

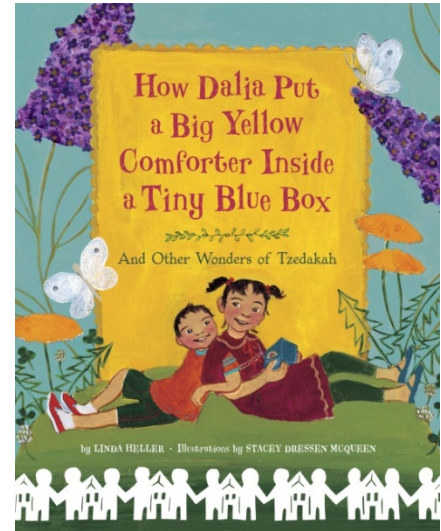
How Dalia Put a Big Yellow Comforter Inside a Tiny Blue Box

By Linda Heller

Illustrated by Stacey Dressen McQueen

Program Focus

Age group: Age 5 and older
Time frame: 75 minutes
Central value: Tzedakah



Synopsis

Dalia learns and makes all kinds of things at her Jewish Community Center. One day, she learns all about tzedakah and tzedakah boxes. In turn, she teaches her little brother about the Jewish concept of giving, and he joins her and her friends as they pool their tzedakah money and give the gift of a wonderful day to a lonely old woman in their community.

Submitted by

Mary Horrocks - horroma@brandeis.edu

Plan in advance

Community Coordination

To maximize the impact of this program, try to coordinate with a community organization beforehand on what they might need. We were able to find a senior center that would want the yellow comforter we decorated to hang as cheerful wall art in a communal area. This program reflects that community connection. Another option might be to purchase numerous inexpensive yellow blankets or sheets that kids could decorate, and then donate to a homeless shelter, domestic abuse shelter, etc. Try to find a way your program can make a needed contribution to a local charitable organization. If you are able to strike up a good partnership, you might even be able to have a representative attend the program to "accept" the donation at the end of the program.

Materials Needed

Butterfly Craft

- plain white butterfly paper cut outs (template attached)
- markers and crayons

Tzedakah Crafts

- small white boxes with 1 inch slit pre-cut in lid
- stickers, other box-decorating supplies if desired
- tsadee, daled, kof, hey letter cut outs (template attached) for boxes and spelling
- one pre-decorated model tzedakah box per table
- poster with “tzedakah” spelled out in Hebrew and English, for story teller (*optional*)

Blanket Craft

- Large (5x6ft, etc.) piece of yellow fleece
- Matching sized piece of light-weight fabric (to draw on with fabric markers and later sew as backing on to the yellow fleece)
- Fabric markers
- (Note: If you can find an inexpensive yellow blanket that the fabric markers will work on directly - even better!)

Space Set Up

You'll want table seating for both children and parents, as well as enough empty floor space at the front of the room for the group to gather for story time:

- Decorate the room with the Hebrew letters tsadee, daled, kof, and hey.
- Post some pre-decorated paper butterflies.
- Set up the butterfly craft so that families can begin crafting as soon as they arrive.
- Put markers/crayons and blank butterflies on each table.
- (Inexpensive vinyl tablecloths go a long way in making the room feel special!)

Introduce families and the story

Greet Families / Butterfly Craft

Families enter and make name tags. Greet all families with friendly energy, and encourage them to have a seat and start decorating/coloring butterflies as soon as they've made their nametags. Gently make sure that the children know they are decorating butterflies for people in need (and that they won't be able to take them home!)

(Note: If you have the volunteer capacity, it would be great to have volunteers quietly clean up the butterfly craft and set out supplies for the tzedakah box craft while an educator leads the next section.)



Introduce the Story

Have children gather on floor and introduce story:

"This is a story about a brother and sister. Raise your hand if you have a brother or sister.... Now raise your hand if you have a big brother or sister.... Now raise your hand if you have a little brother or sister.... I see some of you are big brothers and sisters and some of you are little brothers and sisters. (If applicable: "We also have some people here that don't have brothers or sisters.") No matter who you are, I bet you can all imagine what it's like to be a character in the story we're about to read.

"There's a special Hebrew word we're going to learn in this story. The little brother asks his sister lots of questions, trying to figure out what this word means. Listen to how his sister answers, and try to figure out what you think the Hebrew word means. If you think you figure it out, hold on tight until we finish the story- don't spoil it for anyone else! We're going to talk about what this mysterious word really means at the end."

Read the story

Follow Up Discussion

"So what do you all think this Hebrew word, 'tzedakah,' means? Raise your hand if you want to take a guess."

Call on children and listen to all ideas. Make sure that all kids feel their ideas are good! If no one raises their hand, ask a more specific question such as:

"What do you think the word 'tzedakah' means to Dalia?" or "How does Dalia explain tzedakah to her brother?"

"You guys all have great ideas about what tzedakah means! Tzedakah is a really important Hebrew word that means taking care of people who need help. Sometimes we give presents, or even money to people that need our help, like Dalia and her friends gave a butterfly bush to Mrs. Ross. That's called tzedakah. Sometimes, people collect money and coins in little banks called tzedakah boxes, or pushkes. All the money in these little tzedakah boxes goes to someone who needs it. By giving tzedakah, you're doing something very important. You're helping people like Mrs. Ross who need your help.

"We've got a few crafts to make today, to help us learn more about tzedakah and how we can all become important helpers.



Follow Up activities and resources

Spelling Tzedakah

"We've got a few crafts to make today, to help us learn more about tzedakah and how we can all become important helpers. But first, let's learn how to spell out the word 'tzedakah' in Hebrew letters. You all heard these letters in the story. Raise your hand if you remember one of the Hebrew letters in the word 'tzedakah.'"

Go to a blackboard, poster, or dry erase board while they raise their hands. If a child guesses a right letter, write it down on the board. Write them in order! If no child remembers the letters, simply spell them out on the board.

"So you spell tzedakah with the Hebrew letters: tsadee, dalet, kof, hey. I'm going to pass out one of these letters to each of you. Look at your letter, and try to see which letter on the board your letter matches. It might not be easy at first, but we'll figure it out together."

Pass out precut Hebrew letters so that each child has one. Try to make sure you hand the child their letter "right end up," so the child can easily match it to the letter on the board.

"Ok, so take a good look at your letter and try to match it to one of the letters on the board. When I call out your letter, raise it in the air!"

One by one, point to each Hebrew letter on the board and call out the name. Give kids a chance to assess if their letter is the one being called. Start by going through the letters in order, and then start mixing up the order as kids grow more confident with which letter they're holding.

"Terrific! Now that we all know how to spell the word, we can start doing some tzedakah!"

Tzedakah Boxes & Blanket Craft

"There are lots of ways to give to people in need. Today we are going to give to grandmas and grandpas in our town just like Mrs. Ross in the story. Instead of giving butterfly bushes, we'll be giving them the butterflies we decorated when we arrived. And we'll also be decorating a big, bright, happy yellow blanket to give to a senior citizen home. But first, what do we need to make?"

Ask children to try and remember what Dalia and her classmates had to make at the beginning of the story....

"The answer's tzedakah boxes! Just like in the story, tzedakah boxes are special little banks that you can put money into. Every penny you put in the tzedakah box goes to help someone who needs your help. Today, each of you are going to make your own tzedakah box to take home."

"So let's all get up and do a quick stretch (first the arms, then the fingers, then your toes!), and then go find a seat at one of the tables."



Children decorate blanket for senior citizens' home

Families take seats at the table and decorate tzedakah boxes. (*Group leader and/or volunteers should circulate throughout craft to help if needed. As families are working on their boxes, lay out the comforter craft activity on the floor in front of the room.*)

As children complete their boxes, make an announcement that children can come to the front of the room and begin decorating a yellow blanket, just like in the book. Explain that the blanket is going to go to someone who needs it, just like Mrs. Ross in the story. Have a volunteer there to oversee the craft.

Tzedakah Songs

Have families gather back together for music- either on the floor or back at the tables.

"Now you've all made these amazing tzedakah boxes. You should think about where you want to put the boxes when you get home. You might want to put them next to your bed, or on the kitchen table. You'll want to keep it somewhere that you can reach, so you can put coins in it to help people in need. Does anyone have any ideas for where they're going to put their tzedakah boxes when they get home? Raise your hand if you have an idea."

Call on any kids that raise their hand and listen to their idea. If no one raises a hand, offer where you plan on putting your own tzedakah box when you get home.

"And I'm so proud of you all for decorating this beautiful blanket. I know you're going to make the person who needs this blanket very very happy! Now, before we say goodbye I'd love to sing a little bit with all of you about what we learned today. I love these songs about tzedakah, and I like to sing them whenever I'm putting coins into my own tzedakah box at home."

Lead 1-3 tzedakah-related songs. Words provided for:

- Sheldon Low's "Put it in the Pushke"
- Peter and Ellen Allard's "Shake Shake Shake"
- Felicia Sloin's "Tzedakah Shake"

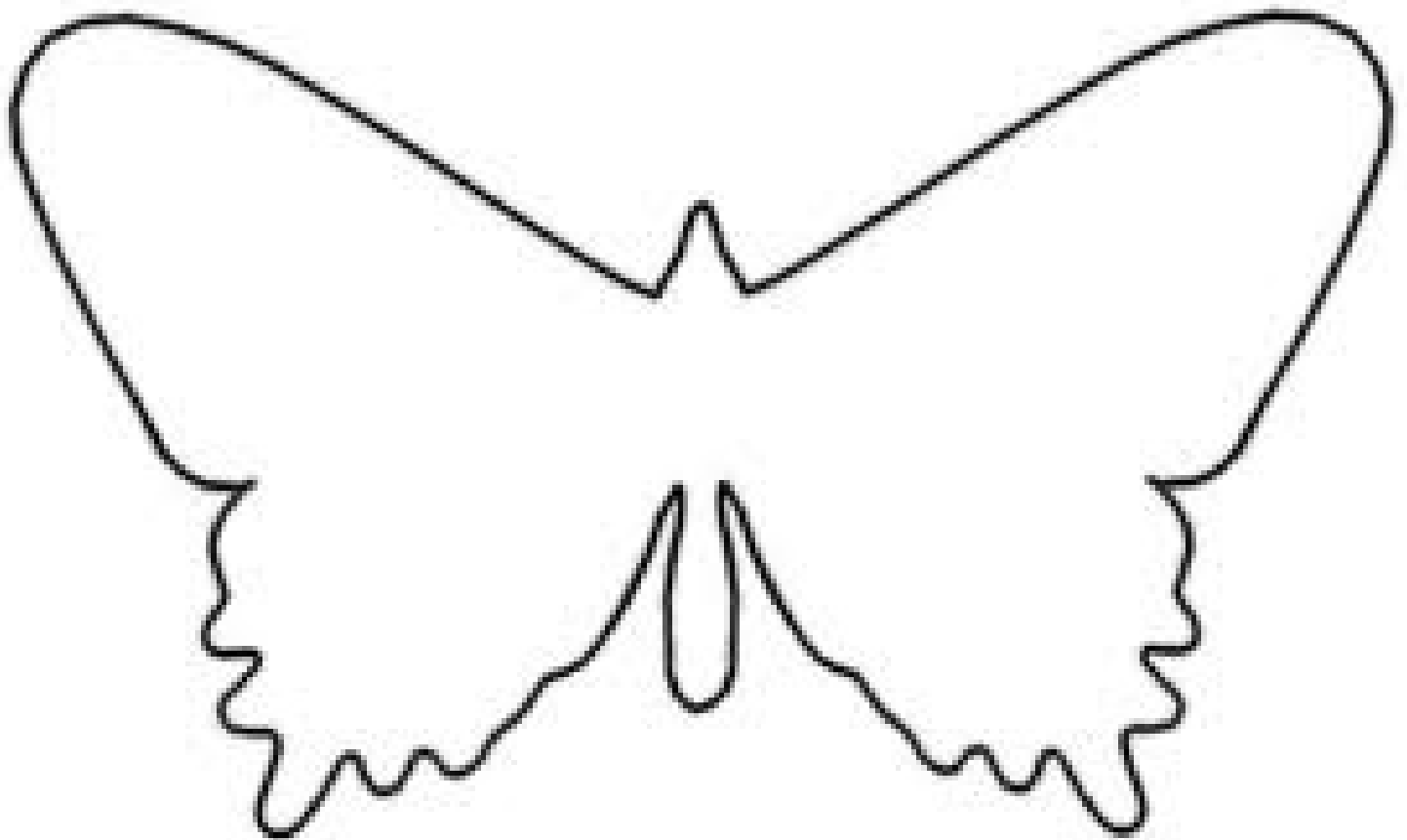
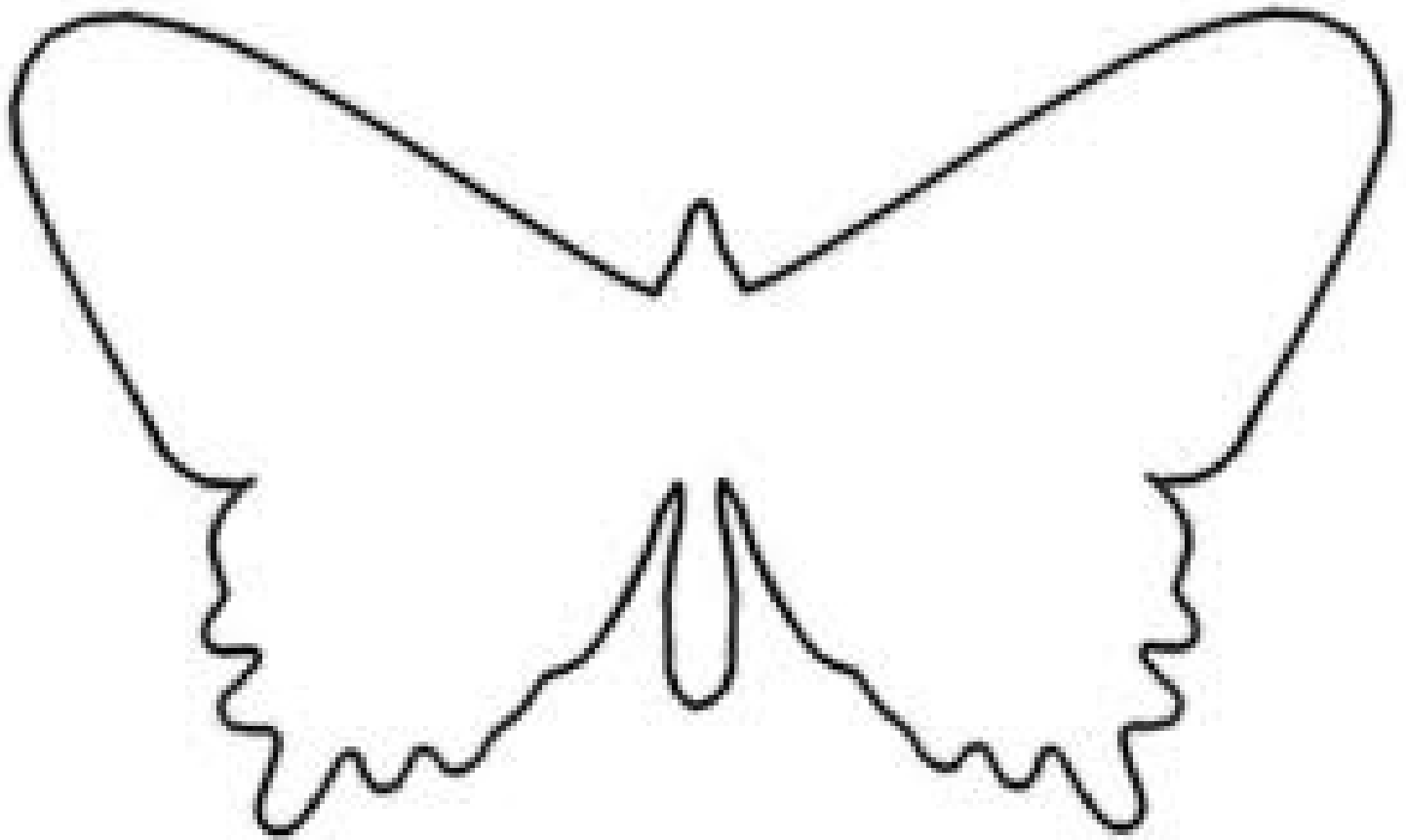
Closing Words

"Alright everyone, it's been wonderful being with you today and I hope you had a good a time. I also hope you learned a lot about tzedakah, and that you'll all remember how important this word is when you go home! Thank you for joining me today, and have fun putting those pennies in the pushke!"

Parent Feedback

There are a couple different ways soliciting parent feedback can fit in to the program. If you are short on time, you may choose to have the children gather on the floor at the front of the room for music, and ask the parents to fill out pre-made feedback forms during the songs (sample attached).

However, parents may prefer to participate in the songs with their children. If the latter is the case, then pass out the feedback forms to parents directly following music, and ask children to line up with their tzedakah boxes and receive a few pennies each to start their boxes off! This will occupy the children while the parents fill out the form.



ה ק ל ע

ה ק ל ע

ה ק ל ע

ה ק ל ע

Tzedakah Songs

Put It In The Pushke, Sheldon Low ("Look at Me" CD)

Listen here -

<http://www.rickrecht.com/music/>

Chorus

| D | D |
I put it in the pushke, the tzedakah box
| G | G |
I put it in the pushke, the tzedakah box
| A | A |
I put it in the pushke, for someone else to keep
| D | D |
(pause)-----
| D | D |
I put it in the pushke, the tzedakah box
| G | G |
I put it in the pushke, the tzedakah box
| A | A |
I put it in the pushke, for someone else in need
| D | D |
(pause)-----

Verse 1

| D | G |
I got a penny, it's mighty fine
| D | A |
I got a penny and it's all mine
| D | G |
but when I give that penny away
| D A | D |
I'm happy that I can say

Chorus

Verse 2

| D | G |
I got a toy, it's mighty fine
| D | A |
I got a toy and it's all mine
| D | G |
but when I give that toy away
| D A | D |
I'm happy that I can say

Chorus

Verse 3

| D | G |
I got a smile, it's mighty fine
| D | A |
I got a smile and it's all mine
| D | G |
but when I give that smile away
| D A | D |
I'm happy that I can say

Chorus

Shake, Shake, Shake

Peter and Ellen Allard
(Little Taste of Torah)

Download here:

<http://www.uribooksandmusic.com/home.php?cat=494>

[Am]Shake, [C]shake, [D]shake, da da da
da da (3x)

[Am]the tzedakah box. (repeat)
You [Am]put the money [D]in (3x)

[Am]the tzedakah box!
Helping those in need (3x)...

Every penny counts (3x)...

Do a mitzvah when you can (3x)...

Tzedakah Shake

Felicia Sloin

(Jewish Family Jam – This is the Day)

Listen here -

<http://jewishfamilyjam.com/zeh-hayom-cd/>

You put tzedakah in
you give tzedakah out
when you give tzedakah
you help another out
drop a coin in the tzedakah box
clink clink clink!
Drop a coin in the tzedakah box
and sing sing sing!

When you get some money
you can keep it for yourself
But when you give tzedakah
Then you share the wealth
Drop a coin in the tzedakah box
clink clink clink!
Drop a coin in the tzedakah box
and sing sing sing!
OOH TZEDAKAH GIVE GIVE TZEDAKAH
DO THE TZEDAKAH SHAKE!
(repeat)

Feedback form: Family Program

One thing that I learned from today's program is:

Please circle the appropriate answer:

1. Did this program meet/not meet/exceed your expectations?

- yes
- no
- please explain: _____
-

2. Was there a safe and supportive atmosphere? yes no

3. What was the best part of the program? Please circle all appropriate answers.

- Getting to know other families
- Learning about Tzedakah
- Storytime with my child
- Making a tzedakah box with my child
- Music
- Other, please explain:

5. What was the least satisfying part? Please circle all appropriate answers.

- Getting to know other families
- Learning about Tzedakah
- Storytime with my child
- Making a tzedakah box with my child
- Music
- Other, please explain:

6. What questions arose for you?

7. Are there any other impressions or feelings about this Family Education program that you would like to share with us?

If you wouldn't mind, please sign your name:

Thank you for coming and thank you for your feedback!