

# RESOURCE SHEETS

## Session 1



WHAT NAME WILL YOU EARN?

THE  
**3 + 3**  
PROJECT

Pages that need to be cut apart or shared are not set-up for back-to-back printing.

**RESOURCE SHEET 1a - Name Games**

These are name games for use in the “Playing with Ideas” section of any session. Choose the ones that will work best with your age group and/or adapt as necessary. Be sure to follow any health protocols in effect at the time - masks, social distancing, etc.

**OPTION 1: *The Name My Parents Gave Me – Stand-up and Sit-down Game***

*COVID-appropriate if children are spaced apart and wear masks.*

- Offer a variety of newspapers, magazines and old books, plus glue and construction paper (cut in half, lengthwise).
- Set a timer for four minutes and have the children search the printed pages for letters in their given name. Have them cut out letters (the larger the letter, the better) and glue them on their sheet of construction paper to spell their name. When a person with a short name (e.g., Zac) is done, ask them to help someone else.
- Sit in a circle, with everyone holding their name so others can see them.
- Do a go-around in the class where the first child stands up, says/shows their name, calls on another child and sits down. That child says the name of the person who called on them, says/shows their name, says another child’s name and sits down. [Maximum number of names each child would call is three - the name of the person who called on them, their name, and one after.]
- Continue until everyone has had a turn and the first person does the name of the person before them, their name and one other.

**OPTION 2: *The Ball Name Game***

*COVID-appropriate if children are spaced apart, wear masks, and wash hands afterwards.*

- Round one: Throw the ball to someone and ask them to say their name loudly and clearly. That person throws the ball to someone else and then places their hands behind their back (or another chosen stance) to signal that they have caught the ball already. Continue around the circle, until it comes back to the person who started the game.
- Round two: The first person clearly says the name of someone whose name they remember and throws the ball to them. [Ask the group to help with names, as needed.]
- Other options for rounds include having the group work together to remember the route the ball was last thrown OR if it is an older group add a second (or third) ball into the mix and play. Encourage name usage and chatting!

**OPTION 3: *The Shalom Name Game***

*This game could be played as a full group, or in smaller groups of 6-8 players each with a teen or teacher facilitating.*

- Gather the group in a circle.
  - One person starts by saying their name (e.g., “I’m Sarah”).
  - Everyone responds, “*Shalom* \_\_\_\_” (e.g., “Shalom, Sarah”).
  - The next person says the first person’s name and then says their name. For example, the 2<sup>nd</sup> person would say, “*Shalom*, Sarah, my name is Erin.”
  - Everyone says *shalom* to the last person PLUS the name of the person before, e.g., “*Shalom*, Erin. *Shalom* Sarah.”
- The game could be played with the entire group reciting the string of names (older children), or each name can be offered solo (younger children, or if time is short).
- Other versions:
  - Players add an activity they like to do. “I’m Sam and I like soccer.” In the group-passing, it gets shortened to “Sam likes soccer.”
  - Players add a word that describes themselves. [Challenge older children to find a word that starts with the first letter of their last name.]
- An alternative to individuals repeating the names of all who came before them is for the entire group to do so.

**OPTION 4: *The Names that Others Call Me Game***

*A run-around all-group game that needs to be spaced out enough for health protocols.*

- Need a large-enough space for this, with chairs or spaces marked on the floor, one less than the number of players.
- One person stands in the center. This person’s goal is to find a space in the circle. They say, “This is one of the names that others call me \_\_\_\_\_” and fill in the blank with one name. Examples could be: brother, sister, sweetie, athlete, son, friend, etc.
- Anyone who has been called that name moves quickly at least 2 spaces (not the one right next to them, but at least one beyond that; they could also cross the circle to find a space). The person in the center also tries to find a space. Children will get to know each other better if the teacher or a teen assistant calls on someone who moved and probes a bit about the name they identified for themselves.
- Whomever doesn’t have a space is the next caller.

**OPTION 5: “It’s Not a Secret that I am Called \_\_\_\_\_”**

*COVID-appropriate if spaced out with masks.*

- Learners are paired up, one labeled Alef and one labeled Bet.
- First, Alef introduces him/her/themself. Then, for 15 seconds, the Alef learner completes this sentence as many times as possible during the time: “It’s not a secret that I am called \_\_\_\_\_.” Bet listens carefully.
- Then, the learners shift roles.
- If set up as an inside-outside circle, the inside and outside circles could all shift one space to their right after each round. Then they introduce themselves to their new partner with the Alef and Bet rounds.

**OPTION 6: A Name we Earn for Ourselves Hula Hoop Pass**

*Can only be played if health conditions allow children to hold hands in a circle.*

- Everyone stands in a circle, holding hands.
- Break the circle for a moment to place a hula hoop on one child’s shoulder. Make sure that everyone holds hands from this point forward. The goal is to pass the hoop from person-to-person (over and under bodies), without letting go.
- As the hoop is passed, children observe each other – what (positive) names do different children earn for each other in the passing of the hoop? Learners can call them out. [Teen assistants can offer hints, clues or just encouragement like, “Oh, wow, did you see what Jenny just did? What name did she earn?”]

**RESOURCE SHEET 1b - Book List, Name Activity**

\*E!- indicates available through *Epic* digital library

\*\*PJ - indicates available through PJ Library or PJ Our Way; children may have them at home

**Picture Books**

<sup>E! PJ</sup> **Bagels from Benny** (Aubrey Davis, Ill. by Dusan Petricic. Toronto: Kids Can Press, 2003)

A sweet retelling of a traditional tale about thanking God by leaving bread (challah or bagels) in the synagogue.

<sup>PJ</sup> **Chicken Soup by Heart.** (Esther Hershenhorn, Ill. by Rosanne Litzinger. New York: Simon & Schuster, 2002) - A "nice boychik" named Rudie reciprocates Mrs. Gittel's kindness to him by making her chicken soup when she has the flu.

<sup>PJ</sup> **The First Gift.** (A.S. Gadot, Ill. by Marie LaFrance. Minneapolis: Kar-Ben, 2006.) - The first gift we are given is our name. In this story about names, a boy recalls his namesake, King David, and talks about names in general, including the various names by which a single person might be known.

<sup>E! PJ</sup> **Gittel's Journey: An Ellis Island Journey.** (Leslea Newman, Ill. by Amy June Bates. New York: Abram's Books for Younger Readers, 2019) - Gittel and her mother are immigrating to America together, but when her mother is stopped by the health inspector, Gittel must make the journey alone. Her mother sends her with her Shabbat candlestick holders and writes her cousin's address in New York on a piece of paper. With the help of a translator, Gittel finds her American family.

<sup>E!</sup> **A Heart Just Like My Mother's.** (Lela Nargi, Ill. by Valeria Cis. Minneapolis: Kar-Ben, 2018) - Anna loves hearing stories of her mother's childhood at Mr. Reuben's grocery store, but makes her own impression after collecting money in a *tz'dakah* box to feed a hungry man.

**My Name is Aviva.** (Leslea Newman, Ill. by Ag Jatkowska. Minneapolis: Kar-Ben, 2015) - Aviva is not happy with her unusual name until she hears wonderful things about her great-grandmother, after whom she was named.

<sup>PJ</sup> **Nachshon, Who Was Afraid to Swim: A Passover Story.** (Deborah Bodin Cohen, Ill. by Jago. Minneapolis: Kar-Ben, 2009) - Based on a *midrash* about Nachshon ben Aminadav set during the crossing of the Red Sea. Nachshon, a slave under Pharaoh's rule, was very brave except for his fear of the water. Moses told him that one has to conquer fears to be truly free. When Moses led the Israelites to freedom, Nachson faced his fear and crossed the Red Sea.

<sup>E! PJ</sup> **A Sack Full of Feathers.** (Debby Waldman, Ill. by Cindy Revell. Orca Publishers, 2006) - Yankel loves to spread the rumors he hears when he's in his father's store in the *shtetl* (a small Eastern European town). But he doesn't realize how harmful this can be, so the rabbi decides to teach him an important lesson.

### Chapter Books

*Quotes are offered with page numbers to offer a suggested section of the book to read.*

*Of course, other parts of a book may be selected.*

*When reading, offer more of the text than quoted below to create interest and provide context.*

<sup>PJ</sup> **The Bicycle Spy.** (Yona Zeldis McDonough. New York: Scholastic, 2016) - Marcel dreams of someday competing in the Tour de France. Ever since Germany's occupation of France began two years earlier, in 1940, the race has been canceled. Now, there are soldiers everywhere, interrupting Marcel's rides with checkpoints and questioning. Then Marcel learns that his parents are part of the French Resistance. He hopes that he can help his new Jewish friend.

*Thierry stopped, too. He dropped the beret onto the ground and then stalked off, into the school building. Marcel was torn. He knew what it was like to be bullied by Thierry. Last year the bigger boy had made his life miserable with his teasing and taunting. Once, Thierry had stuck his foot out to trip Marcel as he passed. Marcel had fallen, books scattering everywhere. Another time Thierry had cornered him in the schoolyard and wouldn't let him pass. This year, the bully had found other victims and seemed less interested in tormenting Marcel, but Marcel still kept his distance. He hated to see the bigger boy teasing Delphine, but he was afraid to confront him.*  
pgs. 82-83

*"My parents are working on it right now. They said to tell you to be ready to leave at any time, but not to make it look like you are fleeing. I'll be back as soon as I have something to tell you."*

*Delphine listened attentively, nodding as he spoke. Then she asked, "Why is your family doing all this?"*

*"Because we have to," he said. "It's the right thing to do. We can't just give in to...them. We can't."* pg. 100

<sup>PJ</sup> **The Boy from Seville.** (Dorit Orgad. Minneapolis: Kar-Ben, 2007)

Manuel's family lives in seventeenth century Spain during the Inquisition. They face increasing dangers of their true Jewish identity being discovered by Inquisitors.

*"I had no idea what to do, and I was so scared that I almost fainted. But then I heard a voice that seemed to come from inside me, not my own voice--and certainly not the dead chicken's! It said to me, 'Don't be afraid, Manuel, stand up straight and show them how broad your shoulders are. Take a step forward and tell that boy it's none of his business.' I did what that inner voice told me, and the boys looked at me in amazement."* pg. 10

<sup>PJ</sup> **The King of Mulberry Street .** (Donna Jo Napoli. New York: Random House, 2005)

Dom is a nine-year-old Italian Jewish boy whose mother sends him alone from Naples to New York in hopes he can make a better life. He is desperately poor in material possessions but rich in folk wisdom and simple goodness.

*"We were as proud of being Jewish as of being Neapolitani. My cousins were named after famous Jews: Luigi after Luigi Luzzatti, a Venetian and the first Jewish member of the House of Parliament; Ernesto after Ernesto Natan, one of the Roma's most important businessmen. Uncle Aurelio lectured us cousins on the possibilities--le possibilita. "You can do anything if you put your heads to it and work hard. It doesn't matter what adversity comes; we are Jews -- Neapolitani Jews. We never miss a beat."* pg. 6

**The Length of a String.** (Elissa Brent Weissman. New York: Dial Books For Young Readers, 2018.)

Twelve-year-old Imani, the only black girl in Hebrew school, is preparing for her bat mitzvah and hoping to find her birthparents when she discovers the history of adoption in her own family through her great-grandma Anna's Holocaust-era diary.

*"I know that my parents kept the name I was born with - I don't remember ever being told; it's just a fact of my existence, like my birthday being June 15." pg. 133*

**PJ Letters from Cuba.** (Ruth Behar. New York: Random House, 2020)

The situation was dire for Jews in Poland on the eve of World War II. Esther's father fled to Cuba and years later, she is the first family member sent to join him. Esther and her dad work to earn enough money to bring the rest of the family to Cuba. Over time, Esther develops her resourcefulness and shows her talent for bringing people together.

*I thought of Mama and was surprised at how much I missed her... Now that we're apart, I wish we hadn't argued so much and had been more patient with each other. But I know for sure she'd be proud of this dress! pg. 43*

*Why was Papa saying such things? Of course I could make all the dresses that Rifka Rubenstein promised. And many more too! I tried not to feel angry. Papa cared about me and wanted to make clear I was still a young person and shouldn't be taking on burdens of an adult. But in times of emergency, a child must rise up and act older than her years, don't you think? pg. 81*

**Lola Levine is not Mean.** (Monica Brown. Ill. by Angela Dominguez. NY: Little, Brown and Company, 2014)

Lola Levine is a second grader who loves playing soccer and is part of a multi-cultural family. Her dad is Jewish, her mom is Catholic - she enjoys a variety of foods including her mom's *café con leche* and dad's *matzah* ball soup. The storyline offers great examples of names your parents call you, the name you are called and the name you earn for yourself.

*Like Mom, I'm a writer. I don't write for a newspaper (yet), but I write in my diary. I write letters, and I write notes to everyone in my family, especially when I'm upset... I like the word 'shalom' because it means three things: 'hello,' 'good-bye,' and 'peace.' My dad taught it to me. My dad is Jewish. My mom is Catholic. A boy at school said I was a half-and-half once. I disliked that very much. Mom and Dad tell me that I'm whole just the way I am, and I agree." pg. 9-10*

*"Delores," he says, "I scored on you!" Lola is short for Delores, which means "pain" in Spanish, and Ben knows that I don't like my full name, even if I'm named after my tia Lola and even if she's the most awesome aunt ever. Tia Lola uses a nickname, and I do, too. I just wish my tia Lola didn't live so far away - she's all the way in Peru, a whole different continent! My middle name is Esther, and sometimes my bubbe, my grandma Levine, calls me that because it was her grandma's name. Unfortunately, my bubbe lives far away, too. pg. 19-20*

**Sam I Am.** (Ilene Cooper. New York: Scholastic, 2004) - Twelve-year-old Sam's mother is Christian and his father is an agnostic Jew. Religious tensions emerge in his happy family around Christmas and he begins to wonder why religion is so often a bone of contention between people. When his class begins to study the Holocaust, Sam becomes conscious of his Jewish identity and directs his many questions not only to the people around him, but also to God.

*Something Mr. Tibold had quoted during one of his classes kept gnawing at Sam but he couldn't quite remember the words. Then it came to him: "All it takes for evil to flourish is for good men to do nothing." Heather wasn't evil, and he wasn't all that good, Sam realized that, but he felt*

*that tonight somehow he had struck a small blow for right. If nothing else, he had taken a stand. pg. 239*

.....**Too Far From Home.** (Noomi Shemuel. Ill. by Avi Katz. Minneapolis: Kar-Ben, 2020)

Eleven-year-old Meskerm, half-Ethiopian and half-American, faces prejudice when she enters a new school just as Israel is coping with a large influx of new immigrants from Ethiopia.

*"... The truth was, I was just anxious to clear things up with the other kids and go back to being Meskerem from Katzrin, not Macy from America." pg. 32*

*"First, say thank you to Mitaeh," I said, using the Amharic word for grandma in my family's part of Ethiopia. Grandma's name was Belynesh, but dad always called her Emevete, which means "my queen" and was her respect name. In Ethiopia you call people older than you a respect name." pg. 10*



## Resource Sheet 1c - Name Sorting Cards

Moses	Our first teacher	Leader
Miriam	Big sister	Protector of her brother
Joan Ruth Bader	Ruth, or RBG	Supreme Court Justice
Daveed Diggs	Black, Jewish, Rapper	Hanukkah song writer
Julian Edelman	Jewish MVP	NFL Super Bowl champion

Gal Gadot	Wonder Woman	Famous actress
Hillel	Rabbi	Patient and wise
David Gruen	Ben Gurion	Israeli Leader
Albert Einstein	Scientist	Genius
Emma Lazarus	Poet	Welcomer of refugees

Itzhak Perlman	Polio survivor	Masterful violinist
Judy Blume	Writer	Supporter of children
Alexandra Rose Raisman	Aly	Gold medal winner

### RESOURCE SHEET 1d- The Names We are Called









