

Week 2 *Achrayut* (3.4.2)

Online or In-Person Class

This week, we tackle responsibilities from a Jewish perspective. Not only is it important to fulfill our responsibilities in our secular communities; we have responsibilities as Jews as well. Some of these come in the form of mitzvot (commandments from the Torah), and some come from Jewish values and being a part of the Jewish community.

We begin by discussing the things that students were responsible for this week, and start a discussion about whether or not those things can be considered “Jewish.” This helps give perspective on what activities we consider to be Jewish, as many kids only see Judaism in activities such as prayer and holidays. We then move to learning about the Ten Commandments as a list of “rules” for how to live Jewishly. We then expand that idea to a discussion of how we can follow our “own commandments” and make the world a better place.

Next, students will consider the celebration of Shabbat as a Jewish responsibility. We will discover the ways Shabbat is celebrated in different families and students will explore how they celebrate Shabbat. Finally, we will look at the Jewish value of Tikkun Olam, “healing the world”. We see this value as an obligation to society, and students will explore how they can heal the world.

Throughout this lesson, it’s important to note that not all students will follow the same “rules” and may practice Judaism in different ways. Though we all have *achrayut*, it may display itself through different practices.

Learning Goals:

Students will learn that Judaism gives us different things to be responsible for.

Students will explore the options from which to choose their place within the responsibilities of Judaism.

Students will learn how they can help their family be Jewishly responsible.

Activities and Guided Questions:

Opening Question

Time Allotment: 5 Minutes

Class: Online and In-Person

Sharing: If you have decided, share with everyone the place you are deciding to volunteer and why it is important to you.

Last week we talked about roles and responsibilities. What are some things you were responsible for over the past week? Did you do anything you consider “Jewish” this week?

Jewish Responsibilities Discussion: 5 minutes

- What do you think it means to do something “Jewish?”

- When we talked about the above questions, did anyone do anything they considered to be Jewish, but you weren't sure?
- Can taking out the trash be Jewish? How?
- Can listening to your parents right away be Jewish?

In Judaism, there are many things to be responsible for, but it doesn't always look like we think it does.

Tags: online, in-person, being Jewish, roles and responsibilities, parents

The Ten Commandments

Time Allotment: 15 Minutes

Class: Online and In-Person

Watch the following video:

<http://safeshare.tv/w/eFECyBewEa>

(3.4.2 Ten Commandments)

What are some of the commandments you remember from the video? (Make a list on the whiteboard-- Fill in what the kids don't remember)

Here is a kid-friendly version:

1.	I am God
2.	Have no other Gods before me
3.	Be serious when you say my name
4.	Keep Shabbat holy
5.	Honor your mother and father
6.	Don't kill
7.	Married people should love each other
8.	Don't steal
9.	Don't lie.
10.	Don't want what others have

Discussion Questions:

1. What does having this list of "rules" have to do with *achrayut* - responsibility?
2. Why do we need these rules? (Have students give a reason for why one of the commandments is important)
3. We all answered the question "What did you do this week that was Jewish?" Did anyone do anything that followed these rules? (ie- Honor your father and mother, Keep Shabbat Holy)
4. Why do you think God gave us this list of rules?
5. Are there any you have a hard time following? Are there any you think aren't necessary?

Tags: online, in-person, Ten Commandments, rules, God

My Ten Commandments

Time Allotment: 15 Minutes

Class: Online and In-Person

Tell the students that we each have a responsibility to follow the Ten Commandments given to us by God on Mount Sinai, but we also have a responsibility to follow OUR OWN Ten Commandments. Give each student five minutes to collect ten objects around their homes or in the school. Each object should represent a "commandment" to make the world a better place. For instance, they could find a coin and say they think everyone should be able to have money so they can buy food.

Once they have collected their objects allow them to present to the whole class!

(feel free to limit the number of objects based on time)

Tags: online, in-person, Ten Commandments, scavenger hunt, my rules

Brain Break: Penguin Song

Time Allotment: 3 Minutes

Class: Online and In-Person

Follow along with the video to get moving!

<http://safeshare.tv/w/CqXyWbFJOK>

(3.4.2 Brain Break Penguin Song)

Our Jewish Achrayut

Time Allotment: 15 Minutes

Class: Online and In-Person

Remember last week we talked about the idea of Tikkun Olam. Who remembers what that means?

(Changing the world, fixing the world, correcting the world, etc)

One way we can do that is by helping those families who are less fortunate than our own.

Watch the following film about a third-grader named Paris who lives in a homeless shelter with her family: <http://safeshare.tv/w/fFenGXTbhb> (3.4.2 Jewish Achrayut)

Discussion Questions:

1. Did anything surprise you about the video?
2. Was there anything that Paris said or likes that is similar to you?
3. What is our *achrayut* toward Paris' family and other families?

Activity:

Paris' family is lucky to have found a good shelter. Others are not always so lucky. What is one way that you can contribute to make the world a better place for families like Paris' in need? Draw a picture of something you can do to help families who are experiencing homelessness. Share with the class! Also share an experience from your volunteer project. What are the similarities? What are the differences?

Tags: online, in-person, *Tikkun Olam*, *achrayut*, homeless

Wrap Up & Next Week

Time Allotment: 5 Minutes

Class: Online and In-Person

Today, we talked about our responsibilities as Jews. Do you think being Jewish gives you extra responsibilities? Why or why not?

This week, notice how you follow the responsibilities we talked about today with your family. How will you follow the Ten Commandments this week? Don't forget to go to your volunteer place and reflect on your experiences with your family!

MyShalomLearning Activity to be completed for next week:

Upload to ShalomLearning a photo of you doing something that is responsible. It can be at school, at home, at your volunteer place, or anywhere else!

How This Week's Activities Relate to the Enduring Understanding: These activities give Jewish context to the roles and responsibilities we have and show different ways to contribute to our community.