

SERIES #2 CARD #1

# Tiki time

## TEACHER'S GUIDE

The KAVOD Campaign

### Torah Thought

Chazal teach us that a person should say "bishvili nivrah ha'olam," the world was created for me. What does this mean? Are you supposed to think you are the only important person in the world?

One explanation is that Hashem **would have** created the entire world **JUST** for your sake! If you were the only person in the world, Hashem would still have made all the stars, seas, animals, trees and more! How important each and every one of us is!

### ✓CHECKLIST

- ☐ Is someone doing something that's dangerous to me or anyone else?
- ☐ Is it being done on purpose? Are you sure?
- ☐ Is it an emergency (or just a bother)?

If the answers to these questions are "No," you can try to take care of the situation on your own.



### Classroom Activity

Have students roll up a paper and hold it up to an eye like a telescope. Write the first situation listed items below on the board. Tell students to use their "Ultra-Zoom-a Rater" to look at the item and rate it in their minds from 1-5, with 5 being the worst, and 1 being no big deal. Be sure to

mention that anything either **dangerous, done on purpose, or really big**, should automatically get a "5," and be dealt with by an adult.

Tell the students that when you say "Zoom-a-Rate," they should raise the number of fingers corresponding to their rating. Discuss each item briefly. You may be able to show how we can really downplay many of them.

Now erase the item and write the next one. Zoom and discuss.

- Someone knocks your binder to the floor [not a huge deal—if it was a mistake, deal with it on your own].
- Someone knocks you down in the gym, your knee hurts a bit, but there's no real injury [if on purpose, tell adult—if by mistake, deal with it on your own]
- Someone goes ahead of you at the water fountain [not a huge deal— you can deal with it on your own, unless it was purposely meant to offend you].
- Someone is swinging a stick at you in the yard [tell an adult].

### Classroom Discussion

What's the difference in the way you feel when someone does something to you on purpose? By mistake?

#### FIELD RESPONSES/COMMENTS:

- If it was on purpose, you not only have to deal with the thing that happened, but your feelings are hurt as well.
- If it was a mistake, your feelings shouldn't be hurt; it wasn't personal.



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SERIES #2 CARD #2

# Tiki time

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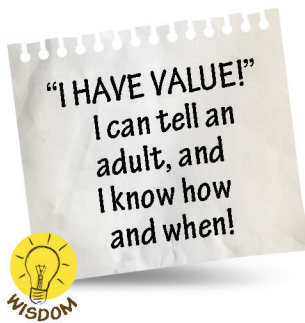


### Torah Thought

*The Torah teaches us that every person was created "b'tzelem Elokim," in the "form of Hashem." What does this mean?*

*One explanation is that although animals act only on instinct, people have a special gift: the gift of bechirah, free choice. We are likened to Hashem because Hashem trusted us to make decisions for ourselves.*

*If we learn what is right and what is wrong, then when something happens we will have the power to think about it and make the decision: Should I take care of this myself, or should I tell an adult?*



### Classroom Activity

#### ROLE PLAYING

*You have to tell a teacher something important but..*

- He or she is talking to someone else.*
- There are other people around*
- You are involved in the situation and may get into trouble..*

*How are you going to do it?*

#### CHECKLIST

- Decide if an adult should be told.
- Find an adult who can help.
- Find a private place to speak.
- Give an honest report, with important details but no exaggeration.
- Don't brag to other children that you will tell or have told an adult.

### Classroom Discussion

*Let's discuss the following 4 questions to ask ourselves when we feel it's important to tell an adult something someone else is doing. See how we can answer these questions:*

- Who? (An adult who can actually help the situation)
- When? (When the adult can still do something about it, or at least prevent it from happening again)
- Where? (In private, where no one else will hear)
- How? (Give the details honestly; no exaggeration; only tell what is necessary to correct the problem)



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SERIES #2 CARD #3

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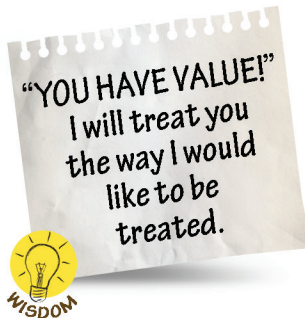
The KAVOD Campaign

### Torah Thought

A non-Jew once came to Hillel and said, "If you teach me the entire Torah while I stand on one leg, I will become a Jew." Hillel smiled. "Don't do to others what you wouldn't like done to you," he said. "That is the basis of the entire Torah."

This is surely what Rabbi Akiva meant when he said, "V'ahavta lerei'acha kamocha' zeh klal gadol baTorah"—that "V'ahavta lerei'acha kamocha" is a principle that includes the entire Torah. What a powerful tool in serving Hashem!

Always thinking about how **you** would feel before reacting to someone else will make **you** a true Torah Jew.



### Classroom Activity

Use the printout sheet with the figure of a child on the front and back, or tell students to take out a sheet of paper.

Read to the class the scenario of the child who walks into school wearing neon-green glasses that no one else in school is wearing.

Have the students write down what they might say to the boy/girl about his/her glasses (their immediate reaction).

Then have students turn over their papers and write down what **they** would want someone to say to **them** if they were the ones wearing those glasses.

Have students compare the two sides of the paper, and decide if what they would like said to them is "nicer" than what they initially thought they would say.

### ✓CHECKLIST

- ☐ Would I like it if someone said this to me?
- ☐ Can I say this in a way that I would like someone to say it to me?
- ☐ If I was sensitive about this thing, would I want someone to mention it to me?

Be sure to treat others with the same respect you would like others to have for you.

### Classroom Discussion

- What if you wouldn't care if someone said something to you, but the other person is more sensitive than you?
- Do you have to understand and respect someone else's sensitivity even if it is something you are not sensitive about?

Discuss the fact that part of V'ahavta...kamocha is that just as **you** wouldn't want someone to say something to you that you were sensitive about, so you may not say something to someone else if he or she may be sensitive about it, even if it's something you yourself wouldn't care about at all.



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SERIES #2 CARD #4

# Tiki time

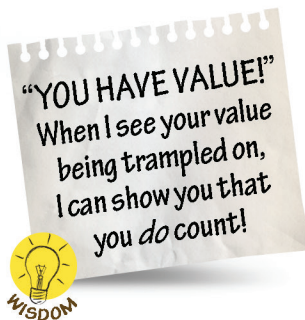
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### Torah Thought

Chazal teach us, Hevei dan es kal ha'adam l'chaf zechus, judge everyone favorably. Some Meforshim explain that what Chazal mean is that we should always look at the "whole person" ("es **KOL** ha'adam"). Instead of just seeing parts of the person's behavior and personality, ignoring others, we need to appreciate the **entire** person—with all his qualities and his unique personal situation—and realize how special and valuable he really is. This way, even if we might notice a mistake or wrongdoing here and there, we will still see the value and specialness of every person and we will never lose sight of the tzelem Elokim in him.



### Classroom Activity

Tell students to write the first "feeling" word (e.g. scared, sad, happy, upset...) that comes to their mind when the following thing happens:

**You're in the yard when a younger boy shoots at the basket but misses the rim by several feet. Two older boys standing on the side burst out laughing.**

**You're at recess and a girl falls down in middle of playing belts, or catching a ball during a Machanayim game, or jumping in during a game of jump rope. Two older girls standing on the side start laughing out loud.**

Have students write down what that feeling would normally make a person do (e.g. if they wrote "scared" they may write "run away"; if they wrote "sad" they may write "slowly move away and join friends"). Call a student to the front of the room and tell him/her that he/she is to model the younger boy/girl. Call on students to share what they might say to the boy/girl.

(Examples: "Hey, nice try—you have good form," or "Just keep practicing, you'll get better every day," etc.)

### ✓CHECKLIST

- Can I help someone feel better by saying something nice?
- Can I do something to show someone that he or she is important and special?

### Classroom Discussion

- Why should you NOT stand up to the person who is being mean by yourself?
- What can happen if you try standing up to the person by yourself?
- What can you do to help someone whose dignity has just been hurt without confronting the mean person at all?

Guide discussion to make the following point:

By showing the student whose dignity has been hurt that you care for and respect him, the effect of the person being mean is lessened tremendously. You can show the student that he or she is a person of value and importance.



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SERIES #2 CARD #5

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### Torah Thought

The Gemara tells us that the Torah has 600,000 letters. Each one corresponds to one of Bnei Yisrael, symbolized by the 600,000 who stood at Har Sinai. We know that if even one small Yud is missing from a Sefer Torah, the entire Sefer Torah—with its thousands of other letters—just isn't right. [we cannot read from it]

This teaches us a powerful lesson. Every single Jew—big as a Lamed or small as a Yud—is valuable and important. Without him, the entire Klal Yisrael just wouldn't be right! Now, **that's** value! Every letter counts!



### Classroom Activity

Challenge the class to put together a sentence that doesn't contain the letter "e." Then try for three sentences without the word "the."

It's hard, if not impossible. Even a small letter or short word can be indispensable (we can't manage without it).

Even though sometimes we don't see anything special about someone else, we need to realize that as part of Klal Yisrael and someone whom Hashem created, he or she IS special and valuable. [Someone may come up with words that don't have an "e" or sentences without the word "the." Explain to them they could not keep that up for long.]

### ✓CHECKLIST

- Is there anyone I'm just not noticing?
  - Is there anyone I can give a little more respect and attention to?
  - Do I realize how truly important every member of Klal Yisrael really is?
- Everyone has a *tzelem Elokim*; that's special!

### Classroom Discussion

Do I have to be friends with everyone?

You don't need to be *best* friends with everyone, but but you **must** see everyone as someone of value, and treat all people with respect. You may not have the same level of friendship for everyone, but you still need the highest level of respect for everyone and their feelings! This should come across in all your interactions with others.

Ex: If not everyone is going to be part of an after-school activity, don't talk about the activity in school.



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SERIES #2 CARD #6

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### Torah Thought

Based on the passuk "Hocheiach tochiach es amisecha," Rav Gedalia Schorr zt"l teaches that when someone is doing something wrong, we shouldn't point out how big the **problem** is. Rather, we should focus on how great and special the **person** is, and how such behavior doesn't "fit" him. By understanding how valuable we are and how much KAVOD every person deserves, we will be able to lift ourselves to act in a way that befits one who is created b'tzelem Elokim. A prince doesn't play in the mud; so too we must make sure our behavior is always fitting for us.



### Classroom Activity

Borrow a coat or jacket from a younger grade.

Say, "Here's a hard one: raise your hand if you know what 1+1 is."

Class will smile or giggle.

Ask, "Why are you all smiling?"

Get them to answer that the "problem" it is too easy for them.

Now call on a student to put on the small jacket. As he tries to get into it, the class will probably begin to laugh.

Ask, "Why are you all laughing?"

Get them to answer that the jacket is "too small for him."

Ask if they would go outside to play wearing such a jacket. No! Why? It's embarrassing!

Discuss that we don't feel we'll get the respect we deserve by wearing a jacket that is way too small for us. Surely when **acting** in a way that is "too small for us," we don't give ourselves the respect we deserve.

### ✓CHECKLIST

- Is what I'm doing something that "fits" my age?
- Is what I'm doing something that "fits" how important I am? Does it gain me the respect I deserve?
- Is what I'm doing something that shows respect for others?

KAVOD is two-sided: You are important—and so is everyone around you.

### Classroom Discussion

- Why is it easier to do things that are wrong when we are part of a group?
- Why is it easier to stop things that are wrong when we are part of a group?

Lead discussion into the power of a group and the comfort we feel when we are doing the same as everyone around us... we don't have to be worried about fitting in... and how much we can accomplish together.



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