8 Days of Hanukkah for Others and Me

Classroom Activities

New this Kislev is 8 Days of Hanukkah for Me and for Others. For each day there is a new activity to enhance students' personal celebrations of the holiday, matched with a way to enhance other people's celebrations and engage in *tikkun olam*. Print copies of the challenges to hand out to your students or encourage them to visit the web feature.

Available for teachers are classroom activities to complement each day's challenge — one activity that corresponds to the For Me (the student) challenge and one activity that corresponds to the For Others challenge. These activities could also be used in the home or at a family education event. Choose one or complete all eight. The days can be used out of order, but make sure to read the whole day's activity before starting.

Table of Contents

Day 1: jID – Jewish Identity
Day 2: Family
Day 3: Dedication
Day 4: Oil
Day 5: It's A Miracle
Day 6: Jerusalem
Day 7: Festival of Lights
Day 8: Eight

Day 1: jID -- Jewish Identity

Personal Challenge for Students: What if you had to hide your Jewishness? In Jerusalem under Greek rule, King Antiochus outlawed Judaism. Today, show your Jewish pride! Wear an Israel-themed T shirt, a Jewish star or hamsa necklace, a kippah, or a hat/button/sticker with Hebrew writing.

Classroom Challenge: Place the following text on the board and then discuss the following questions.

SAMUEL 17:41-46	**שמואל א יז:מא-מו**
And the Philistine (Goliath) came on and drew near to David; and the man who carried the shield went before him. And when the Philistine looked around, and saw David, he disdained him; for he was but a youth, red haired and good looking. And the Philistine said to David, Am I a dog, that you come to me with sticks? And the Philistine cursed David by his gods. And the Philistine said to David, Come to me, and I will give your flesh to the birds of the air, and to the beasts of the field. Then said David to the Philistine, You come to me with a sword, and with a spear, and with a javelin; but I come to you in the name of the Lord of hosts, the God of the armies of Israel, whom you have defied. This day will the Lord deliver you into my hand; and I will strike you . . .	וַיֵּלֶךְ הַפְּלִשְׁתִּי הֹלֵךְ וְקָרֵב אֶל-דָּוִד וְהָאִישׁ נֹשֵׂא הַצִּנָּה לְפָנָיו׃ וַיַּבֵּט הַפְּלִשְׁתִּי וַיִּרְאֶה אֶת-דָּוִד וַיִּבְזֵהוּ כִּי־הָיָה נַעַר וְאַדְמֹנִי עִם-יְפֵה מַרְאֶה׃ וַיֹּאמֶר הַפְּלִשְׁתִּי אֶל-דָּוִד הֲכֶלֶב אָנֹכִי כִּי-אַתָּה בָא-אֵלַי בַּמַּקְלוֹת וַיְקַלֵּל הַפְּלִשְׁתִּי אֶת-דָּוִד בֵּאלֹהָיו׃ וַיֹּאמֶר הַפְּלִשְׁתִּי אֶל-דָּוִד לְכָה אֵלַי וְאֶתְּנָה אֶת-בְּשָׂרְךָ לְעוֹף הַשָּׁמַיִם וּלְבֶהֱמַת הַשָּׂדֶה׃ וַיֹּאמֶר דָּוִד אֶל-הַפְּלִשְׁתִּי אַתָּה בָּא אֵלַי בְּחֶרֶב וּבַחֲנִית וּבְכִידוֹן וְאָנֹכִי בָא-אֵלֶיךָ בְּשֵׁם ה׳ צְבָקוֹת אֱלֹקֵי מַעַרְכוֹת יִשְׂרָאֵל אֲשֶׁר חֵרַפְתָּ׃ הַיּוֹם הַזֶּה יְסַגֶּרְךָ ה׳ בְּיָדִי וְהִכִּיתִךָ…

How does David demonstrate a pride in his faith and religion to Goliath?
How does David's faith help him?
Have there been times in your own life when you felt it important to say to others that you were Jewish?
What does it mean to you when you wear an article of clothing that clearly identifies you as Jewish (kippah, shirt with Hebrew writing, IDF shirt, etc.)?

- Many schools have dress up days such as Crazy Hat Day or Hawaiian Day. Have a class dress up day with the theme of Show Your Jewish Pride Day. Encourage students to wear clothing and other objects that allow them to express their Judaism.

Personal Challenge for Students to Help Others: Bring some Hanukkah spirit and Jewish pride to the elderly or others who may need help celebrating. Visit a nursing home to sing Hanukkah songs, play dreidel, and share gelt or sufganiyot. Bring a *hanukkiyah*

and help them light candles if you're visiting during candle lighting time. Hang decorations so they can celebrate all week long!

Classroom Challenge: Place the following text on the board and then discuss the following questions.

***VAYIKRA* 19:32** In the face of the gray-hair, you are to rise, you are to honor the face of the elderly, thus holding your God in awe, I am God.	**ויקרא יט:לב** מִפְּנֵי שֵׂיבָה תָּקוּם וְהָדַרְתָּ פְּנֵי זָקֵן וְיָרֵאתָ מֵאֱלֹקֶיךָ אֲנִי ה׳ :

Why do you think the text compares honoring the elderly with having a sense of fear or awe for God?
Why do you think it is important to respect and honor the elderly?
What have you done for the elderly in your own lives?
How did it make you feel to do these things?

- Option 1: As a class go to a local nursing home to help the residents celebrate Hanukkah.
- Option 2: Invite grandparents into the classroom and have a joint Hanukkah celebration in class.

Day 2: Family

Personal Challenge for Students: The Maccabees worked together to fight for the rights of Jews, with Judah leading them all to an amazing victory. Show your family's strengths with pictures. First, print and cut out one of the stencils (available as a printable). Trace the shape onto a piece of heavy paper and cut it out. Then, glue photographs of your family members all over the frame. Attach a ribbon to the back and display it with pride.

Classroom Challenge: Place the following text on the board and then discuss the following questions.

***SHEMOT* 20:12**	**שמות כ:יב**
Honor your father and your mother; that your days may be long upon the land which the Lord your God gives you.	כַּבֵּד אֶת אָבִיךָ וְאֶת אִמֶּךָ לְמַעַן יַאֲרִכוּן יָמֶיךָ עַל הָאֲדָמָה אֲשֶׁר ה אֱלֹקֶיךָ נֹתֵן לָךְ:

In your opinion, what is the connection between honoring parents and having a long life?
What nice things have your parents done for you recently?
How have you honored them recently?
Why do you think the Torah values respect for your parents?

- For one night of Hanukkah, instead of getting gifts spend time together on a family outing. A few examples: go out to dinner, do a community service project together, go bowling, etc. Students could plan the outing in class and then share the idea with their family members when they go home that day.

Personal Challenge for Students to Help Others: Connect with Israeli soldiers who often have to celebrate Hanukkah away from their families. Let them know you are thinking of them and fill them in on your own celebration. Tell them how much you appreciate them carrying on the Maccabee spirit to defend and support Israel. Find more details at babaganewz.com/teachers.

Classroom Challenge: Place the following text on the board and then discuss the following questions.

PRAYER FOR THE SOLDIERS OF THE ISRAELI DEFENSE FORCE	**תפילה לשלום חיילי צה"ל**
God who blessed our forefathers, Abraham, Isaac and Jacob, bless the soldiers of the Israeli Defense Force . . .	מִי שֶׁבֵּרַךְ אֲבוֹתֵינוּ, אַבְרָהָם יִצְחָק וְיַעֲקֹב, הוּא יְבָרֵךְ אֶת חַיָּלֵי צְבָא הַגָּנָה לְיִשְׂרָאֵל...

Why do you think Jews all around the world recite a prayer for the soldiers of the IDF?
Why do you think the word "Defense" is included in the name for the Israeli Army?
Why do you think the IDF emblem is a sword wrapped with an olive branch?

- Have students write letters to IDF soldiers (information available at babaganewz.com/teachers). It would probably be more meaningful if you could invite an IDF soldier into the classroom that students could meet face to face. The soldier could talk about what the IDF does from a personal perspective.

Day 3: Dedication

Personal Challenge for Students: The Maccabees had to make the Temple (with its golden, wooden, and fabric decorations) into a Jewish space again. You can show that your home or bedroom is a Jewish space. Hang a special handmade mezuzah on your doorpost. Use the printable instructions to decorate a small rectangular jewelry box with glitter, paint, ornaments, buttons, or other decorations. Put a mezuzah parchment inside and nail it to the doorpost.

Classroom Challenge: Place the following text on the board and then discuss the following questions.

***DEVARIM* 6:5-9**	**דברים ו:ה-ט**
And you shall love the Lord your God with all your heart, and with all your soul, and with all your might. And these words, which I command you this day, shall be in your heart; And you shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise up. And you shall bind them for a sign upon your hand, and they shall be as frontlets between your eyes. And you shall write them upon the posts of your house, and on your gates.	וְאָהַבְתָּ אֵת ה׳ אֱלֹקֶיךָ בְּכָל-לְבָבְךָ וּבְכָל-נַפְשְׁךָ וּבְכָל-מְאֹדֶךָ׃ וְהָיוּ הַדְּבָרִים הָאֵלֶּה אֲשֶׁר אָנֹכִי מְצַוְּךָ הַיּוֹם עַל-לְבָבֶךָ׃ וְשִׁנַּנְתָּם לְבָנֶיךָ וְדִבַּרְתָּ בָּם בְּשִׁבְתְּךָ בְּבֵיתֶךָ וּבְלֶכְתְּךָ בַדֶּרֶךְ וּבְשָׁכְבְּךָ וּבְקוּמֶךָ׃ וּקְשַׁרְתָּם לְאוֹת עַל- יָדֶךָ וְהָיוּ לְטֹטָפֹת בֵּין עֵינֶיךָ׃ וּכְתַבְתָּם עַל-מְזֻזוֹת בֵּיתֶךָ וּבִשְׁעָרֶיךָ׃

How do you love with all your heart? All your soul? All your might?
This text talks of different places to keep a record of God's laws that will help remind you of the laws (sign upon your hand, doorposts of your house, etc.). Where would be the best place for you to put a list of the laws?
What makes the doorposts of a house a good place?

- Make the mezuzot in class as described above. Mezuzah parchments can be purchased; however, this might also be an opportunity to invite a sofer into the classroom to teach the students about writing mezuzah parchments and a Torah. If time allows, perhaps students could eventually write their own mezuzah parchments with a quill and ink.

Personal Challenge for Students to Help Others: Organizing your room doesn't compare to the work the Maccabees had to do to clean the Temple in Jerusalem. Spend some time looking at all the stuff you've got. Collect things (clothes, toys, books, games, etc.) that you've outgrown. Ask your friends to do the same. Bring the things to a charity drop-off site, or a local shelter or school where they can be used again. (Make sure to get a parent's permission first.)

Classroom Challenge: Place the following text on the board and then discuss the following questions.

***PIRKEI AVOT* 2:7**	**פרקי אבות ב:ז**
The more tzedakah, the more peace.	מַרְבֶּה צְדָקָה, מַרְבֶּה שָׁלוֹם.

What do you consider to be tzedakah?
Why is giving tzedakah important?
What do you think is the relationship between tzedakah and peace?

- Turn the dedication activity described above into a class project. Contact different organizations to find out what items they need. By working together your class will be able to make a more significant contribution as well as publicize the amazing things your class and school are doing.

Day 4: Oil

Personal Challenge for Students: Today, candles – and electricity – provide a glowing light, but in Temple days, only pure oil was used to light the 7-branched menorah. If the light went out, there would be no Temple celebrations. Listen to "Light One Candle" online on the jPod and think about what the chorus "Don't Let the Light Go Out" means. Write that line on a piece of paper and draw a picture of what that line means to you.

Classroom Challenge: Place the following text on the board and then discuss the following questions.

***SHEMOT* 27:20** And you shall command the people of Israel, that they bring you pure beaten olive oil for the light, for the lamp to burn always.	**שמות כז:כ** וְאַתָּה תְּצַוֶּה אֶת-בְּנֵי יִשְׂרָאֵל וְיִקְחוּ אֵלֶיךָ שֶׁמֶן זַיִת זָךְ כָּתִית לַמָּאוֹר לְהַעֲלֹת נֵר תָּמִיד׃

Why do you think God commanded the Jewish people to make sure the menorah was *always* burning?
What do you think is the symbolism of an eternal flame?

- Most *hanukkiyot* today use wax candles, but the Menorah in the Temple used olive oil. Purchase olive oil, wicks, and heat-proof glass containers. Make olive oil *hanukkiyot* in class, so students can see what an oil burning lamp looks like.

Personal Challenge for Students to Help Others: The Maccabees needed oil for the Temple menorah. They didn't know that oil is one of the most important ingredients in most cake mixes. It helps the ingredients stick together, adds moisture, and improves taste! Use a mix to bake a cake and share with others. You might use it to surprise your sports team, top off a Hanukkah party, or celebrate your class' accomplishments. You'll need a bowl, spoon, cake mix, eggs, water, cake pan, oven, and – oil!

Classroom Challenge: Place the following text on the board and then discuss the following questions.

EZEKIEL 4:9 And take wheat, and barley, and beans, and lentils, and millet, and spelt, and put them in one vessel, and make bread of them; according to the number of the days that you shall lie upon your side, three hundred and ninety days shall you eat of it.	**יחזקאל ד:ט** וְאַתָּה קַח-לְךָ חִטִּין וּשְׂעֹרִים וּפוֹל וַעֲדָשִׁים וְדֹחַן וְכֻסְּמִים וְנָתַתָּה אוֹתָם בִּכְלִי אֶחָד וְעָשִׂיתָ אוֹתָם לְךָ לְלָחֶם מִסְפַּר הַיָּמִים אֲשֶׁר-אַתָּה	שׁוֹכֵב עַל-צִדְּךָ שְׁלֹשׁ-מֵאוֹת וְתִשְׁעִים יוֹם תֹּאכְלֶנּוּ׃

Have you ever heard of Ezekiel Bread? It comes from this verse in the Tanakh.
If you had to eat the same thing for 390 days, what would you want to eat?
Why do you think these ingredients were included in a type of bread that was to provide sustenance for so long?

- Share with your students that this is, perhaps, the only recipe written in the *Tanakh*. Olive oil was probably used to allow the ingredients to stick together. Find a recipe online to make Ezekiel Bread. Compare the nutritional content of the Ezekiel Bread with the cake you made, and then discuss the following questions.

Which one would you rather eat for 390 days?
Which one would do a better job of keeping you alive for 390 days?

Day 5: It's A Miracle

Personal Challenge for Students: What is the miracle of Hanukkah? Is it that the oil lasted eight days? Is it that the Maccabees were victorious over King Antiochus's army? Is it both? Either way, the dreidel reminds us of a miracle. Its letters stand for *Nes Gadol Haya Sham* (A Great Miracle Happened There). Play a game or two of dreidel. All you need is a driedel, some chips, such as candy or pennies, and the instructions (available as a printable).

Classroom Challenge: Place the following text on the board and then discuss the following questions.

TEFILLAH, *AMIDAH* . . . We will give thanks to You and declare your praise for our lives which are committed to Your hand, and for our souls which are in Your charge, ***and for Your miracles, which are daily with us***, and for Your wonders and Your benefits in every season, evening, morn and noon. The Beneficent One, whose mercies never fail; God, merciful Being, whose lovingkindnesses never cease, we have ever hoped in You.	**תפילה – עמידה** נוֹדֶה לְךָ וּנְסַפֵּר תְּהִלָּתֶךָ, עַל חַיֵּינוּ הַמְּסוּרִים בְּיָדֶךָ, וְעַל נִשְׁמוֹתֵינוּ הַפְּקוּדוֹת לָךְ, ***וְעַל נִסֶּיךָ שֶׁבְּכָל יוֹם עִמָּנוּ***, וְעַל נִפְלְאוֹתֶיךָ וְטוֹבוֹתֶיךָ שֶׁבְּכָל עֵת, עֶרֶב וָבֹקֶר וְצָהֳרָיִם, הַטּוֹב, כִּי לֹא כָלוּ רַחֲמֶיךָ, וְהַמְרַחֵם, כִּי לֹא תַמּוּ חֲסָדֶיךָ, מֵעוֹלָם קִוִּינוּ לָךְ.

What is a miracle?
What are some examples of famous miracles?
What are examples of miracles that happen every day?

- Change the rules of dreidel a bit. If students get a nun (miracle – נס) they have to give an example of a miracle that happens every day. If students get a gimmel (big – גדול) they have to give an example of a miracle that doesn't happen every day. If students get a hey (was – היה) they have to give an example of a miracle that happened in the past. If students get a shin (there – שם) or pey (here – פה) they have to give an example of a miracle that happened in Israel.

Personal Challenge for Students to Help Others: While most of the focus is on kids during Hanukkah, parents and teachers also like to take part in the fun. Fill a plastic dreidel or cloth dreidel-shaped pouch with candy or other sweets for a parent or teacher. The most popular Hanukkah treat is gelt, which symbolizes the money that was used in pretend gambling games that the Jews played in hopes that Antiochus wouldn't think they were practicing their religion.

Classroom Challenge: Place the following text on the board and then discuss the following questions.

***BABA METZIA* 2:11** If someone's lost article and his parent's lost article need attention, his own takes precedence. His own [article] and his teacher's – his own [article] takes precedence. His parent's and teacher's – his teacher's takes precedence because the parent brought him into the world, whereas the teacher, who instructed him in wisdom, brings him to the future world. But if the parent is a sage, the parent's takes precedence.	**בבא מציעא ב:יא** אֲבֵדָתוֹ וַאֲבֵדַת אָבִיו, אֲבֵדָתוֹ קוֹדֶמֶת. אֲבֵדָתוֹ וַאֲבֵדַת רַבּוֹ, שֶׁלּוֹ קוֹדֶמֶת. אֲבֵדַת אָבִיו וַאֲבֵדַת רַבּוֹ, שֶׁל רַבּוֹ קוֹדֶמֶת, שֶׁאָבִיו הֵבִיאוֹ לָעוֹלָם הַזֶּה. וְרַבּוֹ שֶׁלִּמְּדוֹ חָכְמָה מֵבִיאוֹ לְחַיֵּי הָעוֹלָם הַבָּא. וְאִם אָבִיו חָכָם שֶׁל אָבִיו קוֹדֶמֶת . . .

Do you agree with this text? Why or why not?
Are there times when you think your parents or teachers should come first?
What have your parents done for you?
What have your teachers done for you?
What have you done (or not done) to acknowledge all that your parents and teachers have done for you?

- Adults love gifts of yummy treats, but they really love meaningful letters from students or their children. Have students include a written letter with the gift of candies that shares what they have learned from the teacher or parent.

Day 6: Jerusalem

Personal Challenge for Students: Can you tell the difference between scenes in Jerusalem, Israel and the United States? Test your instincts online with the game, *Poh* (Here) or *Sham* (There). In Israel, the letters on the dreidel stand for the sentence *Nes Gadol Haya Poh* (A Great Miracle Happened Here). Outside of Israel, the letters on the dreidel stand for *Nes Gadol Haya Sham* (A Great Miracle Happened There).

Classroom Challenge: Place the following text on the board and then discuss the following questions.

SIDDUR, *BIRKOT HASHAHAR* Blessed are You, God our God, Ruler of the universe, who has given to the mind understanding to distinguish between day and night.	**סידור, ברכות השחר** בָּרוּךְ אַתָּה ה׳ אֱלֹקֵינוּ מֶלֶךְ הָעוֹלָם, אֲשֶׁר נָתַן לַשֶּׂכְוִי בִינָה לְהַבְחִין בֵּין יוֹם וּבֵין לָיְלָה.

Why is it important to be able to distinguish between things?
What would the world be like if everything was the same?
When is it important to distinguish between things?
When is it important to not distinguish between things?

- Print out the pictures from the Po or Sham game at babaganewz.com/teachers. Hold a class competition to see who is most successful at telling the differences. Have a conversation afterwards talking about characteristics that are unique to Israel and come out in the pictures.

Personal Challenge for Students to Help Others: Send Hanukkah e-cards to your friends and family wishing them a happy Hanukkah. Select a card, and write your message. Then, use the *mizrach* instructions (available at babaganewz.com) to create your own *mizrach*! A *mizrach* (which means "east") is a sign that is hung on the eastern wall of a room to show the direction of Jerusalem.

Classroom Challenge:

- Have students create their own "holiness metaphor" in the shape of an eye. Ask students to draw a big eye on a sheet of paper. Then ask them to find the pupil and to draw inside it the place that is holiest to them. Then ask them to find the iris and draw inside it the second holiest place in the world to them. Continue moving outward. See the diagram at babaganewz.com/teachers for reference.

Then, place the following text on the board and then discuss the following questions using both the text and their holiness metaphor drawings.

***DERECH ERETZ ZUTA* 9** Abba Issi said in the name of Samuel the Lesser: The world is like a human eyeball. The white of the eye is the ocean surrounding the world. The iris is this continent. The pupil is Jerusalem. And the image in the pupil is the Holy Temple.	**דרך ארץ זוטא, ט׳** אַבָּא אִיסִי בֶּן יוֹחָנָן מִשּׁוּם שְׁמוּאֵל הַקָּטָן אוֹמֵר הָעוֹלָם הַזֶּה דּוֹמֶה לְגַלְגַּל עֵינוֹ שֶׁל אָדָם. לָבָן שֶׁבּוֹ זֶה אוֹקְיָינוֹס שֶׁמַּקִּיף אֶת כָּל הָעוֹלָם, שָׁחוֹר שֶׁבּוֹ זֶה הָעוֹלָם, קוּמָּט שֶׁבַּשָּׁחוֹר זֶה יְרוּשָׁלַיִם פַּרְצוּף שֶׁבַּקּוּמָּט זֶה בֵּית הַמִּקְדָּשׁ, שֶׁיִּבָּנֶה בִּמְהֵרָה בְיָמֵינוּ כָּל יִשְׂרָאֵל, אָמֵן.

What is the holiest place in the world for you?
What is the holiest place in the world for Judaism?
What is meaningful to you about the idea that Jews, around the world, pray facing Jerusalem?

Day 7: Festival of Lights

Personal Challenge for Students: Keep the glow of Hanukkah shining even in the dark. Using glow-in-the-dark markers or paints on dark paper, draw pictures that will make you smile when you see them at night with the lights off. Two suggestions of drawings are Hanukkah candles and shiny Maccabee shields.

Classroom Challenge: Place the following text on the board and then discuss the following questions.

RASHI ON *BEREISHIT* 15:5	**רש״י בראשית טו:ה**
And He took him outside: According to its simple meaning: He took him out of his tent, outdoors, to see the stars. . . Another explanation: He took him out of the terrestrial sphere and lifted him above the stars. This explains the expression of הַבָּטָה, looking down from above (*Bereishit Rabbah* 44:12).	וַיּוֹצֵא אֹתוֹ הַחוּצָה - לְפִי פְּשׁוּטוֹ הוֹצִיאוֹ מֵאָהֳלוֹ לַחוּץ לִרְאוֹת הַכּוֹכָבִים . . . דָּבָר אַחֵר: הוֹצִיאוֹ מֵחֲלָלוֹ שֶׁל עוֹלָם וְהִגְבִּיהוֹ לְמַעְלָה מִן הַכּוֹכָבִים וְזֶהוּ לְשׁוֹן הַבָּטָה מִלְּמַעְלָה לְמַטָּה (בראשית רבה מד:יב).

What do you think it would be like to see the stars from space?
Why was this a good way for God to show Abraham how numerous his offspring would be?
What sort of emotions do you think Abraham felt when he saw so many lights around him?
What emotions do you feel when you see the stars and other lights in the dark?

- Have a class sleepover at school. Use the glow in the dark pictures as decorations for the room where the sleepover will be held. Begin the program with the lighting of the Hanukkah candles. Study the text above and discuss the questions with your students. Encourage students to tell stories which have stars and the night sky in them. Have a sing down with songs with the words, sky, stars, and night. Bake star and moon shaped cookies for a snack.

Personal Challenge for Students to Help Others: The Maccabees were lucky to find a small clay container of oil and they guarded it carefully. Share with others how they can save our precious resources. Make fliers and posters, and send emails and postcards with suggestions like: turn off lights and unplug appliances you are not using; reuse bags; recycle when possible; take shorter showers.

Classroom Challenge: Place the following text on the board and then discuss the following questions.

***SEFER HAHINNUKH* 529** The purpose of this mitzvah [*bal tashhit*] 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.	**ספר החנוך תקכט** שֹׁרֶשׁ הַמִּצְוָה יָדוּעַ שֶׁהוּא כְּדֵי לְלַמֵּד נַפְשֵׁנוּ הַטּוֹב וְהַתּוֹעֶלֶת וּלְהִדָּבֵק בּוֹ, וּמִתּוֹךְ כָּךְ תִּדְבַּק בָּנוּ הַטּוֹבָה וְנַרְחִיק מִכָּל דָּבָר רַע וּמִכָּל דְּבַר הַשְּׁחָתָה. וְזֶהוּ דֶּרֶךְ הַחֲסִידִים וְאַנְשֵׁי מַעֲשֶׂה. אוֹהֲבִים שָׁלוֹם וּשְׂמֵחִים בְּטוּב הַבְּרִיּוֹת וּמְקָרְבִין אוֹתָן לַתּוֹרָה, וְלֹא יֹאבְדוּ אֲפִלּוּ גַּרְגֵּר שֶׁל חַרְדָּל בָּעוֹלָם, וְיֵצֵר עֲלֵיהֶם בְּכָל אֲבַדּוֹן וְהַשְּׁחָתָה שֶׁיִּרְאוּ. וְאִם יוּכְלוּ לְהַצִּיל, יַצִּילוּ כָּל דָּבָר מֵהַשְּׁחִית בְּכָל כֹּחָם.

In your opinion, why is wasting resources a problem?
Do you think it is a "righteous" thing to not destroy and waste?
Do you have a responsibility to prevent any environmental waste and destruction that you see?

- Have your class do an energy audit of the school to see how your school can save on electricity and other resources. Your school will appreciate the cost savings, and the students will feel great knowing they did something to help the environment.

Day 8: Eight

Personal Challenge for Students: Each player gets eight cards. The other cards go in a pile face down. Turn the top card over and put it next to the pile. The first player has to cover that card with one of the same suit or same number. If not, he/she has to take one from the pile. Take turns. Eights are wild, so the player decides the suit. To win, get rid of all your cards!

Classroom Challenge: Place the following text on the board and then discuss the following questions.

***DEVARIM* 16:14** And you shall rejoice in your holiday, you, and your son, and your daughter, and your man-servant, and your maid-servant, and the Levite, and the stranger, and the fatherless, and the widow, that are within your gates.	**דברים טז:יד** וְשָׂמַחְתָּ בְּחַגֶּךָ אַתָּה וּבִנְךָ וּבִתֶּךָ וְעַבְדְּךָ וַאֲמָתֶךָ וְהַלֵּוִי וְהַגֵּר וְהַיָּתוֹם וְהָאַלְמָנָה אֲשֶׁר בִּשְׁעָרֶיךָ׃

What is the value of having fun and being happy on a holiday?
What are things you do to help you become happy?
Is it possible to satisfy this commandment even if we're not feeling happy on the inside?

- After playing Crazy 8s have students make their own games that involve the number 8.

Personal Challenge for Students to Help Others: Bring 8 items of non-perishable food to a local food pantry. To make your contribution even more amazing, ask your friends to bring their own cans and boxes of food to add to your collection. If you are going to a Hanukkah celebration, suggest that the guests contribute their own non-perishables, and you can offer to bring all the donations to the food pantry.

Classroom Challenge: Place the following text on the board and then discuss the following questions.

RAMBAM *HILKHOT YOM TOV* 6:18 When one eats and drinks [at a festive meal on Yom Tov], he or she is obligated to feed those less fortunate – the stranger, orphan, widow, and poor. One who locks his or her door and eats and drinks only with his or her family, neglecting the poor and those of bitter fortune, do not experience the joy of a mitzvah but rather the enjoyment of one's belly.	**רמב"ם הלכות שביתת יום טוב פרק ו הלכה יח** וּכְשֶׁהוּא אוֹכֵל וְשׁוֹתֶה—חַיָּב לְהַאֲכִיל "לַגֵּר לַיָּתוֹם וְלָאַלְמָנָה" עִם שְׁאָר הָעֲנִיִּים הָאֻמְלָלִים. אֲבָל מִי שֶׁנּוֹעֵל דַּלְתוֹת חֲצֵרוֹ וְאוֹכֵל וְשׁוֹתֶה הוּא וּבָנָיו וְאִשְׁתּוֹ וְאֵינוֹ מַאֲכִיל וּמַשְׁקֶה לַעֲנִיִּים וּלְמָרֵי נֶפֶשׁ—אֵין זוֹ שִׂמְחַת מִצְוָה אֶלָּא שִׂמְחַת כְּרֵסוֹ.

Why is it important to help those who are less fortunate?
What do you think the Rambam's ideal festive meal would look like?
How can we get food to the less fortunate?

- Many food banks offer opportunities for volunteers to help out by serving the food. Bring your food donations to one of these places so you can do more than just bring food. You can see who your food is going to and have a more meaningful experience and interaction with them.