

Shaping  
Positive  
Relationships  
through speech

# שיפור בדיבור





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<b>DAY 1</b>	<b>Lesson Starter/Visual Aid</b>	Interactive, exciting activities to introduce or further develop each lesson:  In every lesson, the instructions for the visual aid are provided.
	<b>Poem</b>	An engaging rhyme that explains the concept of the week:  Each poem tells about the experiences of an adorable boy named Eli and his older brother, Meir.
	<b>Discussion Questions and Answers</b>	Follow-up questions on the poem, to ensure that the children have fully absorbed its message
	<b>★Audio Recording/ Summarized Scenario★</b>	As an <b>alternative</b> to the <i>rebbe</i> /teacher reading the poem aloud to the students:  a) A recording of the poem can be played to the class. b) A summary of the poem can be read by the <i>rebbe</i> /teacher to tell it to the class in story form.
	<b>Illustration</b>	A beautiful coloring page for the children to color as they learn the week's lesson
<b>DAY 2</b>	<b>Gadol Story and Picture</b>	A powerful story about a <i>Gadol</i> that pertains to the focus of each week's lesson, with an enlarged picture of the <i>Gadol</i> to show to the students
	<b>Discussion Questions and Answers for Gadol Story</b>	Follow-up questions on the story, to help the children gain a greater understanding of how to emulate our <i>Gedolim</i> in the crucial area of <i>bein adam lachaveiro</i>
	<b>Song</b>	An exciting, catchy song to reinforce the lessons learned each month (A CD of the song has also been enclosed.)
	<b>Follow-Up Scenario/ Mitzvah Note</b>	Enables students to use their own hand-made puppets* to <b>role-play</b> a given scenario/Encourages children to put what they've learned into practice at home  *A puppet template has been provided. Please copy as many as necessary for the class, and allow time for the students to create their puppets before beginning the program.



**1B: Words Affect Our Relationships**

*Objective: Students will learn that our words affect our relationships with others.*

**Day 1****Poem** *Use Poem Track 2*

One day, Bassy and I  
Got into a silly fight.  
We were so upset, we almost said  
Words that were not right!

Then we remembered that special gift  
We learned about last week,  
The great power Hashem gave us,  
To open our mouths and speak!

Well, Hashem told us in His Torah  
That we must be careful with every word,  
לא תונו איש את עמיתו  
Nothing hurtful should be heard!

There once lived a great *tzaddik*,  
The Chofetz Chaim was his name,  
He was so careful with his speech  
Not to cause others hurt or shame!

We must follow the ways of this *tzaddik*,  
To watch what we hear and say;

No *lashon hora* or hurtful speech,  
Only nice words every day.

Although we may sometimes want  
To say things that are bad,  
Those mean words push away our friends  
And they make them feel so sad!

*Lashon tov* means good speech —  
Speaking only as we should;  
When we properly use our gift,  
We'll build friendships that are good!

Because when we say kind words,  
Then we make another's day,  
We're bringing our friend closer to us,  
With these words that we say.

*Let's remember how to treat others,  
And be careful with what we say,  
Then our friendships will be quite special,  
As we live the Torah way!*

**In Short**

One day, Bassy and I got into a silly fight. We almost said hurtful words to each other! Then we suddenly remembered the special gift that we spoke about last week; the power that we have to speak. Well, Hashem told us in His precious Torah how to use this gift:

“לא תונו איש את עמיתו” — we must never use our words to hurt others; only to say nice things to other people.

There was a great *tzaddik* called the “Chofetz Chaim.” He was always very careful not to hurt or embarrass others and not to speak any *lashon hora*, hurtful speech. We must follow the ways of this great *tzaddik* and speak nice words to others; we must use *lashon tov*, good speech!

Although we may sometimes *feel* like speaking badly to a friend, those mean words will push



## Day 1

## In Short (cont.)

her away from us, because they will make her feel very sad. But when we use our gift of speech properly, and say only kind words to our friend, we make our friend's day! We make her so happy — and guess what? That brings her closer to us!

So let's be careful with how we speak to others. Then we will surely see how our friendships will be very special, and of course, we will be living the Torah way!

**Discussion Questions:**

1. How can we be like the Chofetz Chaim?
2. When we speak nicely to others, how will our friends feel?

**Answers:**

1. We must be careful with our speech and choose to say only nice words.
2. Our friends will feel good. They will be closer to us, and our friendships will be great!

## In Action

**Objective:** Students will recognize that positive statements bring people closer to each other, while negative statements distance people from one another.

Ask students to hold up their puppets. Explain to students that kind words bring your friends closer to you — your friends will like you even more than before. Mean words or words of lashon hora, on the other hand, will separate you from your friends; they'll cause your friends to keep away from you.

Call out a positive or negative statement. (e.g., "I like your sweater," "Thank you for the snack," or "You're so mean," "You're so babyish.") After each statement is said aloud, students should hold up their puppet-gloved hands and either clap their puppets together, or separate them, accordingly.

Discuss how each statement is one that has the potential to bring either closeness or distance between friends.





## Day 2

## Story Time

Adapted from "Rav Nosson Tzvi," by Rebbetzin Sara Finkel and Rabbi Yehuda Heimowitz, with permission from the copyright holders, ArtScroll/Mesorah Publications, Ltd.

**R**av Nosson Tzvi Finkel zt"l, Rosh Yeshivah of Yeshivas Mir in Yerushalayim, loved his *talmidim* dearly. He wanted very much that every *talmid* should feel welcome in the yeshivah — to feel that he had a place where he belonged. So one year, during the Chanukah *mesibah* in Yeshivas Mir, Rav Nosson Tzvi stopped during his speech to ask everyone for a favor; he asked each *talmid* to turn to the person sitting on either side of him, say "*Shalom Aleichem*," and ask him his name.

To make sure that the *talmidim* wouldn't feel a little funny doing this, all the *rebbeim/maggidei shiur* sitting at the head table also followed Rav Nosson Tzvi's instructions, and they too turned to one another and wished "*Shalom Aleichem*"!

From then on, it became the *minhag* in Yeshivas Mir at each Chanukah *mesibah* for every *talmid* to greet the person on either side of him.

In this way, Rav Nosson Tzvi was encouraging his *talmidim* to talk nicely to each other and show an interest in each other, helping them build nice friendships.

**Discussion Questions:**

1. What did Rav Nosson Tzvi want his *talmidim* to do at the Chanukah *mesibos* in Yeshivas Mir?
2. Why?
3. When we speak nicely and show another person that we care about him, what can happen?

**Answers:**

1. He wanted each *talmid* to turn to the person sitting on either side of him, say "*Shalom Aleichem*" to him, and ask him his name.
2. So that each *talmid* should feel comfortable in yeshivah and feel that he belongs.
3. We can make our friendship even stronger!





Day 2

## Rav Nosson Tzvi Finkel zt"l

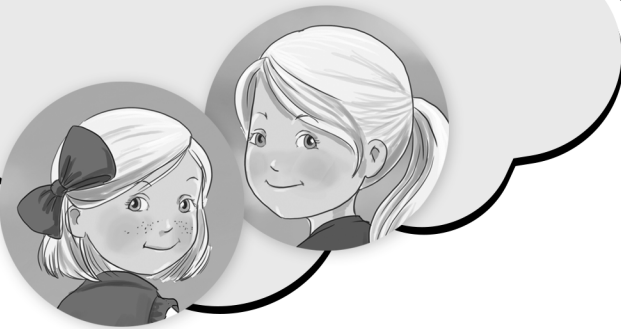


### Act It Out!

You pass your neighbor standing outside her house. She seems upset, so you decide to make her happy by saying something nice to her. You say: "\_\_\_\_\_."

(Ask students to role-play by providing possible statements)





*Objective: Students will realize that speaking haughtily is not the Torah way.*

## Day 1

## Poem

*Lag BaOmer* is that exciting day  
When we go to the park to play.  
Morah packed along a kite and ball,  
So we could play, one and all!

Morah chose a girl to fly the kite,  
But this girl just couldn't do it right.  
She tried to fly it in the air,  
But each time it just blew here and there.

So I began to give a yell,  
At the girl who couldn't fly the kite well.  
"I really want to tell you something,  
I know a better way to hold the string!  
I can fly it much better," I proudly said,  
"So let *me* hold the kite instead!"

The girl with the kite turned as red as can be,  
She dropped it and ran off quite tearfully.  
Then Morah called me over to the side,  
While the other girl just stood and cried.

Morah gently asked, "What happened today?  
Such a good girl doesn't speak this way."  
I was so embarrassed at what I'd done,  
It really wasn't nice to have made such fun.

I looked down and whispered, "I did wrong,  
No, I didn't act very strong.  
I said that I am better—and she is not so good,  
But I was being a big shot—not speaking as I should!  
When I spoke so mighty and tall,  
I made my friend feel useless and small!"

Morah agreed, "Yes, it's true,  
I see that you've learned a lesson or two.  
Being a big shot is not okay,  
It really is not the Torah way!"

*Let's remember that we cannot  
Speak and act like a big shot!*

## In Short

On *Lag BaOmer*, our class went on a trip to the park to play ball and fly a kite. Morah chose someone to fly the kite in the air, but this girl could not do it right. She tried to fly, but each time it just blew around! I was getting upset, so I called out, "I know a better way to hold the string! It won't fly like that. I can fly it much better, so let *me* hold the kite instead!" This girl turned red, dropped the kite, and tearfully ran off.

Morah called me over to the side and gently asked me, "What happened today? This is not the way that a good girl speaks!"

I was very embarrassed at the way I had spoken, and I whispered, "I was wrong because I acted



Day 1

## In Short (cont.)

like a big shot. I said that I am better than her, which made her feel useless and small.”

Morah was happy that I had learned a lesson; being a big shot is *not* the Torah way.

### Discussion Questions:

1. What did Dassy do wrong in this story?
2. What should Dassy have done instead, when her friend could not fly the kite properly?

### Answers:

1. She made her friend feel bad by saying that she could do a better job flying the kite than the girl was doing.
2. Answers may include: She should have remained quiet and waited patiently for the girl to eventually fly the kite, or she should have asked her *nice*ly to please let someone help her. (i.e., “Can Morah or one of us help you?”) She may have even made the girl feel good by adding, “Yay, you almost did it!”

## In Action

**Objective:** Students will appreciate that the Torah was given on Har Sinai because of its humility.

Hold up a picture of Har Sinai and ask students for their thoughts on what made this mountain so special. Students will likely answer how it was decorated with beautiful flowers, it was the place where Hashem gave us the Torah, etc. Guide the students toward realizing that one of the special aspects of Har Sinai was its humbleness. While the other mountains around it were taller and more majestic, Har Sinai was specifically chosen because it did not seem as great as the others. Its small size was what made it worthy of becoming the mountain on which Hashem rested His Shechinah and gave us the Torah. (Sotah, 5a)

*How truly great is the middah of humility!*





Day 2

## Story Time

Adapted with permission from "The Power of Hello," by Rabbi Ovadiah Mansour.

**R**av Chaim Brim zt"l was the Rosh Yeshivah of Yeshivah Mishkan Yosef. He was once invited to speak at a yeshivah dinner, and as he began his speech, he pulled a paper out of his pocket. It was clear that this paper was a written copy of Rav Chaim's speech, and he was using it to help him remember what he wanted to say. When Rav Chaim finished his speech, a *talmid* asked if he could keep the paper, because he wanted a copy of the speech. But when Rav Chaim showed the paper to his *talmid*, the boy saw something unbelievable; the paper was blank!

When he asked Rav Chaim about this, the *gadol* explained that he did not want it to seem as though he was a better speaker than the other people who were speaking at the dinner. Since many of them *did* use a paper to read from while they spoke, he did not want the listeners to think any less of them. So even though Rav Chaim did not need a paper to help him say his speech, he pretended to be reading his speech from a paper, too!

### Discussion Questions:

1. Why did Rav Chaim Brim zt"l pretend to read his speech from a blank paper?
2. How can we learn not to be a big shot from the way the *gadol* acted?

### Answers:

1. There were other speakers at the dinner who were using papers to help them remember what to say. Rav Chaim knew that if *he* would say his speech without reading from a paper, the listeners might think less of the other speakers who *did* use papers.
2. A big shot puts others down by trying to show how much greater he is than them. Rav Chaim Brim was the opposite of a big shot; he made sure to have a paper in front of him while he spoke, so he would not seem greater than anyone else. (Even though he would not seem as great and gifted as he truly was!)



Day 2

## Rav Chaim Brim zt"l







## Day 2

## Act it Out!

You see that your younger brother is trying to build a tower of blocks, but he cannot seem to get the tower to stand upright. You are about to walk over to him and say in a big-shot way, "Well, I can build much better than you, because my towers never fall," but then you realize that this would make him feel put down. You decide to do the right thing, and instead of being a big shot, you go over and *nicely* ask your brother if he wants you to help him build a tall, upright tower.

## In Song

Tune of: "Achas Sha'alti....Shivti, shivti, shivti..."

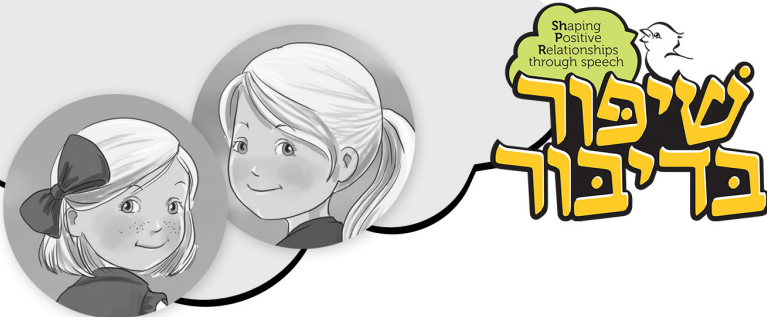
(Low part)

**To be a big shot is not the Torah way,  
And acting bossy is not okay;  
Let your friends have a chance to shine,  
And say, "I'm happy with all that is mine!"**

(High part)

**Shipur, Shipur B'Dibbur—  
Sing it, friends, out loud,  
When we speak nicely to others,  
We make Hashem so proud!**

**Shipur, Shipur B'Dibbur—  
Sing it, friends, out loud,  
ואהבת לרעך כמוך  
Let's make Hashem so proud!**



### 1A: Speech—A Heavenly Gift

\_\_\_\_\_ *used her gift of speech in a positive way by:*

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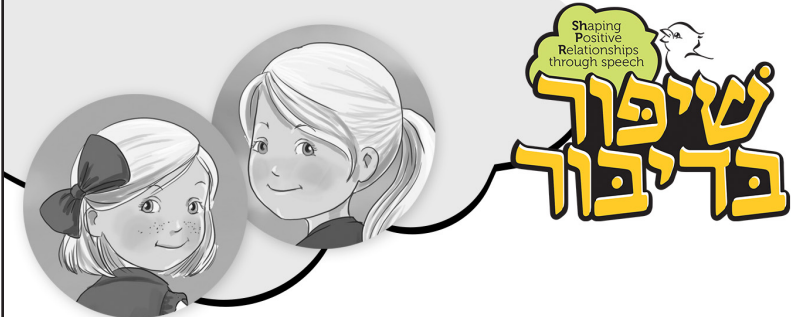
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### 1B: Words Affect Our Relationships

\_\_\_\_\_ *built her relationship with \_\_\_\_\_ when she said:*

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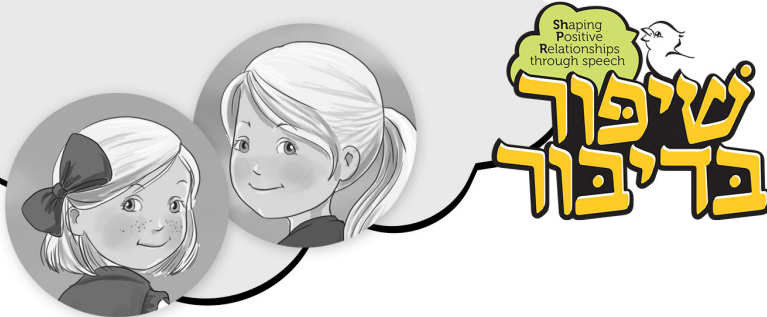
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### 1C: Think Before You Speak

\_\_\_\_\_ *controlled herself from saying something negative:*

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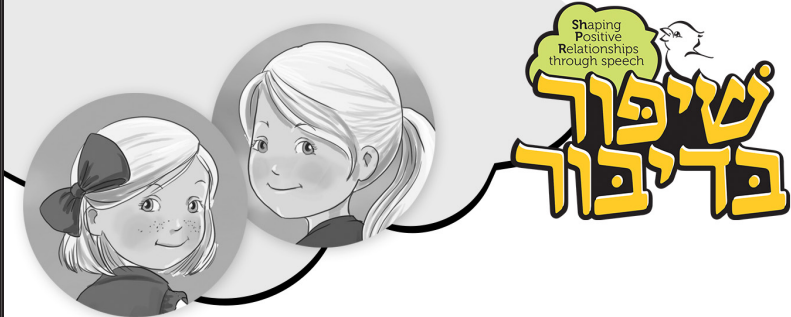
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### 1D: Words Color Our World

\_\_\_\_\_ *made the world a brighter place when she said:*

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## Registration Form

Please complete and email to: [bidrachov@gmail.com](mailto:bidrachov@gmail.com) or fax to: (732) 905-7943.

School: \_\_\_\_\_ Principal: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

**Shipur B'Dibbur** is an engaging program created to help the young student cultivate positive speech, which will enable him/her to form and sustain strong, meaningful relationships with others.  
(Recommended for grades 1-2)

Teachers' Names: \_\_\_\_\_

Teachers' Numbers: \_\_\_\_\_

- Please indicate if each teacher can receive **texts** or not.

Please fill out the form below:					
	Item	Description	Price	Quantity	Cost
A	Curriculum	Loose-leaf binder complete with master copies of the daily program material (for first-time registrants only)	\$250.00	Please specify: ____ Boys ____ Girls	
B	Re-registration	Yearly renewal fee	\$50.00	X	
C	Teacher Binders	Please indicate if you need <b>Boys</b> or <b>Girls</b> version	\$10.00 per binder		
D	Student Membership*	Monthly Incentives	\$2.00 per student		
<b>Total Cost:</b>					

\* If you do not yet know how many students you will be teaching next year, please leave this part blank, and inform us later in the year.

Participating grade(s): \_\_\_\_\_  
Total # of participating students: \_\_\_\_\_

- ☐ I agree to pay the fees listed above. (Invoices will be sent to your school.)  
☐ I agree to have our school name publicized with other Shipur B'Dibbur schools.

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



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