

Tzedakah: A Holistic Jewish Practice

A supplementary education program for 5th grade learners together with their Grown Ups.

Volume 1
Lesson Plans

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SCOPE AND SEQUENCE

Unit Outlines

Introductory Lesson -

Learners develop intentions for exploring Tzedakah and helping others. They consider what it means to have life-long connections to Jewish practice and mitzvot. Activities guide families towards strengthening their relationships and engaging in difficult conversations together.

Unit 1: Looking to Ourselves -

This unit explores the holistic human needs of learners - the physical, social, emotional, mental, cultural and spiritual dimensions of a person. Differences between needs and wants are investigated. 5th graders are introduced to concepts regarding responsibility and engagement with money. Families explore these concepts together, providing Grown Ups the opportunity to develop skills and experiences in talking to their 5th graders about money and resources. These foundational understandings of oneself ground and guide the considerations of the holistic needs of others explored in the subsequent units.

Unit 2: Looking to the World Around Us -

This unit considers how Judaism suggests we should respond when we identify that the holistic needs of others are not being met. An in-depth exploration of Tzedakah allows learners to engage with various definitions and understandings outlined in Jewish texts. The Splatter Painting Poster Making activity in lesson 4 is the Memorable Moment in this unit. Learners conclude this unit with a concrete, personalised understanding of Tzedakah Values and how these might address the holistic Needs of Others.

Unit 3: Family Tzedakah Project -

This unit guides learners through the process of creating their own Family Tzedakah Projects. 5th Graders and Grown Ups choose holistic Needs of Others they wish to address and apply the Values of Tzedakah, using Research processes to develop and Reflect upon their own Tzedakah Acts. Siblings are invited to join for the final three steps in the process, as families create their own way to support those in need, planning, implementing and reflecting upon their Family Tzedakah Projects. The Tzedakah Acts and Reflection processes constitute the Memorable Moment for this unit.

Concluding Lesson -

Learners reflect on learning throughout this curriculum. Learners create an action plan for how to continue their Tzedakah Project into ongoing Tzedakah practices at home.

EDUCATIONAL RATIONALE

“When there is in your midst a person in want... you shall neither harden your heart nor remove your hand from your kinsfolk, the one who wants. Instead, you shall certainly open your hand to that person, and shall certainly provide for them enough to satisfy their needs, in accord with that which they need.” – Deuteronomy 15:7-8

Judaism provides multiple perspectives on Tzedakah (Righteous Giving), which can help guide modern Jews towards answering questions such as: why is giving *Jewishly* important? how much should I give? what counts as Tzedakah? This curriculum guide introduces ancient texts and traditions, engages with them in the modern context, and then allows for personalised and meaningful application into contemporary practices. It provides a basis from which lifelong engagement with this *mitzvah* (commandment) can be developed.

This curriculum guide understands Tzedakah as both a theological component of Jewish life, and a communal responsibility. It is based upon traditional definitions of Tzedakah, in particular distinct from words such as philanthropy and charity, which are often used incorrectly as synonyms.¹ Giving Tzedakah embodies the notion of *b'tzelem Elohim*² as it values all people as equal and worthy of respect, resources and responsibility. This understanding leads Jews to ensure (or aspire towards) fair and equal treatment between all people, expressing Tzedakah also as a responsibility *bein adam l'chavero*.³ To address these responsibilities it is important to understand poverty and hardship facing individuals today.

Deuteronomy 15:7-8, quoted above, suggests practicing Jewish tradition and understanding the needs of others embodying holistic approaches. As such, this curriculum guide recognises poverty not just as a lack of resources or money, but an oppression of the holistic dimensions of the one in need – that is, the physical, social, emotional, mental, culture and spiritual components of each person. Tzedakah practices, therefore, are more than just giving money. Opening one's heart and hand necessitates intentional thought, effort and sacrifice. This approach requires considering the needs of those experiencing poverty and hardships that face our society in the 21st century. These perspectives bring new light to Tzedakah, but they are grounded in ancient texts and traditions.

¹ Note: Tzedakah, philanthropy and charity are often used interchangeably in colloquial settings, but Jewish tradition and the etymology of the terms themselves suggests specific distinctions. Tzedakah = mandatory law; philanthropy = love/humanity; charity = emotion

² Note: the idea that all people are made in the image of God.

³ Note: the idea of a mitzvah that is between one person to another.

This curriculum guide is designed primarily for fifth graders together with their *Grown Ups*, in a supplementary school setting of either a family education or grade-based learning model. Siblings are invited to join in the application of the Family Tzedakah Project in Unit 3, to enhance the family experience. As a family education curriculum, it is grounded in Rabbi Joel N. Abraham's modern approach to Rambam's *Tzedakah* hierarchy: *RAYBAM's Ladder of Teaching Tzedakah to Your Children*, which ultimately aspires to "8. Partner with your children, and decide together to whom and how much to give of your money and theirs."⁴ This lens assists families in engaging together in open conversations about Tzedakah and ethical considerations of money and resources.

Fifth graders, eager to be treated as *Grown Ups*, are curious about the world, concerned about equality and fairness, and crave challenging conversations.⁵ They are beginning to conceptualise money and resources as components of the economy and to perceive relationships between working, reimbursement and responsibility. Parents/Guardians, constantly developing their own Jewish practices, are tasked with sharing these and explaining them to their children, whilst also engaging and guiding their families towards continuously meaningful Jewish lives. Establishing this learning environment allows fifth graders to explore the content they are seeking, whilst empowering parents/guardians to conduct these conversations outside of the institution.

This format engages parents/guardians in their children's education, synthesising Jewish life in the home with that in the institution. It empowers family involvement with the institution, and in particular the institutions' Tzedakah projects, beyond this curriculum. This curriculum guide is intended as a precursor to beginning a b'nei mitzvah program and/or project. It encourages considerations of Tzedakah and the role of the *mitzvot* in the lives of young learners and families, prior to engaging in their formal journey towards b'nei mitzvah. This reinforces Tzedakah as a life-long practice, to be engaged with before, during and after the b'nei mitzvah ceremony and the journey towards becoming a Jewish adult.

⁴ Zamore, 2019, p xxxiv

⁵ Wood, 2015, p119-143

As such, this curriculum guide is guided by the following -

Enduring Understandings:

- As a mitzvah, a Jewish responsibility and life-long practice, Tzedakah necessitates intentional thought, effort and sacrifice.
- Jewish texts and traditions call upon Jews to respond to the holistic human needs of those currently experiencing poverty.
- More than just giving money, meaningful practices of Tzedakah recognise poverty and wealth as constantly moving phenomenon.

Goals: as the educator, I aim for this program to

- Introduce learners to traditional and contemporary understandings of Tzedakah from which meaningful personalised connections can be developed.
- Encourage learners to consider their own needs and resources and observe the unmet holistic needs of others, to serve as the basis of their Tzedakah endeavours.
- Guide families to develop, implement and reflect upon a Family Tzedakah Project, a framework to inspire a life-long Tzedakah Practice.

Essential Questions: for learners to consider throughout this program

- Why is giving Jewishly important to me?
- What kinds of Tzedakah do I want to give? To whom? How much? Where do these resources come from?
- What can I learn about myself, my family and Jewish practice, by engaging in this curriculum together?
- How can understanding holistic human needs guide my giving practices to come from the heart and with an open hand?

LETTER TO THE TEACHER

Dear Educator,

I am honoured that you are considering implementing this curriculum guide in your institution.

This curriculum understands Tzedakah as a mitzvah and a life-long Jewish responsibility, responding to the unmet holistic human needs of others - the physical, social, emotional, mental, cultural and spiritual dimensions of a person. Intended for 5th Graders and their Grown Ups, these 13 90-minute sessions invite learners to explore, discuss, debate and uncover together, traditional and modern interpretations of, and personal connections to, Tzedakah. Learners evaluate and monitor their own resources and needs and use their observations of the world around them to help develop a Family Tzedakah Project.

Families participate in learning activities together and there are opportunities for 5th Graders and Grown Ups to learn independently of one another. Siblings are invited to join for the final three stages of Unit 3, as families develop and implement Family Tzedakah Projects. Even if your families are not accustomed to learning together in your institution, the learning activities guide participants to establish a safe and meaningful learning environment, which might suggest this curriculum is an ideal entry into family education for these learners.

As the educator of this curriculum, you do not need to be an expert on traditional understandings of Tzedakah. Explorations of traditional texts are intended to initiate conversations and invite multiple perspectives, not provide definitive answers. Throughout the lessons, I've shared some of my own learning with you. These notes guide you and the learners towards engaging in a diverse range of ideas about Tzedakah. You will be a most successful facilitator if you are dynamic; responsive to different learners needs and adapt learning activities when required; cater to the learning needs of both the 5th graders and their Grown Ups and be able to help families navigate difficult conversations; and excited about helping each individual and family develop their own understandings of and connections to Tzedakah.

At least two facilitators are required during many of the sessions, these are notated with ***Multiple Facilitators Required**, underneath the title of the lesson. To assist families in the various activities, it is recommended that multiple facilitators be present for all sessions.

This curriculum should be followed chronologically. Learners are first asked to consider their own holistic human needs (Unit 1), before responding to those unmet needs of others (Unit 2). Families follow a process to develop and implement a Family Tzedakah Project (Unit 3).

This culminating unit, is comprised of 5 Stages towards developing, implementing and reflecting upon their Family Tzedakah Projects. It is likely that you will need to add sessions in between each of the lessons that have been provided in this unit, depending on how much work learners are able to complete between sessions towards their projects.

Interactions with Tzedakah practices, traditions, projects, groups/committees, leaders and individuals from your community will enhance the learning in this program. I encourage you to include your wider institution and wider community into this learning process. Unit 2, Lesson 3 asks you to invite guests to share their experiences helping others in need. You may wish to add additional sessions to visit organisations offsite, to learn about how your community responds to the needs of others and conducts acts of Tzedakah. The more integrated your wider-institution can be to this curriculum, the stronger the bonds will develop between the learners, life-long Jewish practices and your wider community.

At the beginning of the curriculum, you should provide learners with a binder/folder to collect all handouts and resources. These will be referred to throughout the curriculum. Learners take this collection home with them at the end of the program, serving as a reminder of their learning and guide to assist in ongoing engagement with Tzedakah.

Additional instructions for how to use this curriculum guide can be found on the next page.

I hope this guide will be a foundation for you to create and develop with your learners' deep appreciation for Jewish traditions and values, and meaningful personalised and contemporary approaches to Tzedakah.

B'hatzlacha,

A handwritten signature in black ink, appearing to read 'Tammy Cohen', with a long, sweeping flourish extending to the right.

Tammy Cohen

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HINTS TO USING THIS CURRICULUM GUIDE

- Volume 1 contains all Lesson Plans and Outlines.
- Volume 2 contains all Handouts and Resources referenced in Volume 1.
- Each lesson is structured to be 90-minutes. Activities should be adapted to learners' needs as required. Use the learning objectives, lesson goals, and essential questions to ensure any adaptations enhance the trajectory of the program.
- Each unit emphasises various elements of the overarching Enduring Understandings. These are noted by underlining in the Unit Enduring Understandings, found in each Unit Overview.
- The program contains both scripted and unscripted units:
 - Scripted Sessions: include a timeline and step-by-step instructions for each learning activity. Speaking parts of notated in **bold**.
 - Unscripted Sessions: include an outline for each learning activity.
- ***Multiple Facilitators Required** identifies lessons where learning activities are run simultaneously for 5th Graders and Grown Ups.

Key:

When preparation prior to the lesson is required, green boxes appear at the beginning of the relevant activity (Volume 1) or at the top of the Handout (Volume 2).

*"Moderate Preparation and Set Up" is also listed in the **Notes** section in the lesson overview.*

Handouts that require cutting out beforehand are marked at the top of the Handout in Volume 2, with:



Note to Teacher: will appear in black boxes throughout the lesson plan. These provide instructions for the facilitator or suggest alternative activities or approaches to components of the lesson.

Blue Boxes provide instructions on how to navigate the lesson plan when there is a shift in lesson structure. For example, to divide Families into simultaneously run activities for 5th Graders and Grown Ups, or to bring Families back together.
This usually involves page jumps in the lesson plan.

INTRODUCTORY LESSON (SCRIPTED LESSON)

Introductory Lesson: Our Responsibility

Overview:

In this lesson, learners develop intentions for exploring Tzedakah and helping others. They consider what it means to have life-long connections to Jewish practice and mitzvot. Activities guide families towards strengthening relationships to each other and engaging in difficult conversations together.

Essential Questions:

- What do I want to learn about Tzedakah?
- How can engaging in these topics with my family strengthen our connection to lifelong Jewish practices?

Goals:

- To introduce *individuals* to the concept of Tzedakah.
- To allow *families* to set intentions for engaging in this content together.
- To create an environment where *families* and the *cohort* feel comfortable engaging together in deep and challenging conversations.

Objectives:

By the end of the lesson, *individuals* should be able to:

- Articulate that Judaism encourages us to help others fulfil their needs through actions engaging our hearts and hands.

By the end of the lesson, *families* should be able to:

- Articulate goals and intentions for engaging together in Tzedakah practices.

Timeline:

0:00-0:10	Set Induction - Mitzvot and Tzedakah Brainstorm	Family Activity
0:10-0:30	Activity 1 - Build	Family Activity
0:30-0:55	Activity 2 - Text Study	Family Activity
0:55-1:25	Activity 3 - Family and Group Brit	Family Activity
1:25-1:30	Closure - Ticket to Leave	Family Activity

Materials:

- Whiteboard and markers
- Tinker Toys or similar construction toys (one set per family)
- Pens (one per learner)
- Folder/Binder (one per learner)
- Spare paper
- Post-It Board Large Sheets (2-3 sheets)
- Markers (2-3 assorted colours)

Handouts:

- Handout 1 - Build Instructions (one per family)
- Handout 2 - Text Study (one per learner)
- Handout 3 - Family Brit (one per learner)
- Handout 4 - Ticket to Leave (one per learner)

0:00-0:10 Set Induction - Mitzvot and Tzedakah Brainstorm Family Activity

Write the words Mitzvah and Tzedakah on the whiteboard.

Say: **What comes to your mind when you hear the word Mitzvot or Tzedakah?**

Allow participants 7 minutes to list everything they already know or think about these two words.

Say: **Tzedakah is one of the mitzvot in Jewish tradition. In this program, we are going to discover what Tzedakah means to us in our own lives and in the lives of our families, to inspire the ways in which we wish to practice our Judaism. We are going to explore some acts of Tzedakah that we can implement into our everyday lives, and create some larger projects, that require more planning and coordination with others in our communities.**

In our first unit, we will explore our own needs - the fundamental things that we require to live happy and healthy lives. The second unit helps us to think about the needs of others, and study many different ways that Judaism suggests we might respond to these needs. We will take all this learning and our own personal connections to Jewish responses to create our own Family Tzedakah Projects.

Most of these sessions will be us 5th graders with our Grown Ups. In the final unit, we will invite siblings to join us, so that the whole family can be together as we turn these Tzedakah Project ideas, values and our learning into action. We think about these concepts of Mitzvot and Tzedakah together as a family to help us strengthen our personal connections to our Jewish practices and for the future. When we finish this program, we will each have a deeper sense of what Tzedakah means to us, and how we want to engage with acts of Tzedakah in the future.

Note to Teacher: At the end of the brainstorm, take a photo of the ideas on the board. Keep this photo. It will be used again during the Set Induction of the Concluding Lesson, at the end of the program.

0:10-0:30 Activity 1 - Build

Family Activity

Prior to the session: Divide up the Tinker Toys so that each family unit has an equal amount of supplies and space to complete the Build activity. Cut out Handout 1 - Build Instructions [Volume 2, p2] so each family has one slip of paper.

Give each family one slip of paper - either instructions A or B from Handout 1 - Build Instructions [Volume 2, p3]. Say: **Our first task is to build the tallest structure you can using the supplies provided. There are two rules: one, you can only use the materials you have been provided with. The second rule is listed on your Instructions page. Your instruction might be different to other groups. Make sure to look around and see what is happening, but also make sure to follow your family's instruction.**

Some families are asked to build the structure as a family; others to build the structure individually, sharing materials with their family. The goal is to notice the differences, opportunities and challenges working individually verses working as a family. This activity invites learners to begin the conversation of *our responsibility*, verses individual responsibility. Allow learners 10 minutes to build their structures.

Say: **We are going to look at each family's structure. As we go around the room, please say what your specific instruction on the handout was.**

Quickly go around the space and let participants see the different kinds of structures that were made. This should take 1-2 minutes. For the last 5 minutes, ask some of following discussion questions to the whole group:

- What was easy about working with these instructions?
- What was challenging about working with these instructions?
- What was it like to work on this task with your family unit?

Learner responses might include:

- Working as a family meant we could build a taller structure, as we didn't need to share supplies, but it can take longer as we need to discuss how to use the supplies and there are more opinions to hear.
- Working as individuals meant navigating how to share the supplies. There was more discussion about who gets what materials. We ended up with smaller individual structures.

Say: **From this activity we can see that working together allowed us to fulfil the goal of the building project more successfully - although working together can come with some challenges of conversation and sharing of supplies. We will spend more time today exploring how to navigate these challenges in our family, as we work towards our Tzedakah project goals.**

0:30-0:55 Activity 2 - Text Study

Family Activity

Give each learner a copy of Handout 2 - Text Study [Volume 2, p4] and a pen.

Say: **Take a minute or two to read Deuteronomy 15:7-8, two verses from the Torah.**

Allow learners 1-2 minutes to read the handout.

“When there is in your midst a person in want... you shall neither harden your heart nor remove your hand from your kinsfolk, the one who wants. Instead, you shall certainly open your hand to that person, and shall certainly provide for them enough to satisfy their needs, in accord with that which they need.” - Deuteronomy 15:7-8

Say: **Together with your family, what do you understand this quote to say?**

Allow families 2-3 minutes to discuss this question.

Learner responses might include: We have a responsibility to help others in need, by providing them what they need.

Say: **How do you understand the way in which “heart” and “hand” are used in this passage? How do these suggest we should engage ourselves in helping others?**

Allow families 3-4 minutes to discuss this question.

Learner responses might include: heart means we should care about the other, be sympathetic and empathetic to their needs; hand means that we should be actively involved in helping them.

Say: **How might this passage from Torah guide the way we think about helping others?**

Allow families 2-3 minutes to discuss this question.

Learner responses might include: helping others takes time, effort, energy. It is active and comes from the heart.

Say: **Let’s share a few responses to this final question: how does this passage guide how we might think about helping others?**

Allow learners 3-4 minutes to share their responses.

Say: **This text invites us to think about fulfilling the mitzvah of Tzedakah holistically - that is, with our whole self. It is about giving with meaning and intention, actively considering the needs of others. We are encouraged to open our hands and give from the heart, helping those in need with care and thought. As we continue through this program, we will explore the needs of others that we see in the world, whilst thinking about how we can give with intention and thought from our hearts, in order to embody this passage**

from Torah. This is just one way of understanding Tzedakah. We will explore many different concepts and understandings of Tzedakah as found in the Torah, in Rabbinic traditions and in modern practices. We will think about who should give Tzedakah, when to give it, how much, what constitutes Tzedakah, and many other ideas.

Hand out the binder/folder that each learner is going to use throughout this program.

Say: **Throughout this program, we will gather sources, thoughts, texts and activity sheets into a binder/folder. We will continually add to these collections, so that when we get to putting all this learning together, we will have records of each step along the way. This page [Handout 2 - Text Study, Volume 2, p4] will be the cover page for our binder/folder. It will be a reminder of the guiding principles of hand, heart and needs that will guide us through this program. Take a few minutes to complete this page, writing your name and your initial thoughts about helping others underneath the text. Then, place the page into your binder.**

Allow learners 4-5 minutes to complete this.

1:00-1:25 Activity 3 - Family and Group Brit

Family Activity

Say: **It is important when new learning communities join together that we establish protocols to help create a safe and enjoyable learning environment for everyone. This is especially true in our family units, as we will be exploring, discussing, debating, questioning and learning together, interacting in ways that might be very different to when we are at home.**

Give each learner a copy of Handout 3 - Family Brit [Volume 2, p5], spare paper and a pen.

Say: **Together with your family, go through these prompts and discuss how you aim to create a learning environment that is safe and enjoyable for everyone. Make sure to discuss each response in detail and make sure it works for everyone before writing it on your handout. You might want to write ideas on spare paper before writing your final responses on the handout. Each person will complete a copy to keep in their binder/folder.**

Allow each family 10 minutes to respond to the following prompts on their handouts.

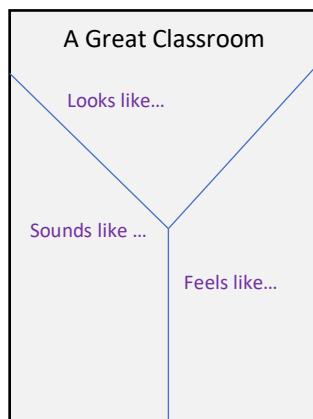
Learner responses might include:

- We will show respect to each other by: listening, creating space for multiple opinions, being open to different points of view.
- We will help each other by: sharing ideas and experiences, being open and respectful,

- We will make sure everyone's voices are heard by: taking in turns to speak, raising our hands, allowing thinking time
- I will be responsible for my own learning by: being respectful, remembering my binder/folder, leaving my phone in my bag
- Our family is also thinking about:

Say: **It is not just our individual families that need to be in agreement about how to create a safe and enjoyable learning environment. It is also a responsibility for us all to create a Brit, an agreement, together. We are going to collect our thoughts for what a Great Classroom looks like, sounds like and feels like.**

On a large piece of Post-It Board write the words: "A Great Classroom" with markers and divide the page into 3 sections, using a Y shape. Write "looks like.." "sounds like" and "feels like" in each section. Ask learners to fill in each of the sections. Allow 8-10 minutes to complete this chart. Example of chart:



1:25-1:30

Closure - Ticket to Leave

Family Activity

Prior to the session, cut out Handout 4 - Ticket to Leave [Volume 2, p6], so each learner receives one Thought Bubble "ticket."

Say: **Before we leave today, I want to know from each of you - what is one thing that you still want to learn about Tzedakah? Take a moment to think back to the brainstorm on the whiteboard from the beginning of the lesson, and the text study that we did together, and write on the Thought Bubble [Handout 4 - Ticket to Leave, Volume 2, p6] one thing you'd still like to learn about Tzedakah.**

Give each learner one Ticket to Leave Thought Bubble, a pen and 4 minutes to complete the activity. Learners may leave when they have handed in their response.

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UNIT 1: LOOKING TO OURSELVES

Unit Overview

This unit explores the holistic human needs of learners - the physical, social, emotional, mental, cultural and spiritual dimensions of a person. It considers the differences between needs and wants, allowing learners to contemplate their own current, past and potential future needs and how these have/might change over time.

5th grade learners are introduced to concepts regarding responsibility and engagement with money, guiding them towards understanding the cyclical nature of the economy and how one's needs can change rapidly. Families explore these concepts together, providing Grown Ups the opportunity to develop skills and experiences in talking to their 5th graders about money and resources.

These foundational understandings of oneself ground and guide the considerations of the holistic needs of others explored in the subsequent units.

Unit Enduring Understandings:

- As a mitzvah, a Jewish responsibility and life-long practice, Tzedakah necessitates intentional thought, effort and sacrifice.
- Jewish texts and traditions call upon Jews to respond to the holistic human needs of those currently experiencing poverty.
- More than just giving money, meaningful practices of Tzedakah recognise poverty and wealth as constantly moving phenomenon.

Unit Essential Questions:

- How might I think about, monitor and respond to my own holistic human needs and my wants?
- What does it mean to have a responsible money ethic?
- How might our family talk comfortably about our own needs and financial situation?
- What kinds of support do I seek when I'm in need?
- How do I ask for help?

Key Terms:

Holistic Human Needs -

responding to the physical, social, emotional, mental, cultural and spiritual dimensions of a person⁶. That is, not just the situation one finds themselves in (e.g. living with an illness), but the impact this illness has on their life at large.

Responsible Money Ethic -

acquiring and using financial resources in ways that are guided by values and principles, engaged with purposeful considerations, leading to intentional choices.

Unit Objectives:

By the end of the Unit, individuals should be able to:

- Differentiate individual holistic human needs from wants and articulate how to respond and adapt when needs and wants change.
- Explain that specific choices must be made regarding allocation of financial resources in family life, and that this may involve difficult decision making, choosing some things whilst giving up others.

Lessons Overview:

Lesson 1: Needs vs Wants

Lesson 2: Exploring what I have

Lesson 3: When my needs change

Assessments:

Building Block Assessment - Weekly Journal (or other style of recording information) as individuals, often together with their families, responding to core content from each lesson and providing a framework for contemplation of the content at home between sessions. Each lesson provides guiding questions as part of the Closure and At-Home reflection. Learners submit their Journal at the end of the Unit for the facilitator to review. The Journal should then be returned and placed in the individual binder/folder, where all handouts are being stored (if the Journal is digital, then an adaptation should be printed for the binder/folder). These reflections are to be used later in Units 2 and 3, so learners should be encouraged to take their time as they work on these weekly entries.

⁶ <https://www.webmd.com/cancer/qa/what-does-holistic-care-mean>

Lesson 1: Needs vs Wants

Lesson Overview:

In this lesson, learners determine differences between needs and wants. They reflect upon their own needs and consider how to monitor and respond to them. Learners delve into Maslow's Hierarchy of Needs, explore movie clips and consider the Nisim Bechol Yom as frameworks for understanding holistic human needs. This lesson concludes with learners developing a personalised reflection protocol, to be completed in each lesson in this unit.

Essential Questions:

- How might I think about, monitor and respond to my own holistic human needs and wants?

Goals:

- To encourage *individuals* to notice and reflect upon their own realities.
- To provide *individuals* with the everyday strategies to respond and adapt to their own needs.
- To support productive conversations within *family* structures regarding the individual needs and wants of family members.

Objectives:

By the end of the lesson, *individuals* should be able to:

- Differentiate needs from wants.

By the end of the lesson, *families* should be able to:

- Articulate their individual needs and wants to one another within their family.

Materials:

- 4 computers set up with internet access
- Tape (4 rolls)
- Pens/markers (1-2 per family)
- Cardboard boxes cut into small rectangles (6" x 3" / 15cm x 8cm), one per learner
- Beads (3 per learner)
- Elastic (about 10" / 25cm per learner)
- Markers
- Stickers (one per learner)
- Paper (1-2 per learner)

Handouts:

- Resource 5 – Needs and Wants (one copy on large paper)
- Resource 6 – Pyramid drawn onto 4 large post-it boards
- Resource 7 – Nisim Bechol Yom (4 copies on large paper)
- Resource 8 – Instructions (4 copies on large paper)
- Handout 9 – Questions (cut up slips enough for at least four per family)
- Handout 10 – Maslow's Hierarchy of Needs (one for each learner)

Notes:

- Preparation and moderate Set Up required:
 - For Activity 1: set up 4 stations around the room, each including a computer, post-it boards hung, pages printed, tape. Instructions on p21.

Lesson Plan (90 minutes)

Set Induction - Needs vs Wants Spectrum

Family Activity

Prior to the session, print a copy of Resource 5 - Needs and Wants Volume 2, p8-9] and place one on each side of the room.

Establish a spectrum (line) across the room with *Needs* at one end and *Wants* at the other [Resource 5 - Needs and Wants, Volume 2, p8-9]. Participants choose a place to stand at any point along the spectrum as the facilitator asks a range of prompts. The goal is for learners to consider what is a need and what is a want. Prompt examples include food, PlayStation, shelter, chocolate, love, coffee, job, education, sweater, holidays etc. Facilitator should encourage learners to share why they chose that point along the spectrum - especially for those examples where learners are particularly spread out in their positions along the spectrum.

Activity 1 - Holistic Human Needs

Family Activity

Prior to the session, set up 4 stations around the room. Each station should have a computer with internet access, and each of the following Resources hung on the walls:

- Resource 6 - Pyramid [Volume 2, p10] drawn on to a large post-it board
- Resource 7 - Nisim Bechol Yom [Volume 2, p11-13] printed on large paper
- Resource 8 - Instructions [Volume 2, p14] printed on large paper
- Handout 9 - Questions [Volume 2, p15], cut up enough slips for at least one per learner.
- Tape

Set each computer up to one of the following YouTube Videos, to play on loop. Use the links below, or search the titles as listed in YouTube:

[Maslow's hierarchy of needs - The Lion King](#)

[Up Motivation, Maslow, & Movies](#)

[Maslow's hierarchy of Needs in Despicable Me - Lottie & Jade](#)

[Maslow's Hierarchy of Needs in Finding Nemo](#)

Note to Teacher: These clips articulate specific needs from Maslow's Hierarchy. In this activity, learners should be encouraged to find others in addition to the ones the clips identify.

Provide each learner with Handout 10 - Maslow's Hierarchy of Needs [Volume 2, p16] and a pen/marker. Explain Maslow's Hierarchy of Needs⁷ with emphasis on the collection of needs that Maslow identified, rather than the hierarchy itself. Families go together to each station around the room. As the videos play on loop, learners complete slips of paper from Handout 9 - Questions [Volume 2, p15], using Resource 8 - Instructions [Volume 2, p14] as a guide.

After families have completed all stations, join back together and review responses, ensuring the differences between the levels is clear. Discuss the relationships between the Nisim Bechol Yom with the levels of Maslow's Hierarchy of Needs. Explain that Maslow's Hierarchy of Needs emphasises holistic human needs. Remind learners that "needs" were mentioned in the text studied in the opening session.

Activity 2 - Needs Indicator

Family Activity

Prior to the session, cut the cardboard boxes into small rectangles (approximately 6" x 3" / 15cm x 8cm), one per learner.

Ask learners to think of a time when they felt they needed something and didn't get it. Ask them to share in their families and allow each family member time to speak. How did it make them feel? What did they do about it? Did they really need it? Brainstorm with family members what they might do in the future to respond to this particular need. What can they do? Who can they ask for help?

Individuals then create their own Needs Indicator, with the goal of using these at home to help learners check in about their wants and needs. Use the cardboard pieces, beads, elastic, markers and stickers to create the indicator. The scale should have a "holistic needs" zone and a "wants" zone. The beads can slide up and down to help individuals decide if something is a need or a want. Stickers can be used to set the middle of the scale, and/or decorate. *Example:*



⁷ <https://www.simplypsychology.org/maslow.html>

Activity 3 - Establishing a Reflection Protocol

Family Activity

Develop a reflection process for this unit. Allow individuals time to decide how they wish to document each session and complete at-home tasks between sessions. Some tasks are individual, and some are together with their family members. Example ideas include: a written journal, a google document, an Instagram account/story, etc. These reflections are to be used later in Units 2 and 3, so encourage learners to take their time as they think about their responses.

Closure - Journal Entry

Family Activity

Learners document their first entry to the Weekly Journal, using the format they determined in Activity 3. Provide paper and pens and any other materials required for learners to complete their journals. Prompt for this session is: reflect on today's learning. How do you define the differences between needs and wants? What does this mean for you? What challenges might this present? How might you anticipate responding to these challenges?

Between Session Task: Learners capture moments when they stopped for self-reflection, identifying needs and wants in their lives. They should note specifically any situations when they changed their mind based on considerations of needs and wants, rather than impulsive decisions.

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Lesson 2: Exploring What I Have

*Multiple Facilitators Required

Lesson Overview:

In this lesson, learners consider what financial resources they have and where they come from. 5th graders investigate how to make responsible choices regarding spending financial resources. Grown Ups reflect the challenges talking about money with their 5th graders. All learners explore the story of The Golden Calf, to uncover challenges talking about money and the decision-making process of how to spend it and practice engaging in these conversations through a simulation exercise.

Essential Questions:

- What does it mean to have a responsible money ethic?
- How might our family talk comfortably about our own needs and financial situation?

Goals:

- To encourage *individuals* to notice and reflect upon their own realities.
- To inspire *individuals* to make responsible choices regarding the use of financial resources.
- To support productive conversations within *family* structures regarding their access to and engagement with financial resources.

Objectives:

By the end of the lesson, *individuals* should be able to:

- Articulate that the process of acquiring and making responsible choices regarding the use of financial resources is complicated.

By the end of the lesson, *Grown Ups* should be able to:

- Articulate the guiding rules that influence the choices they make in regard to spending money.

By the end of the lesson, *families* should be able to:

- List questions for consideration about how to make decisions about spending money.

Materials:

- Pens (one per learner)
- Whiteboard and markers
- Computer and Projector
- Each family needs access to one laptop with wifi access
- Paper (1-2 per learner)

Handouts:

- Resource 11 – Needs Cards (one set of cards cut out or written onto post it notes)
- Handout 12 – My Family Needs and Resources (one per learner)
- Handout 13 – Discussion Questions (one per Grown Up learner)

Notes:

- Preparation and moderate Set Up required:
 - For Set Induction: print and cut out cards of Resource 11 – Needs Cards [Volume 2, p17-25] or write them on to post it notes and place them on the walls around the room.

Lesson Plan (90 minutes)

Set Induction – Needs vs Wants Revision

Family Activity

Prior to the session, print and cut out cards of Resource 11 – Needs Cards [Volume 2, p17-25] and place them on the walls around the room.

This activity draws upon learner’s reflections since last session and recorded in their Weekly Journal, reinforcing the differences between needs and wants. Learners stand next to a card that represents a need they experienced in the last week and recorded in their Weekly Journal. Ask individuals to share, if they’re willing, why that was a need. Repeat, this time, standing next to a want and asking participants to share. Remind students that they should make choices throughout today’s session based upon evaluating their needs and wants.

Divide the group into Grown Ups and 5th grade learners.
Activity 1b for Grown Ups continues on page 30.

Activity 1a – Responsible Money Ethics

5th Grade Activity

Provide 5th Grade learners with Handout 12 – My Family Needs and Resources [Volume 2, p26] and a pen. Learners complete the handout and then share responses and make edits/additions to their handout.

Write the words “Responsible Money Ethic” in the middle of a whiteboard. Brainstorm as a group what they think this phrase means. Focus on understanding the definition of *Responsible Money Ethic – acquiring and using financial resources in ways that are guided by values and principles, engaged with purposeful considerations, leading to intentional choices* (key term for this unit). Ask learners to consider how one might make responsible choices about how to spend money. What kinds of considerations might we have to make?

Watch the following YouTube video titled “[Girl Meets World – Girl Meets Money – Episode Clip](https://www.youtube.com/watch?v=ZDJJWHcjY)⁸”. Discuss the clip, exploring some of the following questions:

- How does this video describe the purpose of money?
- According to this video, what might a *responsible money ethic* be? How might we use money responsibly?
- What does “money is paper we put our faith in” mean?
- What are the risks about using money irresponsibly in this video?

⁸ <https://www.youtube.com/watch?v=ZDJJWHcjY>

Watch another YouTube video titled "[Boy Meets World.. Eric's Happy Dance⁹](#)". Discuss the clip, exploring some of the following questions:

- What does it mean to be responsible with money in this video?
- Who is responsible for why things went wrong?
- What are the risks about using money irresponsibly in this video?
- Whose money is Eric risking in this video?
- In this video, who is responsible for making ethical choices about the use of money?
- What might happen to Eric if he the man doesn't return to pay him back?
- What are the differences between these two videos?

After exploring the two videos, explain that the Torah has a core example of when our ancestors had to make choices that related to responsible use of resources. Retell the story of the Golden Calf (Exodus 32)¹⁰. Explore the choices that the Israelites had to make and the impact these decisions had on the Israelites, God, Moses and Aaron. For example:

- Israelites pleaded to Aaron to save them, concerned that Moses and God had abandoned them. When Aaron came up with the solution of the Golden Calf, they had to decide whether to give their gold [their valuable resources they had been able to bring from Egypt] for this cause, or to remember their commitment to loving only One God and to reject this method, whilst also keeping their valuable resources for later when they might need it. What else might they have needed these resources for later? To buy food, clothes, houses, swap/sell for other resources.
- Aaron had to decide whether to wait for Moses or give in to the pleas from the Israelites for another solution. Aaron chose gold as the material, why did Aaron choose the most valuable materials to use for this? Aaron had been chosen by God to be one of the leaders of the Israelites. As a result of these actions, many believe this was one of the reasons why Aaron was not allowed to enter the Land of Israel.
- God had to decide whether or not to still have those who had worshipped the Golden Calf as part of Covenant. God threatened to kill all the Israelites and start the people anew from Moses. Moses had to convince God to forgive them for these actions.
- Moses came down from Mount Sinai, when he saw what the Israelites were doing, he became angry, and smashed the tablets with the 10 Commandments. He ruined these sacred items and had to go to God and apologise and get new tablets. This put into jeopardy further the relationships between God and Moses and the Israelites.

⁹ <https://www.youtube.com/watch?v=ZDJJWHcjYI>

¹⁰ <https://www.sefaria.org/Exodus.32.1?lang=bi&with=all&lang2=en>
<https://www.myjewishlearning.com/article/responsible-spending/>
<https://www.myjewishlearning.com/article/the-golden-calf/>

Some guiding questions include:

- If you were an Israelite at this moment, what considerations might you have thought about before deciding whether to give your gold (their version of money) towards creating the golden calf?
- The Israelites did not know that they would be wondering in the desert for 40 years. What else might they have been able to use this gold for? How might this have impacted them in the long-term?
- Do you think they made a responsible or irresponsible choice about how to use their resources? Why?
- Who did their actions (use of resources in this way) impact?
- From this narrative, what do you think Judaism teaches us about having a responsible money ethic?

In pairs, describe how these three examples might guide our own relationships to money and our responsibly to use money wisely.

Learning for 5th Graders continues with Family Activities on page 31.

Activity 1b - Responsible Money Ethic

Grown Up Activity

Provide Grown Ups with Handout 12 - My Family Needs and Resources [Volume 2, p26] and a pen. Complete the handout and explain that 5th graders are completing the same activity and that we will draw upon their responses later in the lesson.

Divide Grown Ups into small groups, give each learner Handout 13 - Discussion Questions [Volume 2, p27], and time to answer the questions. Discuss some of their responses as a larger group. Ask learners to share other questions they have on this issue. Open up the conversation, guided by the learners. *This might delve into conversations about gaining employment, budgeting, the process (benefits/downfalls) of credit cards, mortgages/loans etc.*

Explain that the Torah has a core example of when our ancestors had to make choices that related to responsible use of resources. Ask the learners to retell the story of the Golden Calf (Exodus 32)¹¹. Explore the choices that the Israelites had to make and the impact these decisions had on the Israelites, God, Moses and Aaron. For example:

- Israelites pleaded to Aaron to save them, concerned that Moses and God had abandoned them. When Aaron came up with the solution of the Golden Calf, they had to decide whether to give their gold [their valuable resources they had been able to bring from Egypt] for this cause, or to remember their commitment to loving only One God and to reject this method, whilst also keeping their valuable resources for later when they might need it. What else might they have needed these resources for later? To buy food, clothes, houses, swap/sell for other resources.
- Aaron had to decide whether to wait for Moses or give in to the pleas from the Israelites for another solution. Aaron chose gold as the material, why did Aaron choose the most valuable materials to use for this? Aaron had been chosen by God to be one of the leaders of the Israelites. As a result of these actions, many believe this was one of the reasons why Aaron was not allowed to enter the Land of Israel.
- God had to decide whether or not to still have those who had worshipped the Golden Calf as part of Covenant. God threatened to kill all the Israelites and start the people anew from Moses. Moses had to convince God to forgive them for these actions.
- Moses came down from Mount Sinai, when he saw what the Israelites were doing, he became angry, and smashed the tablets with the 10 Commandments. He ruined these sacred items and had to go to God and apologise and get new tablets. This put into jeopardy further the relationships between God and Moses and the Israelites.

¹¹ <https://www.sefaria.org/Exodus.32.1?lang=bi&with=all&lang2=en>
<https://www.myjewishlearning.com/article/responsible-spending/>
<https://www.myjewishlearning.com/article/the-golden-calf/>

This narrative does not express any dialogue between the community members deciding why, how or how much of their gold to give to the communal response to the situation. Explore what might have been different if the community had discussed what to do and made a decision together, instead of relying on Aarons declaration/instruction. Explain that this story is a way to think about discussions about financial resources and spending money with our 5th graders.

Activity 2 - Simulation Activity

Family Activity

Bring families back together. Return to Handout 12 - My Family Needs and Resources [Volume 2, p26]. Ask family members to compare their responses with each other. Note any key differences in needs identified and where family members believe these resources come from. Each family accesses the website <http://playspent.org/html/> on their laptops and participate in the simulation of a monthly cycle of acquiring and responsible spending of money, deciding together how to spend funds. Learners should focus on the difference between holistic needs and wants in their decision-making process. At the end of the simulation, ask families to describe their experiences and any challenges they faced. What did they learn from this activity?

Closure - Journal Entry

Family Activity

Provide paper and pens and any other materials required for learners to complete their journals. Learners add to their Weekly Journal, reflecting on learning from the session. Families should then make a list of questions to consider between now and the next session, focusing on how they aim to make decisions together about how to spend their money to fulfil their holistic needs and wants. Remind learners that reflections will be used later in Units 2 and 3, so encourage learners to take their time as they think about their responses.

Between Session Task: Learners capture moments when they stopped to consider these questions formulated together. Learners should note how the conversations felt, and any challenges about making these decisions together

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Lesson 3: When My Needs Change

Lesson Overview:

In this lesson, learners consider times in their own lives when their holistic needs have changed. They reflect upon the kind of support that they sought from others. This final lesson of the unit leads learners towards consolidating their understanding of their own needs, so that at the beginning of the next unit, they can consider the needs of others.

Essential Questions:

- What kinds of support do I seek when I'm in need?
- How do I ask for help?

Goals:

- To encourage *individuals* to reflect upon times when their holistic needs have changed and reflect on the kinds of support that helped them, or that would have helped them.
- To guide *individuals* to feel comfortable asking their family for help when they are in need.
- To support productive conversations within *family* structures regarding the individual needs and wants of family members.

Objectives:

By the end of the lesson, *individuals* should be able to:

- Identify at least one anecdote where their holistic needs changed
- Articulate meaningful support from others that helped them through a challenging time.

By the end of the lesson, *families* should be able to:

- Describe a family plan to support each other when their needs change.

Materials:

- Paper (3-4 per learner)
- Pens (1 per learner)
- Scrabble pieces
- Polaroid camera
- Butchers paper
- Markers
- Poster paper
- 3 computers set up to the internet (one set to Spotify, one to google photos album, one to a google doc)
- Wifi access for participants, participants bring their own computer or phone to participate in the shared resource platforms.

Handouts:

- Handout 14 - Song Lyrics (one per learner)
- Handout 15 - My Preferred Ideas (one per learner)

Notes:

- Preparation and moderate Set Up required:
 - For Activity 2: determine what stations you will use and what materials are needed. 3 computers are required, with set up to various platforms required prior to lesson. Instructions on p36.

Lesson Plan (90 minutes)

Set Induction - Think, Family, Share

Family Activity

Each individual thinks of a time when they experienced a significant change in their holistic needs. Families then join together and share their responses.

Activity 1 - Song Study: Learning to Ask for Help

Family Activity

Provide each learner with the lyrics of the two songs from Handout 14 - Song Lyrics [Volume 2, p28-29].

Listen to the song *Help!* by *The Beatles*¹² before engaging in a conversation with learners about what this song can teach us about needs & wants, where help can come from, learning to ask for help and what might support from others look like. Example questions include:

- What might some of the needs or wants the protagonist describes in this song be?
- What suggestions does this song make about learning to ask for help?
- What might support from others look like?
- How does the musical melody and tone inform the listener about the protagonist's feelings towards needing help?

Listen to the song *Esah Enai* by *Dan Nichols*¹³ before engaging in a conversation with learners about what Judaism teaches us about help.

- What might help look like in this song?
- Does the protagonist in this song ask for help? What might they be looking for?
- How does the musical change between sections in this piece help us understand the protagonist's journey?

Continue the conversation, comparing the two songs:

- What might we learn from thinking about these two different messages of help together?
- What do we learn from these two songs about how to ask for help?
- Both songs have sections that repeat, why might the protagonists repeat these sections? What might we learn from the concept of repeating motives?
 - e.g. repeating sections: Verse 1 and chorus in *Help!*; the whole of *Esah Enai*.

Provide learners with a pen and paper. Ask them to reflect on these ideas briefly in their Weekly Journal, focusing on how these songs might help them develop their comfort with asking for help when they are in need.

¹² https://www.youtube.com/watch?v=2O_ZzBGPdqE

¹³ <https://www.youtube.com/watch?v=g9uxDQIAP-g>

Activity 2 - Creating a Family Support Plan**Family Activity**

Families create a Family Support Plan, comprised of 4 ways of asking for help from others and 4 ways of offering help in times of need. Individuals brainstorm ideas at 8 stations, before selecting their individual top choices. Families together select their preferred possibilities 8 stations and/or come up with their own ideas for their Family Support Plan.

Individuals go through 8 stations and add to the communal brainstorms. Each individual takes Handout 15 - My Preferred Ideas [Volume 2, p30] and goes back to each station. Individuals consider collective responses and note their top 2 ideas from each station. Families join together and share their top ideas, before choosing what 8 ideas comprise their Family Support Plan. Families describe in their plan what each of the steps mean to them.

For example, if they have chosen a hand signal as a way of asking for help, what does the signal mean and what kind of response from family members does that initiate.

Each family should write out their plan on poster paper and explain each of the steps. The posters should be taken home as reminders of their plan.

The 8 Stations are:	To brainstorm ideas for this station:
Ways to ask for help:	
1. Say a codeword	arrange scrabble pieces into possible codewords
2. Give a hand signal	take a photo with a polaroid camera
3. Text an Emoji	draw possible emojis on butchers' paper
4. Other ideas	text responses to a shared word cloud https://www.polleverywhere.com
Ways to respond / give help:	
5. Ask a question	write questions you might ask on a poster
6. Play a song	add song ideas to a group Spotify playlist
7. Share a photo	upload a photo to a google photos shared album
8. Other ideas	add ideas to a google doc

Closure - Journal Entry

Family Activity

Provide learners with paper and pens, and any other materials needed to complete their journals. Learners add to their Weekly Journal, together with their families, noting ideas and guidelines about how they are going to implement their Family Support Plan. Learners should reflect individually on what is exciting and what might be challenging for them about implementing this plan. Learners should also include ideas about how they might overcome these challenges. Remind learners that reflections will be used later in Units 2 and 3, so encourage learners to take their time as they think about their responses.

Learners hand in their entire Weekly Journal to the facilitator for review. Facilitator will return the Weekly Journal at the beginning of the next session.

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UNIT 2: LOOKING TO THE WORLD AROUND US (SCRIPTED UNIT)

Unit Overview

This unit builds upon learners understanding of what human needs are, that individuals have them, and that they sometimes change. This unit considers how Judaism suggests we should respond when we identify that the holistic needs of others are not being met. An in-depth exploration of Tzedakah allow learners to engage with various definitions and understandings outlined in Jewish texts. This unit culminates in the creation of a *Splatter Painting Poster*, an individual summative assessment, which illustrates the values, texts, traditions and personal connections each learner has to Tzedakah and to concepts of helping those in need.

Notes:

This Unit includes opportunities to invite guests from your community, the local area and beyond to share their experiences supporting those in need. You may wish to add an additional session/s to this Unit that includes offsite visits and/or giving opportunities, for learners to engage in ways that the community around them is responding to the needs of others. These should focus on *every day* actions (the smaller things) that individuals can do, as larger, more long-term projects will be explored and developed in Unit 3 (during the Family Tzedakah Projects).

Unit Enduring Understandings:

- As a mitzvah, a Jewish responsibility and life-long practice, Tzedakah necessitates intentional thought, effort and sacrifice.
- Jewish texts and traditions call upon Jews to respond to the holistic human needs of those currently experiencing poverty.
- More than just giving money, meaningful practices of Tzedakah recognise poverty and wealth as constantly moving phenomenon.

Unit Essential Questions:

- What do others need? Why should we help them?
- How does Judaism guide us to think about helping those in need through acts of Tzedakah?
- How do I understand and feel about my own giving practices?
- What is the difference between Tzedakah and Philanthropy?
- For me, what components of Tzedakah embody intentional thought, effort and sacrifice?
- How can my ideal Tzedakah practice come from the heart?

Lesson Overview:

Lesson 1: Thinking about the Needs of Others

Lesson 2: Jewish Ways of Helping Those in Need

Lesson 3: Tzedakah or Philanthropy?

Lesson 4: Giving Tzedakah from the Heart

Memorable Moments:

Splatter Painting - Lesson 4

Assessments:

Tzedakah or Philanthropy? (Formative Assessment) - Lesson 3

Splatter Painting Posters (Summative Assessment) - Lesson 4

Lesson 1: Thinking about the Needs of Others

*Multiple Facilitators Required

Overview:

This lesson asks learners to reflect on times they have observed the holistic needs of others not being met. The introduction of Jewish texts frame 5th grade learners' considerations of helping those in need, whilst Grown Ups meet with guests passionate about Tzedakah, to learn about the diverse ways we can help others.

Essential Questions:

- What do others need? Why should we help them?

Goals:

- To encourage learners to notice what is happening in the world around them.
- To provide learners the everyday skills to help others in need.

Objectives:

By the end of this lesson, *individuals* should be able to:

- List at least 3 needs of other people, observed in the world around them.
- Identify one way to help others in need.

By the end of this lesson, *families* should be able to:

- Describe why Judaism advocates that it is our responsibility to help others.

Timeline:

0:00-0:10	Set Induction - Needs Word-cloud	Family Activity
0:10-0:30	Activity 1 - Determining the Needs of Others	Family Activity
0:20-0:50	Activity 2 - Judaism's Views on Helping Others	Family Activity
0:50-1:25	Activity 3a - How can we Help Others?	5 th Graders
	Activity 3b - How can we Help Others?	Grown Ups
1:25-1:30	Closure - Observation Example	5 th Graders Grown Ups

Materials:

- Pens/Pencils (one per learner)
- Adhesive Post-It Boards/Butchers Paper (at least 6 pages)
- Markers
- Cut Up Paper (at least 4 pieces per learner, cut into small pieces and big pieces)
- Paper Bags (enough for each 5th grader to make at least one Needs Kit)
- Water bottles (enough for one per Needs Kit)
- Socks (enough for one pair per Needs Kit)
- Granola bars (enough for two per Needs Kit)
- Other non-perishable items (enough for each Needs Kit)

Handouts:

- Handout 16 - Needs Word-Cloud (one per learner)
- Handout 18 - Determining the Needs of Others (one per family)
- Handout 19 - Text Study (one text per group)
- Handout 20 - Observation Example (one per learner)
- Handout 21 - DIY Needs Kits @ Home (one per family)

Notes:

- Preparation and moderate Set Up required:
 - For Activity 3b: Organise a guest panel of 3-4 guests who are involved in helping others. Instructions on p49.

0:00-0:10 **Set Induction - Needs Word-cloud**

Family Activity

Say: **In previous sessions, we focused on our own holistic needs - the physical, social, emotional, mental, cultural and spiritual dimensions that make up each of us. We talked about how these needs can change over time. In this Unit, we are going to think about the needs of others in the world around us. Think back to the needs we had around the walls a few sessions ago [Unit 1 Lesson 2]. We are going to build on those ideas today.**

On this handout, [Handout 16 - Need Word-Cloud, Volume 2, p32] you are asked to notice your own needs that are being met, as well as the needs of others not being met, that you have observed in the world around you. This activity has three instructions, listed on the top of the handout. First put a small check mark next to the needs that you have filled in your life. Second, put a circle around any needs of others that you have noticed not being met in the world around you. The third part is to write, very briefly, the situation where you noticed someone else's needs not being met. Write them at the bottom of the handout.

Each learner receives a copy of Handout 16 - Needs Word-Cloud [Volume 2, p32] and a pen. Learners should place a small check mark next to their needs that are met, circle those they see unmet in the world around them and describe 3 situations where they see someone else's needs not being met. Give learners 5 minutes to complete this task. Remind learners to move from the first instruction to the second and then third.

Note to Teacher: This handout is very visually stimulating. An idea for differentiation is included as Resource 17 - Needs Word-Cloud (idea for differentiation) [Volume 2, p33] as an alternative.

Say: **Share with your family 3 needs of others not being met, that you have observed in the world around you. Briefly describe the situations you saw them.**

Give learners 3-4 minutes to complete this task. Learners responses might include:

- they saw someone homeless asking for food on the side of the freeway;
- they heard about an organisation that helps kids who don't have access to toys;
- they saw a grown-up who had been physically hurt by someone else.

0:10-0:30 **Activity 1 - Determining the Needs of Others**

Family Activity

Around the room, place large sets of Adhesive Post-It boards/butchers' paper, enough for each group to have 4 sheets, and markers.

Prior to the lesson, write one of these statements at the top of each sheet:

- *A person who is homeless.*
- *A person whose family can't afford to buy them a birthday present.*
- *A person who can't afford to shop at the supermarket.*
- *A person whose shoes are too small for them.*

Provide each family with Handout 18 - Determining the Needs of Others [Volume 2, p34]. Divide learners into 3 groups, next to one set of posters. Ensure families stay together.

Say: **There are four scenarios written on each of the posters in front of you. To think about how the needs of others are sometimes not met, use the posters and the handout [Handout 18 - Determining the Needs of Others, Volume 2, p34]. In each scenario identify the needs that might not be met for each individual. Think back to our Needs Indicators [from Unit 1, Lesson 1], to help you determine what needs (and not wants) they might be facing. Identify ways that this situation might impact their holistic human needs. Write your answers on your poster boards and then compare the different cases.**

Note to Teacher: This might require some revision of the Needs Indicator Unit 1, Lesson 1.

Give learners 10 minutes to go through the scenarios [Part 1 of the handout]. Learner responses might include:

- The needs not being met in this scenario include: hunger, as they don't have access to the resources they need to support themselves,
- The person in need's physical wellbeing/body is impacted by being malnourished. Being hungry might impact their ability to focus at work/school impacting their mind and strength, they might feel lonely, sad or embarrassed about their situation, which impacts their soul/heart.

Ask learners to move on to Part 2 of their handout and give an additional 5 minutes to discuss any differences between the scenarios. Learner responses might include:

- People think individuals whose needs are not being met might respond in a wide range of ways.
- Different people respond differently to certain situations.
- Sometimes we might feel that we can control our actions and feelings, but other times it is hard to control them.
- Some people think one *need* is fundamental, but I don't necessarily agree because...

0:20-0:50 **Activity 2 - Judaism's Views on Helping Others** **Family Activity**

Say: **In our groups, we are going to explore why Judaism suggests that we should care when the needs of others are not being met in the world around us. Each group explores a Jewish text and then shares with others what they learnt.**

Groups are given either Text Study A, B, or C from Handout 19 - Text Study [Volume 2, p35-37] and a pen. Each group should have 10 minutes to read and answer the questions about the text. Then, one family from each group (A, B, C) comes together, creating a new group, to share what they learnt with one another. Allow another 10 minutes total for sharing.

Learner responses from Text 1 might include:

- Humanity is equal - all people are equal
- In the image of God means that we are all important and deserving of respect, and all loved by God. Even though we all look, feel, sound, etc. different, we are actually all the same.
- Therefore, we all deserve to have our needs met.
- This text can help remind us that we should work to ensure everyone's fundamental needs are being met.

Learner responses from Text 2 might include:

- The work might be ensuring people's needs are met and treating everyone the same.
- We have a responsibility to do the work.

Learner responses from Text 3 might include:

- We need all three of these things in order to maintain the world.
- One pillar cannot exist without the others.
- We should strive to interact with all three pillars.
- It should inspire us to focus on our actions more clearly and think about how the things we do every day fall into these pillars.

Say: **These texts demonstrate our responsibilities to help those in need. The Torah, in Genesis 1 says that we are each (with all our differences) made in the image of God. We are given responsibility to look after the world around us, including all living creatures. The stories in Genesis teach us lessons about moral responsibility. The rabbis understood that it is upon each and every one of us to continue doing the work of looking after the world and each other. They understood that the world stands upon three things: studying Torah, serving God and performing acts of loving kindness. Together, these texts help us understand how Jewish tradition guides us towards understanding why it is our responsibility to help others. We are now going to look at ways in which we can help others. We are going to divide into Grown Ups and 5th grade learners for the next part of our lesson.**

Divide the group into Grown Ups and 5th grade learners.
Activity 3b and Closure for Grown Ups continues on page 49.

0:50-1:25

Activity 3a: How can we help those in need?

5th graders

Ask students to sit in a circle. Have a large piece of poster board in the middle of the circle, and paper and markers spread around the circle.

Say: **Let's think back to our first handout, where we identified some of the needs of others that we have observed are not met in the world around us. What are some of those needs and what are the scenarios in which we observed them?**

Ask learners to share some of the needs that they identified. Ask learners to write these on the piece of poster board. Allow around 2-3 minutes for this.

Say: **We are now going to think of some ways that we might be able to help others fulfil these needs. In pairs, or by yourself, please choose one of the needs on the poster board and think of at least one small and one big way that you might be able to help others have their needs fulfilled. If you have time, you can think of more ways to help for one scenario or look to another need. Each idea should be written on its own piece of paper - a small way on a small piece of paper, and a big way on a big piece of paper.**

Allow learners 5 minutes to think of their responses and write them on separate pieces of paper (using big sized paper for big ideas, and small sized paper for small ideas). Learner responses might include *to help those whose need for food is not being met: A big way: volunteer weekly at a food-bank. A small way: give money to an organisation.*

Say: **Each person or group will share their ideas, placing small ideas on the left side of our circle, and big ideas on the right.** Allow around 5 minutes to share responses - ideally all responses should be heard. Say: **There are a lot of small and big ways that we can help others around us to fulfil their unmet needs. For the rest of today, we are going to focus on small things that we can do. With the person next to you, discuss the small things that you see. Which ones stand out to you? Which ones might you be able to add into your everyday life? What might you need to do in order to incorporate them into your everyday life?** Allow learners 2-3 minutes to discuss. Then for 2-3 minutes, ask learners to share their responses, focusing on the third question - what might we need to do to incorporate these into our everyday lives?

Learner responses might include:

- Being prepared with food supplies in the car, buying extra at the supermarket every few times we go. Giving to a food drive.
- Giving time to go help make or distribute food to those in need.
- Connecting with organisations who focus on these needs.
- These require making an effort and doing some planning to ensure I fit the organisations schedule with mine.

Say: **Many of these ideas call on us to think ahead and be prepared. One way that we can do this, is to have resources for others in our cars, that we could give out when we see someone in need. This might be for someone whose needs for shelter, water, food or warmth are not being met. We are going to pack Needs Kits. These might not solve the ongoing challenges individuals face, but the Kits might bring some joy and comfort to them. We will include items they might need for their physical needs, as well as a note, to support their emotional needs.**

Learners pack a paper bag with a water bottle, granola bars, socks, and/or other non-perishable items that individuals in the local area might need. You may choose to let learners select various items from a wider selection or have a specific packing list. Set up all items and ask students to collect items, filling their paper bag as they go. Learners should write a note to place inside the Kit. Depending on the amount of supplies you have, learners might be able to make multiple bags. An example of a note might include:

You matter!
Here are a few things to brighten your day.
Please know, you are not forgotten, and that I care.

Note to Teacher: You may also be able to include details of local shelter and other services for individuals experiencing homelessness.

1:25-1:30 **Closure - Observation Example**

5th Graders

Prior to the session, cut out Handout 20 - Observation Example [Volume 2, p38], so each learner receives one slip of paper.

Say: **These Needs Kits are just one small, everyday way that we can help others in need. Please take this slip of paper and write one new example of someone's needs not being met that you've observed in the world around and one thing that you can do to help them.**

Provide Learners with Handout 20 - Observation Example [Volume 2, p38] and a pen and allow them 2-3 minutes to complete this.

Say: **Your Grown Ups have been thinking about ways that you, as a family, can continue to help the needs of others. You should explain to them what these Needs Kits are, and how they can help fulfil the needs of others. Here are instructions, so that you can create more of these yourselves at home and continue to help others in this way.**

Provide each learner with a copy of Handout 21 - DIY Needs Kits @ Home [Volume 2, p39].

0:50-1:25

Activity 3b: How can we help those in need?

Grown Ups

Prior to the session: organise a panel of 3-4 guests who are involved in helping others. They should be driven by Jewish values and/or Tzedakah. Aim to get a range of local leaders and community members, including parents, local governmental advocates, nonprofit workers, and/or individuals from the community's social justice projects to share their experiences, expertise and challenges that they face. Send the guests questions prior to the event, so they can prepare some thoughts and answers. (See Guiding Questions below)

Note to Teacher: The goal of this activity is to introduce the learners to more ways in which they can support local organisations and initiatives, as well as engage in a conversation about some of the challenges they might face, in striving to help others. Perhaps this session will inspire learners to engage in helping others in new ways.

Say: **There are many ways in which we can help others. At the moment, our 5th graders are thinking about the big and small things that we can do to help others in need. We are going to engage in a conversation with local leaders and community members about the ways in which they help others in need and how we can help support them, through small, everyday acts to help others.** Briefly introduce the guests (a longer introduction follows).

Say: **Before we hear from our guests, let's turn to the person next to us and share some of the big and small ways that we help others in need. What are some of the challenges we experience in helping others in small, everyday acts?** Allow the learners 2-3 minutes to share their experiences. Ask learners to share some of the challenges they've experienced in helping others in small, everyday acts. Allow 2-3 minutes for this.

Note to Teacher: You might want to remind the learners that this is a safe space to explore and learn together, and that no one should be critical of their own responses, or judge other learners' responses.

Say: **Our guests have also experienced their own challenges in focusing on the everyday, small acts that we can do to help others. They are going to share some of their experiences with us now.**

Ask each panellist to introduce themselves and the ways in which they help others in need, noting if they are big or small acts of helping others. Engage in a conversation for 10 minutes, then open the conversation to the learners to ask questions for another 10 minutes.

Some guiding questions include:

- *Why* are you driven to do this kind of work? What Jewish values drive you and your work?
- What do you find easy or difficult about balancing the challenges of everyday life, like being busy, or being a parent, with focusing on helping others in need?
- How do you respond to the idea of Tzedakah as a process requiring intentional thought, effort and sacrifice?
- What are the specific needs of our community? What needs are underserved at the moment, that we might be able to help? Where can our help really make an impact?
- How can parents help their children think more about the needs of others, and how can they respond to these needs as a family?

If you have a guest involved in local government, you might steer the conversation towards talking to your local representatives about communal issues, leading towards systemic change.

If you have a guest involved in your community's social action initiatives, you might steer the conversation towards ways that the family can get involved.

If you have a guest who is a parent, a busy professional, or similar, you might steer the conversation towards how to balance the ways in which we can work with organisations to help others, and the ways in which we as individuals can help in our own time.

Note to Teacher: You might want to ask each panellist to respond to each question, to open the questions for individuals to choose whether or not to respond. You should try to guide the conversation towards responding to the Enduring Understandings of this curriculum.

At the end of the panel, after thanking the panellists, say: **Take a moment to think about what the panellists have shared. In what ways might you be able to create, grow or develop your everyday acts to help others? In what ways might you be able to commit to joining some of the initiatives that take place within our local community? How might you be able to continue these conversations at home with your family?**

Provide learners, individually or with their partner, 2-3 minutes to reflect on the conversation.

1:25-1:30 **Closure - Observation Example**

Grown Ups

Prior to the session, cut out Handout 20 - Observation Example [Volume 2, p38], so each learner receives one slip of paper.

Provide Learners with Handout 20 - Observation Example [Volume 2, p38] and a pen.

Say: **Taking these reflections, please take this slip of paper and write one new example of someone's needs not being met that you've observed in the world around and one thing that you can do to help them.** Allow 2-3 minutes to complete this exercise.

Say: **Your 5th graders have prepared Needs Kits, filled with items that might be helpful to those individuals who are homeless, or in need of some food, warmth or water. These Needs Kits can be left in your car and given out as needed. This is one way that we can help others through small, everyday acts. We have also given them the instructions so that you can create more of these yourselves at home and continue to help others in this way.**

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Lesson 2: Jewish Ways of Helping Those in Need

*Multiple Facilitators Required

Overview:

This lesson introduces Rambam's Ladder to learners, considering the various motivations and mindsets through which we can give to those in need. 5th Graders explore their own motivations to prior giving and set intentions for future giving, whilst Grown Ups explore how to talk about giving practices. Families then study Jewish texts about Tzedakah, sharing their learning with others.

Essential Questions:

- How does Judaism guide us to think about helping those in need through acts of Tzedakah?
- How do I understand and feel about my own giving practices?

Goals:

- To encourage 5th graders to reflect on personal motivations towards helping others.
- To provide Grown Ups with the ability to engage in challenging conversations with their family about difficult topics.

Objectives:

By the end of this lesson, *individuals* should be able to:

- Articulate that Judaism presents a number of texts and traditions related to the giving of Tzedakah.
- Describe at least 3 traits of Tzedakah according to Jewish texts.

By the end of this lesson, *families* should be able to:

- Describe why Judaism suggests it is our responsibility to help others.

Timeline:

0:00-0:03	Set Induction - What is Tzedakah?	Family Activity
0:03-0:15	Activity 1 - Rambam's Ladder	Family Activity
0:15-0:40	Activity 2a - Why do I give? Activity 2b - How to talk about Giving?	5 th Graders Grown Ups
0:40-1:25	Activity 3 - Judaism's Views on Helping Others	Family Activity
1:25-1:30	Closure - Thumbs Up, Thumbs Down	Family Activity

Materials:

- Pencils/pens (one per learner)
- 2 Large bowls
- Paper in small squares (enough for at least 2 per 5th grader)
- Arts & Crafts Supplies
- Projector/Computer

Handouts:

- Handout 22 - Rambam's Ladder (one per learner)
- Handout 23 - Raybam's Ladder (one per Grown Up)
- Handout 24 - Judaism's Views on Helping Others: Text Study (one text and one set of discussion questions per group)
- Handout 25 - Tzedakah According to the Texts (one per learner)

0:00-0:03 **Set Induction - What is Tzedakah?**

Family activity

Say: **Today, we are going to explore how Judaism suggests that we should help others in need. We are going to think about Tzedakah. What is one way you would explain what Tzedakah is?**

Allow learners 2 minute to share some responses, reflecting on the Introductory Lesson, where different definitions of Tzedakah were introduced. Learner responses might include:

- Tzedakah is a mitzvah, a commandment in the Torah
- Tzedakah is giving money to the poor
- Tzedakah can be many different things to help those in need
- Tzedakah is put in a money box and then given to the needy

0:03-0:15 **Activity 1: Rambam's Ladder**

Family activity

Say: **Moses Maimonides, also known as Rambam, lived in the 1100s, in what is now Spain.¹⁴ He is one of the most well-known Jewish scholars. One of his most famous pieces of writing is called the *Mishneh Torah*, in which he compiles Jewish law and practices, from Torah and the Rabbis, known as *halachah*. He organised these into more practical formats so that the whole community could follow Jewish practice. One of those ways, was by creating a Ladder of Tzedakah - putting into an order the lowest to highest degrees of giving Tzedakah. We are going to think about the various ways Rambam suggests we can give Tzedakah. In your family, read through the levels of Tzedakah and then answer the questions on the handout.**

Give each learner a copy of Handout 22 - Rambam's Ladder [Volume 2, p40-41] and a pencil/pen. Allow families 7-8 minutes to discuss Maimonides Ladder and answer the questions from the handout. Answers to Q2-3 are then shared as a group.

Note to Teacher: The goal of this activity is that families discuss the different elements of Tzedakah. It is less important to focus on the levels themselves.

¹⁴ More details about Rambam can be found here: <https://www.myjewishlearning.com/article/maimonides-rambam/>

Say: **What qualities or elements of Tzedakah does this ladder bring to mind?**

Allow families 1-2 minutes to share their answers.

Learner responses might include:

- There are many different ways to give Tzedakah
- Tzedakah takes a lot of thought and effort.
- I don't always think about all these levels when I think of Tzedakah

Say: **What challenges did your family raise about this ladder?**

Allow families 1-2 minutes to share their answers.

Learner responses might include:

- We've never thought about this before.
- Where do we put ourselves on the ladder when we are asked to give Tzedakah and we don't initiate the giving?
- We don't agree with this order
- Why is there a hierarchy at all?

Say: **Rambam's Ladder brings together lots of Jewish traditions about Tzedakah and helping others in need and gives us a lot to think about when we think about our own practices of Tzedakah. We are now going to divide up into 5th graders and Grown Ups for the next activity. Make sure to hold on to your ladder!**

Divide the group into Grown Ups and 5th grade learners.

Activity 2b for Grown Ups continues on p58.

0:15-0:40 **Activity 2a: Why do I give?**

5th Graders

Ask learners to sit in a large circle. Have small squares of paper and pens around the circle and two large bowls in the middle of the circle.

Say: **I want you to think about a time when you gave to someone in need, it might be at school, or here with our community, at a local event or somewhere else completely. Write down your response, fold it up and put it in this bowl.** [Point to one bowl only]. **We are going to share the things that we write down, so make sure you write clearly and respectfully. You do not need to write your name. For example, if I gave to Tzedakah collection at Religious School, I would write: "I gave to Jewish Family Services, through the Tzedakah collection at Religious School."**

Allow learners 2 minutes to write down their answers and place them in the bowl. Then read out some of the answers, noting themes that emerge. Allow 2 minutes to share.

Say: **Thinking of the same example that you just gave, I want you to write two things on another piece of paper, and then put them in this other bowl.** [Point to the bowl only]. **First write, why you gave. Then write, how did you feel while giving? Again, we are going to share these, so write clearly, respectfully and do not write your name.**

Allow learners 3-4 minutes to write down their answers and place them in the other bowl. Spend 5 minutes reading responses from the bowl out loud to the group. Aim to share all learner responses, which might include:

- I gave because every week we give money at religious school to help others, and it feels good to help others.

Note to Teacher: If you have a very large group, you may wish to divide the sharing into two groups before beginning the second part of this activity and have additional bowls. Alternatively, you may wish to read the responses to the second question. 5th Grade learners often like hearing their opinions shared, even anonymously, so they may gain more from ensuring all responses are heard in this activity, especially when looking to find similarities.

Say: **What similarities did you hear amongst our responses?**

Allow 1 minute to share.

Say: **What differences did you hear amongst our responses?**

Allow 2 minutes to share.

Say: **Some of these differences in our past experiences, in the intention behind why we gave, and our feeling about giving, relate to the Ladder of the Levels of Tzedakah that Rambam put together. Remember, Rambam's Ladder brings together many different Jewish traditions about helping others in need.**

Say: **Using our Ladders and thinking about this example of helping others that you just shared, turn to the person sitting next to you, and decide where you think this falls on the Ladder. Was your example of giving a 2, or a 6, or something else?**

Allow 3 minutes to share. Remind learners halfway through to swap over.

Say: **Now, think about if this example fits in with your usual feelings about giving, or was this example something different? To yourself, I want you to think about what level of giving you are at now, usually. Then think about where you would like to be. If it is helpful, you may wish to mark this on your ladder.**

Allow 2 minutes for learners to think about their responses.

At the end of this activity, go to Activity 3, the Family Activity on p59.

0:15-0:40 Activity 2b: How to Talk about Giving

Grown Ups

Ask Grown Ups to sit with another family unit. Give each learner a pen. Say: **In your groups, share with each other what you heard your children express about the challenges of Maimonides Ladder, or giving Tzedakah?** Allow learners 3-4 minutes to share responses with one another.

Say: **What came up for you?** Allow learners 1-2 minutes to share the main themes of the conversations.

Say: **This exploration of Tzedakah is intended to be a personal exploration, as well as a way to help your 5th graders and your family engage in Tzedakah together. At the moment, they are thinking about the ways that they currently give to others and thinking ahead to where they wish to be in the future. I am going to ask you to do the same activity. Look back at Maimonides Ladder and determine where you think your giving practices are right now. Then think about where you might like them to be. You may want to mark these down with a pen.** Allow learners 2-3 minutes to reflect.

Say: **Rabbi Joel Abraham from Temple Sholom in New Jersey, presents a modernised version of Maimonides Ladder, which he calls RAYBAM'S Ladder of Teaching Tzedakah to Your Children.** Provide each learner with Handout 23 - Raybam's Ladder [Volume 2, p42]. Allow 2-3 minutes for learners to read it. Then engage in a 10-minute conversation. Learners should drive the conversation, however, suggestions include:

- What resonates with us about this modern ladder? What challenges us?
- What are the challenges of talking to our children about our giving practices?
- How do we navigate when our own giving practices change - either because of our circumstances, or because of our values?
- In the modern world, it is common to see giving practices turning online, changing the way that giving might be anonymous or have our names associated to our gifts. How does this trend shape our understanding of Rambam's and Raybam's ladders?
- For many, it might seem easier to give to online giving platforms, than to stop and help someone face-to-face. Where can we see how Rambam values the former, and where can we see that he values the latter?

At the end of the conversation, summarise the main points the group has outlined, before saying: **It is important that you feel confident about your own giving practices, so that you can help your 5th graders engage in the life-long practice of giving to others. I hope these two ladders will help you navigate your own connections and practices.**

0:40-1:25 **Activity 3 - Judaism's Views on Helping Others** **Family Activity**

Say: **Judaism has a number of other ways of understanding Tzedakah. We are going to explore these now in small groups and then share our learning with each other. Each group has 2-3 minutes to share their text and what it teaches us about giving practices. You may present this in any format that you would like - you might find a song, or a clip from a film to illustrate your text, or you might want to perform a little skit about it or create something with these art supplies.**

Note to Teacher: You may include some or all of these texts, or you may find additional texts to include in this conversation between the texts. You may decide to group families together for this activity or have them complete it within their own family unit.

Families explore these texts in a jigsaw model - becoming experts in one text and then sharing their learning with the other families.

Provide each group with resources from Handout 24 - Text Study [Volume 2, p43-51]. Each group should receive one text [Volume 2, p43-50] and the Text Study Discussion Questions [Volume 2, p51]. Provide the group with pens. Learners should spend 15-20 minutes to study and prepare their text presentation. Remind them when it might be an appropriate time to move on to prepare their presentations for how to share their learning with others.

Note to Teacher: The following page outlines the Main Themes for each of the texts found in the Text Study. Learners are provided with the notes below, as Handout 26 - Tzedakah Main Themes [Volume 2, p54] during the Set Induction of Lesson 3 in this Unit.

Provide learners guidance along the way, incorporating the Main Themes from the text into their discussions, as below:

Text 1: Talmud Sukkah 49b

- Tzedakah in this case is contributions of money only.
- Tzedakah is given to the poor, only those who are living.

Text 2: Talmud Sukkah 49b

- Tzedakah is an act of kindness, and fills the whole world with kindness.

Text 3: Mishneh Torah, Gifts for the Poor 7:5

- Tzedakah should be given by everyone, even those who do not have a lot.
- There are different amounts that one can give, the tradition is one-tenth of one's assets.
- Even those who receive Tzedakah should give Tzedakah to another in need.

Text 4: Shulchan Aruch, Yoreh De'ah 250:1

- One should give to the poor enough so they have everything they need.
- Tzedakah in this case is contributions of items.

Text 5: Leviticus 23:22

- The corners of one's field should be left for the poor and the stranger.
- Tzedakah in this case is contributions of crops.

Text 6: Mishneh Torah, Gifts for the Poor 10:1-2

- One should focus most on fulfilling Tzedakah, as fulfilling Tzedakah links us to the righteousness of our forefathers and mothers and fills the world with peace.
- No bad can come from giving Tzedakah.

Text 7: Mishneh Torah, Gifts for the Poor 10:4-5

- One should speak kindly to a person in need.
- One should not embarrass a person in need.
- Words and countenance are appropriate ways to help those in need.

Text 8: Midrash Tannaim, Deuteronomy 15:8

- One should give enough to fulfil the needs "sufficiently" of another.
- If one doesn't have enough, they should give what they can.
- One might give up to one-fifth of one's property or one-tenth of one's property.

Then say: **Each group is now an expert on one of these texts and will share their learning with everyone else. It is our job to listen respectfully to their presentations. After each group, we will have a minute to take notes about how this text represents Tzedakah. On this graphic organiser, [Handout 25 - Tzedakah According to the Texts, Volume 2, p52-53] you will fill in the following components from each presentation:**

- 1. What is Tzedakah and what does it look like?**
- 2. What is the purpose of Tzedakah?**
- 3. Who gives Tzedakah?**
- 4. Who receives Tzedakah?**

This way, by the end of the presentations, we will all know and have written down information about all the texts that have been explored.

Give each learner a copy of the above handout and a pen. Allow 25-30 minutes for the presentations. Each group should have 2-3 minutes, with a minute in between for groups to take notes on the handout.

1:25-1:30 Closure - Thumbs Up, Thumbs Down

Family Activity

Say: **The purpose of today's session was to engage with multiple different perspectives of Tzedakah, and the Jewish practice of Giving. Through Rambam's Ladder and the various texts that you all explored; we can see that diversity, which can help guide your own relationship with Tzedakah. The last thing we are going to do today is a personal check-in: thumbs up, thumbs down, or neutral. Are you feeling more, less or the same sense of comfort about your current Tzedakah practice? - Thumbs up for more comfortable, thumbs down for less comfortable, sideways for same as before. One last question: are you feeling a different sense of motivation towards Tzedakah than when we began today? - Thumbs up for yes, thumbs down for no, or thumbs sideways for same.**

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Lesson 3: Tzedakah or Philanthropy?

Overview:

This lesson explores the differences between the Jewish value and tradition of Tzedakah and acts of Philanthropy. Learners are given the opportunity to reflect upon their learning to-date and ask the questions they are still grappling with. Families “*compete*” in an online game of Tzedakah or Philanthropy, before participating in various Everyday Acts of Tzedakah stations.

Essential Questions:

- What is the difference between Tzedakah and Philanthropy?

Goals:

- To encourage learners to notice when giving (their own or around them) is Tzedakah or philanthropy.
- To inspire learners to develop an ongoing practice of everyday Tzedakah as individuals, as well as together with their family.

Objectives:

By the end of this lesson, *individuals* should be able to:

- Describe at least two differences between Tzedakah and philanthropy.
- Differentiate acts of Tzedakah from acts of philanthropy.

Timeline:

0:00-0:10	Set Induction – Characteristics of Tzedakah	Family Activity
0:10-0:30	Activity 1 – Q&A About Tzedakah	Family Activity
0:30-0:50	Activity 2 – Tzedakah or Philanthropy? (Formative Assessment)	Family Activity
0:50-1:25	Activity 3 – Everyday Acts of Tzedakah Stations	Family Activity
1:25-1:30	Closure – Ticket to Leave	Family Activity

Materials:

- Pens/pencils (one per learner)
- Paper (at least 1 page per family)
- Computer / Projector
- Participants each need to bring a computer/phone for this lesson and have Wi-Fi access
- Tables set up for stations (as needed)
- Materials for each station of Activity 3
 - Computers with wifi access
 - Recycled boxes and other materials and/or glass jars
 - Art & Craft decoration supplies
 - Non-perishable food
 - Gift bags/baskets
 - Paper
 - Pens/markers
 - Poster Boards
 - Markers
 - Fleece (1.5-2 yards per blanket)
 - Fabric scissors
 - Masking tape

Handouts:

- Handout 26 - Tzedakah Main Themes (one per learner)
- Handout 28 - Ticket to Leave (2 per page, need one per learner)

Notes:

- Preparation and moderate Set Up required:
 - For Activity 2: access and set up the Kahoot and ensure that families bring devices to access the game. Instructions on p66.
 - For Activity 3: determine stations, invite guests if required and organise materials/supplies and set up stations. Instructions on p68-69.

0:00-0:10 **Set Induction – Characteristics of Tzedakah**

Family Activity

Say: **An alien has just arrived on earth, and knows nothing about Tzedakah, but wants to practice this important Jewish practice. How do you explain to the alien what Tzedakah is? In your family units, try to think back to all the components of Tzedakah that we talked about last session. One family member is the alien, and the other/s explain to the alien what Tzedakah is. The alien may ask questions to the humans to help with gaining information about Tzedakah.**

Allow learners 5 minutes to identify the characteristics of Tzedakah. Then hand out Handout 26 – Tzedakah Main Themes [Volume 2, p54].

0:10-0:30 **Activity 1 – Q&A About Tzedakah**

Family Activity

Say: **This handout [Handout 26 – Main Themes, Volume 2, p54] has some of the themes from the texts that we studied last week. Pair up with another family and together, go through the themes as well as the notes that you took last week from the other groups’ presentations, written on this handout [Handout 25 – Tzedakah According to the Texts, Volume 2, p52-53]. Identify what questions you still have about Tzedakah. Write them down on a piece of paper.**

Allow learners 5-10 minutes to discuss together with another family. Then open up the conversation for families to ask their questions about Tzedakah. Answer questions about Tzedakah for 10-15 minutes.

Ensure the key themes are reiterated and perhaps steer the conversation to address the EUs of this curriculum – for example, thinking about the intentional thought, effort and sacrifice that Tzedakah requires.

Note to Teacher: You may be able to get other families to answer questions about the various characteristics of Tzedakah. This activity gives you a sense of where the learners are at with the concepts covered, before moving on.

0:30-0:50 Activity 2 - Tzedakah or Philanthropy
(Formative Assessment)

Family Activity

Prior to the lesson, set up the Kahoot:

1. Open the webpage <https://kahoot.com> and sign up/create an account
2. Go to the discover tab (top left, next to the home button)
3. In the search bar, write "Tzedakah? Or Something else?" and open the Kahoot.
4. Press "Play"
5. On the next screen, click "Classic".
6. A Game PIN will be created (you will give this to learners during the lesson).

Additional instructions are in Resource 27 - Kahoot Questions [Volume 2, p55].

Say: **Tzedakah, as we've explored, is a very specific Jewish practice, described in our texts and traditions as a mitzvah - a commandment. There are many other ways of giving, both in Jewish practice and in secular practice. Sometimes this is called *charity* and sometimes this is called *philanthropy*. Since Jewish texts often translate Tzedakah as charity, we are going to combine all other sources of giving together into one category - philanthropy. Philanthropy means to give out of care or passion for a cause or a person and their project. To explore the differences between Tzedakah and Philanthropy, you're going to need a computer or a phone. Open the website <https://kahoot.it>. Enter the Game PIN ___ on your screen, then enter your name. Make sure you can see the projector screen and that your name is on the board. Raise your hand if you are having difficulty connecting.** When all learners are ready, press Start on the right of the screen.

This game is a variation of concept attainment, with 4 rounds. Most questions are true/false, Tzedakah/philanthropy.

- Round 1: Tzedakah
- Round 2: Philanthropy
- Round 3: Is this Tzedakah or Philanthropy?
 - You might want to ask individuals/families to explain their answers.
- Round 4: Learners come up with their own examples of Tzedakah and philanthropy.

As you complete the quiz, you should be able to see how many people answered correctly for each question. The answers are provided on the following page. It would be helpful to discuss answers if there is a large percentage who answered *incorrectly*.

Kahoot Questions and Answers:

	Question	Answer
1	Round 1: Click True if you are ready!	TRUE
2	Tzedakah means Justice	TRUE
3	Tzedakah is an obligation/mitzvah	TRUE
4	Tzedakah provides only to those in need	TRUE
5	Only those who have a lot should give Tzedakah	FALSE
6	According to Jewish tradition, one should give 20% of their income to Tzedakah	FALSE
7	Tzedakah is not always monetary	TRUE
8	Even those who are experiencing hardship should give Tzedakah	TRUE
9	Putting money in a collection box is a form of Tzedakah	TRUE
10	Putting 10% of one's allowance into a collection tin is a form of Tzedakah	TRUE
11	Leaving the corners of one's field or crops is a form of Tzedakah	TRUE
12	Giving food to a food-drive is a form of Tzedakah	TRUE
13	Round 2: Click True if you are ready!	TRUE
14	Philanthropy means love or care for something	TRUE
15	Philanthropy is voluntary	TRUE
16	Philanthropy is not a part of Jewish law	TRUE
17	Philanthropy can help not just people but the world	TRUE
18	Only rich people can give philanthropy	FALSE
19	Philanthropy is any donation over \$1000	FALSE
20	Philanthropy can be given to any cause	TRUE
21	Philanthropy is only monetary	FALSE
22	Giving money to a local fundraiser is philanthropy	TRUE
23	Giving money to help fund the community theatre's costumes is philanthropy	TRUE
24	Giving money to your hockey club is philanthropy	TRUE
25	Round 3: Click True if you are ready	TRUE
26	Donating new toys to the homeless shelter is	Tzedakah
27	Supporting the songleaders new album is	Philanthropy
28	Buying a foster-child a new book to read is	Tzedakah
29	Giving to the Jewish Museum's annual campaign is	Philanthropy
30	Giving money to the local animal shelter is	Philanthropy
31	Donating your hair is	Tzedakah
32	Giving your time to help out at the local food shelter is	Tzedakah
33	Planting Trees in Israel is	Philanthropy
34	Helping a refugee buy furniture because they cannot afford it is	Tzedakah
35	Helping Jewish kids get to summer camp is	Philanthropy

0:50-1:25

Activity 3 - Everyday Acts of Tzedakah Stations

Family Activity

Note to Teacher: You may wish to invite individuals or committees from your organisation, or organisations from your community or local area to run these stations. This helps to strengthen the ongoing relationship between the learners and the community. You could use these with, or instead of, the following examples of activities.

Say: **There are many different ways that we can participate in everyday acts of Tzedakah. For the rest of today's session, we are going to participate in a number of these. You may move at your own pace through the activities - however, I invite you to stay together as a family. At each station, really try to think about the needs that this act of Tzedakah fulfils and the characteristics of Tzedakah that it incorporates.**

Briefly describe the various stations you have set up. Set up tables and supplies for each activity. Allow participants 35 minutes to move through the stations. Use this time to check in with individuals and families who might need some clarification about the content being covered in this unit.

Station 1: Free Rice

Prior to the session, create an account, and then a group for your learners, generating a code that you give to learners at this station.

www.Freerice.com is a part of the United Nations World Food Program. They run an online game, where 10 grains of rice are donated to those in need, for every question answered correctly. This station fulfils the needs of the recipient's strength and body and fuels their mind. Provide learners with the code. You can monitor how many grains of rice you have collected. Learners can continue to play this at home. They can change categories and difficulty of the questions, so it can be more relevant to their interests.

Station 2: Tzedakah Boxes

Learners make their own individual or family Tzedakah box from recycled materials or using glass jars (or other materials) and decorating them, helping learners engage in lifelong practices of Tzedakah. The Tzedakah box is an important reminder of the act of giving of Tzedakah. It is customary in many families to put money into a Tzedakah box on Shabbat, and then using the money once it has added up to give to an important cause, rather than taking from one's assets once a year. Very often, we beautify the mitzvah of giving Tzedakah, by placing the money in a beautifully decorated box. This follows the idea of *hiddur mitzvah* [beautifying the mitzvah].¹⁵

¹⁵ For more information: <https://www.myjewishlearning.com/article/holiday-art/>

Station 3: Gifts Baskets

This station helps to fulfil the needs of the recipient's holistic human needs. You may choose to pack gift baskets of non-perishable foods for those in need or to take to a home for the elderly, or to take to a hospital. If this lesson lines up with an upcoming Jewish festival or secular holiday, you might choose to connect it to this activity. Learners can write messages for the recipients.

Station 4: Tzedakah Thinktank

At this station, learners can add acts of Tzedakah to a list to be placed in a common space in your community. Learners can encourage others to participate in acts of Tzedakah alongside them. Learners might also wish to share some of their learning on the poster. This station helps the learner to engage in lifelong practices of Tzedakah alongside their community.

You may wish to introduce community collection concepts of *Kupah* and *Tamchui*, as described in *Mishneh Torah, Hilchot Matanot Aniyim, by Rambam*.¹⁶

Station 5: Tie-Blankets

This station helps to fulfil the needs of the recipient's strength and body. Learners can make blankets to help keep others warm in winter. Instructions can be found here:

<https://www.projectlinus.org/patterns/pdf/NoSewFB.pdf>

1:25-1:30 Closure - Ticket to Leave

Family Activity

Prior to the session, cut out Handout 28 - Ticket to Leave [Volume 2, p56], so each learner receives one Thought Bubble "ticket."

Say: **Please fill out the two questions on the ticket to leave and hand it in before leaving today.**

Hand each learner the cut-out ticket to leave from Handout 28 - Ticket to Leave [Volume 2, p56] and a pen. Make sure to collect all responses, this will help to assess where each learner is.

¹⁶As described in Zamore, 2019, p 119-129. For more information:

https://www.sefaria.org/Mishneh_Torah%2C_Gifts_to_the_Poor.9?ven=Gifts_for_the_Poor_Trans_by_Joseph_B_Meszler_Williamsburg_Virginia_2003&lang=bi

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Lesson 4: Giving Tzedakah from the Heart

Overview:

The final lesson in this unit invites learners to develop their own connection to giving practices. Learners engage in a text study, exploring how one might give from the heart. The unit culminates in each learner creating their own illustrative poster, demonstrating the values and texts that embody their own perceptions of giving.

Essential Questions:

- For me, what components of Tzedakah embody intentional thought, effort and sacrifice?
- How can my ideal Tzedakah practice come from the heart?

Goals:

- To encourage learners to explore and articulate their own connections to Tzedakah.
- To allow learners to observe and appreciate the different connections to Tzedakah that each member of their family and community might have.

Objectives:

By the end of this lesson, *individuals* should be able to:

- Identify at least 2 ways that they can bring their *heart* to their practices of giving, of connection to community and to helping others in need.
- Articulate one's own connection to giving Tzedakah.

Timeline:

0:00-0:05	Set Induction - Word Association	Family Activity
0:05-0:35	Activity 1 - Text Study through Images	Family Activity
0:35-1:20	Activity 2 - Splatter Painting Posters (Memorable Moment & Summative Assessment)	Family Activity
1:20-1:30	Closure - Share	Family Activity

Materials:

- Large Adhesive Post-It Board/Pieces of Butcher's Paper (3 pages)
- Markers (one per learner)
- Envelopes (3 envelopes per group)
- Thick white paper for painting (one per learner)
- Paints (assorted colours, enough for each learner)
- Paintbrushes (various thicknesses, enough for at least 1 per learner)
- Tables and tablecloths (enough for each learner to have space)
- Water bowls (set on each table)
- Large poster papers (one per learner)
- Arts & Crafts materials
- Magazines to cut up
- Glue Sticks
- Tape

Handouts:

- Handout 29 - Text Study Instructions & Reflection Questions (one per group)
- Handout 30 - Image Human Outline (one per group)
- Handout 31 - Study Texts (one per group)
- Handout 32 - Images Group A (one per group)
- Handout 33 - Images Group B (one per group)
- Handout 34 - Images Group C (one per group)
- Handout 35 - Splatter Painting Posters Instructions (one per learner, two per page)

Notes:

- Preparation and moderate Set Up Required:
 - For Activity 1: Image Groups A, B, and C each need to be cut out and placed inside an envelope, ensuring to keep each set of images separated from each other. Instructions on p75. One set per group of each handout is needed.
- Activity 2 in this lesson includes paint, through the method of splatter painting. Make sure you have a space that is conducive to all learners together engaging in this activity. You may choose to provide an art apron/smock for each person or warn them that they should wear clothes that can get paint on them. You may also choose to do this activity in an alternative space or outdoors. Instructions on p76.

0:00-0:05 Set Induction - Word Association

Family Activity

*Prior to the session, place 3 adhesive post-it boards on the walls around the room.
Write on each one, one of the following headings:
Thought, Effort, or Sacrifice.*

As learners enter the space, invite them to write with markers on these poster boards what each of these words means to them, or what comes to mind when they see the headings.

Say: **As you enter the room, please take a marker and write whatever comes to mind when you see the headings on the posters around the room. You may also respectfully respond to someone else's comments. Take a few seconds to think about your responses before you write on the posters.**

Learner responses might include:

- Thought -
 - Thinking
 - Ideas
 - Discussing with others
 - Talking
 - Contemplation
- Effort -
 - Trying
 - Strength
 - Physicality
 - Doing something
 - Trying your best
- Sacrifice -
 - Giving something up
 - Give something of yourself
 - For someone else
 - Temple

0:05-0:35 **Activity 1 - Text Study Through Images**

Family Activity

Divide the large group into smaller groups, a few families per group is appropriate for this activity.

Say: **Jewish tradition is made up of many different mitzvot. The Torah and the Rabbis said: "you should do this" and "you should not do that." For example, 'Remember the Sabbath Day', and 'Do Not Murder.'** These are very strict instructions, with not a lot of detail. There is one mitzvah in the Torah that is very different. In Parashat Terumah, in the Book of Exodus, the Israelites have left Egypt and are wondering in the desert, determining how to establish a new free life. Moses goes up the mountain and God gives very specific instructions about the dimensions of how to build a dwelling place for God on earth, known as the *Mishkan*, or Tabernacle - a portable temple in the desert, similar to a synagogue. There are elements of gold and silver, wood of certain lengths. This part is like an IKEA manual, very specific parts must be used in a particular way to get the desired results. God also says to Moses:

דַּבֵּר אֶל-בְּנֵי יִשְׂרָאֵל וְיִקְחוּ-לִי תְרוּמָה מֵאֵת כָּל-אִישׁ אֲשֶׁר יִדְבְּנוּ לְבֹו תִקְחוּ אֶת-תְּרוּמַתִּי:¹⁷
Daber el b'nei Yisrael vayikchu-li Terumah, me-et kol-ish asher yidivenu libo, tikchu li et-terumati.

Tell the people of Israel to bring me contributions, from every person whose heart is moved to do so, take contributions for me.

The focus here is on the heart - of giving contributions when are we moved to do so. The Israelites used this understanding to guide their creation of a physical space to come together and be closer to God. They each gave meaningfully to create the Tabernacle. We can also use this idea to guide our practice of Tzedakah. Rabbi Jonathan Sacks, a rabbi from London understands that giving Tzedakah demonstrates a love of justice and of God. This parashah suggests that when our gifts to those in need are given from the heart, we can more meaningfully connect to those around us and to God. We are now going to explore the contributions for the Tabernacle that are listed in the Torah. We will then ask about how they might connect to our own understandings of what we can bring to their world and to our Tzedakah practice.

¹⁷ Parashat Terumah, Exodus 25:1-2, Hebrew text taken from <https://www.sefaria.org/Exodus.25.1-16?lang=bi&aliyot=0>, transliteration and translation by Tamara Cohen, 2019.

Prior to the session, Image Groups A, B and C each need to be cut out and placed inside an envelope, ensuring to keep each set of images separated from one another.

Give each group one set of each of the resources needed to complete the text study:

- Handout 29 - Text Study Instructions and Reflection Questions [Volume 2, p57]
- Handout 30 - Image Human Outline [Volume 2, p58]
- Handout 31 - Study Texts [Volume 2, p59-60]
- Handout 32 - Images Group A [Volume 2, p61-62]
- Handout 33 - Images Group B [Volume 2, p63]
- Handout 34 - Images Group C [Volume 2, p64-65]

As the learners engage in the texts, they need to match up the various images to create connections between the original text and the commentaries. Give groups 15 minutes to read and match up the images. Advise learners to move on to the reflection questions [included in handout] and allow 10 minutes for that part.

Learner responses to each reflection question might include:

1. The themes are the parts of the tabernacle, the human body and the universe.
2. The rabbis were trying to understand God's specific instructions and connect meaningfully with God.
3. There are many connections between things, even when we don't expect it. Humanity, the universe and the Tabernacle are more complicated than we think.
4. We can each bring unique qualities to community, to God and to giving. We should think about what we give. Our vital contributions make up a whole.
5. We should think carefully about what we give to Tzedakah. What drives our giving is important.
6. We can give something of ourselves, we should think about what we are giving, and we have to physically give something up from ourselves to help others.

At the end of activity, say: **These texts help us to see that offerings to God took all shapes, sizes and styles. The different colours and materials each represented a different part of the body, universe or a part of creation. The individual contributions when put together, helped to create a greater whole for the community, an idea that can guide our giving of Tzedakah.**

0:35-1:20

Activity 2 - Splatter Painting Posters

Family Activity

(Summative Assessment & Memorable Moment 1)

Say: **The texts that we explored were about colours and materials. We are now going to take inspiration from the imagery these texts provide us, and create our own colour palates, that represent our own connection to giving. Think back to the texts, colours and materials we just explored. How would you use colours to express your own ideal practice of Tzedakah? What colours represent you and your unique perspectives, approaches to community, Jewish life and Tzedakah? The first part of this activity is going to be splatter painting. Use various colours to shake paint onto a poster board.**

Allow learners 15 minutes to create their splatter paint images.

Say: **To each of our unique perspectives and approaches to Tzedakah through our Splatter Paintings, we are going to add some of our other thoughts, feelings and reflections. Go back through the texts, handouts, ideas that we've explored so far (they are all in your folder/binder). You have a choice in how you complete the second part of the activity. You may write a reflection, draw, cut words or images out of magazines, or something else. It must be able to be stuck onto large poster papers, with your Splatter Painting as the central piece.**

Give Learners each a copy of the Instructions for Handout 35 - Splatter Painting Poster Instructions [Volume 2, p66]. Provide learners with arts and crafts materials, magazines to cut up, glue sticks, tape etc, to decorate their posters. Allow learners 25 minutes to complete their posters.

1:20-1:30

Closure - Share

Family Activity

Say: **Now place your family's posters next to each other and look at them. Notice the similarities and differences between your colours, texts, ideas and values. Choose two elements from your poster to share with your family, describing how these connect to your heart and your ideal Tzedakah practice. Explain to your family what unique contribution you can make to community and strangers, especially to those in need, with all your heart.** Allow learners 5-6 minutes total to share two elements from each person's poster.

Say: **In our next unit, we are going to develop family Tzedakah practices. Our posters will stay here, and we will use them as important reminders of our individual values, colours and connections to Tzedakah, as we work together as families.**

UNIT 3: FAMILY TZEDAKAH PROJECT

Unit Overview

This unit guides learners through the process of creating their own Family Tzedakah Projects. 5th Graders and Grown Ups choose needs they wish to address and apply the values of Tzedakah, developing through research their own projects to focus on. Siblings are invited to join for the final three Stages in the process [Stages 3-6], as families develop their own way to support those in need. Together families gather resources and create their own plan to achieve their Tzedakah Projects. In between Stages 4 and 6 in this unit, families engage with organisations and complete Tzedakah Acts. Families Reflect on the process they established and the impact that giving Tzedakah had for those in need and their connection to lifelong practices of Tzedakah and mitzvot. Through these experiences, families apply and synthesise learning Units 1 and 2, and are prepared and empowered to continue their practices of Tzedakah at home after completing this curriculum.

Each lesson in this unit introduces a Stage in the process of developing, implementing and reflecting upon their Family Tzedakah Project. Following the opening activities, families are given time to work independently on their project. The facilitator/s should check in with families during this process to ensure they are completing the required milestones through the Stages.

Notes:

One lesson per Stage for the Family Tzedakah Project process has been provided. However, the facilitator may need to add additional sessions as the learners need. For example, the Research and Create a Process components are likely to need multiple sessions, depending on how much work families are doing in between sessions.

The implementation of these projects, the Tzedakah Acts Stage, are likely to take place offsite and without the facilitator present. In order to navigate these experiences into Memorable Moments, reflection, aided by the facilitator is required. The Take Home Resources - Tzedakah Acts Guide [Volume 2, p73-75] will help learners to begin their reflection whilst implementing their projects. These notes will be referred to during the Reflection Stage.

Unit Enduring Understandings:

- As a mitzvah, a Jewish responsibility and life-long practice, Tzedakah necessitates intentional thought, effort and sacrifice.
- Jewish texts and traditions call upon Jews to respond to the holistic human needs of those currently experiencing poverty.
- More than just giving money, meaningful practices of Tzedakah recognise poverty and wealth as constantly moving phenomenon.

Unit Essential Questions:

- What Needs of Others and Values of Tzedakah do I want to respond to, and therefore, what kind of Family Tzedakah Project do we want to create?
- What groups/organisations are already focused on the Needs of Others that our family has identified? How can we get involved with and help them?
- How much Tzedakah do I want to give? What resources will I acquire? Where will they come from?
- What did we learn from completing this Family Tzedakah Project process?

Lessons Overview:

Lesson 1: Needs and Values

Lesson 2: Research

Lesson 3: Create a Process

**In between these sessions, families implement their Tzedakah Projects.*

Lesson 4: Reflection

Memorable Moments:

This Memorable Moment is divided into two parts: firstly, the Tzedakah Acts (take place in between Lessons 3 and 4) and Reflection (Lesson 4).

The facilitator is unlikely to be present at Tzedakah Acts component, so it is vital that the Reflection process is used to enhance this experience into a Memorable Moment.

Assessments:

The process of creating and implementing a personalised Family Tzedakah Project in this Unit is an authentic, summative assessment of the values and processes learnt throughout this curriculum.

Lesson 1: Needs and Values

*Multiple Facilitators Required

Lesson Overview:

In this lesson, the Family Tzedakah Project process is introduced. Learners discuss the Needs of Others [Stage 1] and Values of Tzedakah [Stage 2] which become the basis of their Projects. A simulation of the process develops their understanding of the process.

Essential Questions:

- What Needs of Others and Values of Tzedakah do I want to respond to, and therefore, what kind of meaningful Family Tzedakah Project do we want to create?

Goals:

- To empower *individuals* to engage in conversation with their family about their observations of the world around them and the values that drive their actions.
- To introduce *families* to a process of navigating values into actions.

Objectives:

By the end of the lesson, *individuals* should be able to:

- Articulate the process by which their family will engage in the development and implementation of a Tzedakah Project.

By the end of the lesson, *families* should be able to:

- Articulate the *Needs* of Others observed in the world around them that they wish to address in their Tzedakah Project.
- Describe the *Tzedakah Values* that drive the process they wish to undertake for their Family Tzedakah Project.

Materials:

- Splatter Painting Posters (individuals created) from Unit 2, Lesson 4
- Strips of Paper (4-6 per learner) and pens (1 per learner)

Handouts:

- Handout 36 - Family Tzedakah Project Process
- Handout 37 - Closure 3, 2, 1

Lesson Plan (90 minutes)

Set Induction - Think, Pair, Share

Family Activity

Learners look back on their Splatter Painting Posters [Unit 2, Lesson 4] and are prompted to revise the Needs of Others and Tzedakah Values that drove their work. Learners pair with another learner and share some of the components of their Splatter Painting Poster with their partner.

Activity 1 - Needs of Others and Tzedakah Values

Family Activity

Facilitator guides families to determine their shared *Needs of Others* and *Tzedakah Values* that will become the core components of their Family Mitzvah Projects. Families write down on strips of paper the core Needs of Others and Tzedakah Values that stand out most to them, based upon their Splatter Painting Posters. Families then identify any overlap, before discussing and negotiating which *Needs of Others* and *Tzedakah Values* they want to focus on for the remainder of this unit.

Activity 2 - The Family Tzedakah Project Process

Family Activity

Learners are each given a copy of Handout 36 - Family Tzedakah Project Process [Volume 2, p68]. Allow participants a few minutes to look over the document and answer learner questions about the process, before engaging learners in a simulation of the process. Take learners through each of the Stages as outlined in the handout, responding to the ideas/questions raised at each step in the process. Allow learners to debate their ideas and perspectives, as this is representative of the process learners may engage in with their family. Ask other facilitators to act as members of organisations, so that phone calls, interviews and in person interactions can be simulated. Allow time to answer other questions the participants might now have.

Closure - Closure 3, 2, 1

Family Activity

Prior to the session, cut out Handout 37 - Closure 3, 2, 1. [Volume 2, p69], so each learner receives one Thought Bubble "ticket."

Learners are given Handout 37 - Closure 3,2,1 [Volume 2, p69] and a pen. They are asked to share with the facilitator 3 things they learnt, 2 questions they have, and 1 thing they want the facilitator to know.

Lesson 2: Research

Lesson Overview:

In this lesson, learners continue working towards their Family Tzedakah Projects. This lesson provides learners with insight into the Research [Stage 3] component of the process. It celebrates multiplicity of voices and experiences, reflective of Jewish tradition. Learners consider various ways they may gather information to address the Needs of Others they identified, grounded in their Tzedakah Values.

Essential Questions:

- What groups/organisations are already focused on the Needs of Others that our family has identified? How can we get involved with and help them?

Goals:

- To provide *individuals* with a Jewish lens towards research and the concepts of multiple perspectives, viewpoints and ways to access information.
- To connect *families* to organisations and groups already engaged in working towards fulfilling the Needs of Others that are meaningful to them.

Objectives:

By the end of the lesson, *individuals* should be able to:

- Articulate that Jewish tradition encourages us to consider multiple perspectives and avenues of accessing information, and that these values can guide our own research.

By the end of the lesson, *families* should be able to:

- Identify at least 1 organisation working towards the Needs of Others they will address.

Materials:

- Computers – family member/s should bring their own devices
- Wifi / internet access

Handouts:

- Handout 36 – Family Tzedakah Project Process given out in previous session, each family needs access to this document
- Handout 38 – Research Guide (one per learner)

Lesson Plan (90 minutes)

Set Induction - Would you Rather...?**Family Activity**

Ask learners three *Would you Rather...* questions, based upon local, national and international organisations that focus on helping others. For each question, give no information other than the name of the organisation. Learners do not need to know what each organisation does - the point of making them guess is to illustrate the importance of research. After each question ask learners to share why they chose that option, or ask those who chose not to vote, why they did not. For example, would you rather give money to UNICEF or JNF? Would you rather donate your hair to DreamLoveCure or Back on My Feet? Would you rather raise money for Sharsheret or NJWC? After these three questions, ask learners to explain what else they would want to know about the organisation in order to vote. Ask learners how they might learn more in order to be informed about where they give and what resources should go to each organisation? What would they want to know from an organisation? Learners should arrive at the answer: Research.

Activity 1 - Judaism and Research**Family Activity**

Explain that Judaism celebrates a multiplicity of voices through concepts such as *machloket* [it is okay to have different opinions], 4 Children in the Haggadah [we can express, explain and explore the same things in different ways] and the structure of collating rabbinic opinions in Talmud [multiple viewpoints are presented, but not always are we told whose opinion becomes the one that is practiced]. Brainstorm different avenues of obtaining information that learners might be able to access in order to develop their Family Tzedakah Project. Include the following resources, connecting them to the correlating Jewish counterpart:

Sources of Information	What information is gained?	How does this connect to Jewish traditions?
My Opinion	Begin with what I already know and think about something	Judaism encourages us to think for ourselves.
Primary Texts	Look at the material that the organisation presents about itself (website, brochures, Facebook etc)	Like going to the Torah as the original source
Secondary Sources	Look for other information about the organisation to see what others say (Internet, books, newspapers, etc)	Like looking at the Talmud, filled with different opinions, traditions and perspectives
Personal experiences	Ask those who have engaged with the organisation before (family, friends, community, teachers, rabbis etc)	This is like going to the rabbis/teachers or other texts for advice and guidance

Learners explore these and other research avenues for their Family Tzedakah Projects in Activity 2.

Activity 2 - Independent Working Time

Family Activity

Families work independently on their Family Tzedakah Project. Learners use their own devices to aid their work, as well as Handout 36 – Family Tzedakah Project Process [Volume 2, p68] given out in the previous lesson. Extending beyond the Needs of Others and Tzedakah Values determined in the previous session, families begin to Research organisations that engage with the needs they wish to address. Learners should reach out to organisations to determine what resources they need, and how they might be able to help this organisation. Learners can fill out their findings on the Talmud style Handout 38 – Research Guide [Volume 2, p70]. They can complete multiple pages for various organisations, until they determine the one they wish to pursue. By the end of this activity, the family should have selected an organisation with whom they wish to engage with for the remainder of their Family Tzedakah Project.

Closure - Would You Rather...?

Family Activity

Play the Would you Rather game again, but this time, families provide the examples. Ask two families to share an organisation they researched during this session and a little overview of the organisation. Learners vote on which they would choose (based upon balancing the values, needs and the ways the organisation was described). Repeat with another example. Learners observe the importance of the research process.

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Lesson 3: Create a Process

Lesson Overview:

In this lesson, 5th graders and their Grown Ups invite siblings and/or other relatives who will be involved in developing and implementing the Family Tzedakah Project. Families move into Create a Process [Stage 4] of preparing their projects and share with the other families the needs, values, research and process they are undertaking.

Essential Questions:

- How much Tzedakah do I want to give? What resources will I acquire? Where will they come from?

Goals:

- To encourage *families* to individually and communally determine the resources they have, networks they can access and develop strategies to achieving their Tzedakah Project goals.

Objectives:

By the end of the lesson, *individuals* should be able to:

- Articulate that Judaism presents multiple types of processes, from which we can draw inspiration for creating our own processes.

By the end of the lesson, *families* should be able to:

- Describe the resources they have access to, and a plan through which to acquire resources to fulfil their stated outcomes of their Tzedakah Project.

Materials:

- Paper (2-3 pages per family)
- Pens (2-3 per family)
- Computers - family member/s should bring their own devices
- Wifi / internet access

Handouts:

- Handout 36 - Family Tzedakah Project Process (copies for each joining family member)
- Handout 39 - Responsibility Chart (one copy per family)

Lesson Plan (90 minutes)

Set Induction - Brainstorm and Share

Family Activity

Families sit together, and siblings joining the program today share what they already know about Tzedakah. 5th graders and Grown Ups describe the learning thus far to the new family members. Using Handout 36 – Family Tzedakah Project Process [Volume 2, p68] as a guide, family members should walk through the Family Tzedakah Project Process so that all family members feel ready to participate in the next stage.

Note to Teacher: You may wish to link this activity back to the Tinker Toys activity (Introductory Lesson, Activity 1) to remind learners of the value of working in a group (and its challenges) and that there are many different ways to reach an identified goal.

Activity 1 - Judaism and Processes

Family Activity

Ask each family to name a Jewish ritual or lifecycle event that they know about and the particular order that things happen in order to prepare for and implement that ritual or life cycle event. Learners should list the individual components in this process, thinking of as many components as they can and writing them down with paper and pen. Examples might include: the order of the Haggadah, Havdallah or Shabbat, or preparing for a b'nei mitzvah.

Ask families to think of a situation where this order might not have happened according to the plan they outlined. Why might that be? For example, the Haggadah says you cannot eat until a particular step, but maybe a family member is too young to wait and they eat earlier; or perhaps a family member converted to Judaism and had their b'nei mitzvah after they got married, and not before, like might be the more common order of having Jewish lifecycle events.

Explain that these examples allow us to see that there are many different ways to approach how to do something and that even when there are structures, these can change for our personal situation. Explain that we are using this process to develop our Family Tzedakah Projects, but families should be comfortable to change the process slightly (and within reason) to fit their needs.

Activity 2 - Independent Working Time

Family Activity

Families work independently on their Family Tzedakah Projects. Learners use their own devices to aid their work. Extending beyond the Needs of Others, Tzedakah Values and Research determined in the previous sessions, families begin to Create a Process [Stage 4]. This involves determining and planning all the moving parts that help them turn their ideas into actional Tzedakah Projects. Families begin by answering and completing the questions on the first page of Handout 39 - Responsibility Chart [Volume 2, p71-72]

Then, use the second page as a template to create and complete their own Responsibility Chart. This chart should express what each family member will do to prepare the Project before implementing the Tzedakah Acts. This chart should include: how learners will fulfil the needs of others through the organisation; what types and how much of these resources does the family aim to collect and where the resources will come from.

Activity 3 - Presentations

Family Activity

Families briefly present their Family Tzedakah Project. Each family should express the Needs of Others, the Tzedakah Values and the Research process they have undertaken. They should describe what they have found easy and challenging about this process. They should identify where they anticipate focusing next in the process and what questions they still have about their Project.

Closure - Share

Family Activity

Families share amongst themselves one new idea they are thinking about after hearing the other groups present their projects. Ask some individuals to share their thoughts with the larger group.

Note to Teacher:

In between Lesson 3 and Lesson 4, participants continue to collect the resources they are going to give to their chosen organisation. The Responsibility Chart created in Lesson 3 guides their work at home. When they have completed their preparation, families should implement Tzedakah Acts [Stage 5] of the process.

Families use Handout 3.6 - Take Home Resource: Tzedakah Acts Guide [Volume 2, p73-75] to help them prepare and facilitate their project. Families implement these projects most likely without the facilitator - although the facilitator might wish to join the family at their chosen organisations, if possible.

The Tzedakah Acts implementation consists of the first half of the Memorable Moment. In Lesson 4, the families reflect on their project and interaction with the organisation, which constitutes the second half of this Memorable Moment.

Lesson 4: Reflection

Lesson Overview:

In this lesson, families participate in the Reflection [Stage 6] of the process of completing their Family Tzedakah Projects. Siblings participate in this reflection process. Families share the final iteration of their Project with other families, whilst reflecting upon their experience creating and implementing the process.

Essential Questions:

- What did we learn from completing this Family Tzedakah Project process?

Goals:

- To encourage *individuals* and *families* to reflect upon their learning through creating and implementing their Family Tzedakah Projects.

Objectives:

By the end of the lesson, *individuals* and *families* should be able to:

- Articulate meaning and learning from engaging in their Family Tzedakah Projects.

Materials:

- Paper and pens (1-2 per family)
- Whiteboard and Markers
- Slip of paper and pens (one per learner)

Handouts:

- Handout 40 – Take Home Resource: Tzedakah Acts Guide [completed during Stage 5 – Tzedakah Acts]
- Handout 41 – Reflection Notes (one per family)

Lesson Plan (90 minutes)

Set Induction - Visualisation

Family Activity

Invite learners to close their eyes and then guide learners through a visualisation through each of the 6 Stages in the Family Tzedakah Project process. At each Stage, ask learners to bring to mind the components that drove their family in reaching their project idea. (e.g. what need did they identify, what values of tzedakah, how did they choose what resources to collect, what did they do at home in between sessions, how did they share their ideas with others to collect resources from them). Invite them to consider key moments of meaning, challenge, and learning. What are they holding on to now, even though the project has been completed? What do they see as their next Tzedakah project?

Activity 1 - Presentation Preparation

Family Activity

Prior to the session, cut out Handout 41 - Reflection Notes [Volume 2, p76], so each learner receives one slip of paper.

Explain that there are traditions in Judaism that encourage us not only to live our actions and traditions but also to reflect upon them and to think forward to what is next. Describe the process of Teshuva [Repentance/Return] in preparation for Rosh HaShanah and Yom Kippur - where we are encouraged to think back on our actions over the last year and consider what we might do differently in the future, and who we might need to apologise to etc. Similarly, when we read Torah, we hear the story of our ancestors and we spend time thinking about how their experiences connect with our own lives, often writing or hearing Divrei Torah to reflect upon these connections. Thinking back, reflecting and forward planning are core to Judaism.

Give families pen and paper and time to reflect upon their experiences of creating and implementing their Family Tzedakah Projects, before they present their reflections to the whole group. Families use their Notes section from Handout 40 - Take Home Resource: Tzedakah Acts [Volume 2, p75], and Handout 41 - Reflection Notes [Volume 2, p76] to guide their reflection. Those questions are:

- What was your Family Tzedakah Project?
- What process did you go through to prepare and implement your project?
- What happened on the day when you went to the organisation, or gave them the resources you had collected?
- What did you feel and think about it on the day?
- What are you still thinking about?

Activity 2 - Presentations

Family Activity

(Memorable Moment 2b)

Each family presents their Family Mitzvah Project to the rest of the group, reflecting upon the questions on Handout 41 - Reflection Notes [Volume 2, p76].. The focus should be both on the creation process and the family's experience. Between each presentation, the whole group should collate key ideas, themes, feelings, and thoughts that they heard, and they should be written on the white board.

Closure - Headlines/Tweets

Family Activity

Provide learners with a slip of paper and pen. Learners each write one headline/ tweet that celebrates the group's learning, experiences, their Tzedakah projects, and draws upon the key themes and ideas written on the whiteboard during the presentations.

Note to Teacher:

Young children might draw a picture instead, or work with their Grown Ups on completing this task.

Facilitator should keep these headlines to collate and give to learners during the next session.

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CONCLUDING LESSON (SCRIPTED LESSON)

Concluding Lesson: Our Responsibility

Lesson Overview:

In this lesson, 5th graders and Grown Ups reflect upon the learning completed throughout the entire program. Drawing on the communal responsibility for mitzvot and Tzedakah explored in the Introductory Lesson, learners create an action plan for how to continue their Tzedakah practices at home.

Essential Questions:

- How can we turn a Tzedakah Project into an ongoing Tzedakah Practice at home?
- How can engaging in these topics with my family strengthen our connection to lifelong Jewish practices?

Goals:

- To allow *individuals* the opportunity to reflect upon their learning and personal meaning in their Family Tzedakah Projects.
- To allow *families* to set intentions for continued engagement in Tzedakah together as a family.

Objectives:

By the end of the lesson, *individuals* should be able to:

- Articulate personal meaning and learning from engaging in their Family Tzedakah Projects.

By the end of the lesson, *families* should be able to:

- Articulate an action plan to continue their Tzedakah practice at home.

Timeline:

0:00-0:10	Set Induction - Mitzvah and Tzedakah Brainstorm 2.0	Family Activity
0:10-0:40	Activity 1 - Personal Reflection	Family Activity
0:40-1:20	Activity 2 - Action Plan	Family Activity
1:20-1:25	Activity 3 - Celebrating our Learning	Family Activity
1:25-1:30	Closure - One Word	Family Activity

Materials:

- Whiteboard and Markers
- Prepare photo taken during the Set Induction of Introductory Lesson
- Projector / Computer
- Pens (one per learner)
- Laminator and laminating sheets for the larger paper selected for Handout 36
- Paper (one page per learner)
- Headlines/tweets collated from the previous session, (print one collection for each learner).

Handouts:

- Handout 42 - Personal Reflection (one per learner)
- Handout 43 - Family Tzedakah Practice Plan (one per family)
- Handout 36 - Family Tzedakah Project Process (one per family, enlarged onto a larger piece of paper).

Notes:

- Preparation and moderate Set Up required:
 - For Set Induction: Prepare the photo taken from the Introductory Lesson of the program. Instructions on p95.
 - For Activity 2: Collate the headlines / tweets written during the previous session into a word document and print a copy for each learner. These will be the final pages of their binder/folder. Instructions on p96.

0:00-0:10 **Set Induction - Mitzvah and Tzedakah Brainstorm 2.0** **Family Activity**

Prior to the session, make sure to have ready the photo taken during the Set Induction of the Introductory Lesson [p11] to compare to learner brainstorm during this Set Induction.

Write the words Mitzvah and Tzedakah on the whiteboard. Say: **What comes to your mind when you hear the word Mitzvot or Tzedakah?** Allow participants 5-6 minutes to list everything they know or think about these two words.

Say: **During our very first lesson, we also brainstormed these two words.** Note any new insights, details and concepts that learners use to describe these two words.

0:10-0:40 **Activity 1 - Personal Reflection** **Family Activity**

Say: **Throughout this program we have considered how Judaism suggests we might engage with Tzedakah as a way to help the holistic needs of others. We have focused on our own needs and the needs of others. We have thought about the concepts of Tzedakah that are important to us and worked with our families to create a Family Tzedakah Project. Now, we have an opportunity to think about how we take all this learning and thinking forward to how we might engage with Acts of Tzedakah in the future. Before we discuss how we might make our Family Tzedakah Project into a Family Tzedakah Practice, we are each going to take some time to ourselves to reflect on this experience. Go through your binder/folder with all the texts, reflections, your journals and splatter posters and ideas that we have explored together. Use them, as well as anything else you are thinking about, as the basis for your own personal reflection. Write short responses to the questions listed.**

Provide each learner with a copy of Handout 42 - Personal Reflection Questions [Volume 2, p78-79], a pen and 20-25 minutes to reflect and write their responses to the Questions outlined:

- What are the main ideas that stand out to me about Mitzvot and Tzedakah?
- One thing that surprised me about what I learnt is...
- Two ideas I really want to hold on to from this experience are...
- What did I find by learning and engaging in this process with my family? What was easy or challenging?
- How might these experiences shape my own personal connection to Tzedakah and how I want to engage in acts of Tzedakah in the future?
- Describe one important moment from this experience. What was it? How did it make you feel? Why is this an important moment for you?

At the end of the time, say: **We are going to take these individual reflections and put them together with our family's reflections and future Tzedakah aspirations.**

0:40-1:20 Activity 2 - Action Plan

Family Activity

Say: **The 6 Stages of our Family Tzedakah Project process helped us to learn a way to engage in Tzedakah together with our family. Now, we are going to determine a family plan so that we can build upon this one experience to plan future ones. To do this, we need to think about what worked well and what was more challenging for us. We need to ask ourselves many of the same questions we have been asking already: what holistic needs of others do we want to address? how might the values of Tzedakah underlie our decisions about what we want to give, where will these resources come from and how often do we want to give?**

Allow families 15 minutes to complete Handout 43 - Family Tzedakah Practice Plan [Volume 2, p80], responding to the following questions:

- 1) Share your important moment that you wrote about in your personal reflection. Allow time for everyone to share their responses.
- 2) Describe what you think worked and what was challenging about the Family Tzedakah experience?
- 3) How might we set up an ongoing Family Tzedakah Practice?
 - a. What do we need to be successful in developing a Family Tzedakah Practice? Describe them below:
 - b. Which resources that we have collected during this process will be the most helpful for us? List them below:
- 4) Find a time in the next two weeks for a Family Meeting to determine the next project we want to engage in together:
- 5) Decide how regularly you want to reassess your plan (one month, 3 months, 6 months from now):

Say: **These ideas are the basis through which we can develop a Family Tzedakah Practice. Just like our Projects, it is important to use a process. So, we are going to prepare a version of our Family Tzedakah Project Process to take home and guide us in our future Tzedakah projects.**

Provide each family with an enlarged copy of Handout 36 - Family Tzedakah Project Process [Volume 2, p68].

Say: **Each family should write their names on these Process handouts and then we will take turns to laminate ourselves a larger copy to keep at home for our future projects. We will also allow a few more minutes to brainstorm what our next Family Tzedakah Acts might be. For this part, you can use paper and pens and the Process and begin from Stage 1 - thinking about the Needs of Others you might want to address - do you want to address the same needs or focus on something else? Then move onto Stage 2 - the Tzedakah Values, etc.**

Allow families enough time to write their names on the handout, before laminating them. This part of the activity should last up to 20 minutes.

Say: **This is a great start for each family. You can continue to plan, when you meet as a family for the meeting you determined in your Family Tzedakah Practice Plan.**

1:20-1:25 Activity 2 - Celebrating our Learning

Family Activity

Prior to the session, collate the Headlines/Tweets written during the closure of the previous session into a word document. Print a copy for each learner.

Say: **Last session, we each wrote a headline or tweet that summarised your feelings and thoughts about the groups learning, experiences, key themes and ideas that had been explored. I have collated them all and printed a copy for each person. These will be the final pages to go into your binder/folder, as a reminder of the incredible learning and discovery that you have participated in during this program.**

Provide each learner with a copy of the Headlines/Tweets that have been compiled, and a few moments to place the pages into their binder/folder.

1:25-1:30 Closure - One Word

Family Activity

Ask learners to stand in a circle, so that they can all see each other.

Say: **As we take our final moments for this program, we are going to go around the room and say one word that you are taking away with you.**

Allow learners a moment to think about their word and then share their word.

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ANNOTATED BIBLIOGRAPHY

Main Resources

Berkowitz, D. (n.d.). *Tzedakah for kids*. Retrieved from Kveller:

<https://www.kveller.com/article/tzedakah-for-kids/>

This short article suggests that Tzedakah relates to the concept of sharing. It introduces a model for beginning with parents demonstrating their actions of Tzedakah to children, and emphasises engaging in conversations with children about wealth, hardships and the economy.

Exler, L. (Ed). (2012). *Where Do You Give? A Tzedakah Curriculum*. Retrieved from The Jewish Funders Network:

<http://www.jtfn.org/sites/default/files/docs/resources/wdygcurric.pdf>

This curriculum explores Tzedakah in the lives of middle schoolers. It contains concepts, explanations and activities that would compliment learning within this curriculum. This program is co-written by American Jewish World Service (AJWS). It emphasises the importance of instilling values of giving in to the lives of young adults - those around the b'nei mitzvah years, and at times when they might come in contact with their own income.

Ingall, M. (n.d.). *Making Kids Menschy About Money*. Retrieved from Tablet Magazine:

<https://www.tabletmag.com/jewish-life-and-religion/188617/kids-menschy-money>

This article from Tablet Magazine provides a parent's perspective on the challenges of instilling values of Tzedakah with their children. Ingall reinforces the benefits of talking about money and Tzedakah with your children, but gives an open account of the challenges she has faced as a parent. This resource could be shared with other parents either as a way to invite them to participate in this program, or to enhance the conversations.

Kipnes, P. J., & November, M. (2015). *Jewish Spiritual Parenting: Wisdom, Activities, Rituals and Prayers for Raising Children with Spiritual Balance and Emotional Wholeness*. Jewish Lights Publishing.

This book guides parents in engaging in meaningful, spiritual conversations and relationships with their children. It contains anecdotes This text could be used to enhance Grown Up activities, or as a suggestion for further reading.

Learning to Give. (n.d.). *Home*. Retrieved from Learning to Give:

<https://www.learningtogive.org>

This website contains a number of lesson plans and resources for teachers to engage with guiding students towards acts of giving. It is strongly recommended to enhance this curriculum guide with these resources, many of which can be refined by age, region and other characteristics relevant to your institution.

Tomlinson, C. A. (2017). *How to Differentiate Instruction in Academically Diverse Classrooms*. Alexandria: ASCD.

This teachers' resource guide provides perspectives, ideas and tools for teachers to adapt learning activities to the individual needs of their learners. This resource can be used by teachers to assist them in identifying and responding to the different learners participating in this program in their classroom.

Wood, C. (2015). *Yardsticks: Children in the Classroom Ages 4-14*. Center for Responsive Schools.

Providing milestones, skills and traits of learners aged 4-14, the textbook guides teachers to create lessons, activities and programs that meet learners at their developmental stages. This resource can be used to help the teacher focus their delivery of this curriculum to the 5th Grade learners, and also consider how to cater the lessons for siblings, when included in the program.

Zamore, M. L. (Ed.). (2019). *The Sacred Exchange: Creating a Jewish Money Ethic*. New York, New York, USA: CCAR Press.

In 2019, the CCAR Press released this latest addition to the CCAR Challenge and Change Series. This collection of over 35 essays from rabbis, educators, professors, non-profit professionals and layleaders provides a myriad of experiences, perspectives and approaches to interacting with money, the economy and the world around us. These experts discuss Jewish practices and laws historically and suggest their place for us in the 21st century. This collection provides numerous recommendations for contemporary, meaningful practice and ethics from both religious and secular perspectives. Engaging with these essays sparked my focus for this curriculum towards engaging with Tzedakah as a response to the unmet holistic needs of others. Its perspectives on engaging in difficult conversations regarding wealth, resources and money with families and in society, reinforced my passion for developing a family education program. Many of the outcomes, activities, goals and questions embedded in this curriculum guide come from the perspectives and questions raised by these thinkers.

Additional Resources

Lieber, R. (2019). *The Opposite of Spoiled: Raising Kids Who Are Grounded, Generous, and Smart About Money*. HarperCollins Publishers.

This new book celebrates parents engaging in conversations with their children about secular uses of financial resources – from birthday parties, the tooth fairy, college tuition and everything in between. Lieber emphasises the power that these conversations can have in driving society forward and answering the questions that kids have, and have often been left unanswered. This book can enrich the conversations in this curriculum and provide supplementary resources for parents.

Messinger, R. (2012). *Tzedakah: 9 Designs That Challenge Our Notions Of Philanthropy (PHOTOS)*. Retrieved from huffpost:

https://www.huffpost.com/entry/9-designs-that-challenge-our-notions-of-philanthropy_b_1441553?slideshow=true

These pictures invite onlookers to reconsider what the traditional notions of philanthropy and Tzedakah might look like in the 21st century. It considers many other ways, beyond the traditional collection box, to collect and distribute financial resources to others.

Morgan Stanley. (2019). *This Too Is for the Good: Giving and Investing in Alignment with Jewish Values*. Retrieved from Morgan Stanley:

<http://image.msmail.morganstanley.com/lib/fe9413737562077971/m/1/f8391ea7-45fd-4c79-bcad-07ec719fc1ed.pdf>

This document combines Jewish values relating to money and giving with contemporary, secular trends in investing, allocating resources and aligning morals and ethics. This includes an in-depth exploration of Tzedakah, as well as other Jewish values relating to our responsibility to ourselves and those around us. It shares core questions, asking how best we can talk to our children about our Jewish values, responsibilities and relationships to money. It could be used to enhance the lessons in this guide.

My Jewish Learning: www.myjewishlearning.com

This website is helpful to enhance the concepts explored in this curriculum. Many articles, ideas and perspectives can be found using this resource. These resources were used to guide the development of many of the activities, as noted throughout the footnotes in this curriculum guide.

Reform Judaism: <https://reformjudaism.org>

This website is helpful to enhance the concepts explored in this curriculum. Many articles, ideas and perspectives can be found using this resource to enhance lessons in this program or for further reading at home.

Salkowitz, T. (2016). Inspiring kids' philanthropy in the 21st century. Retrieved from Arizona Jewish Post:

<https://azjewishpost.com/2016/inspiring-kids-philanthropy-in-the-21st-century/>

This brief article emphasises the uniqueness of the word Tzedakah, as justice, not as charity, as it is often mis-translated. The article stresses the importance of parents engaging in conversations with their children about Tzedakah and practices of giving. Incorporating these values in to every day conversations and lives of all family members is at the heart of this article.

Sandler-Phillips, R. (2019). Generous Justice: Jewish Wisdom for Just-Giving. WAYS OF PEACE Community Resources.

This is another newly released resource. It is comprised of resources, advice and traditional texts to enhance one's relationship to Jewish giving. It may be a text to recommend to those parents who are interested in continuing to explore and engage with Jewish concepts of money, wealth and giving after the program.