

Tzedakah: A Holistic Jewish Practice

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

Volume 2

Handouts & Resources

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Introductory Lesson

Handouts and Resources

Slips of Paper: (Cut up prior to session)



Build Instructions A

Rule 1: Building the tallest structure you can, with only the materials provided.

Rule 2: Build one structure together as a family.



Build Instructions B

Rule 1: Building the tallest structure you can, with only the materials provided.

Rule 2: Each family member must build their own structure.



Build Instructions A

Rule 1: Building the tallest structure you can, with only the materials provided.

Rule 2: Build one structure together as a family.



Build Instructions B

Rule 1: Building the tallest structure you can, with only the materials provided.

Rule 2: Each family member must build their own structure.

Name:

“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

My initial thoughts about helping others:

Family Brit - Agreement

1. We will show respect to each other by....

2. We will help each other by....

3. We will make sure everyone's voices are heard by....

4. I will be responsible for my own learning by...

5. Our family is also thinking about....

Signed: _____
by each family member

Slips of Paper: (Cut up prior to session)



Name: _____

One thing I'd still like to learn about Tzedakah is....



Name: _____

One thing I'd still like to learn about Tzedakah is....

Unit 1: Looking to Ourselves

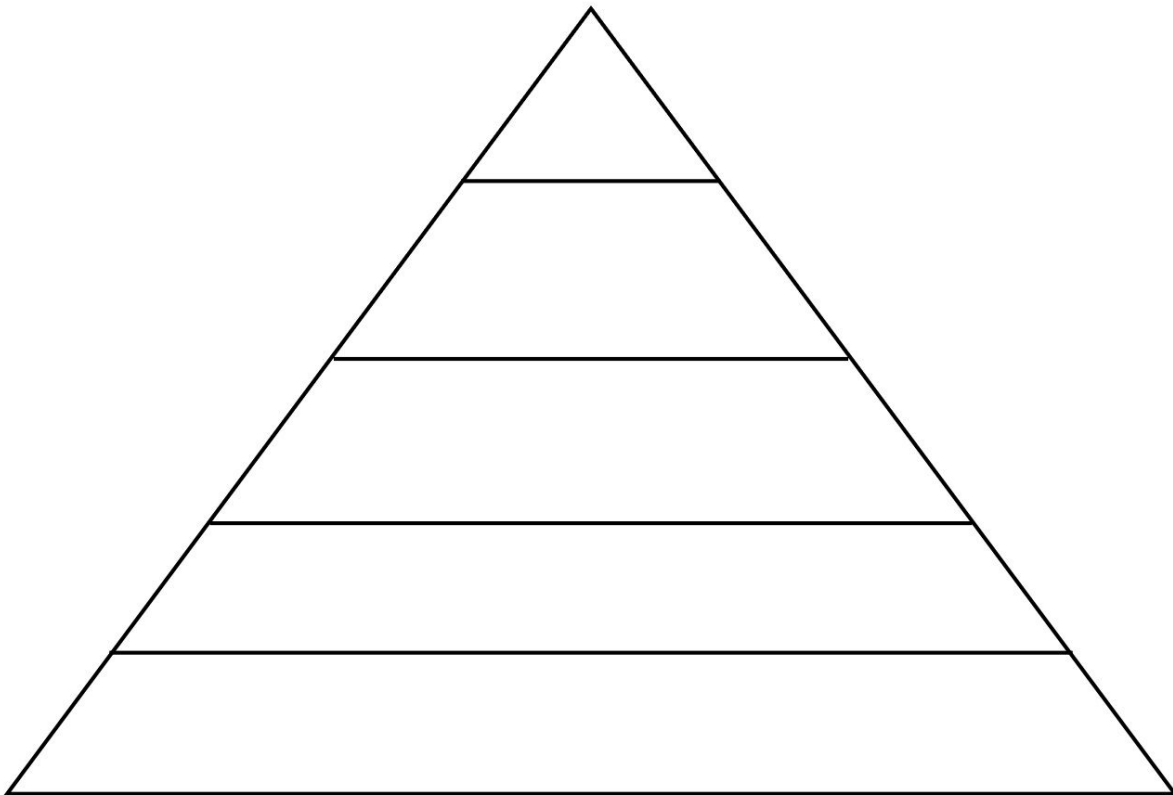
Handouts and Resources

NEEDS

WANTS

¹ Copy this image (or print on large poster paper) onto 4 Large Post-It Boards and hang around the room.

Maslow's Hierarchy of Needs



¹ <https://www.pinterest.ca/pin/103160647700558907/>

Nisim Bechol Yom - Blessings for our Daily Miracles²*Weekday Morning*

נְסִימ בְּכֹל יוֹם

NISIM B'CHOL YOM — FOR DAILY MIRACLES

BARUCH atah, AdonaiEloheinu, Melech haolam,
asher natan lasechvi vinah
l'havchin bein yom uvein lailah.בְּרוּךְ אַתָּה, יְיָ,
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
אֲשֶׁר נָתַן לְשִׁכְוִי בֵּינָה
לְהַבְחִין בֵּין יוֹם וּבֵין לַיְלָה.*For awakening*PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who has given the mind the ability to distinguish day from night.Baruch atah, Adonai
Eloheinu, Melech haolam,
pokei-ach ivrim.בְּרוּךְ אַתָּה, יְיָ,
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
פוֹקֵי אֶחָד עֵרְוִים.*For vision*PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who opens the eyes of the blind.Baruch atah, Adonai
Eloheinu, Melech haolam,
matir asurim.בְּרוּךְ אַתָּה, יְיָ,
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
מַתִּיר אֲסוּרִים.*For the ability
to stretch*PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who frees the captive.Baruch atah, Adonai
Eloheinu, Melech haolam,
zokeif k'fufim.בְּרוּךְ אַתָּה, יְיָ,
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
זוֹקֵף כְּפוּפִים.*For rising to the
new day*PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who lifts up the fallen.

נְסִימ בְּכֹל יוֹם *Nisim b'chol yom . . . For daily miracles . . .* These morning blessings evoke wonder at awakening to physical life: we open our eyes, clothe our bodies, and walk again with purpose; spiritual life also, we are created in God's image, are free human beings, and as Jews, celebrate the joy and destiny of our people, Israel.

Ashkenazi tradition places the "identity" blessings near the beginning; Maimonides puts them at the end.

Though they are intended literally, we may perceive each blessing spiritually.

Inspiration for blessings three to five comes from Psalm 146:7-8.

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² As found in Study Texts, from "Mishkan T'filah: A Progressive Siddur", USA Edition, CCAR, 2010, p. 36-40

Weekday Morning

נְסִיִּים בְּכֹל יוֹם

NISIM B'CHOL YOM — FOR DAILY MIRACLES

BARUCH atah, Adonai
Eloheinu, Melech haolam,
roka haaretz al hamayim.

בְּרוּךְ אַתָּה, יי
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
רוֹקֵעַ הָאָרֶץ עַל הַמַּיִם.

*For firm earth to
stand upon*

PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who stretches the earth over the waters.

Baruch atah, Adonai
Eloheinu, Melech haolam,
hameichin mitzadei gaver.

בְּרוּךְ אַתָּה, יי
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
הַמַּכִּין מִצְעָדֵי גָבֵר.

*For the gift of
motion*

PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who strengthens our steps.

Baruch atah, Adonai
Eloheinu, Melech haolam,
malbish arumim.

בְּרוּךְ אַתָּה, יי
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
מַלְבִּישׁ עֲרֻמִּים.

*For clothing
the body*

PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who clothes the naked.

Baruch atah, Adonai
Eloheinu, Melech haolam,
hanotein laya-eif ko-ach.

בְּרוּךְ אַתָּה, יי
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
הַנוֹתֵן לַיָּעֹף כֹּחַ.

*For renewed
enthusiasm for life*

PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who gives strength to the weary.

Baruch atah, Adonai
Eloheinu, Melech haolam,
hamaavir sheinah mei-einai,
ur'numah mei-afapai.

בְּרוּךְ אַתָּה, יי
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
הַמַּעֲבִיר שְׁנָה מֵעֵינַי,
וְתַנּוּמָה מֵעַפְעָפֵי.

For reawakening

PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who removes sleep from the eyes, slumber from the eyelids.

Weekday Morning

נְסִיִּים בְּכָל יוֹם

NISIM B'CHOL YOM — FOR DAILY MIRACLES

BARUCH atah, Adonai
Eloheinu, Melech haolam,
she-asani b'tzelem Elohim.

בָּרוּךְ אַתָּה, יי
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
שֶׁעָשָׂנִי בְצַלְמֵךְ אֱלֹהִים.

*For being in the
image of God*

PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who made me in the image of God.

Baruch atah, Adonai
Eloheinu, Melech haolam,
she-asani bein/bat chorin.

בָּרוּךְ אַתָּה, יי
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
שֶׁעָשָׂנִי בֶן/בַּת חוֹרִין.

*For being
a free person*

PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who has made me free.

Baruch atah, Adonai
Eloheinu, Melech haolam,
she-asani Yisrael.

בָּרוּךְ אַתָּה, יי
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
שֶׁעָשָׂנִי יִשְׂרָאֵל.

For being a Jew

PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who has made me a Jew.

Baruch atah, Adonai
Eloheinu, Melech haolam,
ozeir Yisrael big'vurah.

בָּרוּךְ אַתָּה, יי
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
אוֹזֵר יִשְׂרָאֵל בְּגִבוּרָה.

For purpose

PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who girds Israel with strength.

Baruch atah, Adonai
Eloheinu, Melech haolam,
oteir Yisrael b'tifarah.

בָּרוּךְ אַתָּה, יי
אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
עוֹטֵר יִשְׂרָאֵל בְּתִפְאַרָה.

For harmony

PRAISE TO YOU, Adonai our God, Sovereign of the universe,
who crowns Israel with splendor.

שֶׁעָשָׂנִי יִשְׂרָאֵל *She-asani Yisrael . . . For being a Jew.* Israel was the name Jacob acquired after wrestling with the angel, and this name became that of our people; we are the Children of Israel. The name Israel implies wrestling with God; to be a Jew and have faith in God is an ongoing challenge, and we are encouraged to question and delve into the nature of a faithful life.

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Station Instructions:

1. Watch a few seconds of the movie clip.
2. With your family, identify some of the needs that are being explored, according to Maslow's Hierarchy of Needs.
3. Determine how this need relates to the daily prayers of the Nisim Bechol Yom.
4. Each family should complete fill out at least one slip of paper at the station before moving to the next station.
5. Tape your slip of paper on the correct level of the Pyramid.

Example slip of paper:

The Need:	Safety
Description of the scene:	Carl wears goggles and a helmet wherever he goes so that he can go through life feeling safe and protected, seeing the challenges before him and overcoming them.
What Daily Blessing/s might this need connect to?	#2, 10 (for vision and for freedom)
How does this Daily Blessing/s connect to Maslow's Hierarchy?	By wearing this protective gear as he journeys freely through life, Carl protects himself from possible dangers in the world around him. The Nisim Bechol Yom invites us to celebrate our ability to see (even with glasses) and the gift of freedom. Vision connects to Physiological needs, and freedom connects to Safety.

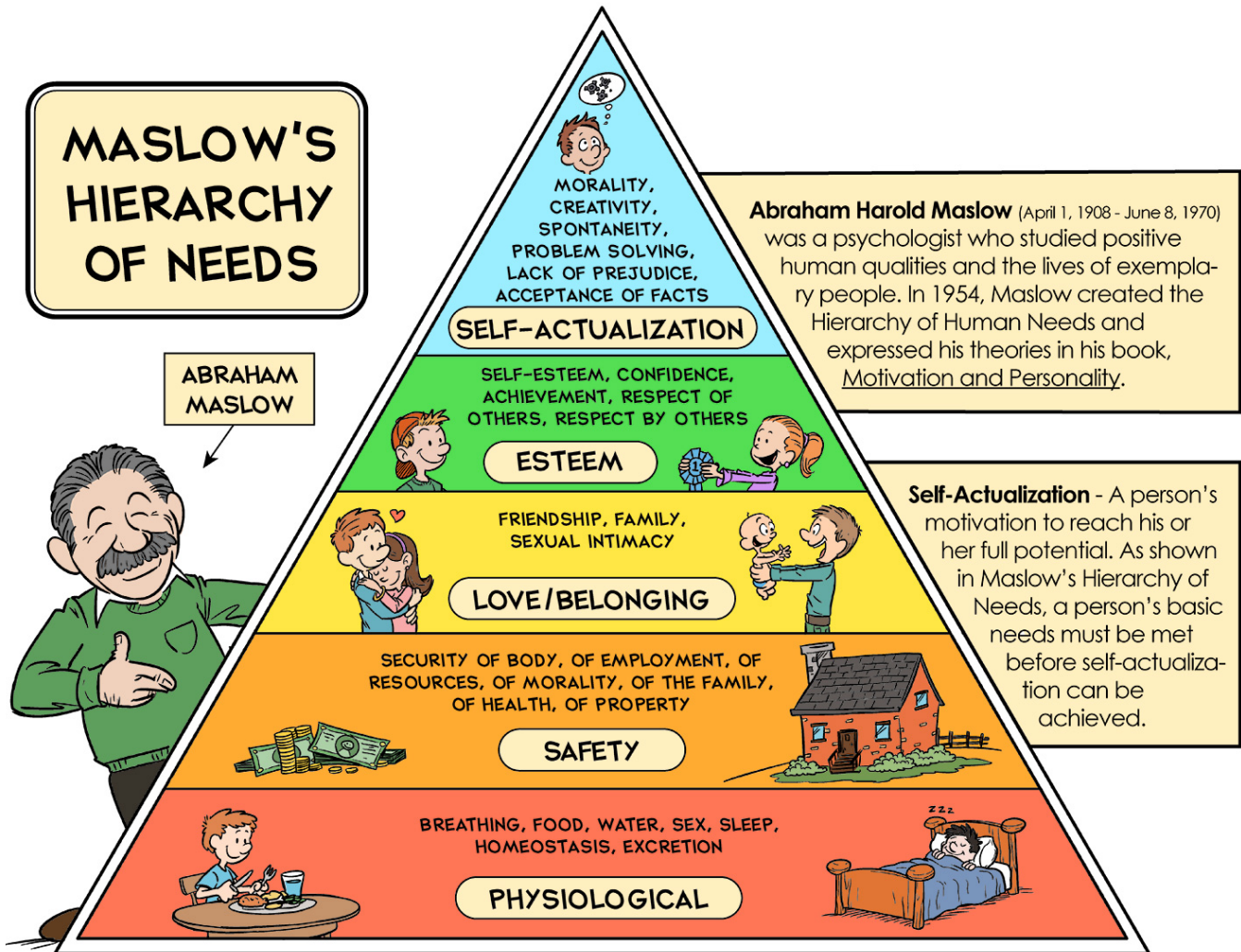
Slips of Paper: (Cut up prior to session)



The Need:
Description of the scene:
What daily blessing/s #s might this need connect to?
How does this Daily Blessing/s connect to Maslow's Hierarchy?



The Need:
Description of the scene:
What daily blessing/s #s might this need connect to?
How does this Daily Blessing/s connect to Maslow's Hierarchy?



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³<https://www.timvandevall.com/printable-maslows-hierarchy-of-needs-chart/>

Slips of Paper: (Cut up prior to session)



Acceptance

Adventure

Air

Appreciation

Awareness

Balance

Belonging

Cared For

Challenge

Choice

Clothes

Communication

Competence

Confidence

Connection

Creativity

Discovery

Emotional Support

Exercise

Family

Feel Understood

Financial Stability

Food

Friendship

Fun

Growth

Harmony

Health

Honesty

Inclusion

Independence

Inspiration

Laughter

Learning

Love

Movement

Peace

Privacy

Purpose in life

Relaxation

Respect

Rest

Safety

Security

Self-esteem

Self-expression

Self-respect

Shelter

Sleep

Space

Support

Trust

Warmth

Water

Wellbeing

My Family Needs and Resources

List what your family spends money on each month to fulfil your holistic human needs:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Where do the financial resources come from to support these needs?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Discussion Questions

- Do you find talking about finances challenging? What are some possible reasons why this might be?
- How do you talk to your 5th graders about money and responsible uses of resources? What are some of the challenging situations and/or conversations you've had with them? How do you address these issues?
- How do you decide how to use your discretionary funds? What are the guiding considerations that help you make these decisions?

Write these down below:

Help! By The Beatles

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

Help! I need somebody. Help! Not just anybody
Help! You know I need someone. Help!

When I was younger so much younger than today
I never needed anybody's help in any way
But now these days are gone, I'm not so self-assured
Now I find I've changed my mind and opened up the doors.

Help me if you can, I'm feeling down
And I do appreciate you being 'round
Help me get my feet back on the ground
Won't you please, please help me?

And now my life has changed in oh so many ways
My independence seems to vanish in the haze
But every now and then I feel so insecure
I know that I just need you like I've never done before.

Help me if you can, I'm feeling down
And I do appreciate you being 'round
Help me get my feet back on the ground
Won't you please, please help me?

When I was younger so much younger than today
I never needed anybody's help in any way
But now these days are gone, I'm not so self-assured
Now I find I've changed my mind and opened up the doors.

Help me if you can, I'm feeling down
And I do appreciate you being 'round
Help me get my feet back on the ground
Won't you please, please help me?
Help me? Help me? Ooh.

Esah Enai By Dan Nichols

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

אֲשָׂא עֵינַי, אֶל-הַהָרִים, מֵאֵין יָבֵא עֲזָרִי.

Esah einai el heharim, meayin yavo ezri.

I lift my eyes to the mountains, where will my help come from?

E-sah ei-nai el he-ha-rim, e-sah ei-nai el he-ha-rim

Meiayin yavo, yavo ezri, meiayin yavo, yavo ezri

Meiayin yavo, yavo ezri, meiayin yavo, yavo ezri

Where will my help come from? Where will my help come from?

My help will come from God, Maker of heaven and earth

My help will come from God, Maker of heaven and earth

E-sah ei-nai el he-ha-rim, e-sah ei-nai el he-ha-rim

Meiayin yavo, yavo ezri, meiayin yavo, yavo ezri

Meiayin yavo, yavo ezri, meiayin yavo, yavo ezri

Where will my help come from? Where will my help come from?

My help will come from God, Maker of heaven and earth

My help will come from God, Maker of heaven and earth

Original Text - Psalms 121: 1-2

<https://www.sefaria.org/Psalms.121?lang=bi>

A song for ascents.

I turn my eyes to the mountains;
from where will my help come?

My help comes from God, maker of heaven
and earth.

שִׁיר לַמַּעֲלוֹת
אֲשָׂא עֵינַי אֶל-הַהָרִים
מֵאֵין יָבֵא עֲזָרִי:
עֲזָרִי מֵעַם יְהוָה
עֲשֵׂה שָׁמַיִם וָאָרֶץ:

My Preferred Ideas:

Write down which 2 ideas from each station you would like to suggest to your family to include in your Family Support Plan.

Station	Ways to Initiate Help from Others
#1 - Codewords	1 2
#2 - Hand Signals	1 2
#3 - Text an Emoji	1 2
#4 - Other Ideas	1 2
Ways to Respond and Give Help to Others	
#5 - Ask a Question	1 2
#6 - Play a Song	1 2
#7 - Share a Photo	1 2
#8 - Other Ideas	1 2

Unit 2: Looking to the World Around Us

Handouts and Resources

Needs Word-Cloud

Step 1: First put a small check mark next to the needs that are filled in your life.

Step 2: Second, put a circle around any needs of others that you have noticed not being met in the world around you.



Step 3: Think about the situations where you noticed someone else's needs not being met. Write, very briefly, at least 3 of these situations here:

Idea for Differentiation:

An alternative handout of this activity can be made using the words listed above, to meet different learner's needs.

Acceptance

Adventure

Air

Appreciation

Awareness

Balance

Belonging

Cared For

Challenge

Choice

Clothes

Comfort

Communication

Competence

Confidence

Connection

Creativity

Discovery

Emotional Support

Exercise

Family

Feel Understood

Financial Stability

Food

Friendship

Fun

Growth

Harmony

Health

Honesty

Inclusion

Independence

Inspiration

Laughter

Learning

Love

Movement

Peace

Privacy

Purpose in life

Relaxation

Respect

Rest

Safety

Security

Self-esteem

Self-expression

Self-respect

Shelter

Sleep

Space

Support

Trust

Warmth

Water

Wellbeing

Determining the Needs of Others

Part 1 -

Step 1: Find a set of poster boards/butchers' paper on the walls around the room.

Step 2: Read the headings of each poster board. Choose one of these scenarios to begin with. You may work with other families as one large group, or work within your own family unit.

Step 3: Identify and describe the needs that might not be met for this person. Think back to our Needs Indicator to determine needs and wants. Focus on the needs. Write your responses on the posters.

Step 4: Think about how this situation might impact the mind, body and soul [heart, soul and strength] of the individual. Discuss as a family. Write your responses on the poster.

Step 5: Repeat Steps 3-4 for a new scenario. Continue until your facilitator tells you it is time to move to the next section.

Part 2 -

Step 1: Compare the scenarios, reflecting on what you wrote on the poster board.

Write some notes on these similarities and differences here:

Text Study A: Genesis 1:27

Read the text from the Torah, then answer the following questions:

Genesis 1:27

וַיִּבְרָא אֱלֹהִים אֶת-הָאָדָם בְּצַלְמוֹ בְּצֶלֶם אֱלֹהִים בָּרָא אֹתוֹ זָכָר וּנְקֵבָה בָּרָא אֹתָם:

Va'yivrah Elohim et ha-Adam betzalmo, betzelem Elohim bara oto, zachar u'nekevah bara otam.

Elohim created the human-being in God's image, in the image of Elohim, God created it, male and female, God created them.

Question 1: What is this text saying about humanity?

Question 2: What might it mean to be made "in the image of God"?

Question 3: How might we use this text to understand the needs of others?

Question 4: How might we use this text to understand our responsibility to help the holistic needs of others?

Text Study B: Pirke Avot 2:16

Read the text from Pirke Avot, then answer the following questions.

Pirke Avot is a book in the Mishnah, a collection of Rabbinic commentaries,. This book focuses on interpersonal relationships and responsibilities.

Pirke Avot 2:16

לֹא עָלֶיךָ הַמְּלָאכָה לְגַמְרָהּ, וְלֹא אַתָּה בֶן חוֹרִין לְבַטֵּל מִמֶּנָּה:

Lo alecha hamlacha ligmor, velo atah ven chorin libatel mimenah.

It is not upon you to complete the work, but neither are you free to be exempt from it.

Question 1: This line comes from a book of commentaries about interpersonal relationships and responsibilities - what might the "work" be?

Question 2: What is this text saying about humanity?

Question 3: How might we use this text to understand our responsibility to help the holistic needs of others?

Text Study C: Pirke Avot 1:2

Read the text from Pirke Avot, then answer the following questions.

Pirke Avot is a book in the Mishnah, a collection of Rabbinic commentaries, this book focuses on interpersonal relationships and responsibilities.

Pirke Avot 1:2

עַל שְׁלוֹשָׁה דְבָרִים הָעוֹלָם עוֹמֵד, עַל הַתּוֹרָה וְעַל הָעֲבוּדָה וְעַל גְּמִילוּת חַסְדִּים:

Al shloscha devarim ha-olam omed, al haTorah, v'al haAvodah, v'al gemilut chasadim.

The world stands upon three things: the Torah, Worship, and Acts of Loving-kindness.

Question 1: How might we understand these three pillars, and their relationships to one another?

Question 2: What is this text saying about humanity?

Question 3: How might this text relate to the individual *needs* of others?

Question 4: How might we use this text to understand our responsibility to help others in need?

Slips of Paper: (Cut up prior to session)

✂-----

Write one new example of someone's needs not being met that you've observed in the world around you and write one small, everyday thing that you can do to help them:

✂-----

Write one new example of someone's needs not being met that you've observed in the world around you and write one small, everyday thing that you can do to help them:

✂-----

Write one new example of someone's needs not being met that you've observed in the world around you and write one small, everyday thing that you can do to help them:

DIY Needs Kits @ Home

Packing Needs Kits are a great way to provide some of the smaller, every day needs to others, whose needs we observe not being filled, in the world around us. Having a few bags in your car to give to others, as you see the need, helps to acknowledge the mind, body and soul, the heart, soul and strength - the holistic needs - of others.

Fill a paper bag with non-perishable items, such as water bottles, granola bars, socks, toothpaste, etc. Add a little note, acknowledging that you support the individuals who will receive these Needs Kits. For example:

You matter!

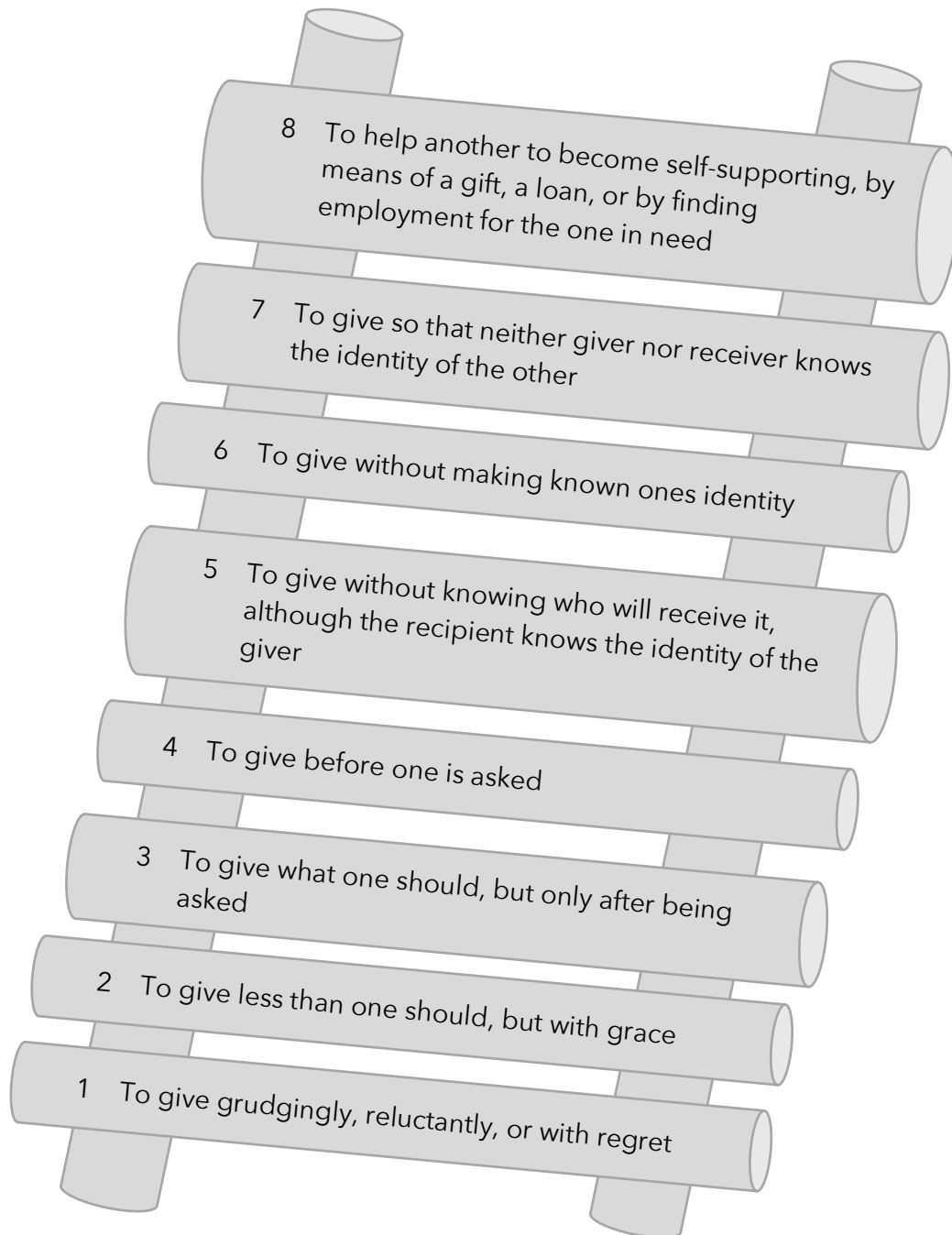
Here are a few things to brighten your day.

Please know, you are not forgotten, and that I care.

Place these bags in the car, in an easy to reach place, then you can give them to others at the supermarket, when you pass them on the street, or at a stoplight. You can restock these bags when you do your grocery shopping. They are a small way to help others.

Rambam's Ladder

There are Eight Degrees in the giving of Tzedakah, each one higher than the one before⁴:



⁴ As found in Study Texts, from "Mishkan T'filah: A Progressive Siddur", World Union for Progressive Judaism Edition, CCAR, 2010, p. 45

Questions:

- 1) What does Maimonides Ladder suggest to us about Tzedakah?

- 2) What qualities or elements of Tzedakah does this ladder bring to light?

- 3) What do we like about this ladder? What do we find challenging?

Raybam's Ladder

"RAYBAM'S Ladder of Teaching Tzedakah to Your Children⁵
(with apologies to RAMBAM)

- 8 Partner with your children, and decide together to whom and how much to give of your money and theirs.
- 7 Give and tell your children to whom and how you decide, both where, and how much of what you have to give.
- 6 Give and tell your children to whom, how you decide to whom, and how much you give.
- 5 Give and tell your children to whom and how you decide where to give.
- 4 Give and tell your children to whom you give and why.
- 3 Give and tell your children to whom you give.
- 2 Give and let your children know that you give.
- 1 Give Tzedakah but keep it a secret."

Rabbi Joel N. Abraham, NJ

⁵ Adapted from "The Sacred Exchange: Creating a Jewish Money Ethic," edited by Rabbi Mary L. Zamore, CCAR Challenge and Change Series, 2019, p. xxxix

Judaism's Views on Helping Others

Text 1: Talmud Sukkah 49b

Read the text, then answer the following questions.

The Babylonian Talmud⁶ is a collection of Rabbinic opinions and commentaries.

This section focuses on the rituals of Sukkot but also explores Tzedakah.

Talmud Sukkah 49b

תָּנּוּ רַבָּנָן: בְּשִׁלְשָׁה דְבָרִים
 גְּדוּלָה גְּמִילוּת חֲסָדִים יוֹתֵר מִן הַצְדָּקָה, צְדָקָה –
 בְּמָמוֹנוֹ, גְּמִילוּת חֲסָדִים – בֵּין בְּגוּפוֹ בֵּין בְּמָמוֹנוֹ.
 צְדָקָה – לְעֲנִיִּים, גְּמִילוּת חֲסָדִים – בֵּין לְעֲנִיִּים בֵּין
 לְעֹשִׁירִים. צְדָקָה – לְחַיִּים, גְּמִילוּת חֲסָדִים – בֵּין
 לְחַיִּים בֵּין לְמֵתִים.

*Tannu Rabanan: bishlosha devarim gedola gemilut chasadim
 yoter min ha-Tzedakah:*

Tzedakah - bemamono, gemilut chasadim - bein begufo bein bemamono.

Tzedakah - la-anayim, gemilut chasadim - bein la-anayim bein la-ashirim.

Tzedakah - lechayim, gemilut chasadim - bein lachayim bein lameitim.

The Sages taught that acts of kindness are superior to Tzedakah in three respects:

Charity can be performed only with one's **money**, while acts of kindness can be performed both with his person and with his money.

Charity is **given to the poor**, while acts of kindness are performed both for the poor and for the rich.

Charity is **given to the living**, while acts of kindness are performed both for the living and for the dead.

⁶ Hebrew text taken from Steinsaltz Talmud, transliteration and translation by Tamara Cohen, 2019.

Judaism's Views on Helping Others

Text 2: Talmud Sukkah 49b

Read the text, then answer the following questions.

The Babylonian Talmud⁷ is a collection of Rabbinic opinions and commentaries.

This section focuses on the rituals of Sukkot but also explores Tzedakah.

Talmud Sukkah 49b

וְאָמַר רַבִּי אֶלְעָזָר: כָּל הָעוֹשֵׂה צְדָקָה
וּמִשְׁפָּט – כְּאִילוּ מִילָא כָּל הָעוֹלָם כּוּלוֹ חֶסֶד, שֶׁנֶּאֱמַר
"אוֹהֵב צְדָקָה וּמִשְׁפָּט חֶסֶד ה' מְלֵאָה הָאָרֶץ".

*V'amar Rabi Elazar: kol ha-oseh Tzedakah u'mishpat
ke-ilu mileh kol ha-olam kolo chesed,
she-ne-emar: "ohev Tzedakah u'mishpat chesed Adonai malah ha-aretz."*

Rabbi Elazar said: All who perform Tzedakah and justice,
it is as if they filled the whole world in its entirety with chesed [kindness],
as it is written: "love Tzedakah and justice; the chesed [kindness] of Adonai fills the earth."
(Psalms 33:5).

⁷ Hebrew text taken from Steinsaltz Talmud, transliteration and translation by Tamara Cohen, 2019.

Judaism's Views on Helping Others

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

Read the text, then answer the following questions.

*Mishneh Torah*⁸ is a compilation of halachah, that is Jewish law and practices from Torah and the Rabbis. This book contains laws regarding agriculture and looking after the poor.

Mishneh Torah 7:5

בָּא הָעֲנִי וְשָׂאֵל דֵּי מַחְסוּרוֹ וְאִין יָד הַנוֹתֵן מִשְׁגֶּת נֹתֵן לוֹ כִּפֵּי הַשְּׂגֵת יָדוֹ וְכַמָּה עַד חֲמִישִׁית
נִכְסָיו מִצְוָה מִן הַמְּבַחֵר. וְאֶחָד מֵעֲשָׂרָה בְּנִכְסָיו בֵּינוֹנִי.
פְּחוֹת מִכָּאן עַיִן רָעָה... וְכֹל הַנוֹתֵן פְּחוֹת מִזֶּה לֹא קִיֵּם מִצְוָה.
וְאִפְלוּ עֲנֵי הַמִּתְפָּרְנֵס מִן הַצְּדָקָה חַיֵּב לִתֵּן צְדָקָה לְאַחֵר.

Ba he-ani ve'sha-al dei machasoro ve-ain yad hanoten maseget noten lo kefi hasagat yado ve-chama ad chamishit nechasav mitzvah min hamuvchar. Ve'echad me-asarah binchasav beinoni. Pechot mikan ayin ra-ah... Ve'chol ha-noten pechot mizeh lo kiyem mitzvah. Va-afilu ani hamitparnes min ha'Tzedakah chayav liten Tzedakah le-acher.

If a poor person comes and asks for what is enough to fill their needs, and one does not have in their hand the means to give to them, one gives what they can. How much is this? One-fifth of their assets is the best way, and a tenth of their assets is the usual way. Less than this is a bad sign... All who give less than this have not fulfilled the mitzvah. And even the poor person who is supported by Tzedakah must give Tzedakah to another.

⁸ Hebrew text and translation edited from

https://www.sefaria.org/Mishneh_Torah%2C_Gifts_to_the_Poor.7.5?ven=Gifts_for_the_Poor_Trans_by_Joseph_B_Meszler_Williamsburg_Virginia_2003&lang=bi&with=all&lang2=en, transliteration and translation by Tamara Cohen, 2019.

Judaism's Views on Helping Others

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

Read the text, then answer the following questions.

The Shulchan Aruch⁹ is a compilation of Halacha, Jewish law. It was written in 1563, in Safed. It is one of the most followed law codes in Judaism today.

Shulchan Aruch, Yoreh De'ah 250:1

כמה נותנין לעני, די מחסורו אשר יחסר לו. כיצד, אם היה רעב, יאכילוהו.
היה צריך לכסות, יכסוהו. אין לו כלי בית, קונה לו כלי בית...
וכן לכל אחד ואחד לפי מה שצריך.

Kamah nontin l'ani? Dai machsuru asher yachser lo. Keitzad, im haya ra'av, ya-achiluhu.

Haya tzarich le'chasot, ye'chasuhu. Ain lo klei bait, koneh lo klei bait...

ve'chen l'chol echad v'echad l'fi mah shetzarich.

How much to give to the **poor**? Enough that what he lacks, he will not lack. How? If one is hungry, you will feed them. If one is uncovered [from clothes], you will clothe them. If one does not have utensils for the house, buy them utensils for the house... and so on, for each and everything, according to what one **needs**.

⁹ Hebrew text edited from

https://www.sefaria.org/sheets/113969.5?lang=bi&p2=Shulchan_Arukh_Yoreh_De%27ah&lang2=bi, transliteration and translation by Tamara Cohen, 2019.

Judaism's Views on Helping Others

Text 5: Leviticus 23:22

Read the text, then answer the following questions.

The Book of Leviticus,¹⁰ Vayikra in Hebrew, is one of the 5 Books in the Torah. This book is primarily focused on laws, of ritual purity, Temple practices, and morality.

Leviticus 23:22

וּבְקִצְרְכֶם אֶת־קִצִּיר אֲרָצְכֶם לֹא־תִכְלֶה פֶּאת שְׂדֵךְ בְּקִצְרְךָ
וְלִקֵּט קִצִּירָה לֹא תִלְקֵט
לְעַנִּי וְלִגֵּר תַּעֲזֹב אֹתָם אֲנִי יְהוָה אֱלֹהֵיכֶם:

*U'vekutzrechem et-katzir artzechem lo-techale pe-at sadecha bekutzrecha,
ve'leket ketzircha lo telaket,
le-ani velager ta-azov otam, ani Adonai Eloheichem.*

And when you harvest your crop of your land, do not reap the corners of your fields of your harvest, and you shall not gather the gleanings of your crop - you will leave these for the poor and the stranger, I am Adonai your God.

¹⁰ Hebrew text from <https://www.sefaria.org/Leviticus.23.22?lang=bi&with=all&lang2=en>, transliteration and translation by Tamara Cohen, 2019.

Judaism's Views on Helping Others

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

Read the text, then answer the following questions.

*Mishneh Torah*¹¹ is a compilation of halachah, that is Jewish law and practices from Torah and the Rabbis. This book contains laws regarding agriculture and looking after the poor.

Mishneh Torah, Gifts to the Poor 10:1

חִיבִין אָנוּ לְהִזְהֵר בְּמִצְוֹת צְדָקָה יוֹתֵר מִכָּל מִצְוֹת עֲשֵׂה.
שֶׁהַצְּדָקָה סִימָן לְצַדִּיק זֶרַע אַבְרָהָם אָבִינוּ.

*Chayavin anu lehizaher bemitzvat Tzedakah yoter mikol mitzvot aseh.
She-ha-Tzedakah siman l'tzadik zerah Avraham avinu.*

We are obligated to be aware of the mitzvah of Tzedakah more than any other positive mitzvah [a mitzvah of something we *should do*].
For the act of Tzedakah is a sign of [connection] to the lineage of Abraham our father.

Mishneh Torah, Gifts to the Poor 10:2

לְעוֹלָם אֵין אָדָם מֵעַנִי מִן הַצְּדָקָה וְאֵין דָּבָר רַע וְלֹא הֵזֵק נִגְלָל בְּשִׁבִיל הַצְּדָקָה
שֶׁנֶּאֱמַר: "וְהָיָה מַעֲשֵׂה הַצְּדָקָה שְׁלוֹם."

Le'olam ain adam ma-ani min ha-Tzedakah. Ve'aim davar rah ve'lo hezek niglal bishvil ha-Tzedakah, she-ne-emar: "ve'hayah ma-aseh ha-tzedahah shalom."

Never has a person become poor from [giving] Tzedakah. And nothing bad and nothing damaging occurred because of [giving] Tzedakah,
as it is written: "the work of Tzedakah is peace." (from the Prophets, Isaiah 32:17)

¹¹ Hebrew text edited from

https://www.sefaria.org/Mishneh_Torah%2C_Gifts_to_the_Poor.10?ven=Gifts_for_the_Poor,Trans_by_Joseph_B._Meszler,_Williamsburg,_Virginia,_2003&lang=bi, transliteration and translation by Tamara Cohen, 2019.

Judaism's Views on Helping Others

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

Read the text, then answer the following questions.

*Mishneh Torah*¹² is a compilation of halachah, that is Jewish law and practices from Torah and the Rabbis. This book contains laws regarding agriculture and looking after the poor.

Mishneh Torah, Gifts to the Poor 10:4

כָּל הַנוֹתֵן צְדָקָה לְעֵנִי בְּסִבְרַת פְּנִים רָעוֹת וּפְנֵי כְבוֹשׁוֹת בְּקִרְקַע אֶפְלוּ נָתַן לוֹ אֶלֶף זָהוּבִים
אֲבָד זְכוּתוֹ וְהִפְסִידָהּ. אֶלֶא נֹתֵן לוֹ בְּסִבְרַת פְּנִים יָפוֹת וּבִשְׂמִיחָה וּמִתְאוֹנֵן עִמוֹ עַל צָרְתּוֹ.

Kol hanoten Tzedakah le-ani besever panim ra-ut u'fanav kevushot bakarka afilu natan lo eleph zehuvim ibed zecuto vehifsidah. Elah noten lo besever panim yafot u'vesimcha u'mitonen imo al tzarato.

All who give Tzedakah to the poor with an appearance of a bad face, and the persons face causes **embarrassment** in the poor person's being, even if you gave them 1000 zuzim [unit of money], he has lost and destroyed the merit of the act of Tzedakah. Rather, one should **give** with an **appearance of a nice face**, with happiness and one should sit with the poor person and feel their grievances.

Mishneh Torah, Gifts to the Poor 10:5

שְׂאֵל הָעֵנִי מִמֶּךָ וְאִין בְּיָדְךָ כְּלוּם לִיתֵן לוֹ פִּיִּסְהוּ בְּדַבְרִים. וְאַסוּר לְגַעַר בְּעֵנִי אוֹ לְהַגְבִּיחַ קוֹלוֹ
עָלָיו בְּצַעֲקָה. מִפְּנֵי שְׁלִבּוֹ נִשְׁבַּר וְנִדְכָּא.

Sha-al he-ani mimcha ve-ain be-yadecha kelum litten lo payesehu bidvarim. Ve'asur lig'or be-ani oh lehagbiha kolo alav bitzakah. Mipnei shelibo nishbar v'nidkeh.

If a poor person asks something from you, and you don't have anything in your hand to give to them, help them through **words**. It is forbidden to scold the poor, or to raise your voice to them and shout. For their *heart* will be broken and crushed.

¹² Hebrew text edited from

https://www.sefaria.org/Mishneh_Torah%2C_Gifts_to_the_Poor.10?ven=Gifts_for_the_Poor,_Trans._by_Joseph_B._Meszler,_Williamsburg,_Virginia,_2003&lang=bi, transliteration and translation by Tamara Cohen, 2019.

Judaism's Views on Helping Others

Text 8: Midrash Tannaim, Deuteronomy 15:8

Read the text, then answer the following questions.

*Midrash Tannaim*¹³ is a compilation of interpretations by Tannaim, repeaters, of the rabbinic sages, at the very beginning of the common era.

Midrash Tannaim, Deuteronomy 15:8

די מחסרו -הרי שפגע בעני חייב להשלים לו חסרונו
שְׁנֵאֵמַר: "די מחסרו" לא היתה יד הנותן משגת נותן לו
כפי השגת ידו וכמה?
עד חומש נכסיו - מצוה מן המובחר,
ואחד מעשרה בנכסיו - בינוני, פחות מיכן- עין רעה.

*Di machseru - harei she'paga be-ani chayav lehashlim lo chasronu,
she-ne-emar: "di machseru" lo yaita yad hanoten mesheget noten lo
kefi hesheget yado vekama?*

*Ad chomesh nichsav - mitzvah min hamuvchar,
ve-echad me-asarah benichsav - beinoni, pechot miken - ayin ra-ah.*

"Sufficient" - If one encounters a poor person, one is obligated to fulfill his needs, as it says: "sufficient." If the giver doesn't have enough, he should give according to his ability. How much?

Up to one-fifth of one's property, the choicest form of the commandment; one-tenth of one's property, average; less than that, selfish. [Aaron Levy translation]

¹³ Hebrew text edited from <https://www.sefaria.org/sheets/113969.1?lang=bi&with=all&lang2=bi,.vocalisation>, transliteration and translation by Tamara Cohen, 2019.

Text Study Discussion Questions

Question 1: According to this text, what is Tzedakah and what does it look like?

Question 2: According to this text, what is the purpose of Tzedakah?

Question 3: According to the text, who gives and who receives Tzedakah?

Question 4: How might we use this text to help guide us in how to engage with acts of Tzedakah and help fulfil the holistic needs of others?

Tzedakah According to the Texts:

Text 1: Talmud Sukkah 49b:	What is Tzedakah? What does it look like?	What is the purpose of Tzedakah?
	Who gives Tzedakah?	Who receives Tzedakah?
Text 2: Talmud Sukkah 49b:	What is Tzedakah? What does it look like?	What is the purpose of Tzedakah?
	Who gives Tzedakah?	Who receives Tzedakah?
Text 3: Mishneh Torah, Gifts for the Poor 7:5	What is Tzedakah? What does it look like?	What is the purpose of Tzedakah?
	Who gives Tzedakah?	Who receives Tzedakah?
Text 4: Shulchan Aruch, Yoreh De'ah 250:1	What is Tzedakah? What does it look like?	What is the purpose of Tzedakah?
	Who gives Tzedakah?	Who receives Tzedakah?

Text 5: Leviticus 23:22	What is Tzedakah? What does it look like?	What is the purpose of Tzedakah?
	Who gives Tzedakah?	Who receives Tzedakah?
Text 6: Mishneh Torah, Gifts for the Poor 10:1-2	What is Tzedakah? What does it look like?	What is the purpose of Tzedakah?
	Who gives Tzedakah?	Who receives Tzedakah?
Text 7: Mishneh Torah, Gifts for the Poor 10:4-5	What is Tzedakah? What does it look like?	What is the purpose of Tzedakah?
	Who gives Tzedakah?	Who receives Tzedakah?
Text 8: Midrash Tannaim, Deuteronomy 15:8	What is Tzedakah? What does it look like?	What is the purpose of Tzedakah?
	Who gives Tzedakah?	Who receives Tzedakah?

Tzedakah Main Themes:

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.

Note to Teacher: If the set up Kahoot does not work, you can create your own. Start a new Kahoot. Go to import questions. Download the Kahoot Template. Copy and Paste the following questions and answers into the table. Save and upload to Kahoot.

Question - max 120 characters	Answer 1 - max 75 characters	Answer 2 - max 75 characters	Answer 3 - max 75 characters	Answer 4 - max 75 characters	Time limit (sec) - 5, 10, 20, 30, 60, 90, 120, or 240 secs	Correct answer(s) - choose at least one
Round 1: Click True if you are ready!	TRUE	FALSE			20	1
Tzedakah means Justice	TRUE	FALSE			20	1
Tzedakah is an obligation/mitzvah	TRUE	FALSE			20	1
Tzedakah provides only to those in need	TRUE	FALSE			20	1
Only those who have a lot should give Tzedakah	TRUE	FALSE			20	2
According to Jewish tradition, one should give 20% of their income to Tzedakah	TRUE	FALSE			20	2
Tzedakah is not always monetary	TRUE	FALSE			20	1
Even those who are experiencing hardship should give Tzedakah	TRUE	FALSE			20	1
Putting money in a collection box is a form of Tzedakah	TRUE	FALSE			20	1
Putting 10% of one's allowance into a collection tin is a form of Tzedakah	TRUE	FALSE			20	1
Leaving the corners of one's field or crops is a form of Tzedakah	TRUE	FALSE			20	1
Giving food to a food-drive is a form of Tzedakah	TRUE	FALSE			20	1
Round 2: Click True if you are ready!	TRUE	FALSE			20	1
Philanthropy means love or care for something	TRUE	FALSE			20	1
Philanthropy is voluntary	TRUE	FALSE			20	1
Philanthropy is not a part of Jewish law	TRUE	FALSE			20	1
Philanthropy can help not just people but the world	TRUE	FALSE			20	1
Only rich people can give philanthropy	TRUE	FALSE			20	2
Philanthropy is any donation over \$1000	TRUE	FALSE			20	2
Philanthropy can be given to any cause	TRUE	FALSE			20	1
Philanthropy is only monetary	TRUE	FALSE			20	2
Giving money to a local fundraiser is philanthropy	TRUE	FALSE			20	1
Giving money to help fund the community theatre's costumes is philanthropy	TRUE	FALSE			20	1
Giving money to your hockey club is philanthropy	TRUE	FALSE			20	1
Round 3: Click True if you are ready	TRUE	FALSE			20	1
Donating new toys to the homeless shelter is	Tzedakah	Philanthropy			20	1
Supporting the songleaders new album is	Tzedakah	Philanthropy			20	2
Buying a foster-child a new book to read is	Tzedakah	Philanthropy			20	1
Giving to the Jewish Museum's annual campaign is	Tzedakah	Philanthropy			20	2
Giving money to the local animal shelter is	Tzedakah	Philanthropy			20	2
Donating your hair is	Tzedakah	Philanthropy			20	1
Giving your time to help out at the local food shelter is	Tzedakah	Philanthropy			20	1
Planting Trees in Israel is	Tzedakah	Philanthropy			20	2
Helping a refugee buy furniture because they cannot afford it is	Tzedakah	Philanthropy			20	1
Helping Jewish kids get to summer camp is	Tzedakah	Philanthropy			20	2

Slips of Paper: (Cut up prior to session)



2 differences between Tzedakah and Philanthropy are:

1 thing you would like to learn more about Tzedakah is:

Name:



2 differences between Tzedakah and Philanthropy are:

1 thing you would like to learn more about Tzedakah is:

Name:

Text Study Instructions & Reflection Questions

Part 1 - Text Study Instructions

Step 1: Sit together in your group, in a circle or around a table will be best. Place the human outline in the middle of the circle.

Step 2: One person will read the original text. Find each of the cards that match contributions from the text. Make sure you understand what each of the words means. Keep these together, you will use them again in Step 5.

Step 3: Another person will read Commentary #1, whilst the other group members match up the images described in the text alongside the human being outline.

Step 4: Another person will read Commentary #2, whilst the other group members match up the images described in the text to the image from original text. Line these up alongside the colours/materials in the human being.

Step 5: Place the original text cards on the outside the images from Commentary #2. All the cards should now be matched up and grouped together.

Part 2 - Reflection Questions

Question 1: What are the themes of each of the texts?

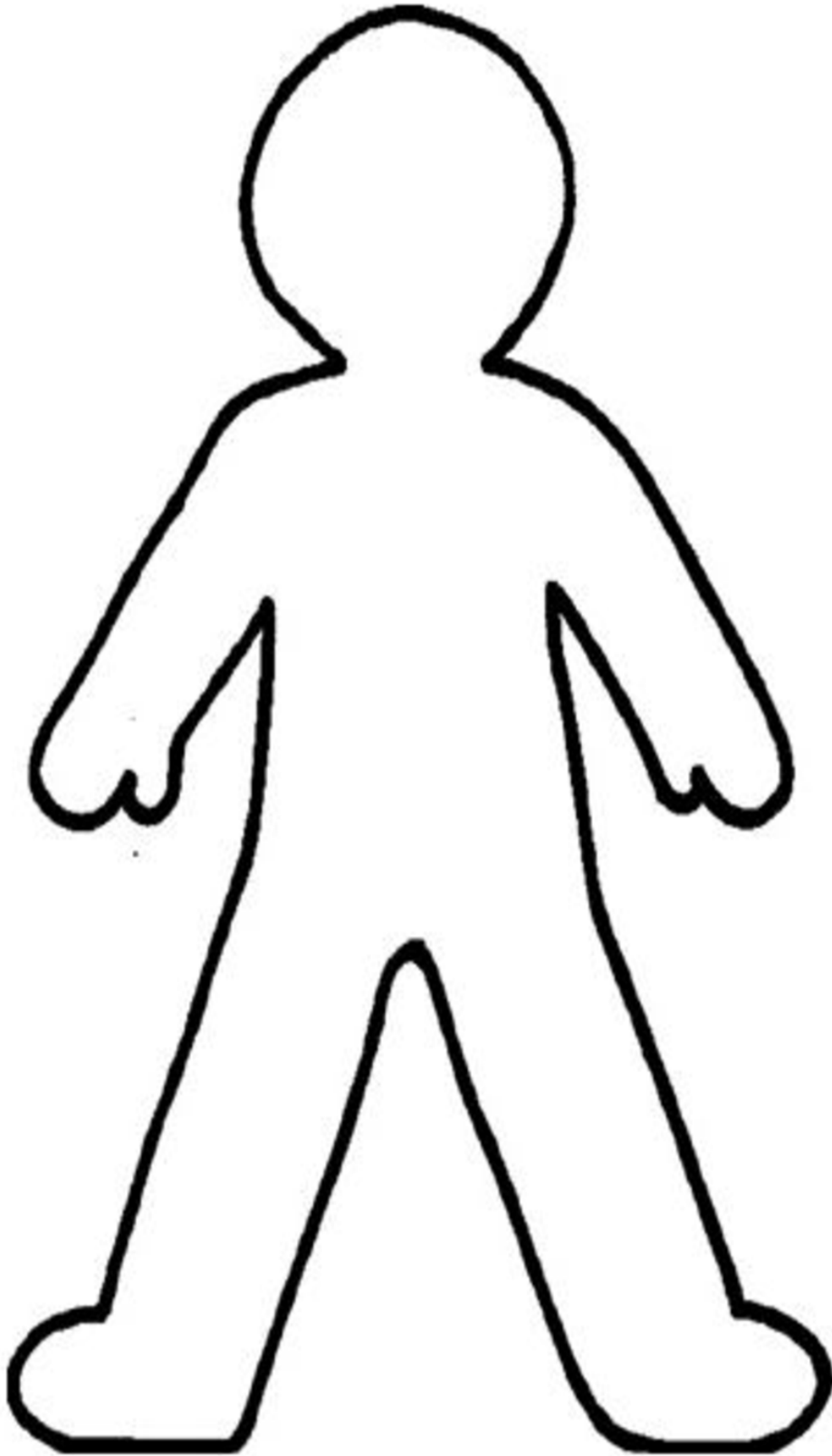
Question 2: Why might the rabbis have connected each of these contributions to these elements found in the commentaries?

Question 3: What do we learn from each element?

Question 4: From these texts, how might we understand the individual contributions that we can bring to community and connection to God?

Question 5: How might these texts inform our own Tzedakah practices?

Question 6: How might we connect the idea of Tzedakah as requiring intentional thought, effort and sacrifice, from these texts?



Study Texts^{14 15}

Exodus 25:1-7:

וַיְדַבֵּר יְהוָה אֶל־מֹשֶׁה לֵאמֹר: דַּבֵּר אֶל־בְּנֵי יִשְׂרָאֵל וַיִּקְחוּ־לִי תְרוּמָה מֵאֵת כָּל־אִישׁ אֲשֶׁר
 יִדְבְּנוּ לְבָבוֹ תִקְחוּ אֶת־תְּרוּמָתִי:

Vayedaber Adonai el-Moshe lemor: Daber el-b'nei Yisrael veyikchu-li Terumah me-et kol-ish asher yidevenu libo tikchu et-terumati.

God spoke to Moses, saying: Tell the people of Israel to bring Me contributions; from every person whose heart is moved to do so, take contributions for me.

וְזֹאת הַתְּרוּמָה אֲשֶׁר תִּקְחוּ מֵאֲתָם: זָהָב וְכֶסֶף וְנְחֹשֶׁת: וַתִּכְלֹת וְאַרְגָּמָן וְתוֹלַעַת שָׁנִי
 וְנֹשֵׁשׁ וְעִזִּים: וְעֹרֹת אֵילִם מְאֻדָּמִים וְעֹרֹת תַּחֲשִׁים וְעִצֵּי שִׁטִּים: שֶׁמֶן לְמָאֵר בְּשָׂמִים לְשֶׁמֶן
 הַמִּשְׁחָה וְלִקְטֹרֶת הַסַּמִּים: אַבְנֵי־שֹׁהַם וְאַבְנֵי מְלֵאִים לְאַפֹּד וְלַחֹשֶׁן:

Ve-zot ha-terumah asher tikchu me-itam. Zahav vachesev u'nechoshet.

utechelet veargaman vetola-at shani veshesh ve-izim.

Ve-orot eilim me-adamim ve-orot techashim va-atzei shitim.

Shemen la-ma'or besamim leshemen hamishcha veliktoret hamasim.

Avnei-shohem ve-avnei milu-im la-afod velachoshen.

And these are the gifts that you shall accept from them: gold, silver, and copper; blue, purple, and crimson yarns, fine linen, goats' hair; tanned ram skins, dolphin skins, and acacia wood; oil for lighting, spices for the anointing oil and for the aromatic incense; lapis lazuli and gemstones for setting, for the ephod and for the breastpiece.

וַעֲשׂוּ לִי מִקְדָּשׁ וְשָׁכַנְתִּי בְּתוֹכְכֶם:

Ve-asu li mikdash ve'shachanti betocham.

And let them make Me a sanctuary that I may dwell among them.

Key:

Crimson = deep red/purple

Lapis lazuli = deep blue precious stone

Ephod = sleeveless garment worn by Israelite priests

¹⁴ Original Text taken from <https://www.sefaria.org/Exodus.25.1-8?lang=bi&with=Rashi&lang2=en>, translations and transliterations by Tamara Cohen, 2019.

¹⁵ Commentaries adapted from the text as found here: <https://w2.chabad.org/media/pdf/68/pfhc681159.pdf>

Commentary #1: Midrash HaGadol

The materials donated for the Mishkan correspond to the components of the human being:

Gold	is the soul
silver	the body
copper	the voice
blue	the veins
purple	the flesh
crimson	the blood
fine linen	the intestines
goat hair	the hair
tanned rams skin dyed red	the skin of the face
dolphin skins	the scalp
acacia wood	the bones
oil	the eyes
spices	the nose, mouth and palate
lapis lazuli and gemstones	the kidneys and the heart.

Commentary #2: Rabbi Shmuel, found in Midrash HaGadol

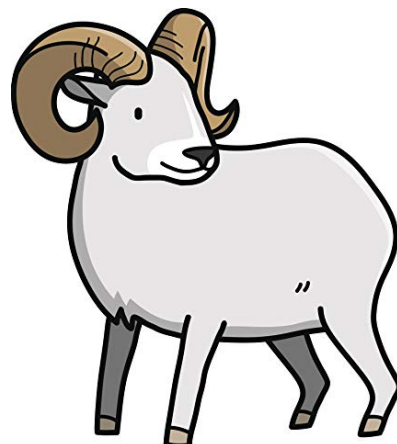
The materials donated for the Mishkan correspond to the heavens:

Gold	is the sun
silver	the moon
copper	the western horizon at sunset
blue	the sky
purple	the clouds
crimson	the rainbow
fine linen	the seraphim (angels)
goat hair	the constellation of Capricorn
tanned rams skin dyed red	thunder
dolphin skins	lightning
acacia wood	shooting stars
oil	the seven planets
spices	dew and rain
lapis lazuli and gemstones	hail and snow.

Said God: "My dwelling is in the heavens;
if you make Me a Sanctuary on earth, I shall dwell in it."

Images Group A for Text Study

Slips of Paper: (Cut up prior to session)





Images Group B for Text Study

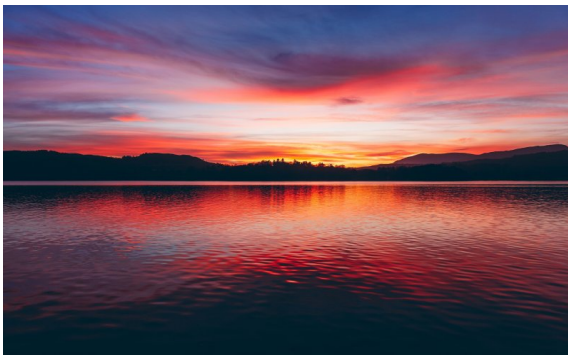
Slips of Paper: (Cut up prior to session)



Soul	Body
Voice	Veins
Flesh	Blood
Intestines	Hair
Skin of the face	Scalp
Bones	Eyes
Nose, Mouth and palate	Kidneys and heart

Images Group C for Text Study

Images: (Cut up prior to session)





Slips of Paper: (Cut up prior to session)



Splatter Painting Posters

Create a poster, of which your splatter painting is the central piece, describing the Jewish texts and values that embody your personal connection to Tzedakah, and how you can bring the values and lessons of Tzedakah into your own Jewish practice.

Your poster should illustrate at least two of the following:

- Your connection to at least 2 Jewish texts about Tzedakah
- Description of what you can bring to your community / the world around you
- A concrete explanation of the differences between Tzedakah and philanthropy.
- Respond to Tzedakah as requiring intentional effort, thought and sacrifice.

You will need to explain these to your family, and remember them for the next session, so make it as clear as you can for yourself and your family.



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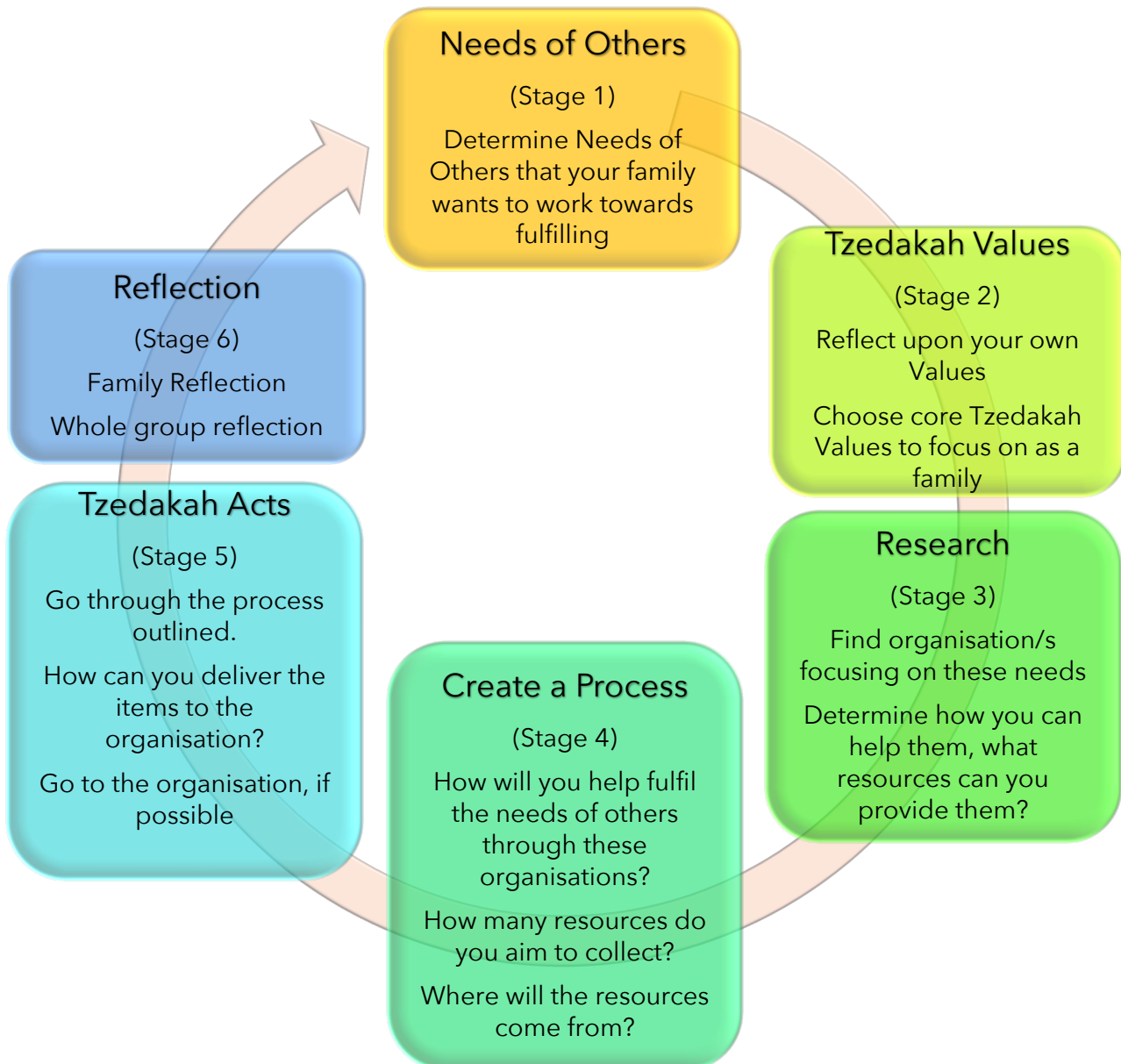
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Unit 3: Family Tzedakah Projects

Handouts and Resources

Family Tzedakah Project Process



Slips of Paper: (Cut up prior to session)



Name
3 things you learnt today
2 questions you have
1 thing you want the facilitator to know



Name
3 things you learnt today
2 questions you have
1 thing you want the facilitator to know

Research Guide

<p>First: My Opinion: what do we already know or think about this organisation?</p>	<p>Does this organisation fulfil the Needs of Others that we wish to pursue?</p>	
<p>What do we learn about the organisation from secondary sources (internet, books, newspaper articles, etc)?</p>		<p>Does this organisation's work embody the Tzedakah Values that we wish to pursue?</p>
<p>What do people who engage with this organisation say about their experiences (family, friends, community, teachers/rabbis, etc)?</p>	<p>Organisation Name:</p> <p>Program details:</p>	<p>What do we learn about the organisation from primary texts (website, brochures, Facebook, etc)?</p>
<p>What does this organisation need? How can we help them?</p>		<p>What else do we need to know?</p>
<p>What does this organisation need? How can we help them?</p>		<p>Last: What do we think now about this organisation? Do we want to work with this organisation?</p>

Family Tzedakah Project Responsibility Chart

Family Name:

Needs of Others we are focusing on:

Tzedakah Values we are focusing on:

Organisation we are working with:

What resources do they need?

-
-

What types of resources, and how much supply do we aim to collect?

-
-

What resources might we already have that could help fulfil these needs?

-
-
-
-

If we are not giving from resources we currently have, how will we acquire these?

-
-
-
-

Other questions to consider and implement into the Responsibility Chart:

- Will everyone in our family give the same?
- Will you invite other people to be involved in your project?
- How will you give the resources you collect to the organisation?
- When can you go to the organisation? Who will you meet there?
- What still needs to be done between now and the Tzedakah Acts [Stage 5] of the process?

Family Responsibility Chart

Name Task				
#1				
#2				
#3				
#4				
#5				
#6				
#7				

Take Home Resources: Tzedakah Acts Guide**PREPARATION:**

Family Name:

Organisation we are working with:

Resources we are going to give them:

When can we go to our organisation?

Who will we meet there?

Can our facilitator come with us on the day?

Have we collected all the resources we aimed to collect?

Other important information for our family to prepare:

Are we ready to go to the organisation?

Stage 5: Tzedakah Acts - IMPLEMENTATION

1. Call the organisation a day or two before and confirm when you will be going and what you are planning to bring with you. Make sure to ask about details you need to know, such as who to meet, where to park, etc.
2. Make sure to arrive on time!
3. Introduce yourselves. Explain what we have been doing in this program. Make sure to tell the organisation about the Needs of Others and Tzedakah Values that are important to you – if the organisation is not Jewish, you might need to explain what Tzedakah is too!
4. Ask the people you meet about the organisation and why they are involved with them. Ask what will happen next with the resources you have brought with you. Ask how you might be able to be involved with them more in the future.
5. Thank them for all their hard work helping others and for letting you come and visit.
6. Before you leave, fill out the Notes section below.

NOTES:

Who did we meet at our organisation?

What happened while we were at our chosen organisation?

What were we thinking about while implementing our Tzedakah Project?

How did we feel implementing our Tzedakah Project?

Other Notes:

Slips of Paper: (Cut up prior to session)



Reflection Questions:

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



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- 5) What are you still thinking about?

Concluding Lesson

Handouts and Resources

Personal Reflection Questions:

Go through your binder/folder with all the texts, ideas and reflections that we have explored together. Use them, with your Journal Entries and Splatter Painting Posters to think about and respond to the following questions:

What main ideas 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 meaning 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?

Family Tzedakah Practice Plan

Create a family plan to help you engage in Tzedakah at home together as a family.

- 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): _____