***Jewish Values Challenge* Bonus Questions**

**Appreciation**

*hakarat hatov*

**Grades 3-5:** What is something someone has recently done for you that you really appreciated? How did you express your appreciation?

**Grades 6-8:** Do think the words *thank you* express to others how much you really appreciate something they have done for you? What might you say/do to truly express appreciation?

**Grades 9-12:** The value of *hakarat hatov* not only speaks to us about being appreciative of what others have done for us, but also appreciative of the life we have. Why do you think it is important to feel that sense of appreciation? What is something in your life you are cognizant of appreciating?

**Appropriate Behavior**

*Derech Eretz*

**Grades 3-5:** When an adult tells you to “be a mensch,” what does this mean to you?

**Grades 6-8:** Sometimes people translate being a mensch/*derech eretz* to mean “common decency.” How do we learn how to behave in general? Where did you learn to “be a mensch”?

**Grades 9-12:** Sometimes people translate *derech eretz* to “being a mensch.” If you had to explain the concept of “mensch” or “menschlichkeit” to a non-Jewish friend, how would you describe it? Do you think the concept is inherently Jewish? Why or why not?

**Attentiveness/Being a Good Listener**

*Shmi’at Ha’ozen*

**Grades 3-5:** When someone says “pay attention,” does that make you focus more or less on what they are about to say? Why? Is focusing on something being said the same as or different than being a good listener?

**Grades 6-8:** When do you think it is most important to be a good listener? When is it most important to pay attention to what is going on around you? Share a time when you weren't listening or paying attention the way you should have been.

**Grades 9-12:** Share a time when you felt like someone was really paying attention to you and listening to what you had to say. How did you feel? Why was it important to you at that moment?

**Awe and Reverence**

*Yir’ah*

**Grades 3-5:** What is the most beautiful thing you have seen in nature? What made you stop and take notice of this beauty?

**Grades 6-8:** Share a time when something very beautiful or unique “took your breath away.” Did you stop and think about how that item came into existence? What do you think is the source of that thing?

**Grades 9-12:** What is the difference between “awe and “reverence”? Why do you think Judaism groups them together in the value of *Yir’ah*?

**Celebrate Jerusalem**

*Sisu et Yerushalayim*

**Grades 3-5:** Have you ever been to Jerusalem? What is your favorite site? If you haven't been to Jerusalem, use one adjective to describe what you think it looks like.

**Grades 6-8:** If you were explaining Jerusalem to a non-Jewish friend, what would you tell them about this city's relationship to the Jewish people?

**Grades 9-12:** Do you think Jerusalem should be a Jewish city in Israel? A split religious city? An international city with United Nations’ oversight? Why?

**Chain of Tradition**

*Shalshelet Hamesorah*

**Grades 3-5:** What is one Jewish holiday tradition in your family that you really love? Do you know where it originated?

**Grades 6-8:** If you had to choose one family tradition to pass on to the next generation, what would it be and why would you want it to continue?

**Grades 9-12:** Think of a Jewish tradition that you know really well. What is one way you might change/enhance it before passing it on to the next generation?

**Compassion**

*Rachamim*

**Grades 3-5:** Having compassion means that you care in your heart for others and therefore treat them with special kindness. Share a time when someone showed compassion to you.

**Grades 6-8:** Having compassion is often linked to how we treat/feel about those who are less fortunate. Why? Should we feel compassion for those who are more fortunate? Why or why not?

**Grades 9-12:** Feeling compassion for someone and acting with compassion are two different things. What are the best ways we can act with compassion for others? Have you ever felt compassion for someone but didn't act on it? Why or why not?

**Courage**

*Ometz leiv*

**Grades 3-5:** What is something you were scared to do but did anyway? Where did you get the courage?

**Grades 6-8:** *Ometz leiv* literally means “brave heart” or “strength of heart.” Why do you think it is translated to mean “courage?” Share a time when you had to muster bravery in your heart to accomplish something.

**Grades 9-12:** People often say that there is a fine line between being courageous and being crazy. What does this mean to you? Do you agree or disagree with that senitment? Have you ever looked at a sitaution and wondered if the person involved was courageous or crazy? Why?

**Dignity**

*K'vod Habriyot*

**Grades 3-5:** Sometimes when people are different from us (in a wheelchair, talk with an accent, learn differently), we are tempted to treat them differently. How do you think it makes them feel to be treated differently? Why do you think it's important to treat them the same?

**Grades 6-8:** When someone does something that makes them embarrassed (like tripping over the curb), what can you do to help them restore their dignity? Are there other times people might need your help to gain dignity?

**Grades 9-12:** Is there any particular group of people that you feel is generally not treated with dignity? Why do you think that is? What can you do to help change this social injustice?

**Family Harmony**

*Sh’lom B’ayit*

**Grades 3-5:** Finish this sentence: When my family \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, we are so happy.

**Grades 6-8:** Do you have peace in your family? How do you feel when you have an argument with somebody in your family?

**Grades 9-12:** Think of a time when you were really at odds with a family member. How were you willing to compromise in order to put the disagreement behind you?

**Finding Beauty**

*Yofi*

**Grades 3-5:** What is the most beautiful thing you have ever seen? What about it makes it beautiful to you?

**Grades 6-8:** Have you ever heard the phrase “beauty is in the eye of the beholder”? What does this mean to you? Have you ever thought something was beautiful that others didn't think was pretty?

**Grades 9-12:** What beauty is inside of you? How do others “see” it? How do you come to know beauty in others?

**Free Choice**

*B’chirah Chofsheet*

**Grades 3-5:** How do you know when you have made a good choice? A bad choice? How do we learn good from bad?

**Grades 6-8:** Do you think we need to make bad choices at some point in our lives in order to learn how to make good choices? Why or why not? What is one bad choice you have made that taught you how to make a good choice the next time?

**Grades 9-12:** The Torah says, “I have set before you life and death, blessing and curse; therefore choose life...” (Deuteronomy 30:19) Do you think this means we have total free will? Do you think some things are predetermined?

**Generosity**

*N’divut*

**Grades 3-5:** Have you ever given someone something without being asked? Give an example. How did it make you feel?

**Grades 6-8:** *N’divut* is about the “quality” of giving. What do you think it means to give a quality gift? Of money? Of time?

**Grades 9-12:** Do you think that giving generously of time is as valuable as giving money? What about giving of spirit? What does it mean to you to be generous of spirit?

**Give Benefit of the Doubt**

*Dan L'chaf Z’chut*

**Grades 3-5:** “Don’t judge a book by its cover.” What does this mean to you?

**Grades 6-8:** Share a time when someone has judged you or made an assumption about you that was completely false. What led them to that assumption?

**Grades 9-12:** Why do people make quick judgments about others? Do you think it is possible to always give someone the benefit of the doubt? How does “innocent until proven guilty” play into this?

**Giving**

*Tzedakah*

**Grades 3-5:** Think about all the things in your room at home. What is one thing that you would be willing to give to charity?

**Grades 6-8:** What is one charity you or your family have been involved in? Why is it important to you? Have you given time (volunteered)? Given money? Given donated items?

**Grades 9-12:** *Tzedakah* comes from the word *tzedek,* which means “justice.” Why do you think that Judaism ties the idea of charity to the concept of justice?

**Heroism**

*G'vurah*

**Grades 3-5:** Who is your hero? Use three adjectives to describe that person.

**Grades 6-8:** What do you think qualifies someone as a hero? Do you think we throw the term around too loosely? Explain your answer.  
  
**Grades 9-12:** In what situations is someone labeled a hero? Is it strictly the situation that leads to heroism or do personal traits factor into it? Explain.

**Holiness**

*Kedushah*

**Grades 3-5:** When we pray the Amidah, we say “*Kadosh, Kadosh, Kadosh*” (“Holy, Holy, Holy"), and we rise up on our toes. Why do we rise up on those words? What does being holy mean to you?

**Grades 6-8:** *Kedushah* comes from the root *kadosh*, which means “set apart.” Why do you think we use “set apart” to describe holiness?

**Grades 9-12:** What is holy time to you? What is holy space? What is a holy action?

**Honoring the Elderly**

*Hiddur P'nei Zakein*

**Grades 3-5:** Who is your oldest living relative? Do you know how old s/he is? Do you know where s/he was born and grew up?

**Grades 6-8:** Who is your oldest living relative? What have you done recently to honor him or her? What could you do to honor the oldest members of your extended family?

**Grades 9-12:** Think about who you are today. Think about the oldest relative you knew before he or she passed away. What do you see in yourself that you can link to that person's values, history, etc.?

**Hospitality**

*Hachnasat Orchim*

**Grades 3-5:** Share a time when you were somebody’s guest. What made you feel comfortable? What made you feel uncomfortable?

**Grades 6-8:** What are some ways we treat guests we want to impress? What would it be like if we treated each of our classmates like a guest?

**Grades 9-12:** The cornerstone of this value is the story of Abraham rushing out to greet guests instead of waiting to greet them at the door. What does this story tell you about how we should welcome people into our homes? Into our social circles?

**Humility**

*Anavah*

**Grades 3-5:** Is there something you are really good at but don't like people to know about? What is that skill? Why do you keep it to yourself?

**Grades 6-8:** Why do you think people say it isn't nice to brag? Can you think of a time when it is okay to brag about a skill or talent? Does it sound better if we don’t call it bragging but ask, “When is it a good time to share with others that you have a particular skill or talent?” Why?

**Grades 9-12:** Are you ever torn between being humble about your skills and successes and honoring those skills? Share a time when you were not sure how to relate your achievements without sounding arrogant about it.

**In God's Image**

*B'tzelem Elohim*

**Grades 3-5:** List some characteristics you think God has. Which of these do you think you share?

**Grades 6-8:** If we all treated each other as though we were truly “created in God's image,” what might be different about the friendships you have? About the relationships you have with people you aren't friends with?

**Grades 9-12:** When someone commits a criminal act, is something about them still *b'tzelem Elohim*? Think about someone who has wronged you. What is one thing about them that is *b'tzelem Elohim*? Does this change how you feel about them? Why or why not?

**Justice/Justice and Mercy**

*Tzedek/Din V’rachamim*

**Grades 3-5:** What does it mean to pursue justice? What does it mean to show mercy to someone? What does it mean to show compassion to someone? Why do you think these values are linked together in Judaism?

**Grades 6-8:** The word *tzedakah* comes from the value of *tzedek*/justice. What charity/cause do you believe in that is justice-focused? What is the difference betwen a justice-focused charity and a non-justice focused charity?

**Grades 9-12:** If you could change one thing about the American justice system, what would it be? Do you think mercy is a value in the American justice system? Why or why not?

**Kindness**

*Chesed*

**Grades 3-5:** What is one act of kindness you received this week? What is one act of kindness you performed this week?

**Grades 6-8:** When you do something kind for someone else, do you expect anything in return? What motivates you to be kind?

**Grades 9-12:** When you act in kindness and you aren't recognized, do you feel as good as when you are recognized for your good deeds? Do you think it is selfish or diminshes the act of kindness if you want to be recognized?

**Leadership**

*Manhigut*

**Grades 3-5:** Is it more important for a leader to be a good listener, honest, smart and creative, or confident? Why did you choose the quality you did?

**Grades 6-8:** What leadership roles do you play in your school? Sports? Cubs? What leadership role do you play in Jewish life?

**Grades 9-12:** Is leadership a quality you are born with or can it be learned? What leadership skills do you think you currently have? What leadership skills do you feel you need to work on?

**Love of the Land of Israel/Zion**

*Ahavat Eretz Yisrael/Tziyon*

**Grades 3-5:** Why do we call Israel the “Holy Land”?

**Grades 6-8:** Do you feel a connection to the land of Israel? Why or why not? How can Jews living outside of Israel develop a connection to the land of Israel?

**Grades 9-12:** Much of the conflict in the Middle East is over the actual land of Israel. Do you think it is worth it? Do you think Jews everywhere should fight for our right to ownership of that land? Why or why not? Do you think Judaism would be the same if we didn't have access to and control over the land?

**Minimizing Small Talk/Avoiding Gossip**

*Mi'ut Sichah/L'shon Hara*

**Grades 3-5:** Are there times when you feel you must talk to someone but you don't really want to? What do you talk about?

**Grades 6-8:**  Share a time when you thought you were saying something innocent and harmless but it turned out to be a big deal.

**Grades 9-12:** What does “intentional speech” mean to you? Do you think there is a time when we should engage in “small talk”? Should we engage in small talk and not be intentional about it, or is it, too, an intentional act?

**Miracles and Wonders**

*Nisim V’nifla’ot*

**Grades 3-5:** Do you believe in miracles? Why or why not? Can you give an example of a miracle you think exists?

**Grades 6-8:** This value distinguishes between “miracles” and “wonders.” How do you define a miracle? A wonder? Can you give an example of each in your life?

**Grades 9-12:** Why do you think a belief in “miracles and wonders” is a Jewish value? Do you think it is a buildling block for other values? If so, which ones? Have you ever experienced the power of a mircle or of wonderment? Explain.

**New Beginnings**

*Hitchadshut*

**Grades 3-5:** How does it feel to start something new?

**Grades 6-8:** Think about the last time you started something new. Who helped you adjust? How long did it take to feel comfortable?

**Grades 9-12:** How do you teach someone to do something new? What is challenging about helping someone do something new? What is easy?

**Not Coveting**

*Lo Tachmod*

**Grades 3-5:** What is something one of your friends has that you wish you also had?

**Grades 6-8:** In addition to wanting things that our friends own, coveting is about wanting to be in a situation like someone else. Give an example of a way of life that a friend has that you’d like to experience.

**Grades 9-12:** Coveting is not only about things; it's about emotions, relationships, circumstances. Why do you think people are prone to want what others have and not satisfied and thankful for what they have? What is one nonmaterial thing you have coveted?

**Peace**

*Shalom*

**Grades 3-5:** *Shalom* means “peace,” “hello,” and “goodbye.” It comes from the same word as "complete." Can you draw a connection between all these meanings?

**Grades 6-8:** How do you think peace is achieved between people? Within yourself? Between two countries?

**Grades 9-12:** Is there something you are struggling with right now that is keeping you from "being at peace"? What do you need to do to get to a place of wholeness/completeness?

**Personal Satisfaction**

*Samei’ach B'chelko*

**Grades 3-5:** What are you thankful for? What does it mean when someone says “be thankful for what you have”?

**Grades 6-8:** It is easy to want more. Share a time when you were very thankful for what you had instead of what someone else had.

**Grades 9-12:** This value is about personal satisfaction. What in your life are you completely satisfied with? Ninety percent satisfied with? Do you demonstrate appreication for that contentment? In what ways?

**Prayer**

*T’fillah*

**Grades 3-5:** What do you think about when you pray?

**Grades 6-8:** What is something you have prayed about recently? What motivated that prayer?

**Grades 9-12:** When you are in a *t'fillah* setting (worship service), do you feel connected to God? To the liturgy in the prayer book? To something else?

**Remembrance**

*Zikaron*

**Grades 3-5:** The value of *zikaron* comes from *zachor*, which is a commandment to remember. What do you think you are obligated to remember?

**Grades 6-8:** In thinking about your family’s history and life lessons you have been taught, what is one thing you think is important to remember and to instill in future generations?

**Grades 9-12:** Think of a person you know who has passed away. What is one trait, value, or characteristic of that person that you will always remember and pass along to others?

**Respect**

*Kavod*

**Grades 3-5:** When someone shows you respect, how do you feel? When someone shows you disrespect, how do you feel?

**Grades 6-8:** Do you think adults are entitled to respect or must they earn it? Do you think tweens/teens are entitled to respect or must they earn it?

**Grades 9-12:** Is it ever okay to show disrespect to another human being? Why or why not? Describe a situation in which you think it is acceptable to be disrespectful.

**Respect for Animals**

*Tza'ar Ba'alei Chayyim*

**Grades 3-5:** Do you have any pets? What kinds? What are their names? How old were you when you got them? If you do not have pets, do you want them? If you don't want them, why not?

**Grades 6-8:**  When you hear “respect for animals,” what kinds of animals do you think about? What does it mean to you to respect animals? What about spiders? Ants? Bees? Why do you think we feel differently about different kinds of animals?

**Grades 9-12:** The values of *tza'ar ba'alei chayyim* and *piku’ach nefesh* (saving a life) are sometimes in conflict with each other. Do you believe we should use animals for medical testing? What about for product testing (i.e., shampoo, lotion, makeup)? Make your case.

**Returning**

*Teshuvah*

**Grades 3-5:** What is one thing you want to change that will make you a better friend? A better student? A better brother/sister?

**Grades 6-8:** Share a time when you knew you did something wrong, learned your lesson, and made a better choice the next time.

**Grades 9-12:** *Teshuvah* is often tied to the High Holidays. Do you use that time of year to reflect on yourself and to make action plans for changes in your life? Is there a different time of year (your birthday, New Year's Eve) that prompts you to think about behaviors you’d like to change?

**Slow to Anger**

*Erech Apayim*

**Grades 3-5:** When you know you are getting angry, what helps you to calm down?

**Grades 6-8:** Are you the kind of person who gets defensive or angry quickly, or does it take a lot to rile you up?

**Grades 9-12:** Road rage, bullying, cyber arguments—all stem from people getting angry very quickly. What are some other situations in which you have witnessed people getting riled up quickly? Why do you think that situation fostered that reaction?

**Social Action**

*Tikkun Olam*

**Grades 3-5:** *Tikkun Olam* means to “repair the world.” What in the world do you think needs repairing? What actions can you take to help meet that goal?

**Grades 6-8:** We often use the phrase *tikkun olam* to talk about acts of volunteering. What can you do in your home or in your school to help repair the world?

**Grades 9-12:** What is one political/social issue you are passionate about? What outcome of that issue would take us a step closer to a “repaired” world?

**Speaking Out**

*Tocheichah*

**Grades 3-5:** Share a time when someone told you that you had done something wrong. How did it feel? Did you learn from the experience?

**Grades 6-8:** Have you ever witnessed a wrongdoing and not said something? Did you feel guilty? Do you think not speaking up is equal to the original bad behavior?

**Grades 9-12:** What challenges do you face when you feel an adult is wrong and needs to be told so? Do you think adults listen when teens or children try and tell them they have made a mistake?

**Taking Care of Your Body**

*Sh’mirat Haguf*

**Grades 3-5:** What personal habits demonstrate that you take care of your body and your health? What is one habit you might change to better take care of yourself?

**Grades 6-8:** When we think about guarding our health, we are not only talking about our physical bodies, but our minds and our souls. What does it mean to guard the health of your mind? Of your soul?

**Grades 9-12:** Taking care of your body (and overall health) is connected to the concept of making healthy choices and minimizing risky behavior. What kinds of risks do teens today take? What might you say to someone engaged in unhealthy or risky behavior?

**Taking the Initiative**

*Z'rizut*

**Grades 3-5:** Taking the initiative means doing something good for others or for yourself before being asked. Share a time when you took the initiative before being asked to do so.

**Grades 6-8:** As a tween or teen, what is one thing you had to take the lead on in order to make it happen (an activity, a social event, etc.)? What were some of the first steps you took to make the plan work?

**Grades 9-12:** What are some tasks you now take the initiative on that you used to wait for adults to tell you to do? What made you change? Are there any tasks that you have always done on your own intiative?

**The Power of Speech**

*Ko'ach Hadibur*

**Grades 3-5:** You have probably heard the phrase “think before you speak.” What does this mean to you?

**Grades 6-8:** Think of one way you can use the power of speech for good. What is one way people use it for bad?

**Grades 9-12:** Share a time when you said something you wish you hadn't. What would you do differently the next time? Has someone's careless speech impacted you? Has someone's thoughtful speech inspired you?

**Unity**

*Achdut*

**Grades 3-5:** The word *achdut* comes from the same root as *echad* (one). What does it mean to belong to one people?

**Grades 6-8:** Do you feel like you belong to “one people” in the Jewish people? Why or why not? Do you believe that every Jew should be able to read/speak Hebrew? Do you believe that every Jew should feel a connection to Israel as our common Holy Land and visit it at least once?

**Grades 9-12:** When you meet another Jewish teen for the first time, do you feel an automatic connection to them? If so, what are those things that make you feel that bond?

**Work**

*M’lachah*

**Grades 3-5:** What chores do you have at home? How do you feel when you are doing them? How do you feel when you complete them?

**Grades 6-8:** Have you ever been paid for a job? How is that different from jobs you aren't paid for?

**Grades 9-12:** When you think about a long-term career, what do you look forward to? What worries you? As a teenager, you likely have 60+ years of work ahead of you. What would you like to do professionally for that duration?