

Youth and Family Education Jewish Service Learning Integration into Early Childhood Education Packet

LEARNING

תורה



REFLECTION

הרהרה

ACTION

צדקה \ מצוות

What This Packet Includes:

1. Definition of terms:

- a. Service-Learning**
- b. Jewish Service-Learning**
- c. Tzedakah and Mitzvot**

2. Big Jewish ideas

3. Congregation Emanu-El's four focus areas for Social Justice: H.E.L.P. Each area includes: Big Jewish Idea, Social Justice Issue, Jewish Texts, Suggested Reading, Actions and Reflections

- a. Hunger**
- b. Environment**
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4. Example of classroom routines to help reinforce JSL

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Definition of Terms

Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Jewish Service-Learning infuses “action” with Jewish sources, values and traditions. These Jewish values are then applied to the issues that are being addressed and reflected upon throughout the process to help create meaning.

Although the terminology is new, the practice of integrating Jewish learning with action can be found in classical sources. Rabbi Akiva taught that “Study is great because it leads to action” (Kiddushin 40b), while Shimon HaTzaddik said, “The world stands on three pillars: Torah (study), Avodah (prayer), and Gemilut Hasadim (acts of kindness)” (Pirkei Avot 1:2).

Incorporating Jewish service-learning into educational settings builds community and provides students with an opportunity to explore and strengthen their Jewish identities while empowering individuals to effect change. The Talmud (Baba Batra 9a) says: "Greater than one who does a mitzvah, is one who causes others to do a mitzvah." If you really want to be effective, wake others up to the problem, and mobilize their efforts. (Simmons, www.judaism.about.com)

Tzedakah: The word "tzedakah" is derived from the Hebrew [צ ד ק], meaning righteousness, justice or fairness. In Judaism, giving to the poor is not viewed as a generous, magnanimous act; it is simply an act of justice and righteousness, the performance of a duty, not only monetarily, but giving the poor their due.

How we give *tzedakah* is as important as what we give. "Do not humiliate a beggar," the Talmud warns us. "God is beside him." Rabbi Eleazar said, "The reward that is paid for giving charity is directly related to the kindness with which it is given." Deuteronomy 15:10 cautions, "Your heart shall not be grieved when you give."

Mitzvot: This word comes from the root [צ ו ה] meaning “to command” or “to ordain.” There are 613 mitzvot, commandments found in the Torah (mitzvot de’oraita). These include 365 negative (*mitzvot lo ta’aseh* -you will not/cannot do) and 248 positive (*mitzvot aseh* - you will/can do) instructions by God. Many of these mitzvot we can no longer participate in because they relate directly to the sacrifices and offerings in and around the Holy Temple, which no longer exists. There are additional mitzvot created by the rabbis (mitzvot de’rabbanan) who expand upon the original 613 to be linked to “everything we do...since the soul can be linked to God through every human deed.” All of the mitzvot that we can perform daily are NOT “good deeds,” these are simply pathways of a Jewish life.

List of Big Jewish Ideas

ACHDUT - אֶחָדוּת - “unity” (of God or among Jews)

AHAVAT HASHEM - אֶהְבֵּת הַשֵּׁם - “love of God”

BAL TASHCHIT - בַּל תִּשְׁחִית - “do not waste or destroy”

BIKKUR CHOLIM - בִּקּוּר חוֹלִים - “visiting the sick”

CHACHNASAT ORCHIM - הַכְּנִסַּת אֹרְחִים - “welcoming the stranger”

This includes welcoming someone who is new or feels uncomfortable and obligates us to being inclusive with others.

DEREKH ERETZ- דֶּרֶךְ אֶרֶץ - “the way of the land”

GEMILUT CHASSADIM - גְּמִילוּת חֲסָדִים - “acts of loving kindness”

HIDDUR MITZVAH - הַדּוּר מִצְוָה - “beautifying a mitzvah”

The value of putting extra time and care into a mitzvah so it is performed in a beautiful manner.

KAVANAH - כְּוִנָּה - “motive”

Meaning something done with intentionality, inspiration or spontaneity.

KAVOD - כְּבוֹד - “honor, dignity, respect”

KLAL ISRAEL - כָּלֵל יִשְׂרָאֵל - “oneness of Israel/Jewish people”

KIBUD AV V'EM - כְּבוֹד אָב וְאִם - honoring or respecting one's father and mother

LESHEM CHINUKH - לְשֵׁם חֲנוּךְ - “for the sake of educating”

MA'ACHIL R'EVIM - מֵאֲכִיל רְעֵבִים - “feeding the hungry”.

As long as we have the power to alleviate human suffering, we are obligated to do so.

PIKUACH NEFESH - פִּיקוּחַ נֶפֶשׁ - “preservation of life”.

The obligation to protect and save lives at all costs.

RACHAMIM - רַחֲמִים - "compassion"

SHALOM BAYIT - שְׁלוֹם בַּיִת - "peace at home"

Harmony among family members connotes compromising for the sake of other family members.

SHMIRAT HA'LASHON - שְׁמִירַת הַלָּשׁוֹן - "guarding one's tongue/language".

Being careful with words and not engaging in evil language, gossip.

SHOMREI HA'ADAMAH - שׁוֹמְרֵי אֲדָמָה - "care for the earth and the environment"

TALMUD TORAH - תַּלְמוּד תּוֹרָה - "study of Torah"

TIKKUN OLAM - תִּקּוּן עוֹלָם - "repairing the world"

The expression of an idea that each person, in partnership with God, is responsible for doing his/her share to make the world a better place. (Kabbalistic origin)

TZEDAKAH - צְדָקָה - "justice" or "righteousness"

TZELEM ELOHIM - צֶלֶם אֱלֹהִים - "created in God's image"

TZ'NIUT - צְנִיעוּת - modesty, decorum

	HUNGER
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Big Jewish Idea	<p><i>Ma'Achil R'evim</i> - מֵאֲכִיל רְעִבִים - "feeding the hungry". As long as we have the power to alleviate human suffering, we are obligated to do so.</p>
Societal Implications	<p>Hunger is a term which has three meanings (Oxford English Dictionary 1971)</p> <ul style="list-style-type: none"> • the uneasy or painful sensation caused by want of food; craving appetite. Also the exhausted condition caused by want of food • the want or scarcity of food in a country • a strong desire or craving <p><u>Globally:</u></p> <ul style="list-style-type: none"> • There are estimated to be 925 million people hungry in this world (World Hunger.org. 2010); 13.1% of the earth's population, or 1 in 7 people. • World agriculture produces 17 percent more calories per person today than it did 30 years ago, despite a 70 percent population increase. • In 2007, the number of <i>undernourished</i> people in the world increased by 75 million, primarily due to the increase in food prices. (Source: World Food Programme, 2009) • Asia and the Pacific region are home to over half the world's population and nearly two thirds of the world's hungry people. (Source: World Food Programme, 2009) • <p><u>United States:</u> (Source: lovewithfood.com)</p> <ul style="list-style-type: none"> • 49 million Americans suffer from hunger daily and 17 million are children. • Only 10% of hunger-relief recipients in America are actually homeless. • There are 62,000 hunger agencies in America and 68% of those agencies rely on solely on volunteers. • Only \$1 a day can provide 7 meals. <p><u>San Francisco:</u> (Source: sffb.org)</p> <ul style="list-style-type: none"> • 197,000 people struggle each day to feed themselves and their families. In Marin, just over 40,000 people - or 16% of the population - face the threat of hunger on a given day. • 237,000 is the number of people who live at or below 185% of the federal poverty line in San Francisco and Marin - \$33,873 per year for a family of three. • 39% of the households who receive weekly groceries through the Food Bank include at least one working adult, while 18% of our clients are homeless.

<p>Jewish Texts</p>	<p>Leviticus 23:22 And when you reap the harvest of your land, you shall not reap all the way to the edges of your field, or gather the gleanings of your harvest; you shall leave them for the poor and for the stranger. I the Eternal am your G-d.</p> <p>Ben Sira A small bit of bread may be life to the poor; one who deprives them of it sheds blood.</p> <p>Gittin 61a Our Rabbis taught, “Give sustenance to the poor of the non-Jews along with the poor of Israel. Visit the sick of the non-Jews along with the sick of Israel. Bury the dead of the non-Jews along with the dead of Israel. [Do all these things] because of the ways of peace.”</p> <p>Sifre on Parshat Re’eh To one for whom bread is suitable, give bread; to the one who needs dough, give dough; to one for whom money is required, give money; to one for whom it is fitting to put the food in that one’s mouth, put it in.</p> <p>Mishnah Torah 6:6 If a stranger comes and says, “I am hungry. Please give me food,” we are not allowed to check to see if he is honest or not; we must immediately give him food.</p> <p>Hilchot Isurai Mizbayach 7:11 When you give food to a hungry person give him your best and sweetest food.</p>
<p>Books (for reading in class or to recommend home)</p>	<p>Marion Hess Pomeranc, <i>The Can Do Thanksgiving</i> – hunger and poverty</p> <p>Page McBrier, <i>Beatrice's Goat</i> (Heifer International) – poverty</p> <p><i>Uncle Willie and the Soup Kitchen</i> by Dyanne Disalvo-Ryan – poverty</p>
<p>Actions/Projects</p>	<ul style="list-style-type: none"> • Celebrate Global Hunger Shabbat on 11/4-11/5 www.ajws.org/hungershabbat • Help at the Free Farm: working at our organic garden on Gough and Eddy streets. First Sunday of each month • Help at Roosevelt Healthy Children’s Pantry 460 Arguello Street Volunteer to distribute food at the Roosevelt Healthy Children Pantry Each week Emanu-El congregants distribute healthy supplemental produce and staples to over 125 families. This opportunity occurs each Monday afternoon, 2:00-5:30 pm at. • Volunteer at SF Food Bank: Collect canned goods Celebrate your birthday differently (Sundays only, ages 4 and up) • Create a “Mitzvah” Shelf at school and at home for donated food.

	<ul style="list-style-type: none"> • Volunteer as a class or family at Glide Memorial Soup Kitchen.
Reflection Questions	<ul style="list-style-type: none"> • Have you ever felt hungry? How does this make you feel and interact with those around you? • Have you noticed the food barrels at the Temple entrance? • Can you remember to drop off at least 1 food item each time you come to Emanu-El? • Do you help your parents/adults go food shopping? How could you bring in the idea of “feeding the hungry” to this experience? • Why are we, as Jews, responsible for feeding all those that are hungry? • Would you want to volunteer with one of these organizations again? • What further steps can you take to continue to address this community need?

	ENVIRONMENT
Big Jewish Ideas	<p>BAL TASHCHIT - בַּל תִּשְׁחִית - “do not waste or destroy”</p> <p>SHOMREI HA’ADAMAH - שׁוֹמְרֵי אֲדָמָה - “care for the earth and the environment”</p>
Societal Implications	<ul style="list-style-type: none"> • Average temperatures have climbed 1.4 degrees Fahrenheit (0.8 degree Celsius) around the world since 1880. The Arctic is feeling the effects the most. Average temperatures in Alaska, western Canada, and eastern Russia have risen at twice the global average, • More than 15,000 people in the world die each day because of water pollution. • The number of Americans who recycle grew only 1 – 2% from 2000 – 2005 and did not grow at all in 2006. 37% of the world's cars are on American roads. 70% of the drinking water in California is used to irrigate crops. • China is world's biggest emitter of carbon dioxide, followed by United States. • India is among countries worst affected with water pollution. This is because 80% of India's urban waste ends up in rivers such as Ganges. • California has serious air pollution problem, mostly because of high traffic. It is estimated that around 60 million people in California live in areas affected with air pollution. <p>Sources: news.nationalgeographic.com www.ecocycle.org</p>
Jewish Texts	<p>Genesis 1:28 Fill the earth and master it.</p> <p>Ecclesiastes Rabbah 7:28 When God created Adam, he showed him all the trees of the Garden of Eden and said to him, "See my works, how lovely they are, how fine they are, all that I have created, I created for you. Think upon this and do not corrupt and devastate my world, for if you corrupt it, no one will come after you to put it right.</p> <p>Midrash Leviticus Rabbah 4:6 A group of people was traveling in a boat. One of them took a drill and began to drill a hole beneath his seat. His companions said to him, Why are you doing this?" The man replied, "What concern is it of yours? I am only drilling under my own place?" They replied to him, "But if you continue, you will flood the boat for us all!</p> <p>Psalm 104:24 How varied Your works, Adonai; in wisdom have You made them all. The Earth is filled with Your creatures.</p> <p>Blessings In Nature:</p>

	<p>For seeing trees in blossom for the first time in a season.</p> <p>ברוך אתה יהוה אלהינו מלך העולם. שלא חסר בעולמו דבר, וכרא בו בריות טובות ואילנות טובים, להנות בהם בני אדם.</p> <p><i>Baruch Ata, Adonai Eloheinu, Melech ha'olam, shelo hisar b'olam davar uvarah vo briyot v'ilanot tovim l'hanot bahem b'nei adam.</i></p> <p>For seeing natural wonders - mountains, valleys, oceans, rivers, and wilderness.</p> <p>ברוך אתה יהוה אלהינו מלך העולם, עשה מעשה בראשית.</p> <p><i>Baruch atah, Adonai Eloheinu, Melech ha'olam, oseh ma'asei v'reishit.</i></p> <p>For seeing something magnificent.</p> <p><i>Baruch atah, Adonai Eloheinu, Melech ha'olam, shekachah lo ba'olamo.</i></p> <p>ברוך אתה יהוה אלהינו מלך העולם, שבכה לו בעולמו.</p>
<p>Books (to read in class or to recommend home)</p>	<p><i>The Wartville Wizard</i> by Don Madden– littering</p> <p><i>Why Should I Recycle?</i> by Jen Green</p>
<p>Actions/Projects</p>	<ul style="list-style-type: none"> • Renew, reuse, and recycle at all times in your classroom. Have the children become familiar with the “green, blue and black bins.” • Collect and drop off gently used clothing in the St. Anthony’s bin. • Collect cans and deliver them to the San Francisco Food Bank or Koret Family House. • Free Farm: working at our organic garden on Gough and Eddy streets. First Sunday of each month • Celebrate Tu B’Shvat with a “learning Seder”- educational elements. • Celebrate Earth Day (April 22) all month (or yearlong). Create projects about the earth and using blessings for all the beautiful things you encounter. • Volunteer with Surf Riders or Parks Conservancy for beach clean ups or habitat restoration. • Volunteer with the Department of Public Works to help clean up graffiti, littering, park restoration, etc.
<p>Reflection Questions</p>	<ul style="list-style-type: none"> • How do you care for the environment at home? • Do you recycle and compost most things at your home? • Could you help your parents become better at this? • What further steps can you take in your personal life to continue to address this need? • Why is it important to remember that this world belongs to God? • What are some other ways you can make a difference at home and everywhere in caring for the earth?

	LITERACY
Big Jewish Idea	<p>LESHEM CHINUKH - לְשֵׁם חֲנוּךְ - “for the sake of educating”</p> <p>TALMUD TORAH - תַּלְמוּד תּוֹרָה - “study of Torah”</p>
Societal Implications	<ul style="list-style-type: none"> • Literacy is the ability to read, write, compute, and use technology at a level that enables an individual to reach his or her full potential as a parent, employee, and community member. • There are 774 million adults around the world who are illiterate in their native languages. • In the U.S., 30 million people over age 16 — 14% of the country’s adult population — don’t read well enough to understand a newspaper story written at the eighth grade level or fill out a job application. • The United States ranks fifth on adult literacy skills when compared to other industrialized nations. • 55% of 4th graders read below grade level. • 43% of SF public high school students do NOT graduate. • 75% of those on welfare and 68% of those arrested are illiterate. • 54% of all teachers have limited English proficient (LEP) students in their classrooms, yet only 1/5 feel adequately prepared to teach them. <p>Sources: www.proliteracy.org</p>
Jewish Texts	<p>Rashi, Leviticus 25:35 Cf. Torat Kohanim, Sifre Behar, Chapter 5 Do not let him slip until he falls completely, for then it will be difficult to raise him; rather, strengthen him as he begins to fall.</p> <p>Proverbs 2:10 For wisdom will enter your heart, and knowledge will fill you with joy.</p> <p>Mishnah: Avot 2:8 If you have done much in the study of Torah, do not take credit for yourself, because you were created for this purpose.</p> <p><u>Proverbs 22:6</u> Train up a child in the way the child should go, and even when the child is old, they will not depart from it.</p> <p><u>Rambam, Mishneh Torah, Laws of Torah Study 1:2</u> Just as it is a person’s duty to teach their child, so it is their duty to teach their grandchild, as it is written: “Make them known to your children and your children’s children” (Deuteronomy 4:9). This obligation does not refer only to one’s child and grandchild, but it is a duty resting upon every Jewish scholar to teach all those who seek to be their students, even though they are not that scholar’s own children, for it is written: “You shall teach them diligently to your children” (Deuteronomy 6:7).</p>

<p>Books (To read in class or to recommend home)</p>	<p><i>You and Me and Home Sweet Home</i> by George Ella Lyon & Stephanie Anderson --homelessness, community organizing, education</p> <p><i>A Day's Work</i> by Eve Bunting--unemployment, family, honesty, integrity, employer-employee relations</p> <p><i>City Green</i> by DyAnne DiSalvo-Ryan --community organizing, urban rehabilitation, inter-personal relationships, power of one</p>
<p>Actions/Projects</p>	<ul style="list-style-type: none"> • Hold a book drive to collect new-- and excellent condition used books—for children who do not have access to many books (poverty or disaster areas in the U.S., other countries, a local Head Start or homeless shelter). • Make gift bags of school supplies for partner schools. • Fieldtrip to local library to learn about public access and programs. • Create laminated bookmarks for a school or local library. Make some pretty bookmarks; leave them in a basket on the library counter for other students to take one when they check out books. • Establish a Pen Pal Project with senior citizens in a nursing home; children in a local hospital, or children in another country (Israel!). • Hold a used book sale after school. Publicize the event to the school and local community. Donate collected funds to a worthy cause. • You can also visit the "First Book" website for ideas for book related community service activities such as "Speed Read". http://www.firstbook.org/
<p>Reflection Questions</p>	<ul style="list-style-type: none"> • Do you like to read or have books read to you? • Have you ever visited a library? Why do you think libraries are important? • What if the adults in your family could not read? What would you do at the grocery store or with school work? • How does it make you feel to recognize letters, words, and signs? • How does participating in this type of service reflect the values of Judaism, social justice, and human rights?

	POVERTY
Big Jewish Idea	<p style="text-align: center;">(we are using poverty as the “catch-all” area of focus)</p> <p>TZEDAKAH - צְדָקָה - “justice” or “righteousness”</p> <p>TZELEM ELOHIM - צֶלֶם אֱלֹהִים - “created in God’s image”</p> <p>PIKUACH NEFESH - פְּיֻקּוּחַ נַפְשׁ - “preservation of life”. The obligation to protect and save lives at all costs.</p> <p>GEMILUT CHASSADIM - גְּמִילוּת חַסְדִּים - “acts of loving kindness”</p> <p>BIKKUR CHOLIM - בִּיקּוּר חוֹלִים - “visiting the sick”</p> <p>CHACHNASAT ORCHIM - הַכְנָסַת אֹרְחִים - “welcoming the stranger” This includes welcoming someone who is new or feels uncomfortable and obligates us to being inclusive with others.</p>
Societal Implications	<p><u>Global:</u></p> <ul style="list-style-type: none"> • Poverty is the principle cause of hunger. • At least 80% of humanity lives on less than \$10 a day • The poorest 40 percent of the world’s population accounts for 5 percent of global income. The richest 20 percent accounts for three-quarters of world income. • Approximately 2.2 billion children live in the world and 1 billion live in poverty. <p><u>United States:</u></p> <ul style="list-style-type: none"> • 37 million Americans live in poverty. • 1/3 of working Americans do not earn enough money to meet their basic needs. • 1 in 3 American households spend more than 30% of income on housing and 1 in 7 spends more than 50%. • SF’s poverty rate is 11.8%, of which 8% are families with children <p>Sources: www.globalissues.org</p>

<p>Jewish Texts</p>	<p><u>Genesis 1:26-31</u> And God said: 'Let us make man in our image, after our likeness; and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creeps upon the earth.' And God created human in God's own image, in the image of God, God created him; male and female God created them.</p> <p>Leviticus 19:14 Thou shalt not curse the deaf, nor put a stumbling-block before the blind</p> <p>Leviticus 25:35 Let him who is impoverished live by your side.</p> <p><u>Deuteronomy 10:18-19</u> God upholds the cause of the orphan and the widow, and befriends the stranger, providing him/her with food and clothing. -- You too must befriend the stranger, for you were strangers in the land of Egypt.</p> <p>Proverbs 31:9 Speak up, judge righteously, champion the poor and the needy.</p> <p>Isaiah 58:7 Share your bread with the hungry, and take the wretched poor into your home; when you see the naked, clothe them.</p> <p>Midrash Rabbah Exodus 31:12 There is nothing in the world more grievous than poverty the most terrible of sufferings. Our teachers said: All the troubles of the world are assembled on one side and poverty is on the other.</p> <p><u>Arthur Green, These are the Words: A Vocabulary of Jewish Spiritual Life (Woodstock: Jewish Lights Publishing, 1999), p. 181.</u> The "needy" who receive tzedakah have also come to be defined as the educationally, emotionally, and spiritually hungry as well as those who literally cry out for bread.</p>
<p>Books</p>	<p><i>Those Shoes</i> by Maribeth Boelts – poverty</p> <p><i>Uncle Willie and the Soup Kitchen</i> by Dyanne Disalvo-Ryan - poverty</p> <p><i>Tacky the Penguin</i> by Helen Lester-- embracing differences and anti-bullying</p> <p><i>Sunshine Home</i> by Eve Bunting--old age, frail senior housing, family decision-making about aging parents</p> <p><i>Freckleface Strawberry and the Dodgeball Bully</i>-- by Julianne Moore -- embracing differences, anti-bullying,</p>

	<p><i>The Blue Rose</i> by Gerda Weissmann Klein--embracing differences, children with special needs</p> <p><i>A Mezuzah on the Door</i> by Amy Meltzer --traditions, friendship, home security</p> <p><i>Fly Away Home</i> by Eve Bunting-homelessness, poverty, single-parenting</p> <p><i>Tango Makes Three</i> by Justin Richardson and Peter Parnell-- gay relationships and gay parenting</p> <p><i>A Castle on Viola Street</i> by DiSalvo, DyAnne– sweat equity</p> <p><i>The Very Best Place For A Penny</i> by Dina Herman Rosenfeld – tzedakah</p> <p><i>You can do a Mitzvah</i> by Katherine Janus Kahn – mitzvot</p>
<p>Actions/Projects</p>	<ul style="list-style-type: none"> ● Put together packages for Children’s Hospital such as, Books - activity books, board books, human body books, pop-up books, I Spy/Look-A-Likes/Where's Waldo books, talking books, Spanish books, vinyl books (new or gently used only) ● Have a “Penny Harvest.” Each child is asked to bring 100 pennies that they harvest up from the loose change at home. Then: <ul style="list-style-type: none"> -Students estimate how much 100 pennies would weigh. -How high they can stack 100 pennies. -How many pennies it would take to outline a child. -What the grand total amount would be of the pennies. -Find your birth year on a penny. <p>When done with the activities, donate ALL the pennies the students collected to a local charity.</p> <ul style="list-style-type: none"> ● For recycling: <p>OLD SHOES: Put out notices and containers and start collecting!!! It takes about 1,000 years for sneakers to biodegrade. So, why not recycle them! Since 1993 Nike has been running a program called Reuse-a-Shoe. So far they've used 24 million pairs of athletic shoes to create sports surfaces as part of the "Let Me Play" campaign, one of Nike’s longest-running environmental programs. http://www.nikereuseashoe.com/get-involved</p> ● Celebrate your birthday differently! Instead of getting presents, have your classmates donate or bring in an item that supports your special cause. ● Gather tzedakah in your classroom for Heifer International. Choose an animal to “purchase” to help children and families around the world receive training and animal gifts that help them become self-reliant. www.heifer.org ● Create a partnership with My New Red Shoes. Kids Helping Kids School Partnership Program is collaboration between an individual school and

	<p>My New Red Shoes. Once a partnership has been established My New Red Shoes creates a customized program for a classroom, grade, or entire school that works within the particular school's culture and mission. All school partnership programs include elements of education, service, and philanthropy. "MNRS has significantly improved our service learning program by providing thoughtful and age-appropriate activities so children can understand how complicated the problem of homelessness is. I think every school would benefit from the Kids Helping Kids program." <i>Becca Moos at becca@mynewredshoes.org or (650) 375-2648</i></p> <ul style="list-style-type: none"> • Visits at St. Anne's Home.
<p>Reflection Questions</p>	<ul style="list-style-type: none"> • Have you ever felt like a stranger? Was it scary? What would have helped you to feel comfortable? • What are things that concern you? • How can your community help you/your family in times of need? • What is one way you can take responsibility to help this community? • Why should we be concerned for people around the world? • How does it make you feel to help others? • When you are sick, how does that affect the way you look at life? • What do you feel when you see someone different than you?

Classrooms Routines For ISL

Tzedakah Rocks: Tzedakah Rocks features two weights, one with a globe of the world and the other with rocks which are marked with different social/personal issues, such as hunger, time, friendship, etc. On the other weight there is a book, a piece of clothing, a can of food, a watch. .



It's very visual. Each week a child chooses a rock and we talk about how that rock is part of tzedakah and how we can personally participate in helping with that social issue/concern. Created by Susan Aronow and Marilyn Cohen.

Broken Vessel: Create a “vessel” out of paper or cardboard that is then fragmented into various pieces. On each fragment include a quote and or picture about the process of repair, *mitzvot*, *tzedakah*, etc. Each student/group receives a piece of the broken vessel. Have each student/group then read their quote out loud, reflect on it, and then place it on the table or floor to recreate the vessel whole. Once all of the students’ pieces have been fitted together, the center piece should be missing – the process of repair is never done, therefore the vessel will never be whole.



Story to go along with the Vessel activity:

This is a story of creation from Jewish mysticism that introduces the concept of *shevirat hakeylim*, the broken vessel. The story originated in the 16th century with Rabbi Isaac Ben Solomon Luria.

Before God created the universe that we now know today, God created another universe. To create the first universe, God worked like a glass blower, breathing life into a long tube allowing molten glass to take shape. As God blew into the long tube, a sphere began to form, to expand and grow round. And the colors on the outside of the glass began to swirl and blend together. God continued to blow air into the universe and it continued to grow and expand, to expand and grow. Slowly the universe filled with light and dark, good and evil, heat and cold, dryness and wetness and God saw that the work of creation was good.

Suddenly, the intensity of all that God had created was too much for the glass sphere and the pressure built up inside caused the glass to shatter into millions of pieces that scattered throughout the atmosphere.

God saw this and saw that it was not good. God began the work of creation again and created the universe that we know today. During the second process of creation God knew that the first universe needed to be repaired and decided to make a contract with human beings that would allow God to partner with them to engage in *tikkun olam*, the act of repairing the world. God charged each human being to find a shard of glass from the first universe and to bring it together with other shattered shards and that in doing so, one by one, piece by piece; the universe would once again become whole.

And so it is that each of us are charged with the responsibility to go out into the world and find the shard of glass we are responsible for and bring it toward wholeness. According to scholar and Rabbi Arthur Green, “in contemporary usage [*tikkun olam*] refers to the betterment of the world, including the relief of human suffering, the achievement of peace and mutual respect among peoples, and the protection of the planet itself from destruction.” We might be drawn to the shard of homeless people; we might be drawn to the shard to protect wildlife. We might be drawn to the shard that helps children learn to read. There are many shards and each of us has a responsibility to at least one of them.

Early Childhood Education Jewish Service Learning Resources



Children's Literature

DiSalvo, DyAnne, *A Castle on Viola Street*. Harper Collins, 2001 – **sweat equity**

Hess, Marion Pomeranc, *The Can Do Thanksgiving* – **hunger and poverty**

McBrier, Page, *Beatrice's Goat* (Heifer International) - **poverty**

Rael, Elsa Okon *What Zeesie Saw on Delancey Street*. New York: Simon and Schuster - **giving**

Non-Fiction:

Books for Young Readers, 1996 – **Tzedakah collective**

Morris, Ann *Play*, Lothrop, Lee & Shepard Books, 1998

New Social Justice Books

Boelts, Maribeth, *Those Shoes* by – **poverty**

Bunting, Eve, *A Day's Work* by --**unemployment, family, honesty, integrity, employer-employee relations**

Bunting, Eve *Fly Away Home* -**homelessness, poverty, single-parenting**

Bunting, Eve, *Sunshine Home* -**old age, frail senior housing, family decision-making about aging parents**

DiSalvo, DyAnne, *Castle On Viola Street* - **poverty and volunteering**

DiSalvo-Ryan, DyAnne, *City Green* --**community organizing, urban rehabilitation, inter-personal relationships, power of one**

Disalvo-Ryan, DyAnne, *Uncle Willie and the Soup Kitchen* – **poverty**

Green, Jen, *Why Should I Recycle?*

Heegaard, Marge, *When Someone Has a Very Serious Illness*

Klein, Gerda Weissmann, *The Blue Rose* --**embracing differences, children with special needs**

Lester, Helen, *Tacky the Penguin* -- **embracing differences and anti-bullying**

Lyon, George Ella & Anderson, Stephanie, *You and Me and Home Sweet Home* --**homelessness, community organizing, education**

Madden, Don *The Wartville Wizard*– **littering**

Meltzer, Amy, *A Mezuzah on the Door* --**traditions, friendship, home security**

Moore, Julianne, *Freckleface Strawberry and the Dodgeball Bully* -- **embracing differences, anti-bullying**

Richardson, Justin and Parnell, Peter, *Tango Makes Three* -- **gay relationships and gay parenting**

Research

Gopnik, Alison,. Meltzoff, Andrew N.,. Kuhl, Patricia K. *The Scientist in the Crib: what early learning tells us about the Mind*. New York, Harper Collins, 2000

Gopnik, Alison, *The Philosophical Baby: What Children's Minds Tell Us About Truth, Love, and the Meaning of Life*. New York, MacMillan, 2010

Articles

Colker, Laura J. "Teaching Preschoolers to Think Optimistically" *Young Children*, Vol 4 No 1; National Association for the Education of Young Children NAEYC.org

Service Learning Websites:

National Service-Learning Partnership

Service-learning resources and information-exchange.

www.service-learningpartnership.org/

National Youth Leadership Council

Service-learning resources and information for youth, including an extensive Resource Center.

www.nylc.org

Students in Service to America

Service-learning outline and resources.

www.studentsinservicetoamerica.org/guidebook/about.html

National Service-Learning Clearinghouse

Service-learning resources, including "A-Z topics."

www.servicelearning.org



Corporation for National and Community Service

A federal agency that engages more than five million Americans in service through Senior Corps, AmeriCorps, and Learn and Serve America, and leads President Obama's national call to service initiative, United We Serve.

www.nationalservice.gov

www.onebrick.org – SF Volunteering made easy

Jewish Service Learning Websites:

Just

Textual resources, discussion questions, and planning exercises related to social action and community service.

<http://justaction.org/actionguide/intro.htm>

Sulam- The Center for Jewish Service Learning

The one place for all your Jewish Service Learning needs. Enter to find quality community service opportunities and to learn more about how to connect service experiences to Jewish thought and values.

<http://www.sulamcenter.org>

Repair the World

Provides information about today's most critical social justice issues as well as what Jewish tradition has to add to the conversation. Learn more about issues that inspire you, browse through bios of past and present Jewish social justice heroes, and check out a bibliography of our favorite books and websites for further reading.

<http://wepair.org/knowledgebase>

On1Foot

A portal to Jewish texts for social justice!

www.on1foot.org

Religious Action Center of Reform Judaism

<http://rac.org/aboutrac>

JChoice

Social Network for Young Jewish Giving. Explore causes and associated Jewish value(s).

<http://www.jchoice.org/>

aish.com

Kid's Devarim

<http://www.aish.com/tp/>



My Jewish Learning

Green issues have recently inched into public discourse, but concern for nature has long been a tenet of Judaism. The Bible begins with the creation of the physical world and addresses it extensively. Modern Jews have grappled with everything from vegetarianism to recycling to the ethical treatment of animals.

http://www.myjewishlearning.com/beliefs/Issues/Nature_and_the_Environment.shtml

Hazon

Hazon has been steadily working to compile our best practices around food for Jewish institutions. The Hazon Food Guide will help you navigate food choices in your synagogue or JCC, and offer practical suggestions for bringing our ancient tradition of keeping kosher—literally, eating food that is “fit”—to bear on the range of food choices we’re making today.

<http://www.hazon.org/resources/food-guide>

<http://www.hazon.org/resources/food-guide/chapter-ten-food-justice>

www.AJWS.org- American Jewish World Service

Additional Jewish Educational Websites

www.virtualjerusalem.com/holidays.php - Virtual Jerusalem contains great resources on the Jewish holidays.

www.akhlah.com/ Akhlah: The Jewish Children’s Learning Network. This site contains a section on the Alef-Bet that includes activities and vocabulary for each Hebrew letter

www.Teachingtolerance.org -Southern Poverty Law Center Books for Young Children

www.janeaddamspeace.org -Jane Addams Peace Association Book Awards

www.Torah.org

www.ajjewishvalues.org – Association of Jewish libraries

www.morim.org – website for Jewish educators

www.ritualwell.org- Jewish ritual and tradition

www.sacred-texts.com – Sacred Texts

www.forward.com – Jewish Daily Magazine

www.haaretz.com – Israeli newspaper

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