

# אַחַרְיֻט ACHRAYUT

*Week 1*



ShalomLearning

1\_3.4.1

	Today's Lesson
KICKOFF	Kickoff Questions
ACTIVITY 1	Opening Activity
ACTIVITY 2	My Hats
BREAK	Hebrew Yoga
ACTIVITY 3	Wine or Water?
WRAP UP	Wrap Up
TABLE TALK	Table Talk
HEBREW	Hebrew Lesson



***Brain Break!***

**Time Allotment: 5 Minutes**

**Class: *Havurah* and Online**

Time for some more Hebrew Yoga! Show students pictures of different Hebrew letters (If you are doing Hebrew in class, use letters that you have already learned.) Students should look at the letter and position their bodies to look like the letters! You can also have them each do a letter to make a word.

	<b>Kickoff Questions</b>
KICKOFF	Let's take the kickoff questions on <a href="http://www.MyShalomLearning.com">www.MyShalomLearning.com</a>
ACTIVITY 1	
ACTIVITY 2	<b>Click the link in the chat box.</b>
BREAK	
ACTIVITY 3	
WRAP UP	
TABLE TALK	
HEBREW	



	<b>Opening Activity</b>
KICKOFF	<p><b>כל ישראל ערבין זה בזה</b></p> <p>All of Israel is responsible for one another.</p> <p>① How are you responsible for other members of your family?</p> <div style="border: 1px solid orange; border-radius: 50%; padding: 20px; text-align: center; margin: 20px 0;"> <p>In the chat box, type a family member's name and then write how you are responsible for him/her.</p> </div> <p style="text-align: right;"> Shalom Learning</p>
ACTIVITY 1	
ACTIVITY 2	
BREAK	
ACTIVITY 3	
WRAP UP	
TABLE TALK	
HEBREW	

### **Opening Activity**

**Time Allotment: 5 Minutes**

**Class: Havurah and Online**

Jewish tradition tells us that it is our *achrayut*, our responsibility, to watch out for one another. We use the phrase, "kol Yisrael arevim zeh bazeh" ("All of Israel is responsible for one another") to remember this (Shavuot 39a).

How are you responsible for other members of your family? If you are online, list a member of your family and one way you are responsible for him/her in the chatbox.





***My "Hats"***

**Time Allotment: 20 Minutes**

**Class: *Havurah* and Online**

**Materials Needed; Coloring utensils, paper**

Look at all of these different hats. See how quickly you can shout out what kind of person wears each hat.

Scroll through the pictures, and kids will shout out what the hat is for as fast as they can.



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***My "Hats"***

**Time Allotment: 20 Minutes**

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**Materials Needed; Coloring utensils, paper**

All of these people perform all different types of jobs. For example, a police officer's job is to protect people, a chef's job is to cook delicious food.

Sometimes when people have different roles and responsibilities, We say we are "wearing different hats."



### ***My “Hats”***

**Time Allotment: 20 Minutes**

**Class: *Havurah* and Online**

**Materials Needed; Coloring utensils, paper**

Now we are going to think about the different “hats” you wear. First, make a list of all of your roles, or hats. Here is an example of a list: Daughter, sister, teacher, friend, student, swim team member, cousin, Jew, Girl Scout.

After everyone has made a list, pick one item on your list. Draw an actual hat that you would wear for that role.

Once you are done designing your hat, list all of the things you are responsible when you are wearing that hat. For example, if I picked sister, I would draw a big hat that represents me as a sister. Then I might list: be kind, help my younger sister at school, help my older brother with homework, share a room with my sister, etc...

Once everyone has finished his/her hat, have everyone share!

	<b>My Hats</b>
KICKOFF	① What are some of the roles that you chose?
ACTIVITY 1	② Do you have a responsibility to do all of the things on your list?
ACTIVITY 2	③ What other people you are responsible to?
BREAK	④ How does this relate to the value of <i>achrayut</i> אַחֲרָיוּת, responsibility?
ACTIVITY 3	
WRAP UP	
TABLE TALK	
HEBREW	



### ***My "Hats"***

**Time Allotment:** 20 Minutes

**Class:** *Havurah* and Online

**Materials Needed;** Coloring utensils, paper

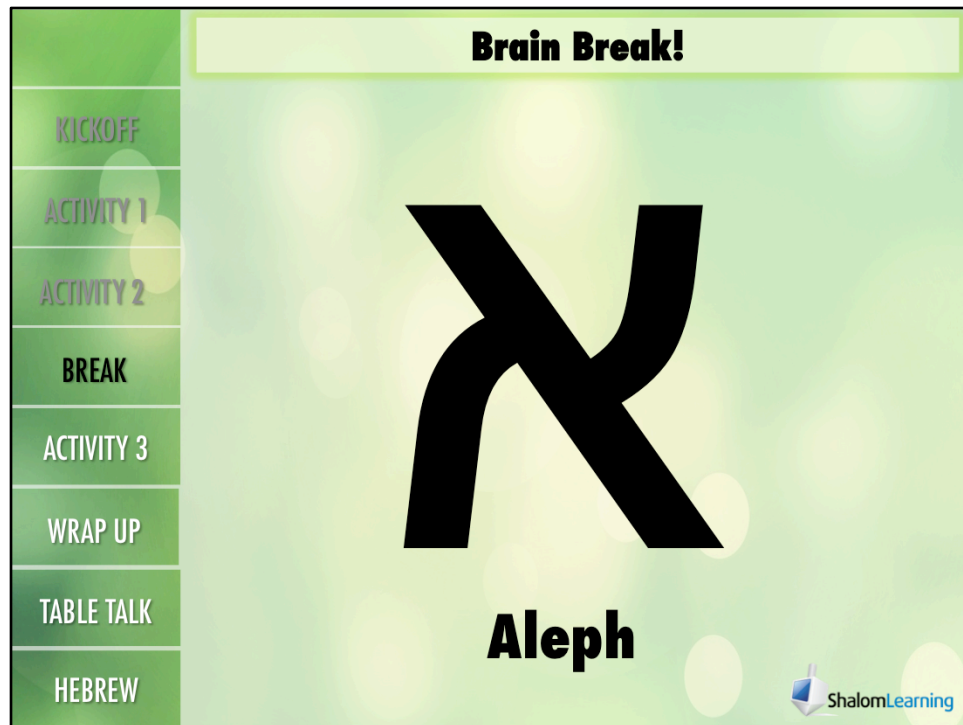
### **Discussion Questions:**

What are some of the roles that people chose?

Do you have a responsibility to do all of the things on your list?

Who are different people you are responsible to?

How does this relate to the value of *achrayut*, responsibility?





***Brain Break!***

**Time Allotment: 5 Minutes**

**Class: *Havurah* and Online**

Time for some more Hebrew Yoga! Show students pictures of different Hebrew letters (If you are doing Hebrew in class, use letters that you have already learned.) Students should look at the letter and position their bodies to look like the letters! You can also have them each do a letter to make a word.



	<b>Brain Break!</b>
KICKOFF	 <p><b>Shin/Sin</b></p> 
ACTIVITY 1	
ACTIVITY 2	
BREAK	
ACTIVITY 3	
WRAP UP	
TABLE TALK	
HEBREW	

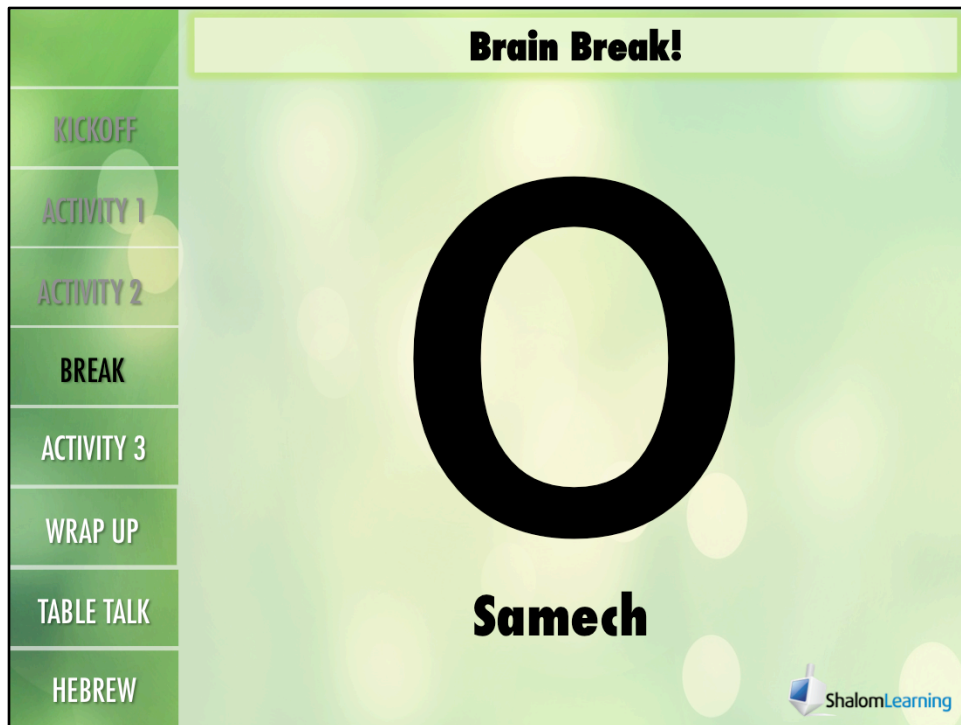
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Wine or Water?	
KICKOFF	<b>Narrator:</b> A looong time ago, far far away, there was a city called Chelm. Chelm was known all around the world for its wine. It grew grapes, turned them into wine, and sold the wine to people all around the world. One day, a large crowd gathered in the town square to welcome the royal messenger. When he arrived, he announced that the Queen would soon visit the city and wanted to taste the city's wine.
ACTIVITY 1	
ACTIVITY 2	The Mayor stood up and talked to the people of Chelm.
BREAK	<b>Mayor:</b> My fellow Chelm-niks, we need to make the best wine for the Queen, and it needs to come from every one of your vineyards! Each family must contribute one barrel of wine for the town's giant, massive, insanely huge barrel of wine!
ACTIVITY 3	<b>Narrator:</b> A young girl turned to her mother with a worried look.
WRAP UP	<b>Young girl:</b> Mother! If we donate a barrel of wine to the cause, we won't be able to afford to go on a trip to Kiev like you promised!
TABLE TALK	<b>Girl's Mother:</b> Don't worry, my dear, I have an idea.
HEBREW	

### ***Wine or Water?***

**Time Allotment:** 20 Minutes

**Class:** *Havurah* and Online

Have students pick a part, and act out the story. Roles: Narrator, Mayor, Young Girl, Girl's Mother, Greedy Man, Rabbi

Wine or Water?	
KICKOFF	<b>Narrator:</b> On the other side of the town square, a rich, greedy man also had a worried look on his face.
ACTIVITY 1	<b>Greedy Man:</b> If I contribute a barrel of wine, I won't be able to afford an extra horse to carry all my gold and jewels as I travel around town. Hmm... I have an idea.
ACTIVITY 2	<b>Narrator:</b> The young girl's family and the rich, greedy man went to their homes. That night, when each of them should have been choosing their best wine to put into the giant, huge, insanely massive barrel of wine, instead they figured out how to trick the town. The young girl's mother said...
BREAK	
ACTIVITY 3	<b>Girl's Mother:</b> Instead of putting in wine, we'll pour in a barrel of water. Surely, no one will notice one barrel of water in the giant, massive, insanely huge barrel of wine!
WRAP UP	<b>Narrator:</b> Across town, the rich, greedy man thought the same thing...
TABLE TALK	
HEBREW	




### ***Wine or Water?***

**Time Allotment:** 20 Minutes

**Class:** *Havurah* and Online

Have students pick a part, and act out the story. Roles: Narrator, Mayor, Young Girl, Girl's Mother, Greedy Man, Rabbi

Wine or Water?	
KICKOFF	<b>Greedy Man:</b> If I just contribute a barrel of water instead of wine, I can afford that extra horse! And surely no one will notice one barrel of water in the giant, massive, insanely huge barrel of wine!
ACTIVITY 1	<b>Narrator:</b> Little did they know they were not the only ones to have this idea. The next day, the Queen and her entourage arrived in Chelm. She was very excited to taste the famous wine she had heard so much about.
ACTIVITY 2	
BREAK	<b>Queen:</b> My people, I heard that every family in this town has contributed their own wine from their own vineyard to create the best wine imaginable. I thank you. I will now taste this delicious, famous, amazing...
ACTIVITY 3	<b>Narrator:</b> The Queen dipped a glass into the giant, huge, insanely massive barrel and took a sip. Her eyes widened and she looked surprised.
WRAP UP	<b>Queen:</b> ...water??!
TABLE TALK	<b>Narrator:</b> The crowd gasped!
HEBREW	

### ***Wine or Water?***

**Time Allotment: 20 Minutes**

**Class: *Havurah* and Online**

Have students pick a part, and act out the story. Roles: Narrator, Mayor, Young Girl, Girl's Mother, Greedy Man, Rabbi

Wine or Water?	
KICKOFF	<b>Mayor:</b> My Queen, I am so sorry! I don't understand how this could have happened! Everyone in town contributed wine from their family's vineyard!
ACTIVITY 1	<b>Rabbi:</b> Ahem. May I interrupt? I believe I know what happened. I walked around last night and checked in on our town's families to see what they were doing. From what I witnessed, each family thought they could avoid their responsibility to contribute wine. Each family thought the other families WOULD contribute. But in the end, every single family in Chelm contributed water instead of wine. My Queen, unfortunately you have tasted the best wine we Chelm-niks can contribute because no one is willing to take on responsibility to help their town.
ACTIVITY 2	
BREAK	
ACTIVITY 3	
WRAP UP	<b>Queen:</b> Rabbi, you are very wise. I thank you for explaining. I will return to my castle, and I hope to come back to taste the wine of Chelm another day.
TABLE TALK	<b>Narrator:</b> With that, the Queen went back to castle, and everyone in the town learned their lesson of the importance of responsibility.
HEBREW	





### ***Wine or Water?***

**Time Allotment:** 20 Minutes

**Class:** *Havurah* and Online

Have students pick a part, and act out the story. Roles: Narrator, Mayor, Young Girl, Girl's Mother, Greedy Man, Rabbi

Wine or Water?	
KICKOFF	<p>① Why did everyone in the town contributed water to the giant, huge, insanely massive barrel of wine?</p> <p>② What happens when someone doesn't take responsibility for something they are supposed to do?</p> <p>③ Have you ever had a responsibility or job that you didn't do? Was it on purpose or by mistake?</p> 
ACTIVITY 1	
ACTIVITY 2	
BREAK	
ACTIVITY 3	
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HEBREW	


### ***Wine or Water?***

**Time Allotment: 20 Minutes**

**Class: *Havurah* and Online**

Have students pick a part, and act out the story. Roles: Narrator, Mayor, Young Girl, Girl's Mother, Greedy Man, Rabbi



Wrap Up	
KICKOFF	<p>① Were you surprised by how many roles and responsibilities that you have?</p>
ACTIVITY 1	
ACTIVITY 2	<p>② Knowing what you do now, how can you work hard to practice <i>achrayut</i> אֲחֵרְיוּת this week?</p>
BREAK	
ACTIVITY 3	
WRAP UP	
TABLE TALK	
HEBREW	

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### Wrap up

**Time Allotment:** 5 Minutes

**Class:** *Havurah* and Online

Today, we made a list of all of the responsibilities we have. Did you have more roles and responsibilities than you thought you did?

Knowing what you do now, how can you work hard to practice *achrayut* this week?



	<b>TABLE TALK</b>
KICKOFF	 <p>Discuss the jobs you have in your family.</p> <p>① Does everyone always do their share?</p> <p>② What can you do to make sure everyone is working together?</p>
ACTIVITY 1	
ACTIVITY 2	
BREAK	
ACTIVITY 3	
ACTIVITY 4	
TABLE TALK	
HEBREW	

**Table Talk:** Discuss the jobs you have in your family. Does everyone always do their share? What can you do to make sure everyone is working together?



Switch over to Hebrew lesson PowerPoint