

1ST ACTIVITY

"These are the things that have no measure" (Mishna, Peah, 1:1)

1. What is a good deed?

Read this quote from the Mishna:

"These are the things that have no measure:

The corners [of the field]. First-fruits; [The offerings brought]

On appearing [at the Temple on the three pilgrimage festivals].

The performance of righteous deeds; And the study of the Torah.

The following are the things for which a man enjoys the fruits in this world

While the principal remains for him in the world to come:

Honoring one's father and mother;

The performance of righteous deeds...

And the making of peace between a person and his friend...

And the study of the Torah is equal to them all."

Mishna, Peah, 1:1

Explanation:

This source describes our commitment to one another and the study of Torah. "Things that have no measure" – we do not have exact instructions for how much we should do or give, as this differs according to each person's own ability. Nevertheless, the Mishna directs us to which social and educational acts have the most value.

Here, you have the opportunity to examine what you and those around you have done in recent weeks. Think about the areas of life in which you can identify meaningful acts during this period. Remember the "things that have no measure"- acts both small and large that are valuable both to the giver and the receiver.



Questions for Classroom Discussion:

1. The Mishna relates to things that we do for others – which of these activities have you done or witnessed in recent weeks?
2. How do you think the givers and receivers who participated in these activities felt?
3. Can you identify other population groups that you would like to give something to during this period? What would you like to give?
4. What deeds would you like to document/photograph? What would you like to include in your photograph?

Joint Activity

5. Open a Padlet board. Each student will be asked to write three activities that they (or people around them) were part of in recent weeks. If possible, do this with the joint group and add photographs or videos.
6. After you have agreed on a joint date for documenting the activity, it is important to have structured time engaging with the activity in the twinned class. Each student will be asked to respond to at least two notes: One from their own class and one from the twinned class. Make it clear to the students that their comments will be seen by everyone in both classes.
7. After writing the comments, have a class discussion and together look at the activity of each community. Learn about the communities' similarities and differences. Are there types of activities that are characteristic to one community? What can we learn about the nature, structure and composition of each community?

2. "Reading" a picture

We believe that it's possible to "read" a picture just as we can read a written text. Just as we use words to communicate, we can also convey ideas, feelings and stories through photographs.

How do we "read" photographs?

First, we objectively analyze what is present in the photograph. For example – "I see three people in the picture." After we have discovered a number of objective details, we can move on to subjective observations and opinions. For example – "I think they look happy."

Students can watch this video to help them become accustomed to "reading" photographs:
<https://www.youtube.com/watch?v=MCNeI37CCaU>

Explain that objective viewing concerns things that do not change from person to person, while subjective viewing involves opinions, feelings, and interpretations.



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Show the students the following picture and ask them to describe as many details as they can:

Examples of details that can be objectively observed:

1. In the picture we see two girls holding hands and looking at one another.
2. They are in a big park and are hugging wooden logs.
3. The girl on the left is smiling as she looks at the girl on the right.
4. They are wearing long clothes and the girl on the right is wearing boots.
5. The wooden logs are fixed in place on a concrete surface.
6. The letter "alef" is visible on the right side of the wooden logs.
7. After the letter "alef" we can see the letters "heh," "bet," and "heh".
8. Together, the logs spell out the word "ahava" ("love"), and the girls are hugging the letters "heh," and "bet".

Possible interpretations:

1. The girl on the right is also smiling and her smile is reflected in the glance and smile of the girl on the left
2. The two girls are close to one another, either related or friends who are showing their affection
3. They are in a public sculpture garden
4. They chose to be photographed near a sculpture that spells out the word "ahava" ["love"] because of their love for one another
5. They chose to be photographed near a wooden log sculpture because they admire art that is made from natural materials
6. They are hugging the letters "heh" and "bet" which together form the word "hav," which means "giving," – and so they are expressing that the relationship between them is one of giving
7. There are, of course, many more interpretations...

Each time a student offers a subjective comment, you can ask "what did you see in the picture that made you say that?" or "why do you think that?"

Later, move on to interpretations that consider "what is the picture telling us?" and "how do the people feel?" and so forth.

Ask students what they would title the picture. What questions does the picture provoke? What else do they want to know about it?

Photograph Background:

The title of the picture is "Ahava" ["love"], and it was taken by Jeanette Hamui from the American Hebrew Academy in Greensboro, North Carolina in the United States, as part of the Jewish Lens program. The description of the picture is: "Love symbolizes unity. Jews have a special connection based on love for one another, for Israel and for God. The two girls are expressing their friendship near the love sculpture that was created by a student studying at the American Hebrew Academy."

Conclusion: In this activity we learned to look at our actions and of those around us, and we learned to look at pictures as a means of visual documentation. We will use these contents and tools in order to create our own picture in the next activity.