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TEACHER'S GUIDE

MY INNER WORTH

PRODUCED BY:

Torah Umesorah Brooklyn Teachers Center
620 Foster Ave. Brooklyn, NY 11230
frontdesk@torah-umesorah.org
718.744.3100

Coordinated by: Mrs. Goldy Goldberger

Written by: Mrs. Shana Rosenbaum, Mrs. Chana Leah Hertz, Mrs. Miriam Kerstein, Mrs. Nechami Sagi

Design by: Mrs. Malky Honigwachs, Mrs. Faigy Reich

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CHAIM & CHAYA BAILA WOLF
TEACHERCENTER

✍ MY INNER WORTH | SOURCES:

- אתם קראים אדם ואין אומות העולם נקראים אדם (גמרא סנהדרין)
- ואדברה בעדותיך נגד מלכים ולא אבוש (תהלים קי"ט:מו)
- ויקרא את שמם אדם ביום הבראם (בראשית ה:ב)
- והלכת בדרכיו (דברים כח:ט)
- מה הקב"ה נקרא רחום אף אתה היה רחום מה הקב"ה נקרא חנון אף אתה היה חנון... (סוטה יד)

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✂ MATERIALS:



1 per
student

SELF-DESCRIPTION CARDS
Anticipatory Set



1 per
student

PAPER DOLL HANDOUT
Activity



1 per group
of four

'DMC IT!' CARDS GAME
Activity

My Inner Worth

LESSON AT A GLANCE

INTRODUCTION



CONCEPT:

In the classic search to define oneself, a person discovers that his 'me' is his gifted Neshama.



ESSENTIAL QUESTION:

Who am I really?



ANTICIPATORY SET:

'Paper Dolls'

Brainstorm: Do I define myself by characteristics that are genuine or superficial? Which characteristics describe the true me?

LESSON



ACTIVITY:

'Paper Dolls'

Purpose: Students create a replica of themselves from everything they view as a part of their self-concept and discover that they will still be their true selves.



ACTIVITY:

'DMC It!'

Purpose: Students will practice the skill of elevating the level of peer conversations in a humorous manner.



DISCUSSIONS:

- Why Can't I 'Just Do the Right Thing?'
- Emulating Hashem Affects Typical Daily Life Situations
- Connecting To Hashem Inspires Inner Confidence
- Higher-Level Conversations



CLOSURE: 'A New Way of Thinking'

My Inner Worth



In the classic search to define oneself,
a person discovers that his 'me' is his gifted Neshama.

ESSENTIAL QUESTION

Who am I really?

ANTICIPATORY SET

DESCRIBE YOURSELF

BRAINSTORM: Do I define myself by characteristics that are genuine or superficial? Which characteristics describe the true me?

Teacher reads the following scenario:

You have a high school interview set up for Friday afternoon. As you wait outside the office for the principal to tell you to come in, a girl who is in ninth grade in the school walks by. She whispers to you really quickly before racing off to her next class. "Mrs. Cohen is for sure going to ask you to tell her about yourself, so quickly think of what you're going to say!" A moment later, Mrs. Cohen curtly tells you to come in. You sit down carefully and self-consciously smooth some invisible wrinkles on your pleated skirt. Sure enough, Mrs. Cohen smiles and says, "So, tell me three things about yourself..." You blush, look down at your fingers and say...

Students write three self-descriptions. Students then swap cards with a partner and attempt to 'change her characteristics' with common life occurrences or even fantasy ideas. Students return cards to their authors.

Suggested teacher examples:

- I am short / growth spurt of six inches
- I love to sing / laryngitis
- I visit my cousins in California a lot / cousins move to a different city

Imagine that a person wakes up one morning, and the eventualities on the flip side of the card came true, all at once! The person's previous self-descriptions are now totally inaccurate. Sometimes that description does not change, but is simply situational. For example, someone who describes himself as 'oldest in the family' may remain the oldest, but

this description cannot be 'who he really is', it is just a description of his life circumstances.

🔗 **CONCLUSION:** The way a person defines himself is generally tied to his abilities or life circumstances. These descriptions may change at some point, or are situational, making that kind of definition a pretty shaky one.

🔗 **FOCUS!** An honest definition of who a person 'is' must center on a part of himself that is simply never 'shakeable' or changeable in order to be true. This part of himself is his Neshama.

LESSON

DEFINING MY 'ANI'

Teacher asks several girls to share their examples from their cards that they used to describe themselves. The teacher writes the examples on the board.

Getting-to-know-you activities are a classic part of meeting new people in new places. The theme of the game generally revolves around 'telling about yourself' on the first day at camp or in any organized program. Nearly every description that one might use to identify himself is external to a certain degree. Describing myself as "I" with any verb or adjective after it is still not the core of my "I". For example, saying "I know how to dance," or "I love to visit my grandmother," or, "I have a serious fear of living things that move (aside from people)" is still not defining my inner "Ani" my inner, "I".

Rav Wolbe explains that the only accurate description of oneself is 'Ani'. Period. Who is inside that "Ani"? Myself and Hashem comprise this "Ani". My neshama in a relationship with Hashem. Who am I? What is my accurate self-definition? I am "My neshama and Hashem" in a relationship. It would definitely be highly awkward to describe oneself in a public setting in these terms, but in a person's mind he can begin to think of himself in this radically different way. Until a person identifies his real self with this accurate self-description, he cannot even begin to serve Hashem at all.

(SEFER ALI SAUR)

💬 DISCUSS: Why Can't I 'Just Do the Right Thing?'

Do you think it is possible for a person to fulfill all of the mitzvos of the Torah properly without thinking of herself as primarily a neshama? Why can't I keep all of the mitzvos and describe myself as, "a tall for my age, great at drawing, decent at machanayim, best joker in the class 14-year-old girl?"

TO BE IN TOUCH WITH ONESELF

The *Shelah Hakadosh* discusses the root of our name as people; the word 'adam'. Why is our name important? Because understanding the root of the word will inspire a person to realize his value. When we understand our name, we can

ACTIVITY PAPER DOLLS

► **PURPOSE:** Students strip a replica of themselves of everything they view as a part of their self-concept and discover that they will still be their true selves.

PROCESS:

- Teacher posts paper doll on the board. Teacher distributes 'Is This Me?' Checklist to students.
- Teacher explains each accessory's representative concept. (*Refer to Accessory List below*)
- Students check off the items they view as most self-defining (*See partial list below*)
- Student volunteers suggest items for the teacher to fill in for each accessory. Teacher adds each accessory to the paper doll as the class completes it.
- Teacher reads the following far-fetched scenario to the class:

You are peacefully walking through a major shopping area in the neighborhood, when all of a sudden you hear pounding footsteps a few feet behind you. This is strange, you think, and automatically walk just a little faster. "Lady, you're gonna give me every last thing you've got!" The smell of cigarettes is heavy around you. It's too scary to think. And before you know it, he's taken everything.

- Teacher removes accessories from the paper doll on the board.

MATERIALS:

List of Accessories

- Glasses > *My appearance*
- Pair of gardening gloves > *My talents*
- Pocketbook slung over shoulder > *My possessions*
- Heart locket necklace with family photo inside > *My circumstances*
- Nike sneakers that show the 'check' (*Just Do It!*) > *My successes*
- Hat on head with picture of brain or gears turning > *My ideas*
- T-shirt with the word "unique" printed on it > *My personality*

'Is This Me?' Checklist *includes:*

- My appearance –

I'm skinny, I have gorgeous eyes, I dress well, I have stunning skin, I'm tall, My nose is perfect, My smile is gorgeous, I have such a presence when I go into any room, I lost weight and I look great...

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