

# Talking Values with Our Youngest Listeners



*Webinar 2*

*October 18, 2011*

*"Values to Live By" Webinar Series*



# Characteristics of Young Children From Newborns through Age 3



*Task of young child-  
To acquire  
a sense of self*



- Highly sensorial -  
Use senses to  
discover who they  
are and what they  
are capable of



# More Characteristics of Young Children



- In love with movement
- Striving for Independence- “Me do it-By Myself”
- Acquiring Language



# More Characteristics of Young Children



- Sociable, Empathetic
- Intent on Imitating Adults, Trying on New Roles



# Hints for Designing Programs Which Will Meet Young Children's Developmental Needs



- Limit organized “group time”
- Have extra toys, books for children to explore independently
- Plan for Transitions
- Capitalize on the Physical-Combine gross motor and sensory explorations with values explorations
- Plan for one -on -one teaching
- Keep programs language rich-include music, rhymes, word play in all you do

# Why Include “Values Talk” in Programs for the Very Young?

- Paves the way for increased discussion as child grows older
- “Values talk” provides parents with guidance on raising their children
- Enables the creation of a shared Jewish Vocabulary



Tikkun olam, **mensch**, **chesed**,  
kibbud horim....

# A Realistic Schedule for a Book -Based Program for 1-3 Year Olds



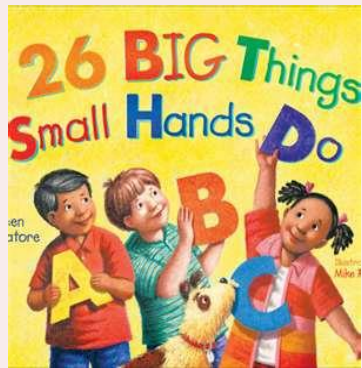
- 20-30 Minutes- Free Play/Introductory Activity
- 5-10 Minutes- Book Sharing/ Values Talk
- 10 Minutes Snack
- 10-20 Minutes- Follow-up Activity/Free Play
- 5 Minutes-Concluding Circle Time

60-75 Minutes-Total Time

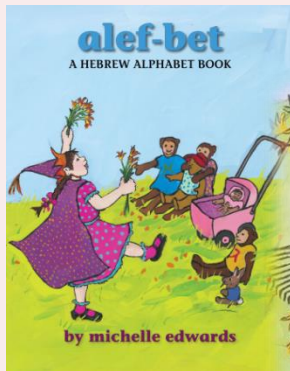


# Types of Values To Explore With Young Listeners

Values which are part of child's everyday life

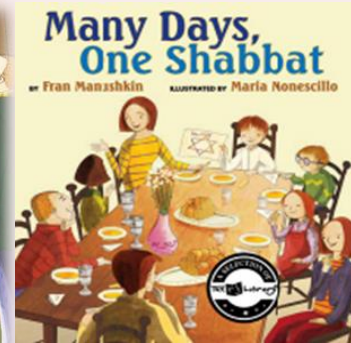


Caring for animals;  
Helping Siblings (chesed/shalom bayit);  
Welcoming guests



Tikkun Olam

(stahv)





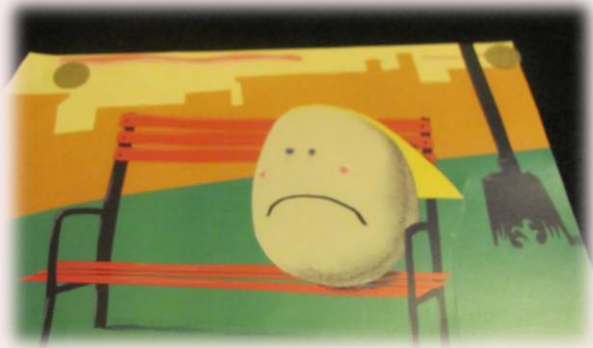
# Selecting a Value: Five Little Gefiltes by Dave Horowitz



1. Five gefilte fish boldly explore sites in New York City



2. Each time Mama Gefilte discovers her children have wandered off, she shouts "Oy vey", and calls for their return. One gefilte inevitably stays behind, while the rest return home.



3. Eventually, all Mama's children have left, and Mama is lonely, devastated, and very kvetchy.



4. In the end, the gefiltes return "cause each was a mensch"

# Possible Values/Themes

- Being a Mensch
- Yiddish language and culture
- L'dor ve dor-Passing traditions from one generation to the next
- Temporary nature of Separations
- Honoring Parents



# Steps for Chatting About Values

- Review and Summarize Story
- Introduce a Jewish value (Hebrew and English)
- Connect the Jewish value to the book
- Connect the value to the child's life
- Provide Children with Opportunities to Practice the Value



# Reviewing the Story

- **Why Review?**

To fill in the gaps which inevitably arise due to the distractibility of children and parents

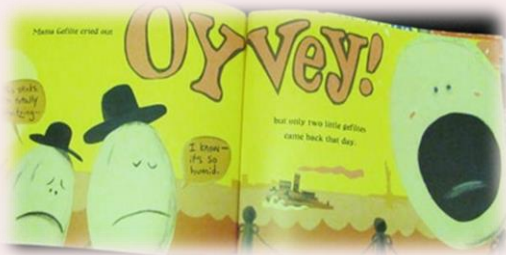
- **Reviewing Techniques:**

- Ask questions about key illustrations/props

- Use a sentence completion technique

The gefiltes in our book loved to \_\_\_\_\_.  
Every time they visited a new place, their mother would call out \_\_\_\_\_ and the gefiltes would \_\_\_\_\_

- Ask children to describe their favorite parts of the story (sequence their favorite sections)



# Reviewing and Introducing the Value

- **Review Questions:**

- Did the Momma Gefilte fish become sad in our book?
- Why was she sad?
- How did the little gefiltes feel when their mother was sad?
- What did the gefiltes do to help their mother feel better?



- **Identifying the Value and Connecting it to the Book**

- The little gefiltes in our book practiced an important value/mitzvah called “kibbud horim”-Honoring parents.
- Honoring Parents is an important rule of Judaism-It’s one of the 10 Big Rules that we call the 10 Commandments.-We honor our parents when we behave nicely towards them-When we listen to what they say, when we try to make them happy ,when we show them that we love them.
- In our book the little gefiltes honored their mother when they came back to her and gave her hugs and kisses when she was lonely.
- Can you give your Mom/Grandma/or the grown-up who brought you here today a big kiss? (Wow you just did a great job of kibbud horim-honoring your parents. )

# Connecting Honoring Parents to the Lives of 1-3 Year Olds

- Discussion Question: What questions could you ask 1-3 year olds that would help them connect the value of *kibbud horim* to their own lives?

# Hints for Enlivening Values Talk

- Show Pictures/Photos
- Ask children to engage in physical activities
- Provide props
- Ask situational questions

-How could you help Mom or Dad if they weren't feeling well?

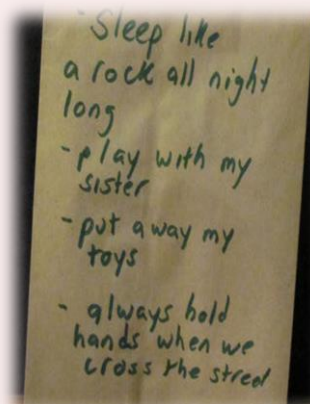


- If it were Mom or Dad's birthday, how could you help them celebrate?



# Activity Suggestions for Honoring Parents

- Make gifts for parents
  - necklaces, key chains
  - signs for parents room (*Shh.. Grown –Ups Sleeping*)
- Create Chore Charts
- Record lists of “ways that I will honor my parents”
- Play a running and hugging game





# The Value of Kindness: Chesed

Thou shall love thy fellow man as thyself (Lev 19:18)

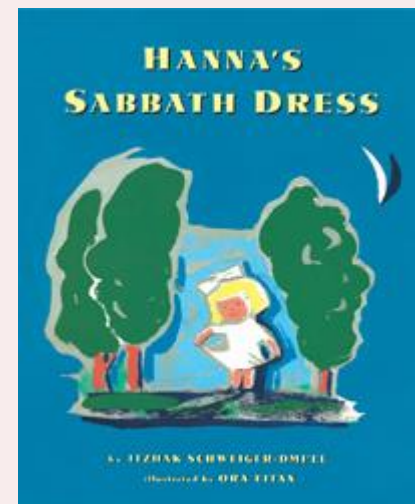
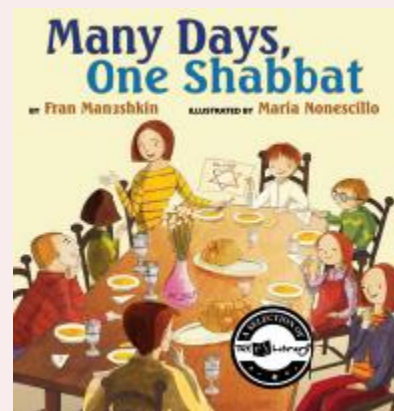
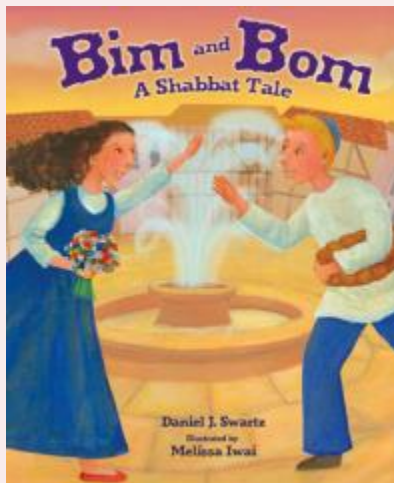
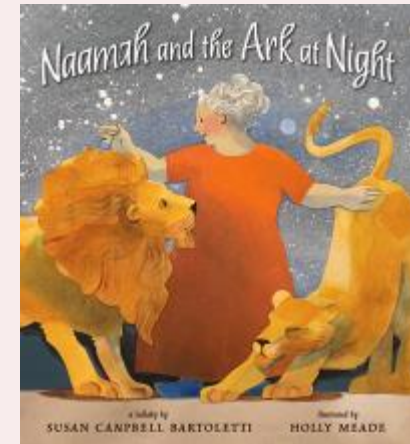
Hillel said..."What is hateful to you do not do to your neighbor. That is the whole Torah. The rest is commentary go and learn it." Shabbat 312

R. Hama son of R. Hanina said: "After the Lord your God shall ye walk" (Deut.13:5)..What the verse means is that you are to follow the ways of the Holy One. He clothed the naked: "The Lord God made for Adam and for his wife garments of skin , and clothed them (Gen 3:2)So should you clothe the naked. The Holy one visited the sick: "The Lord appeared unto him in the terebinths of Mamre" (Gen 18:1)So should you visit the sick. ..The Holy One comforted mourners: "And it came to pass after the death of Abraham that God bestowed blessing upon Isaac his son" (Gen 25:11) So should you comfort mourners. Sotah 14a

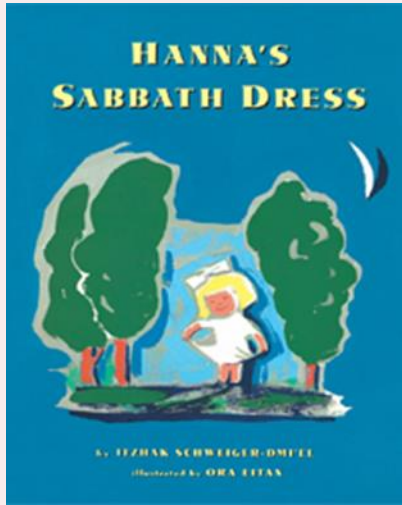
This is what the Holy One said to Israel: "My children what do I seek from you? I seek no more than that you love one another and honor one another" Tanna de Bei Eliyahu



# Some Possible Chesed Books for Young Children



# Hanna's Sabbath Dress: The Plot



# Reviewing Hanna's Sabbath Dress

## Review Methods-

- Examine Props/Hanna's Dresses-Ask children to help you describe what each dress looked like and how it came to look like that
- Ask questions-
  - *Was Hanna a nice girl?*
  - *What did she do that was very nice?*
  - *What happened to Hanna's dress after she helped the old man?*
  - *How did she feel about her dress being dirty?*
  - *How did the moon help Hanna?*
  - *Why do you think the moon wanted to help Hanna?*
- Fill In the blank activity

In this story, Hanna's mommy gave her a beautiful \_\_\_\_\_ dress. Hanna was very nice and helped an old man carry a \_\_\_\_\_. The dress became \_\_\_\_\_ and Hanna was sad. But the moon shone on the dress and made the dress become \_\_\_\_\_.

# Introducing the Value of Chesed and Connecting it to The Book



- *In our story, when Hanna helped the old man carry his bag, she was doing something very important. She was carrying out one of the many good deeds/mitzvot that are described in the Torah-the big book of Jewish laws and stories.*
- *In the Torah we are taught that we should always try to be nice and help others. In Hebrew, when someone does something very nice, we say that they are doing an act of “chesed”. (Can you say that word “chesed”?)*

# Discussion Topic:

## Connecting Chesed to Real Life

Imagine you've just finished reviewing **Hanna's Sabbath Dress** and explaining the value of chesed to a group of 2 and 3 year olds and their families

➤ *What questions can you ask to connect chesed to your listeners' lives?*

# Hints for Chatting With Children About Values

- Think of several different ways to ask questions which connect the value to real life
- Listen closely and respond reflectively to what a child says.

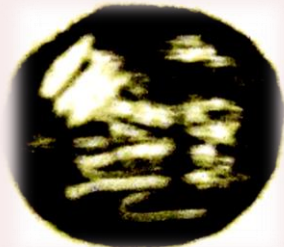
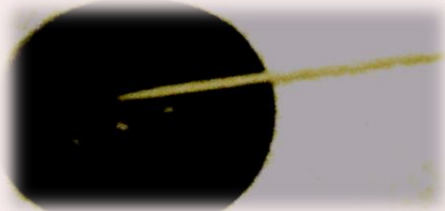
## **Repeat, rephrase, summarize**

- Reiterate the Hebrew Name of the Value several times
- Engage in the physical-If possible ask children to pantomime a way to carry out the value. Ask situational questions and ask children to show you (through gesture) how they might respond.



# Possible Chesed Activities

- Creating Kindness Shirts/Dresses

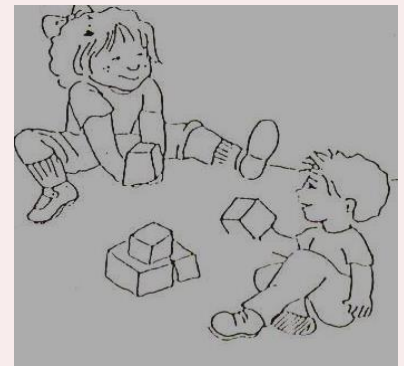


*(Ethan, the 2 year old owner of this dress, thought of several acts of chesed: He helped Shiri brush sand off of her sweater; He helped Morah Vivian put away the carpet squares at the end of story time; And he helped clean up after snack.)*



# Additional Chesed Activities

- Setting the Table for a Senior Meal
- Making Table Centerpieces and Donating them to a hospital/nursing home
- Baking cookies to give to others
- Carrying canned goods to food collection bins
- Sorting Pictures-chesed vs. non chesed acts



# More Info on Hanna's Sabbath Dress and Five Little Gefiltes

Check out the existing Book Based Programs for:

[Hanna's Sabbath Dress](#)

[Five Little Gefiltes](#)

On the PJ [Book-based Family Programming Resources page](#)

<http://pj-gijptech.org>

