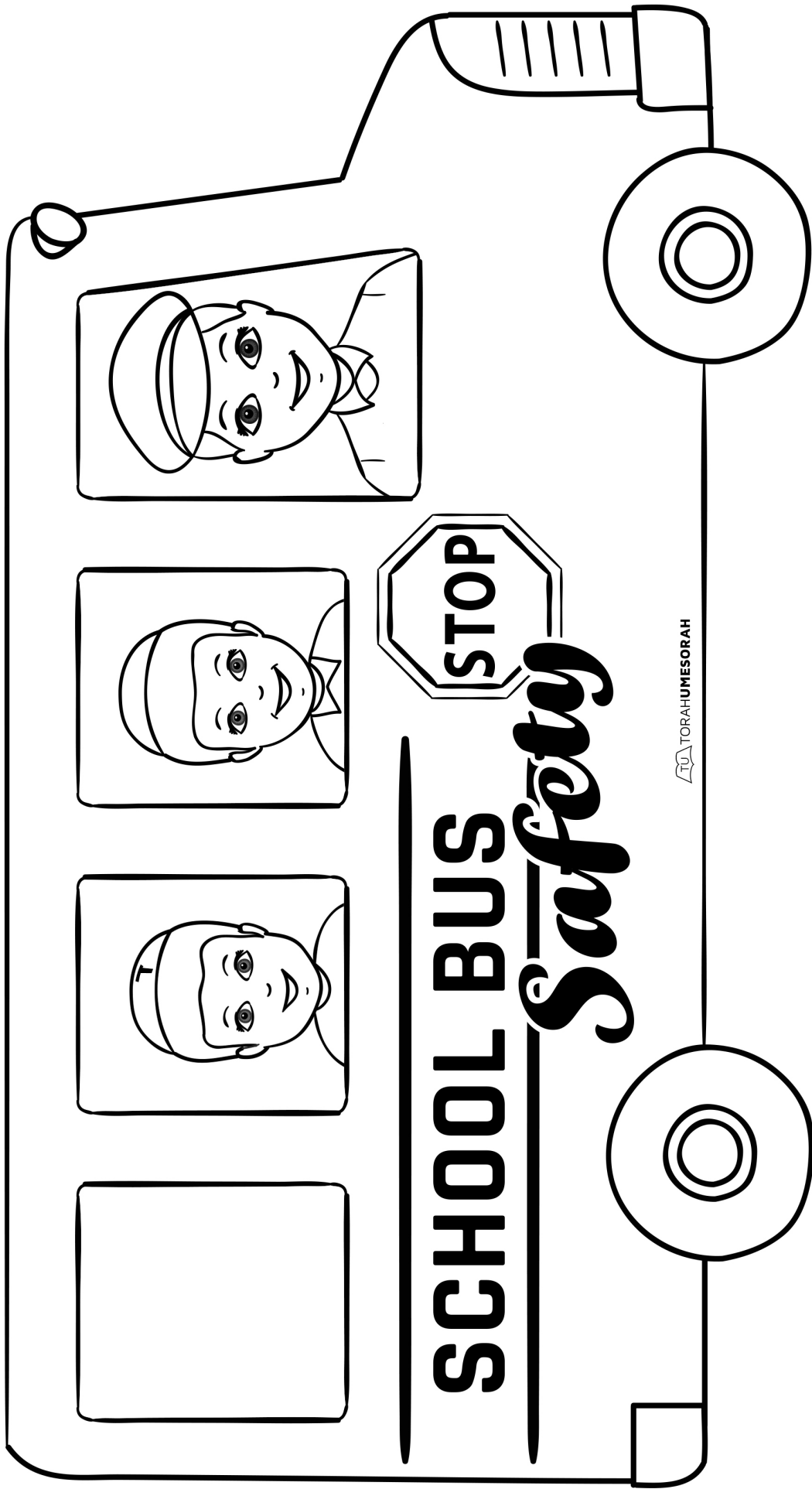
When we think about the true cause of what brings love and peace between a man and his friend, it would seem that it is giving כבוד to a friend. (Sichos Mussar, Rav Chaim Shmulevitz, Gadol Hashalom)

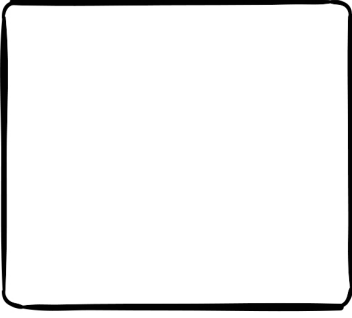
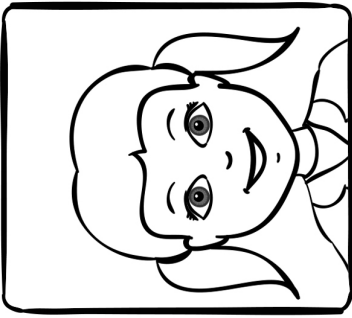
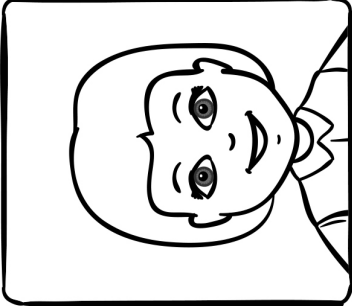
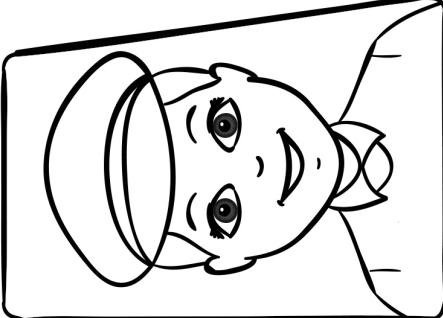
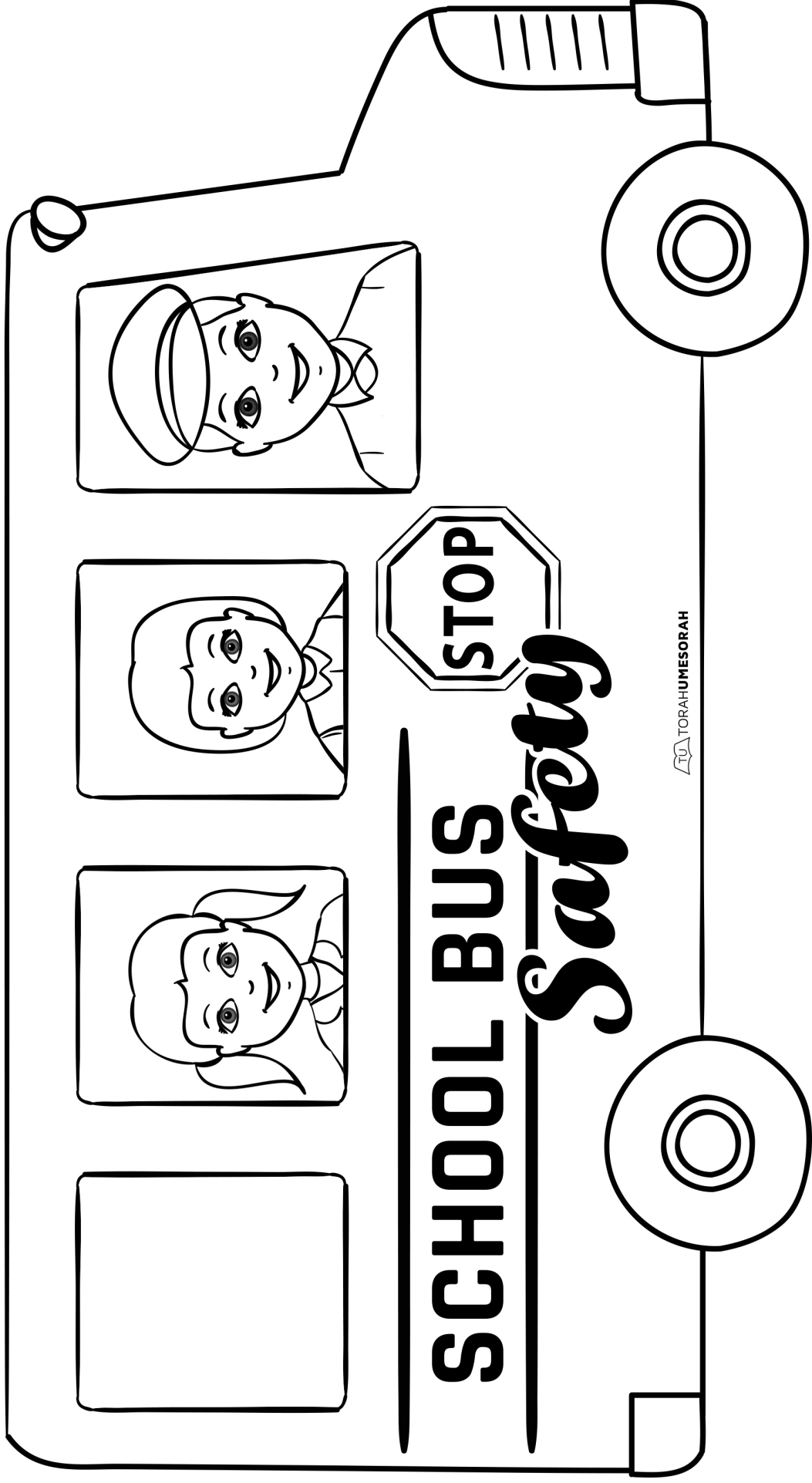
7. When you say "Good Morning" to a person, you make him feel good. When a person feels good, he can accomplish more. You will have a share in his accomplishments.

8. When you say "Good Morning" to a person, you are giving כבוד to Hashem. Since every person is a "צלם אלקים", you are respecting Hashem when you respect one of his creations.

9. When you say "Good Morning" to a person, you are walking in the ways of Hashem.

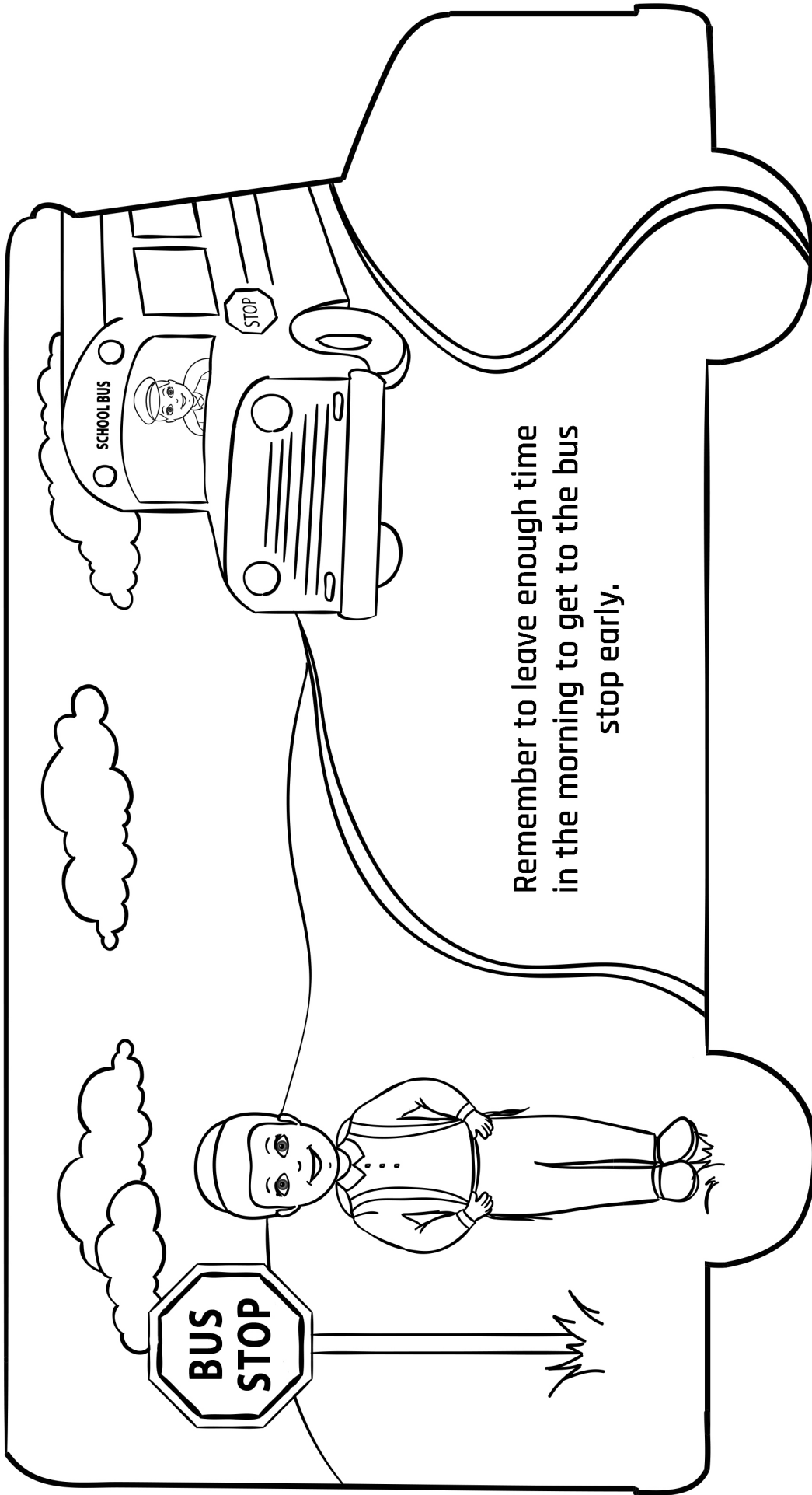
10. Saying "Good Morning" is an excellent way to show הכרת הטוב to a person to whom you feel grateful. When we show הכרת הטוב to people, it helps us to have הכרת הטוב to Hashem.



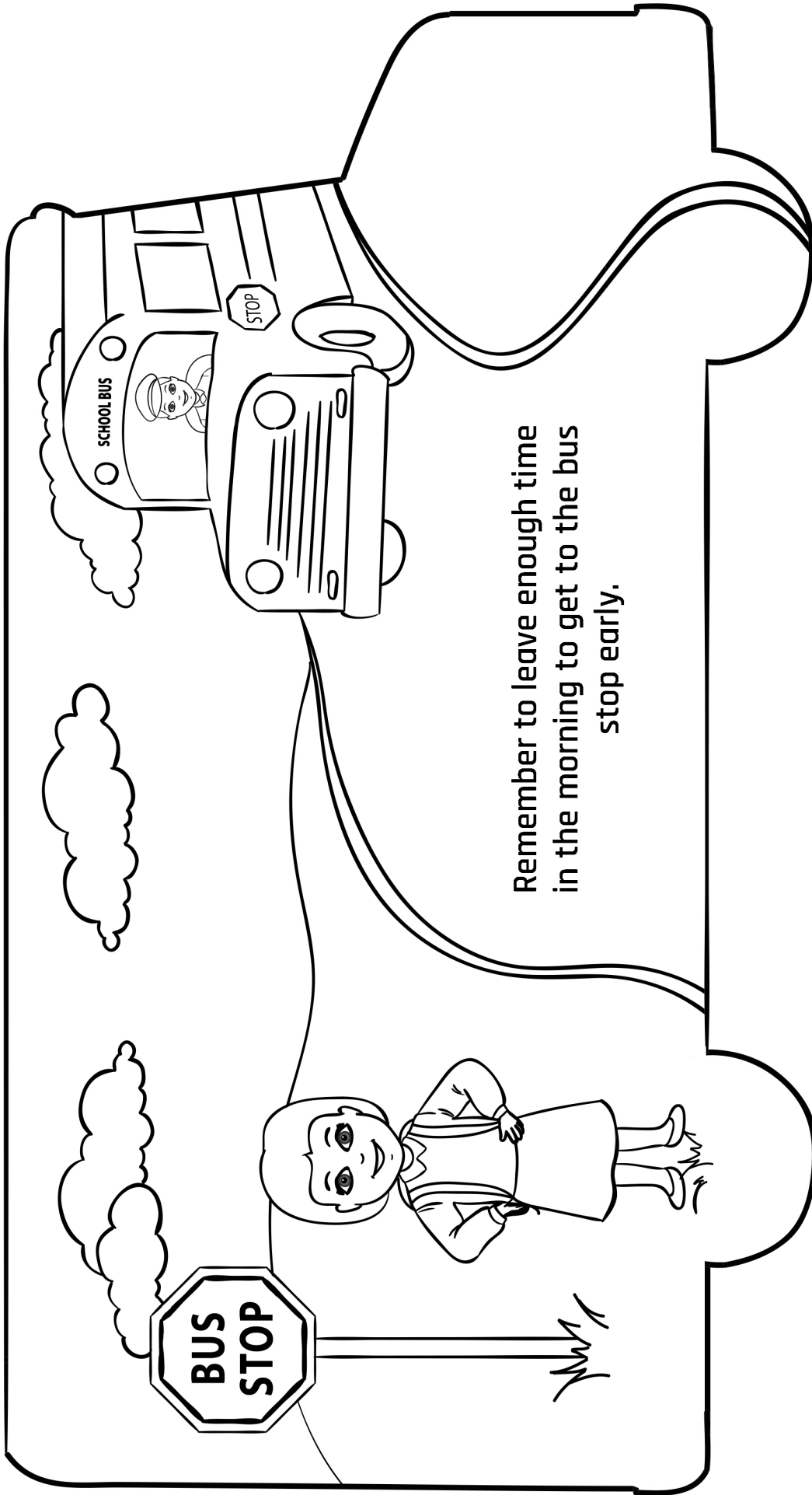


SCHOOL BUS
Safety

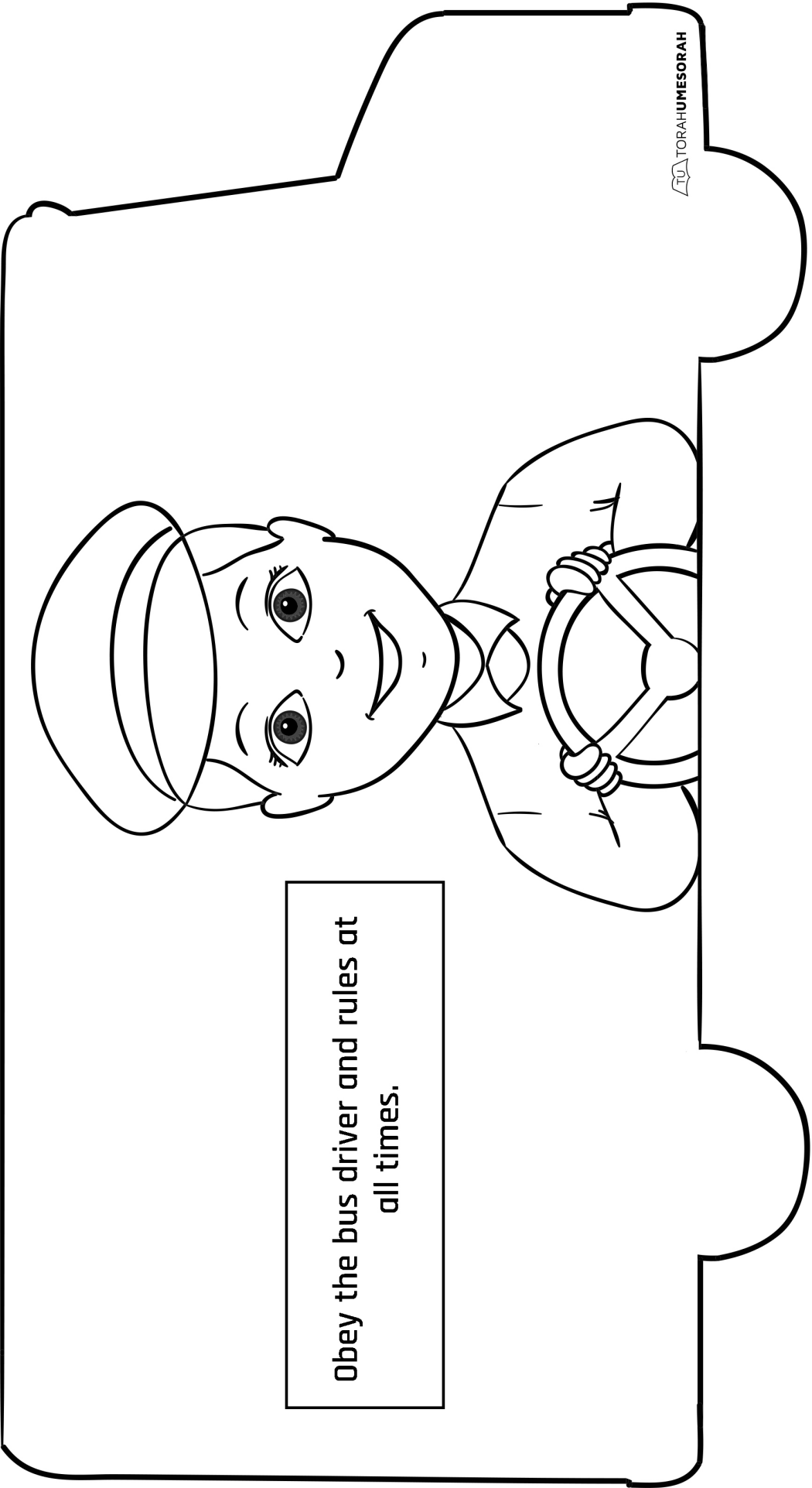
TORAHUMESORAH



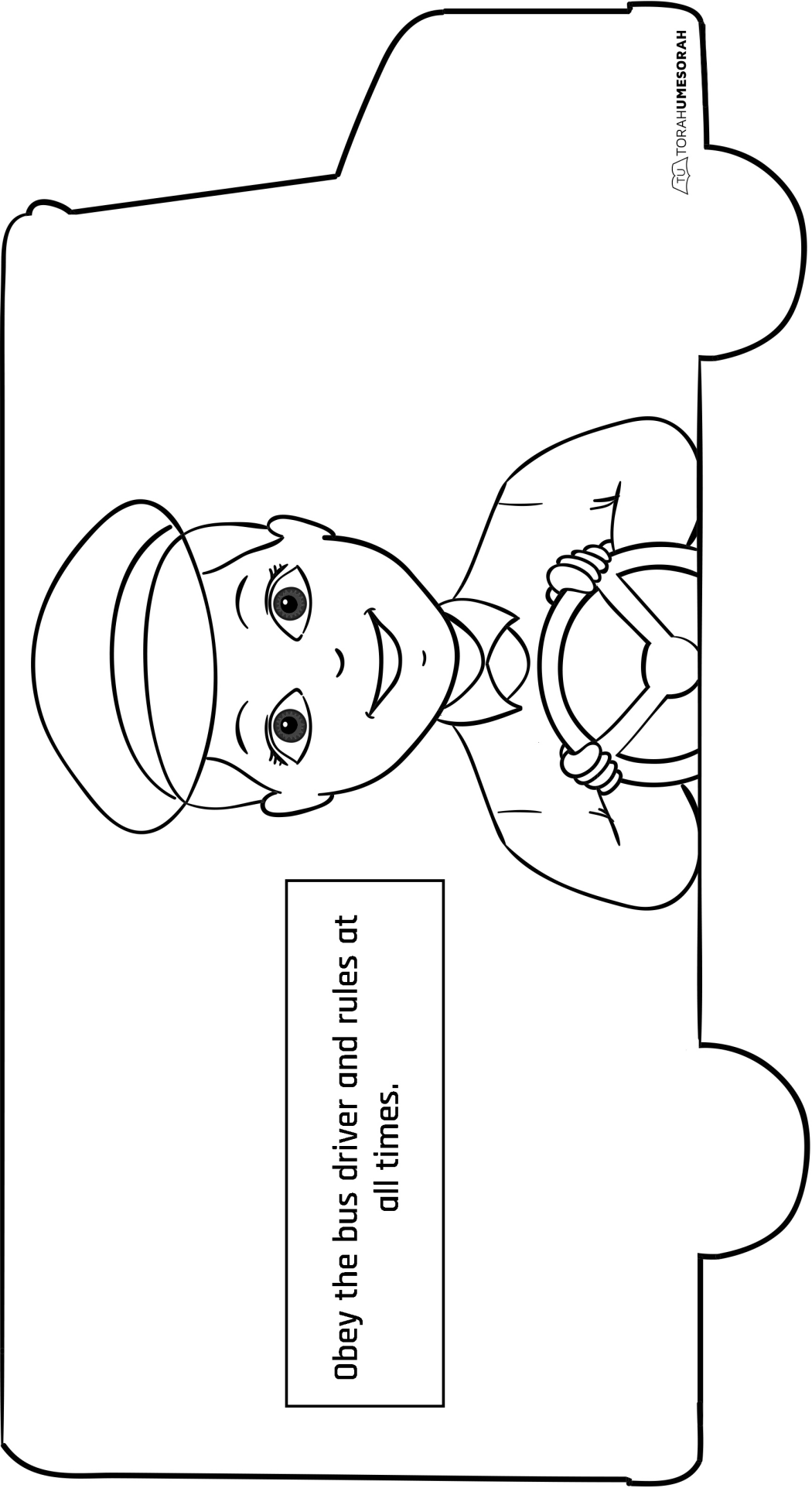
Remember to leave enough time
in the morning to get to the bus
stop early.



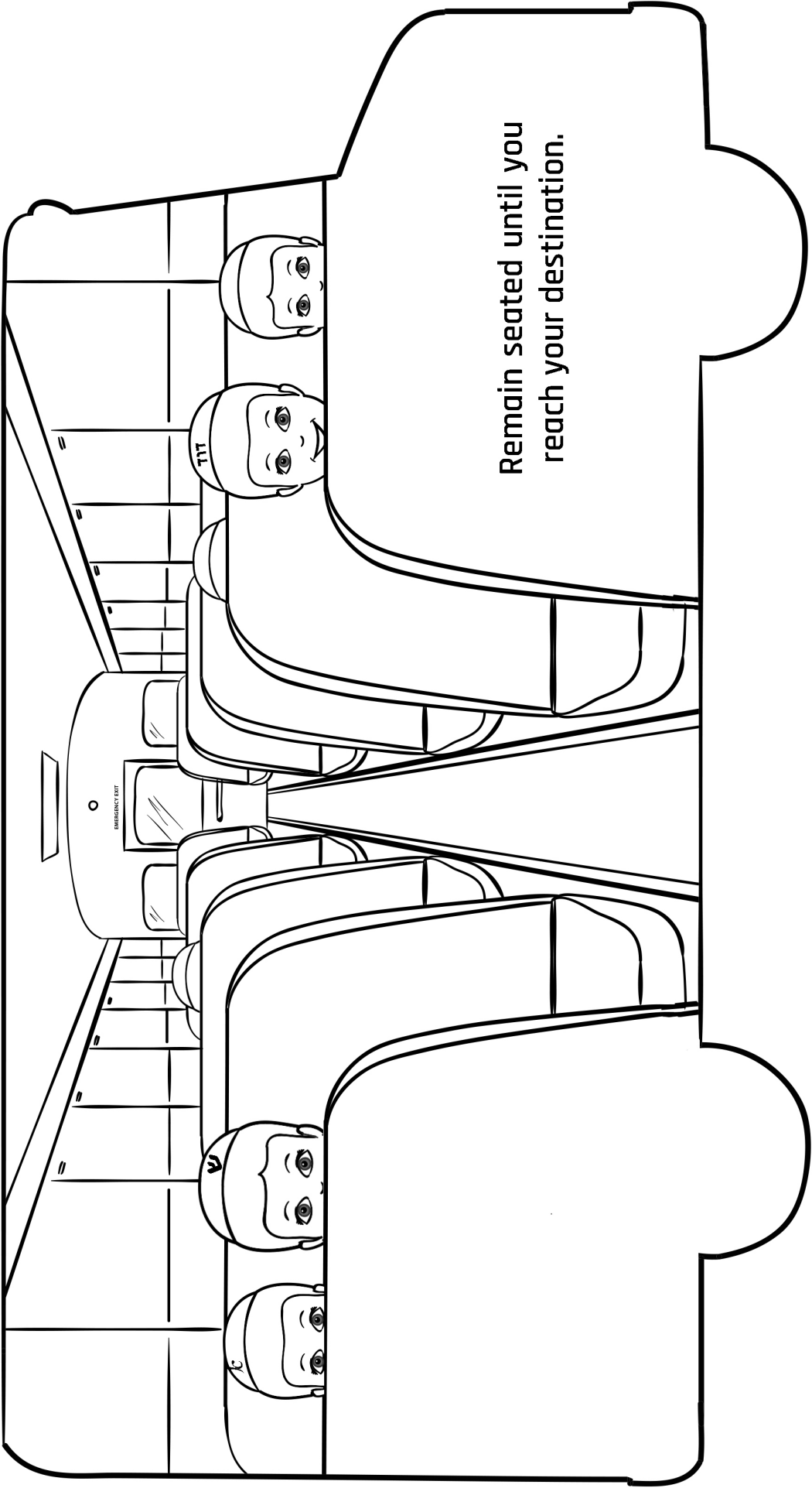
Remember to leave enough time
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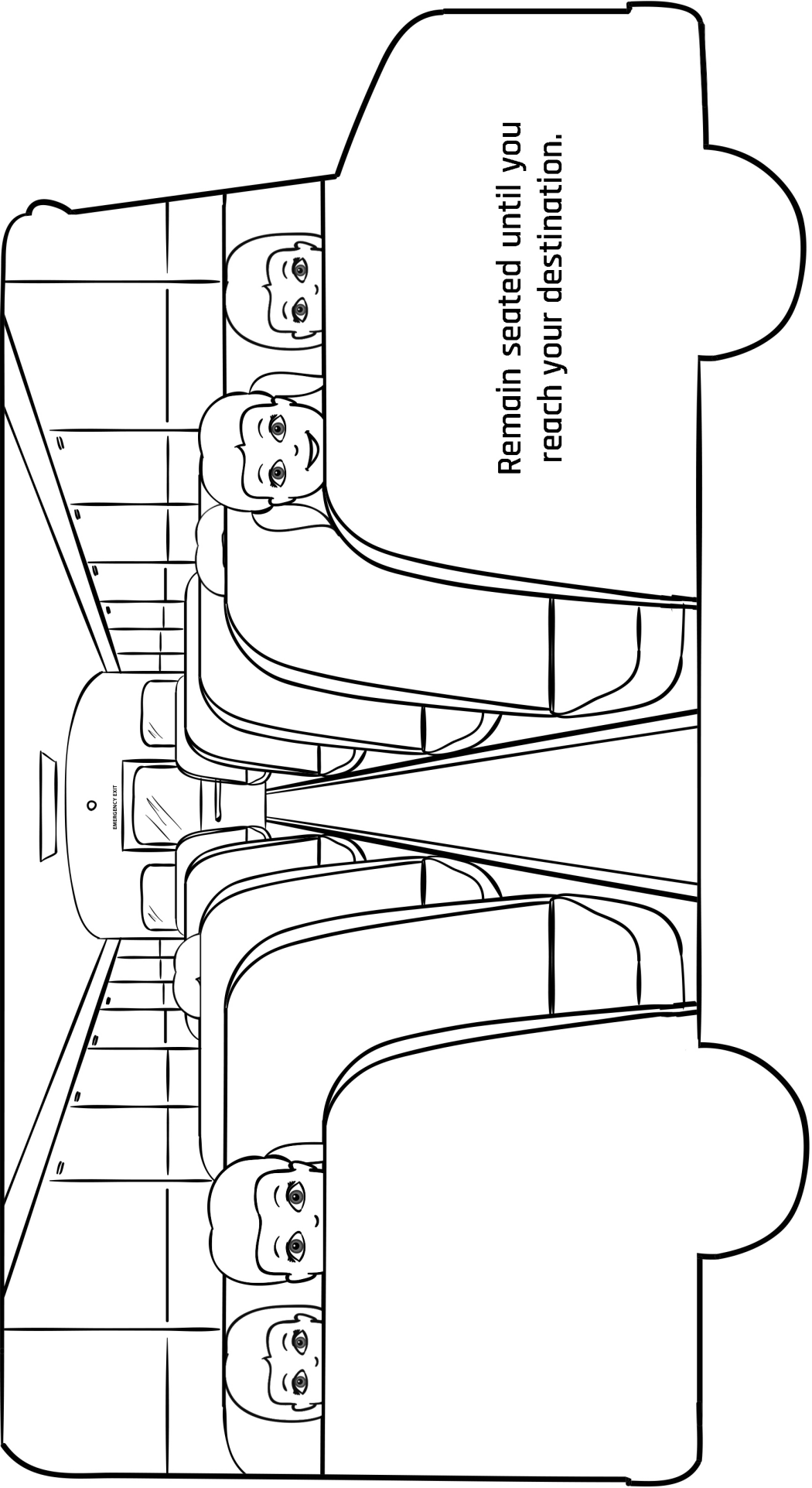
Obey the bus driver and rules at
all times.



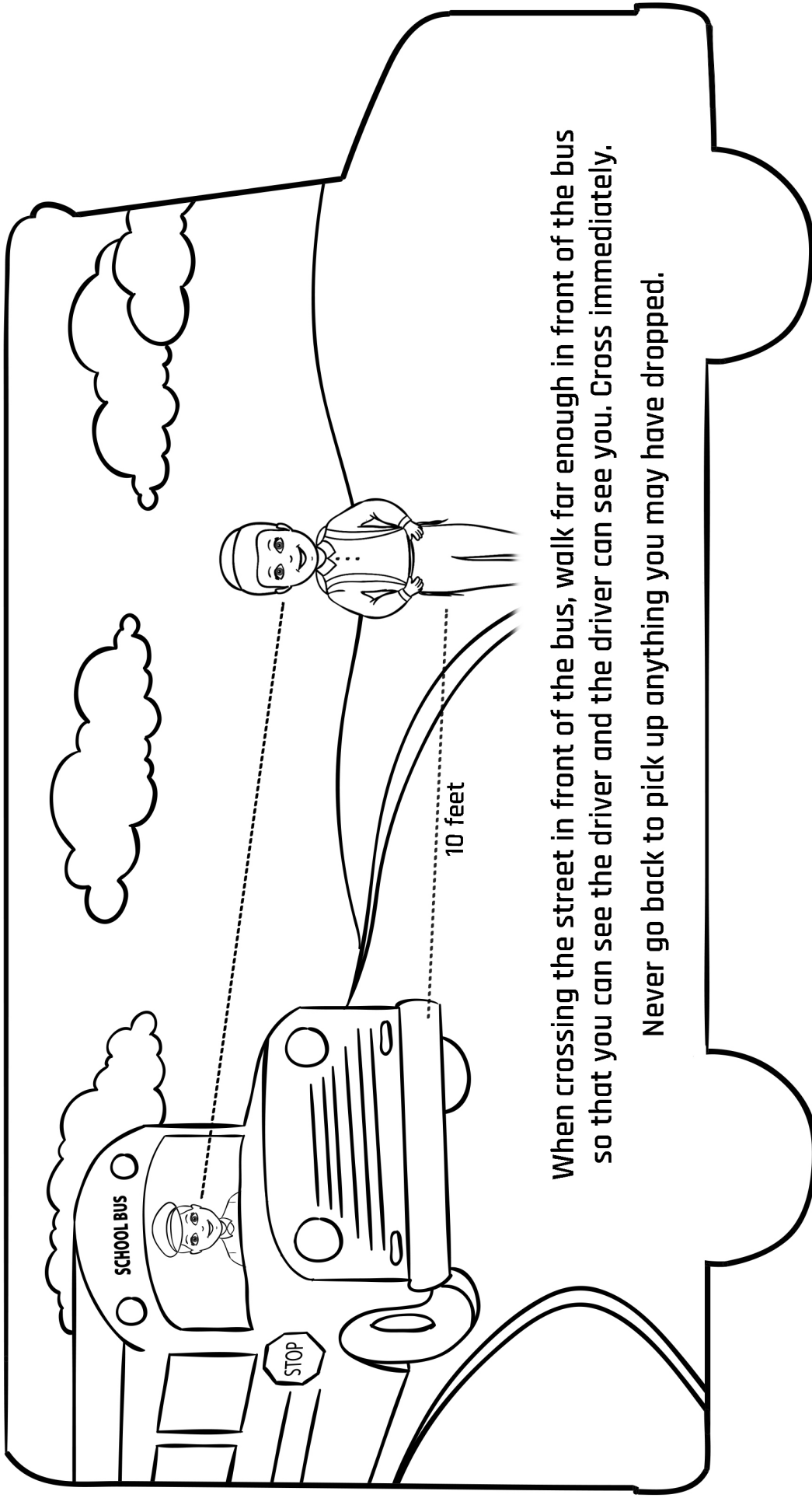
Obey the bus driver and rules at all times.



Remain seated until you reach your destination.

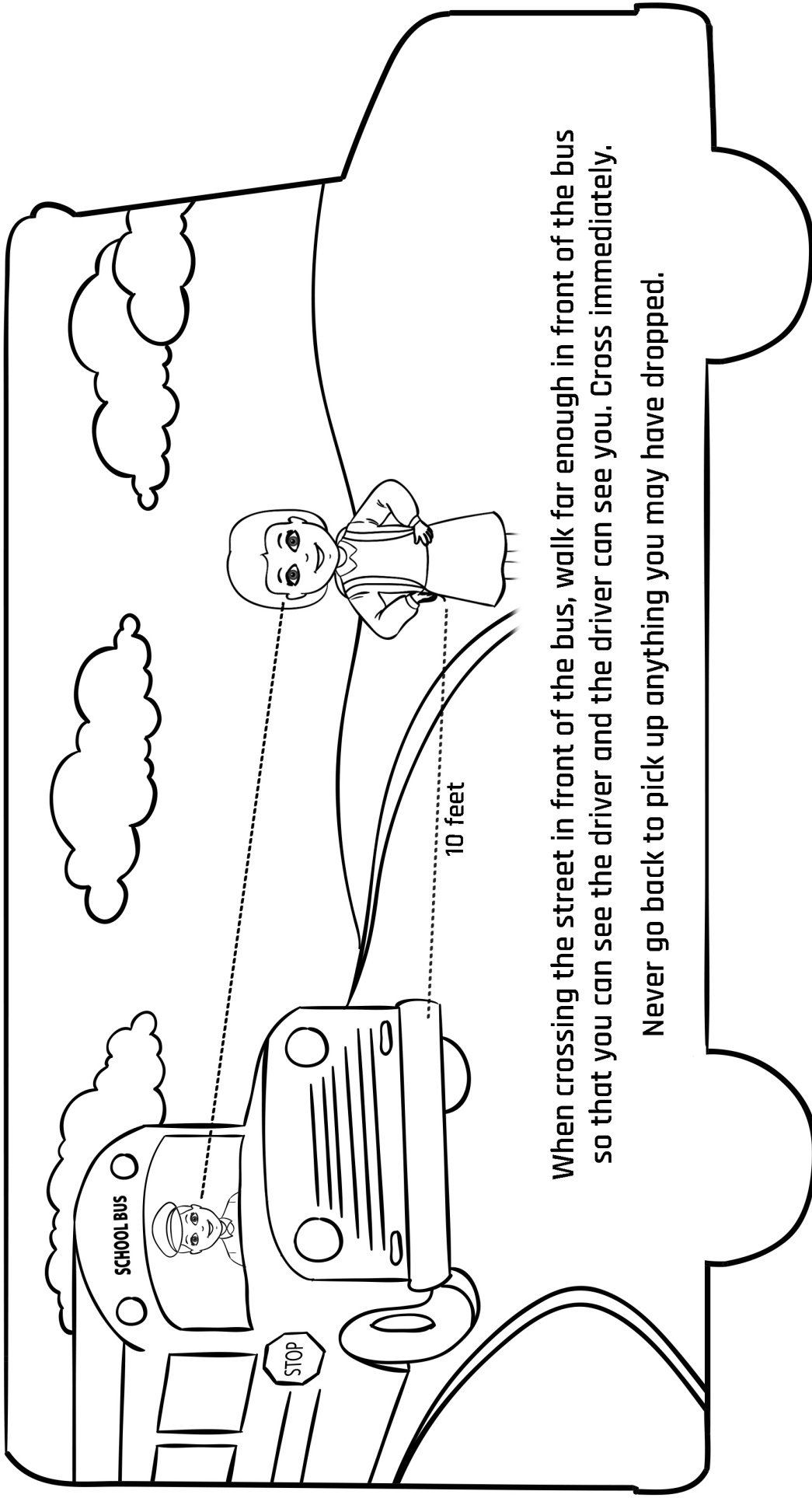


Remain seated until you
reach your destination.



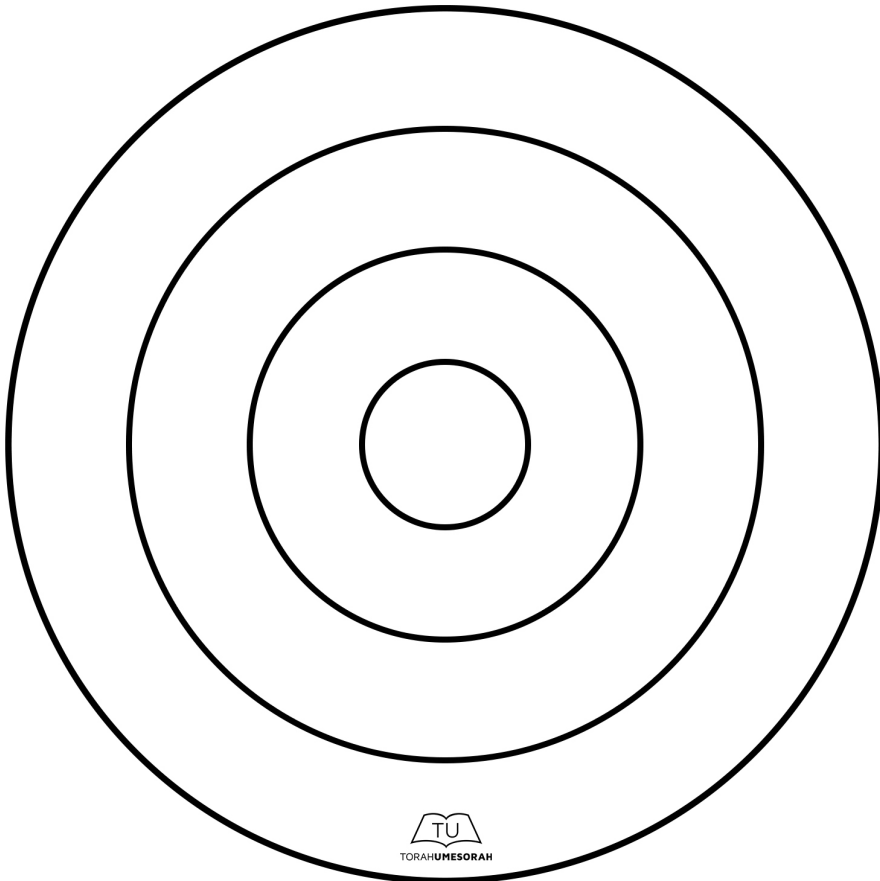
When crossing the street in front of the bus, walk far enough in front of the bus so that you can see the driver and the driver can see you. Cross immediately.

Never go back to pick up anything you may have dropped.

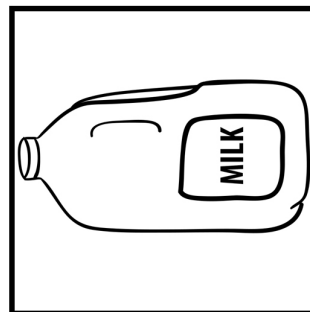
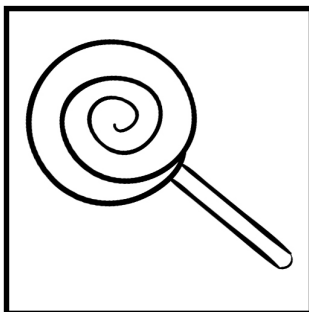
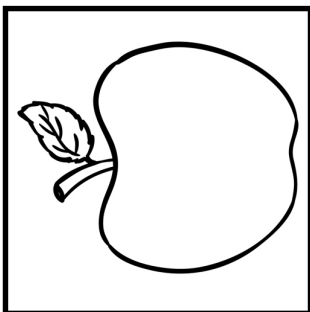
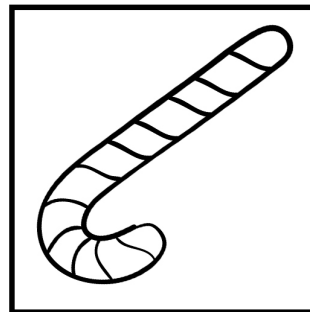
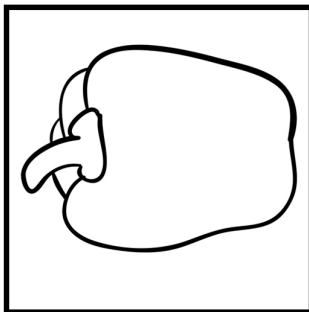
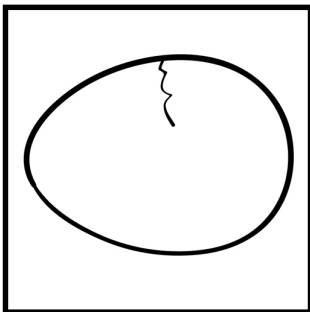
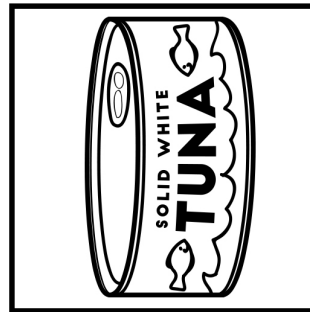
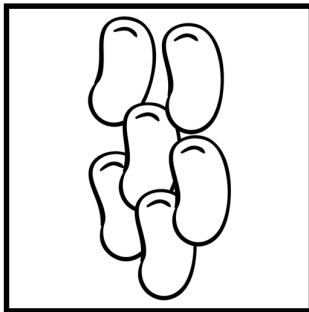
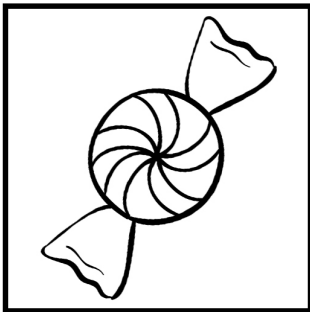
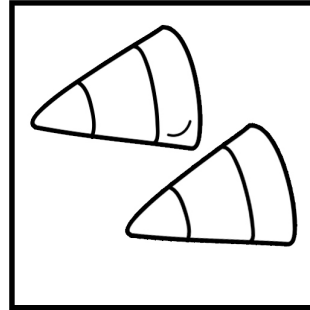
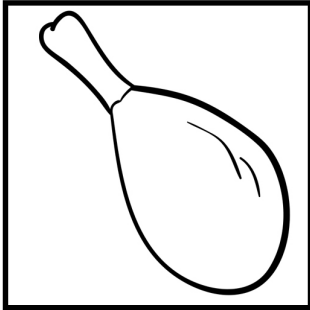


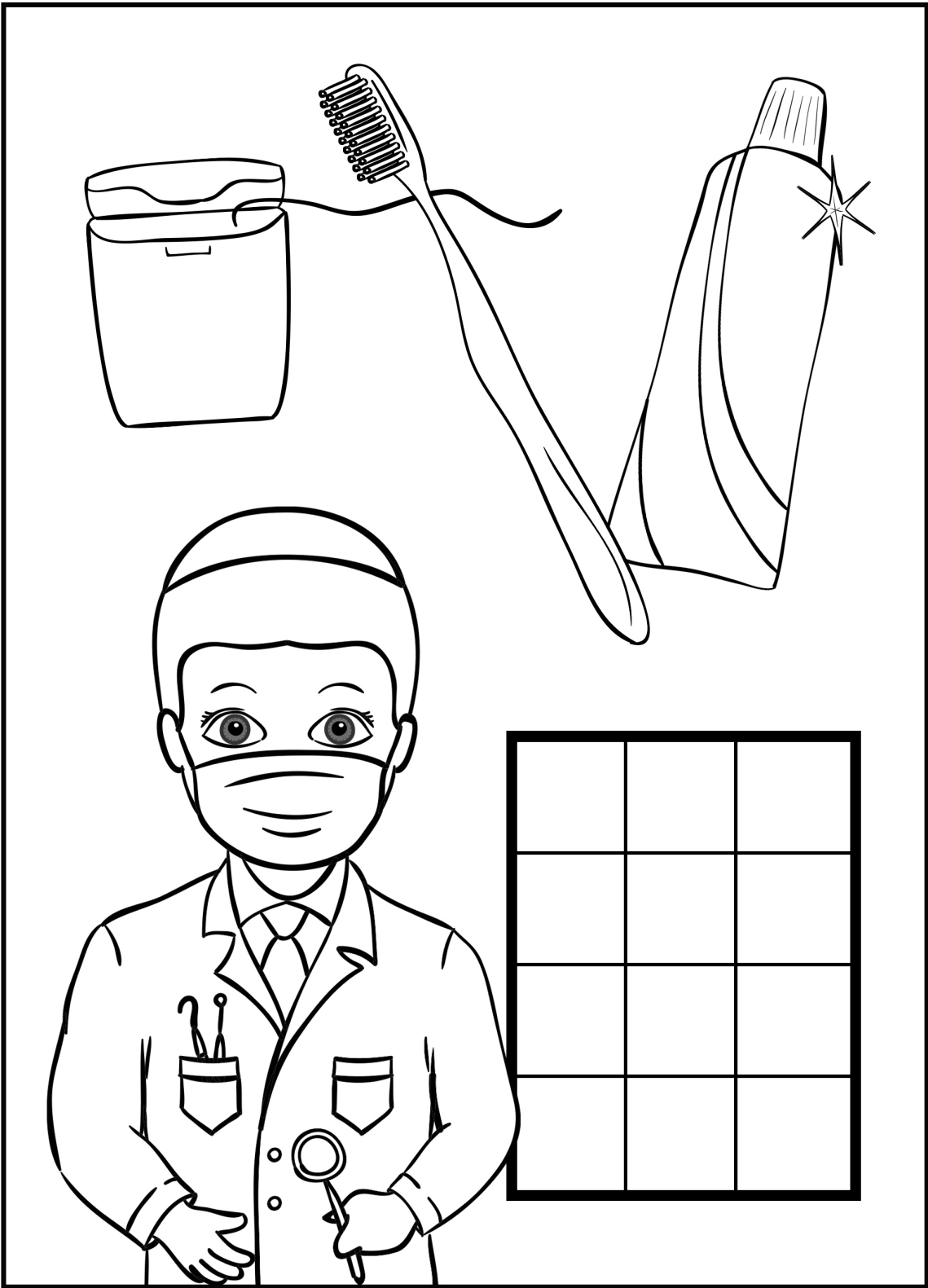
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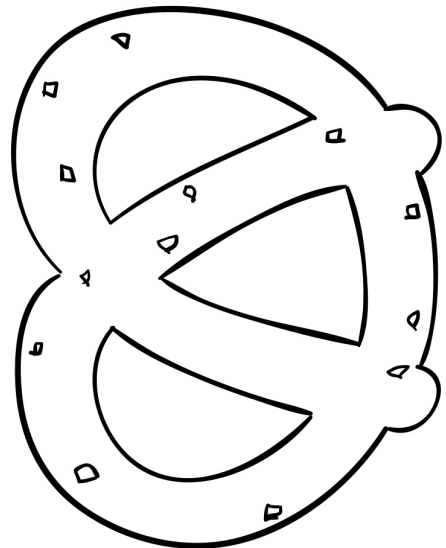
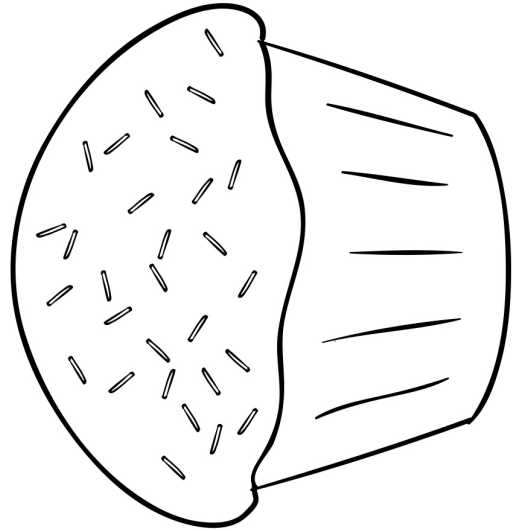
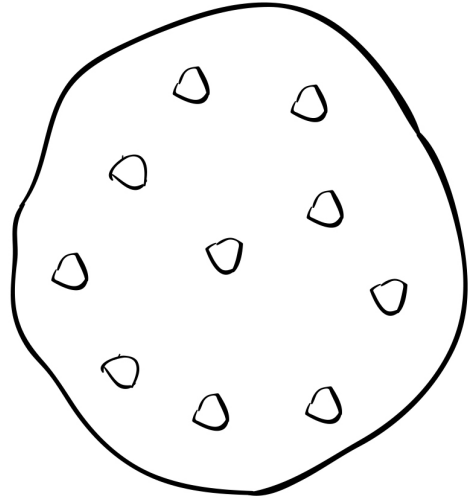
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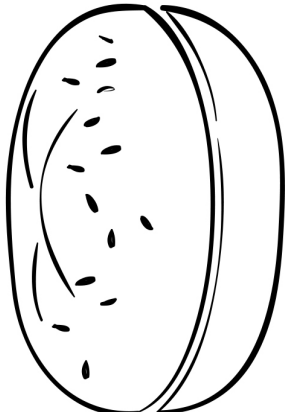
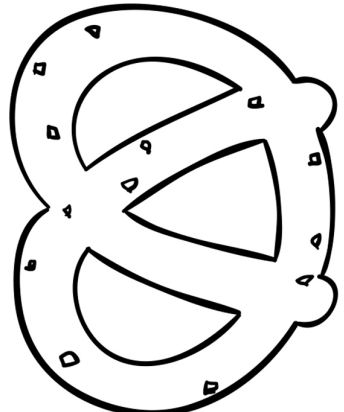
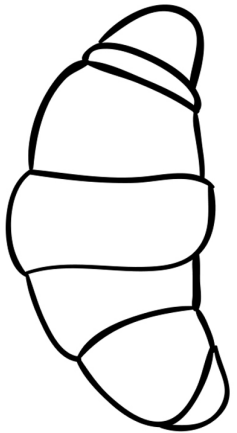
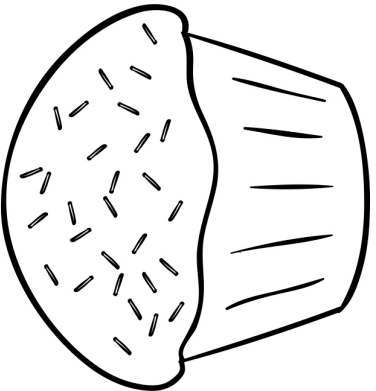
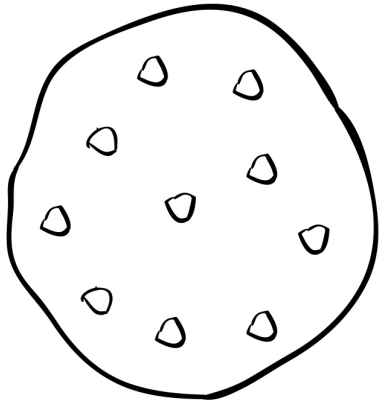
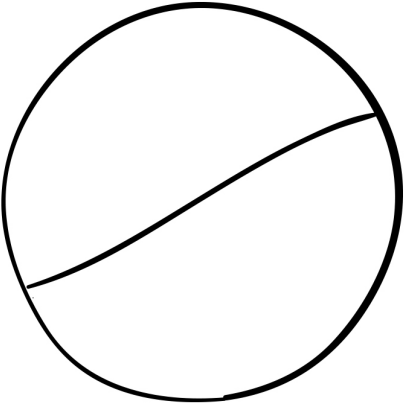
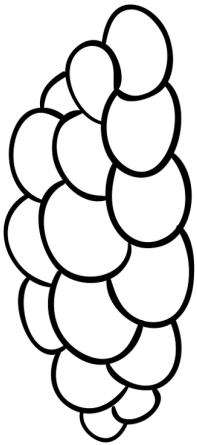
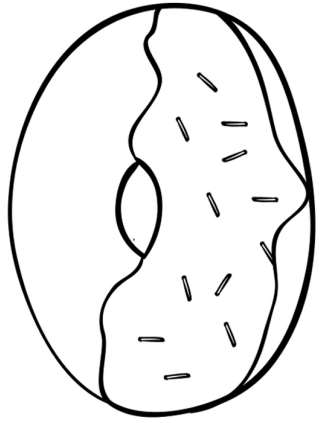
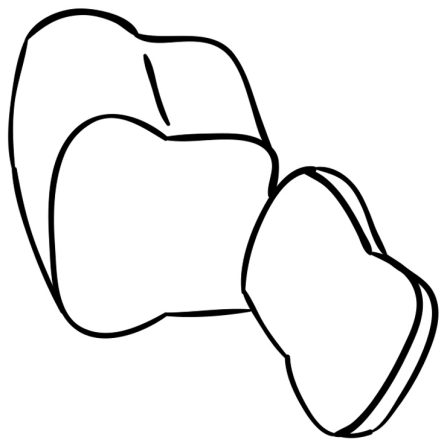
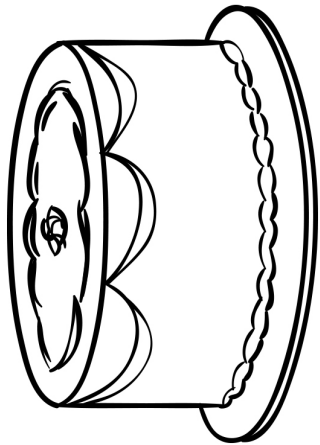




GUESS WHAT'S MISSING GAME

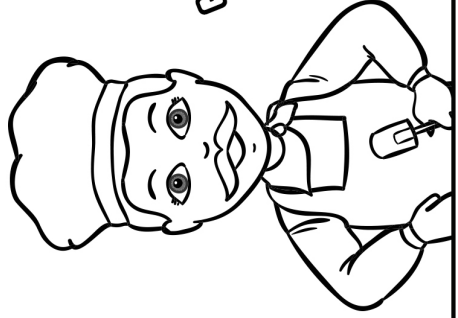


Place all of the baked goods on the table.
Look at them and say their names.
One child leaves the room.
Remove and hide one baked good card.
Child comes in and guesses which baked good was bought.



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GUESS WHAT'S MISSING
GAME



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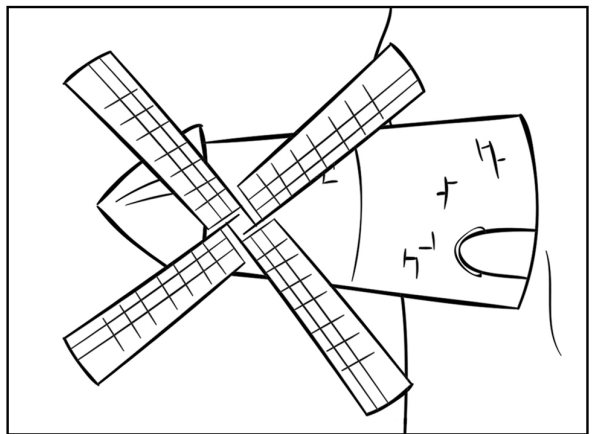
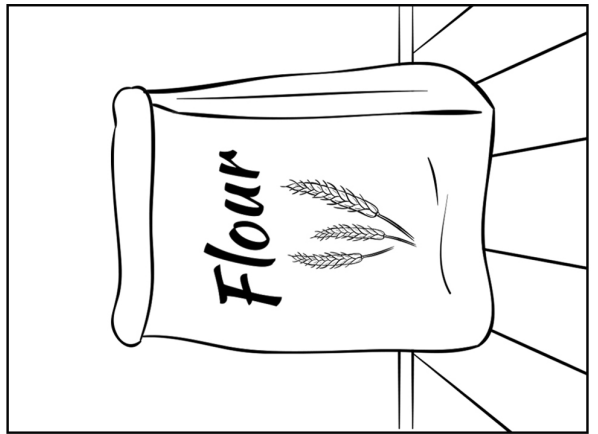
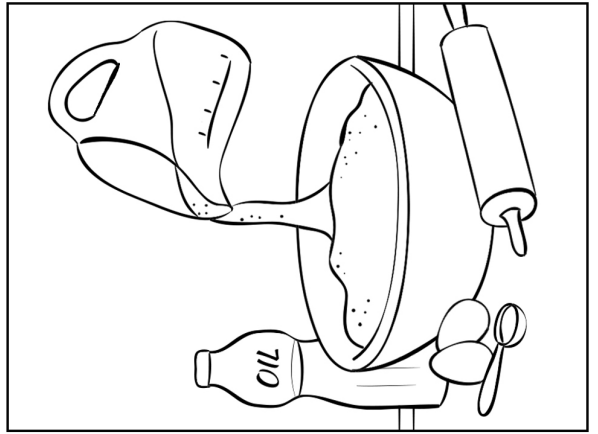
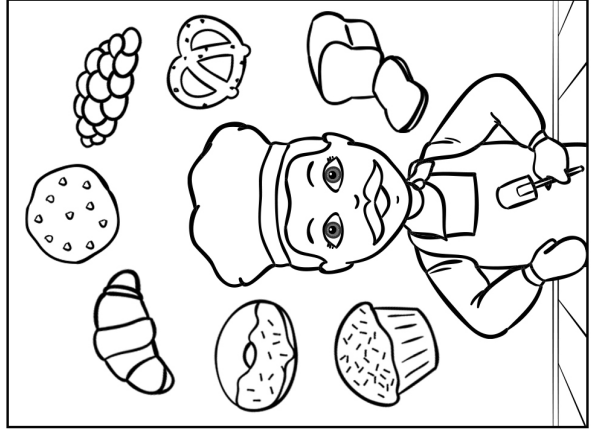
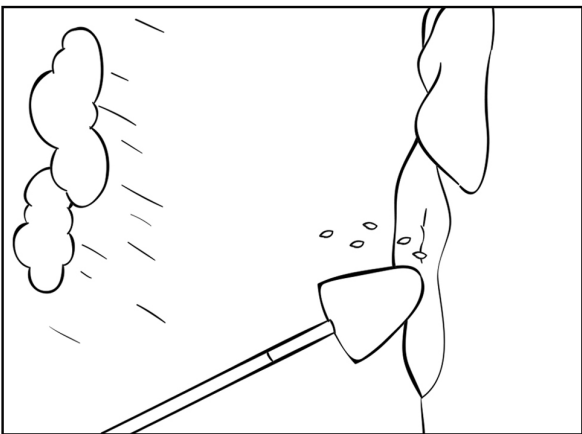
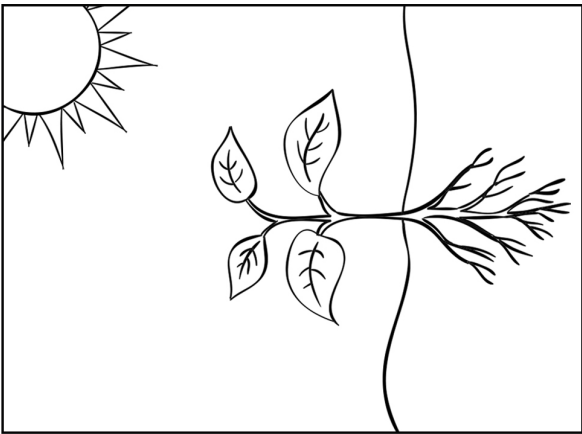
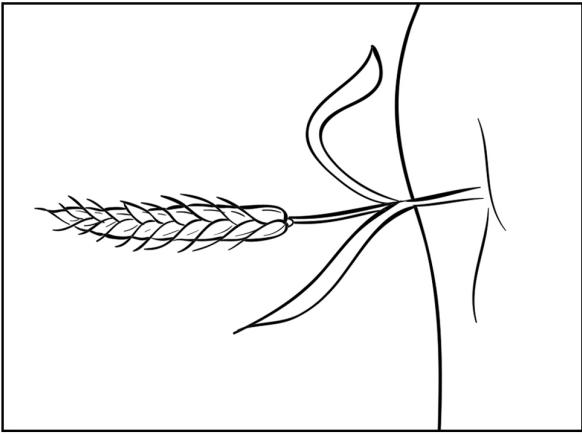
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הַפְּרִישׁתָּהּ חֵלְהָהּ

וְצִוֵּנוּ לְהַפְרִישׁ חֵלְהָהּ מִן הָעֵפֶדָה.
 הָעוֹלָם אֲשֶׁר קִדְשָׁנוּ בְּמִצְוֹתָיו
 בְּרוּךְ אַתָּה ה', אֱלֹהֵינוּ מֶלֶךְ.

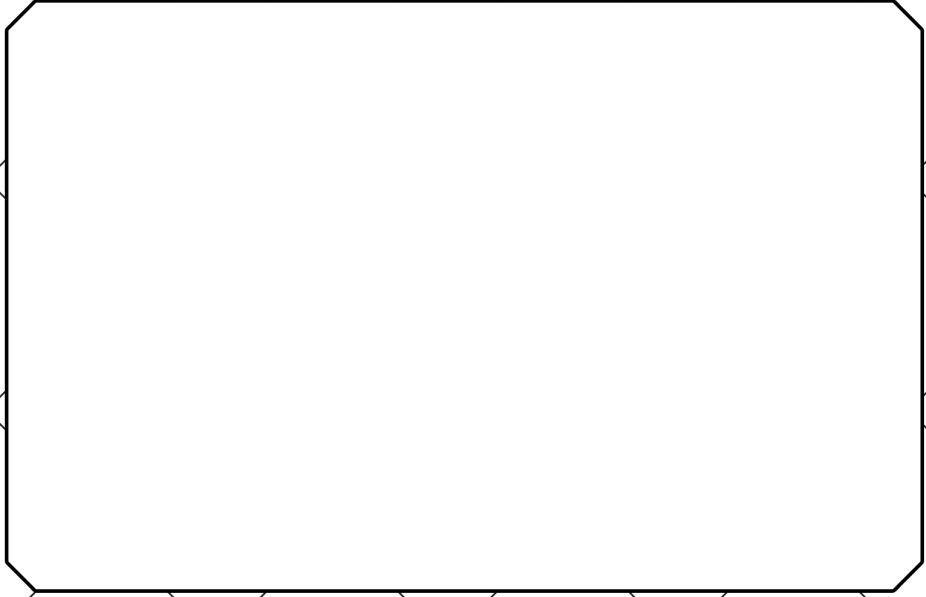
יהי רצון מלפניך ה' אֱלֹהֵינוּ וְאַלְכֵנוּ אֲבוֹתֵינוּ, שֶׁתַּמְצִיחַהּ שֶׁל הַפְּרִישַׁת חֵלְהָהּ תִּחְשַׁב כְּאִילוּ קִדְמִתָּהּ בְּכָל פְּרִשְׁתֶּיךָ וְדִקְדוּקֶיךָ, וְתִחְשַׁב תְּרִמַת חֵלְהָהּ שְׂאֵי מְרִישָׁהּ, כְּמוֹ הַקְּרָבָן שֶׁהִקְרַב אֶל הַמִּזְבֵּחַ, שֶׁנִּתְקַבַּל בְּרָצוֹן, וְכִמוֹ שְׂלֵפִים הַיְתִיחַ חֵלְהָהּ נִתְנַחַח לְכַתּוּב וְהִתִּיחַ וְזֶה לְכַפֵּרֶת אֲעֹנֶת, כִּי תִהְיֶה לְכַפֵּרֶת לְעֹנֹתַי, וְאִי אֶהְיֶה כְּאִילוּ נוֹלָדַי מִתְדַּשֵּׁי נִקְיָה מִחֹטֵא וְעוֹן, וְאוֹכַל לְקַדֵּשׁ מִצְוֹת שְׂפָתַי קֹדֶשׁ וְהַיְמִים הַשּׁוֹבִים עִם פְּעֻלָּי (ויִלְדִּינִי), לְהִיוֹת נְאוּמִים מִקְדָּשֵׁי הַיְמִים הָאֵלֶּיךָ, וּמִהַשְׁפָּעֶתֶהּ שֶׁל מִצְוֹת חֵלְהָהּ, יִהְיוּ יִלְדִּינִי נְאוּמִים תְּמִיד מִצִּדֵּי שֶׁל הַקְּרֹדֶשׁ בְּרוּךְ הוּא, בְּרַב רַחֲמָיו וְחַסְדָּיו, וּבְרַב אֱהֻבָּהּ, וְשִׁתְּקַבַּל מִצְוֹת חֵלְהָהּ כְּאִילוּ נִתְמַי מַעֲשֵׂיךָ, וְכִשְׁם שְׂחֵנִי מִקְדָּשֵׁי מִצְוֹת חֵלְהָהּ בְּכָל לַב, כִּי יִתְעוֹרְרוּ רַחֲמָיו שֶׁל הַקְּרֹדֶשׁ בְּרוּךְ הוּא לְשִׁמְרָתִי מִצָּעַר וּמִפְּסוּלֵיכֶם כִּי הַיְמִים, אִמָּא:

הַפְּרִישׁתָּהּ חֵלְהָהּ

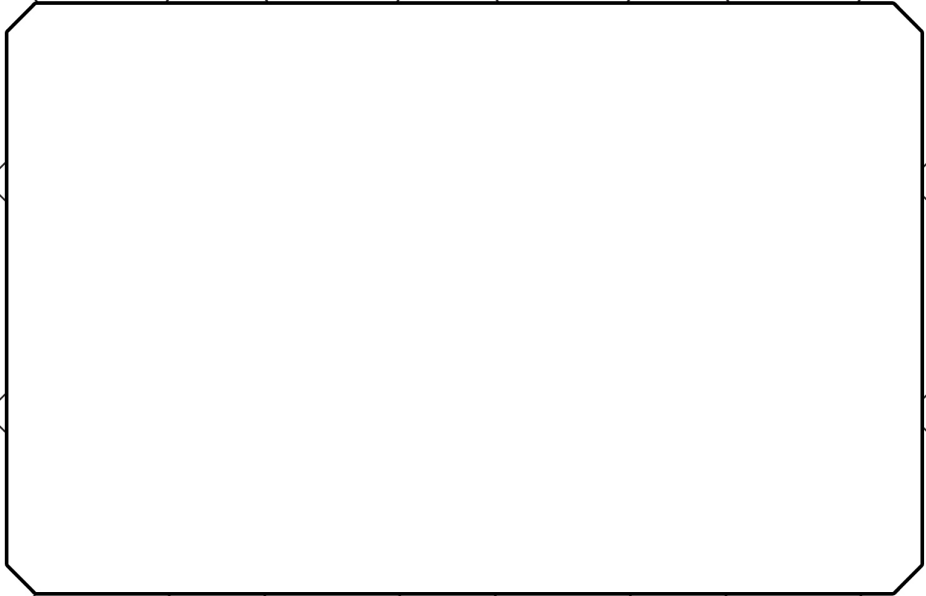
וְצִוֵּנוּ לְהַפְרִישׁ חֵלְהָהּ מִן הָעֵפֶדָה.
 הָעוֹלָם אֲשֶׁר קִדְשָׁנוּ בְּמִצְוֹתָיו
 בְּרוּךְ אַתָּה ה', אֱלֹהֵינוּ מֶלֶךְ.

יהי רצון מלפניך ה' אֱלֹהֵינוּ וְאַלְכֵנוּ אֲבוֹתֵינוּ, שֶׁתַּמְצִיחַהּ שֶׁל הַפְּרִישַׁת חֵלְהָהּ תִּחְשַׁב כְּאִילוּ קִדְמִתָּהּ בְּכָל פְּרִשְׁתֶּיךָ וְדִקְדוּקֶיךָ, וְתִחְשַׁב תְּרִמַת חֵלְהָהּ שְׂאֵי מְרִישָׁהּ, כְּמוֹ הַקְּרָבָן שֶׁהִקְרַב אֶל הַמִּזְבֵּחַ, שֶׁנִּתְקַבַּל בְּרָצוֹן, וְכִמוֹ שְׂלֵפִים הַיְתִיחַ חֵלְהָהּ נִתְנַחַח לְכַתּוּב וְהִתִּיחַ וְזֶה לְכַפֵּרֶת אֲעֹנֶת, כִּי תִהְיֶה לְכַפֵּרֶת לְעֹנֹתַי, וְאִי אֶהְיֶה כְּאִילוּ נוֹלָדַי מִתְדַּשֵּׁי נִקְיָה מִחֹטֵא וְעוֹן, וְאוֹכַל לְקַדֵּשׁ מִצְוֹת שְׂפָתַי קֹדֶשׁ וְהַיְמִים הַשּׁוֹבִים עִם פְּעֻלָּי (ויִלְדִּינִי), לְהִיוֹת נְאוּמִים מִקְדָּשֵׁי הַיְמִים הָאֵלֶּיךָ, וּמִהַשְׁפָּעֶתֶהּ שֶׁל מִצְוֹת חֵלְהָהּ, יִהְיוּ יִלְדִּינִי נְאוּמִים תְּמִיד מִצִּדֵּי שֶׁל הַקְּרֹדֶשׁ בְּרוּךְ הוּא, בְּרַב רַחֲמָיו וְחַסְדָּיו, וּבְרַב אֱהֻבָּהּ, וְשִׁתְּקַבַּל מִצְוֹת חֵלְהָהּ כְּאִילוּ נִתְמַי מַעֲשֵׂיךָ, וְכִשְׁם שְׂחֵנִי מִקְדָּשֵׁי מִצְוֹת חֵלְהָהּ בְּכָל לַב, כִּי יִתְעוֹרְרוּ רַחֲמָיו שֶׁל הַקְּרֹדֶשׁ בְּרוּךְ הוּא לְשִׁמְרָתִי מִצָּעַר וּמִפְּסוּלֵיכֶם כִּי הַיְמִים, אִמָּא:

וַיְהִי בַּיּוֹם הַהוּא



וַיְהִי בַּיּוֹם הַהוּא



בְּרוּךְ אַתָּה ה' אֱלֹהֵינוּ מִלֶּךְ
הָעוֹלָם אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו
וְצִוָּנוּ לְהַפְרִישׁ חֻלָּה מִן הָעֵסָה.

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בְּרוּךְ אַתָּה ה' אֱלֹהֵינוּ מִלֶּךְ
הָעוֹלָם אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו
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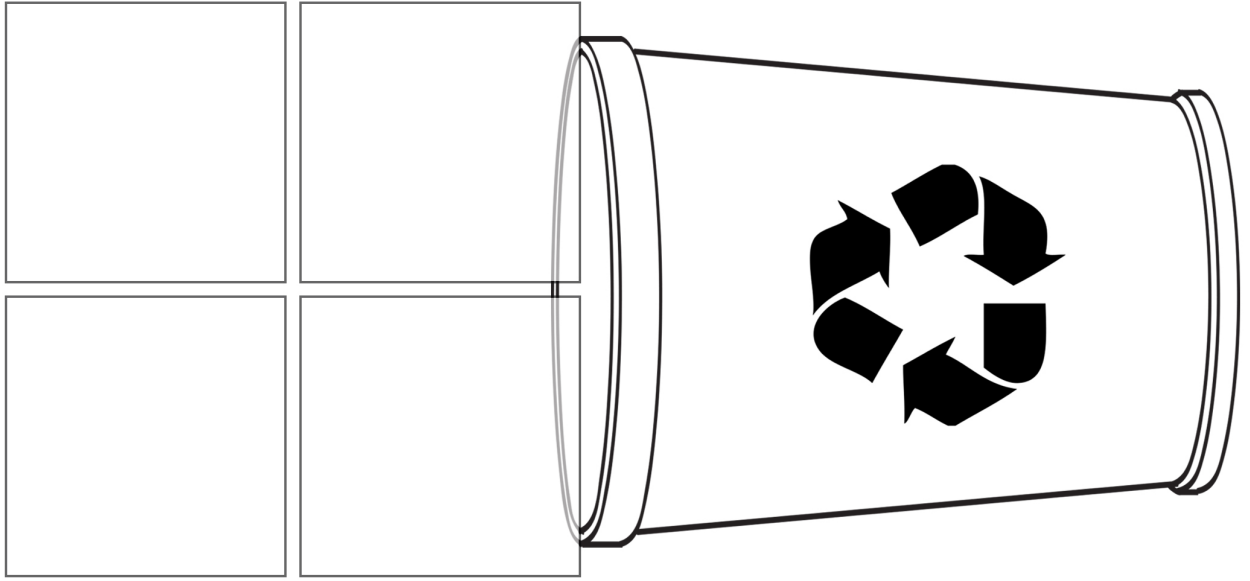
בְּרוּךְ אַתָּה ה' אֱלֹהֵינוּ מִלֶּךְ
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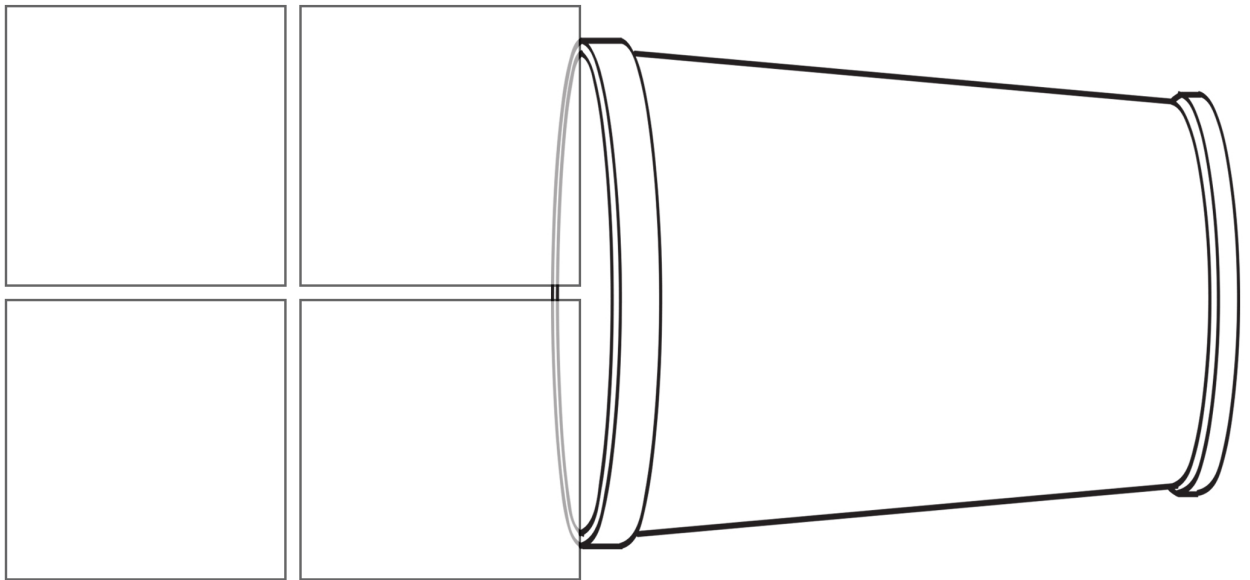
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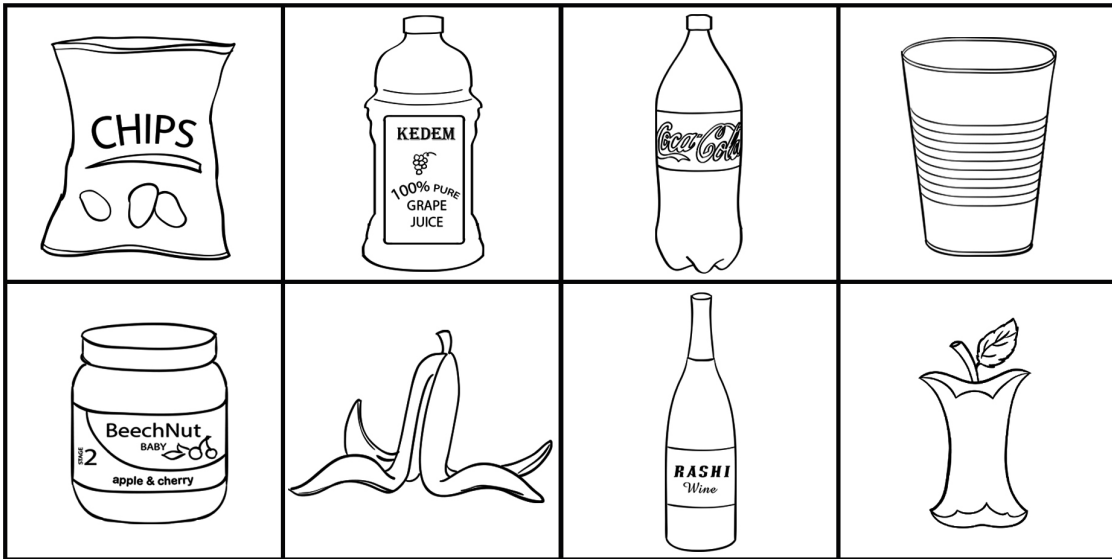
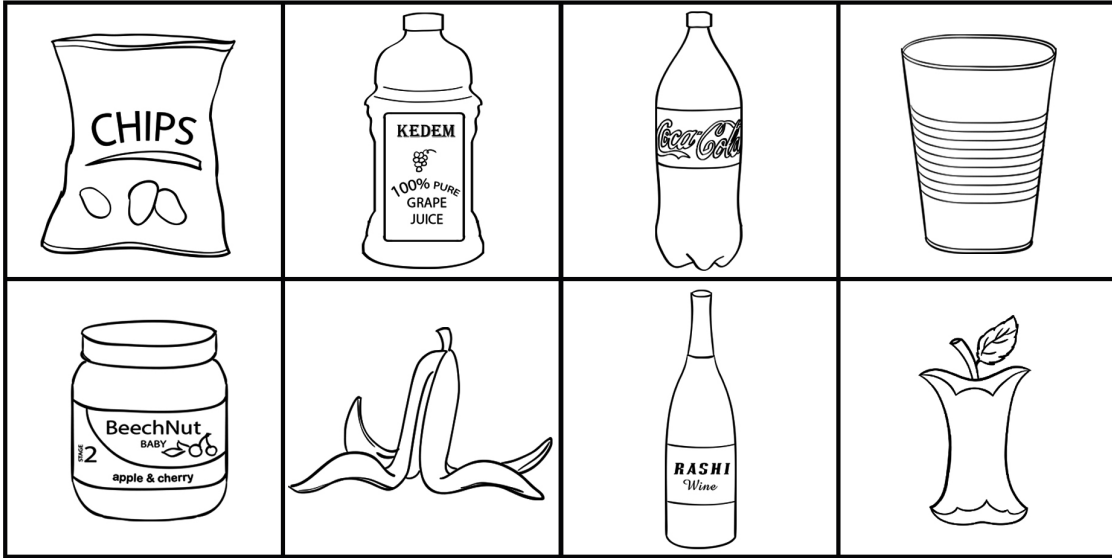
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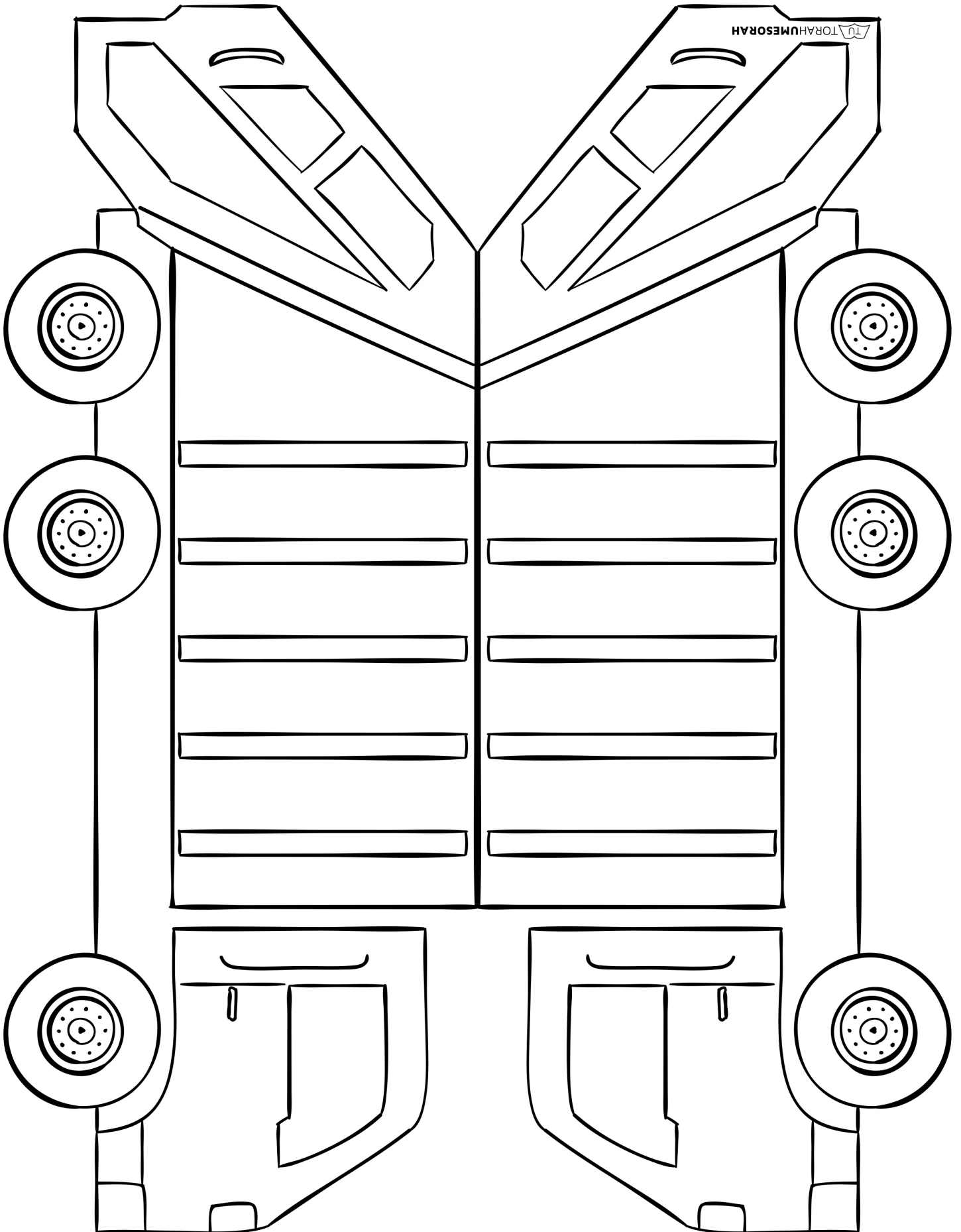
RECYCLING

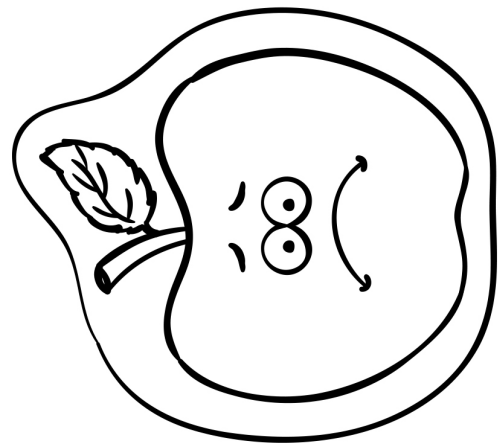
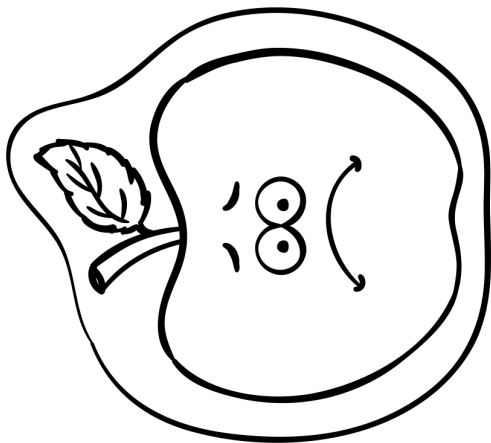
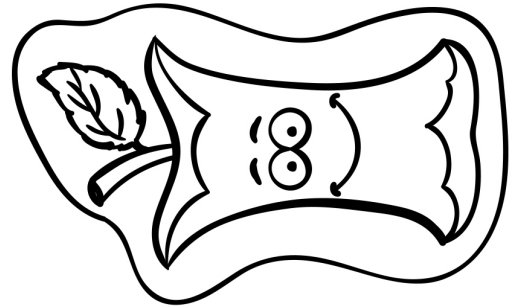
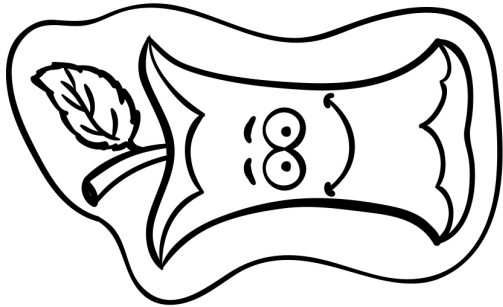
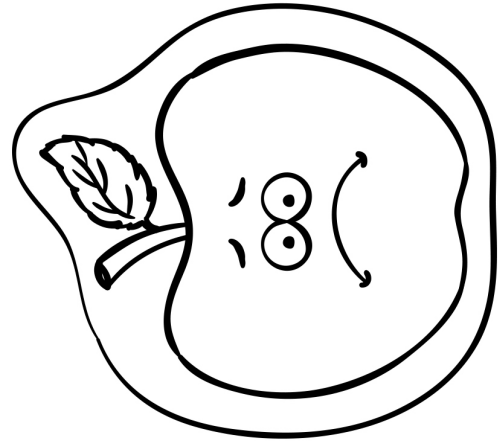
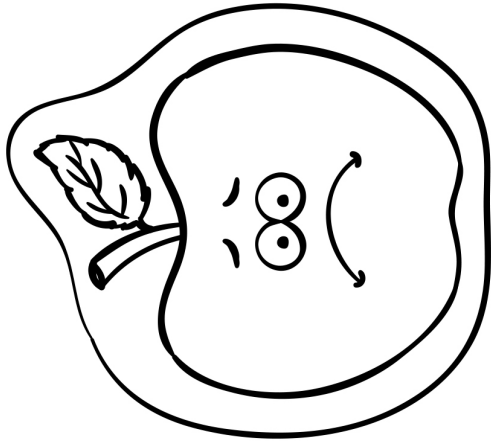
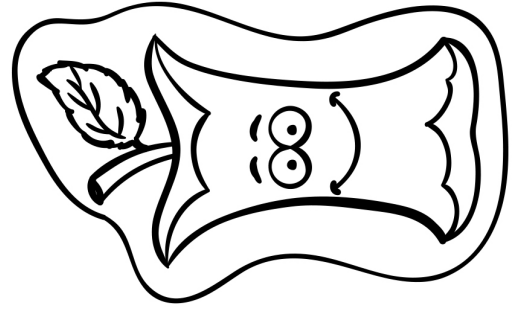
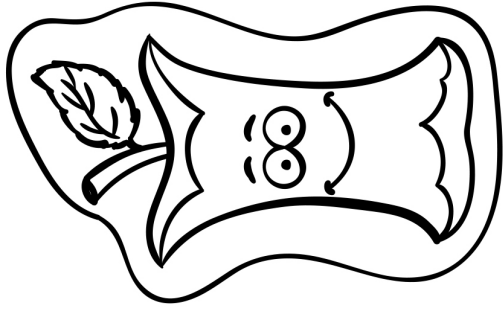


TRASH

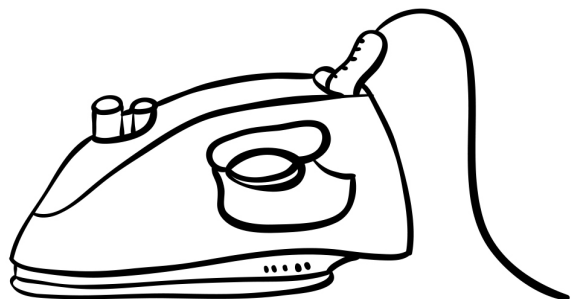
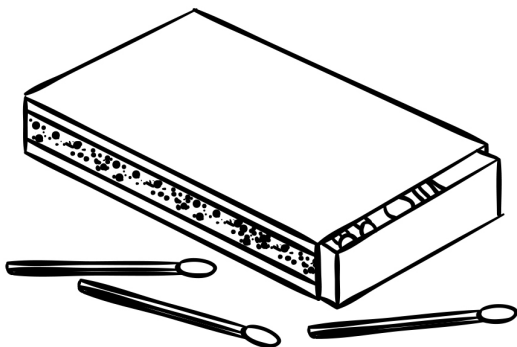
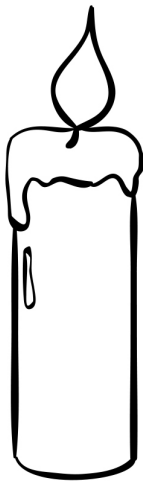
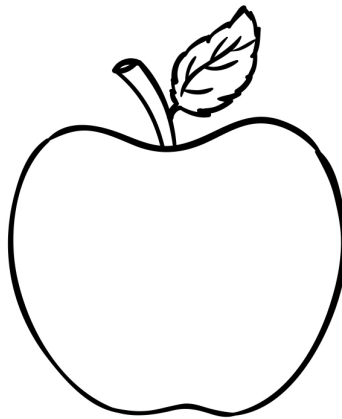
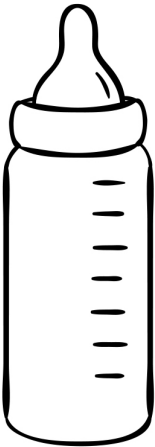
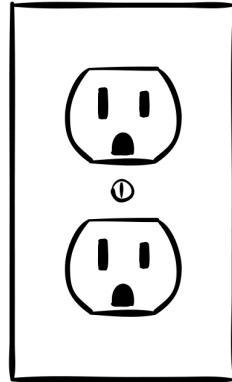
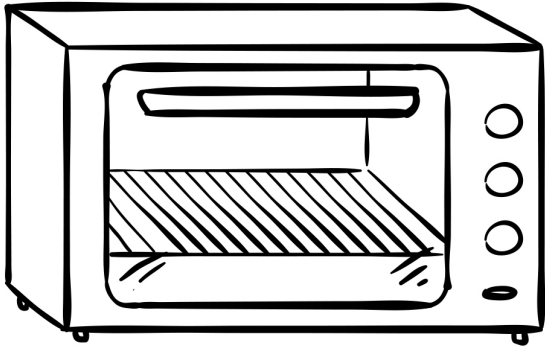








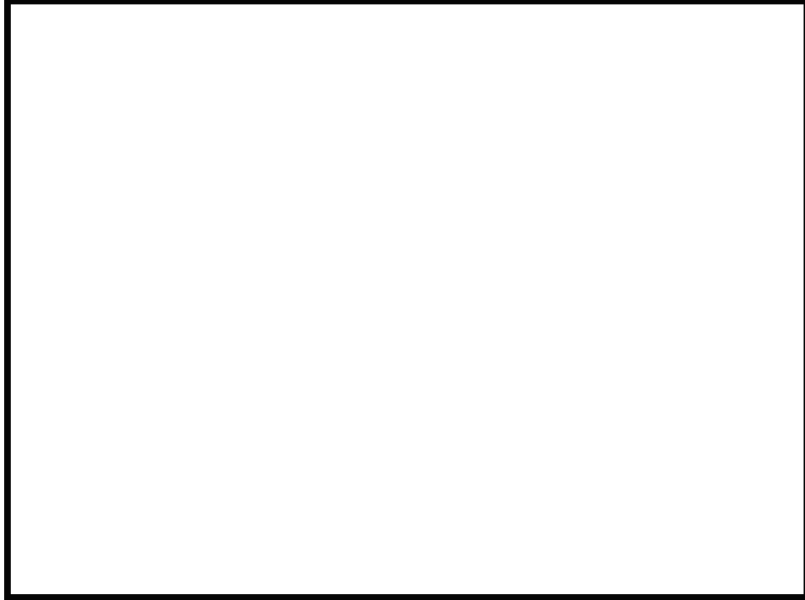
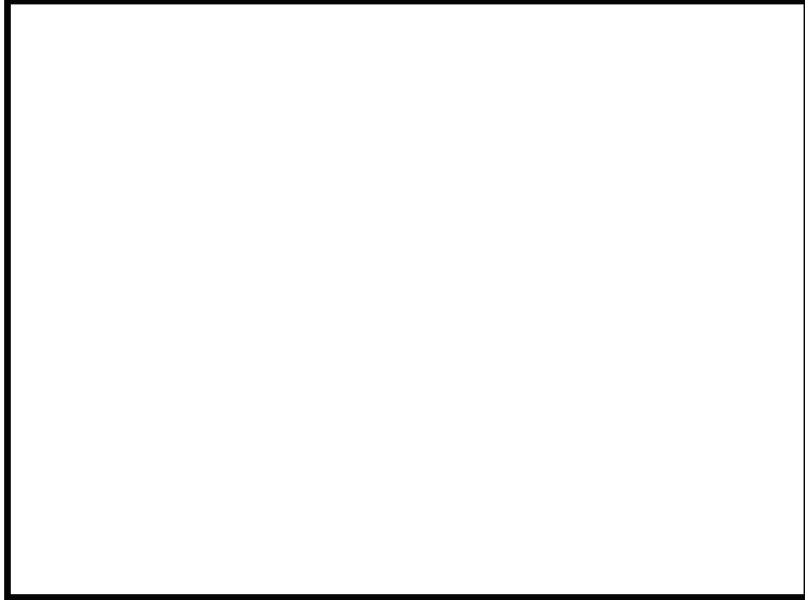
MAKE AN X OVER THE THINGS THAT ARE DANGEROUS TO TOUCH



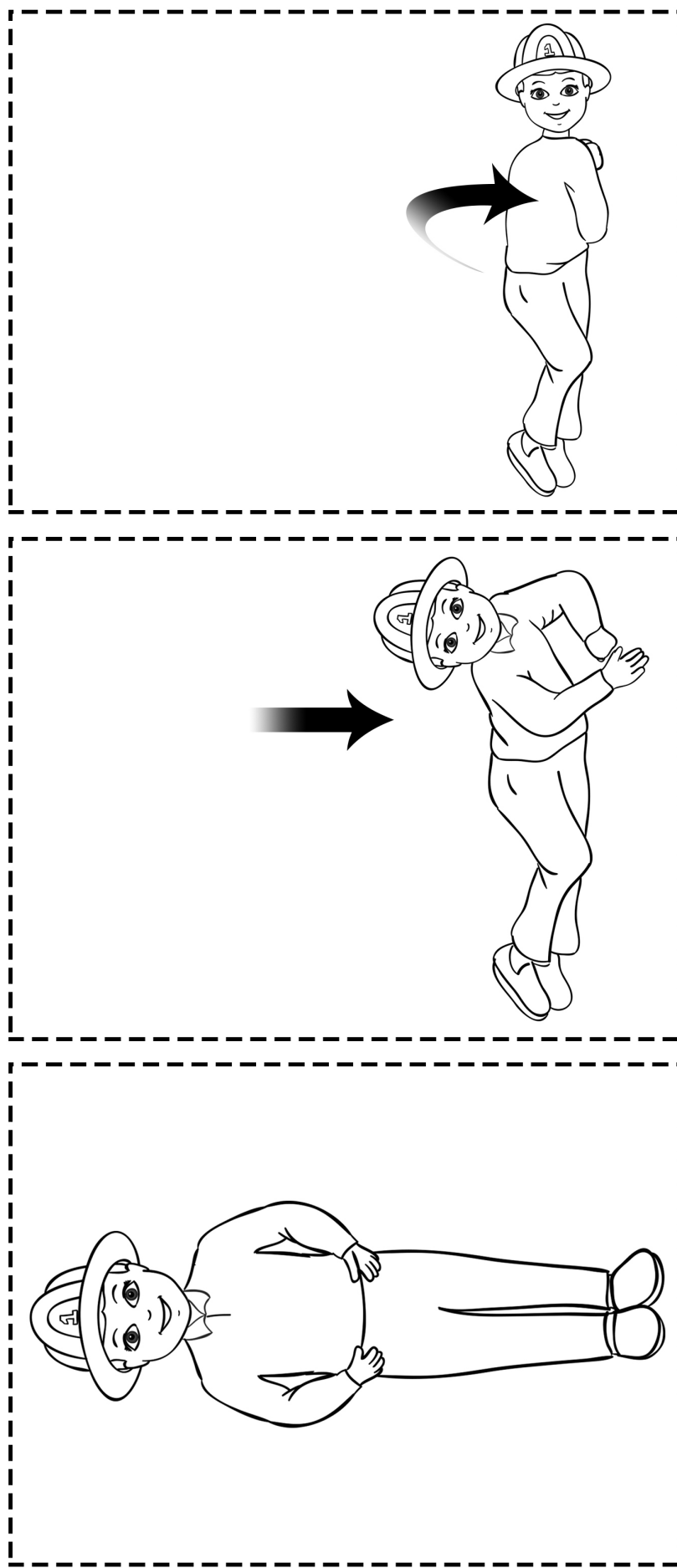
STOP

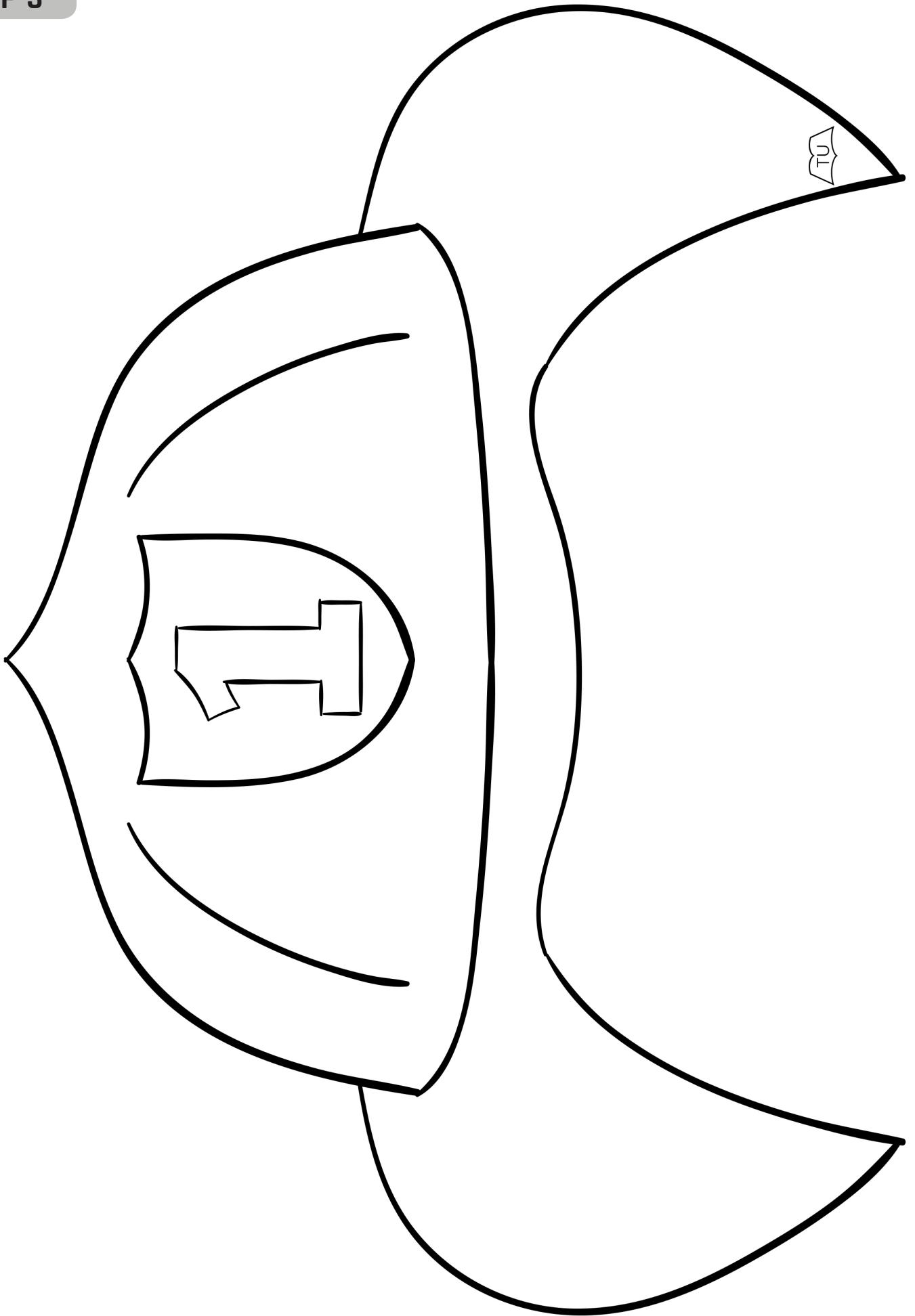
DROP

ROLL



COLOR & CUT THE CARDS AND PLACE IN THE CORRECT ORDER.

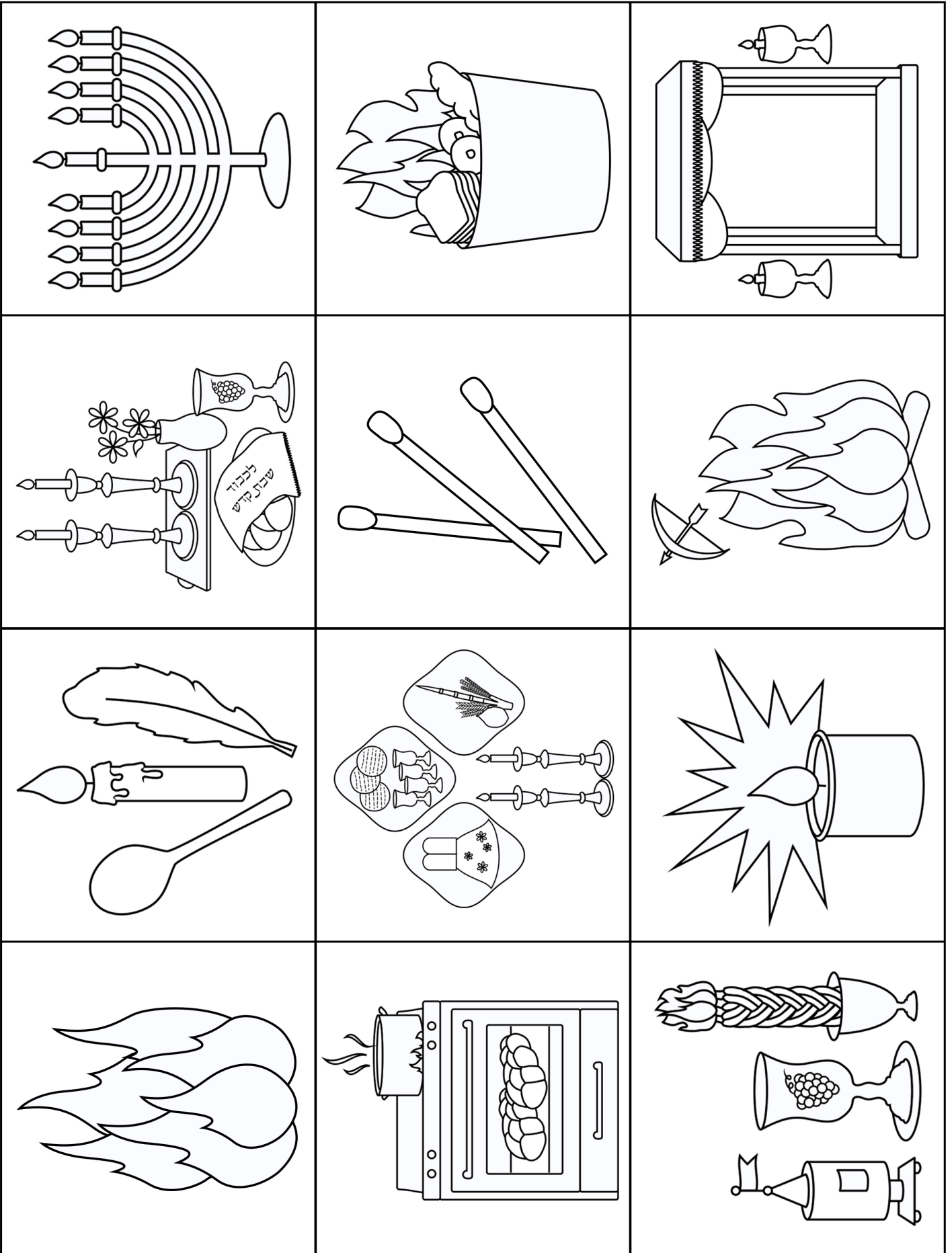






BE
CAREFUL!

_____ 'S
FIRE MEMORY GAME

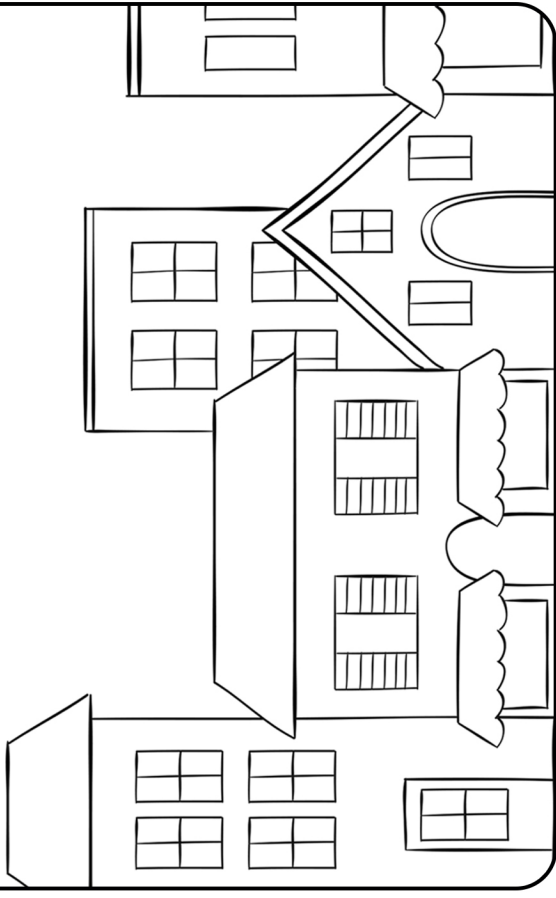


ADDITIONAL PROJECTS



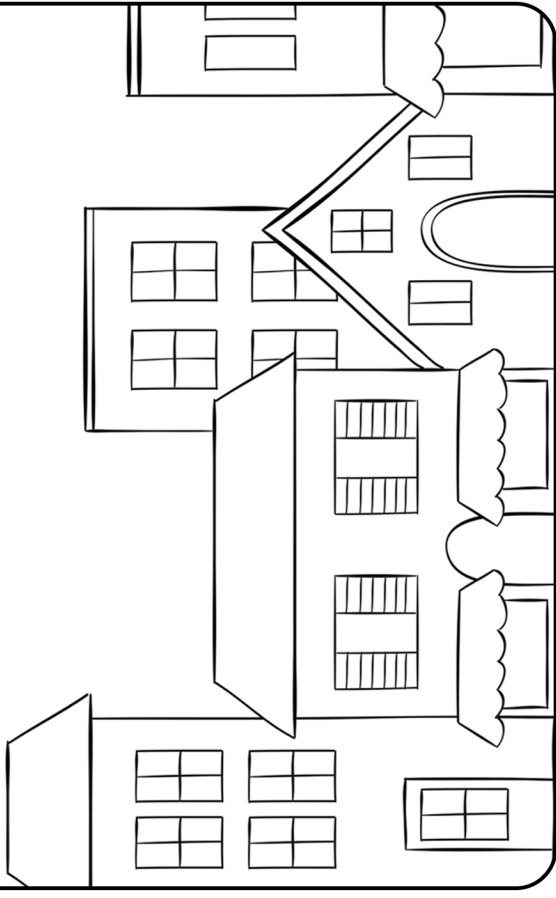
COMMUNITY HELPERS

TU TORAHUMESORAH

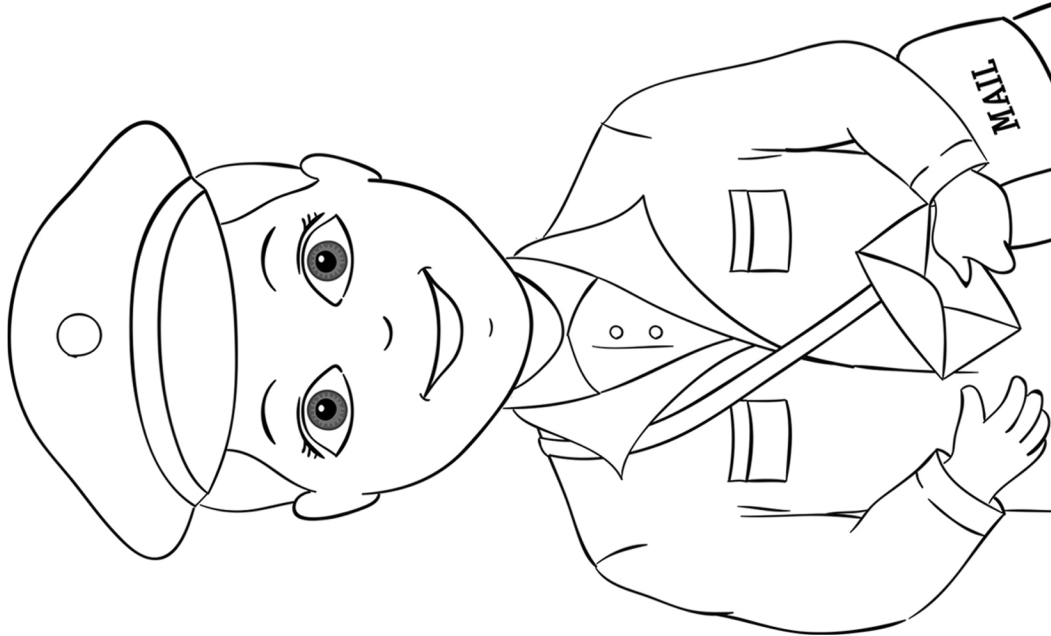


COMMUNITY HELPERS

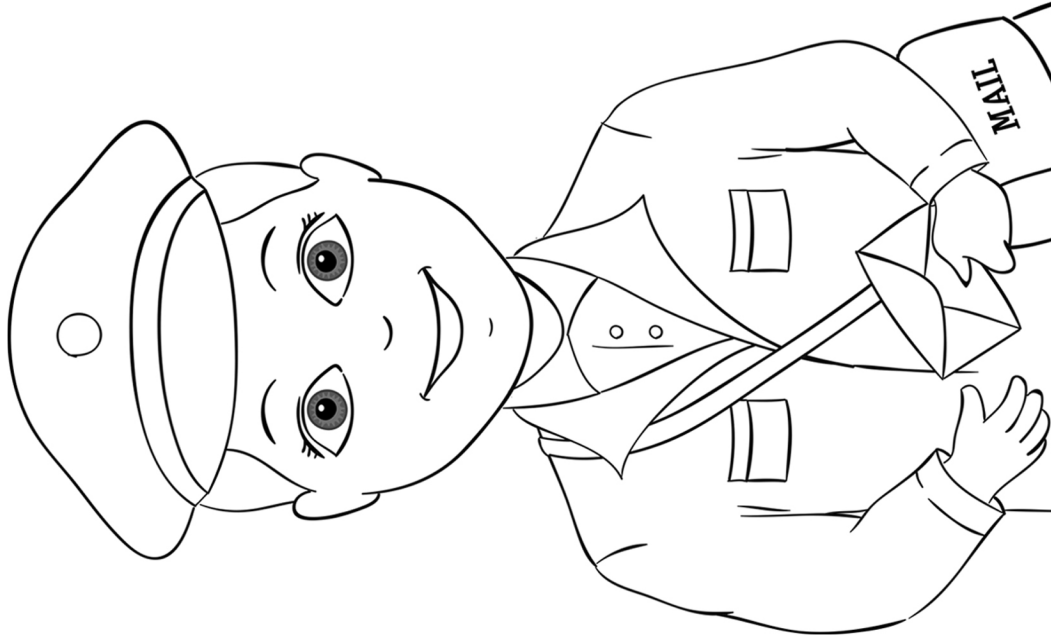
TU TORAHUMESORAH

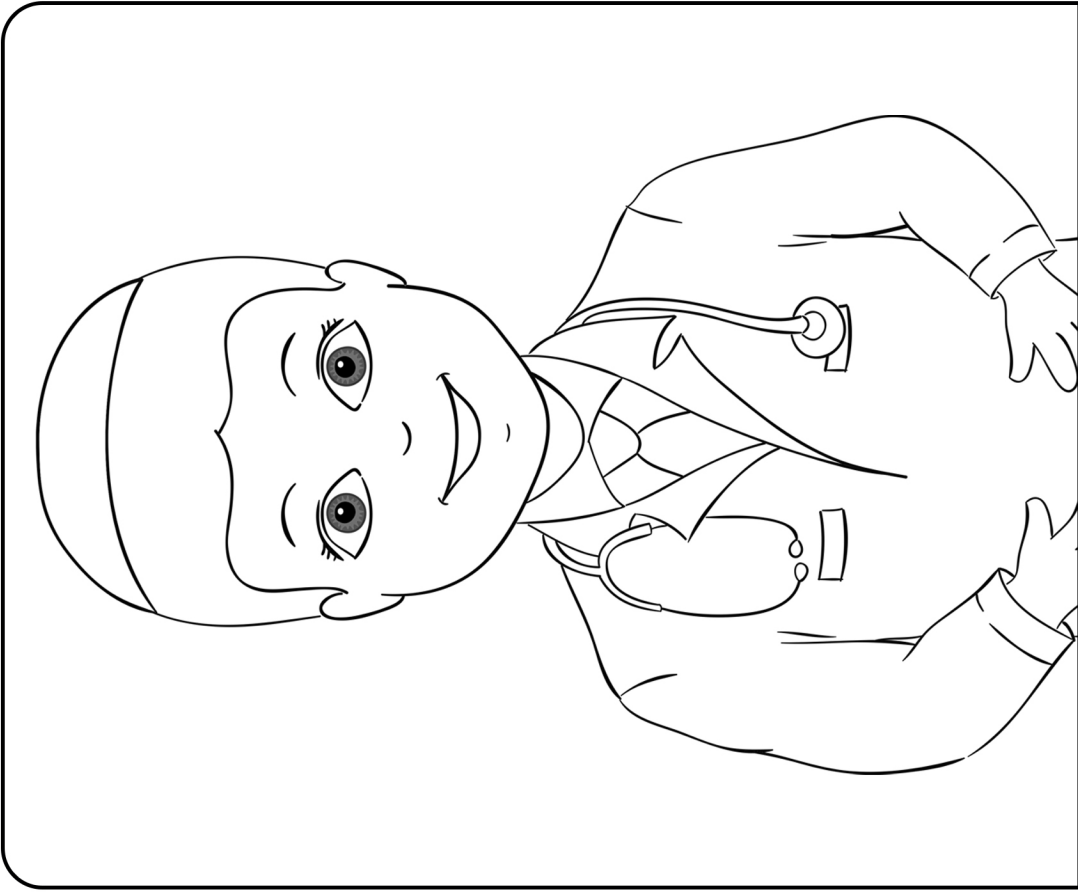


MAILMAN

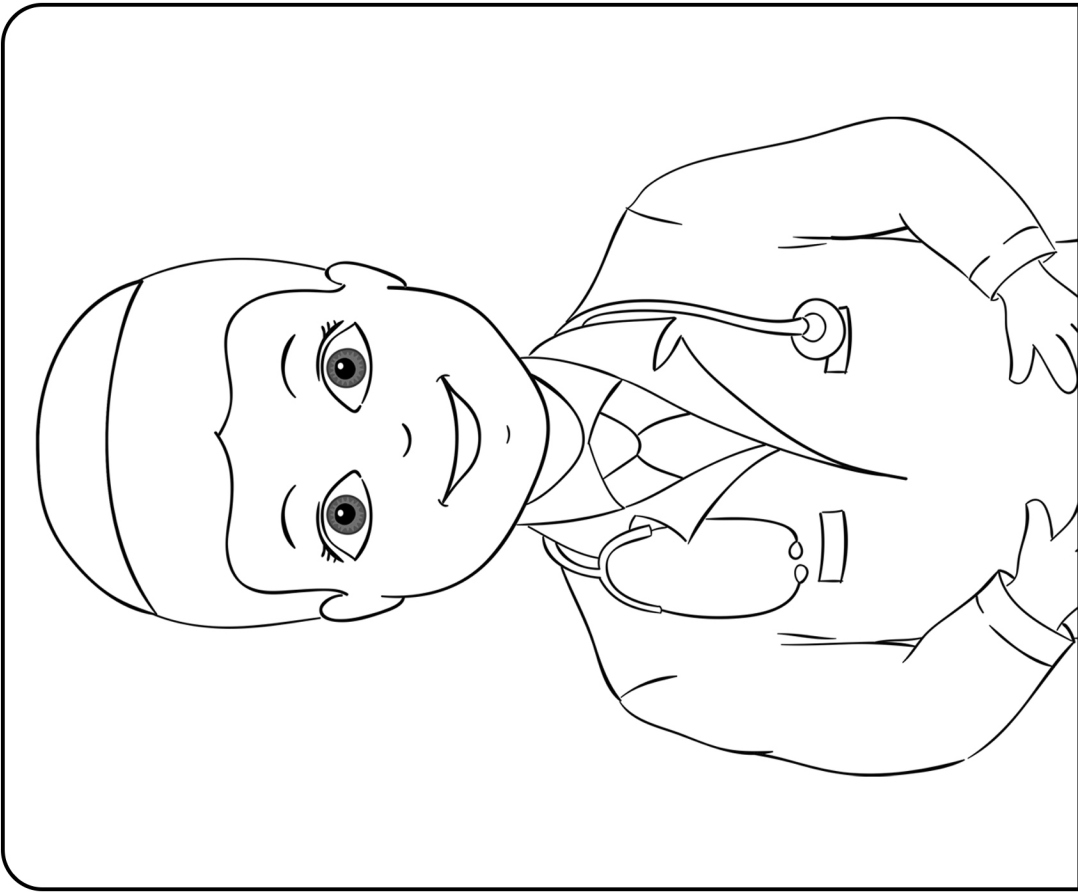


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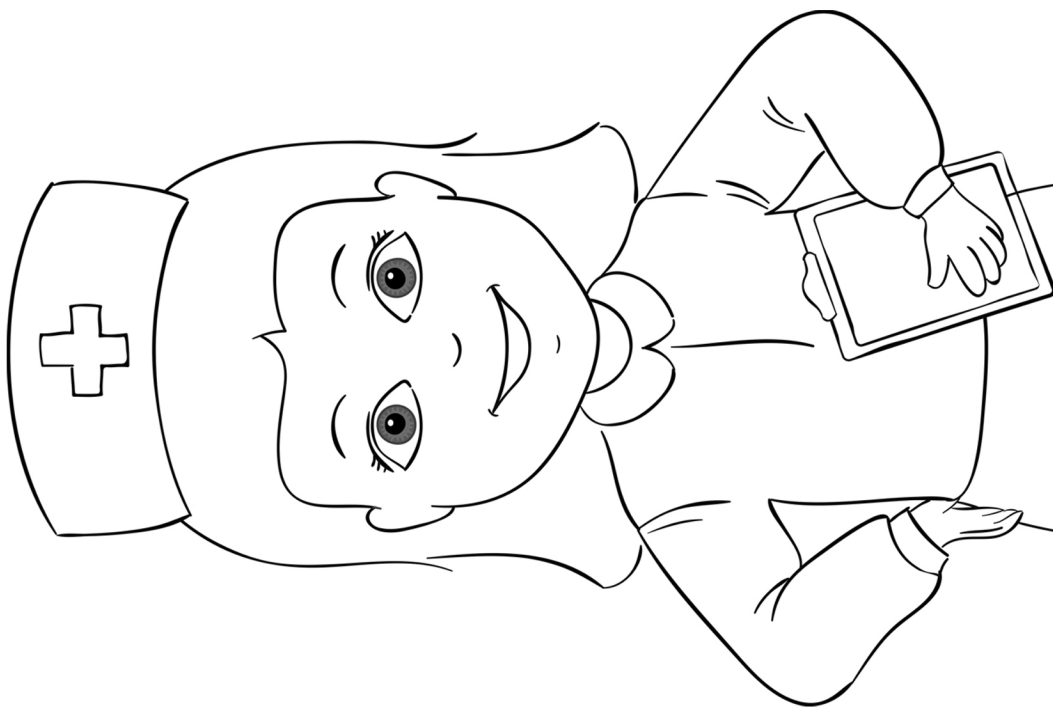


DOCTOR

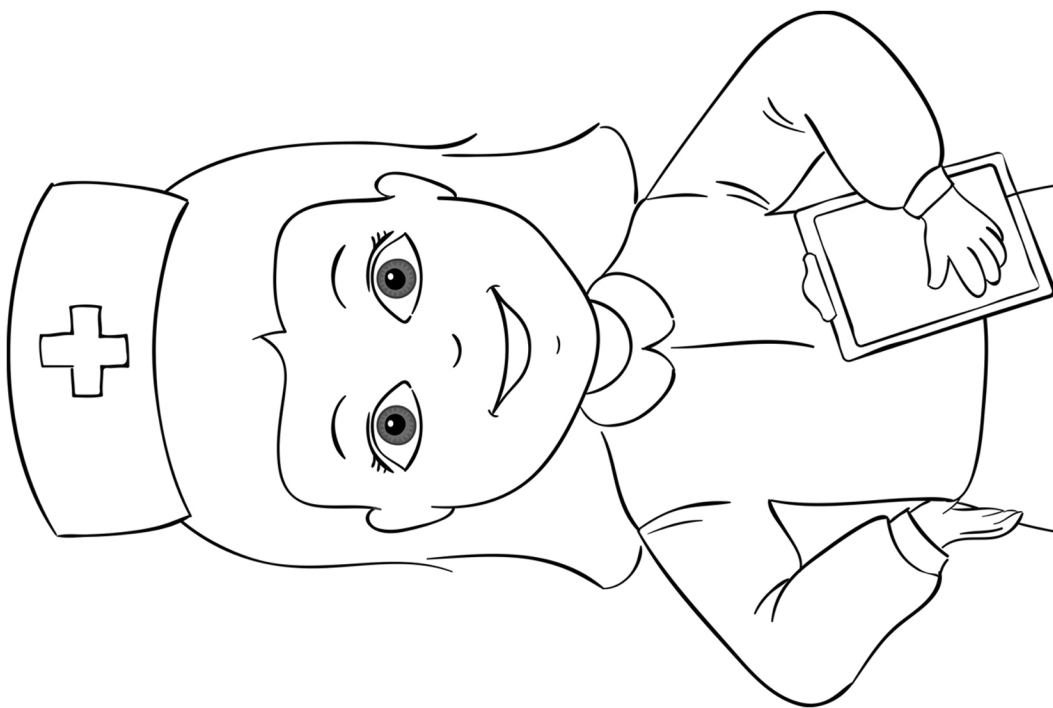


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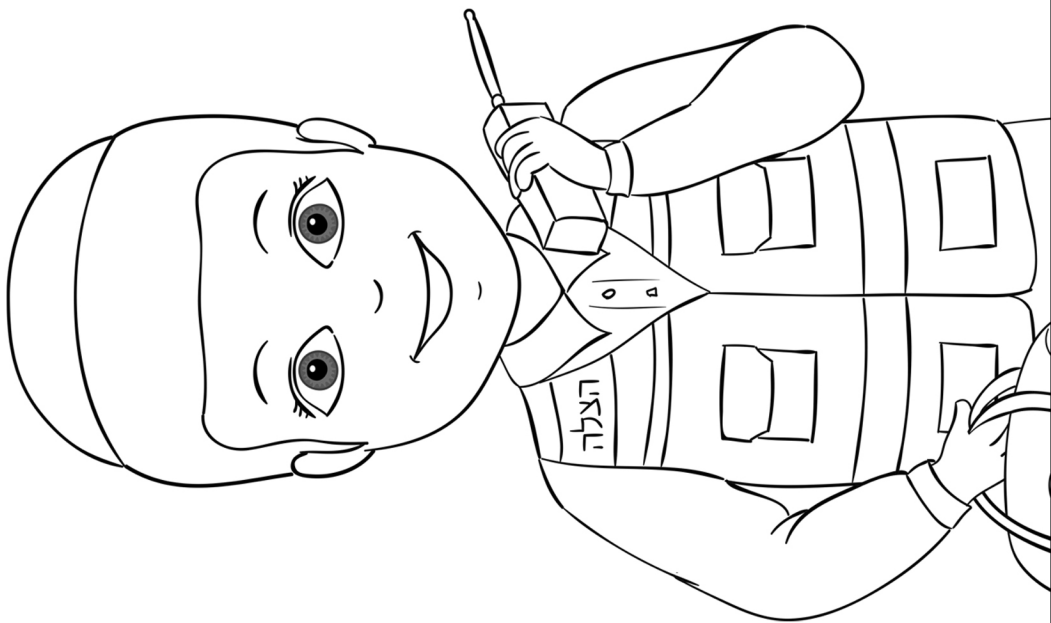
NURSE



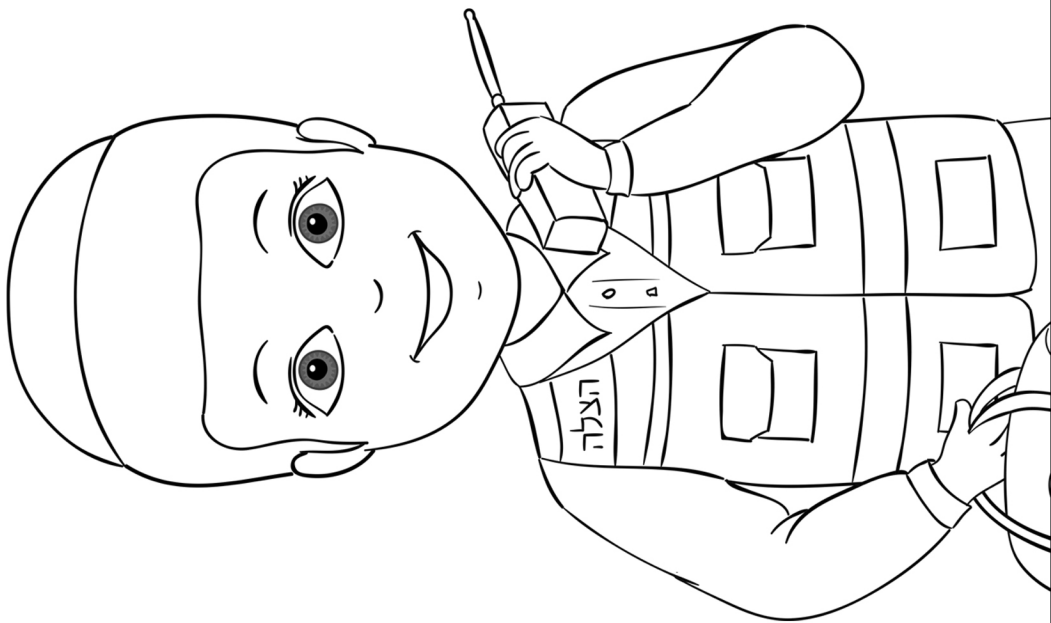
NURSE



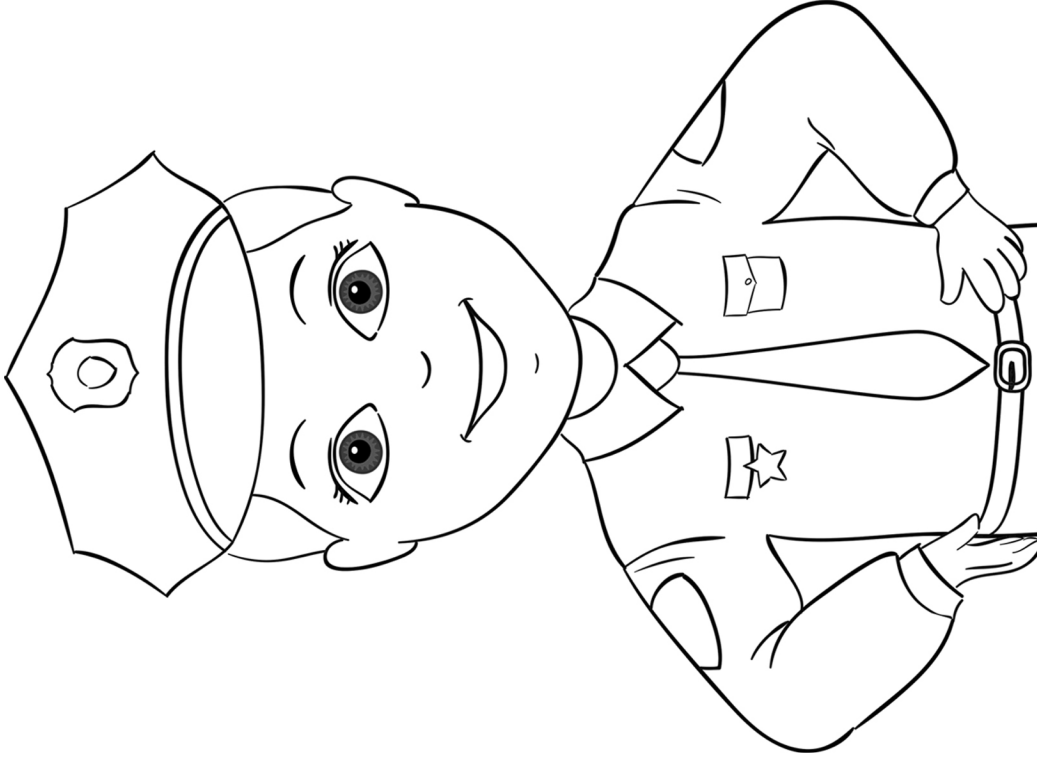
HATZALAH



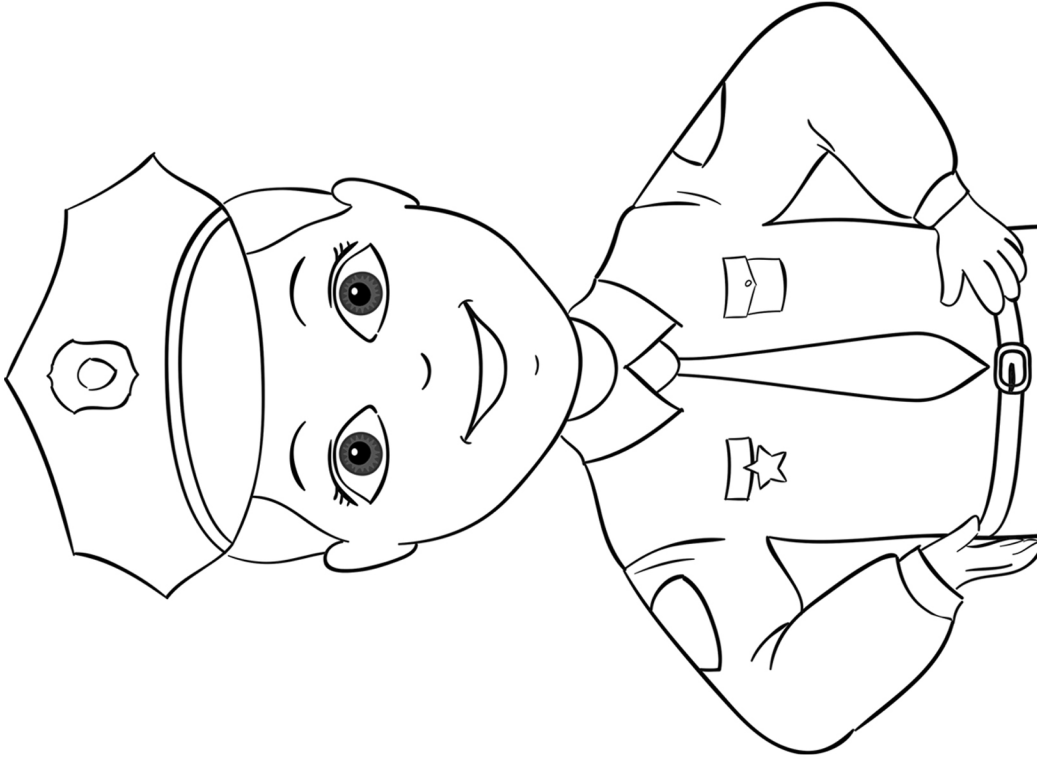
HATZALAH



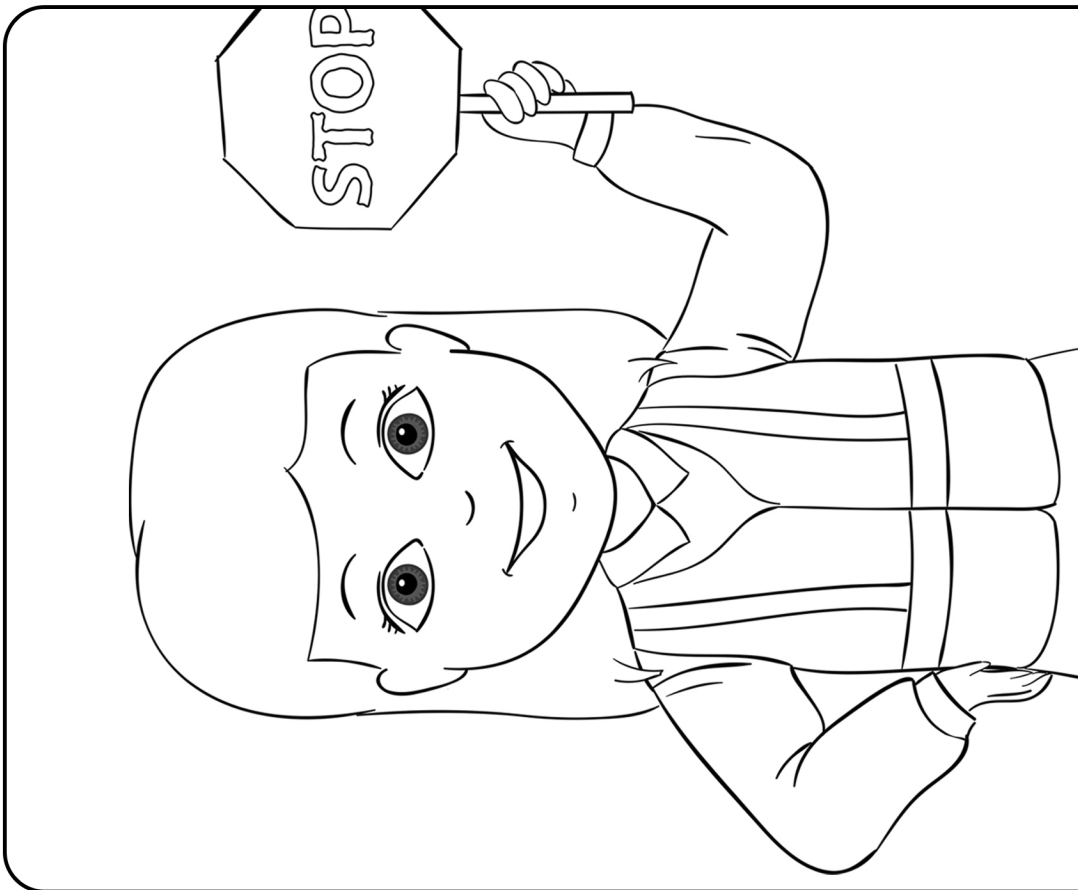
POLICEMAN



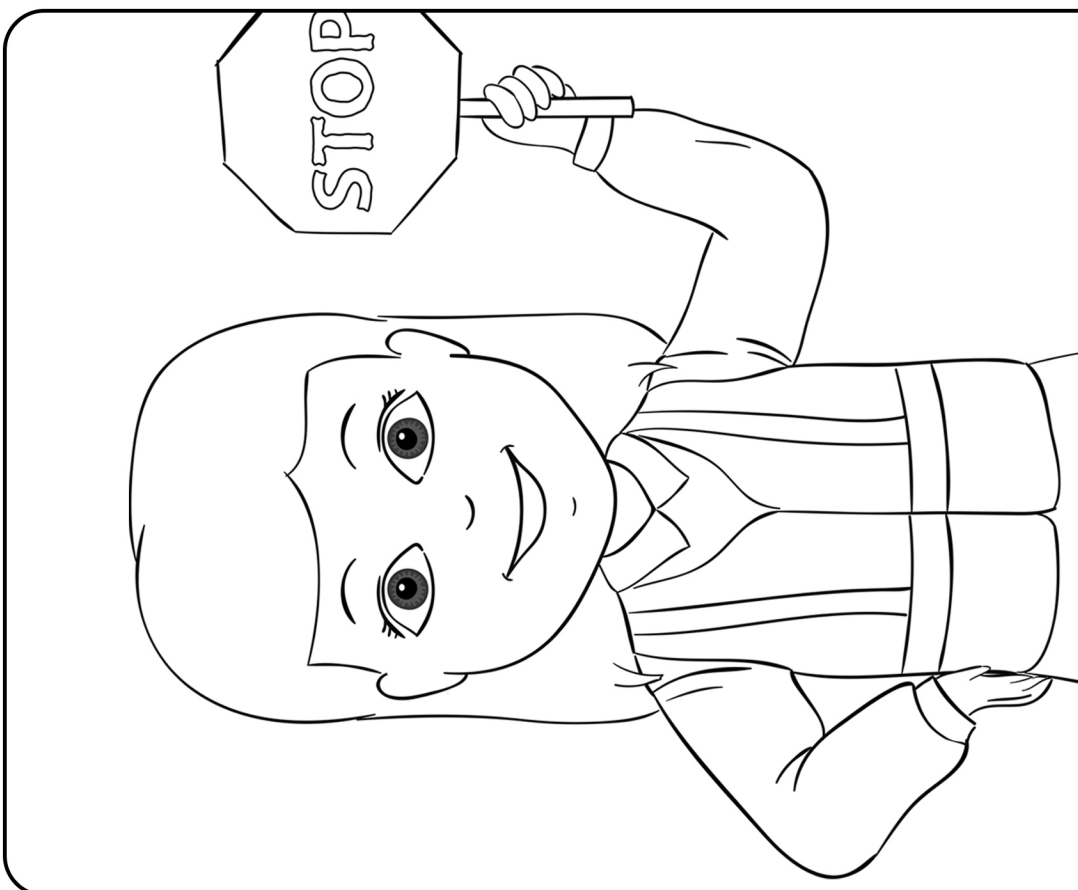
POLICEMAN

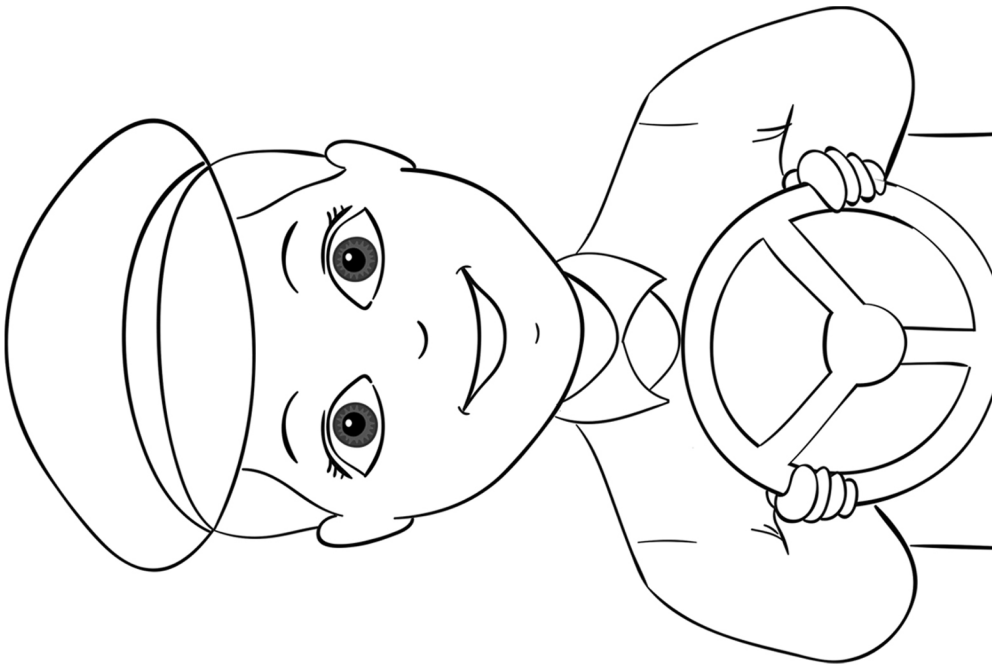


CROSSING GUARD

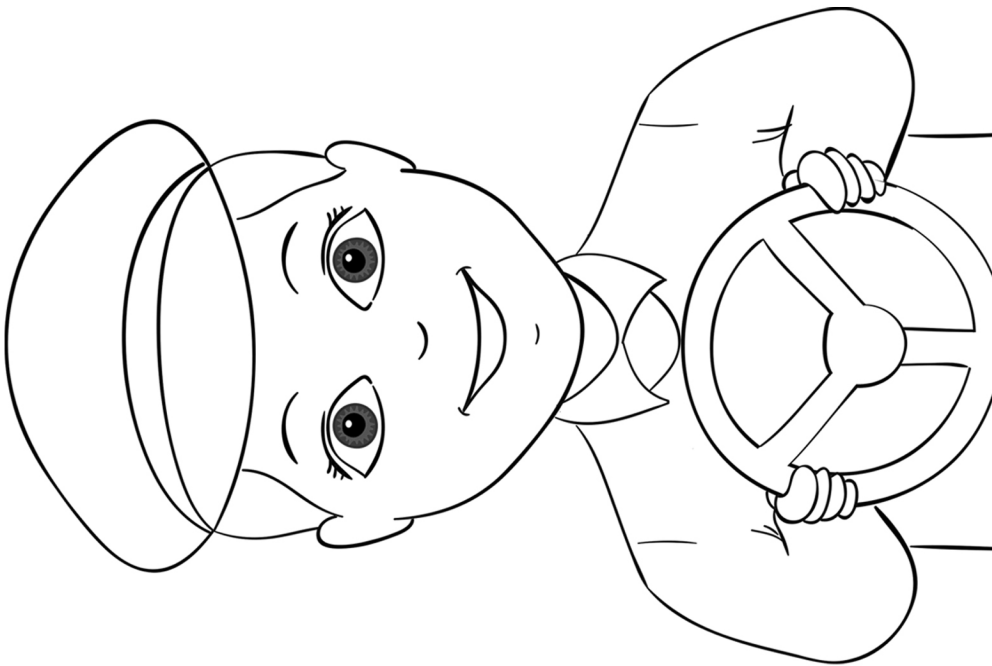


CROSSING GUARD



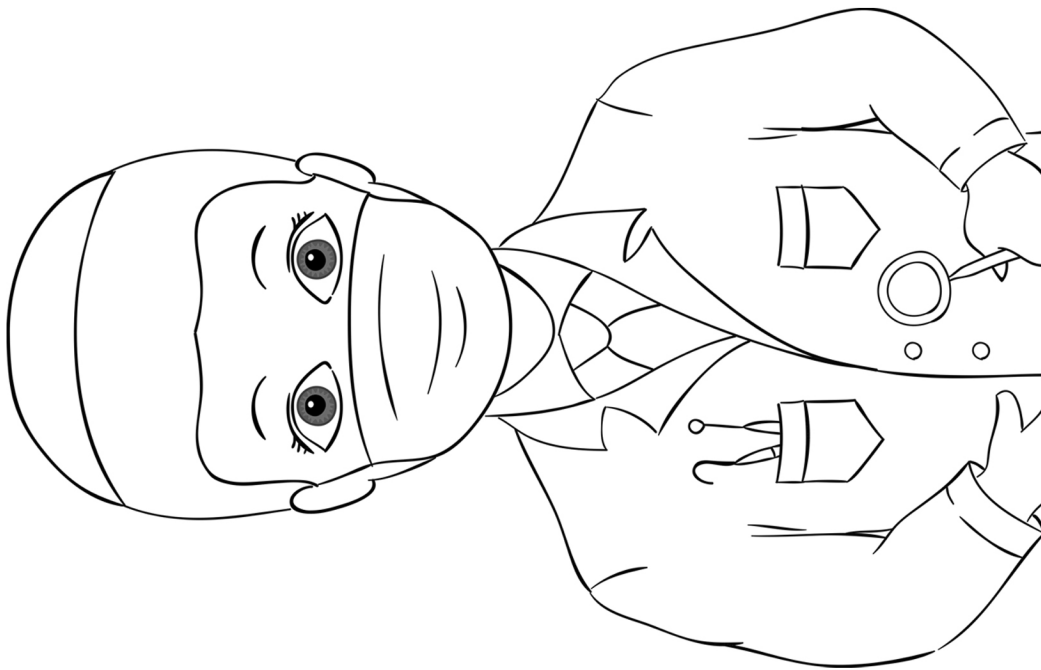


BUS DRIVER

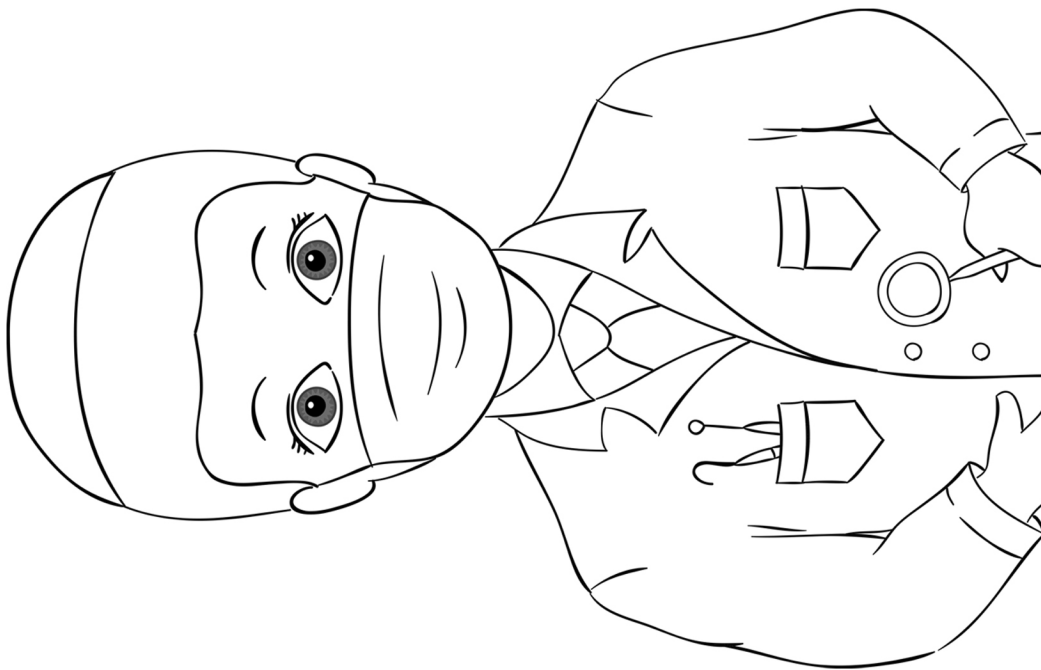


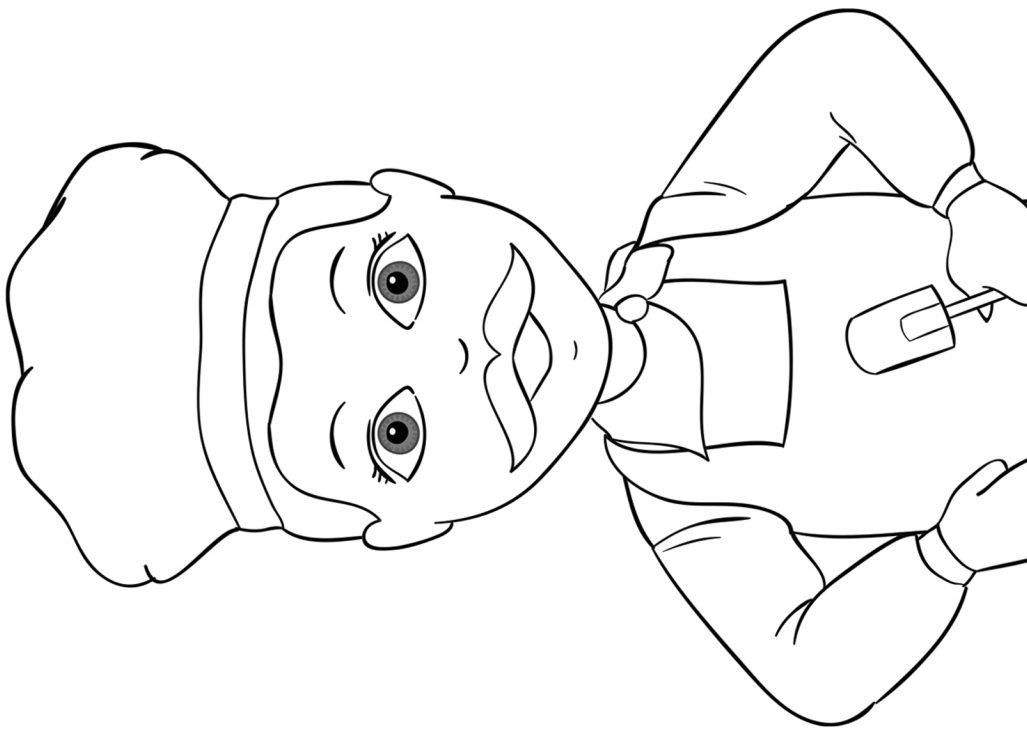
BUS DRIVER

DENTIST

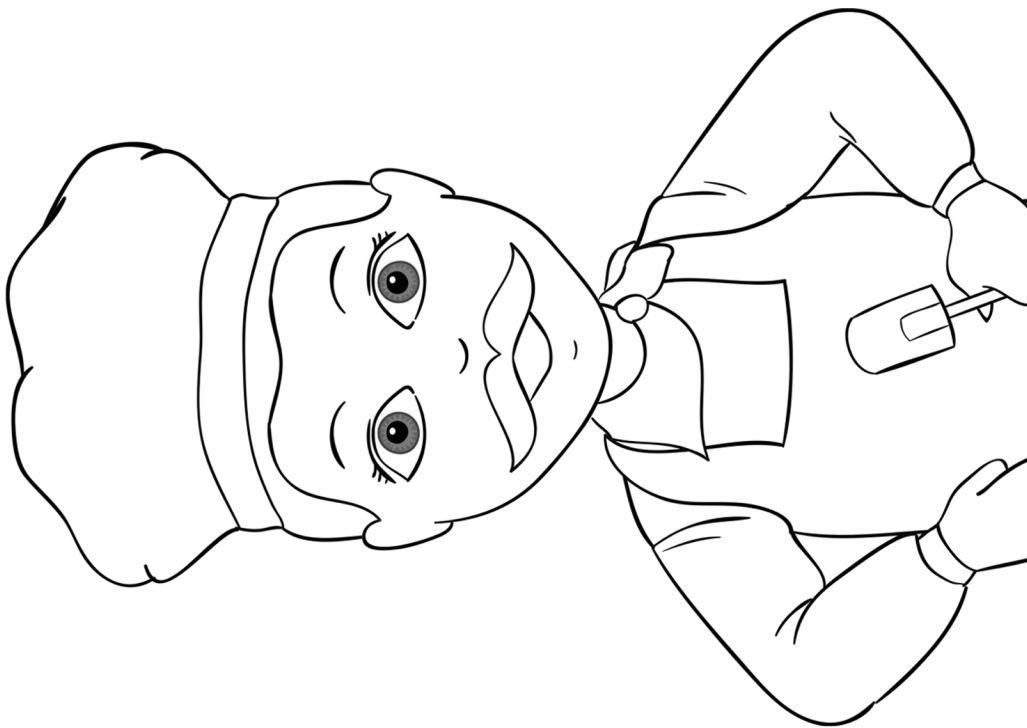


DENTIST





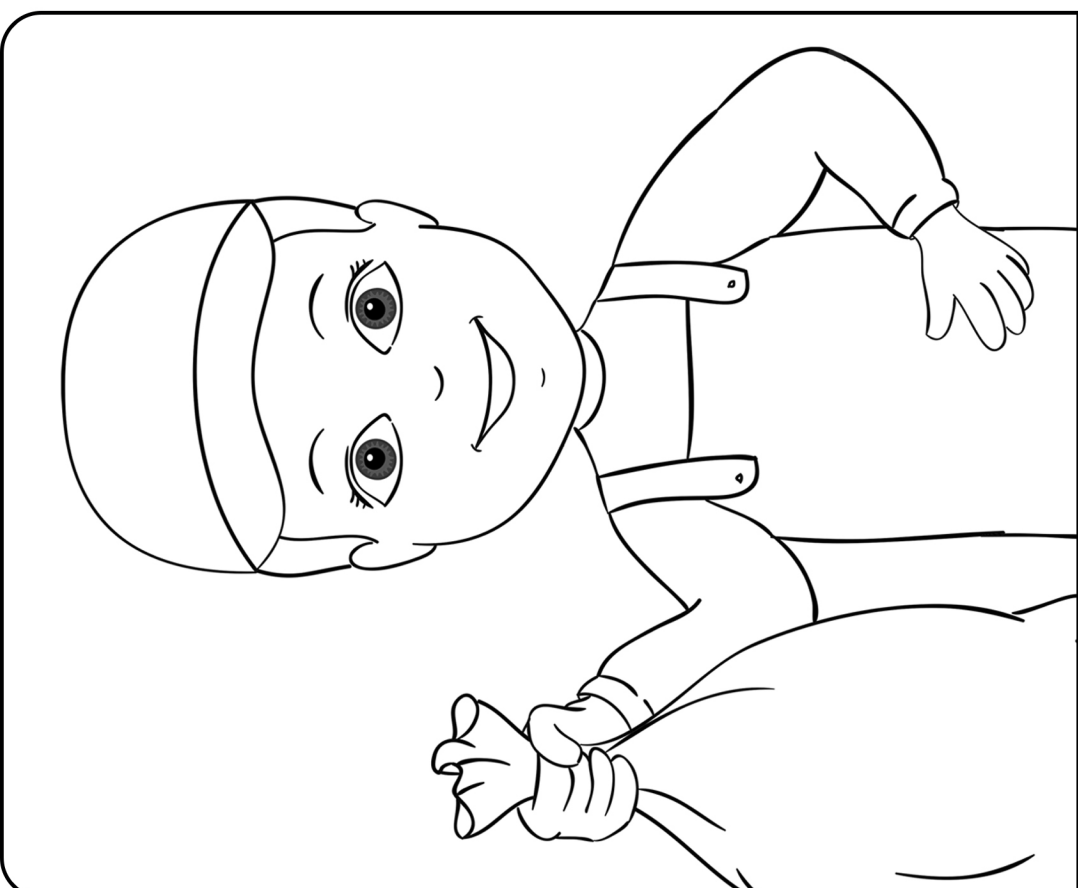
BAKER



BAKER

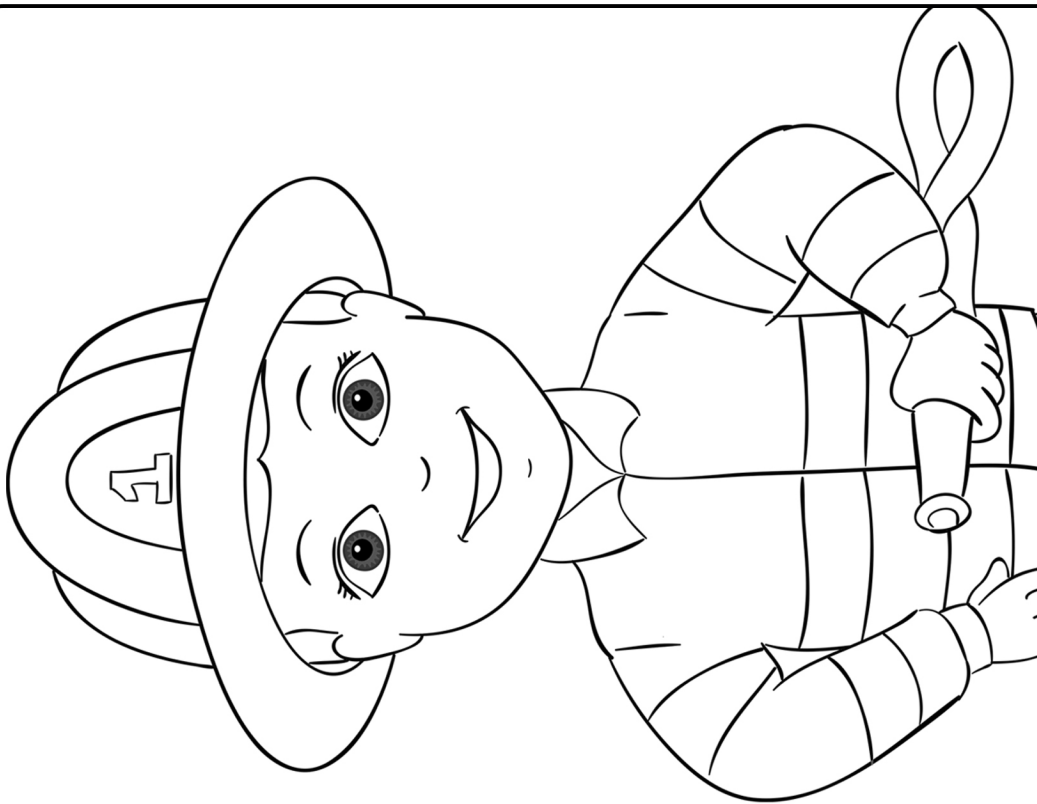


GARBAGE COLLECTOR

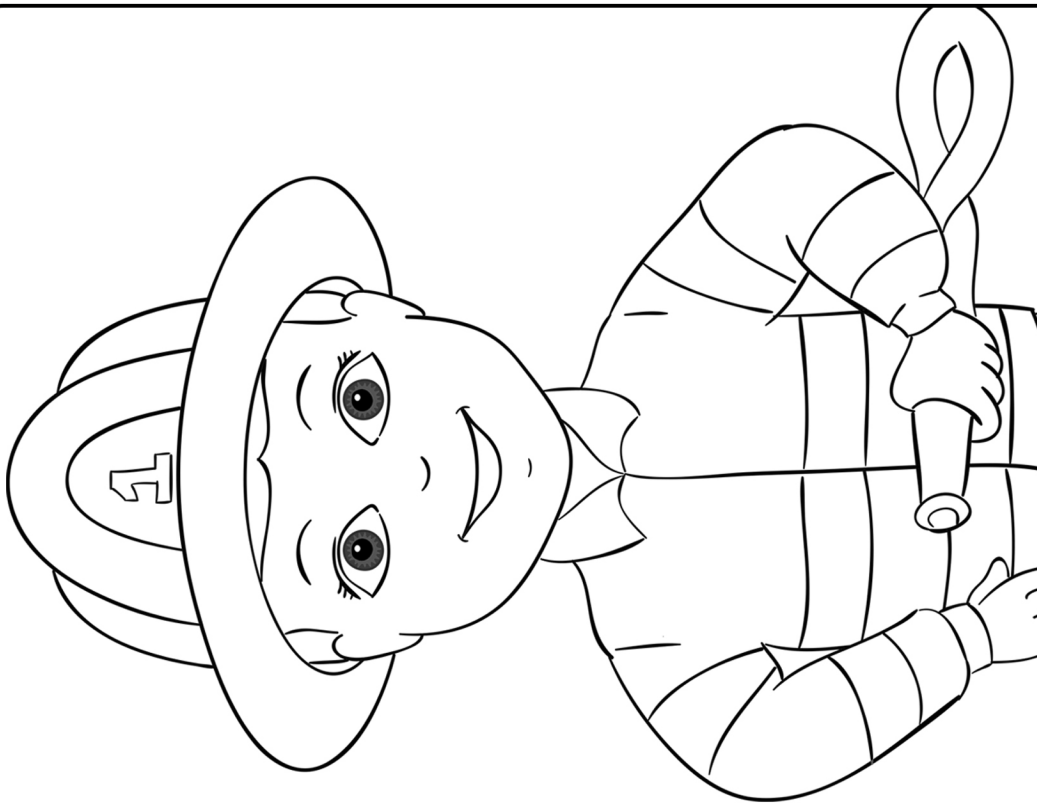


GARBAGE COLLECTOR

FIREMAN



FIREMAN



GUESS WHO'S MISSING?

1. Lay all the pieces out on a flat surface.
 2. Let the children look at them.
 3. One child goes out.
 4. Hide one piece.
 5. The child is called in and must guess who's missing.
- If child is having a hard time guessing, send the child out again and put the piece back. Call the child back in to guess which piece it was.

GUESS WHO'S MISSING?

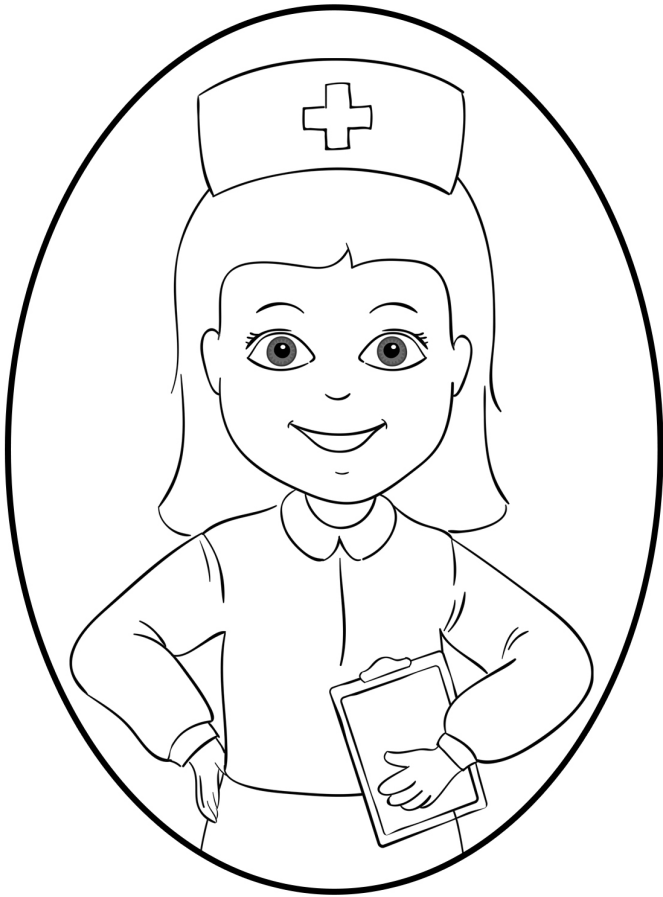
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**COMMUNITY
HELPERS**





AMBULANCE

Full Graham cracker covered in white icing

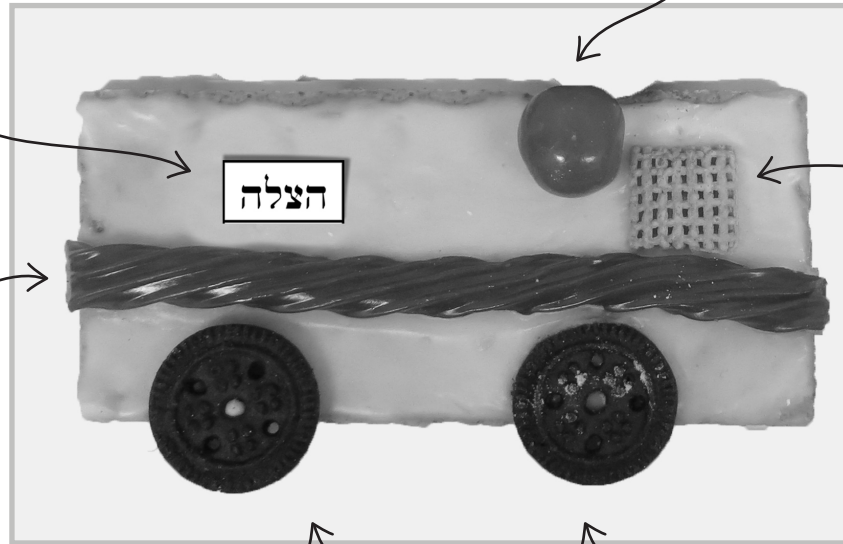
Cherry Sour

Hatzolah paper

הצלה

Chex

Licorice

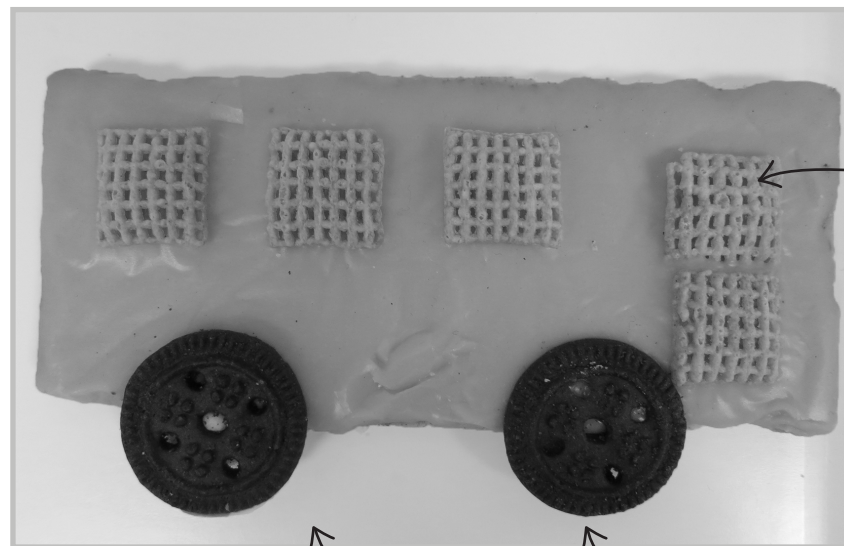


2 Mini Sandwich Cookies

SCHOOL BUS

Full Graham cracker covered in yellow icing

5 Chex



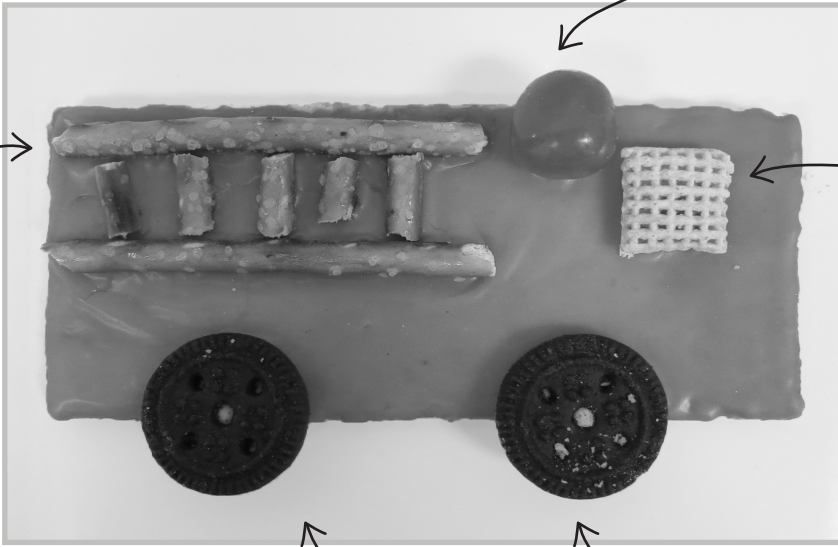
2 Mini Sandwich Cookies

FIRE TRUCK

Full Graham cracker covered in red icing

Cherry Sour

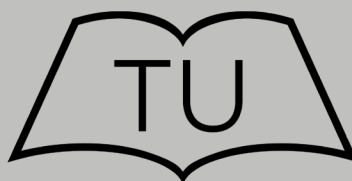
3 Pretzel Sticks



Chex

2 Mini Sandwich Cookies





TORAHUMESORAH