



פרק' אבות

UPPER ELEMENTARY CURRICULUM



TORAHUMESORAH





What is a Good Friend?

LESSON I

Objective: Through this activity, students will learn not to look for a “perfect” friend, by creating a “Build-a-Friend” bear. Additionally, students will learn to turn their desire to **have** a perfect friend into a desire to **be** a better friend, by analyzing if they possess the traits that they have given their Build-a-Friend bear.

Activity: Read the following poem to explain the objective of the activity:

What is a Good Friend?

*I wish I could build a dream friend
Who’s kind and caring with no end
Who’s smart and witty and pretty too
Who’s more perfect than anyone I ever knew...*

*That friendship may sound like pure bliss
But wait, does such a girl exist?
And are my qualities a perfect blend?
What should I look for in a friend?*

After reading the poem, distribute a “Build-a-Friend” kit to every student. In the kit, students will find:

- a Build-a-Friend bear on a paper
- labels with character traits to paste onto the bear

On each body part, there is a space to add a label with a quality which a friend may have. Students have the task of putting together a dream friend... But there is a catch! Each student has \$1,000 to spend on her dream friend. Every good quality costs a specific amount. Ask, What if you want your friend to have more qualities than you can afford? If you agree to accept a challenging quality in your friend, you earn a “refund,” so that you will have money to buy more good traits.

For example:

You want a friend who is loyal and caring. You also want your friend to be encouraging when you feel down. You need a friend who will be forgiving when you make mistakes. And can you live with a friend who is not a good listener?? So you add up the cost of your list of traits:

• Loyal costs:	\$250
• Encouraging costs:	\$125
• Forgiving costs	\$200
• Caring costs	\$250
• Good listener costs	+ \$225
	<hr/>
	\$1,050

Oh, no! You only have \$1,000 to spend... but you can't imagine having a friend without any of these qualities.

What can you do?

You can agree to accept a friend who is not popular (earns you \$45) and always late (earns you \$5). Or you can accept that your friend is not pretty (earns you \$15) and socially awkward (earns you \$20). These are just two ways which you can "earn" the extra \$50 you need to pay for the good qualities you want in your friend.

After students have read the scenarios, hold up each scenario card. Ask students to raise their hand if they checked off, "I would find it funny." Repeat this with each feeling, for each scenario card. Point out to students that different girls would feel differently in the same situation.

Certain comments are hurtful to almost everyone. Other comments are "in-between." Some people would find it funny, some people wouldn't care, and yet other people would feel insulted by the comment.

Before blurting out a comment, we should think to ourselves, "Will this comment make her feel uncomfortable?" Even if we wouldn't feel hurt from such a comment, it may hurt someone else.

In some situations, we feel irritated or hurt by what someone else did or said to us. In such cases, we can express our feelings without being hurtful. Often, if we change our words and tone of voice, we can share our feelings without hurting the person we are speaking to.

- Using a **gentle, calm voice** will calm the listener down, so they will actually listen to what you are saying, instead of getting worked up and mad!

- Additionally, focusing on the **solution** to the problem, and not on putting down the other person, helps to solve the problem instead of making it blow up more.

Example: "You're so mean! Why did you break my pencil? Do you know that that was my favorite pencil?!" vs. "In the future, when I lend something to you, can you try to be more careful not to break it?" In the example above, which person is focusing on the solution? Which person is focusing on putting down the other person? Which comment is more likely to help solve the problem?

If we express our feelings calmly, and focus on a solution, we can fix the situation without breaking someone else in the process.

Example: Your friend keeps on borrowing your things and forgetting to return them. Today, she has borrowed your highlighters, and realize when you get home that she forgot to give them back to you.

- What kind of reaction would be ona'as devarim?

Ask students to give examples. Responses may include comments such as, "You are so forgetful!" "Did you forget your brain in school, too?" "You better not do this again, or else I'm never gonna lend you anything ever again!"

- You wish your friend would know that you want her to return the things you lend to her right away. How can you share your feelings, without hurting her feelings and causing her unnecessary discomfort?

Ask students to give examples. Responses may include comments such as, "In the future, when I lend something to you, I would appreciate if you would return it right away." "In the future, can you be more careful to return things right away?"

Closure: Let's think before we speak! A comment that might hurt someone else is a comment that is not worth saying.

יהי כבוד חברך חביב עליך כשלך (אבות ב:י)

You should care about your friend's honor as much as you care about your own honor. Just as we do not want others to embarrass us, we should not say anything that might embarrass others.

POSITIVE TRAITS

Appreciative.....	\$150
Calm.....	\$75
Caring.....	\$250
Cute.....	\$75
Encouraging.....	\$125
Forgiving.....	\$200
Fun.....	\$125
Funny.....	\$200
Generous.....	\$150
Genuine.....	\$225
Good listener.....	\$225
Honest.....	\$250
Logical.....	\$75
Loyal.....	\$250
Mature.....	\$100
Non-judgmental.....	\$125
Optimistic.....	\$75
Patient.....	\$200
Popular.....	\$200
Respectful.....	\$125
Selfless.....	\$225
Sweet.....	\$75
Sympathetic.....	\$150
Trustworthy.....	\$250

NEGATIVE TRAITS

Always late.....	\$5
Blunt.....	\$25
Breaks rules often.....	\$45
Controlling.....	\$50
Overly sensitive.....	\$25
Dishonest.....	\$45
Forgets to return things.....	\$15
Holds grudges.....	\$25
Impatient.....	\$25
Jealous.....	\$50
Moody.....	\$25
Nosy.....	\$25
Not nice to her Family.....	\$50
Not popular.....	\$45
Not pretty.....	\$15
Not respectful to adults.....	\$45
Pessimistic.....	\$10
Pushy.....	\$25
Shy.....	\$5
Socially awkward.....	\$20
Stingy.....	\$10
Stubborn.....	\$15
Very loud.....	\$5

Once students have designed their dream friend, discuss the following questions:

1. Do you think it's possible to have a perfect friend?

- Of course not! Everyone has some good traits, and lacks some other nice qualities. And of course, everyone has traits which can sometimes be hard to deal with.

2. Did everyone in the class agree to accept the same challenging traits in their friend? Which traits would nobody buy, even though the benefits were high?

- Different girls chose different traits, because everyone is unique. One person may decide befriend someone who is not popular, because she is wise enough to be able to look past a person's level of popularity and see their true inner value. Another person may have chosen a friend who forgets to return things, because she will also be a easygoing, forgiving kind of person.

Some traits we all want to stay away from. Which traits would nobody want in a friend? Breaks rules often, controlling, dishonest...

We now have a deeper understanding about what to look for in a friend, and how to be accepting of certain imperfections in a friend. The last question is:

3. We can all draw up a dream friend. The question is: Am I a dream friend? Do I have all the good qualities that I used to build my Build-a-friend bear?

- We all have ways in which we can improve. Whenever we find ourselves looking critically at a friend, we should "turn our glasses around" and focus on ourselves. We should think, "Am I perfect in the area which I am criticizing my friend? How can I improve myself?"

Instruct students to finish off the following sentence:

I can become a more (fill in a trait from your bear) friend by _____

Example: I can become a more generous friend by sharing my school supplies with others.

Closure: We learned from this activity how nobody is perfect. Every friend will have some good traits, and other traits which we may find challenging. The only person we should try to improve is... ourselves!

וקנה לך חבר (אבות א:ו)

"Buy" a friend for yourself. What does this mean? We should be willing to "pay the price" for friendship, by being accepting of a friend's imperfection.

Sometimes we are overly critical of others. When we find ourselves thinking this way, we should think to ourselves, "Before I criticize her, how can I improve my own imperfections?"

MATERIALS NEEDED:

BUILD A FRIEND TEDDY BEAR

SHEET OF PERSONALITY TRAITS LABELS





You Are a Judge

LESSON 2

Objective: Through this activity, students will practice judging others favorably, by acting out typical scenarios and then thinking of how they can be *לך זכות* in that scenario.

Activity: Read the following poem to explain the objective of the activity:

You Are a Judge

*You may think that the poem's title
Does not apply to you
You never worked in a courthouse
So the title sounds simply untrue*

*And yet, the truth is: you are a judge
Every hour of every day
You pass judgement on other people
Deciding if their actions are OK*

*So if, in fact, you are a judge
You must learn to do your job right
How to be *לך זכות*
To judge others in a favorable light*

After reading the poem, divide the class into 4-5 groups (depending on the size of the class). Assign one scenario to each group to act out. Give every girl a script for her group's story, with her part in the skit highlighted. (Optional: Instruct students to practice their skit for several minutes.) Each group should act out their skit in front of the class. At the each skit, students should write down how they could be *לך זכות* in that situation. Discuss their responses.

Skit #1: A Typical Scene... At Home

Narrator: If you would walk into the Schwartz's house, you would be hit with blaring music, the strong smell of Windex, and the sight of piles of potato peels on practically every surface. It's not too hard to guess what the Shwartz family is doing... They're working hard cleaning and cooking for Pesach.

Chani: Baking cakes in our Pesach kitchen is fun, but it sure is a lot of hard work!

Tehila: Yeah, but it's worth it, because we'll feel really good when the job is done. And... Mommy said she'll take us out for pizza, to treat us for working so hard.

Benny: Hey, did someone just say pizza?

Chani: Oh, Benny! Yes, you'll get pizza, too, if you come and help. (Chani hands Benny a bag of potatoes.) Here, can you peel the potatoes in this bag?

Benny: For pizza, you bet!

Narrator: Chani, Tehila and Benny spend a long time cooking and baking. About an hour and a half later...

Mommy: Wow, it smells like there are some delicious dishes being produced by master chefs in this kitchen! I'm really proud of all your hard work.

Tehila: Thanks, Mommy. Can we go out for pizza like you promised?

Mommy: Pizza? Promised? What are you talking about?

Benny: (glares at Tehila) Tehila! Why did you make up stories about pizza? Were you just trying to trick me into helping out?

Narrator: And now, dear audience, the story seems gray. How can we judge Tehila in a positive way?

Pause the skit to give students time to discuss with their group how they can be **דן לכף זכות** in this situation. After a minute, allow them to share their responses. Then turn students' attention back to the front, as the actresses act out the real ending to the story.

Skit #1: The Truth Revealed...

Tehila: I thought I heard Mommy say on the phone that because we're working so hard, she's going to take us to the pizza store.

Mommy: Oh, how funny! I was telling Tatty how you're all working so hard, like the guys in the pizza store. But you know what?

Chani, Tehila, Benny: What?

Mommy: Giving pizza to a bunch of hard workers sounds like a great idea. Go get your jackets, kids!

Chani, Tehila, Benny: Yay!

Skit #2: A Typical Scene... In Class

Narrator: Miss Stern is adored by all her students. Her lessons are always interesting, and she spends lots of time on teaching songs and playing fun activities.

Miss Stern: Girls, today we will be discussing the Halachos that apply to Sefiras Ha'omer. I will be teaching it to you in a song, First let's write them down, though, so we will know which words to sing! Turn to page five in your booklets...

(Students smile at each other when they hear the word "song.")

Miss Stern: Let's begin with the first basic Halacha, which you probably all know. How many weeks of Sefiras Ha'omer do we count? (Students raise their hands.) Yes, Chani?

Chani: Fifteen?

(Students look like they are trying hard not to laugh.)

Miss Stern: Good try, but no... Toby?

Toby: Seven.

Miss Stern: Good! When do we count-at night or during the day?

Raizy: Well, my father counts at night, but I always count in the morning, when we count together in class.

Toby: You're really supposed to count at night!

Aviva: Last year I counted every night, with a Bracha, all the way 'til Shavuot!

Toby: I tried to do that also, but one night I forgot to count. But my father said I should continue counting without a bracha.

Chani: Huh? Sefiras Ha'omer is a Bracha?

(Students once again look like they are trying hard not to laugh.)

(Aviva looks shocked, and puts her hand over her mouth and nose. Then she whispers to Toby. Nobody hears what she is saying.)

Raizy: (to Aviva, in a low voice) Aviva, that's really not nice! You shouldn't be whispering about Chani. It's not her fault that she doesn't always remember things that everyone else knows.

Narrator: And now, dear audience, the story seems gray. How can we judge Aviva in a positive way?

Pause the skit to give students time to discuss with their group how they can be **ידן לכף זכות** in this situation. After a minute, allow them to share their responses. Then turn students' attention back to the front, as the actresses act out the real ending to the story.

Skit #2: The Truth Revealed...

Aviva: Oh, don't worry. I wasn't saying anything about her. I was just asking Toby for a tissue.

Skit #3: A Typical Scene... In the Neighborhood

Narrator: Spring is in the air. Of course, Baila and her siblings are delighted with the warm weather. Baila's house is small, so her family is happy to be able play outside again. Baila puts on her spring jacket and grabs a red dodgeball.

Michal: Baila, where are you going to play ball?

Baila: I'm gonna ask Miri and Leah if they want to play together in the playground down the block. There's lots of space to play ball there.

Avi: I wanna go to the playground!

Michal: Yeah! Baila, could you take us to the playground?

Baila: (hesitantly) Fine, you can come. But no fighting, OK?

Avi and Michal: OK!

Baila: I'm going to ask Miri and Leah if they want to come. Go put on your shoes and jackets, and meet me outside in a minute.

Narrator: Baila goes to knock on Miri's door.

Miri: Hi, Baila! I know what you're about to ask me, and the answer is yes!

Baila: Huh?

Miri: You're holding a ball, funny! What else could you be coming over, besides for asking if I want to come out and play?

Baila: Good thinking, Miri!

Miri: I'm coming in a minute. I'm just going to let my mother know where I'm going.

Baila: See ya soon!

Narrator: Baila goes to knock on Leah's door.

Leah: Hello, Baila!

Baila: Hi, do you want to play ball?

Leah: Hold on, let me ask my mother. (Leah turns around, calls out) Ma! Can I go play ball in the playground? (Leah waits a few seconds, as if she is listening to her mother's response.) OK, thanks! Bye, Ma!

Narrator: Baila and Leah go outside and find Miri chatting with Avi and Michal while they wait.

Miri: There you are! Let's go!

Narrator: The group runs down the street excitedly. They find the playground packed with children.

Avi: I wanna go on the slide! Michal, could you take me?

Michal: Sure, let's go have fun. See you, Baila!

Leah: Good thing your siblings can take care of themselves!

Narrator: A half hour later...

Avi: Baila! (whiny voice) Michal pushed me!

Baila: (in a stern, big-sister voice) Michal, why did you push her?

Narrator: And now, dear audience, the story seems gray. How can we judge Michal in a positive way?

Pause the skit to give students time to discuss with their group how they can be זכות דין in this situation. After a minute, allow them to share their responses. Then, turn students' attention back to the front, as the actresses act out the real ending to the story.

Skit #3: The Truth Revealed...

Avi: (breaks out in a mischievous smile) She pushed me on the swing!

Skit #4: A Typical Scene... In Camp

Narrator: All the counselors and campers in Camp Tehilos are up on their benches, cheering and singing. Chani Frank's bunk looks like they are having the most fun of all, because with Chani leading her campers, her bunk is doing hilarious motions to go with their chant.

Zeldy: Chani, can you teach us another cheer?

Chani: Of course! (chant with motions) Ohel Tes is the best bunk! We are full of spunk!

Rivka, Faigy, Zeldy: (copying Chani's chant with motions) Ohel tes is the best bunk! We are full of spunk!

Rivka: Chani, I didn't really eat much lunch, because I'm allergic to eggs. Can I go get a Tradition soup from the bunkhouse?

Chani: Sure.

Faigy: Can I go with her?

Chani: Yes. Just come back quickly, OK?

Narrator: Rivka and Faigy stroll down the dirt path to their bunkhouse.

Faigy: Chani is so much fun!

Rivka: Yeah, I'm so happy that she's our counselor.

Faigy: By the way, where's Golda? I didn't see her the whole lunch.

Rivka: Hmm... I wonder if she's in the bunkhouse.

Narrator: Rivka and Faigy approach the bunkhouse and open the door... And find Golda rummaging through Chani's shelves.

Golda: (rummaging through Chani's belongings, spins around when the door opens)

Faigy: (shocked) Golda! What are you doing here?!

Narrator: And now, dear audience, the story seems gray. How can we judge Golda in a positive way?

Pause the skit to give students time to discuss with their group how they can be **זכות לך** in this situation. After a minute, allow them to share their responses. Then turn students' attention back to the front, as the actresses act out the real ending to the story.

Skit #4: The Truth Revealed...

Golda: Chani asked me to bring her a drink from her shelf. I'm having a hard time finding it...

Skrit #5: A Typical Scene... At the Supper Table

Narrator: Supper time in the Finkel household is never boring. The Finkel children are always bubbling with news to share about their day and other exciting things to discuss.

Hadassah: Ma, you'll never guess what happened today!

Mother: What happened?

Hadassah: Remember the Chumash test I studied for last week? Like, for five hours?

Chaim: (calling from a different room) Mo-o-o-o-o-mmy!

Mother: (calling back to Chaim) Hold on, Chaim! (to Hadassah) Yes, how did you do?

Hadassah: I got a 95!

Chaim: (calling again) Mo-o-o-o-o-mmy!

Mother: (to Hadassah) Wow, that's great! Good for you! (calling to Chaim) Chaim, please come here to talk to me!

Yael: Mommy, Morah taught us a song today for the months of the year, and we all sang so loud and Morah said we did such a good job so she gave us all candy and even Morah Rena came into our classroom to ask us to sing quieter and it was really funny-you wanna hear it? (starts singing before Mother can answer) Nissan, Iyar, Sivan-

Chaim: (calling even louder) Mo-o-o-o-o-mmy!

Mother: (to Yael, obviously trying to sound patient and enthusiastic) Sounds exciting, Yael! (calling back to Chaim) Chaim, Mommy said to come here! I cannot speak to you if you scream across the house. You belong at the supper table.

Chaim: (enters the room, panting) Mommy! I was trying to change the water in Goldy's fishbowl, and-

Hadassah: Uh-oh, I can already guess...

Chaim: -and Goldy fell on the floor and is flapping all around and I can't get her back into her fishbowl!

Yael: EEW!

Hadassah: I'll come help you get her back in.

Narrator: A few minutes later...

Hadassah: I got the fish back in the fishbowl!

Chaim: I'm starving! (takes food from the table and starts eating)

Hadassah: Chaim, you didn't make a Bracha!

Narrator: And now, dear audience, the story seems gray. How can we judge Chaim in a positive way?

Pause the skit to give students time to discuss with their group how they can be זכות לכך in this situation. After a minute, allow them to share their responses. Then turn students' attention back to the front, as the actresses act out the real ending to the story.

Skit #5: The Truth Revealed...

Chaim: I ate a bit in the kitchen a few minutes ago, and I had in mind to continue eating by supper.

Closure: Although it takes thought, being זכות לכך is something we can all do!

והוי דן כל האדם לכף זכות (אבות א:ו)

Judge everyone favorably.

MATERIALS NEEDED:

SCRIPT FOR SKITS



Ona'as Devarim

LESSON 3

Objective: Through this activity, students will understand that people react differently when hearing comments made about themselves, by filling out “How would this make you feel?” cards and sharing the results with the class.

Activity: Read the following poem to explain the objective of the activity:

Ona'as Devarim

*Sometimes I have a funny piece of
News I want to announce
Or I'm really mad at someone
I feel ready to pounce!*

*Before I start saying
The words that I want to blurt
If someone said these words to me
Would I feel a bit hurt?*

*And if I would, I'll hold them back
'Cause words leave a life-long stain
I don't want to use my words
As a dagger that brings others pain.*

After reading the poem, distribute a full set of scenario cards to every student. Instruct students to read each scenario, and check off the feeling/feelings they would feel in that scenario. On the last line, “I would feel _____,” students can fill out any feeling they would feel which is not listed.

MATERIALS NEEDED:


SCENARIO CARDS


How Would this Make you Feel?

You are sitting at your dining room table, with your math workbook opened in front of you. You are doing homework. Supposedly, in reality, you are looking at the page which your teacher has assigned and are wondering what in the world it all means. The numbers and words are making you feel a bit dizzy. You wish you could just do your homework. But it's really hard. The front door bangs opened and shut, and your brother zips through the living room and into the dining room on his rollerblades. Before your mother can even call out, "No rollerblading in the house!" your brother takes one look at you and says, "There goes Toby, waiting for the answers to fall from the ceiling, as usual!"

How would you feel in this situation?

- I would find it funny.
- I wouldn't care.
- I would feel insulted.
- I would feel embarrassed.
- I would feel angry.
- I would feel _____.






How Would this Make you Feel?

"All your hard work preparing for 'your mother says to you 'Now how would you like to go and buy a new outfit?'" "Mmm!" you answer, beaming, about twenty different tops and eaters and dresses, you put on twenty-one and look at yourself in the dressing room mirror. It's perfect. "I love you," your mother tells you. You buy it. "I wish you could take your crisp shirt and carefully put it on. You feel great. Shoshie comes over to visit. "I like my new dress?" you ask. She plops onto the couch next to you. "I appreciate her honesty," she responds. "But it is so last year's style."

How would you feel in this situation?

- I would appreciate her honesty.
- I would find it funny.
- I wouldn't care.
- I would feel insulted.
- I would feel embarrassed.
- I would feel angry.
- I would feel _____.





How Would this Make you Feel?

and you are still hard at work. Your report is due tomorrow, and you have a page to type, and the cover is blank. You are working as quickly as you can because you are using your laptop and she needs it at 10:30 to finish her global report. You type so fast your fingers start to hurt. You stop for a moment to take a drink. Your hand is a little shaky. When you put the cup down, it looks a bit empty. Before you can reach out to get a new one, your sister's laptop is on the floor. She looks at you. "I don't trust you," she mutters, as she walks away.

How would you feel in this situation?

- I would find it funny.
- I wouldn't care.
- I would feel insulted.
- I would feel embarrassed.
- I would feel angry.
- I would feel _____.





How Would this Make you Feel?

You are almost at the table... SH! You slip on a fidget spinner that your little brother left on the floor, and the plates clang to the floor with you. You look at the two of the plates cracked. Your shirt is beet red. You stand up, brush yourself off, and bend down to pick up the shards. "I did you so!" your sister says knowingly. "Why did you take so many plates in at once?"

How would you feel in this situation?

- I would appreciate her honesty.
- I would find it funny.
- I wouldn't care.
- I would feel insulted.
- I would feel embarrassed.
- I would feel angry.
- I would feel _____.





How Broad is my Vision?

LESSON 4

Objective: Through this activity, students will evaluate how well they focus on others' needs, by listening to scenarios and making narrow- or broad-minded choices.

Activity: Read the following poem to explain the objective of the activity:

How Broad is My Vision?

*Throughout each moment of my day
I do not stay alone
I spend my time with others
In school, outside, at home*

*Do I only have eyesight
For me and my own greed?
Or do I look beyond myself
To see what others need?*

After reading the poem, students should cut out the zoom book and put it in order, beginning with the picture of the rooster's crown.

Read the following scenarios. After your read, students can select which choice they would make in that situation. If they choose Option A, they remain on the same page. Every time they choose Option B, they can turn two pages in their book. As they turn pages, they will see how the picture "zooms out" to include so much more than just a rooster.

Scenarios:

1. **Option A:** It is lunchtime, and I want to have fun with friends. I sit with my closest friends the whole time, and I usually do not talk to anyone else.

Option B: It is lunchtime, and I want to have fun with friends. I spend time with many of my classmates, talking and listening to what they have to say.

2. **Option A:** By the time I come home after a full day in school, I have had a long day. I may feel like talking all about it, or I may just want to spend time relaxing alone. I do not want to listen to anyone in my family talking about the boring details that happened in their day.

Option B: By the time I come home after a full day in school, I have had a long day. I may feel like talking all about it, or I may just want to spend time relaxing alone. I do take the time, though, to ask a family member, "How was your day?"

3. **Option A:** When I go to sleep, I find it easier to have things a certain way. I may like when there is a certain amount of light in the room, or I may be used to my own pillow and blanket. I like when my bedroom to be set up my way so that I can fall asleep easily. If someone else wants to do things differently, I would be really annoyed.

Option B: When I go to sleep, I find it easier to have things a certain way. I may like when there is a certain amount of light in the room, or I may be used to my own pillow and blanket. I need my bedroom to be set up my way so that I can fall asleep easily. If someone else wants to do things differently, it may be hard for me, but I am willing to compromise so that we can both be content enough to go to sleep.

4. **Option A:** I like to use a certain brand shampoo/toothpaste more than other brands. If my sister or brother uses up that brand that I like, I let my sibling know that I am upset at him/her.

Option B: I like to use a certain brand shampoo/toothpaste more than other brands. If my sister or brother uses up that brand that I like, I am fine using the kind that is not my favorite. I wouldn't want to make him/her feel bad.

5. **Option A:** My classmate comes into the auditorium after almost everyone is seated. The bench that I am sitting on is almost full. I don't want to be squished so I don't move over. She will find a place to sit somewhere else.

Option B: My classmate comes into the auditorium after almost everyone is seated. The bench that I am sitting on is almost full. I don't want her to feel out of place. I move over to make space for her to sit.

6. **Option A:** My sister asked me to help her with her homework. I have a lot of my own homework to do, and I have other things that I want to do in my night. I let her know that I do not have any time for her, and why can't she do her homework by herself?

Option B: My sister asked me to help her with her homework. I have a lot of my own homework to do, and I have other things that I want to do in my night. I explained to her calmly that I do have a lot to do tonight, but I will spend as much time as I could helping her.

Closure: Once you've read all the scenarios, explain to students how a person who looks out for the kavod and wellbeing of another has broader vision than someone who does not. Someone with broad vision knows how to look beyond their own self and see another person's need for honor. To honor another person can simply mean to show recognition, companionship or concern for them.

יהי כבוד חברך חביב עליך כשלך (אבות ב:י)

Our friends' honor should be as beloved to us as our own honor. As much as we all love ourselves, it is important to look beyond our own needs and feelings, and focus on the needs and feelings of others.

שלי שלך ושלך שלך, חסיד (אבות ה:י)

Someone who can say, "What's mine is yours and what's yours is yours," is a selfless person. We should all strive to look out for others, without expecting anything in return.

MATERIALS NEEDED:

ZOOM BOOK





Boundaries

LESSON 5

Objective: Through this activity, students will understand that certain information is sensitive or private, and should only be shared with certain people or at certain times, by reading and completing the comic strips.

Activity: Read the following poem to explain the objective of the activity:

Boundaries

*The fence around my neighbor's grass
Announces to all, "Do not pass"
Yellow "caution" tape's a sign
It tells me, "Do not cross this line"*

*There is an invisible fence
Around the topics that I sense
Are personal, so I won't share
With anyone who wants to hear*

After reading the poem, pair up students. Distribute the sample comic strip and one of the three additional comic strips to each pair. Explain to students how each comic strip depicts a conversation, in which personal information is about to be shared at the wrong time. The speech bubble in last box is left blank. Instruct students to finish off the conversation in a proper way, by filling in the last speech bubble with an appropriate response. Discuss the sample comic strip with your students to illustrate how to complete a comic strip, and ask students for possible responses. Guide students with ideas on how to respond, such as: giving a general response which does not share any personal information, and then changing the topic; saying, "I'd prefer not to say," or, "We probably shouldn't discuss that type of thing," etc.



It's OK to be Unique

LESSON 6

Objective: Through this activity, students will gain an appreciation for their unique blend of personality traits, by producing a unique personality “code” which differs from their classmates’ “codes”.

Activity: Read the following poem to explain the objective of the activity:

It's OK to be Unique!

*Some people like to socialize
While others would rather read
Some people seek thrill and action
While others don't feel the need*

*Hashem makes each one of us unique
There's no reason to feel shame
About your special blend of traits
For no two people are the same!*

After reading the poem, distribute a Personality Code Card and the following multiple-choice questionnaire to each student. Instruct students to read each question and fill in the correct answers on their Personality Code Cards.

Questionnaire About Me:

- 1) When I read, I usually am a:
 - A. slow reader who likes to absorb every detail
 - B. fast reader who sometimes reads quickly past the small details

- 2) When I get something new, such as a knapsack, shoes, putty or a rubics cube, I like it best when:
 - C. An individual friend compliments my new buy, but does not make a big, loud commotion about it
 - D. my classmates excitedly gather around to see it
 - E. I would rather keep it to myself
 - F. more than one of the above is OK

- 3) When I think of something interesting, I:
 - G. think it through before sharing it with others
 - H. start discussing it with others right away because I am excited to share it
 - I. would rather keep it to myself
 - J. write it down

- 4) When others criticize my actions, I usually:
 - K. feel very hurt, and may even cry
 - L. get upset at the other person, but would not be seen crying in front of others
 - M. try to stay calm and understand why the other person has acted in this way
 - N. discuss my feelings with the other person

- 5) When meeting new people, I usually:
 - O. am shy until I get to know them
 - P. am friendly and unafraid, and enjoy meeting strangers
 - Q. observe from the sidelines for a short while, and then feel unafraid to act friendly

- 6) I usually finish schoolwork, such as homework, studying and book reports:
 - R. early
 - S. at the last minute
 - T. late

- 7) By recess, I would like to:
 - U. talk with a group of friends
 - V. talk to one or two friends
 - W. play ball or another sport
 - X. read

- 8) It matters to me more that my friends be:
 - Y. sensitive to my feelings
 - Z. honest

- 9) I enjoy my day more:
- a. when it is a typical day with the schedule that I am used to
 - b. when I can do the things I want to do, without a schedule
 - c. either one
- 10) When I hear exciting news, I tend to:
- d. express my excitement in a loud way, such as talking excitedly in a loud voice or giving someone a high-five or a hug
 - e. feel happy, but do not feel the need to express it loudly.
- 11) When I work on homework or a project, I like when the surface I am working on:
- f. remains neat and organized
 - g. is spacious so I can spread out all my stuff
 - h. can be messy because mess doesn't bother or distract me
- 12) I would rather hear or read a story that is:
- i. realistic
 - j. fantasy
 - k. long
 - l. short
- 13) When I feel upset about something, it helps me when my mother:
- m. helps me to figure out a solution to the problem
 - n. hugs and/or comforts me
 - o. lets me figure out a solution on my own
- 14) When people make surprises for me, I feel:
- p. delighted
 - q. a bit unsettled
- 15) When I travel in a car, I usually:
- r. look out the window
 - s. daydream
 - t. start a discussion with others in the car
 - u. doze off
- 16) The following kind of assignment is easier for me than the other:
- v. writing a full-page essay about a topic
 - w. memorizing a long paragraph
- 17) When my mother asks me to help out, I prefer when she:
- x. gives me exact steps on how to do what she needs done
 - y. gives me a general goal and allows me to do it any way I choose

- 18) I am more often:
z. calm and quiet
A. loud and full of energy
- 19) If I could choose which subjects to learn, I would choose:
B. math
C. science
D. writing or English
E. art
- 20) When I am doing my homework, I:
F. don't mind noises, such as music or other people talking
G. get distracted by noise, and would rather work in a quiet room
- 21) When I am working towards completing a big project, I tend to:
H. spend some time every day on the project until it is completed
I. not do any work for several days and then do a lot in one day
- 22) When my teacher asks a question in class, I:
J. raise my hand often
K. do not participate unless my teacher calls on me
- 23) When I see a picture or scene, I:
L. often remember the details
M. tend to forget details, or not notice them in the first place
- 24) The following describes me better:
N. I have strong opinions about how things should be done at home and in school
O. I do not have strong opinions about how things should be done at home and in school
- 25) If I pass by a tree, I am more curious to know:
P. 'How many leaves are on that tree?' or, 'How tall is the tree?'
Q. 'Where did the tree come from?'
R. I would not be curious to know anything about the tree
- 26) It is more important to me that my teachers:
S. give me the mark that I have earned
T. appreciate who I am
- 27) When I make decisions, I usually:
U. am quick to decide
V. have a hard time deciding

- 28) I am more interested in knowing:
W. how others are feeling
X. other people's ideas
- 29) When things do not go my way:
Y. it is easy for me to stay calm
Z. I must put in effort to stay calm
- 30) I would describe myself as:
A. imaginative and dreamy
B. down-to-earth and practical

After students have filled in their Personality Code Cards, instruct them to find someone else in the class who shares the same code. Likely, students will find that their Personality Code Card is unique!

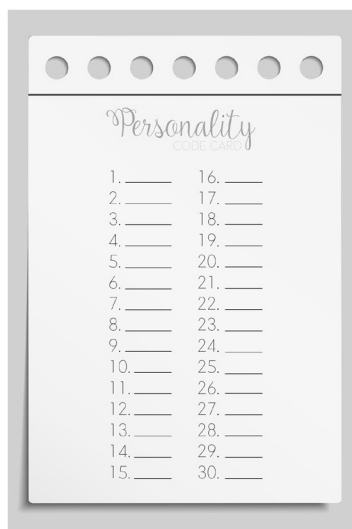
Closure: Explain to students how the experiment has proven that no two people in the class are exactly the same. (In the event that two girls have identical cards, explain how if you would ask several more questions, they would quickly discover their differences.) Every person is unique, and every person has received her special blend of character traits from Hashem. Each one of us has the job to become “the best me that I can be.” Nobody should feel the need to be just like everyone else, for each person is unique.

איזהו חכם הלומד מכל אדם (אבות ד:א)

A wise person learns from everyone, because every person has something unique to offer. Each one of us is unique and special.

MATERIALS NEEDED:

QUESTIONNAIRE ABOUT ME
PERSONALITY CODE CARDS



Personality
CODE CARDS

1. _____	16. _____
2. _____	17. _____
3. _____	18. _____
4. _____	19. _____
5. _____	20. _____
6. _____	21. _____
7. _____	22. _____
8. _____	23. _____
9. _____	24. _____
10. _____	25. _____
11. _____	26. _____
12. _____	27. _____
13. _____	28. _____
14. _____	29. _____
15. _____	30. _____



Lasting Value

LESSON 7

Objective: Through this activity, students will understand that **תורה** and everything connected to the **תורה** are the only things that have lasting value, by filling out a questionnaire.

Activity: Read the following poem to explain the objective of the activity:

What has Lasting Value?

*It want to spend my time and
My money on things that will last,
Not on something that's exciting now
But soon will be a thing of the past*

*The perfect shoes, the nicest dress
The best pizza and sushi ever
The coolest bag, the latest thing
Will that have value forever?*

*What has value forever?
What will never go out of style?
That is what I'll spend time acquiring
Because it is surely worthwhile*

After reading the poem, distribute the following questionnaire to every student.

What Has Lasting Value?

Questionnaire

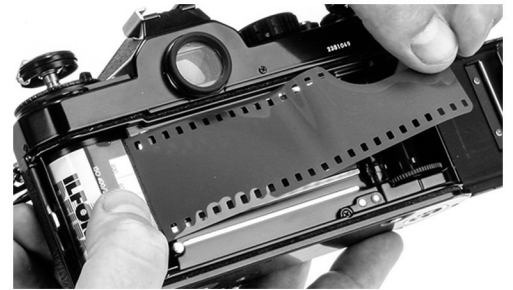
Circle the correct answer to each question.

Part 1:

1. Do your father still have the briefcase that he used when he was 13? **Yes/No**
2. Would you want to wear your great-grandmother's favorite outfit? **Yes/No**
3. Do you know what type of shoes your mother had when she was your age? **Yes/No**
4. Does your house have a straw roof and a dirt floor? **Yes/No**
5. Do you have a record player at home? **Yes/No**

Do you use it? **Yes/No**

6. Does your family draw water from a well for drinking, cooking and washing clothing? **Yes/No**
7. If your mother offered to buy you a camera, would you choose a film camera? **Yes/No**
8. Do you write in school with ink and a quill? **Yes/No**
9. On picture day, would you want to wear your hair the same way your mother did when she was your age? **Yes/No**
10. When you get older, would you want to get the type of phone that your mother owned twenty years ago? **Yes/No**



What Has Lasting Value?

Questionnaire

Part 2:

1. Does your father still have the תפילין that he received by his בר מצוה? **Yes/No**
2. Would you want to use your great-grandmother's תהלים? **Yes/No**
3. Do you know if your father's parents ate gebrochts on פסח? **Yes/No**
4. Does the doorway of your house have a מזוזה? **Yes/No**
5. Do you sing זמירות, which were written hundreds of years ago, at your שבת table? **Yes/No**
6. Would you heat up water on the stove on שבת? **Yes/No**
7. Does your סדור have different words than the סדור that your grandparents used? **Yes/No**
8. Can a מזוזה or ספר תורה be written with anything besides for ink and a quill? **Yes/No**
9. Do you wear special clothing on שבת and יום טוב? **Yes/No**
10. Do you listen to a ראש השנה שופר? **Yes/No**



After students have completed the questionnaire, discuss:

Some things keep on changing. They are the latest fad today, and in a few years from now (or maybe even next week) they will be outdated. We want to spend majority of our time, money and energy in buying things and doing things that will remain valuable, even in a long time from now.

Prompt students to answer the following questions based on the questionnaire:

- Looking at your answers to part 1 of the questionnaire: Do styles in clothing, technology, and other physical things in the world stay the same, or do they keep on changing?
- Looking at your answers to part 2 of the questionnaire: What kinds of things stay the same in every generation?

Closure: We see that **תורה** and everything connected to the **תורה** are the only things that have lasting value. Ways of eating and entertaining ourselves keep on changing. Technology, clothing and other trends go in and out of style.

Only the **תורה** way remains the same throughout the generations. This is because Hashem has given us the **תורה** as a “guidebook” for how to live our lives, so the ways of the **תורה** remain valuable forever.

טוב לי תורת פיך מאלפי זהב כסף (אבות ו:ט)

The **תורה** from Hashem is much more valuable than thousands of gold and silver. Gold, silver and all the other exciting things in this world do not retain their value. Only **תורה** remains valuable forever.

MATERIALS NEEDED:

QUESTIONNAIRE PART I AND PART II