



## **Shabbat Tzedek Tikkun Olam**

**Day 1: 30 minutes; Day 2: 30 minutes**

**Audience: Students K-3<sup>rd</sup> Grade**

### **Program Goals:**

- Explore the concept of *tikkun olam*
- Connect the work of Martin Luther King Jr. to the concept of *tikkun olam*
- Identify acts of *tikkun olam*

### **Timeline:**

Day 1

0:00-0:07 What is *Tikkun Olam*?

0:07-0:13 Martin Luther King Jr. and Jewish Involvement in Civil Rights and *Tikkun Olam*

0:13-0:15 Identifying Acts of *Tikkun Olam*- Task Assignment

0:15-0:30 Coloring *Tikkun Olam* Signs

Day 2

0:00-0:30 Student Presentations

### **Materials:**

Day 1

- [Photograph of Rev. Dr. Martin Luther King Jr., Rabbi Maurice Eisendrath, and Rabbi Abraham Joshua Heschel](#)
- "*Tikkun olam*" coloring sheets (Attachment I)
- Markers/crayons/colored pencils
- Note to parents about the project (Attachment II)

Day 2

- Computer
- Projector (Ideal for displaying students' digital photographs; but, if a projector is not available, students can look at the photographs on a computer screen)

### **Program Details:**

#### **Day 1**

#### **0:00-0:07 What is *Tikkun Olam*?**

*Tikkun Olam* is Hebrew for "Repair of the World." Jews believe that it is our responsibility to repair the world, individually, and together as a community.

- 1) Ask students to repeat the Hebrew words after you say them
- 2) Discuss the word "repair"
  - What does "repair" mean?
  - When else have you heard people use the word "repair"?

- 3) Discuss our broken world
  - We need to repair things only when they are broken. Is our world perfect? Or are there some parts that are “broken”? (Alternative phrasing: What would make our world a better place to live?)
- 4) Discuss examples of repairing pieces of our world that are broken (*tikkun olam*)
  - What are some ways that you and your family try to repair the world?
  - What are some ways that our synagogue tries to repair the world?
  - What can we do to make the world a better place to live?

### **0:07-0:13      Martin Luther King Jr. and Jewish Involvement in Civil Rights and *Tikkun Olam***

- 1) Monday is Martin Luther King Jr. Memorial Day.
  - Why do we set aside a day to remember him? What did he do?
  - What was broken that Rev. Dr. Martin Luther King Jr. was trying to fix?
  - Do you think Rev. Dr. Martin Luther King Jr. was trying to achieve *tikkun olam*?
  - Did he make our world a better place to live?
- 2) Ask the students to point to Martin Luther King Jr. in [this photograph](#), which shows Dr. King marching alongside Rabbis Abraham Joshua Heschel and Maurice Eisendrath.
  - What else do you see in this picture?
  - What do you think the people in this picture are doing?
  - This picture shows two of the most famous Rabbis of their time (Rabbis Abraham Joshua Heschel and Maurice Eisendrath). Why do you think the Rabbis chose to help Rev. Dr. Martin Luther King Jr. with what he was doing?
  - Why do you think Jewish people helped the black community to achieve equality?

Jews have been dedicated to the pursuit of *tikkun olam* for as long as they have been a people. During the time of Rev. Dr. Martin Luther King Jr. and the Civil Rights Movement, Jews became even more organized in their pursuit of *tikkun olam*, working together and communicating with the people in power to achieve their goals. Since then, Jews as individuals, and as communities, have remained committed to repairing the world, focusing on many different issues—from protecting the environment, to helping the poor, to making sure that all people are treated equally. Each separate action is part of the broader goal of *tikkun olam*.

### **0:13-0:15      Identifying Acts of *Tikkun Olam*- Task Assignment**

Inform students that they will spend the next two weeks identifying acts of *tikkun olam* in their daily lives. They will be responsible for taking photographs of themselves, their friends, and their family members engaging in acts of *tikkun olam*. In each photograph, someone should be holding a sign that says “*tikkun olam*.” (Choose a date and time, ideally 2 weeks after the initial program, when students will present their photographs to the class and explain why each photo displays an act of *tikkun olam*.)

### **0:15-0:30      Coloring *Tikkun Olam* Signs**

Instruct students to color signs with the words “*tikkun olam*” printed on them. Direct students to add images that are examples of *tikkun olam* or reflect the concept of repairing the world. (See **Attachment I**).

NOTE: On the day when this program is conducted, in preparation for Day 2 of the program, send a note home to parents explaining the project and the students’ task at home (**Attachment II**).

Also, decide in what format you want to process the students' photographs. Should they be printed? Saved on a thumb drive? Emailed to you? Burned to a CD?

**Day 2**

**0:00-0:30 Student Presentations**

Provide students with 3-5 minutes to share their 3 favorite photographs with the class. Ask students to explain what they are doing in the photograph and why their activity qualifies as *tikkun olam*.

***After the program, these photographs would make a great visual display in your classroom or religious school!***

**Attachment I  
Coloring Sheet**

*Tikkun*

*Olam*

**Attachment II**  
**Note to Parents (editable)**

Dear Parents,

Today, your children explored the concept of *tikkun olam*, repair of the world. In honor of Martin Luther King Jr. Day and in celebration of the Religious Action Center of Reform Judaism's 50<sup>th</sup> Anniversary, we discussed the role of the Jewish community in movements for social justice (For more information on the Reform Jewish Movement's social justice work, visit [www.rac.org](http://www.rac.org)).

The students defined *tikkun olam* and identified examples of *tikkun olam* in their lives. Then, they colored signs that read "*tikkun olam*," adorning them with images of activities that they believe exemplify the repair of our broken world.

They were tasked with a project that requires your support and help at home. They were instructed to take photographs of themselves, their family, and their friends engaging in acts of *tikkun olam*. In each photograph, someone should be holding the sign that your student created today.

On [INSERT DATE], students will have the opportunity to share 3 of their photographs with the class and explain why they believe that the photos are examples of *tikkun olam*. On that day, please send your students with at least three photos, either printed, burned onto a CD, or saved on a thumb drive. (If you need any technical assistance, please do not hesitate to be in touch.)

I appreciate your support and help with this project and am looking forward to seeing the photographs that your students bring to class!

Sincerely,  
[INSERT NAME]