

Uniting Children
Nationwide
in a Campaign
of Caring

THE FASTEST ROAD TO FRIENDSHIP

The **כבוד** Campaign

ואהבת לרעך כמוך זה כלל גדול בתורה

TEACHER'S GUIDE

THE CHALLENGE

When children lack proper sensitivity and empathy towards others, it can lead to many hurt feelings, while often further exacerbating the bullying issue that may be present in our schools and homes.

THE TORAH SOLUTION

There is a profound Torah lesson that is so powerful, it can curtail bullying, cure insensitivity, build *shalom bayis* in the future, and foster *ehrllichkeit* in our children. This entire lesson is contained in only ten words taught to us by Hillel:

That which you don't want done to you, do not do to your friend — this is [a reflection of] the entire Torah.

The brilliance of this concept lies in its seeming simplicity. Hillel designated a barometer that is already instilled within each person's heart. When someone asks himself, "How would I feel?" the answer is there within him. Every person knows how *he* wants to be treated. By doing nothing more than applying what he already knows — how *he* feels in given situations — a person can transform himself into someone who consistently treats *others* with compassion.

OUR INITIATIVE

Introducing the Kamocha Program! This program empowers teachers to help their students acquire a higher level of *bein adam lachaveiro*. How will this be accomplished? Kamocha provides

the teachers with a guided workshop to enable students to discover for themselves the positive impact of thinking, "How would I feel?" before saying or doing something to another person, and to make their own commitments to change their behavior accordingly.

OVERVIEW OF KAMOCHA PROGRAM

1. Pre-Program for Teachers

Informative PowerPoint presentation, introducing the Kamocha Program to **rebbeim**

2. Launching Event

Powerful and engaging DVD presentation, introducing the 'Kamocha' concept to **students**

3. Four-Week Campaign

Interactive workshop and enrichment material to help students determine and positively act upon specific areas in *bein adam lachaveiro*

4. Incentive Program

Exciting and motivating prizes!

WEEK 1

WORKSHOP.....Pages 6-8
 ENRICHMENT MATERIAL.....Pages 11-14

INTRODUCTORY WORKSHOP

STEP 1: INTRODUCTION

Before starting the actual workshop, give a **brief introduction** to the Torah ideal of acting according to "דעלך סני לחברך לא תעביד", which is in essence the mitzvah of "ואהבת לרעך כמוך".

Points to discuss:

- The *Gemara* (*Shabbos* 31a) talks about a gentile who asked Hillel to teach him the entire Torah while he, the gentile, stood on one foot. Hillel said: "What is hateful to you, do not do to your neighbor. That is the whole Torah; the rest is the explanation of this—go and study it!"
- Explain to the students how simple the concept really is, because when someone asks himself, "How would I feel?" the answer is already there within him. Every person knows how *he* wants to be treated. By doing nothing more than applying what he already knows — how *he* feels in given situations — a person can transform himself into someone who consistently treats *others* with compassion.

ADDITIONAL POINTS:

- The second *Bais Hamikdash* was destroyed because of *sinas chinam* and *lashon hara*. Our loving Father put us into our current *galus* – with all the suffering we've endured – just because we weren't treating each other properly.
- During the days of *Sefirah*, 24,000 *talmidim* of Rabbi Akiva were killed because they didn't treat each other with enough respect.

STEP 2: PERSONAL BENEFITS

- Ask the class: "**Why** is it important for us to think 'How would I feel?' before we speak or act? **What do we gain** by thinking 'How would I feel?' before we speak or act?"
- Allow students to **share** their thoughts and **write** responses on the board. (see below for more ideas)
- Distribute **Make It Real Cards** to students.
- Each boy should **decide**, and then **write** on his card, which motivation(s) most resonates with him.

Sample Board

Personal Benefits:

- I'll be able to deal with fights and arguments
- It will foster shalom and achdus, bringing the Geulah closer
- I can make someone else's life better
- People will want to be my friend; I'll get along better with people
- I won't get as frustrated and annoyed at others
- I won't be responsible for hurting people
- It's what Hashem wants us to do; it's a mitzvah
- I'll be a happier person; I'll be a good leader
- People will treat me better if I treat them better

Sample Student Card

MAKE IT REAL CARD

GOAL *I want to become a more caring and empathetic person.*

MOTIVATION *People will want to be my friend; I'll get along better with people.*

CLASS FOCUS 1

CLASS FOCUS 2

CLASS FOCUS 3

CLASS FOCUS 4

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STEP 3: SITUATIONS

- **Tell the class:** “Describe some **situations** in school which you would not want to happen to you.”
- Allow students to share their ideas.
- **Write** responses on the board. (see below for more ideas)
- **Vote:** Now that you have a list of potentially painful situations, have students **vote** on which one they would like to work on as a class. The idea with the most votes is the **situation** that will be the basis for creating the **Class Focus** (Step 4).
- **Write down and Save** all situations. You may want to choose situations from this list in the following weeks.



It's **important** to make sure that children in the class who might be victims of insensitive behavior don't feel that the discussion is about *them*. Therefore, we suggest having students focus on what they would not want to happen to *themselves* and how *they* would feel in that situation.

Sample Board

Painful Situations

- Having no one to sit with during lunch, recess or on the bus
- Having no one who wants to be your partner for learning or a class project
- Being left out of games or being chosen last for teams
- Being embarrassed by someone when you make a bad play in a game or give a wrong answer in class
- Being teased about your clothes, knapsack, or appearance
- Being left out of a conversation that's not private ← *most votes*
- Being bullied; for example, someone always taking your snack or constantly threatening to hurt you
- Knowing that people are talking about you

STEP 4: FIND THE CLASS FOCUS

- **Ask students:** “When you see someone in this **situation** (the one selected in Step 3), and you think to yourself, ‘How would I feel?’ what could you do to help the situation or to prevent it from happening altogether?”
- **Discuss** different ways of approaching the **situation**.
- **Write** responses on the board.
- **Vote** on what would be the best response to the situation. This response becomes the **Class Focus**.
- **Role-play** the new response, so students understand exactly what the response looks like.



It's ideal to guide the class to choose a Class Focus that can be done, rather than just thought.

Sample Board

Situation Chosen: Being left out of a conversation that's not private
How would I feel? What can I do differently?

Responses:

- When having a conversation, give a quick check around you to see if anyone nearby is trying to join
- Include someone outside of the group by asking what his opinion is about the topic
- When in a circle, move over and leave a space to allow someone to easily join in the conversation ← *most votes*
- If someone joins in the middle of a conversation, fill him in on the topic of conversation

Class Focus: When having a conversation, we will move over and leave a space to allow anyone to join in.

STEP 5: COMMIT TO THE CLASS FOCUS

- Each student should write the **Class Focus** for this week on his **Make It Real Card**. The students should then **sign** their cards, committing to work on the Class Focus each day of the week.

KEEPING TRACK:

- Hang up the **Contract Poster** in your classroom as a reminder for students to keep their commitment each day!
- We recommend giving out the **frisbees** enclosed in your package at this point.
- Students should use the **check-off calendar** on the back of the Make It Real Card to keep track of each day this week that they kept their Class Focus (See page 31 for Incentive details).



Playing the “**Kamocha Song**” (CD enclosed) each day before recess/lunch is another great reminder for the students to begin putting their **Class Focus** into practice!

Sample Student Card

MAKE IT REAL CARD

GOAL: I want to become a more caring and empathetic person.

MOTIVATION: People will want to be my friend! I'll get along better with people.


CLASS FOCUS 1: When having a conversation, I will move over and leave a space to allow anyone to join in.

Chaim Newman

CLASS FOCUS 2:

CLASS FOCUS 3:

CLASS FOCUS 4:


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Sample Contract Poster

Kamocha Contract

We, the students of _____ class
in _____ school, commit to
[work to] improve in
specified areas of
אדם אדם throughout the
Kamocha campaign.

Students

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Sample Student Calendar

CHECK-OFF CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Shabbos
WEEK 1 Kamocha Learning Event 5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

Name: _____ Total days checked: ☐

School: _____

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ENRICHMENT MATERIAL

The following material has been provided for you to use on any other day(s) of **Week One**.

- Trigger Film, Story and Source
- Ad/Poster Slogan Project

TRIGGER FILM

Show **Trigger Film #1** to your students. This film will demonstrate the importance of “How would I feel” thinking. At the film's conclusion, ask students the following question: “How did “HWIF” thinking change the scene/outcome of the scenario?”



Suggestion: Preview each trigger film before showing it to your class.

STORY FROM OUR SAGES

Adapted from “Zaidy’s Mayselach” in the Yated Ne’eman, with permission from the editor.

Rav Isser Zalman Meltzer zt”l was Rosh Yeshivah of Yeshivah Eitz Chaim in Yerushalayim, as well as a renowned *posek* and *rav*. In the 1930’s, Yerushalayim was ruled by the British Mandate. The British soldiers hated the Jews and greatly oppressed them. They enforced a strict curfew on the *Yidden* of Yerushalayim, and anyone who was caught on the streets after hours was putting himself in grave danger.

Late one evening in the early 1930’s, shortly before the nightly curfew, there was a knock on the door of the Meltzer home. The owner of one of the only printing presses in the city was hired to print the Rosh Yeshivah’s *sefer*. Since the printer had many people waiting to print their *sefarim* and books with him, there was a minimum five-year wait for the *sefer* to be printed! Now the printer had come to the Rosh Yeshivah to deliver exciting news. “I want to offer you a great opportunity,” he said. “One of the books on my waiting list has suddenly been canceled, so if the Rosh Yeshivah brings me the finished manuscript by tomorrow morning, I will work on it right away.”

The Rebbetzin was listening to the conversation, and what she heard next was very shocking. “I

am truly sorry,” said Rav Isser Zalman, “but I cannot publish the *sefer* yet. It is not complete.” The printer replied, “There is still an entire night for the Rosh Yeshivah to finish up the manuscript. If I don’t hear from you by tomorrow, I will start with the next *sefer* on my list, and you will have to wait five years, or maybe more.”

When the printer left, the Rebbetzin questioned her husband, “Wasn’t the manuscript completed a few weeks ago?” Rav Isser Zalman explained what the problem was, and his wife gave him an ingenious solution.

A few moments later, Rav Isser Zalman was racing through the streets of Yerushalayim, despite the curfew that was in effect. He hurried to the *beis medrash*, where three of his nephews were learning. Rav Yechezkel Sarna, Rav Aharon Cohen, and Rav Moshe Chevroni, all prominent *talmidei chachamim*, looked up in surprise when their illustrious uncle walked in. They could not believe that Rav Isser Zalman had risked coming out past the curfew. He told them, “I have a *kushya* on the *Rambam*. I won’t be able to continue learning unless I have an answer. What do my esteemed relatives say on the matter?”

The three *talmidei chachamim* thought about the truly complicated *kushya*. Then Rav Moshe Chevroni spoke up and gave a sharp answer to his uncle’s question. Rav Isser Zalman thanked him profusely and raced home, telling his concerned nephews that he had something urgent to attend to at home.

Early the next morning, the Rosh Yeshivah delivered his precious manuscript to the printer.

Years later, during the *shivah* for Rav Isser Zalman, his *rebbetzin* explained what had taken place that night. When the printer told Rav Isser Zalman to submit the manuscript for printing, and the Rosh Yeshivah insisted that it was not yet completed, he told his wife that although it was ready for print, an oversight had occurred. In many places throughout the manuscript, Rav Isser Zalman mentioned the names of *talmidei chachamim* who had helped him resolve *kushyos* in learning. But although the names of his nephews Rav Aharon Cohen and Rav Yechezkel Sarna were mentioned, the name of Rav Moshe Chevroni did not make it into the *sefer*. Rav Isser Zalman was concerned that Rav Chevroni might feel distressed that he was excluded from his uncle’s *sefer*, while his cousins received mention. “How can I publish my *sefer* if it will cause another Jew to feel *tzaar*?”

When his *rebbetzin* heard the dilemma, she advised her husband to immediately present a *kushya* that Rav Moshe Chevroni could hopefully answer for him, thereby allowing him to go ahead with the printing of his *sefer* the next morning. So despite the danger involved in venturing out after curfew, Rav Isser Zalman did just that. *B”H*, his efforts were successful, and his nephew provided him with an answer to his question.

Imagine; Rav Isser Zalman zt”l was prepared to give up his life’s dream of printing his sefer, just to prevent another Jew from feeling slighted!

DISCUSSION QUESTIONS:

1. Did you ever experience a similar situation in your own life, when you were faced with a dilemma regarding exclusion? (either as the one who might have excluded or as the one who was actually excluded)
A: Allow students to share their experiences, as long as no identifying details are given.
2. How could thinking, ‘How would I feel?’ have solved the dilemma?
A: Any student can answer this question, based on classmates’ answers to the previous question.
3. What lesson does this story teach us?
A: We learn how careful we must be not to hurt another person, even if it means giving up on something very precious to us!

FROM THE SOURCE

יהי כבוד חברך חביב עליך כשלך (אבות ב:טו)

Let your fellow’s honor be as dear to you as your own

If we keep the “How would I feel?” question in mind throughout our day, we will become more sensitive people who do our utmost to ensure that our friends receive as much respect as we ourselves wish to receive.

AD/POSTER SLOGAN PROJECT

Students should create, write, and present an ad with a slogan “**selling**” (i.e., convincing others to use) **Week One’s Class Focus**, or the value of a “**Kamocha mindset**” in general. The ads can be created in pairs, groups, or as a whole class, based on your particular preference, and they should be displayed in the classroom and hallway to create a school-wide “buzz” and excitement. *(We’d love to see them, too! Please email photos to kamocha@cchfglobal.org.)*

KAMOCHA HOTLINE

Please share the following important information with your class:

To add an extra element of excitement to the program, students are encouraged to relate **personal success stories** (or stories they've witnessed) of having acted properly because of a "How would I feel?" thought process. They can call into the WonderWords children's hotline at any point during the four-week program and leave a recorded message (instructions below). A few messages will then be broadcast on the **Kamocha Hotline**, as a means of celebrating those students' successes, while inspiring others to accomplish the same. The Kamocha success stories will be updated twice a week during the four weeks of the program, allowing as many stories as possible to be included on the hotline.

Students can call the hotline at any time to hear and be inspired by these amazing stories!

To **record** a message, call WonderWords: 1-212-444-1119, Option 6 then 1

To **listen** to success stories, call WonderWords: 1-212-444-1119, Option 6 then 2

WEEK 2

WORKSHOP.....Pages 15-17
 ENRICHMENT MATERIAL.....Pages 18-20

WORKSHOP

In Week One, you already introduced the concept of Kamocha (**Step 1**), and the students already determined their personal benefits of using "HWIF" thinking (**Step 2**), so you may skip to **Step 3** of the workshop.

STEP 3: SITUATIONS

- **Pull out** the list of **painful situations** that your class came up with in Week One.
- **Write** the list of suggestions from Week One on the board.
- **Ask students:** "Over this past week, have you thought of any **new situations** which you would not want to happen to you?" and **add** them to your list of painful situations.
- **Vote:** Have students vote on which **situation** they would like to work on as a class for this week. The idea with the most votes is the situation that will be the basis for creating the **Class Focus for Week Two** (Step 4).



Assuming it is working well for your class or that it still needs more time, you may decide, together with your class, to keep the same **Class Focus** this week.

Sample Board

Painful Situations

- Having no one to sit with during lunch, recess, or on the bus
- Having no one who wants to be your partner for learning or a class project
- Being left out of games or being chosen last for teams
- Being embarrassed by someone when you make a bad play in a game or give a wrong answer in class
- Being teased about your clothes, knapsack, or appearance
- Being left out of a conversation that's not private
- Being bullied; for example, someone always taking your snack or constantly threatening to hurt you
- Knowing that people are talking about you
- Being told hurtful words or spoken to in a hurtful tone of voice