



NOTES FOR THE TEACHER

- This is not a film to watch from beginning to end in one sitting; it is a tool around which to base further learning and action.
- Select the segment that best fits the age, interest and abilities of your students.
- Before using any segment of the video, view it in its entirety to determine its suitability for your audience.

Apart from concepts that might be too sophisticated or thoughts that could be upsetting for younger children, you might wish to edit a segment for length.

- Do a mitzvah yourself and bring segments to the attention of other constituencies in your synagogue.

Imagine how segments like Bagel Brigade and Baby Corner could engage retirees, Women's Groups and others. DON'T KEEP IT TO YOURSELF!

- Be prepared to lead brainstorming after a segment so that students can follow their learning with action. Have supplies and other support (including human resources) ready to use in their project development.
- Share the ideas that result from the use of the video with the Good People Fund! (Naomi@goodpeoplefund.org) They would love to hear from you!

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Sharon Halper

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Chapter 1: The Redistribution Center
Ranya Kelly

www.redistributioncenter.org

Jewish Values, <i>mitzvot</i>	Study Text(s)	VIDEO Age suitability	The Good Person: His/her qualifications, experiences, discussion suggestions, comments & quotes from the video
<i>Bal tachshit</i> - Do not waste	<ul style="list-style-type: none"> • In the video you see 'Barbz Salon' - built with donated materials. Using Maimonides Ladder of Tzedakah, find the role that the Redistribution Center played in her ability to start the salon. Why is that step considered the highest form of tzedakah? For more information: http://www.myjewishlearning.com http://babaganewz.com • Strengthen him [the poor person] so that he does not fall and become dependent on others. (Leviticus 25:35). • Whoever breaks vessels, or tears garments, or destroys a building, or clogs a well, or does away with food in a destructive manner violates the negative mitzvah of <i>bal tashchit</i> - do not waste. (<i>Kiddushin 32a</i>) • One should be trained not to be destructive. When you bury a person, do not waste garments by burying them in the grave. It is better to give them to the poor than to cast them to worms and moths. Anyone who buries the dead in an expensive garment violates the negative mitzvah of <i>bal tashchit</i>. (<i>Maimonides, Mishneh Torah, Mourning 14:24</i>) 	All ages	<p>How did Ranya begin her work of redistributing items to people in need? <i>What can that teach us about how we might find a mitzvah to do?</i></p> <p>Ranya speaks of the donation of a large table to a large family. What did that table provide for the family in addition to a place to eat? <i>How can we apply that lesson to other items? Think about warm or appropriate clothing, about personal care items, etc. How can 'things' have an impact that extends beyond the item itself?</i></p>
What Your Students Can Do	<ul style="list-style-type: none"> • Model a personal or congregational project on the Redistribution Center's concept of redistributing items that people can use. • Teach about the Redistribution Center and raise funds for its work 		

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Chapter 2: Songs of Love
John Beltzer

<http://www.songslove.org>

Jewish Values, mitzvot	Study Text(s)	VIDEO Age suitability, cautions	The Good Person: His/her qualifications, experiences, discussion suggestions, comments & quotes from the video
<p><i>Bikur Cholim</i> – Visiting the sick</p> <p><i>V'ahavta ha-ger camocha</i> - Love the stranger as yourself</p>	<p>Rabbi Acha, son of Chanina, said: 'One who visits the sick takes away one sixtieth of his pain.'</p> <p style="text-align: right;"><i>Nedarim 39a</i></p> <p>... Whoever saves a single life – it is as if that person has saved an entire world.</p> <p style="text-align: right;"><i>Mishnah Sanhedrin Chap.4</i></p>	<p>All ages*</p> <p>* Caution: the visual of an ill child might not be suitable for young children</p> <p>Due to the creative nature of the project (music and lyric writing), this project might be especially attractive to post B'nai Mitzvah students and youth groups.</p>	<p>How did an experience in John's life lead him to begin Songs of Love?</p> <p>How do you think he would have defined 'success' before he started Songs Of Love?</p> <p>How do you think he would define it today?</p> <p>In what ways do you think this personalized song helps a sick child?</p>
<p>What Your Students Can Do</p>	<ul style="list-style-type: none"> • Go to the Songs of Love website and watch TV coverage and hear some songs they have written for sick kids. • Participate in a recording if geographically possible • Teach about Songs of Love and raise funds to sponsor a recording • Distribute information about Songs of Love to local social workers, physicians and hospitals 		



Chapter 3:

MITZVAH CLOWNS:
Sweet Pea and Buttercup

Jewish Values, <i>mitzvot</i>	Study Text(s)	VIDEO: Age suitability, cautions	The Good Person: His/her qualifications, experiences, comments, etc.; discussion suggestions
<i>Bikur Cholim</i> – visiting the sick	<p>The mitzvah to visit the sick extends to people of all ethnic and religious <i>groups</i> (<i>Shulhan Arukh</i>, Yoreh De'ah 335:1).</p> <p>The purpose for doing so is to alleviate suffering, evident from the rabbinic adage that the visitor relieves the ill person of one sixtieth of his suffering</p> <p style="text-align: right;"><i>Leviticus Rabba 34</i></p> <p>A person should use his face, hands, and feet only to honor his Creator.</p> <p style="text-align: right;"><i>Tosefta Brachot 4:1</i></p>	<p>All ages</p> <p>Particularly suited to retirees, teens and young adults.</p>	<p>'Anything can be turned into a mitzvah'</p> <p style="text-align: center;"><i>Brainstorm ways that everyday items can be turned into mitzvahs.</i></p> <p style="text-align: center;"><i>How might your skills, loves, etc., be turned into a mitzvah?</i></p>
What your students might do	<ul style="list-style-type: none"> • See if there is a local mitzvah clown program and if so, train with them and join them on their visits. • Raise funds to support a mitzvah clown program. • Learn to clown around! 		



Chapter 4: **BAGEL BRIGADE**
Herman Berman

Jewish Values, <i>mitzvot</i>	Study Text(s)	VIDEO Age suitability:	The Good Person: His/her qualifications, experiences, comments, etc., discussion suggestions
<p><i>Bal Tashchit</i>- Do not Waste</p> <p><i>Do not separate yourself from your community.</i> Hillel</p>	<p>Whoever breaks vessels, or tears garments, or destroys a building, or clogs a well, or does away with food in a destructive manner violates the negative mitzvah of <i>bal tashchit</i> (Maimonides, <i>Hilkhot Melakhim</i> 6:10)</p> <p>One should be trained not to be destructive. (Maimonides, <i>Mishneh Torah, Mourning 14:24</i>)</p>	<p>All ages</p> <p>Particularly suited to retirees, teens with drivers' licenses (and their parents!)</p>	<p>Herman Berman says that he has been doing mitzvot all his life.</p> <p><i>Why do you think that is important?</i> <i>What mitzvot have you already done in your life?</i></p> <p>He also said that seeing hungry children brought him back to his own childhood.</p> <p><i>We can all learn from our experiences. Is there an experience in your life that has taught you why it is important to do mitzvahs?</i></p> <p>Herman says that doing this adds years to his life. <i>In what way do you think doing mitzvahs adds years to his life?</i></p>
<p>What your students might do</p>	<ul style="list-style-type: none"> • Raise funds to underwrite the purchase of breakfast cereal (perhaps by collecting and selling cell phones) • Emulate the Bagel Brigade by finding out what local stores do with their edible but non-saleable goods – students might publicize that information so that others in the congregation can form their own 'brigade' 		

Chapter 5: The Bookman - Irwin Herman



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

Jewish Values, <i>mitzvot</i>	Study Texts	VIDEO Age suitability	The Good Person: His/her qualifications, experiences, discussion suggestions, comments & quotes from the video
<p><i>Bal tashchit</i> – Do Not Waste</p> <p><i>B'tzelem elohim</i> – All of humanity is created in the divine image</p>	<p>Whoever breaks vessels, or tears garments, or destroys a building, or clogs a well, or does away with food in a destructive manner violates the negative mitzvah of <i>bal tashchit</i> – do not waste. (Talmud - Kiddushin 32a)</p> <p>The purpose of this mitzvah [<i>bal tashchit</i>] is to teach us to love that which is good and worthwhile and to cling to it, so that good becomes a part of us and we will avoid all that is evil and destructive. This is the way of the righteous and those who improve society, who love peace and rejoice in the good in people and bring them close to Torah: that nothing, not even a grain of mustard, should be lost to the world, that they should regret any loss or destruction that they see, and if possible they will prevent any destruction that they can. Not so are the wicked, who are like demons, who rejoice in destruction of the world, and they are destroying themselves. (Maimonides - <i>Sefer Ha-Hinukh</i>, #529)</p>	<p>All ages</p>	<p><i>What can we learn about doing mitzvahs from the following?</i></p> <ul style="list-style-type: none"> • Irwin Herman is a retired washer/dryer repairman and High School dropout. • 'Amazing Jack' and "Lenny the Elf" • The thank-you letter from the prisoner • How we can be 'meschugge – but in a nice way' • What it meant to the prisoner that Irwin tore the cover off the book so that he could have it. • Prisoners built the first bookcases in jail
<p>What Your Students Can Do</p>	<ul style="list-style-type: none"> • Demonstrate the joy of reading by conducting a read-in or read-a-thon to raise money to support the work of The Bookman • Collect books in your class or school to be donated • Research what happens to unused books in schools and libraries. Are there books that your class might pick up and donate locally? 		

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Chapter 6: **Second Wind Dreams**
PK Beville

www.secondwind.org

Jewish Values, mitzvot	Study Text(s)	VIDEO Age suitability	The Good Person: His/her qualifications, experiences, discussion suggestions, comments & quotes from the video
<p><i>Hiddur pn'ei zaken</i> – Honoring the aged</p>	<p>Your old shall dream dreams, And your youth shall see visions. Joel 3:1</p> <p>You shall rise before the aged and show deference to the old; you shall fear your God: I am the LORD. Leviticus 19:32</p>	<p>All ages</p>	<p>PK looked at her professional life and saw how she could extend it to change peoples' lives. <i>How can you change the lives of others in your life?</i></p> <p>PK talked about a person's 'quality of life'. <i>What is the difference between living and enjoying a good quality of life?</i></p> <p>Select one of the people whose dream came true on the video and think about what the fulfillment of the dream meant to them. Write a diary entry as though you were the person.</p>
<p>What Your Students Can Do</p>	<ul style="list-style-type: none"> • Learn the Debbie Friedman song 'And Your Youth Shall see Visions' • Learn about elders first-hand by forming a relationship with a local Senior residence – visit and/or write letters • Sponsor a dream • Practice one of PK's principles. When you look at other people say to yourself 'They're not so different from me.' See how it changes how you to relate to others. 		



Chapter 7: Songwriting Works Judith-Kate Friedman

www.songwritingworks.org

Jewish Values, mitzvot	Study Text(s)	VIDEO Age suitability	The Good Person: His/her qualifications, experiences, discussion suggestions, comments & quotes from the video
<p><i>Hiddur pn'ei zaken</i> – Honoring the aged</p>	<p>Your old shall dream dreams, And your youth shall see visions.</p> <p style="text-align: right;">Joel 3:1</p>	<p>All ages</p>	<p>Judith-Kate was born with a physical disability that made her aware of, and sympathetic to, the needs of others and a gift for music that she uses to reach people in need.</p> <p><i>What is there about you – it could be a challenge or a gift – that helps you to understand and respond to the needs of other people?</i></p> <p>Judith-Kate says that she was raised to be a '<i>mensch</i>'.</p> <p><i>What do you think are the characteristics of a mensch?</i></p> <p>Complete the sentence: 'Song writing works...' as many ways as you can to help students understand the project.</p>
<p>What Your Students Can Do</p>	<ul style="list-style-type: none"> • Learn the song 'Music Speaks Louder than Words' – a Peter, Paul and Mary song that can be found on Begeg Kefet's 'First Album' • Write a class song (with assistance from your Cantor, music teacher or parent). Then examine the process of writing the song and how it helped students to become participants and relate to one another in new ways. Compare that to how you imagine Songwriting Works impacts elders. • Create a music-related fundraiser for Songwriting Works. 		

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Chapter 8: **BABY CORNER**

Jeannie Jaybush

<http://www.seattlebabycorner.org>

Jewish Values, <i>mitzvot</i>	Study Text(s)	VIDEO Age suitability:	The Good Person: His/her qualifications, experiences, comments, etc., discussion suggestions
<p><i>Tzedakah</i>- Acts of justice and righteousness</p> <p><i>B'tzelem ELOhim</i>- Each person is created in God's image</p> <p><i>V'ahavta L'reyecha Kamocho</i> -Love your neighbor as yourself Lev. 19:18</p>	<p>There will never cease to be needy ones in your land, which is why I command you: open your hand to the poor and needy kinsman in your land. Deuteronomy 15:11</p> <p>We are commanded to give charity in accordance with our means (see 250:5) and are forbidden to ignore the needs of the poor (247:1). <i>Shulchan Aruch</i></p>	<p>All ages*</p> <p>* CAUTION! Mention of a funeral for a new born and women fleeing domestic violence</p>	<p>Note the crib on the altar of the church. <i>Why does a crib belong on the bima of our synagogues?</i></p> <p>How did the stroller and snuggli given to the young mother change her life and the lives of her children?</p> <p>Imagine the scene when the male prisoners asked for sewing supplies to make quilts for poor babies! <i>Write an article about it for your class website or bulletin.</i></p>
<p>What your students might do</p>	<ul style="list-style-type: none"> • Create a baby corner in which you collect baby items for donation to Baby Corner or local organizations. • Teach your congregation about the Baby Corner and begin a campaign to put a crib in your synagogue. • Collect an item that was the class favorite (pacifiers perhaps??) and send them to the Baby Corner 		



Chapter 9:
**BROAD MEADOWS MIDDLE SCHOOL –
 Ron Adams and ‘The Quincy Kids’**

<p>Jewish Values, <i>mitzvot</i></p>	<p>Study Texts</p>	<p>VIDEO Age suitability:</p>	<p>The Good Person: His/her qualifications, experiences, comments, etc., discussion suggestions</p>
<p><i>Pidyon Shvuyim</i> – Freeing Captives <i>Do not separate yourself from your community.</i> Hillel – Pirke Avot 2:5</p>	<p>Do not stand idly by while your neighbor’s blood is shed. <i>Numbers 19:16</i></p> <p>Love your neighbor as yourself. <i>Numbers 19:18</i></p> <p>Rescue those who are drawn to death. <i>Proverbs 24:11</i></p>	<p>All ages* * CAUTION Video of child laborers and the mention of the killing of Iqbal Masih might be disturbing to younger students</p>	<p>Think about Ron Adams, the teacher of the ‘Quincy Kids’. <i>How does he make their accomplishments possible?</i></p> <p>List all the steps in the ‘School for Iqbal’ project. <i>What can you learn from the Quincy Kids about creating a project and making it an on-going program?</i></p>
<p>What your students might do</p>	<ul style="list-style-type: none"> • Like the students at Broad Meadows, have students write ‘Letters that Matter’ about an issue that their ‘hearts tell them is not fair’ • Use the ‘Operation Day’s Work’ model by class members working for a day and donating their earnings to <i>tzedakah</i> 		



Chapter 10: Rock and Wrap it Up!

Syd Mandelbaum

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

Jewish Values, <i>Mitzvot</i>	Study Text(s)	VIDEO Age suitability	The Good Person: His/her qualifications, experiences, discussion suggestions, comments & quotes from the video
<p><i>Bal tachshit</i> - Do not waste</p>	<p>A small bit of bread may be life to the poor; one who deprives them of it sheds blood.</p> <p style="text-align: right;"><i>Ben Sira</i></p> <p>When Rav Huna would eat a meal, he would open his door and say: "Whoever is in need, let that person come and eat."</p> <p style="text-align: right;"><i>Ta'anit 20b</i></p>	<p>All ages</p>	<p>For Syd Mandelbaum, wasted food and hungry people added up to this project.</p> <p>Create your own mitzvah project equation:</p> <p>A resource* + A need = What you will do about it</p> <p><i>The resource might be skills, interests, concerns, etc.</i></p>
<p>What Your Students Can Do</p>	<ul style="list-style-type: none"> • Create a unique class mitzvah project by examining the collective resources of its members. • Do research about what happens to leftover food in the congregation and local school districts. • Find out if caterers who come into the synagogue donate leftovers. • Get contact information of local soup kitchens and make it available to congregation members. • Research the Bill Emerson Good Samaritan Food Law 		

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