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Gellman and Zekelman families.*



PROJECT TOMiM™

TRANSFORMING OUR MINDS AND MIDDOS

TEACHER'S GUIDE SAMPLE LESSON 1.2

Unit 1: Who Am I?



לה"ו

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בס"ד

PROJECT TOMiM

Unit 1

Who Am I?

TEACHER'S GUIDE SAMPLE LESSON 1.2



ח

Project TOMiM is generously sponsored by
Mr. Alan and Lori Zekelman

in loving memory of his parents,

יחזקאל בן אברהם אהרון
and
רות בת אברהם



נ

Project TOMiM is dedicated by

Tzvi and Simcha Gellman

In honor of their children

***Yehoshua Moshe, Rivka,
Yaakov Eliezer, Dovid Eliyahu and
Chaim Elimelech Nissim***

*May Hashem bentch them to grow in the path of a
Tomim with abundant blessings in every way*



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אין דער אלטער היים . . די אויפגאבע פון די מוסדות חינוך איז געווען בעיקר צו געבן די תלמידים ידיעות אין דער תורה. אין אונזער צייט, אבער, און ספעציעל אין דער לאנד, איז די אויפגאבע פון די מוסדות חינוך ניט נאר צו בארייכערן די ידיעות פון די תלמידים אין תורה ויהדות, נאר דער עיקר העיקרים איינצופלאנצן אין זיי יראת-שמים, קיום המצוות בהידור און א אידישן לעבנס-שטייגער בכלל.

It used to be that the task of a school was primarily to give students Torah knowledge, but in our time, and especially and in our land, the school's role is not only to enrich the students' knowledge base in Torah and Yiddishkeit, but primarily to implant within them Yiras Shamayim, careful observance of mitzvos, and, in general, the Jewish way of life.

אג"ק, כרך יב, אגרת ד'קצז

“...Training and education in the divine service, the fulfillment of mitzvot, and the development of proper character traits such as mercy, decency, and ethics should be initiated from early youth.

This includes showing proper respect to all, each according to his rank, and similarly with regard to other ethical matters, interpersonal as well as spiritual. Then, when he is old, he will not depart from it; rather a person will grow stronger and more adept in his practice.”

Maamar Chanoch Lenaar of the Rebbe Rashab, Perek Aleph

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LESSON 2

My Intrinsic Value

Our unconditional worth as Hashem's unique and precious treasure.

ESSENTIAL QUESTION

Why am I worthy?

ENDURING UNDERSTANDING

My neshamah is a חלק אלוקה ממעל ממש.

FUNDAMENTAL SOURCES

עס ווערט דערציילט אין זוהר—דער ספר פון רבי שמעון בר יוחאי—ווי אזוי ר' שמעון האָט ספעציעל מדגיש געווען די גרויסע ליבשאַפט פון אויבערשטן צו יעדער איד און אלע אידן, ווי דער פסוקי זאָגט: “אהבתי אתכם אמר ה'” ... דעם אויבערשטנס ליבשאַפט צו אידן האָט ניט קיין גרענעץ, און זי איז צו יעדער אידן אָן קיין חשבון און אָן קיין אויסנאָם!

דער אויבערשטער אַנטפלעקט זיין ליבשאַפט אַפילו צו אידן וואָס צוליב פאַרשידענע סיבות זאָגן זיי רייד וועלכע טויגן ניט און זיינען קעגן דעם אויבערשטנס רצון. און דאָס אַליין ווירקט איין אויף דעם אידן אַז עס זאָל ביי אים אַנטפלעקט ווערן זיין פאַרבונדנקייט מיטן אויבערשטן, זיין ג-טלעכע נשמה וואָס איז “חלק אלקה ממעל ממש”, און דאָס שטעלט אוועק דעם אידן אין אַ צושטאַנד אַז ער זאָל פילן אַז ער איז “נצר מטעי מעשה ידי להתפאר”—דער אויבערשטער באַרימט זיך מיט אים!

שיחת ל"ג בעומר לילדים וילדות ב"צבאות השם", ה'תשמ"ב

Rabbi Shimon bar Yochai teaches in the Zohar how great Hashem's love is for every single Jew, as the *passuk* says, “I love you, says Hashem”¹... Hashem's love for the Jewish people has no limits, and it applies to every single Yid without exception!

Hashem shows His love even to a Jew who, for some reason, speaks in a way that is against Hashem's will. Hashem's unlimited love for every Jew reveals the Yid's inherent connection with Hashem, his G-dly *neshamah*, which is “literally a part of Hashem above.” This brings the Yid to feel he is a “branch that Hashem has planted in which He takes pride”² — Hashem takes pride in him!

Sicha to children, Lag Ba'omer 5742 (1982); Der Rebbe Red't Tzu Kinder vol. 3, p. 205-207

FROM HERE WE LEARN

- » Hashem loves every single Yid without exception.
- » Hashem shows His love even to a Jew who, for some reason, acts against Hashem's will.
- » Hashem's unlimited love for every Jew reveals the Yid's inherent connection with Hashem, his or her G-dly *neshamah*, which is “literally a part of Hashem above.”

At a Glance

OVERVIEW

The goal of the lesson is that every child begins to recognize his or her self-worth, belonging, and purpose and to appreciate their intrinsic value as one of Hashem's cherished creations.

OBJECTIVES

Students will be able to:

- ✓ Articulate why they are Hashem's most cherished creations.
- ✓ Acknowledge that their worth is intrinsic is not dependent on external factors.
- ✓ Reflect upon the significance of being Hashem's prized possessions and under His care.
- ✓ Understand that they are a part of something much larger than themselves.

LESSON PLAN

Introduction: Value

Students learn their intrinsic worth as Yidden with a *neshamah*.

Hook: If You Could Choose Anything

Ask: "If you could choose anything in the world, what would it be?" Distinguish monetary from sentimental value.

Bridge: You Are Hashem's Greatest Treasure

Students compare care for treasured items with Hashem's care for us. Discuss Hashem's unconditional love.

Discussion: Intrinsic Value

Students compare body parts to cherished items, highlighting the intrinsic value of body parts.

Discussion: A *Chelek Elokah*

Explore how our *neshamah* is a part of Hashem.

Activity: Handle with Care

Students create their own “care instructions”.

AFTER THE LESSON

Journal: I Am Worthy


Students reflect on their intrinsic value in a journal.

Beyond the Lesson

Looking Forward

SOURCES & NOTES

SLIDESHOW

Scan the QR code, download the ZIP file, extract it and present it in Microsoft PowerPoint. QR code: 



CORRESPONDING PAGES

- ✓ Pages 4 - 7 in the Activity Book
- ✓ Pages 18 - 19 in the Journal

NOTE TO TEACHER

This lesson likens the intrinsic value of body parts to the intrinsic love Hashem has for us. The intrinsic value of the body applies in all cases, whether a person has disabilities, eyeglasses, or any other variations. The point being made here is not that our body needs to be perfect to be valued, but that we value our own bodies simply because they are our own, they are part of us. This is a mashaal for how Hashem values us, as we are intrinsically connected and part of Him.

Lesson Plan




Introduction

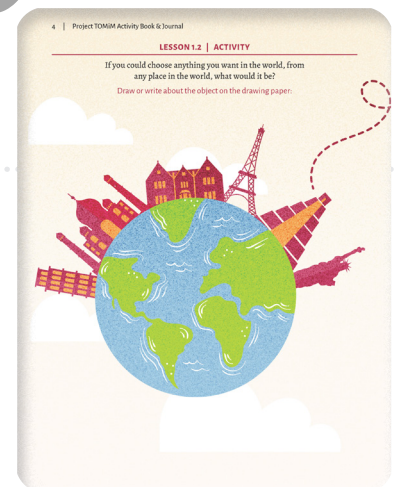
-  Use the PowerPoint presentation to unveil the lesson. Present the Essential Question of the lesson. 



Hook

If You Could Choose Anything

-  Instruct students to open their Project TOMiM Activity Books to page 4.
Start the lesson by asking students, “If you could choose anything you want in the world, from any place in the world, what would it be?”
-  Give the students a minute to think, then instruct them to draw or write the object in their book.
Give students up to 2 minutes to complete the task.
- 
 - Then explain that sometimes we cherish things because they are expensive and sometimes we cherish things because of how they make us feel.
 - When we cherish something because of how much it costs, the object has monetary value.
 - When we cherish something because it brings us comfort, happiness, or entertainment, the object has sentimental value.
 - Instruct students to think about the object they chose to draw, and determine whether they chose it because of
 - its monetary value - it is expensive and costs a lot of money.
 - its sentimental value - it brings them happiness, comfort, or entertainment.
 - Allow students a moment to think.



- ☀️ Instruct students to raise 1 finger if they chose the item because of its monetary value and 2 fingers for sentimental value.
- ☀️ Tell students that the next few questions are a yes or no answer. They should give a thumbs up if their answer is “yes” and a thumbs down if their answer is “no.”

Ask questions like:

- How would you care for this item to ensure it stays safe and intact?
 - Where would you keep this item to make sure it will be treasured and valued?
 - If this item gets damaged, would you try to repair it?
 - In 20 years, when the item gets really old, would it still be so valuable to you?
 - Would you continue to safeguard it in the same way?
- ☀️ Tell students to look back at the object and draw an arrow to indicate which type of value it has to them.

Bridge

☀️ You Are Hashem’s Greatest Treasure

Ask students if they ever realized that Hashem takes care of us similarly to how we described we would take care of our treasured object.



Draw parallels:

☀️ SAFETY

Just like we would keep our object safe from things that could damage it, Hashem keeps us safe by giving us instincts to protect ourselves from things that could harm us.

☀️ FIRE

We keep our object away from damaging high heat and Hashem gave us the instinct to remove our hand away from something hot so we don’t get burned.

☀️ WATER

We keep our object out of the rain or bathtub to protect it from water damage. Hashem gave us the instinct not to keep our face submerged in water for too long either.

☀️ FALLING

We hold our objects carefully to prevent them from dropping or falling. Hashem gave us the instinct to tread lightly in high areas so we don’t fall.

REPAIRS

Just like we would try to repair our damaged object, Hashem heals us when we get hurt or sick.³

MAINTENANCE

Just like we make sure our objects are well maintained perhaps by charging it, cleaning it, polishing it, keeping it in the right climate, etc., Hashem ensures that our needs are met by providing us with rain, sunshine, oxygen, fruits and vegetables, etc.⁴

UNCONDITIONAL LOVE

Actually, Hashem takes better care of us than we do of our special object.

AGE


We might not care about the object in 20 years because it will be old, Hashem will always love us no matter what our age.⁵

BOREDOM

We may get bored with our object and look for something more interesting but Hashem will never lose interest in you, He wants to hear from you everyday.⁶

MALFUNCTION


We might not love the object anymore because it just isn't working like it should. But Hashem's love for us is unconditional and not based on our success and failures. He loves us even when we make mistakes and aren't behaving like we should.⁷

 Have you ever thought about why that is? Why does Hashem love us unconditionally?

Discussion

Intrinsic vs. Extrinsic Value

Have you ever considered what is more valuable: the object you cherish most or parts of your own body, like your arms, legs, brains, or eyes? Allow a moment for the students to think and instruct them to:

-  • Raise two hands if they cherish their object more
- Give themselves a hug if they cherish their limbs and organs more.

Ask students, why do you think your body parts are more valuable than the most valuable object you own?

Allow students to share their thoughts freely. There will likely be a range of answers, some focusing on practical uses of body parts, others perhaps touching on emotional aspects.



Highlight insightful comments or expand on them. For example, if a student mentions that we can touch and see with our hands and eyes, you can add, exactly, imagine not being able to hold food, draw, throw a ball or play with Lego®. What would it be like if we weren't able to see our favorite colors or the face of someone we loved? These functions and experiences are so important to our lives and cannot be replaced with an object. Even the most valuable object in the world!

Lead the conversation towards understanding intrinsic value by asking further guiding questions:

- Can someone replace their eyes if they *chas v'shalom* get damaged in an accident?
- Would you ever trade a limb for a precious object?

Allow students to share their thoughts.

Guide students to understand that the value of our body parts stems from their intrinsic value. They are valuable simply because of what they are. They are a part of us and are irreplaceable. On the other hand, a cherished object, no matter how expensive, desirable, or rare, only has extrinsic value. We like it because of what it can do for us.

Emphasize that our body parts are super valuable to us because they cannot be replaced like toys, gadgets or any other object we may really like. They are a big part of who we are. They allow us to interact with the world and experience life. That is why they are more precious than anything that can be bought in a store. They are an actual part of us!

Discussion

חלק אלוקה A

Lead the conversation towards understanding intrinsic value by asking further guiding questions. Ask students if they own anything they made by themselves with their own hands. Allow them to share.



Ask them to think about the value of the object. Does it have intrinsic value like a body part or does it have extrinsic value like an object you can buy with money? Allow them a moment to think and then instruct them:

- If the object they made has extrinsic value, raise both hands
- If it has intrinsic value, give yourself a hug

Now let's think about all the things Hashem created. How did Hashem create flowers, trees, sun, moon, stars, animals, fish, birds? He said, "Let there be light," and then there was light!⁸ He used words to create all of creation except for one thing.

Allow students a moment to think about what is the only thing that was not created with words. If no one knows the answer, tell them it was Adam!⁹

Hashem blew life into Adam. "וַיִּפַּח בְּאַפִּיר נְשָׁמַת חַיִּים"¹⁰ Hashem blew a *neshamah*, a soul, a life force into Adam.

Invite students to blow air into their cupped palm. Ask: Where is that air coming from? Is that breath a part of you?

Explain that there is nothing else that was created with an actual part of Hashem besides them. “גַּרְה' נְשָׁמַת אָדָם”¹¹ - Hashem put a spark from his infinite light into you and that spark is your *neshamah* - “חלק אלוהים ממעל ממש”¹² “An actual part of Hashem.”¹² This means that within each of us is something holy, G-dly, pure, and of infinite value, distinguishing humans from the rest of creation.

Discussion

Unconditional Love

The same way your body parts are more precious to you than any object that you made or own, you are more important to Hashem than anything else in his world.



You love and value your body without needing any reason or explanation, simply because they are you. Hashem loves you because you are an actual part of Him! You love them all the time no matter what and that is the same way Hashem feels about you.¹³

- Emphasize that having a *neshamah* that is a חלק אלוהים ממעל ממש means we are intrinsically valuable. We are inherently valuable. From the moment we were born we were precious and worthy and that can never be diminished by anyone or by anything we say or do. This is an intrinsic value just like our body parts.

We are not worthy because of what we can think, do, or say. We are worthy because we were created with a חלק אלוהים ממעל ממש.

You cannot separate yourself from your body parts and your *neshamah* can never separate from Hashem.

- Why does Hashem cherish us more than any of His other creations?
- What makes you a valuable treasure?

Song

“Never Alone”

Play the Avraham Fried song “Never Alone”

Chorus: Lift up your eyes to the skies
Your life's in His hands, trust in Him and He will reply
Guiding all your steps always at your side
You are His joy and pride



- What does “never alone” mean to you now that you know your *neshamah* is an actual part of Hashem - חלק אלוהים ממעל ממש?

How does this song relate to what we learned today?

Story



Counting Diamonds



For the first twenty-eight years of his leadership, the Rebbe would receive his *chassidim*, as well as men and women from all walks of life, in *yechidus* (private audience) three (and later two) times a week. The audiences, held on Sunday, Tuesday, and Thursday evenings, would begin shortly after nightfall and extend through the night; often, the last of the several hundred visitors would depart at dawn. Most had only a minute or two in the presence of the Rebbe, but all would come away with the feeling that in their time with him, however brief, the Rebbe was with them with his entire being, wholly and exclusively focused on their individual concerns.

The number of those seeking the Rebbe's advice and blessing continued to grow; soon all but the most urgent cases had to wait several months for a *yechidus* appointment. Finally, the requests for meetings with the Rebbe reached such numbers that it was no longer possible to accommodate them. Individual contact with the Rebbe now took the form of written correspondence: Some three mailsacks of letters would arrive each day to his office at 770 Eastern Parkway in the Crown Heights section of Brooklyn, each of which he would personally open and read.

In 5746 (1986), the Rebbe began conducting a weekly "receiving line." Each Sunday, the Rebbe would stand in a small room near his office as thousands of men, women, and children filed past to see him and receive his blessing. Many used the opportunity to pose a question and receive a word of advice. And to each of them the Rebbe gave a dollar bill, appointing them as his *shliach* to give it to the charity of their choice.

Why the dollar? The Rebbe explained his custom by quoting the Frierdiker Rebbe, who would often say: "When two Jews meet, something good should result for a third." The Rebbe wished to elevate each of the thousands of encounters of the day to something more than a meeting of two individuals; he wanted that each should involve the performance of a *mitzvah*, particularly a *mitzvah* that also benefits another individual.

Again, a most amazing phenomenon was reported by all who came for "Sunday Dollars." The Rebbe, well into his ninth decade at the time, would stand for as long as eight hours without interruption. Yet in the few seconds that he or she was with the Rebbe, each visitor felt that the Rebbe was there only for them. It was as though he or she were the only visitor of the day.

Once, an elderly woman could not contain herself and burst out: "Rebbe, How do you do it? How is it that you do not tire?"

The Rebbe smiled and replied: "Every soul is a diamond. Can one grow tired of counting diamonds?"

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Ask students to explain what the Rebbe meant when he spoke about counting diamonds. What does that mean about each and everyone of us?

Independent Practice

Care Label for Hashem's Precious Treasure

This can be done together as a teacher-led whole-group activity, or individually and reviewed afterwards.

Instructions: Have you ever bought a new object and noticed the complicated care instructions on the box? These instructions tell you exactly how to take care of your new purchase so that it can last a long time, work well, and look beautiful. Without knowing exactly what it's made of, we wouldn't know how best to take care of it!

The same is true for our *neshamah*. We have now learned that we each have a *neshamah*, which is truly a part of Hashem inside of us! With this knowledge, we can now create "care instructions" for how to best take care of ourselves, to continue to shine brightly.

Instruct students to open their Project TOMiM Activity book to page 6.

Instruct students to write their name and birthday on the given lines.

This treasure is called _____ (your name) and was created on _____ (your birthday).

Which care instructions are important for Hashem's Precious Treasure? Make a check next to each one that applies.

Sometimes we may think that we know how to care for an object, however we make sure to read the care instructions that came with it, to ensure that we treat it properly. Similarly we need to remind ourselves and others what Hashem's precious treasure is made of and how we must care for it. Make a check near all the instructions that apply.

Read the care instructions out loud or have students read it aloud. Then instruct students to give a thumbs-up to indicate that they think this should indeed be included in their "care instructions" or a thumbs-down if it should not be included in their "care instructions." Click to reveal the answer and proceed to the next slide. If the answer is yes, instruct students to place a checkmark in the given space.

✓ **Contents:** Body parts, thoughts, feelings, and *neshamah*.

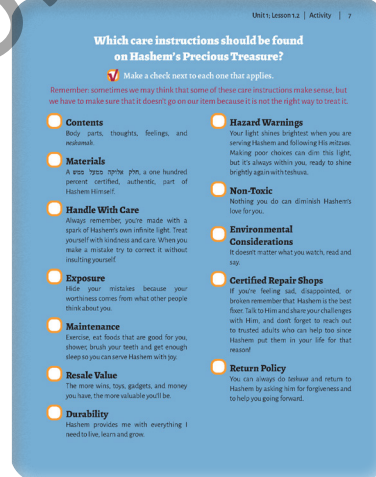
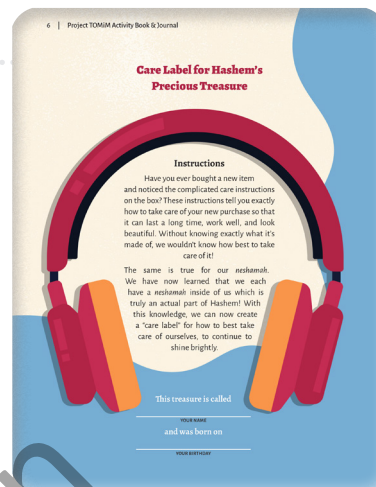
Continue with the process until you have completed the page.








✓ **Materials:** א שלק אלוהים ממעל ממש, a 100% certified, authentic, part of Hashem Himself.

✓ **Handle With Care:** Always remember, you're made with a spark of Hashem's own infinite light. Treat yourself with kindness and care. When you make a mistake try to correct it without insulting yourself.

✗ **Exposure:** Hide your mistakes because your worthiness comes from what other people think about you.

✓ **Maintenance:** Exercise, eat foods that are good for you, shower, brush your teeth, and get enough sleep so you can serve Hashem with joy.



-  ✘ **Resale Value:** The more wins, toys, gadgets, and money you have, the more valuable you'll be.
-  ✔ **Durability:** Hashem provides me with everything I need to live, learn and grow.¹⁴
-  ✔ **Hazard Warnings:** Your light shines brightest when you are serving Hashem and following His *mitzvos*. Making poor choices can dim this light, but it's always within you, ready to shine brightly again with *teshuvah*.
-  ✔ **Non-Toxic:** Nothing you do can diminish Hashem's love for you.
-  ✘ **Environmental Considerations:** It doesn't matter what you watch, read and say.¹⁵
-  ✔ **Certified Repair Shops:** If you're feeling sad, disappointed, or broken remember that Hashem is the best fixer. Talk to Him and share your challenges with Him, and don't forget to reach out to trusted adults who can help too since Hashem put them in your life for that reason!
-  ✔ **Return Policy:** You can always do *teshuvah* and return to Hashem by asking him for forgiveness and to help you going forward.

Sample Lesson

After the Lesson

Journal

I Am Worthy

Check 1 answer:

Who decides how worthy I am?

- Me
- My friends
- Hashem
- My parents

Could external factors like winning, toys and talents affect my intrinsic value?

- Yes
- No

What makes me infinitely worthy?

- My talents
- My trophies and awards
- My *neshamah*

Check all that apply

You are a חלק אלוהה ממועל ממש. What does that knowledge mean to you?

- Hashem loves me because a part of Him is inside me. I don't have to earn it; I am loved just because I exist.
- I am the greatest thing on earth and I don't have to respect or listen to any rules or anyone.
- This part of me that comes from Hashem means I am never really alone because Hashem is always with me.
- I have the important job of doing the things that allow Hashem's light to shine in this world.
- I must be perfect and never make mistakes.



- ✓ I have a special connection to Hashem that can never be cut or broken or taken away by anyone or anything because I am his treasure, joy and pride. It is my job to keep this connection strong, but it is always there deep down ready to shine.
- ✓ Add your own answer: _____

Beyond the Lesson

It is crucial for teachers to reinforce the concept of intrinsic worth during everyday interactions and challenges to help students internalize their true value. No one and nothing (no-thing) can ever diminish their true self-worth. They are valuable because they have a *neshamah* that is a חלק אלוהים ממעל ממש and nothing in the world can ever alter that truth.

SOCIAL INTERACTIONS

During recess or other unstructured time you may notice a conflict brewing amongst peers. It is during these conflicts that the opportunity arises to remind students that their worth is intrinsic and not based on others' opinions or actions.

If you are presented with a peer pressure situation, reinforce that they should stay true to their value of shining the light of their *neshamah* and not feel pressure to fit in by engaging in something they feel uncomfortable with.

If a student feels left out or alone, acknowledge that it is hurtful to be left out. Remind them that Hashem loves them unconditionally and their *neshamah* gives them intrinsic worth, not the friends who are excluding them. If they need help finding other children to play with, help them navigate the social landscape.

MISTAKES, FAILURE OR CHALLENGES

When students make mistakes or face failure, remind them that their true value remains intact and they can always learn and grow from their experience.

Similarly with tests. Remind students that their worth is not determined by their grades. Encourage them to do their best, but emphasize that their *neshamah* is what makes them truly valuable. Moreover, when students find a particular subject challenging, reassure them that their effort is what counts and their value is not tied to their academic success.

Looking Forward

The next lesson focuses on the unique value of every individual through the *mashal* of a king's garden that requires many different species of flowers to make it complete and beautiful. To enhance the lesson, one may bring in a variety of beautiful flowers.

Students will need thin markers and colored pencils so plan ahead.

Sources & Notes

- ¹ Malachi 1:2.
- ² Yeshayahu 10:21.
- ³ Bereishis 20:17; Shemos 15:26; Tehillim 103:3; text of the *berachah Asher Yatzar*.
- ⁴ Hashem provides us with all our needs; with family - Talmud Bavli, Sotah 2a; Tehillim 113:9, see Rashi there; health - see note 3 above; food and other needs - Tehillim 104:14-15; 145:15-16.

See also Der Rebbe Red't Tzu Kinder vol. 1, p. 57: בשעת א קינד באטראכט זיך אין דער גרויסער טובה וואָס ער באַקומט פון דעם אויבערשטן, אַז ער שטעלט אים צו אַלע זיינע באַדערפענישן כדי ער זאָל האָבן אַ רואיקן לעבן—דאַרף “When a Jewish child thinks about the tremendous favor he receives from Hashem, who provides for all his needs so he can have a peaceful life, he must feel a special gratitude toward Hashem.”

- ⁵ Yirmeyahu 31:2: “ואֶהְבֵּת עוֹלָם אֶהְבֵּתִיךָ” “With everlasting love have I loved you”; Siddur, Birchos Krias Shema of Shacharis: “אַלְקִינוּ ה' אֶלְקֵינוּ” “You have loved us with an everlasting love, Hashem our G-d.”
- ⁶ *Sicha* to day camps, 16 Menachem Av 5744 (1984); Der Rebbe Red't Tzu Kinder vol. 5, pp. 79-80: דער יצר הרע ... טענה'ט ... וואָס איז שוין דער געוואָלד ... אויב אַמאַל וועסטו אַרויסריידן פון מויל ... עפעס וואָס איז ניט אמת חס ושלום? ס'איז ניט מער ווי ... אַ “קליינטשיקע” זאַך וואָס האַט ניט קיין חשיבות. צי דען איז שייך צו זאָגן אַז אַזאַ קליינע זאַך פאַרנעמט אַן אַרט ביים אויבערשטן?! לערנט אונז די תורה—“והי' עקב תשמעון”: מען דאַרף אויספאַלגן אפילו די קליינע גרינגע מצוות, וואָס מענטשן רעכענען אַז זיי זיינען אַ קלייניקייט און פאַרנעמען ניט קיין אַרט! ... בשעת אַ איד איז מקיים די מצוות וואָס זעען אויס ווי קלייניקייטן, פאַרשטאַרקט דאָס דעם “ברית”, דעם בונד צווישן אויבערשטן מיט אידן... “The Yetzer Hara sometimes argues with a Jewish child... ‘What’s the big deal if you say something not true, chas veshalom? It’s a small thing that’s not significant at all! Do you think this even matters to Hashem?’ The Torah teaches us that we must fulfill even the ‘easy’ *mitzvos* that people consider minor and small... When a Yid makes sure to fulfill even these *mitzvos*, this strengthens the bond between Hashem and the Yidden...”
- ⁷ See the *sicha* quoted above as a fundamental source for this lesson. Additionally, see Shemos 4:22, which describes the Jewish people as Hashem’s ‘firstborn son,’ and Yeshayahu 49:15, which states that Hashem’s love is even stronger than that of a mother for her baby.
- ⁸ Bereishis 1:3
- ⁹ Bereishis 1:27, see Rashi’s commentary there.
- ¹⁰ Bereishis 2:7
- ¹¹ Mishlei 20:27
- ¹² Tanya, Likutei Amarim, beginning of ch. 2.
- ¹³ **Note to Teacher:** Be sure to reinforce the idea that it is not how the body looks, rather it is the fact that we are connected to Hashem.
- ¹⁴ *Sicha* to Tzivos Hashem, 22 Menachem Av 5750 (1990); Der Rebbe Red't Tzu Kinder, vol. 5, p. 96: “ראה אנכי נותן לפניכם” ... דער אויבערשטער זאָגט אַן משה רבינו צו איבערגעבן יעדער אידן ... אַז זיי זאָלן זיך גוט איינקוקן ביז זיי וועלן זען מיט די אויגן ווי אַזוי “אנכי נותן לפניכם היום”—דער אויבערשטער אַליין (“אנכי”) ... לאַזט אַפּ אַלע זיינע

געשעפטן כביכול און פארנעמט זיך מיט צושטעלן אלע אידן און יעדער אידן אלע זייערע באדערפענישן, "מידו המלאה
 .הקדושה והרחבה הפתוחה Even a small Jewish child can and must see with their eyes of flesh that Hashem
 Himself provides every Jew and all the Jewish people with all their needs.

- ¹⁵ Although every *aveira*, whether a sight, thought, speech or deed, has a detrimental effect on a person's soul, this is due to the strengthening of the *kelipa* of the person's *nefesh habehamis* which overpowers the light of the pure *nefesh Ha'elokis* — see Tanya, Likutei Amarim, ch. 29.

Sample Lesson

Serving Hashem Each Day in a Happy and Healthy Way!

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*Project TOMiM Unit 1
is dedicated in loving memory of*

Sonya Slifka
שיינה בת אפרים

A true woman of valor.

