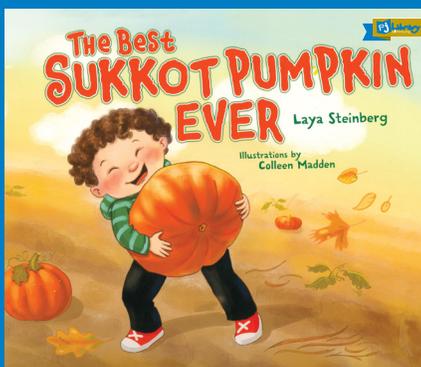


ACTS OF  
LOVING - KINDNESS



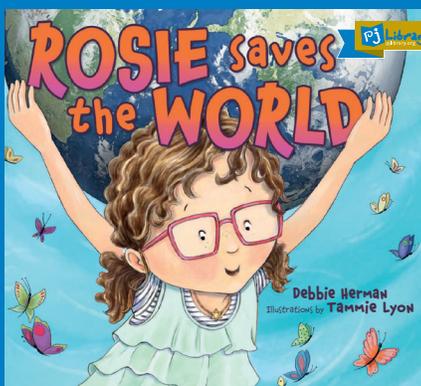
K-2 Resource  
Booklet

Community  
and Taking  
Action



RIGHTEOUS  
GIVING

2018-2019



RESPONSIBILITY  
TO OTHERS



CELEBRATING  
DIVERSITY



# PJ Goes to School K-2 Resource Booklet

## 2018-2019

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### Transliteration Key

a	say <b>ah</b>	u	st <b>u</b> dent
e	<b>eh</b> , so-so	ai	Mt. Sin <b>ai</b>
i	sk <b>i</b>	ei	invite the ne <b>igh</b> ors over
o	let's dance the h <b>o</b> ra	ch	yec <b>ch</b>

Book	Value	How this book shows taking action in the community
 <i>One Good Deed</i>	Acts of loving-kindness <i>Gemilut chasadim</i>	Every person is capable of taking initiative to show kindness to others.
 <i>The Best Sukkot Pumpkin Ever</i>	Generosity <i>Tzedakah</i>	Building a strong community takes empathy and thinking of someone else's needs.
 <i>Rosie Saves the World</i>	Responsibility <i>Areyvut</i>	We have to balance helping others with helping ourselves and our families.
 <i>Welcome</i>	Celebrating diversity <i>Tzelem Elokim</i>	We respect that every person has a place and rights within the community.

## Why focus on community and taking action?

Jewish culture is built on community. Life-cycle events and holidays are communal celebrations, and many public prayers require a *minyan*, or a quorum of ten. A strong, values-based community takes effort. It is essential that members of a community learn to live and work together, solve problems, and help each other. This is true whether the community is the family, school, workplace, synagogue, town, or country.

When is it appropriate for children to begin playing an active role in the community? Research shows that when children of any age take part in a community, they learn cooperation, compromise, patience, confidence, self-regulation, and caring for others. With the support of adults, children can develop these valuable life skills, enabling them to affect change in troubled times and help create a more positive future.

Taking action within a community provides a sense of purpose and identity. In a famous teaching, the renowned sage Hillel asks, "...if I am only for myself, what am I?" (*Pirkei Avot* 1:14), highlighting the necessity of thinking beyond oneself, standing up for what's right, and taking initiative. According to Hillel, the time for taking action in our communities is now, because, as he concludes, "If not now, when?"



## How these books and resources help you

PJ Goes to School K-2 resources are designed to work side-by-side with your existing curriculum. In exploring the theme of taking action in your community, this resource booklet aims to:

- Make learning fun and engaging for students and families through interactive storytelling techniques and hands-on activities
- Bring core Jewish values to life that are relevant to young children
- Support deeper thinking about Torah concepts, Jewish history, and traditions
- Challenge children to work collaboratively and think critically about how they can make positive changes in the communities in which they are valuable members

These resources are flexible to meet your needs. Feel free to follow the guides closely or use them to spark your own creative ideas. The books and activities can be used in any order and integrated throughout the school year. Use the materials in the classroom or any time as part of Shabbat or holiday programming.

# “Hillel says: Do not separate yourself from the community...”

הִלֵּל אוֹמֵר : אַל תִּפְרוֹשׁ מִן הַצִּבּוּר

*Hillel omer: Al tifrosh min hatzibur (Pirkei Avot 2:5)*

## JEWISH PERSPECTIVES ON COMMUNITY AND TAKING ACTION

Hillel was a great scholar who lived in the Talmudic age leading up to the turn of the first century. His poignant lessons in ancient Jewish texts are still relevant today. In this teaching from *Pirkei Avot, Ethics of Our Ancestors*, he comments on the necessity of being an active participant in a community. In the full text, Hillel describes the relationship between individuals and their chosen community. He teaches that we both draw strength from and give strength to the community. Hillel cautions against bias and asserts that everyone has an important role to play.

The Talmud, which guides Jewish law, specifies a timeline for new residents in a community. Within 30 days, a person should contribute to the community’s soup kitchen. Over the course of the year one should also help with clothing and charity drives. Full citizenship at one year requires the person to assist with repairing the city’s walls (Bava Batra 8a). Being a part of a community goes beyond residing in it to becoming an active supporter of its collective needs.

## YOUR PERSPECTIVE

As you begin to explore the big ideas of community and taking action with your students, take some time to think about the impact of this theme in your life.

### Questions to consider:

There are many Hebrew words for community, including *tzibur* (broad term for community), *kehillah* (sacred community, such as a synagogue), *klal* (society, as in *Klal Yisrael*), *edah* (group), and *am* (peoplehood). Why do you think there are so many different words for this concept?

Individuals often belong to more than one community. To which communities do you belong? What responsibilities do you have within these communities?

Are there any communities that you did not choose to be a part of or that you feel uncomfortable in? What type of community service do you find most rewarding?

What aspects of community would you like to explore with your students this year?

What can you do to help families feel as if they are an essential part of your school community?

## WHAT YOU'LL FIND IN THE BOOK GUIDES

Each book guide is organized into four sections:



### READ

the book for Jewish values

We highlight the Jewish value at the core of the lesson and provide background information through the lens of Jewish texts. There are interactive storytelling techniques to help the books come alive.



### DISCUSS

Jewish values with one another

There are suggested questions for children in each guide. Use them to start conversations or develop your own.



### IMAGINE

how values will come to life

You will find activities and resources for your classroom that support learning values in a fun and experiential way.



### ENGAGE FAMILIES

in conversations about values

Each guide suggests at least one school-based program for families. There is a corresponding Family Fun page for each book (see booklet pages 12-15) that can go home with students.

### Interested in ideas for ongoing school and family connections?

Here are ways to get the whole school community involved for the duration of the year:

## BE A PILLAR OF YOUR COMMUNITY

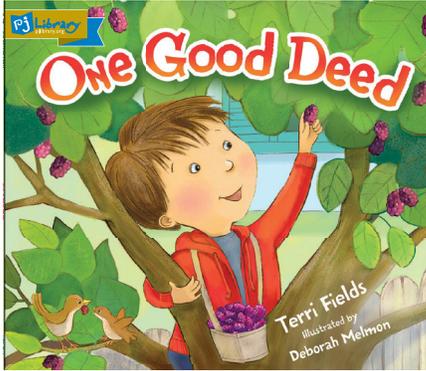
An active and well-respected community member is referred to as a “pillar” of that community. Consider building a pillar as a physical representation of this idea to kick off this theme. Here are three approaches to this idea.

1. Build a vertical structure from an assortment of boxes. Cover the pillar with fabric, paper, or paint. As you read each book, decorate a different side of the pillar with appropriate photos or sayings. Families can send in photos of their children doing things for others, logos of organizations they support, or objects that depict strengthening the community.
2. Decorate a box each time you read a book and explore the topic. Stack the boxes as your pillar of the community grows throughout the year.

3. Read this quote from *Pirkei Avot*: “Shimon the Righteous says: The world stands on three things: on Torah, on service to God [and the community], and on acts of loving-kindness” (1:2). Construct and label three pillars according to this saying. Add boxes to the appropriate pillar as you discuss the students’ accomplishments, such as learning a new prayer, planting in the garden, or helping a friend. Place the three pillars close together in a triangle formation. Can you balance a plastic beach-ball globe on top?

## BIG QUESTION

# What makes a neighborhood?



By Terri Fields

Illustrated by Deborah Melmon

Published by Kar-Ben Publishing



Acts of loving-kindness - *Ge-mi-lut Cha-sa-dim*

אֲמִילוּת חֶסֶדִים



## READ

the book for Jewish values

### How does this book reflect the theme of taking action in the community?

From an early age, children sense the joy in doing kind things for others and quickly learn that kindness is contagious. In *One Good Deed*, a child's simple act of kindness towards a neighbor sets a chain in motion that transforms Lancaster Street from being a place where neighbors keep to themselves to a true community in which young and old think of each other's needs and help one another. When we **take initiative to show others kindness**, our community becomes a stronger, happier, and more loving place to live.

#### Three aspects of this value to consider:

- Everyone can do acts of kindness.
- *Gemilut chasadim* includes many types of *mitzvot* without expectation of reward.
- Kindness is contagious and habit-forming.

Jewish sages considered *gemilut chasadim*, doing acts of loving-kindness, to be one of the three pillars supporting the world. "The world stands on three things: on Torah,

on service to God [and the community], and on acts of loving-kindness." (*Pirkei Avot 1:2*). Helping to care for others in any way, such as feeding and clothing the hungry, visiting the sick, and giving *tzedakah*, are all acts of *gemilut chasadim*. The modern idea of paying it forward is found in *Pirkei Avot*, which teaches that "*mitzvah goreret mitzvah*, one *mitzvah* brings about another *mitzvah*" (4:2). In *One Good Deed*, each recipient of an act of kindness is inspired in turn to help someone else. How might this type of interchange foster community in your classroom, in your students' homes, and in your organization or town?

#### Storytelling techniques

1. (*Materials needed: small sponge, little bit of paint, baby wipes*) Sit in a circle and give one student a damp sponge with watered-down tempera or a self-inking (washable) stamp. As students pass the sponge or stamp around the circle, each says something they could do to help a friend, and/or relates a time they were helped by someone. When the sponge returns to the first student, ask the children to look at their hands. How does the imprint left behind represent how one *mitzvah* can inspire another? Revisit this activity after you read the book. How does this relate to the way characters in the book interacted with one another? End with a simple act of kindness—have each student wipe the paint off another student's hand.
2. As children listen to the story, ask them to point out the acts of *gemilut chasadim* the neighbors are doing for one another, such as honoring the elderly, being cheerful, or giving *tzedakah*.



## DISCUSS

Jewish values with one another

### After you read

What types of things have you done to help friends, family members, or others without first being asked?

Why is it sometimes hard to step up to help someone else, even when you know it's a good deed?

What would our classroom, school, homes, or community be like if we were always trying to find ways to help one another?



## IMAGINE

how values will come to life

### Where are you going?

Play the memory game "I'm Going on a Picnic," but instead of a picnic, choose a location in the community that might need helpers, such as a hospital, community garden or elder care facility. Play the game with each child naming an act of loving-kindness that he or she could do to help in this special location.

### One thing leads to another

Provide students with a large set of dominoes and have them set up a domino run, either as a class or in small groups. Once the run has been successfully set into motion, ask the students to connect this activity to the ideas of mitzvah goreret mitzvah. How do our actions affect everyone else's actions?



## ENGAGE FAMILIES

in conversations about values

Brainstorm with your class to choose a local organization and come up with a list of things that children and adults can do together to help it. Invite parents to your classroom to work alongside their children to bring one of these ideas to life. The project could be brief and simple, such as making cards or creating craft kits for children in a local hospital. A more complex project might be cooking and serving a meal at a soup kitchen or shelter.

### MORE ON THIS TOPIC

#### PJ LIBRARY BOOKS

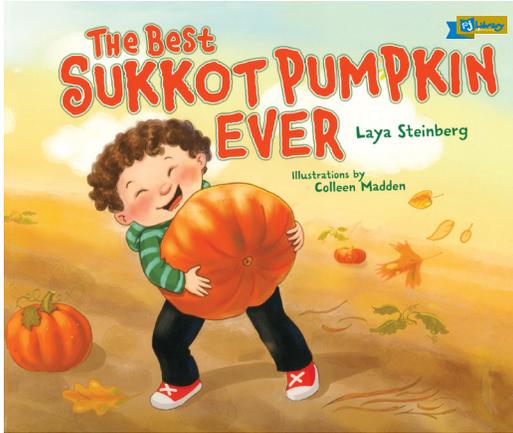
*Grandma Rose's Magic* by Linda Elovitz Marshall

*Simon and the Bear* by Eric Kimmel

*Matzo Frogs* by Sally Rosenthal

## BIG QUESTION

What can we do to meet the needs of other people?



Written by Laya Steinberg  
Illustrated by Colleen Madden  
Published by Kar-Ben Publishing



## READ

the book for Jewish values

### How does this book reflect the theme of taking action in the community?

Whether it is by putting coins in a *tzedakah* box, participating in a food drive, or bringing toys and books to a shelter, children seem to readily grasp the importance of *tzedakah*. *Tzedakah* is essentially giving to those in need. In *The Best Sukkot Pumpkin Ever*, a boy visits a farm to gather pumpkins to donate to a soup kitchen and gains a deeper understanding about **thinking of the needs of others before your own needs**. Thinking of others not only helps the individuals – it helps strengthen the greater community.

### Three aspects of this value to consider:

- We give because helping people in need is the right and just thing to do.
- Thinking of others first and giving generously is a state of mind.
- Feeding the hungry is an important act of *tzedakah*.



## Righteous giving - *Tze-da-kah* - תְּצַדִּיק

*Tzedakah* is often defined as “charity,” yet the root of the word, *tzedek*, means righteousness or justice. A more precise translation of *tzedakah* is “righteous giving.” According to Jewish teachings, giving *tzedakah* is an obligation even for the poorest among us, as long as no life is endangered in performing the *mitzvah*. The Torah teaches: “Open your hand to the poor and needy kinsman of your land...” (Deuteronomy 15:11) and “your heart shall not be grieved when you give” (15:15). The 12th-century philosopher and Torah scholar Maimonides (Rambam) taught about eight levels of giving in his Ladder of *Tzedakah*. At the lowest level, *tzedakah* is given begrudgingly. At the highest level, assistance is given gladly before the recipient is impoverished, empowering him or her to not become dependent on others. (For a printable ladder, see [pjlibrary.org/ladder](http://pjlibrary.org/ladder).)

### Storytelling techniques

1. *(Materials needed: one small decorative pumpkin per student)*  
Prior to reading the story, make a pumpkin patch in a grassy area, using as many small pumpkins as there are students in your class. Invite the students to each find a pumpkin and then hold it as you read the story. If the story is read near or in a sukkah, ask the students leave their pumpkins as decorations. They may also take them home.
2. *(Materials needed: a pumpkin, a knife, and a large plate. If you have no cooking plans, please choose a decorative pumpkin.)*  
When the pumpkin is opened in the story, cut open a pumpkin and look inside. What part of the pumpkin is used to make soup, like the kind mentioned in the story? How many seeds do your students think are in there and could potentially yield future pumpkins? Notice that everything inside the pumpkin is connected through stringy threads. How might they apply to the ideas of *tzedakah* and thinking of others in the community?



# DISCUSS

Jewish values with one another

## After you read

Micah carefully chooses several pumpkins in the story, including the pumpkins that he knows he will be giving away. Why do you think he chooses so carefully?

Where do you regularly give or do acts of tzedakah, and who receives your tzedakah?

What organization or group should receive our classroom tzedakah money and why?

Why is giving tzedakah a part of how we celebrate many Jewish holidays, such as Shabbat, Purim, and Pesach?



# IMAGINE

how values will come to life

## Draw it out

Tzedakah can be given in the form of money, items, and actions. Have every student draw an example of each of these forms of tzedakah. Alternately, play Tzedakah Charades and have students act out different types of tzedakah.



## Ladder challenge

Print the *unnumbered* Maimonides' Ladder of Tzedakah found here: [pjlibrary.org/ladder](http://pjlibrary.org/ladder). Cut apart into the eight sections and give one set each to pairs or small groups of students. Challenge students to put the types of tzedakah in order from lowest to highest level. Regroup as a class to discuss and debate the order.



# ENGAGE FAMILIES

in conversations about values

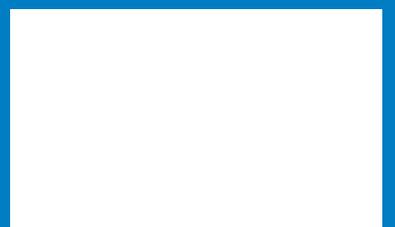
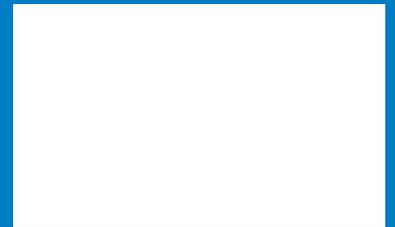
Support a local soup kitchen, shelter, or meal program by creating soups in a cup, sandwiches, or other simple meals. (These organizations will direct you as to what their needs and requirements are.) Make the event more festive by decorating the serving containers and playing PJ Library Radio ([pjlibraryradio.com](http://pjlibraryradio.com)) in the background! Perhaps families will choose to visit the organization and lend a hand.

## MORE ON THIS TOPIC

### PJ LIBRARY BOOKS

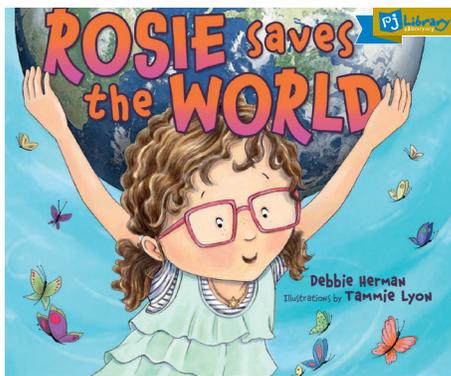
*Bagels from Benny* by Aubrey Davis

*Hanukkah Cookies with Sprinkles*  
by David Adler



## BIG QUESTION

What does it mean to be responsible to someone?



By Debbie Herman  
Illustrated by Tammie Lyon  
Published by Kar-Ben Publishing



Responsibility to others - *A-rey-vut* - ערבות



## READ

the book for Jewish values

### How does this book reflect the theme of taking action in the community?

Young children enjoy demonstrating responsibility in a myriad of ways as they learn to take care of their bodies, participate in household chores, and feel good about helping others. In *Rosie Saves the World*, a little girl enthusiastically helps people in her community and then realizes that she has neglected some of her responsibilities at home. This story helps children understand that a responsible person must **balance helping others with helping their family**.

#### Three aspects of this value to consider:

- Being a responsible member of a community implies a duty to help others.
- Responsibility can go beyond your community to help people around the world.
- It is important to balance what you do for others and what you need to do for yourself and your family.

Caring for others in their times of need, whether or not we know them, is an overarching concept in Jewish life. The word *areyvut*, responsibility to others, comes from the word *areyvim* in the teaching “*kol Yisrael areyvim zeh ba’zeh*” (Babylonian Talmud, Shevuot 39a), which translates to “all of Israel [all people] are responsible for one another.” Talmudic rabbis vigorously debated the meaning and extent of our responsibility towards others. Are we responsible for errors that people make, or is our responsibility only in making certain that others’ basic needs are met? Even though it is overwhelming to think about such large responsibilities, Judaism teaches that each of us must eagerly reach out to support one another. A famous saying and popular song from *Pirkei Avot* (2:21) teaches: “*Lo alecha hamlacha ligmor...* you are not required to complete the task, but neither can you refrain from it.”

#### Storytelling techniques

1. (*Materials needed: cans of food, school supplies, a musical instrument, pet toys, and baby items*) Place the gathered materials in different areas of your classroom. As you read about Sophie’s tikkun olam projects, have students find the related items and either bring them back to where you are reading the story or continue to read the story from their location.
2. Rosie’s “off to save the world” attitude may remind your students of superheroes. Each time Rosie sets off to save the world in a new way, encourage students to strike a superhero pose or sing a short tune together that sounds like a superhero theme song.



# DISCUSS

Jewish values with one another

## After you read

Rosie is eager to help people in her community. Who does she try to help? How does she do this?

Who are people or groups in our community who might need help? How might our class help them?

Sometimes we help others through collecting donations, such as clothes or food. Other times we help those in need by working directly with them, such as by playing games at a senior center or serving food at a soup kitchen. How are these types of help similar, and how are they different? Which way of helping do you enjoy the most? Which does Rosie enjoy the most? How do you know?



# IMAGINE

how values will come to life

## Who's helping you?

Play a categories/sing-down type of game, dividing the class into two teams: Home and Community.

Name a type of need (e.g., food, clothing, caring for the very young or old, caring for the sick).

Have teams alternate, each time listing one way to meet this need at home or in the community.

Give a point for each idea. (Older students might identify the categories themselves through discussing *Birkat Hashachar*, the Morning Blessings.)

## It's all about balance

Create a hanging mobile that exemplifies the balance of helping others and taking care of ourselves.

Provide newspapers and magazines or paper and markers.

Have children clip or draw photos showing people helping others and helping themselves.

Review content ahead of time to avoid disturbing images, or pre-clip photographs for them for a Shabbat-friendly activity.

Give children the materials to hang the clippings as a mobile, such as hangers, yarn, wire, clothes pins, etc.

The goal is not only to display photos in an interesting way, but to make sure the mobile is balanced.



# ENGAGE FAMILIES

in conversations about values

Invite local heroes (firefighters, police officers, teachers, community leaders, people who head nonprofits or community projects, etc.) into your school to talk with students and their families about their work and the role it plays in building your community. Thank them by hosting a festive meal celebrating their work.

## MORE ON THIS TOPIC

### PJ LIBRARY BOOKS

*What Zeesie Saw on Delancey Street*  
by Elsa Okon Rael

*How Dalia Put a Big Yellow Comforter Inside a Small Blue Box* by Linda Heller

## BIG QUESTION

How can we honor and respect the differences among those in our community?



Celebrating diversity - **Tze-lem E-lo-kim\***  
צֵלֵם אֱלֹקִים

Written and Illustrated by Barroux  
Published by Little Bee Books



## READ

the book for Jewish values

### How does this book reflect the theme of taking action in the community?

Children know to say “you’re welcome” when someone thanks them, but what does the phrase “you are welcome” mean when it comes to making people feel at home in a community? The root of the word *tzibur*, community, comes from the Hebrew “to assemble,” referring to a community as a sum of its parts. A community survives only if there is a balance of all types of people. In *Welcome*, displaced polar bears seeking a new home aren’t welcomed by others. When the bears finally establish their own community, it is one in which diversity is embraced. Just as in the greater Jewish community, we are stronger when we respect that **everyone has a place and rights within the community.**

### Three aspects of this value to consider:

- Every person is created in God’s image and has inherent worth.
- Being created in God’s image means that we have a responsibility in how we treat others.
- Differences are good; despite many similarities each person is unique.

During the sixth day of Creation, God speaks to the angels about creating humans: “Let us make man in our image, after our likeness... And God created man in God’s image” (Genesis 1:26-27). The Torah does not describe God’s physical image; humankind’s likeness to God is in our creativity and the ways we reflect God’s divine spark. Judaism encourages an effort to imitate God’s behaviors. The Torah refers to the 13 Attributes of God, which includes kindness, compassion, truth, and slowness to anger (Exodus 34:6-7). According to daily Jewish liturgy, people should emulate God’s efforts to feed the hungry, clothe the naked, and show mercy and graciousness.

\* Out of respect for God’s Hebrew name, we chose to replace the letter “hey” or “h” with a “kuf” or “k” as in *Elokim*. If we can show respect to the written word, are we also capable of showing respect to one another?

### Storytelling techniques

1. (Materials needed: large bowl; large spoon; trail mix ingredients, such as cereal, pretzels, chocolate chips, raisins/dried fruit; and sandwich bags) Before reading, make trail mix as a class and serve it in bags while reading the story. What’s similar and different among the students’ bags? What would be different if they only had one or two items in their bags instead of a mix? How do they think trail mix is like a community?
2. Read this story as a “story walk,” in which different parts of a book are read at different locations. Every time the polar bears go to a different place, travel somewhere else in your school or building to read the next part. Afterwards, discuss the experience and how it relates to the story.



## DISCUSS

Jewish values with one another

### After you read

- Think about a time when you were new to a community, such as a new school or town. What makes someone feel welcome in a new place and with new people? What makes someone feel unwelcome?
- What reasons did the different groups of animals give to the polar bears for not inviting them to stay? How do you think the bears felt?
- Why do you think the polar bears welcomed the monkeys into their community after they were treated poorly by the other animals?
- What do you think makes people feel uncomfortable about inviting new members into their community?



## IMAGINE

how values will come to life

### Your face or mine?

Give each child a square of paper or canvas. Give students time to make self-portraits (they may glue them down or leave them loose). Then, compare similarities and differences. How does this relate to the value of *Tzelem Elokim*? You might also repeat this activity with children creating different objects (an apple, a holiday item, a Jewish star, etc.).

Provide the class with a wide variety of art materials (such as colorful scraps of paper and fabric, buttons, yarn, small pieces of hardware, and other found items that you have on hand).



## ENGAGE FAMILIES

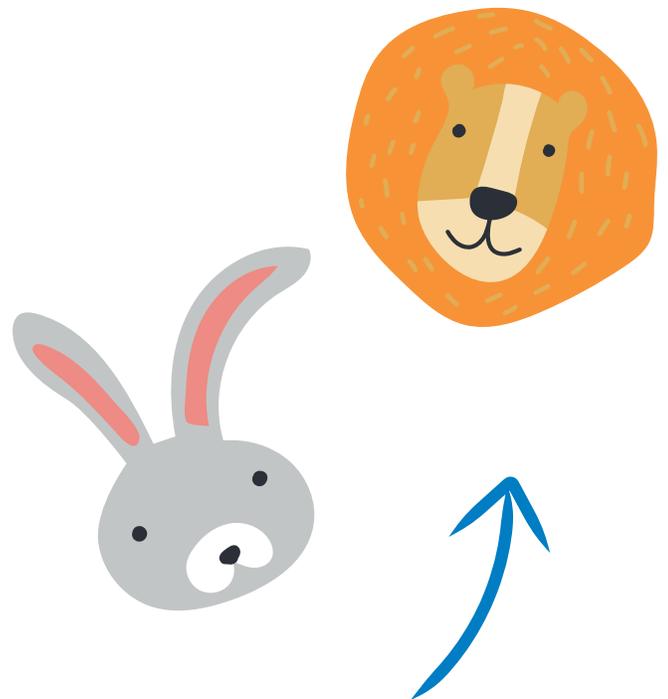
in conversations about values

Host a potluck meal at school to which each family brings a special family recipe or favorite dish. Encourage families to bring foods with family history or culture behind them. As you share the meal together, ask a member of each family to explain how their food relates to something special about the community in which it originated. You might also encourage a recipe swap via email or a small printed cookbook.

### MORE ON THIS TOPIC

#### WEB ARTICLE

[bit.ly/celebrating-differences](https://bit.ly/celebrating-differences)

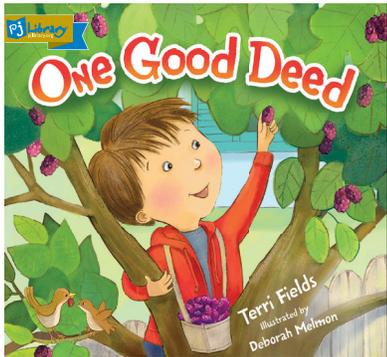


### Similarities and differences

Create a Venn diagram comparing two different living things that can be categorized in some similar way, such as two different animals or two students in the class. Is it easy or hard to find similarities? Are there more similarities or differences? What does this have to do with the concept of *Tzelem Elokim*?

## BIG QUESTION

What makes a good neighborhood?



## One Good Deed

Kindness  
*Gemilut chasadim*  
 גְּמִילוּת חֶסֶדִים

### DISCUSS JEWISH VALUES WITH YOUR CHILD

Judaism believes that the world depends on *gemilut chasidim* - acts of loving kindness performed without expectation of reward. Acts of kindness tend to be contagious and encourage other people to “pay it forward.”

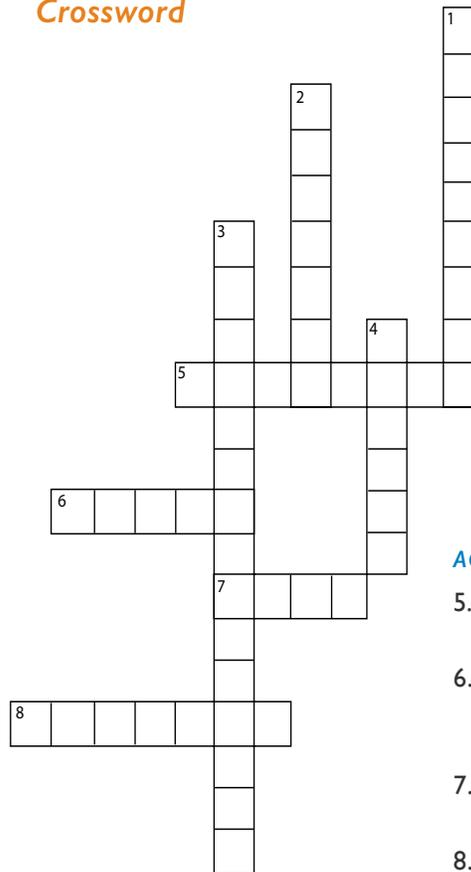
When have you jumped in to help someone in need?

What types of things can you do to help others, and hopefully start a chain reaction of kindness?

### DO FUN STUFF AT HOME

Designate a day as Kindness Day and do things for people in your neighborhood or community. Bake cookies for those nearby, visit elderly neighbors, or help someone in their yard. What else can your family do?

### Crossword



### DOWN

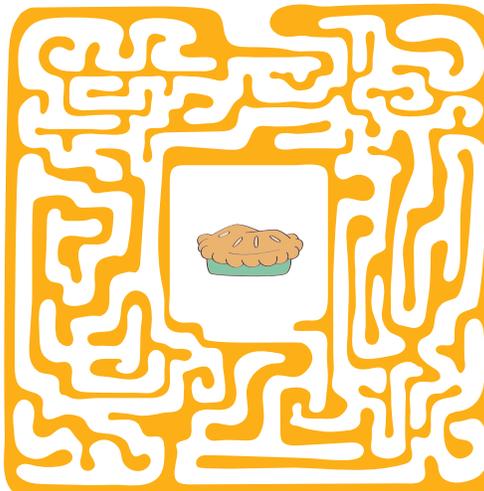
- The people who live near your home are your \_\_\_\_\_
- When we do something nice for someone, and they in turn do something nice for another person, we say they are “paying it \_\_\_\_\_”
- The Jewish value that means “acts of loving-kindness” (two words)
- A community is made up of all of the \_\_\_\_\_ who live and work there

### ACROSS

- Consideration and generosity to others
- Another word for routine; something you do so often it becomes natural
- What you give to someone who is in need; assistance
- The Hebrew word for commandment

### Maze

Ride your bicycle through the neighborhood to bring a pie to Grandma Sadie.



**Q** WHAT CAN ONE CLOCK DO TO HELP ANOTHER CLOCK?

**A** HE CAN LEND A HAND.

**Q** HOW DO WE KNOW THAT THE OCEAN IS FRIENDLY?

**A** IT ALWAYS WAVES TO US.

Answer Key  
 1. neighbors 2. forward 3. gemilut chasadim  
 4. people 5. kindness 6. habit 7. help  
 8. mitzvah

MORE PJ LIBRARY RESOURCES

[bit.ly/neighborliness](http://bit.ly/neighborliness)

### Word Jumble

Directions: Unscramble each of the clue words. Then, unscramble the letters that appear in  boxes for the final message.

**1. DEKHTZAA**

Jewish value of "righteous giving"

**2. CUMOTNIMY**

People who live and work together are called a \_\_\_\_\_

**3. MINPUKP**

Orange squash popular in autumn celebrations

**4. KUTSOK**

Festival holiday when Jewish people spend time in huts

**5. VIIGGN**

Providing something to another person

**6. EDENS**

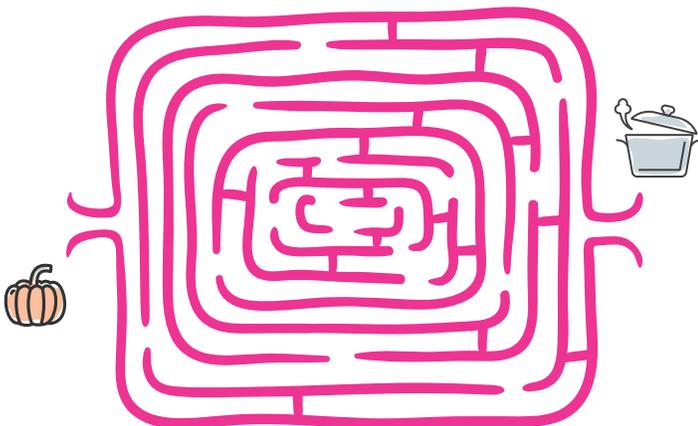
       

Things someone has to have

### Maze

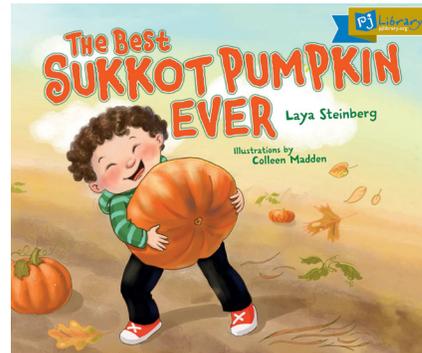
Help Micah get from the pumpkin patch to the soup kitchen.



1. tzedakah; 2. community; 3. pumpkin; 4. Sukkot; 5. giving; 6. needs; Final message: soup kitchen  
Word Scramble Answer Key

## BIG QUESTION

What can we do to meet the needs of other people?



### The Best Sukkot Pumpkin Ever

Righteous giving  
Tzedakah  
תְּדָקָה

#### DISCUSS JEWISH VALUES WITH YOUR CHILD

Tzedakah, the act of giving, is a central Jewish value because helping people in need is a just thing to do. Judaism teaches to think of others and give generously.

What are some of the things that people need, and how can you help those people?

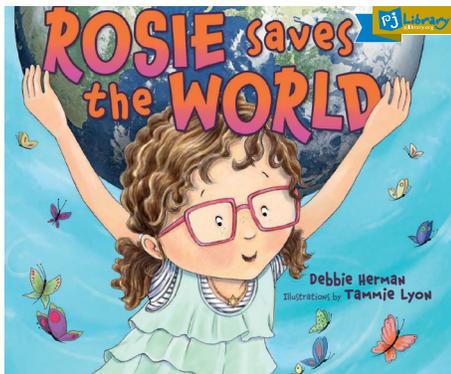
What is one thing we could do right now as a family to help someone in need in our community?

#### DO FUN STUFF AT HOME

Make giving tzedakah a habit for your family and share your enthusiasm! Create colorful posters or flyers about an organization that is important to you, such as a medical foundation or animal shelter. Hang your creations at school to encourage others to support their work. How will you help the organization? Maybe your family will collect needed items, fundraise, or visit and lend a hand.

## BIG QUESTION

What does it mean to be responsible to someone else?



### Rosie Saves the World

Responsibility to others  
Areyvut  
עֲרֻבוּת

### DISCUSS JEWISH VALUES WITH YOUR CHILD

The Jewish concept of *areyvut* (responsibility to others) urges individuals to help people in need, whether they are familiar and live in your community, or unknown in the world-at-large.

Why should we help people we don't know?

How do we help each other in our family?

### DO FUN STUFF AT HOME

Host a mini-Mitzvah Day with another family. Bake cookies for your local firehouse or police station (and save some to eat yourself), make no-sew blankets for a children's hospital, or come up with your own idea. Deliver the items together.

### Word search

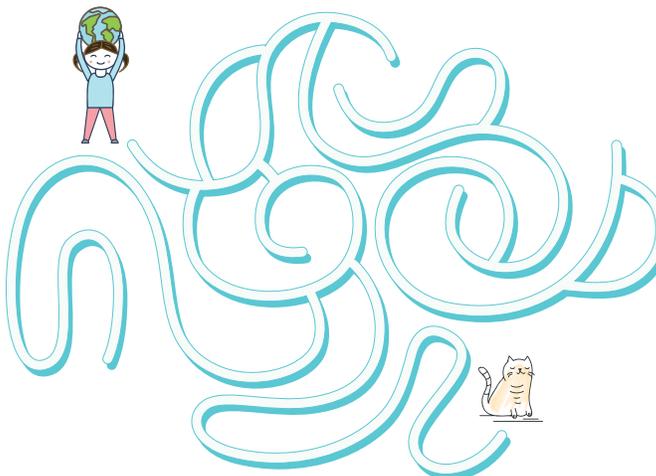
Find the following words in the grid. Words are written left to right and top to bottom.



- baby
- family
- mitzvah
- tikkun olam
- cans
- help
- needs
- care
- home
- sing

### Maze

Rosie has volunteered to help at the animal shelter today. Help Rosie find her way there.



WHAT DO YOU CALL A BULL WHO TAKES CARE OF THE REST OF THE FARM?



RESPONS-A-BULL



SOMETIMES I LEAN TO ONE SIDE. SOMETIMES I STAND UP STRAIGHT. BUT I AM ALWAYS AT MY HAPPIEST WHEN I EVENLY DISTRIBUTE MY WEIGHT. WHAT AM I?



BALANCE SCALES

### MORE PJ LIBRARY RESOURCES

Discover easy service projects to do as a family:

[bit.ly/family-service-projects](http://bit.ly/family-service-projects)

Find out ways to help others by performing a mitzvah a day: [pjlibrary.org/mitzvah-printable](http://pjlibrary.org/mitzvah-printable)

**Secret Message**

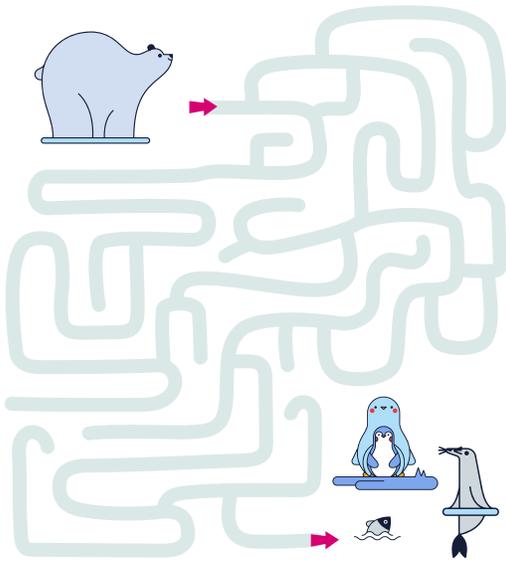
The code below matches each letter of the alphabet with a number. Find the letters that match with each number below to reveal a secret message.

A	B	C	D	E	F	G	H	I	J	K	L	M
11	3	17	21	4	25	9	16	20	1	8	22	12
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
6	10	26	2	19	18	14	5	24	7	13	23	15

7 4 11 19 4 11 22 22  
 17 19 4 11 14 4 21 20 6  
 9 10 21 18 20 12 11 9 4

**Maze**

Help the polar bear find his friends.



Knock, knock!  
 WHO'S THERE?  
 Doris.  
 DORIS WHO?  
 Doris closed, that's why I'm knocking!

Knock, knock  
 WHO'S THERE?  
 Canoe  
 CANOE WHO?  
 Knock, knock  
 WHO'S THERE?  
 Water  
 WATER WHO?  
 Water you doing later?

Canoe come over to play?  
 MORE PJ LIBRARY RESOURCES  
 bit.ly/celebrating-differences  
 (Answer: We are all created in God's image.)

**BIG QUESTION**

How can we honor and respect the differences among those in our community?



**Welcome**

Celebrating diversity  
 Tzelem Elokim  
 צֵלֶם אֱלֹקִים

**DISCUSS JEWISH VALUES WITH YOUR CHILD**

Tzelem Elokim (celebrating diversity / created in God's image) is a recognition that while everyone is different, we have a lot in common. Many communities are comprised of individuals with diverse backgrounds, abilities and beliefs, and everyone deserves to be treated with the kindness and respect.

What are some of the things that make you interesting and unique?

What can you learn from people with a different background or culture than yours?

How can you respond when someone has a very different opinion or belief than yours? What responses usually yield the best results?

**DO FUN STUFF AT HOME**

When a new family moves into your neighborhood, joins your synagogue, or comes to your school, make a "welcome wagon" kit to celebrate their joining your community. What would you need to provide to make this family feel welcome in your community?

# USING YOUR VOICES AND VISIONS POSTER AND TIKKUN OLAM NOTE CARDS

## UNPACK THE VOICES AND VISIONS POSTER WITH YOUR STUDENTS

Look at the poster: What do you see? (You might try covering the quote when you first explore the poster visually.) What types of buildings can you identify? What are the hands attempting to do?

## READ THE QUOTE

What do you think these words mean? What is a community? What do you think is missing from this community? What type of help do you think this community needs?

## MAKE A CONNECTION

Recreate the poster with images of one or more places in a community, such as your home, school, synagogue, town or country.

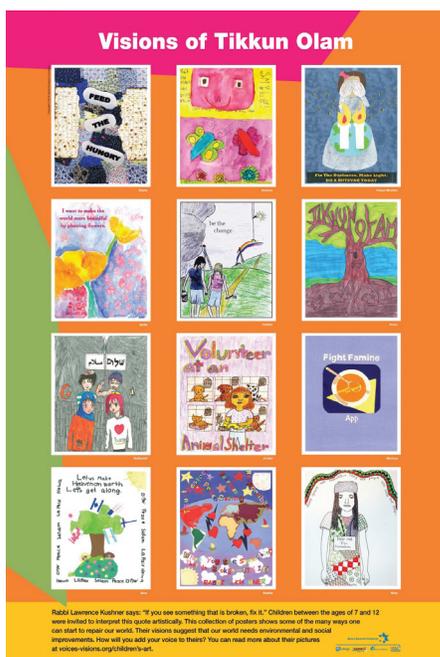
## THINK AGAIN

Imagine that instead of one pair of hands, this picture contained many pairs of hands. What type of help might each pair of hands be offering? How can people carry their community? Why can't one person carry it alone?

You can use these same categories of questions with the tikkun olam note cards. For more suggestions and mini-lessons, visit [pjgts.org/educators](http://pjgts.org/educators).

## “A COMMUNITY IS TOO HEAVY TO CARRY ALONE.” DEUTERONOMY RABBAH 1:10

Use these images to start a discussion when you need a transition or have a few minutes to spare. Display the poster and note cards to add to the environment of your classroom.



## MUSIC TO PLAY

*If Not Now, When* (Kathy Hirsh-Pasek and Ruth Pinkenson Feldman)

*Al Tifrosh Min Hatzibur* (Lisa Litman)

*Lo Alecha Hamlachah Ligmor* (Cantor Jeff Klepper and Rabbi Dan Frelander)

*Mitzvah Goreret Mitzvah* recorded by Linda Kates

**CONTACT**

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