



לבנינו!

TO OUR HEALTH AND WELLNESS

A Camp Program Guide for Jewish Values-Based Resilience Building

Adapted from The Jewish Education Center of Cleveland's
La-bri'ut Curriculum for Foundation for Jewish Camp

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NEWS ANCHOR 2:*Speaking to Senior 3*

The fact that you know the kids, your children and your grandchildren, are working the land as part of this giving, it's different than any other giving. Is that correct?

SENIOR 3:*Pretend to pick grapefruits off of a tree.*

It's very different! It's much more direct, and we know that we're going to be helping people who are hungry.

PARENT 2:*Talking directly to News Anchors.*

It's good for the kids to actually connect with the land. Back home, in the cities, kids don't spend that much time around farms; they don't spend much time outside doing things like this. They are busy eating, but they don't really get a sense of where their food comes from.

B'NEI MITZVAH PERSON 2:*Talking directly to News Anchors.*

There are different types of *zedakah*, but the most rewarding is actually doing something.

OLDER SIBLING 1:*Talking directly to News Anchors.*

When you get to *B'nei Mitzvah* age, that's when you know it's time to really start helping everyone else. You take on the *mitzvot* of the Torah for yourself. It's no longer your parents' responsibility to make sure you follow the Torah; it's up to you now, and one of the main ideas in the Torah is making sure you work together with others to build a better world.

OLDER SIBLING 2:*Talking directly to News Anchors.*

Yea, and what's cool about Leket is we're all connected to this idea of working together to help each other. We're a community in that we're all working towards bringing food to people who need it; we support each other throughout all of the steps and stages from harvesting the food, to cooking the food into meals and then delivering the food to the people who need it. And when you're with your Leket people, you really feel like you belong.

NEWS ANCHOR 1:*Speaking to the camera*

Well, there you have it, folks. The *Leket K'hillah* doing some of its fine work to feed people who need food all across Israel, and doing so in a way where everyone can play a part. I'm [name]...

NEWS ANCHOR 2:

...and I'm [name]. Thank you so much for joining us, and if you want to learn more about *Leket* and how you could become part of this meaningful *k'hillah*, you can visit their website at www.leket.org. This is *Arutz Sheva*; have a great day!

Jewish Summers. Jewish Future.

HESED

Session 1

SUMMARY:	Campers will learn that we should do BIG KIND THINGS because we believe that doing <i>hesed</i> will make a better world. Campers will embark on a scavenger hunt around camp to search for evidence of acts of <i>hesed</i> .
TOPIC(S):	<i>Hesed</i> : An act of loving-kindness (BIG KIND ACTION) that can make the world better Caregivers can help campers act on their sense of hopefulness for the world through loving-kindness, <i>hesed</i> .
LEARNING GOALS:	<input type="checkbox"/> Campers will be able to state the difference between general “kindness or good manners” and a Jewish act of <i>hesed</i> (A BIG KIND ACTION). <input type="checkbox"/> Campers will be able to identify different acts of <i>hesed</i> around camp.
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<input type="checkbox"/> Writing utensil to mark off the <i>Hesed</i> Scavenger Hunt Board (1 for every camper OR 1 for the whole group) <input type="checkbox"/> Large sheet of paper <input type="checkbox"/> Bold writing utensil <input type="checkbox"/> See chart below for more materials
SET-UP DETAILS:	<p>This activity works best when the camp scavenger hunt can be done outside.</p> <p>Print out:</p> <input type="checkbox"/> This program guide <input type="checkbox"/> <i>Hesed</i> Scavenger Hunt Board(s) (RESOURCE SHEET A/RESOURCE SHEET B/RESOURCE SHEET C)

SESSION TIMELINE & OUTLINE:

TIMELINE

00:00-00:05 Set Induction
 00:05-00:15 Kindness vs. *Hesed*
 00:15-00:35 Camp *Hesed* Scavenger Hunt
 00:35-00:45 Closure

OUTLINE

SET INDUCTION:

- ❑ Ask: *Who's heard of Gimmilut Hasadim?*
 - *What does it mean?*
 - » NOTE: It translates to "acts of loving kindness"
- ❑ Explain that today we're going to be exploring Jewish acts of *hesed*, and what *hesed* means.

KINDNESS VS HESED:

- ❑ Explain: In English we talk about kindness. In Hebrew there is a very special word called *hesed* which is generally translated as "kindness," but it has a twist to its meaning. There are stories from the Torah that illustrate *hesed*.
- ❑ The campers challenge: Figure out - What is *hesed*? How is it different from kindness?
- ❑ Choose one, two or three of these Biblical stories based on your camper's age group and understanding:
 - **STORY 1:** Genesis 18:1-8 (with some slight shifts in the translation)

Abraham was sitting at the opening to his tent on a very hot day. He wasn't feeling well, but when he saw three people near his tent, he ran to them. Abraham bowed respectfully and asked them to stop and rest.

He said, "Let me bring you a little water along with a piece of bread. I'll wash your dusty feet while you sit under the shade of the nearby tree."

When the three people agreed, Abraham rushed to his wife, Sarah, to let her know of the guests. Sarah offered to bake some cakes, and Abraham volunteered to make some meat. Together they decided to use their best flour for the cakes. Once the food was ready, Abraham brought that, along with something to drink, to the three guests and served them this feast of food.

» Ask: *Abraham and Sarah showed hesed that day with the three people. What do you think hesed means based on this story?*

(NOTE: Your challenge as the counselor is not to give a definition of hesed – accept all campers responses to this question. You might probe for clarity, but do not tell them if they are right or wrong.)

 - ♦ **Write down these ideas on the large sheet of paper
 - **STORY 2:** Genesis 24:1-20 (an abridged version with some shifts in the translation)

When Abraham was much older and his son, Isaac, was ready to get married, Abraham sent his servant to find a wife for his son [which is how it was done back then]. The servant was told to return to the country where Abraham was born, and find a wife for Isaac who would come to live with Abraham, Sarah and Isaac.

The servant took 10 camels with him, each loaded up with gifts for the family of the woman who might marry Isaac. When he arrived at the city of Nahor, the servant made the ten camels kneel down by the water well outside the city.

Among the women getting water at the well for their families was Rebecca. The servant ran up to her and asked if she would give him water to drink. She lowered her water jar for him to drink and when he had enough she said, "I will also pull up enough water for all 10 camels, until they have also had enough to drink." [You may want to explain that in those days water didn't come from a faucet, it took a lot of work to get the water from the well.]

» Ask: Rebecca showed *hesed* that day when she not only gave water to the servant, but also to 10 very large and thirsty camels. What do they think *hesed* means based on this story?

» NOTE: Remember not to give a definition of *hesed*

♦ **Make any modifications to the list from Story 1 (add, alter, cross out, etc.)

• **STORY 3:** Exodus 18:1-27(an abridged version with some shifts in translation)

OPTION: Campers could act this out

Jethro (whose name in Hebrew is *Yitro*) was Moses' father-in-law, the father of Moses's wife. *Yitro* decided to visit Moses at the foot of Mt. Sinai because he had heard stories of how God helped the people of Israel escape Egypt.

Moses went out to greet *Yitro* and then shared with him the story of all that had happened in Egypt and how God saved the people.

The next day, *Yitro* walked around the very large camp of the Israelites. He saw that Moses sat as a judge, but there was a very long line of people waiting to talk to him. *Yitro* could have gone back to his home, but he saw Moses needed help. *Yitro* waited all day until Moses was alone and then decided to try to help Moses.

Yitro asked Moses, "Why do you sit as a judge by yourself while people have to wait to talk to you? There are so many people waiting, that you have to sit ALL day long!"

Moses answered, "When people have an argument, they come to me and I decide between one person and another based on God's laws and teachings."

Yitro looked at Moses and kindly said, "This job is too big for one person - you will wear yourself out! May I give you advice? Find other wise people who understand God's teachings and divide the work up. Let them take the easier cases, but you save yourself for the hardest of all."

Moses did as *Yitro* had suggested and became a better, less tired leader.

» Ask: *Yitro came just to visit, but ended up helping Moses. Yitro took a big risk: Moses could have gotten upset with him. Yitro was willing to risk having Moses mad at him in order to help Moses. What do you think hesed means, based on this story?*

(NOTE: By now you should be able to help campers make some comparisons among the stories and hopefully come to understand that when someone **acts with *hesed* they aren't simply being nice, they do a BIG KIND ACTION.**

In the case of *Yitro*, he came just to visit, but ended up helping Moses.)

♦ **Make any modifications to the list from Stories 1 and 2 (add, alter, cross out, etc.)

♦ **Probe to help campers recognize that an act of kindness is an act that is nice, polite, or well mannered, while an act of *hesed* is a BIG ACTION because you believe that your action will help in a big way. It takes a lot of energy to do an act of *hesed* for most

people. It sometimes involves giving something up that is yours, it often looks like choosing to give up your free time or your fun time to help someone else.

- If desired/extra time: **STORY 4:** A story told by Alan Morinis:

"I once heard Rabbi Abraham Yachnes clarify the extent of the stretch that is necessary to have an action qualify as *hesed*. He said that if you are walking down the street and someone is walking beside you carrying a large box, and you offer to help the person carry the box, that's not *hesed*. You'd simply be a terrible person not to help someone in that situation. What counts as *hesed* is when you are walking the opposite way from someone carrying a burden, and you turn around to help carry that load in the direction he or she is going. That's *hesed*."²

CAMP HESED SCAVENGER HUNT:

Pick 1 activity from the following pages.

CLOSURE:

- ☐ Be sure to re-group for this debrief (possibly by returning to your original group spot)
- ☐ Go over all of the acts of *hesed* you all saw around camp
 - If divided into groups, allow each group to share what they found/saw
- ☐ Ask: What are some acts of *hesed* YOU could do around camp?
 - What makes that an act of *hesed* (and not just an act of kindness)?
What is it about that act that is "a BIG KIND ACTION"?
 - » You can encourage reflection upon the group *La-bri'ut Brit*, and how some of those things are acts of kindness, but going above and beyond what is outlined in the *La-bri'ut Brit* can turn something into an act of *hesed*.
- ☐ Ask: What are some acts of *hesed* our *k'hillah* (intentional community) can do around camp?
 - What makes these acts of *hesed* (and not just acts of kindness)?
- ☐ Thumbs up/Thumbs Down/Thumbs Sideways: How are you feeling about your understanding of an act of *hesed* vs an act of kindness?
 - Thumbs up = I totally get it
 - Thumbs down = I still have no idea what the difference is
 - Thumbs sideways = I'm starting to get it, but I still need further examples/explanations
 - COUNSELORS: Take a note for yourselves on who's thumbs are pointed which way
 - » Check-in with campers to help them develop a deeper understanding
- ☐ Decide as a group: Hang up the scavenger hunt board(s) in your shared group space
OR bring it with you during the rest of the day to continue the scavenger hunt!
 - If you bring it with you, you can use this as a tool to help the "thumbs down" and "thumbs sideways" campers to develop a deeper understanding of *hesed* vs kindness.

² <http://jewishvalueseveryday.blogspot.com/2011/02/february-chesed-loving-kindness.html>

DESCRIPTION OF ACTIVITY

- ☐ Introduce the *Hesed* Scavenger Hunt Board you picked
 - Explain what your campers are looking for with each box
 - » Ask for any clarifying questions
- ☐ Go around camp on a Scavenger Hunt for Acts of *Hesed* you all see around camp
 - Try to visit as many different places as possible in the time you have
- ☐ Make sure to return to the original group spot with enough time for the debrief

Options to Adapt this Activity:

- ☐ Depending on the size and age of your group, plus the number of counselors, you may choose to do this activity as a whole group or to divide into smaller groups
- ☐ You might extend the activity to a multi-day project and introduce it in this time period with one example together as a group

With the BINGO Board:

- ☐ Instead of aiming for 1 type of BINGO, assign point levels to each type. Example:
 - 4 points for regular BINGO (4 in a row)
 - 10 points for 4 Corners
 - 15 points for a stamp (4 boxes that create a small square)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACTIVITY**HESED HUNT
AROUND CAMP****MATERIALS**

- ☐ Pick 1 *Hesed* Scavenger Hunt Board for your group:
 - BINGO Resource Sheet A or Tic-Tac-Toe Resource Sheet B (1/camper OR 1/small group)
- ☐ Writing utensils to mark off Scavenger Hunt board(s)

WHY CHOOSE THIS ACTIVITY

- ☐ Individual or small group camper search - looking for acts of *hesed* around camp if you have camp groups close together that they can visit
- ☐ Alter the project to be multi-day to keep the campers thinking about the unit

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DESCRIPTION OF ACTIVITY

- ☐ Campers will create a Friendship *Hesed* Scavenger Hunt Board
- ☐ Create a BINGO style board, using RESOURCE SHEET C
- ☐ Fill in spaces with various acts of *hesed* that people can do for each other at camp
- ☐ Use the Board 1 of 2 ways:
 - ☐ (1) Campers try to fill out their Friendship *Hesed* BINGO Boards throughout rest of the summer by:
 - (a) Doing these acts of *hesed* for each other throughout the rest of camp **OR**
 - (b) Filling out their boards when they SPOT A FRIEND doing these acts of *hesed* for each other throughout the rest of camp **OR**
 - ☐ (2) Play Human *Hesed* BINGO!
 - Campers find others in the group who have done the various acts of *hesed* they put on their boards
- ☐ Some acts of *hesed* ideas:
 - Cleaning up someone else's mess (just because)
 - Randomly making someone a card
 - Randomly making a gift for someone
 - Write someone a letter (just because)
 - Create art for someone else
 - Smiling at someone you don't know
 - You can also look to RESOURCE SHEETS A and B for inspiration

ACTIVITY**CREATE A FRIENDSHIP HESED BOARD****MATERIALS**

- ☐ RESOURCE SHEET C (1/camper)
 - Writing Utensils
- ☐ OPTIONAL:
 - RESOURCE SHEET A
 - RESOURCE SHEET B

WHY CHOOSE THIS ACTIVITY

- ☐ Creating a list and identifying acts of *hesed*
- ☐ A way for campers to get to know each other even more, through the lens of *hesed*
- ☐ Helps strengthen bonds of *k'hillah* (intentional community) through acts of *hesed* at camp

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DESCRIPTION OF ACTIVITY

- ☐ Pass out paper and writing utensils to each camper
- ☐ Each camper will draw a map of camp, based on where they think acts of *hesed* can take place
 - Label each place with an example of an act of *hesed* that could happen there
 - Throughout the rest of the summer:
 - » if you see that act of *hesed* happening in that location, mark it on the map!
 - » if you see a different act of *hesed* happening in a location, mark that on the map!

ACTIVITY**CREATE A
HESED MAP****MATERIALS**














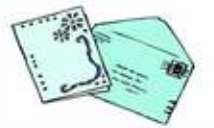

- ☐ Paper
- ☐ Writing utensils

WHY CHOOSE THIS ACTIVITY

- ☐ Creating
- ☐ Involves more drawing
- ☐ Thinking about locations of where acts of *hesed* can happen

CAMP HESED BINGO SCAVENGER HUNT

HAVE YOU SEEN SOMEONE...

<p>Care for an animal?</p> 	<p>Help a younger person or an older person?</p> 	<p>Wear a mask in public?</p> 	<p>Give a compliment?</p> 
<p>Give a hug to someone?</p> 	<p>Give tz'dakah?</p> 	<p>Send a shabbat meal or challah to someone?</p> 	<p>Share something special?</p> 
<p>(Add your own to this board)</p>	<p>Recycle?</p> 	<p>Help someone who isn't feeling well?</p> 	<p>Give an unexpected gift?</p> 
<p>Make a treat for someone?</p> 	<p>Help with a project?</p> 	<p>Send a card or email to someone?</p> 	<p>Create sidewalk art to say, 'thank you'?</p> 

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Activities adapted by Foundation for Jewish Camp as part of the Yedid Nefesh initiative through the generosity of The Marcus Foundation.
Original curriculum created by Jewish Education Center of Cleveland with support from The Covenant Foundation.

TIC-TAC-TOE: CAN YOU FIND HESED..?

IN AN ACTIVITY AREA?



WHAT DID YOU SEE?

WITH A FRIEND?



WHAT DID YOU SEE?

IN A PRAYER AREA?



WHAT DID YOU SEE?

IN A LIVING AREA?



WHAT DID YOU SEE?

IN THE DINING AREA?



WHAT DID YOU SEE?

WHILE TRAVELING?



WHAT DID YOU SEE?

IN A CREATION AREA?



WHAT DID YOU SEE?

ON A CAMP ROAD?



WHAT DID YOU SEE?

IN A LEARNING AREA?



WHAT DID YOU SEE?

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CAMP FRIENDSHIP HESED BINGO

FILL IN EACH BOX WITH AN ACT OF HESED SOMEONE COULD DO AT CAMP.

INITIALS _____	INITIALS _____	INITIALS _____	INITIALS _____
INITIALS _____	INITIALS _____	INITIALS _____	INITIALS _____
INITIALS _____	INITIALS _____	INITIALS _____	INITIALS _____
INITIALS _____	INITIALS _____	INITIALS _____	INITIALS _____

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HESED

Session 2

SUMMARY:	Campers will talk about what it means to “pray with your feet” and how that relates to <i>hesed</i> . Then they will begin a journey to plan for completing acts of <i>hesed</i> at camp.
TOPIC(S):	<i>Hesed</i> : An act of loving-kindness (BIG KIND ACTION) that can make the world better Caregivers can help campers act on their sense of hopefulness for the world through loving-kindness, <i>hesed</i> .
LEARNING GOALS:	<input type="checkbox"/> Campers will be able to explain what it means to “pray with our feet” based on the quote by Abraham Joshua Heschel. <input type="checkbox"/> Campers will be able to plan for a <i>Hesed</i> Project (individually or as a group at camp).
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<input type="checkbox"/> Speaker to play music <input type="checkbox"/> Device cued to play “Praying with our Feet” by Rabbi Joe Black and Steve Brodsky <input type="checkbox"/> See chart below for more materials
SET-UP DETAILS:	<input type="checkbox"/> Print out: <ul style="list-style-type: none"> • This program guide • RESOURCE SHEET A - Place in page protectors • OPTIONAL: RESOURCE SHEET B (on cardstock if possible) <input type="checkbox"/> For “Creating a <i>Hesed</i> Planning Board”: <ul style="list-style-type: none"> • Set up station with supplies for campers to create their <i>Hesed</i> Planning Boards – set these off to the side until you are ready for them <input type="checkbox"/> For “Planning to ‘Pray with Our Feet’ Through a <i>Hesed</i> Project at/for Camp”: <ul style="list-style-type: none"> • Talk to any Unit Heads/Camp Directors ahead of time to discuss what the plan is for campers to create, then do, an act of <i>hesed</i> around camp: <ul style="list-style-type: none"> » Will this be a predetermined project with campers selecting different parts of this project? » Are you going to ask campers to come up with a project proposal? » Is there a list of projects campers can discuss and choose from? » Will the campers come up with some suggestions, then the counselors will go to the Unit Heads/Camp Directors to ask for permission/ask about logistics? » When will campers have time to do this <i>hesed</i> project? How much time will they have?

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SESSION TIMELINE & OUTLINE:

TIMELINE

00:00-00:05 Set Induction

00:05-00:15 Introducing “Praying with Our Feet”

00:15-00:35 Planning to “Pray with Our Feet” Through *Hesed*

00:35-00:45 Closure

OUTLINE

SET INDUCTION:

- ☐ Explain that for this activity, you want the campers to focus on their bodies.
 - To help with this, encourage everyone who is comfortable to close their eyes.
- ☐ Once everyone's eyes are closed, ask each camper to focus on the different parts of their body as you name them, give campers a few moments to think about each area:
 - Their heads
 - Their hair
 - Their brains
 - Their eyes
 - Their ears
 - Their nose
 - Their mouth
 - Their lips
 - Their neck
 - Their shoulders
 - Their arms
 - Their hands
 - Their heart
 - Their stomach
 - Their back
 - Their legs
 - Their knees
 - Their feet
- ☐ Next, with their eyes still closed, ask campers to think about praying and about their body. Ask: *What part of the body gets used when people pray?*
 - Give campers a few moments to consider this
- ☐ Campers may open their eyes.
- ☐ With a piece of paper and a writing utensil, ask campers to quickly draw out the part(s) of the body they thought of.

- ❑ Have everyone hold up their drawings – Call out the different parts of the body that people drew.
 - Call on a few campers to explain why they drew the parts of the body they drew (particularly if people drew areas of the body other than “mouths” and “lips” used to say prayers.)
- ❑ Explain that you all are going to talk about a part of the body some people use to pray that some campers may (or may not) find unusual, and this will help answer the question: *How can hesed inspire hope?*

INTRODUCING “PRAYING WITH OUR FEET”:

- ❑ Hold up the first picture on RESOURCE SHEET A (Rev. Dr. Martin Luther King, Jr. marching with 2 rabbis, Rabbi Maurice Eisendrath and Rabbi Abraham Joshua Heschel.)
- ❑ Ask:
 - *Who is in this picture?*
 - *What is in this picture?*
 - *What do you think they are doing?*
- ❑ Hold up the second picture on RESOURCE SHEET A (Rabbi Abraham Joshua Heschel and others marching with Rev. Dr. Martin Luther King, Jr. in Selma, Alabama)
- ❑ Ask: *What is the same/different about this picture from the first picture?*
- ❑ Explain that:
 - Many people feel those at the march in Selma were doing hesed: A BIG KIND ACT going above and beyond. Marching together was a very powerful way to change the world. These marchers were demanding equality and justice for Black Americans.
 - At this march, someone asked Heschel if he had time to pray the day he was marching in Selma, which as a traditional Jew he did three times a day.
 - Ask: *Can you guess what his answer was?*
- ❑ After taking a few guesses, share the third picture on RESOURCE SHEET A (a poster from “Voices and Visions” with Rabbi Abraham Joshua Heschel’s response to the question about time to pray.)³
 - Explain that this quote often gets stated as, “praying with my feet” (rather than “I felt like my legs were praying”)
- ❑ Discuss this idea and how it relates to hesed:
 - What does it mean, then, to “pray with our feet”?
 - How does “praying with our feet” relate to hesed?
 - How might people feel after doing hesed by “praying with their feet” or upon seeing others doing hesed by “praying with their feet”?
 - » Use this question to get towards the idea of people being inspired and feeling a sense of hope
 - » Guide learners to the idea that when we do hesed, we are helping other people (or animals, or the environment, or...), and this offers a prayer of hope. Hesed – doing big acts of kindness and goodness - brings us hope for the future.

³ Not for the campers, but for your own context and understanding:

Dr. Erica Brown said in response to this “Voices and Visions” poster: Praying is not limited to a sanctuary and a prayer book. We pray when we live our values with the totality of ourselves. Such was Abraham Joshua Heschel’s commitment to racial equality and social justice. As a towering rabbinic luminary, he understood the power of the library and the synagogue. But as a force for goodness, Rabbi Heschel also knew when it was time to leave the library and take to the streets for the causes you believe in. Marching for civil rights was for him a form of prayer. (emphasis added.)

- ❑ Refer back to the 3 photos, ask: What do you notice about the people in this picture? Are there any women? Any children?
 - After collecting camper thoughts, Explain: There were women and children on the bridge, but there were also women and children who helped out in other ways. They organized places for the marchers to sleep; they made food and packed sandwiches and handed out water along the way; they cheered on the marchers and helped them as they walked in the rain. What body parts were they using to pray with?
- ❑ Play (all of or part of) this song: “Praying with our Feet,” by Rabbi Joe Black and Steve Brodsky
 - Ask: What are some key lyrics you hear in this song?
 - » Highlight the line: “we’re marching hand in hand, when we heed the call for justice we are praying with our feet.”

PLANNING TO “PRAY WITH OUR FEET” THROUGH HESED:

Pick 1 activity from the following pages.

CLOSURE:

Discuss the following questions:

- ❑ What does it mean to “pray with your feet”?
- ❑ How does that relate to *hesed*?
- ❑ How can *hesed* inspire hope in other people?
- ❑ Can doing acts of *hesed* inspire hope in ourselves?
- ❑ What are ways we can use *hesed* to help inspire hope for ourselves and each other throughout the rest of camp?

DESCRIPTION OF ACTIVITY

- ☐ Each camper should write out on the top of their chipboard/cardboard: *Hesed* Project Planning Board
 - ☐ About 1/3 of the way down from the top, campers should glue their 3 hooks, evenly spaced (going horizontally across their board)
 - ☐ Campers should glue their tray/bins towards the bottom of their board
 - ☐ While the glue is drying, campers should cut out/create their *Hesed* Project Cards, Timing Cards, and Completion Cards
 - Campers can cut out from Resource Sheet B
- OR**
- Create their own cards
 - *Hesed* Planning Cards can read, "I can do *hesed*..."
 - » Then suggest people, places or specific projects they can do
 - Timing Cards can read, "This *hesed* project will take..."
 - » 30 minutes
 - » 1 hour
 - » 1 day
 - » 1 week
 - » Blank for campers to write in a time later
 - Completed cards can read, "I did an act of *hesed*! This is what I did." With a blank spot for them to draw in the act of *hesed* they did once it's done.
 - Hole-punch the top of the cards for them to hang on the hooks.
- ☐ Campers can decorate their *Hesed* Project Planning Board
 - ☐ If time, encourage campers to plan their first act of *hesed* that they can do at camp!



ACTIVITY

CREATING A HESED PLANNING BOARD

MATERIALS

- ☐ Chipboard or cardboard approx. 12"x12"
- ☐ 3 Glue on/Adhesive Hooks
- ☐ Glue
- ☐ Scissors
- ☐ Hole punch
- ☐ 1-2 Glue on/Adhesive Trays/ bins (to hold extra cards)
- ☐ Colored writing utensils
- ☐ OPTIONAL: Other things to decorate their Planning Boards
- ☐ Cardstock or construction paper for *Hesed* Project Cards, Timing Cards, Completion Cards
 - Printouts of Resource Sheet B
 - OR
 - Campers can create their own cards

WHY CHOOSE THIS ACTIVITY

- ☐ Can be done in 1 sitting
- ☐ More artsy
- ☐ Gets campers thinking about doing *hesed* in the future and on a regular basis

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DESCRIPTION OF ACTIVITY

- ☐ Create a list of things at camp that could use a little TLC (tender, loving care)
 - Write them out on a large sheet of paper
 - ☐ If campers don't really "have a choice":
 - Talk about how the summer's project meets the criteria of *hesed* (you can use the questions below)
 - ☐ If campers DO have a choice/some say: From that list, narrow down project ideas based on the following criteria:
 - Does this constitute *hesed*? By us giving this some TLC, will we be going "above and beyond"?
 - » Example of something that might meet expectations, but doesn't go "above and beyond": Cleaning your units grounds – Everyone in your unit should always be trying to keep your grounds clean and litter free 😊
 - Is this really necessary?
 - » Example: Painting benches. Sounds fun, but is this really needed when this bench was actually repainted last summer?
 - Is this do-able for us?
 - » Example: Roof of the bathrooms needs reshingling. This would truly be an act of *hesed* for us to do, but is it safe for us to do this? Do we have the necessary skills to do this up to code?
 - Also think about the timing you have in the rest of camp
 - Who do we need to ask to find out if this is helpful? Will it make camp better?
 - NOTES TO COUNSELORS:
 - » Fun things can also be acts of *hesed*! Just because painting that one bench wasn't a fitting idea, maybe there's a really dreary building that needs some external sprucing up and you can go above and beyond by painting a mural on it instead of just repainting it one color!
 - » Also think about projects that YOU are able to organize
 - » Before making a decision, your group may need to pick 2-3 different project ideas for you to present to your Unit Head and/or Camp Director. (Make sure you do your due diligence and don't promise your group something you can't come through with)
 - ☐ If/when applicable: Create a game plan for how you'll actually be able to accomplish this project.
 - ☐ Perhaps have the campers draft a *Hesed* Project Proposal to present to your Unit Head and/or Camp Director.
 - Draft out a timeline for the project
 - Create a list of the materials you'll need
 - Create a list with the campers of who might need to approve this project before they can do it
 - Allow campers to select which parts of the project they want to help with
- Options to adapt this activity:
- ☐ Instead of 1 small group *Hesed* Project, maybe a couple small groups team up together, or an entire unit is committing to 1 larger project.

ACTIVITY**PLANNING TO
"PRAY WITH OUR
FEET"****Through a Hesed Project at/for Camp****MATERIALS**

- ☐ For this program:
 - Large Paper/ Whiteboard
 - Bold Writing Utensil
- ☐ For the Camp *Hesed* Project:
 - Materials will vary based on the project

WHY CHOOSE THIS ACTIVITY

- ☐ You have time and approval to plan then implement a larger Camp *Hesed* Project
- ☐ More active
- ☐ Campers will be able to add to camp
- ☐ Authentic Experience

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ACTIVITY CONT.**PLANNING TO “PRAY WITH OUR FEET”**

Through a *Hesed* Project at/for Camp

- Each smaller group can submit their top 1-2 idea(s), and the large group/entire unit can vote.
 - » Or the Unit Head/Camp Directors can be the Project Deciders
- ❑ 1 larger project can be broken down into smaller parts
- Perhaps a Unit Head/Camp Director decides what the unit/camp *Hesed* Project will be for that summer and each smaller group can take on a different part of that larger project.

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ACTS OF HESED IN THE WORLD



<https://israelseen.com/shows/HESCHEL-1024x673.jpg>

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ACTS OF HESED IN THE WORLD



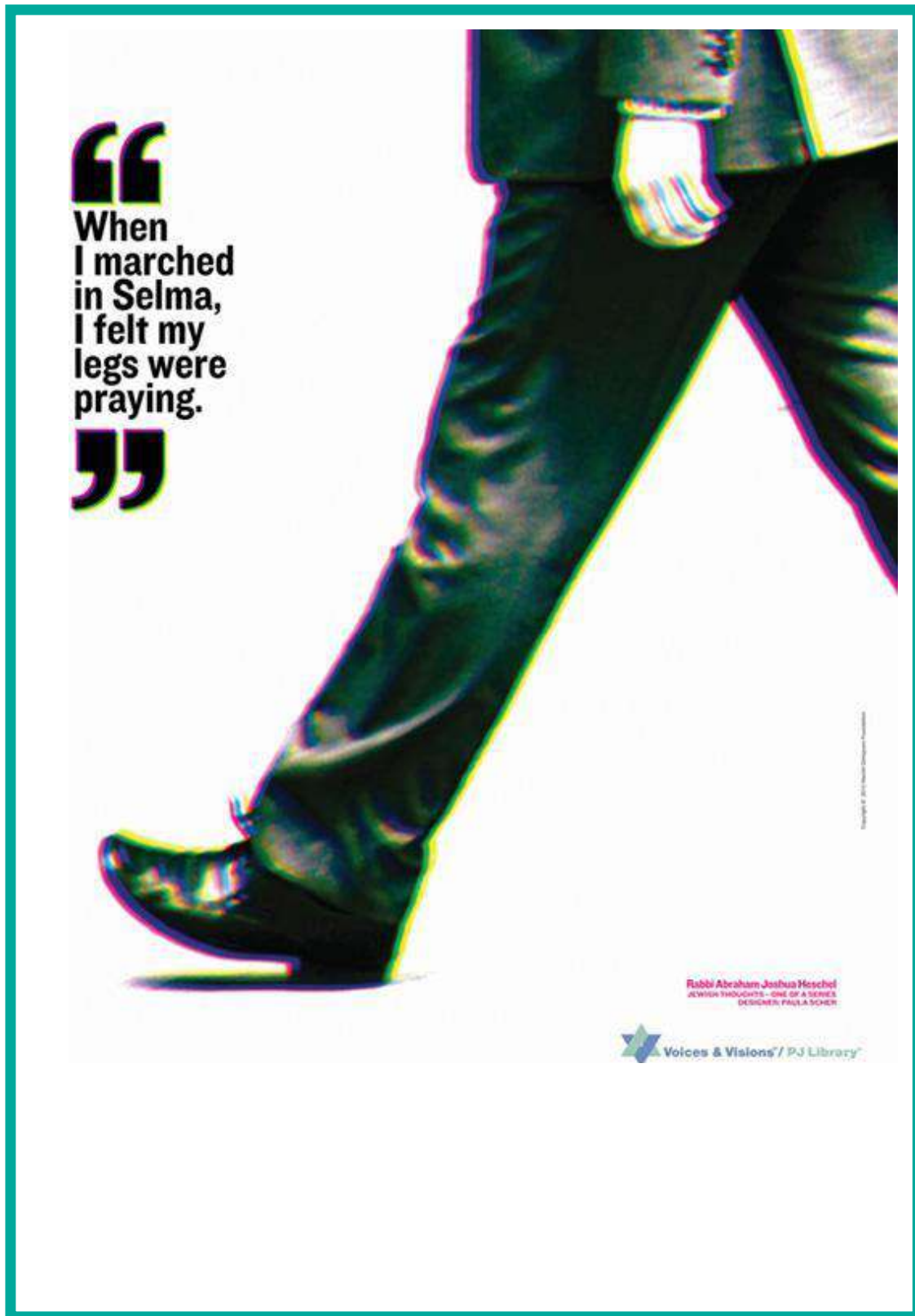
<https://static.timesofisrael.com/jewishwdev/uploads/2012/01/selmamarch.jpg>

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ACTS OF HESED IN THE WORLD



https://voices-visions.org/sites/default/files/poster/visual/heschel%20scher_0.jpg

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HESED

I CAN DO HESED...

**FOR
SOMEONE
IN MY
FAMILY!**

I CAN DO HESED...

FOR

(WHO WILL WILL BE?)

I CAN DO HESED...

**FOR
MY PET OR
SOMEONE
ELSE'S PET!**

I CAN DO HESED...

**TAKING
CARE OF
THE
EARTH!**

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HESED

I CAN DO HESED...

**CALLING
SOMEONE
WHO NEEDS
CHEERING
UP!**

I CAN DO HESED...

FOR

(WHO WILL WILL BE?)

I CAN DO HESED...

**HELPING
SOMEONE
I DON'T
KNOW!**

I CAN DO HESED...

**FOR A
FRIEND!**

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HESED

I CAN DO HESED...

I CAN DO HESED...

I CAN DO HESED...

I CAN DO HESED...

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HESED

How long do you think it will take to do this *hesed* project?

Cut out these cards.

Pick a card or make your own card.

**THIS HESED PROJECT
WILL TAKE...**

**30
MINUTES**

**THIS HESED PROJECT
WILL TAKE...**

**1
HOUR**

**THIS HESED PROJECT
WILL TAKE...**

**1
DAY**

**THIS HESED PROJECT
WILL TAKE...**

**MORE
THAN
1 DAY**

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HESED

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**THIS HESED PROJECT
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**THIS HESED PROJECT
WILL TAKE...**

**THIS HESED PROJECT
WILL TAKE...**

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HESED

I DID IT!

THIS IS WHAT I DID!

I DID IT!

THIS IS WHAT I DID!

I DID IT!

THIS IS WHAT I DID!

I DID IT!

THIS IS WHAT I DID!

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