

Torah Umesorah & The Chofetz Chaim Heritage Foundation Present

# אונת דברים



A CURRICULUM FOR אונת דברים AND דברים

IN MEMORY OF MRS. ZEESY KLEIN לעלוי נשמת זיסל בת צבי ע"ה





*A program of  
The Chofetz  
Chaim Heritage  
Foundation*

**Founding Rabbinical  
Advisor**  
Rabbi Yehuda Zev  
Segal, zt"l

**Rabbinical Advisory  
Board**  
Rabbi Shmuel  
Kamenetsky, Shlita,

**Chairman**  
Rabbi Yaakov Perlow,  
Shlita  
Novominsker Rebbeh

**Mishmeres Vaad  
Hachinuch**  
Rabbi Yoel Bursztyn  
Rebbetzin Baila Stern  
Rebbetzin Beela Kviat

Dear Principal,

*"If only children were taught that one is not allowed to hurt another person, how different our world will be....there would be far fewer shalom bayis problems, machlokes..."*

**Rav Matisyahu Salomon, Shlita**

Here at the Chofetz Chaim Heritage Foundation we are committed to giving the youth of today the tools they will need to be successful members of Klal Yisroel tomorrow. Two of the most important areas for students to develop are the area of Kovod Habrios and Onaas Devarim. The recognition of this issue and a focus on the importance of speaking with sensitivity and care can transform the face of the world.

Therefore, it is with great enthusiasm that we present the **Hizcharu Curriculum**, a complete syllabus consisting of weekly lessons to teach high school students the halachos and Torah perspectives on causing emotional pain to another person. These weekly exciting, inspiring, and educational lessons will give students a solid foundation and the knowledgeable tools for to use their koach hadibur as a positive force.

Please take the time to peruse the enclosed sample of our **Hizcharu Curriculum**. We are confident that then, you too, will want to embark on the incredible journey of growth that is bound to change the way students interact with others, and make a profound improvement in all relationships – current and future.

For further questions, comments, and registration, contact Mrs. Bat-sheva Kaplan at 732-905-9909 ext 101. We look forward to hearing from you.

Mrs. Bat-sheva Kaplan  
*Program Director, Mishmeres*

*"Our girls love it. It is bringing out deep awareness and sensitivities. The lessons are a springboard to reach understandings on middos the girls struggle with daily. Most important the lessons are easy to teach and they flow."*

- Bais Yaakov Adas Yereim

Lesson	Video
<p>1. Power of Words Every person is a Tzelem Elokim</p>	<p><i>Rebbetzin Press</i></p>
<p>2. Going to the Source I Mekor for the halachah of <i>lo sonu</i>; <i>chumash, rashi</i> ... also includes letter from Rav Pam, zt"l</p>	<p>No video</p>
<p>3. Going to the Source II Sefer Hachinuch on the lav of <i>lo sonu</i> and other sources explaining the lav</p>	<p>No video</p>
<p>4. Expanding our Horizons Introduces examples of ona'as devarim with class voting on whether or not it is ona'ah.</p>	<p><i>Mrs. Kviat</i></p>
<p>5. You Write the Script More examples. Students pick situation and setting and write a script or poem.</p>	<p><i>Rebbetzin Shlomtzy Weiss</i></p>
<p>6. Getting to the Heart of the Matter Focus on four middos that often lead to ona'as devarim. Four corners activity.</p>	<p><i>Rabbi Ephraim Eliyahu Shapiro I &amp; Rock in the Road</i></p>
<p>7. Understanding Ourselves-Understanding Others Introspection on root of emotions with purpose of learning to prevent ona'as devarim that stems from unchecked emotions.</p>	<p>No video</p>
<p>8. You Can't Take it Back Discussion based on video. Also includes review of hilchos ona'as devarim with one-week campaign to teach others.</p>	<p><i>Rabbi Eli Mansour</i></p>
<p>9. Halbanas Panim I Introduction to the <i>lav of halbanas panim</i>. Girls are assigned to mission as Mishmeres Heads.</p>	<p><i>Sharpie Dabs</i></p>
<p>10-11. Halbanas Panim II Focus on the aspects of <i>halbanas panim</i> that are particularly severe; <i>b'rabim, mehcane shem ra</i> and <i>miskabeid b'klon chaveiro</i>. Groups are assigned a topic to teach. Lesson 11 ends with students completing their mission sheets and the class votes on three new guidelines that they will implement to help refrain from embarrassing others.</p>	<p><i>Camp Shira Scenarios</i></p>
<p>12. Keeping Tact Intact The importance of thinking before you speak. Includes games of Association and Taboo.</p>	<p><i>Tact Animation</i></p>
<p>13. Don't Underpay! Withholding a good word – praise, appreciation, acknowledgment— can be very hurtful too.</p>	<p><i>Rabbi Ephraim Eliyahu Shapiro: Withholding a Good Word</i></p>

Lesson	Video
<p>14. Nosei B'ol  Rabbi Yaakov Salomon's five-minute story of two teenage boys caring about their Rebbe brings across a number of important lessons on the need to notice the pain of others and care enough to do something about it. Includes Torah perspectives on this important middah, poem and workshop on responsibility toward others.</p>	<p><i>Rabbi Yaakov Salomon story</i></p>
<p>15. Include Her!  The importance of being <i>nosei b'ol</i> as it relates to girls who are being ignored. Group activity to create school-wide campaign to address different times and situations where girls may feel left out.</p>	<p><i>How many passes?</i></p>
<p>16. Concepts of protesting wrongdoing and protecting others from hurtful behavior.  Lesson begins with continuation of importance of including. Second half of lesson covers the obligation to protect others from being victimized or hurt and to protest when others are engaging in hurtful behavior.</p>	<p><i>1. Rabbi Ephraim Eliyahu Shapiro: Get to Know Her &amp; Sneetches</i></p>
<p>17-18. Correct with Respect  Giving <i>mussar</i> and the guidelines for those times that one may need to say something that has potential to be hurtful. Includes jellybean activity, student review and checklist, and much more.</p>	<p><i>Balloon Video</i></p>
<p>19-20. No Laughing Matter  Understanding the devastating power of <i>leitzanus</i>. <i>Koach Hachillul</i> vs. <i>Koach Hahillul</i>. Includes story of Dr. Fred and several demos and short stories to bring the point across.</p>	<p><i>None</i></p>
<p>21. Shalom is the root of this issur – importance of shalom and mechila</p>	<p><i>Rabbi Yissohor Frand on shalom</i></p>
<p>22. How to apologize (sorry)</p>	<p><i>Sorry</i></p>
<p>23. Handling insult, <i>bolem piv</i></p>	<p><i>Rabbi Frand on ona'ah</i></p>
<p>25. Review  A fun review of important concepts by viewing short video clips and then thinking of connections to the lessons of the year.</p>	<p><i>Five ways, Celery, Yes is No, The Bamboo</i></p>

## LESSON 6: GETTING TO THE HEART OF THE MATTER

Prepared by Mrs. Mindy Lidsky, Associate Principal, Ateres Bais Yaakov

### LESSON OBJECTIVE:

To draw student attention to middos and underlying feelings or emotions that promote unkind words.

### RESOURCES: (ENCLOSED)

Stories  
Student Worksheet

### LEARNING ACTIVITIES:

Teacher serves as a group facilitator.

- Students will be asked to turn to their elbow partner and list three reasons why people make hurtful remarks. They will then be asked to elicit one more response from another group and write it 'below the line.'
- Please remind your students to be careful not to speak loshon hora as they discuss situations that often involve ona'as devarim.
- Teacher can then **'whip around'** the classroom to hear one response from each pair. Answers can be listed on the board under the heading 'Why People Say Hurtful Words?' Start at one end of the classroom and, in order, ask each pair to say one answer. In the **'whip around'** activity, students always have the option to say the word 'pass.'
- Students will then participate in an exercise known as **'Four Corners'**.
  - The following words are displayed on the wall in four separate areas of the classroom: '*Anger*,' '*Feelings of inferiority*,' '*Impatience*' and '*Jealousy*'.

Students should be clustered into groups of four and handed one of the enclosed stories to read. As a group, they will read the story and make a decision as to the emotion or feeling that motivated the main character (i.e. the protagonist) in the story to respond negatively. Once they decide what the motivation is, they then move to the corner of the room that reflects the emotion in their story. In their corner, they have to think of one suggestion for the protagonist as to how he or she could redirect his/her thoughts and/or emotions. One student from each group can be asked to summarize the story in one or two sentences and then share her group's suggestion. Or, each group can be asked to switch stories with another group and then repeat the process. Teachers may opt to have each group read three or four stories. Experience has shown that students usually perform better when they are timed for each activity.

### STUDENT ASSESSMENT:

Students will be asked to complete the following sentences in their workbook:

- I identified most with the story about \_\_\_\_\_ because \_\_\_\_\_.
- If I could hold a conversation with the protagonist of that story, I would tell him/her that \_\_\_\_\_.

## Lesson 6: Getting to the heart of the matter: Student Worksheet 1

Today, we will explore some of the middos, feelings and emotions that can bring us to talk in thoughtless ways.

Let's begin our discussion by turning to our elbow partners, to record three reasons why people make insensitive remarks. Now, turn to another group and add one of their responses.

1.

---



---

2.

---



---

3.

---



---

Other Group:

---



---

We all have experienced these emotions at one time or another, haven't we? Regardless of the emotions we experience, we are not excused from the obligation to be careful not to hurt another person. As we work to recognize some of the common situations and emotions that bring us to speak unkindly, we can gain insight that will help prevent us from speaking ona'as devarim.

To help guide this process, your teacher will solicit your participation in an activity known as 'Four Corners'. You will be grouped into small groups and will be asked to read a story. After you read the story, discuss the story with your group and then move to the corner of the room that reflects the underlying emotion or feeling that precipitated the main character's hurtful comments or response. In your corner, talk about one possible suggestion that you have that could help your character deal more effectively with the challenging situation at hand. One student in your group will be asked to share a short synopsis of your story, as well as your collective suggestion.

# Respond and Write!

I identified most with the story about \_\_\_\_\_ because

\_\_\_\_\_.

If I could hold a conversation with the main character of the story, I would tell her/him that \_\_\_\_\_

\_\_\_\_\_.

The next time that I experience a situation similar to the one above, I would like to

\_\_\_\_\_  
\_\_\_\_\_.

# Diary

## My Successes

## My Challenges

---



---



---



---



---



---



---



---

## Questions I Have or Discussions I Want to Have:

---



---



---



---

ANGRY FEELINGS ARE, BY THEIR NATURE, OFTEN OUT OF OUR CONTROL, YET OUR CHOICE OF WORDS AND ACTIONS ARE ALWAYS UNDER OUR CONTROL.

*Rabbi Zelig Pliskin in Anger the Inner Teacher*

SCENARIO-1



## BETTER LATE THAN THIS

“Chocolate or cheese?” asked Batya.

“Cheese,” replied Faigi.

“Ok, let’s grab iced coffees and run. Mrs. Geller is walking in, in exactly six minutes and if I get one more unexcused lateness, I’m finished!”

Batya and Faigi raced over to the shortest checkout line.

*Wrong move.*

After one interminable minute, Batya glanced with frustration at the slow-moving cashier. *Must be she’s new.*

“Faigs, looks like we picked a winner!” Faigy rolled her eyes.

Finally. Their turn. Danishes and coffees on the counter...they’d be out in a second.

*Think again.*

After two long minutes watching the cashier struggle with the register, Batya exploded, “Could you hurry?! We’re going to be late for class! Don’t you know how to work the machine!?”

The frazzled lady barely whispered, “I don’t know what’s going on, I’ll just try...”

“Well, we don’t have all day! Could you just call the manager or something?!”

The cashier turned red. What would the manager say?

## ORGANIZED CRIME

Thursday night. Melava Malka might just as well be tomorrow. And she was ready.

Rochi ticked each item off her list with satisfaction: “Paper goods, check; theme song, check; souvenir, check; costumes, check. *Heading Malave Malka is no big deal, if you’re organized!*”

Last thing on the list. “Decorations. *Uh, Oh.* I must call Leah Feldman and see how it’s going. If she’s not ready, this whole Malave Malka will flop!”

She dialed Leah’s number with growing concern. It was not her decision to put Leah in charge... if Leah didn’t come through...

After the sixth ring a harried voice picked up the phone. “Hello.”

“Hi Leah, it’s Rochi. Rochi Appel, Malave Malka head, just making sure you’re all ready for Motzei Shabbos.”

“Um Rochi,” Leah stammered, “Do you mind holding a sec?”

“No problem.” *Not really.*

Five minutes later, Rochi was still holding on, trying to ignore the background music of the Feldman house—baby crying, someone yelling that they needed the phone... Finally Leah picked up.

“Rochi, um, well...

I really tried...but...things have been very busy at home recently and well, not everything is totally finished...I mean not really anything is ready...”

*She knew it! Why didn’t they listen to her when she said Leah was not the right person?! Now, she’d be stuck staying up ‘til three in the morning making decorations!*

“Leah, do you realize we were depending on you? Decorations make the whole event, how could you be so unorganized? What were doing this past month, daydreaming? I knew you were the wrong person for this job! Now I’ll have to add this to my list of responsibilities! Thanks a lot Leah!”

Leah stared blankly at the dead phone. She hadn’t even had a chance to explain.

SCENARIO-3

## ARE ELECTIONS REALLY PRIMARY?

“Who do you think, Giti?”

Baila settled into her seat for the last assembly of the year.

“Probably Chavi Goldberg,” replied Giti, “she’s so the type.”

“Obviously, I mean who else? For sure, Chavi will be one of the presidents —the question is; who’s the other?”

Chavi Goldberg felt thirty pairs of eyes boring holes into her back. She knew, as well as her everyone else did that this job was hers. Her three older sisters had all been class presidents and she’s been waiting for this job since the first day of ninth grade. Even her siblings knew today would be her day. Her younger brother had already teased her at breakfast, “Good morning, Mrs. Prez. Are you ready to create some change?!”

She waited nervously as Rebbitzen Fried gave her customary good-bye speech.

“And now, I’d like to call upon our class presidents for the coming year.”

Chavi was practically standing.

“Adina Selengut and Sima Adler...”

Amidst the hullabaloo of clapping, cheering, hugging and laughing, Chavi felt invisible.

“I must be dreaming,” she thought “This just can’t be true.”

She watched as girls went over to congratulate the new G.O.

On the way back to class, Chavi nudged Adina Selengut on the shoulder.

“Well Adina, you know how our school works, they give the jobs to girls who need it for their self-esteem.”

SCENARIO-4

## IS THAT WHAT “REAL-LIFE” IS ABOUT?

*All luggage neatly deposited in the staff house.*

Within minutes the new waitresses were seated on the lobby porch. Camp friends for many summers, a year of losing contact was made up for in minutes.

“So Elk, which seminary you going to next year?”

“Bnos Malka.”

“Oooh...Lucky you! “ Shira whistled.

“Well,” Fraidy cleared her throat, “It’s not like we’re talking about Toras Imahos here, I mean, *anyone* can get into Bnos Malka. I heard you don’t even need to open a chumash at the interview! That true, Elk?”

Elky didn’t answer.

Fraidy continued, “I don’t know about you all, but I’m getting a head start with REAL life; seminary is a total waste of time!”

Not that Fraidy really felt that way. She would’ve loved to attend Bnos Malka, but after being rejected from her first choice, she was too proud to settle for less.

## LUCKY?

“Aviva Schon to the office, please.”

Good marks, perfect behavior, all-around personality, even good looks. Aviva Schon was just the type that teachers (and principals) fell in love with.

Aviva headed for the office. “What did Rebbetzin Steinberg have planned for her?”

It was kind of nice being a favorite of the principal, but sometimes she wondered how others felt about it. If only she knew...



“Wonder what Aviva is going to be in charge of now?” That was Miri. The class clown.

“You’d think, our class was made up of one person...”

“Um hm”

Miri had hit a raw nerve. And everyone was responding.

“I’ve got it.” Miri’s announcement got everyone’s attention...

“While we are sitting here,” she continued dramatically, Rebbetzin Steinberg is asking Aviva’s opinion about whom to hire as the new twelfth grade Mechaneches. She values Aviva’s opinion more than anybody’s!”



The girls were still laughing when the classroom door opened.

“Back so quickly?”

It didn’t take much to interpret the sarcasm in the tone and put it together with the abruptly-stopped laughter. In case she wasn’t sure, the stare of 27 eyes confirmed the fact that “principal’s pet” had been the topic of discussion. Aviva wished she could sink through the floor.

# Keeping Tact Intact

## LEARNING OBJECTIVE:

The importance (and obligation) of choosing the right words and thinking before we speak

## MATERIALS:

- TABOO cards
- Video – Say It With Tact
- Student Worksheet

## LEARNING ACTIVITIES:

### First Activity

The first activity will show the girls how too often we just speak impulsively, never allowing our minds to process. Words leave our mouths before we even have the chance to think. **This activity is designed to be fast paced.** Do not tell the students the reason for this exercise; simply tell them that they are playing a game of Association.

On the worksheet attached there are ten blanks. The teacher should call out the words from the list below and give the students a few seconds to write the first word that comes to their minds. Do not allow them much time to think.

1. Camera
2. Monkey
3. Spaghetti
4. Library
5. Wallet
6. Birthday
7. Subject
8. Passport
9. Summer
10. Broken

Now, **keeping the pace**, call on one girl at a time to hear students' responses to each of the words. You only need to hear from four or five girls per word. It does not matter what their answers are or if they are the same.

Explain to the girls that for every word we hear, for everything that we see, we have an impulsive response. Too often we act on our first impulse and say or do whatever it is that we thought of first, without taking the time to see the full effect of our words and actions.

### **Second Activity**

Everyone is familiar with the popular game TABOO. Attached are three different cards with a word in bold at the top. The object of the game is to get the listener to guess the word in bold.

Call up two girls. Give one girl a card. She is the “talker”. She will try to get the “listener” to guess the word that is in bold without saying any of the other words on the card. Those words are “taboo”. Set a time limit of 30 seconds. Do this with each one of the cards.

Point out to the girls how each word was premeditated and carefully chosen. Make the girls see the blatant difference between the mental response between the first and second activity. The first is our natural response to situations, thoughts or news – impulsive and unfiltered. Much of what passes through a person’s lips in the course of a day comes under the category of impulsive speech. In other words, the mouth and the brain are operating nearly simultaneously, like a fountain that keeps gushing forth.

Speech originates in thought. Before the word comes the thought; by definition, speech **requires** thinking. The only question is whether one relies entirely on this involuntary process, or one works toward developing a conscious thought process that remains in gear at all times. We have proven that it is possible to take the time, before speaking, before reacting, to assess a situation and to carefully select the proper and appropriate way to convey our message. It was possible to omit the words that should not have been used.

Part of *ona’as devarim* is to have a keen sense of what to say or do to avoid giving offense – TACT! Tact is the skill in dealing with difficult or delicate situations. It is a sense of understanding what is appropriate and tasteful to do or say. In all cases, tact requires cognitive thought before you speak or act.

### **Third Activity**

The video provided presents different real life scenarios. We have tried to highlight different situations where people can use more awareness. Although it may seem improbable that someone can talk this way, all of these situations are based on actual events.

Use the video as follows:

- As the video plays, allow the girls to watch.
- When the word “REWIND” starts flashing on the screen, it is time for the girls to think independently. Each girl should use her worksheet to write down her ideas for a more tactful way to respond to the situation.
- When the music starts again to indicate that the next segment is beginning, time is up. Ask the girls to stop writing. Press the “pause” button and take a few minutes to hear some of the girls’ suggestions.
- This is also the time to discuss any points that we have included below in the “Points to Convey” section.
- When you are ready to move on, hit the “play” button.
- The next segment of the video will continue with our suggested response to the scenario that you just saw.
- The video will then continue on to the next scenario.
- Repeat above.

**POINT TO CONVEY:****SCENARIO 1**

**TEACHER:** Sometimes, you are right, and you can't do the thing that is being asked. There is still a tactful way of saying it.

**SCENARIO 2**

**TEACHER:** Keep boundaries, don't pry. Some questions are too loaded and therefore lack tact.

**SCENARIO 3**

**TEACHER:** Don't talk about something that might cause another pain. Other examples to suggest to the girls:

1. To complain about how clumpy your sheitel is in front of your friend who is not married.
2. Discussing how difficult it is choose a seminary because you've been accepted to three different ones when the girl you are with had to jump through hoops to get into one seminary.

**SCENARIO 4**

**TEACHER:** Don't be condescending (as you try to brag!) in your empathy. Use words that really show that you understand another person's hurt or pain.

**SCENARIO 5**

**TEACHER:** The true measuring stick of our middos is the way we act at home toward our family members. We may not realize that we can make a big difference in the life of our brothers or sisters, for better or for worse. Some of us tend to be critical and sarcastic without much thought of the consequences. In truth, a sibling can hurt a brother or sister deeply with words or actions that makes them feel inadequate, not good, or unlikable. The long-term results can be disastrous.

As Mr. Avi Shulman teaches: *"What you think of me I think of me, and what I think of me I'll be."*

**SCENARIO 6**

**TEACHER:** When someone is in pain, be sensitive and careful not to give unnecessary or unsolicited advice, mussar and "hashkafah" lessons. High school girls are not usually exposed to the proper way to be menachem avel. Here is an opportunity to discuss the sensitivity necessary when being menachem avel.

**ADDITIONAL THOUGHTS TO PRESENT ON TACT:**

Tact is not only with the use of words. It also has to do with action.

- If you approach your friend's house and you hear someone inside raising his/her voice, don't knock! Leave quietly and come back later.
- If Hatzalah is on the scene (in an emergency), you shouldn't be.
- If someone "messes up" or does something "dumb," pretend you didn't see. E.g. Someone drops her loose-leaf, it's enough for one person to help. Everyone else should stay out of the way.

**To avoid ona'as devarim, a person must dedicate his brain to filtering its output to a finer degree. Motivation is the key.**



## THE SOFTEST PIECE OF TONGUE: A DEEPER EXPLANATION

There is a well-known Midrash (Vayikra Rabbah 33:1) which relates that Rabbi Yehudah Hanosi served tongue at a feast that he hosted for his talmidim. He noted how each student carefully selected a tender slice, leaving over the tougher pieces, and utilized this opportunity to teach those present that just as in eating, they chose the softer piece of tongue, so too when they speak they must be careful to choose softer words and “leave over” those that are harsh.

In his weekly Motzai Shabbos lectures on the Torah portion of the week, my late Rebbe, Rabbi Yosef Dov Soloveitchik, Rosh Hayeshiva of Brisk in Jerusalem, explained: Rabbi Yehudah Hanasi did not have to warn his students not to violate the explicit prohibition of the Torah not to hurt someone with words. Rather, he meant to demonstrate with this vivid illustration the full extent of our obligation in the laws of onoas devarim.

When Rabbi Yehudah Hanosi served tongue at his table all the pieces were certainly edible. Nonetheless, as long as there was a discernible difference in tenderness between two pieces, talmidim chose the piece that was only slightly softer. This is the Midrash’s point. **Not only are outright derogatory words and insults prohibited. As long as there is a noticeable difference between two expressions we are obligated to always select the more pleasant one. People are sensitive and comments that are meant as light banter can cause untold anguish. A person should have the foresight to be aware of the consequence of every statement, concluded Rav Yosef Dov, and be continuously on guard to choose the softest possible approach.**

*Adapted with permission from The Power of Words, by Rabbi Zelig Pliskin*

Name: \_\_\_\_\_

# Keeping Tact Intact

### Activity 1

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

### Activity 3

Scenario 1: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Scenario 2: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Scenario 3: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Scenario 4: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Scenario 5: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Scenario 6: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# HIZAHARU CURRICULUM MISHMERES

## Order Form

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

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

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

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

Please register our school in the **HIZAHARU** Program  
Cost of Curriculum- \$250

HIZAHARU Teacher: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Participating Grade(s): \_\_\_\_\_

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

Mishmeres is a division of The Chofetz Chaim Heritage Foundation  
204 Clifton Ave ♦ Lakewood NJ 08701 ♦ FAX: 732-905-7943

TORAH  
UMESORAH



MISHMERES DIVISION OF  
CHOFETZ CHAIM  
HERITAGE FOUNDATION