

# Level 1



Shluchim Office Sample

## 13: Do Not Murder

### Shaming Another In Public Is Like Murder



**13: Do Not Murder - Shaming Another In Public Is Like Murder**

*Here we discuss why we chose to focus on this aspect of the commandment.*

*The lessons are based on providing the students with eternal messages that will hopefully stay with them for life.*

There is a reason for the expression “I wanted to die of embarrassment.” The Talmud states that **when a person is embarrassed, the blood rushes from his face, and therefore it is considered as if it is bloodshed. Shaming someone is like murder.** A person’s self image and feeling of worth is very much measured by the respect and acceptance of his peers. When one is shamed, he is stripped bare in front of others. At that moment of shame, the person feels worthless – as if he were dead.

The life of a person is so precious to Hashem. Hashem desires our self dignity and this is just one law which reflects this ideal. When a person has self respect, he carries himself in a dignified way befitting the Neshama he has within.

There are numerous stories in the Torah which display care and concern for other’s dignity. The story of Rachel and Leah is a classic example of this. Rachel was ready to sacrifice her own destiny in order to save her sister Leah from embarrassment. Rachel is held up as an eternal inspiration for us to do what we can to save a person from shame. From these stories and others, we learn how careful we should be in preserving others’ dignity.

The way to protect ourselves from shaming another is to be acutely sensitive to another and to always think “How would I want to be treated?” The well known conservative thinker, Dennis Prager, echoes this idea with an example. When he is in conversation with a violinist, he will never say that he has heard a great violinist in concert. The reason is that it may make the violinist he is speaking with uncomfortable or embarrassed at being compared with another musician.

If we train ourselves to think in this way, it will go a long way in creating a world of love and peace.

The Talmud uses the words: Do not shame in public. “In public” is a vitally important part of this teaching. At times, when trying to help a person grow in their character, it may be that he becomes uncomfortable or embarrassed. If this is done privately and with good intentions on the part of the other party, then this is not what the Talmud is referring to. The Talmud is referring to the publicly shaming due to a lack of sensitivity and thought.

**Aside:** This is very much like the extension of becoming angry is like worshipping idols. It is not a direct prohibition, rather a subtle form of the original dibrah.

*Make sure your students understand the following words as you use them in the classroom.*

**Vocabulary Words**

N/A



**B”H** Prepared for:  
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*Here are more sources that will give you a deeper understanding of the concept we are bringing across in class.*

**READ MORE ABOUT IT/BIBLIOGRAPHY**

[http://www.chabad.org/parshah/article\\_cdo/aid/326064/jewish/A-Very-Strange-Commandment.htm](http://www.chabad.org/parshah/article_cdo/aid/326064/jewish/A-Very-Strange-Commandment.htm)

Shluchim Office Sample



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**IN THIS LESSON**

- In this lesson, we hope that the students will gain a sensitivity to avoid shaming others. To that end, we first help the students empathize with one who is embarrassed, then we help the student think about how to avoid shaming another and how to help others in their time of embarrassment.
- Before you begin: This lesson contains more activities than the 45 minute lesson allows. Please read both lesson plans, level one and level two, and decide which activities will work best for your group. The times, are of course, approximate.

**DESIRED OUTCOME by the end of this lesson, students will know, understand or be able to:**

- Hashem loves each person individually, and does not want to see anyone hurt in any way – not physically, not emotionally.
- The Talmud considers shaming another as murder.
- Appreciate the sensitivity needed to be shown to another to avoid shaming others.

**BEFORE CLASS**

- Print **S1.13.1.EntranceCards** - cut 1 per student
- Print **S1.13.2.QuestionGrid** – 1 per student
- Print **S1.13.3.FaceOutline** – 1 per students
- Order stickers (link on website)
- Print **T1.13.1.ShameGame** – cut into cards
- Bring enough chairs to class
- Print **T1.13.2.WouldYouRather**
- Print **S1.13.4.AnOpportunityLostALessonGained** – 1 per student
- Listen to the **CDStory6.KamtzahandBarKamtzah** and Prepare questions\ flow of discussion.
- Review **Poster** and prepare questions/ flow of discussion
- Print **iKnow** - 1 per student



The accompanying pages must be read for full understanding of the lesson plan.

	Teacher	Students
<p><b>PRELIMINARY</b> Time: 5 minutes Materials: - ©S1.13.1.EntranceCards - Pencils - Luchot Box</p>	Entrance cards	Students complete the Entrance Cards.



<p><b>ANTICIPATORY SET</b> Time: 10 minutes Materials: - ©S1.13.2.QuestionGrid - ©S1.13.3.FaceOutline - Large pink or red stickers - Pens</p>	<p><b>Identify Embarrassment<sup>1</sup></b> What is it? What does it feel like?</p>	<p>Think. Share.Discuss.</p>
<p>Time: 5 minutes Materials: - CD Player - ©CDStory6.KamtzaBarKamtza</p>	<p><b>Story CD: Kamtzah and Bar Kamtzah<sup>2</sup></b> Or tell the story of Yosef and his brothers.</p>	<p>Listen to story. Discuss.</p>
<p><b>DIRECT INSTRUCTION</b> Time: 12 minutes Materials: - ©T1.13.1.ShameGame - ©T1.13.2.WouldYouRather - Music CD</p>	<p><b>Steer Clear of Shaming Another Activity<sup>3</sup></b> Activity that shows how we have to be sensitive to others feelings.</p>	<p>Students participate in game of musical chairs or “Would You Rather”.</p>
<p><b>GUIDED PRACTICE</b> Time: 5 minutes Materials: - ©S1.13.4.AnOpportunityLost...</p>	<p><b>An Opportunity Lost, A Lesson Gained<sup>4</sup></b> A story about one boys struggle to stop himself from embarrassing someone else.</p>	<p>Listen to the story and discuss.</p>
<p><b>WRAP UP</b> Time: 2 minutes Materials: - Poster</p>	<p>Poster.</p>	<p>Discuss.</p>
<p><b>STUDENT ASSESSMENT</b> Time: 7 minutes Materials: - ©iKnow</p>	<p>Journal.</p>	<p>Journal.</p>

Shluchim

Office Sample



## Accompanying Pages

### ANTICIPATORY SET

#### <sup>1</sup>Identify Embarrassment



Give each student S1.13.2.QuestionGrid, S1.13.3.FaceOutline and a page of stickers. On the stickers, students should write different descriptive words/ phrases about embarrassment - 1 word/ phrase per sticker. They should place the stickers on the face. The students can use the questions on the grid to help them think of descriptions to write on their stickers. Allow 2 minutes.

Students should then take turns to tell their words/ phrases to the class – Boggle like. All who have that word/phrase should remove that sticker from their face paper. The student with the most stickers on his face paper at the end is the winner.

Ask: Have you ever heard the expression “I almost died of embarrassment?” Why do you think that is so?

Possible answers: It makes you feel like people feel less of you; You feel bad about yourself; You feel like now people will make fun of you.

Explain: This is why the Torah compares it to murder; when you are shamed you feel less of a person and insignificant, a non person which is a little like being dead. A person is made of physical & emotional. The Torah says we must not destroy the physical body. We must not destroy the emotions. (from intro)

△ The important thing is to have a conversation about the feeling of embarrassment and why it’s such a terrible feeling.

#### <sup>2</sup>Story CD: Kamtzah and Bar Kamtzah

[Some teachers may feel that this story is not in the right context for their students being that it goes into the discussion about the destruction of the Bet Hamikdash and talks about the Rabbis and being part of the crowd that did not stand up for Bar Kamtzah. If that is the case, then you can use the story of Yosef HaTzaddik who asked the Egyptians to leave the room as not to embarrass his brothers who were about to discover that they had treated him so badly, and now he was the second in command to Pharaoh. (The link for this story can be found on the website – lesson 13.)]

Joseph decides the time is right to reveal himself to his brothers, but first he takes some precautions. As it says (Be 45:1), "Joseph could not restrain himself in the presence of all those who stood in front of him, so he called out, 'Remove everyone before me!'" Rashi explains that Joseph cleared the room because he could not bear to let his brothers be embarrassed with all the Egyptians standing there.

The Midrash Tanchuma shares with us an insight how Joseph at this moment put his life in serious danger. He could not know whether the attitude of the brothers had changed towards him. Previously, his brothers had plotted to kill him. Now with everyone except his brothers leaving the room, there would be nobody there to protect him. Why would Joseph put his life in danger?

The Midrash explains; Joseph felt that he would rather risk being killed than shaming his brothers in front of the Egyptians. If Joseph revealed himself in front of the Egyptians then all would know the story of how his brothers plotted to kill him and then sold him into slavery. This would cause great shame to his brothers. Joseph decided that it was better for him to die than to shame his brothers.



## DIRECT INSTRUCTION

### <sup>3</sup>Steer Clear of Shaming Another Activity



This game is similar to musical chairs. *Line up the chairs of the classroom like a musical chairs game, with two rows of chairs back to back. Start with the same number of chairs as students. Lay situations (T1.13.1.ShameGame) on every chair with only two of the situations being embarrassing – these should be the same. (Be sure that the students don’t see where you put them).*

*Play music. Children should walk around the chairs. When the music stops, each student reads their situation and decides whether it is shameful or an avoiding-shame situation.*

*After the first round, two students will have picked chairs with the same embarrassing scenario. These two students should then go to the side and discuss why that situation might be embarrassing and what could have been done to prevent that person being embarrassed. Two chairs should be removed for the two students who are no longer in the game and a new pair of embarrassing scenarios should replace the previous pair (two non-embarrassing scenarios are removed permanently).*

*Once again put the music on. Play another round. Continue play. After the game, each pair should share their scenario with the class.*

**Alternative:** *Spread out the scenario cards on the floor. Make sure the number of cards used each round equals the number of students playing, and two of those are ‘embarrassing cards’. Students should dance around while the music is on. When the music stops, students stand on a scenario. The rest of the game is played with the same directions as musical chairs.*

Or:

#### “Would You Rather” Activity

*Label all four of the corners of the classroom by color, numbers, letters, or symbols. Ask the “would you rather questions (T1.13.2.WouldYouRather) Ex: “Would you rather walk around with a rip in your pants, or mess up on an oral report? **Rip in pants**, goes to corner A and **mess up** goes to corner B.*

*Students in each corner discuss why the other scenario is so embarrassing that they would rather choose this option. The class can then come together and share their ideas as a group. The teacher can write on the board as they share, particularly words about how different people get embarrassed by different things. Ask the next question.*

*Continue discussion. Iterate: People get embarrassed by different things. We must be super sensitive, because we don’t really know what will cause embarrassment to another.*

*Then go through some of the “would you rather” scenarios and discuss: People who observe the situation can be super sensitive and help alleviate some of the embarrassment.*

*Then discuss: Certainly, we should not purposely do anything to embarrass another. In addition, we must be careful with our choice of words and our actions to avoid embarrassing another. Don’t say certain things, don’t ask certain questions, reword questions, etc. Ask for examples.*

*Discuss: We should also be super sensitive not to embarrass someone even in a one on one conversation. For example, when Dennis Prager was talking to a violinist, he did not even mention the name of another violinist. Why do you think this is so? (In case the violinist would feel embarrassed because the other one was a better musician.) Let’s come up with some examples of how we can be so super sensitive to avoid embarrassing others.*





**GUIDED PRACTICE**

**4 An Opportunity Lost, A Lesson Gained**

**1** What kind of kid was Kevin? How do you think others think of him?  
Kevin was a bully and was not pleasant to the students. The students in the class probably didn't like him because he wasn't a friendly person.

**2** What was Marc's idea? Why did he think it was a good idea?  
Marc wanted to take a picture of Kevin sleeping and sucking his thumb. He thought this was a good idea because then he could get back at Kevin for being such a bully.

**Kids Read Aloud**  
**An Opportunity Lost, A Lesson Gained**

"Okay, guys. We'll be there in about an hour and a half. I want every one of you kids to behave, or else!" Kevin, the teacher's assistant sternly warned as the bus taking Marc and his classmates on their school trip pulled out of the school parking lot.

Though the trip had barely started, Marc had already heard more than enough from this bossy Kevin. True, he was two grades older than they were, but did that give him the right to order them around and treat them like babies? "Slide over, kid. I'm taking the window seat — assistant's privilege!" Marc turned to face the voice and groaned. Of all the seats on the bus, Kevin had decided to sit right next to him! The boy begrudgingly moved over, but already taken out his camera and had planned to take a lot of pictures of the passing scenery through the bus window, but now he'd just have to sit there like a dummy next to this guy who thought he was so cool.

They had been driving for about an hour, when they were about to pass by a famous waterfall. Marc decided to ask Kevin if he could at least switch seats with him for a minute so he could get one good picture. As he turned, he got a big surprise — the obnoxious bigger kid had fallen asleep and was sucking his thumb like a toddler!

Forgetting about the waterfall, Marc pulled out his digital camera and took a couple of choice photos of this hilarious scene. He could have waited until the next rest stop, when he'd share those embarrassing pictures around to the rest of the class. Kevin would never be able to get them down — or be able to act like a boss over them again... "Okay, guys, you'll probably have a minute before someone has to get to the bus. I hope you all know how to fall asleep again, especially as the kids piled off at the rest stop."

Marc smiled to himself, knowing that was the last putdown that kid was going to make. The secret picture he took of him would kill his 'cool guy' reputation and put him in his place once and for all.

Most of the class had gathered in front of the drink stand and Marc — camera in hand — began joggling over their way. He couldn't wait to...WHODUN! Suddenly, stepping on a patch of ice, his foot slipped out from underneath him and he fell on himself flat on his face, skidding out like a rag doll.

As he stood up and brushed himself off, Marc was happy he was okay, but even happier that none of the kids had seen anything. They'd have had a good laugh at his expense, and he would have felt totally embarrassed and foolish. He checked his camera to make sure his fall hadn't caused the precious picture to get erased. Nope, Kevin's "baby picture" was still on the screen.

Marc marched across to the group, but surprisingly felt his face turning down. Is this really okay? He thought to himself. If I was just as handsome and cool as he is, that embarrassing fall — especially seeing Kevin sucking his thumb — going to embarrass him a hundred times as much. With each step Marc took, the idea of putting Kevin in his place was turning to fall (see how obvious and more just plain hurtful). True, Kevin was obnoxious, but did he really humiliate him like this?

"Hey, Marc, cool-looking camera, man. You got any good shots of the trip so far?" asked his friend Tom as Marc reached to the group. The boy took a deep breath. "Nah, nothing yet," he said. Nothing — Marc thought to himself — except for those two pictures he'd just permanently deleted, saving Kevin his reputation and saving himself from doing something very wrong.

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**3** What life-lesson do you think Marc learned that day?  
When he caught Kevin in an embarrassing position, his first thought was to use it to knock the kid down -- then he realized that humiliating someone is no joke, but rather a very serious and extremely harmful thing to do -- and thankfully he stopped himself in time.

**4** What should a person do if he sees someone in an embarrassing situation?  
If there is any way he can help, without embarrassing the person further, he should. Otherwise, he should simply turn or walk away and act as if he'd never seen it.

**5** Give an example of a scenario where a person would really want to embarrass someone else and what he could do to prevent himself from going through with it.  
Example: Sam saw the school bully spill his lunch all over the lunchroom floor when nobody else was there. He wanted to get back at him by telling everyone about what he saw but, Sam remembered how the bully had turned bright red and looked very embarrassed when he realized what he had done, and he didn't want to cause him to have to feel any worse than he already did.





The Shame Game... Did you Shame, or Save?

Your teacher spells your name wrong every time, but instead of correcting her in front of the whole class, you quietly go over to her at recess to let her know how your name is really spelled

Save

The Shame Game... Did you Shame, or Save?

Your grandmother buys you an ice-cream, saying, 'Here, honey, I bought your favorite flavor – chocolate'. Although your favorite is vanilla, you do not correct her to spare her the embarrassment.

Save

The Shame Game... Did you Shame, or Save?

Save

When your grandfather gives you a toy for Chanukah that you already have, you say thank you very much and act very appreciative. You know it will upset him if he knows you already have it.

The Shame Game... Did you Shame, or Save?

Save

A new student joined your school. He is from Sweden and does not speak English. You go over to him at break and offer to show him around to spare him the embarrassment of getting lost.

The Shame Game... Did you Shame, or Save?

When your father wears a tie that clashes with his suit, (he's color blind) you respectfully suggest another tie that matches well. Now he will look presentable for his important meeting!

Save

The Shame Game... Did you Shame, or Save?

You go to the information booth at the mall to get directions to a clothing shop rather than asking inside another store and making them embarrassed that you don't want to buy their products.

Save

The Shame Game... Did you Shame, or Save?

Shame

When your teacher makes a spelling mistake on the whiteboard you call it out loudly so that everyone will realize the mistake. The teacher turns red.

The Shame Game... Did you Shame, or Save?

Save

Although you don't like sitting next to Jamie in class, you wait quietly until the end of the session to tell the teacher privately why you want to change seats. You don't want to hurt Jamie's feelings.

The Shame Game... Did you Shame, or Save?

Shame

You laugh out loud when you see a lady trip on the street and fall.

The Shame Game... Did you Shame, or Save?

Shame

When Sam answers the question wrong in class you call out 'Silly head, that's not the answer'. Sam feels very ashamed and is too afraid to answer questions anymore.

The Shame Game... Did you Shame, or Save?

You have been looking for your new glow in the dark pen for a while when you notice your seat-mate has been using it all along. You quietly talk to her about not taking your things rather than making an embarrassing scene.

Save

The Shame Game... Did you Shame, or Save?

When your teacher makes a spelling mistake on the whiteboard you call it out loudly so that everyone will realize the mistake. The teacher turns red.

Shame



The Shame Game... Did you Shame, or Save?

When the sales assistant hands you too much change you politely give her back the extra money without making a scene that will embarrass her.

Save

The Shame Game... Did you Shame, or Save?

When you unwrap Sara's birthday present after your party, you recognize it as something you already you have. You say, 'Oh, I have this toy already'.

Shame

The Shame Game... Did you Shame, or Save?

You tell your 10 year old brother's friends about his toy bunny that he still has to sleep with every night. He is very embarrassed in front of his friends.

Shame

The Shame Game... Did you Shame, or Save?

You choose the kid who always gets picked last for kickball, even though there were several good players left to choose from.

Save

The Shame Game... Did you Shame, or Save?

You spend time practicing the moves to your class dance with your friend who isn't very coordinated, so she won't mess up on stage at the assembly.

Save

The Shame Game... Did you Shame, or Save?

When you see that Jen is reading the book that you have been looking all over for you get very angry. You call out loud enough for the whole library to hear: 'I can't believe you took my book. That is a very not nice thing to do'. Everyone stares at Jen and she is very embarrassed.

Shame

The Shame Game... Did you Shame, or Save?

Your friend Alex got a bad grade on his test, and the teacher said something unkind to him when she returned the test.

Alex's face went white and he looked like he was about to go through the floor.

You quickly spoke up, and said, "Oh man... that was a hard test. I bet I failed!"

Save

The Shame Game... Did you Shame, or Save?

You tell your brother in front of your friends that he is a nerd, and that it's because he's such a dork that he has no friends. His eyes fill with tears and he rushes out of the room crying.

Shame

# WOULD YOU RATHER...???

1. Be laughed at for getting an answer wrong in class

Or

Come to school wearing your shirt backwards

---

2. Have your lunch spill all over your school bag

Or

Make a joke that no one thought was funny

---

3. Be picked last for teams at recess

Or

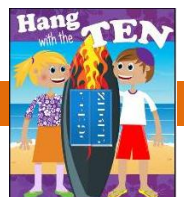
Be the only one who wore a costume to the party

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4. Freeze up during an oral report

Or

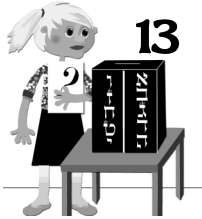
Have uncontrollable laughter when a guest speaker is talking (and you're the only one laughing)



Embarrassing someone is like \_\_\_\_\_

**QUESTION OF THE DAY**

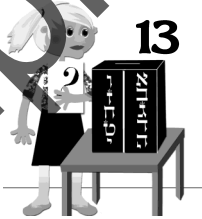
Name: \_\_\_\_\_



Embarrassing someone is like \_\_\_\_\_

**QUESTION OF THE DAY**

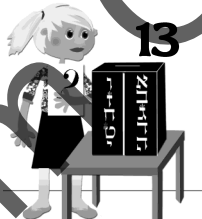
Name: \_\_\_\_\_



Embarrassing someone is like \_\_\_\_\_

**QUESTION OF THE DAY**

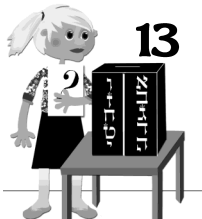
Name: \_\_\_\_\_



Embarrassing someone is like \_\_\_\_\_

**QUESTION OF THE DAY**

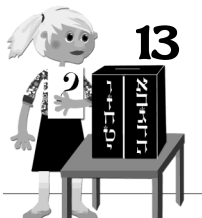
Name: \_\_\_\_\_



Embarrassing someone is like \_\_\_\_\_

**QUESTION OF THE DAY**

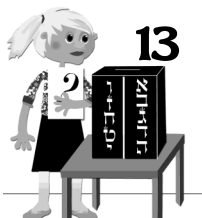
Name: \_\_\_\_\_



Embarrassing someone is like \_\_\_\_\_


**QUESTION OF THE DAY**

Name: \_\_\_\_\_



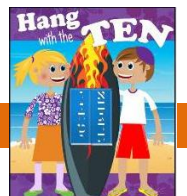


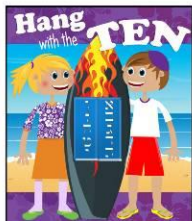
## When Something Embarrassing Happens...

<p>What might happen to the color of your face?</p>	<p>What feeling might you get in your stomach?</p>	<p>What might you do with your hands?</p>
<p>What might your friends say to you?</p>		<p>Where might you go right after?</p>
<p>How might the temperature in the room feel? Does it get very warm? Very cold?</p>	<p>What might you say to try and make the situation less awkward?</p>	<p>What might you say to someone who was just embarrassed?</p>



Shluchim Office Sample





## Kids Read Aloud

# An Opportunity Lost, A Lesson Gained

"Okay, guys. We'll be there in about an hour and a half. I want every one of you kids to behave, or else." Kevin, the teacher's assistant sternly warned as the bus taking Marc and his classmates on their school trip pulled out of the school parking lot.

Though the trip had barely started, Marc had already heard more than enough from this bossy Kevin. True he was two grades older than they were, but did that give him the right to order them around treat them like babies?

"Slide over, kid. I'm taking the window seat -- assistant's privilege." Marc turned to face the voice and groaned. Of all the seats on the bus, Kevin had decided to sit right next to him! The boy begrudgingly moved over. He'd already taken out his camera and had planned to take a lot of pictures of the passing scenery through the bus window, but now he'd just have to sit there like a dummy next to this guy who thought he was so cool.

They had been driving for about an hour, when they were about to pass by a famous waterfall. Marc decided to ask Kevin if he could at least switch seats with him for a minute so he could get one good picture. As he turned, he got a big surprise – the obnoxious bigger kid had fallen asleep and was sucking his thumb like a toddler!

Forgetting about the waterfall, Marc pulled out his digital camera and took a couple of choice photos of this hilarious scene. He could hardly wait until the next rest stop, when he'd show these embarrassing pictures around to the rest of the class. Kevin would never be able to live them down -- or be able to act like a boss over them again... "Okay, guys -- you've got exactly five-minutes before everyone has to be back to the bus. I hope you all know how to tell time!" Kevin chortled as the kids piled off at the rest stop.

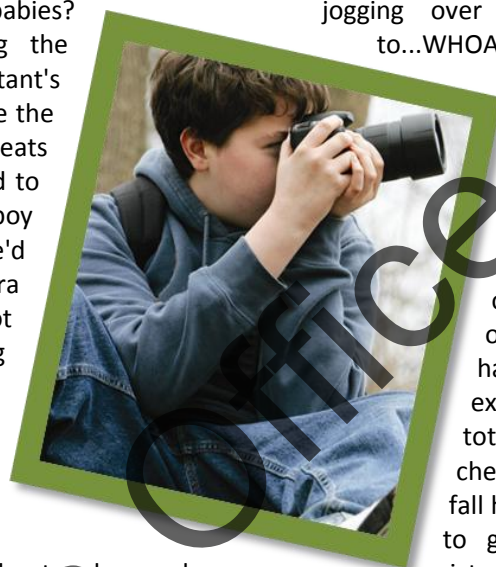
Marc smiled to himself, knowing that was the last putdown that kid was going to make. The secret picture he took of him would kill his 'cool guy' reputation and put him in his place once and for all.

Most of the class had gathered in front of the drink stand and Marc – camera in hand -- began jogging over their way. He couldn't wait to...WHOA!... Suddenly, stepping on a patch of ice, his feet slipped out from underneath him and he found himself flat on his face, sprawled out like a rag doll.

As he stood up and brushed himself off Marc was happy he was okay, but even happier that none of the kids had seen him fall. They'd have had a good laugh at his expense, and he would have felt totally embarrassed and foolish. He checked his camera to make sure his fall hadn't caused the precious pictures to get erased. Nope, Kevin's 'baby picture' was still on the screen.

Marc marched closer to the group, but surprisingly felt his feet slowing down. *Is this really okay?* He thought to himself. *If I was just so happy no one saw me take that embarrassing fall - everyone seeing Kevin sucking his thumb is going to embarrass him a hundred times as much. With each step Marc took, the idea of putting Kevin in his place was starting to feel less heroic and more just plain hurtful. True, Kevin was obnoxious, but did that justify humiliating him like this?*

"Hey, Marc, cool-looking camera, man. You got any good shots of the trip so far?" asked his friend Ron as Marc reached to the group. The boy took a deep breath. "Nah, nothing yet." he said. Nothing -- Marc thought to himself -- *except for those two pictures he'd just permanently deleted, saving Kevin his reputation and saving himself from doing something very wrong.*



# Level 2



Shluchim Office Sample

# 13: Do Not Murder

## Shaming Another In Public Is Like Murder

The Shluchim Office – Chabad Hebrew School Network  
"Hang with the Ten: Every Day in Every Way"



**13: Do Not Murder - Shaming Another in Public is like Murder**

*Here we discuss why we chose to focus on this aspect of the commandment.*

*The lessons are based on providing the students with eternal messages that will hopefully stay with them for life.*

There is a reason for the expression “I wanted to die of embarrassment.” The Talmud states that **when a person is embarrassed, the blood rushes from his face, and therefore it is considered as if it is bloodshed. Shaming someone is like murder.** A person’s self image and feeling of worth is very much measured by the respect and acceptance of his peers. When one is shamed, he is stripped bare in front of others. At that moment of shame, the person feels worthless – as if he were dead.

The life of a person is so precious to Hashem. Hashem desires our self dignity and this is just one law which reflects this ideal. When a person has self respect, he carries himself in a dignified way befitting the Neshama he has within.

There are numerous stories in the Torah which display care and concern for other’s dignity. The story of Rachel and Leah is a classic example of this. Rachel was ready to sacrifice her own destiny in order to save her sister Leah from embarrassment. Rachel is held up as an eternal inspiration for us to do what we can to save a person from shame. From these stories and others, we learn how careful we should be in preserving others’ dignity.

The way to protect ourselves from shaming another is to be acutely sensitive to another and to always think “How would I want to be treated?” The well known conservative thinker, Dennis Prager, echoes this idea with an example. When he is in conversation with a violinist, he will never say that he has heard a great violinist in concert. The reason is that it may make the violinist he is speaking with uncomfortable or embarrassed at being compared with another musician.

If we train ourselves to think in this way, it will go a long way in creating a world of love and peace.

The Talmud uses the words: Do not shame in public. “In public” is a vitally important part of this teaching. At times, when trying to help a person grow in their character, it may be that he becomes uncomfortable or embarrassed. If this is done privately and with good intentions on the part of the other party, then this is not what the Talmud is referring to. The Talmud is referring to the publicly shaming due to a lack of sensitivity and thought.

**Aside:** This is very much like the extension of becoming angry is like worshipping idols. It is not a direct prohibition, rather a subtle form of the original dibrah.

*Make sure your students understand the following words as you use them in the classroom.*

**Vocabulary Words**

N/A



*Here are more sources that will give you a deeper understanding of the concept we are bringing across in class.*

**READ MORE ABOUT IT/BIBLIOGRAPHY**  
[http://www.chabad.org/parshah/article\\_cdo/aid/326064/jewish/A-Very-Strange-Commandment.htm](http://www.chabad.org/parshah/article_cdo/aid/326064/jewish/A-Very-Strange-Commandment.htm)

Shluchim Office Sample





**LESSON 13: Do Not Murder - Shaming Another In Public Is Like Murder**

<p><b>IN THIS LESSON</b></p> <ul style="list-style-type: none"> <li>In this lesson, we hope that the students will gain a sensitivity to avoid shaming others. To that end, we first help the students empathize with one who is embarrassed, then we help the student think about how to avoid shaming another and how to help others in their time of embarrassment.</li> </ul>
<p><b>DESIRED OUTCOME by the end of this lesson, students will know, understand or be able to:</b></p> <ul style="list-style-type: none"> <li>Hashem loves each person individually, and does not want to see anyone hurt in any way – not physically, not emotionally.</li> <li>The Talmud considers shaming another as murder.</li> <li>Appreciate the sensitivity needed to be shown to another to avoid shaming others.</li> </ul>
<p><b>BEFORE CLASS</b></p> <ul style="list-style-type: none"> <li>Print <b>S2.13.1.EntranceCards</b>- cut 1 per student</li> <li>Print <b>S2.13.2.QuestionGrid</b> – 1 per student</li> <li>Bring post-it notes.</li> <li>Print <b>S2.13.3.AnOpportunityLostALessonGained</b> – 1 per student</li> <li>Print <b>T2.13.1.SteerClear</b> – 1 set per group</li> <li>Listen to <b>StoryCD.KamtzahandBarKamtzah</b> and Prepare questions\ flow of discussion</li> <li>Review <b>Poster 6</b> and prepare questions/ flow of discussion</li> <li>Print <b>iKnow</b> - 1 per student</li> </ul>



The accompanying pages must be read for full understanding of the lesson plan.

	Teacher	Students
<p><b>PRELIMINARY</b> Time: 5 minutes Materials: - ©S2.13.1.EntranceCards - Pencils - Luchot Box</p>	Entrance cards	Students complete the Entrance Cards.
<p><b>ANTICIPATORY SET</b> Time: 10 minutes Materials: - © S2.13.2.QuestionGrid - Post-it notes</p>	<p><b>Identify Embarrassment<sup>1</sup></b> What is it? What does it feel like?</p>	Think/Share
<p>Time: 15 minutes Materials: - ©S2.13.3.AnOpportunityLost</p>	<p><b>An Opportunity Lost, A Lesson Gained<sup>2</sup></b> A story about one boy’s struggle to stop himself from embarrassing someone else.</p>	Students read aloud story together and discuss.



<b>DIRECT INSTRUCTION</b> <b>Time:</b> 6 minutes <b>Materials:</b> - ©T2.13.1.SteerClear	<b>Steer Clear of Shaming Another Activity</b> <sup>3</sup> Activity that shows how we have to be sensitive to others feelings.	Students participate in activity.
<b>GUIDED PRACTICE</b> <b>Time:</b> 5 minutes <b>Materials:</b> - ©CDStory6.KamtzaBarKamtza - CD player	<b>Story CD: Kamtzah and Bar Kamtzah</b> <sup>4</sup> Or tell the story of Yosef and his brothers.	Listen to story. Discuss?
<b>WRAP UP</b> <b>Time:</b> 2 minutes <b>Materials:</b> - Poster	Poster.	Discuss.
<b>STUDENT ASSESSMENT</b> <b>Time:</b> 7 minutes <b>Materials:</b> - ©iKnow	Journal.	Journal.

Shluchim Office Sample



## Accompanying Pages

### ANTICIPATORY SET

#### <sup>1</sup> Identify Embarrassment

*Each student will receive (S2.13.2.QuestionGrid) a graph displaying a number of questions the student can think about, relating to embarrassment. Students can then divide up into groups of 2 or 3 and discuss/come up with different words to describe embarrassment. The students should use post-it notes to write their words on. The class can come together and the groups can take turns reading their words to the class. If another team has their word, they must discard of that post-it note. The team with the most original words (most post-it notes left) wins. (Link for Boggle Instructions on website – Lesson 13.)*

*Ask:* Have you ever heard the expression “I almost died of embarrassment?” Why do you think that is so?

*Possible answers:* it makes you feel like people feel less of you, you feel bad about yourself, or that you feel like now people will make fun of you.

*Explain:* This is why the Torah compares it to murder; when you are shamed you feel less of a person and insignificant, a non person which is a little like being dead.

△ The important thing is to have a conversation about the feeling of embarrassment and why it’s such a terrible feeling.



<sup>2</sup>An Opportunity Lost, A Lesson Gained

**1** Q: What kind of kid was Kevin? How do you think others think of him?  
A: Kevin was a bully and was not pleasant to the students. The students in Marc’s class probably didn’t like Marc due to the fact that he wasn’t a friendly person

**2** Q: What was Marc’s idea? Why did he think it was a good idea?  
A: Marc wanted to take a picture of Kevin sleeping and sucking his thumb. He thought this was a good idea because then he could get back at Marc for being such a bully.

**Kids Read Aloud**  
**An Opportunity Lost, A Lesson Gained**

"Okay, guys. We'll be there in about an hour and a half. I want every one of you kids to behave, or else!" Kevin, the teacher's assistant sternly warned as the bus taking Marc and his classmates on their school trip pulled out of the school parking lot.

Though the trip had barely started, Marc had already heard more than enough from this bossy Kevin. True he was two grades older than they were, but did that give him the right to order them around treat them like babies? "Slide over, kid. I'm taking the window seat -- assistant's privilege." Marc turned to face the voice and groaned. Of all the seats on the bus, Kevin had decided to sit right next to him! The boy indignantly moved over, but he already taken out his camera and had planned to take a lot of pictures of the passing scenery through the bus window, but now he'd just have to sit there like a dummy next to this guy who thought he was so cool.

They had been driving for about an hour, when they were about to pass by a famous waterfall. Marc decided to ask Kevin if he could at least switch seats with him for a minute so he could get one good picture. As he turned, he got a big surprise -- the obnoxious bigger kid had fallen asleep and was sucking his thumb like a toddler!

Forgetting about the waterfall, Marc pulled out his digital camera and took a couple of object photos of this hilarious scene. He should have waited until the next rest stop, when both of these embarrassing pictures would be part of the class. Kevin would never be able to live them down -- or he at least act like a boss over them again... "Okay, guys. You've got exactly five minutes before everyone has to be back on the bus. I hope you all know how to tell time!" Kevin chuckled as the kids piled on at the rest stop.

Marc smiled to himself, knowing that was the last putdown that kid was going to make. The secret picture he took of him would kill his 'cool guy' reputation and put him in his place once and for all.

Most of the class had gathered in front of the drink stand and Marc -- camera in hand -- began jostling over their way. He couldn't wait to... WHOA! Suddenly, stepping on a patch of ice, his foot slipped out from underneath him and he landed himself flat on his face, several out like a rag doll.

As he stood up and brushed himself off Marc was happy he was okay, but even happier that none of the kids had seen him fall. He'd have had a good laugh at his expense, and he would have felt pretty embarrassed and foolish. He checked his camera to make sure his fall hadn't caused the precious pictures to get deleted. Nope. Kevin's baby picture was still on the screen.

Marc marched closer to the group, but surprisingly felt his feet slowing down. Is this really okay? He thought to himself. (If I was just a regular kid, I'd know how to take that embarrassing/embarrassing Kevin sucking his thumb is going to embarrass me a hundred times as much. With that stop Marc kept the idea of putting Kevin in his place was starting to feel less heroic and more just plain hurtful. True, Kevin was obnoxious, but did they really humiliating him like this?)

"Hey, Marc, cool-looking camera, man. You got any good shots of the trip so far?" asked his friend Ron as Marc reached to the group. The boy took a deep breath. "Nah, nothing yet," he said. Nothing -- Marc thought to himself -- except for those two pictures he'd just permanently deleted, saving Kevin his reputation and saving himself from doing something very wrong.

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"Hang with the Ten: Every Day in Every Way"

**3** Q. What life-lesson do you think Marc learned that day?  
A. When he caught Kevin in an embarrassing position, his first thought was to use it to knock the kid down -- then he realized that humiliating someone is no joke, but rather a very serious and extremely harmful thing to do -- and thankfully he stopped himself in time.

**4** Q. What should a person do if he sees someone in an embarrassing situation?  
A. If there is any way he can help, without embarrassing the person further, he should. Otherwise, he should simply turn or walk away and act as if he'd never seen it.

**5** Q: Give an example of a scenario where a person would really want to embarrass someone else and what he could do to prevent himself from going through with it.  
A: Example: Sam saw the school bully spill his lunch all over the lunchroom floor when nobody else was there. He wanted to get back at him by telling everyone about what he saw but, Sam remembered how the bully had turned bright red and looked very embarrassed when he realized what he had done, and he didn't want to cause him to have to feel any worse than he already did.



## DIRECT INSTRUCTION

### <sup>3</sup>Steer Clear of Shaming Another

This activity focuses on understanding possible ways to become more sensitive to what might be perceived as being embarrassing and avoid embarrassing others.

*Students are divided into two pairs and each pair receives two worksheets (T2.13.1.SteerClear) to work with. The students discuss why someone might get embarrassed from hearing the particular phrase. For example:*

Phrase- “I can’t stand the smell of tuna fish, it should be banned from the lunchroom.”

Reason why it could make someone feel embarrassed: 1. They brought tuna for lunch 2. They were just saying how much they like tuna. 3. They told the whole class that they were bringing tuna for the class brunch.

*Each pair discusses the two phrases and shares their reasons with each other. Each student then goes back to their seat and INDIVIDUALLY fills in reasons on their page.*

## GUIDED PRACTICE

### <sup>4</sup>Story CD: Kamtzah and Bar Kamtzah

*[Some teachers may feel that this story is not in the right context for their students being that it goes into the discussion about the destruction of the Bet Hamikdash and talks about the Rabbis and being part of the crowd that did not stand up for Bar Kamtzah. If that is the case, then you can use the story of Yosef HaTzaddik who asked the Egyptians to leave the room as not to embarrass his brothers who were about to discover that they had treated him so badly, and now he was the second in command to Pharaoh. (The link for this story can be found on the website – lesson 13.)]*

Joseph decides the time is right to reveal himself to his brothers, but first he takes some precautions. As it says (Be 45:1), "Joseph could not restrain himself in the presence of all those who stood in front of him, so he called out, 'Remove everyone before me!'" Rashi explains that Joseph cleared the room because he could not bear to let his brothers be embarrassed with all the Egyptians standing there.

The Midrash Tanchuma shares with us an insight how Joseph at this moment put his life in serious danger. He could not know whether the attitude of the brothers had changed towards him. Previously, his brothers had plotted to kill him. Now with everyone except his brothers leaving the room, there would be nobody there to protect him. Why would Joseph put his life in danger?

The Midrash explains, Joseph felt that he would rather risk being killed than shaming his brothers in front of the Egyptians. If Joseph revealed himself in front of the Egyptians then all would know the story of how his brothers plotted to kill him and then sold him into slavery. This would cause great shame to his brothers. Joseph decided that it was better for him to die than to shame his brothers.



## EXTENSION

### <sup>5</sup>Poem

This poem emphasizes how words are very powerful weapons and how we have to be super sensitive and use them only for the good and not to harm anyone by saying something that might hurt their feelings or embarrass them in any way.

#### Sticks and Stones May Break My Bones

“Sticks and stones may break my bones  
 But words could never hurt me.”  
 And this I knew was surely true  
 And truth could not desert me.

But now I know it is not so.  
 I’ve changed the latter part,  
 For sticks and stones may break the bones  
 But words can break the heart.

Sticks and stones may break the bones  
 But leave the spirit whole,  
 But simple words can break the heart  
 Or silence crush the soul.

HERB WARREN



# Level 2



Shluchim Office Sample

# 13: Do Not Murder

## Shaming Another In Public Is Like Murder

The Shluchim Office – Chabad Hebrew School Network  
"Hang with the Ten: Every Day in Every Way"



**13: Do Not Murder - Shaming Another in Public is like Murder**

*Here we discuss why we chose to focus on this aspect of the commandment.*

*The lessons are based on providing the students with eternal messages that will hopefully stay with them for life.*

There is a reason for the expression “I wanted to die of embarrassment.” The Talmud states that **when a person is embarrassed, the blood rushes from his face, and therefore it is considered as if it is bloodshed. Shaming someone is like murder.** A person’s self image and feeling of worth is very much measured by the respect and acceptance of his peers. When one is shamed, he is stripped bare in front of others. At that moment of shame, the person feels worthless – as if he were dead.

The life of a person is so precious to Hashem. Hashem desires our self dignity and this is just one law which reflects this ideal. When a person has self respect, he carries himself in a dignified way befitting the Neshama he has within.

There are numerous stories in the Torah which display care and concern for other’s dignity. The story of Rachel and Leah is a classic example of this. Rachel was ready to sacrifice her own destiny in order to save her sister Leah from embarrassment. Rachel is held up as an eternal inspiration for us to do what we can to save a person from shame. From these stories and others, we learn how careful we should be in preserving others’ dignity.

The way to protect ourselves from shaming another is to be acutely sensitive to another and to always think “How would I want to be treated?” The well known conservative thinker, Dennis Prager, echoes this idea with an example. When he is in conversation with a violinist, he will never say that he has heard a great violinist in concert. The reason is that it may make the violinist he is speaking with uncomfortable or embarrassed at being compared with another musician.

If we train ourselves to think in this way, it will go a long way in creating a world of love and peace.

The Talmud uses the words: Do not shame in public. “In public” is a vitally important part of this teaching. At times, when trying to help a person grow in their character, it may be that he becomes uncomfortable or embarrassed. If this is done privately and with good intentions on the part of the other party, then this is not what the Talmud is referring to. The Talmud is referring to the publicly shaming due to a lack of sensitivity and thought.

**Aside:** This is very much like the extension of becoming angry is like worshipping idols. It is not a direct prohibition, rather a subtle form of the original dibrah.

*Make sure your students understand the following words as you use them in the classroom.*

**Vocabulary Words**

N/A





*Here are more sources that will give you a deeper understanding of the concept we are bringing across in class.*

**READ MORE ABOUT IT/BIBLIOGRAPHY**  
[http://www.chabad.org/parshah/article\\_cdo/aid/326064/jewish/A-Very-Strange-Commandment.htm](http://www.chabad.org/parshah/article_cdo/aid/326064/jewish/A-Very-Strange-Commandment.htm)

Shluchim Office Sample



**LESSON 13: Do Not Murder - Shaming Another In Public Is Like Murder**

**IN THIS LESSON**

- In this lesson, we hope that the students will gain a sensitivity to avoid shaming others. To that end, we first help the students empathize with one who is embarrassed, then we help the student think about how to avoid shaming another and how to help others in their time of embarrassment.

**DESIRED OUTCOME by the end of this lesson, students will know, understand or be able to:**

- Hashem loves each person individually, and does not want to see anyone hurt in any way – not physically, not emotionally.
- The Talmud considers shaming another as murder.
- Appreciate the sensitivity needed to be shown to another to avoid shaming others.

**BEFORE CLASS**

- Print **S2.13.1.EntranceCards**- cut 1 per student
- Print **S2.13.2.QuestionGrid** – 1 per student
- Bring post-it notes.
- Print **S2.13.3.AnOpportunityLostALessonGained** – 1 per student
- Print **T2.13.1.SteerClear** – 1 set per group
- Listen to **StoryCD.KamtzahandBarKamtzah** and Prepare questions\ flow of discussion
- Review **Poster 6** and prepare questions/ flow of discussion
- Print **iKnow** - 1 per student



The accompanying pages must be read for full understanding of the lesson plan.

	Teacher	Students
<b>PRELIMINARY</b> <b>Time:</b> 5 minutes <b>Materials:</b> - ©S2.13.1.EntranceCards - Pencils - Luchot Box	Entrance cards	Students complete the Entrance Cards.
<b>ANTICIPATORY SET</b> <b>Time:</b> 10 minutes <b>Materials:</b> - © S2.13.2.QuestionGrid - Post-it notes	<b>Identify Embarrassment<sup>1</sup></b> What is it? What does it feel like?	Think/Share
<b>Time:</b> 15 minutes <b>Materials:</b> - ©S2.13.3.AnOpportunityLost	<b>An Opportunity Lost, A Lesson Gained<sup>2</sup></b> A story about one boy’s struggle to stop himself from embarrassing someone else.	Students read aloud story together and discuss.



<b>DIRECT INSTRUCTION</b> <b>Time:</b> 6 minutes <b>Materials:</b> - ©T2.13.1.SteerClear	<b>Steer Clear of Shaming Another Activity</b> <sup>3</sup> Activity that shows how we have to be sensitive to others feelings.	Students participate in activity.
<b>GUIDED PRACTICE</b> <b>Time:</b> 5 minutes <b>Materials:</b> - ©CDStory6.KamtzaBarKamtza - CD player	<b>Story CD: Kamtzah and Bar Kamtzah</b> <sup>4</sup> Or tell the story of Yosef and his brothers.	Listen to story. Discuss?
<b>WRAP UP</b> <b>Time:</b> 2 minutes <b>Materials:</b> - Poster	Poster.	Discuss.
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Shluchim Office Sample



## Accompanying Pages

### ANTICIPATORY SET

#### <sup>1</sup> Identify Embarrassment

*Each student will receive (S2.13.2.QuestionGrid) a graph displaying a number of questions the student can think about, relating to embarrassment. Students can then divide up into groups of 2 or 3 and discuss/come up with different words to describe embarrassment. The students should use post-it notes to write their words on. The class can come together and the groups can take turns reading their words to the class. If another team has their word, they must discard of that post-it note. The team with the most original words (most post-it notes left) wins. (Link for Boggle Instructions on website – Lesson 13.)*

*Ask:* Have you ever heard the expression “I almost died of embarrassment?” Why do you think that is so?

*Possible answers:* it makes you feel like people feel less of you, you feel bad about yourself, or that you feel like now people will make fun of you.

*Explain:* This is why the Torah compares it to murder; when you are shamed you feel less of a person and insignificant, a non person which is a little like being dead.

△ The important thing is to have a conversation about the feeling of embarrassment and why it’s such a terrible feeling.



<sup>2</sup>An Opportunity Lost, A Lesson Gained

**1** Q: What kind of kid was Kevin? How do you think others think of him?  
A: Kevin was a bully and was not pleasant to the students. The students in Marc’s class probably didn’t like Marc due to the fact that he wasn’t a friendly person

**2** Q: What was Marc’s idea? Why did he think it was a good idea?  
A: Marc wanted to take a picture of Kevin sleeping and sucking his thumb. He thought this was a good idea because then he could get back at Marc for being such a bully.

**Hang with the Ten**  
Kids Read Aloud  
**An Opportunity Lost, A Lesson Gained**

“Okay, guys. We’ll be there in about an hour and a half. I want every one of you kids to behave, or else!” Kevin, the teacher’s assistant sternly warned as the bus taking Marc and his classmates on their school trip pulled out of the school parking lot.

Though the trip had barely started, Marc had already heard more than enough from this bossy Kevin. True he was two grades older than they were, but did that give him the right to order them around and treat them like babies? “Slide over, kid. I’m taking the window seat — assistant’s privilege.” Marc turned to face the voice and groaned. Of all the seats on the bus, Kevin had decided to sit right next to him! The boy indignantly moved over, but he already taken out his camera and had planned to take a lot of pictures of the passing scenery through the bus window, but now he’d just have to sit there like a dummy next to this guy who thought he was so cool.

They had been driving for about an hour, when they were about to pass by a famous waterfall. Marc decided to ask Kevin if he could at least switch seats with him for a minute so he could get one good picture. As he turned, he got a big surprise — the obnoxious bigger kid had fallen asleep and was sucking his thumb like a toddler!

Forgetting about the waterfall, Marc pulled out his digital camera and took a couple of object photos of this hilarious scene. He should have waited until the next rest stop, when both of these embarrassing pictures would be part of the class. Kevin would never be able to live them down — or he might as well just give up on that idea... “Okay, guys. You’ve got exactly five minutes before everyone has to be back on the bus. I hope you all know how to tell time!” Kevin chuckled as the kids piled on at the rest stop.

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Marc marched closer to the group, but surprisingly felt his feet slowing down. Is this really okay? He thought to himself. If I was just a regular kid, he would have felt that embarrassing! — everyone seeing Kevin sucking his thumb is going to embarrass me a hundred times as much. With that stop Marc gave the idea of putting Kevin in his place was starting to feel less heroic and more just plain hurtful. True, Kevin was obnoxious, but did they really humiliating him like this?

“Hey, Marc, cool-looking camera, man. You got any good shots of the trip so far?” asked his friend Ron as Marc reached to the group. The boy took a deep breath. “Nah, nothing yet,” he said. Nothing — Marc thought to himself — except for those two pictures he’d just permanently deleted, saving Kevin his reputation and saving himself from doing something very wrong.

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“Hang with the Ten: Every Day in Every Way”

T3.13.4. An Opportunity Lost...

**3** Q. What life-lesson do you think Marc learned that day?  
A. When he caught Kevin in an embarrassing position, his first thought was to use it to knock the kid down -- then he realized that humiliating someone is no joke, but rather a very serious and extremely harmful thing to do -- and thankfully he stopped himself in time.

**4** Q. What should a person do if he sees someone in an embarrassing situation?  
A. If there is any way he can help, without embarrassing the person further, he should. Otherwise, he should simply turn or walk away and act as if he'd never seen it.

**5** Q: Give an example of a scenario where a person would really want to embarrass someone else and what he could do to prevent himself from going through with it.  
A: Example: Sam saw the school bully spill his lunch all over the lunchroom floor when nobody else was there. He wanted to get back at him by telling everyone about what he saw but, Sam remembered how the bully had turned bright red and looked very embarrassed when he realized what he had done, and he didn’t want to cause him to have to feel any worse than he already did.



## DIRECT INSTRUCTION

### <sup>3</sup>Steer Clear of Shaming Another

This activity focuses on understanding possible ways to become more sensitive to what might be perceived as being embarrassing and avoid embarrassing others.

*Students are divided into two pairs and each pair receives two worksheets (T2.13.1.SteerClear) to work with. The students discuss why someone might get embarrassed from hearing the particular phrase. For example:*

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*Each pair discusses the two phrases and shares their reasons with each other. Each student then goes back to their seat and INDIVIDUALLY fills in reasons on their page.*

## GUIDED PRACTICE

### <sup>4</sup>Story CD: Kamtzah and Bar Kamtzah

*[Some teachers may feel that this story is not in the right context for their students being that it goes into the discussion about the destruction of the Bet Hamikdash and talks about the Rabbis and being part of the crowd that did not stand up for Bar Kamtzah. If that is the case, then you can use the story of Yosef HaTzaddik who asked the Egyptians to leave the room as not to embarrass his brothers who were about to discover that they had treated him so badly, and now he was the second in command to Pharaoh. (The link for this story can be found on the website – lesson 13.)]*

Joseph decides the time is right to reveal himself to his brothers, but first he takes some precautions. As it says (Be 45:1), "Joseph could not restrain himself in the presence of all those who stood in front of him, so he called out, 'Remove everyone before me!'" Rashi explains that Joseph cleared the room because he could not bear to let his brothers be embarrassed with all the Egyptians standing there.

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The Midrash explains; Joseph felt that he would rather risk being killed than shaming his brothers in front of the Egyptians. If Joseph revealed himself in front of the Egyptians then all would know the story of how his brothers plotted to kill him and then sold him into slavery. This would cause great shame to his brothers. Joseph decided that it was better for him to die than to shame his brothers.



## EXTENSION

### <sup>5</sup>Poem

This poem emphasizes how words are very powerful weapons and how we have to be super sensitive and use them only for the good and not to harm anyone by saying something that might hurt their feelings or embarrass them in any way.

#### Sticks and Stones May Break My Bones

“Sticks and stones may break my bones  
 But words could never hurt me.”  
 And this I knew was surely true  
 And truth could not desert me.

But now I know it is not so.  
 I’ve changed the latter part,  
 For sticks and stones may break the bones  
 But words can break the heart.

Sticks and stones may break the bones  
 But leave the spirit whole,  
 But simple words can break the heart  
 Or silence crush the soul.

HERB WARREN

