



# TEACHING RESOURCES WORKSHEETS

# FOUR CORNERS – ALLOCATION PROCESS WORKSHEET

Instructions: Begin with simple corner designations and move to increasingly more complex options.

Step 1: Designate the four corners of your classroom as “Fall, Winter, Spring, and Summer.” Ask students to stand in the corner that identifies their favorite season. Then ask for a few volunteers to share why they chose their specific corners.

Step 2: Designate the corners as “TV, Laptop, Cell Phone, and Video Game.” Ask students to stand in the corner that identifies which item would be the hardest to live without. As above, invite students to share why they chose their specific corners.

Step 3: Designate the corners as “TV, Kitchen Table, Bed, and Sofa/Couch.” Ask students to stand in the corner that identifies the household item they think is most important for a family in need (e.g., family resettled here from war-torn Rwanda, or local family whose house burned down). As above, invite students to share their reasons for choosing their specific corners.

Step 4: Give students the handout with two texts from the Talmud. Discuss both texts. What do they mean? Ask students to keep them in mind during this exercise. Tell students that they each have \$100 to give to as tzedakah to the following organizations: Autism Speaks Foundation, American Jewish World Service, Jewish Federation of Metropolitan Detroit, Yad Ezra (local Jewish food bank). Instruct students to stand in the corner where they would be most likely to give their \$100. Next, tell them they can apportion the \$100 any way they'd like (i.e., split \$50 between two organizations, give all four organizations \$25, etc.). Ask whether they would change where they stand. How would they prioritize their allocation? Do local needs come first? Do Jewish organizations come before the Autism Speaks Foundation?]

*Talmud*, Shevuot 39a

“Kol Yisrael areyvim zeh la zeh.”

All of Israel is responsible one for the other.

*Talmud*, Bava Metzia 71a

Rabbi Yosef taught [about the verse in the Torah that says]: “If you lend money to any of my people that are poor with you” (Exodus 22:24). This verse teaches that if you have to choose between:

- ❖ A Jew and a non-Jew, give to the Jew first;
- ❖ A poor person and a rich person, give to the poor person first;
- ❖ A poor relative and poor people in your town, give to your poor relative first;
- ❖ Poor people in your city and poor people in another city, give to the poor people of your own town first.



Purpose: The largest autism science and advocacy organization in the United States, dedicated to funding research into the causes, prevention, treatments and a cure for autism; increasing awareness of autism spectrum disorders; and advocating for the needs of individuals with autism and their families.

Scope: National



Purpose: AJWS is an international development organization motivated by Judaism's imperative to pursue justice. AJWS is dedicated to alleviating poverty, hunger and disease among the people of the developing world regardless of race, religion or nationality.

Scope: International



Purpose: Federation raises and allocates funds to provide life-saving and life-enhancing humanitarian assistance to those in need, and to translate Jewish values into social action on behalf of Jews in the Detroit area. Locally, Federation supports 19 social service agencies and schools. Additionally, Federation funding impacts the lives of thousands of Jews throughout Israel, in the former Soviet Union, and in 60 countries around the world.

Scope: Local and international



Purpose: A food bank that provides kosher food to needy Jewish families in Southeastern Michigan. Provides an average of 3,300 individuals with food, health care items, and household goods every month.

Scope: Local