

CHAI Lesson Overview

Level 1

(Theme: *Discovering Myself in the Jewish Story*)

Torah

Lesson # and Title	Topic/Questions to be Addressed
1. Intro to Torah	How is the story of Torah different than other stories I might read, and how is it the same? How is the Book of Genesis like a journey? What do I have in common with the people in the Torah?
2. Creation: Adam and Eve	Who was the first person that God created? Why did God create a second person?
3. Noah	How were each of the animals on the ark unique and what were their unique needs? How is understanding how Noah took care of the unique needs of animals similar to our understanding of how to take care of the unique needs of people?
4 – Abraham and Sarah: <i>Lech Lecha</i>	What are the qualities that Abraham and Sarah possess that would make God think they are worthy to be the founders of Judaism? How can I incorporate Abraham and Sarah's positive qualities into my own life?
5. Rebecca: Woman of Kindness and Courage	Why did Abraham's servant pick Rebecca to be a wife for Isaac? What is special about Rebecca? What did Rebecca do that makes us think she is special?
6. Jacob and Esau	What happened between Jacob and Esau that caused trouble in their family? How do Jacob and Esau provide us a model of accepting people in spite of differences and conflicts we may have with them?
7. Joseph (Alef): Trouble Among Brothers	What did Joseph do that made his brothers jealous? Can we behave in a good way, even when we are feeling bad?

8. Joseph (Bet): Personal Change and Reconciliation	What happens to Joseph in Egypt? How did Joseph and his brothers change in order for them to forgive each other?
9. Conclusion: The Genesis Journey Map	What were the Genesis stories the class studied this year, and what were their main messages?

Avodah

Lesson # and Title	Topic/Questions to be Addressed
1. Rosh HaShanah and Yom Kippur	What are the special concepts and symbols associated with the High Holy Days? How can I be part of the Jewish story by engaging in the process of teshuva?
2. Sukkot	How does Jewish time help us appreciate what God gives us/ our blessings? What actions show God that we appreciate our blessings? Why is <i>hiddur mitzvah</i> important?
3. Simchat Torah	Why is Simchat Torah an important Jewish holiday? How can the Torah make me happy?
4. What is a Blessing?	What is a blessing? When and why do we say blessings?
5. Havdallah	Why is it important to make distinctions or separations in time? What are the ways in which Jews make separations in time?
6. Chanukah	What is the story of Chanukah? What are some of the positive qualities of the Maccabees? How can I be like the Maccabees? How am I a part of the Chanukah story today?
7. Purim	How did Esther and Mordechai's actions show their Jewish pride? How can I show my Jewish pride like Mordechai and Esther? How can my actions today make me part of the unfolding Jewish story?
8. Pesach	What are some of the important messages of the Exodus story? How can I be a part of the Passover story today?
9. Shecheyanu	When are appropriate times to say Shehecheyanu? Why is it important to take note of new things/ first times? How does this blessing help connect me to God and the Jewish community?

G'milut Chasadim

Lesson # and Title	Topic/Questions to be Addressed
1. Behaving in Special Ways: Introduction to G'milut Chasadim	What are acts of <i>g'milut chasadim</i> ? Where in the story of the Jewish people can I learn about it?
2. We Can Learn from Bible Heroes	What is a hero? What does a Jewish hero do? What can we learn from the Torah about Jewish heroes? How can I be a hero?
3. Synagogue Helpers Do G'milut Chasadim	Who are some of the helping people in our synagogue community? How do people who help in the synagogue make our world a better place by doing <i>g'milut chasadim</i> ? Why are thank you notes important to send to people?
4. Is Saying Sorry Enough?	Why should we say we're sorry? When should we say we're sorry? Why should we forgive others? When should we forgive others?
5. Tzedakah: A Different Way of Helping	What is <i>tzedakah</i> ? Why should we give <i>tzedakah</i> ? Who can we help by giving <i>tzedakah</i> ?
6. Being Kind with Derech Eretz	What are examples of acts of kindness? How can you behave with kindness? How can you act with <i>Derech Eretz</i> in your life?
7. You Can't Say You Can't Play	How is taking turns an act of <i>g'milut chasadim</i> ? How is including others an act of <i>g'milut chasadim</i> ?
8. Taking Care of the Earth	Why should we take care of the earth? How can we take care of the earth? Who in the story of the Jewish people took care of the earth?
9. I Can Be a G'milut Chasadim Star	What are some of the acts of <i>g'milut chasadim</i> that we remember experiencing this year? What is my role in making <i>g'milut chasadim</i> a part of our world?

Grade/Level 2

(Theme: The personal relevance of Torah, Avodah, G'milut Chasadim)

Torah

Lesson # and Title	Topic/Questions to be Addressed
1. Introduction to Torah - revised	How does the Torah differ from other books? What can the Torah teach us about our lives that will remain with us? What is special about the Torah scroll? How is the Torah scroll different from a book that might deal with the same stories? This lesson focuses on why the Torah is so important and special for the Jewish community on what Torah can provide for us in our daily lives.
2. Introduction to the Book of <i>Sh'mot</i> – revised	This lesson presents the main idea behind the book of <i>sh'mot</i> , and its relation to the other books in the Torah. What is this book of the Torah about? What is a <i>parashah</i> ? How did the Israelites being to be a people (group)? What can we learn about becoming a group from the Israelites experience of becoming a people? Students will be able to draw a connection between their understanding of what it means to be a group and the experience of the Israelites in the Book of Exodus.
3. <i>Parashat Sh'mot</i> : Finding God in Small Places	Why did God appear to Moses in a thorn bush? How long did it take Moses to notice (realize) that the bush wasn't burning up and that there was something special about the bush? What are the implications of stopping and focusing to "see" God in the world? What is the value of seemingly lowly or ugly things in our world? Where do we find God? Students explore ways to find God in their own lives and begin to see how ordinary occurrences can turn out to be holy and special.
4. <i>Parashat Bo</i> : Marking Our Freedom Session aleph	Why did the Israelites mark the doorposts just before they left Egypt? Can you think of a way in which Jews still "mark" their doors to this day? Why do Jews today continue to mark their doors as they did in Egypt? Are there other symbols/marks you can think of that indicate that a certain house ins a "Jewish house"? Students will be able to articulate that a mezuzah is a signal to remind us that we are free.
5. <i>Parashat Bo</i> : Marking Our Freedom Session Be	This lesson serves as a continuation from the previous class, focusing on how we as Jews mark our homes "Jewishly." In this lesson, students will learn to recite the blessing for affixing a mezuzah and create a mezuzah for themselves.

<p>6. <i>Parashat B'shalach</i>: Nachshon to Visit</p>	<p>What is the miracle in the text? What is God's role in the miracle? Moses' role? Nachshon's role? Are there miracles in our lives? What are they? Who makes the miracles in our lives happen? How does it make you feel that all of us can make miracles happen in our lives? How can you help others see the miracles they make happen in their lives?</p>
<p>7. <i>Parashat Yitro</i>: Helping Hands</p>	<p>This lesson aims to help students understand that even great leaders like Moses need help and provides more and less ways of offering it. If God picks Moses to be a leader because he is so great, why does Moses need help? If Moses is seen as weak, either by God or by his people, because he needs help? Who does Moses see as a good helper? When is a good time to ask for help from others? What are the characteristics of a good helper? How do you decide who is the best helper for you?</p>
<p>8. <i>Parashat Ki Tisa</i>: The Israelites and the Golden Calf</p>	<p>This lesson examines the relationship between Moses and God, emphasizing Moses' role in calming down God who is angry at the Israelites. What does Moses do that is effective in calming God down? Why is Moses willing to calm God down? Students explore what causes them to get angry and how they can calm themselves down as well as helping others to do the same.</p>
<p>9. <i>Parshat Mishpatim</i>: Reaching Out to Strangers</p>	<p>Who is a stranger? What makes someone a "stranger"? Why do strangers/newcomers need to be welcomed? What kinds of things can we do to help stranger/newcomers feel welcome? In a situation in which you yourself was a stranger, what made you feel welcome? In this lesson, students will reflect and articulate upon the nine Torah lesson studied in this unit and give reasons why learning continues to be an important part of their lives.</p>

Avodah

Lesson # and Title	Topic/Questions to be Addressed
1. Why Can't I See God?	How can I see God's imprint in the world and thereby recognize God's presence? This lesson encourages students to think about how they can connect to God if they can't see God. They will explore different ways to recognize God's presence and impact on the world.
2. Shabbat Blessings	This lesson introduces the holiness of Shabbat and explores what makes this time different from the rest of the week. What can we and our families do to make Shabbat different from every other day of the week? What can you refrain from doing on Shabbat to help you feel closer to God? Shabbat blessings are also introduced.
3. Morning Blessings	How is each new day a gift from God? How can we say thanks for this gift? How can we show gratitude to God from our lives? Students are introduced to the <i>Modeh Ani</i> prayer, thanking God for the special times and people in our lives.
4. <i>Sh'ma</i>	This lesson emphasizes the significance of "Jewish uniqueness" as stated in the central declaration of Jewish faith, the <i>Sh'ma</i> . Students are introduced to a way of hearing or listening to God through this prayer.
5. Evening Blessings	This lesson acts as a continuation of the previous class focusing on the <i>Sh'ma</i> . It aims to emphasize the use of the <i>Sh'ma</i> prayer as part of an evening ritual, transforming bedtime into a time for comfort and reflection.
6. How Do I Talk to God?	How can I feel comfortable communicating with God? By creating a personal prayer of thanks, students are encouraged to feel comfortable communicating with God in written and art form.
7. Why Does God Want Me to Grow?	How am I becoming more self-sufficient each day? What shows that I grow every day? In this lesson, students will learn that as they grow older and perform more mitzvot, they become more like God as we work together to make the world a better place.
8. How Does God Talk to Me?	How can caring for others make us feel good about ourselves? How can identifying feelings help us feel closer to God? In this lesson, students will learn to "hear God" by recognizing what causes good feelings and by listening to the voice inside them that tells them to do what is right.

9. Does God Know Me?	This lesson focuses on the struggle that exists in trying to understand that while we are all created <i>b'tzelem elohim</i> , in God's image, each one of us is also unique. It encourages students to find the godliness that exists within themselves and how they can each feel their own sense of God's presence.
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G'milut Chasadim

Lesson # and Title	Topic/Questions to be Addressed
1. Making A Difference	This lesson introduces students to the Jewish value of <i>g'milut chasadim</i> - personal acts of loving-kindness. They are taught that it isn't beyond our reach or too difficult to show personal kindness to others.
2. Opportunities to Do <i>G'milut Chasadim</i>	This lesson introduces students to various Jewish acts that are considered <i>g'milut chasadim</i> , or acts of loving-kindness. Why do we do acts of <i>g'milut chasadim</i> ? What difference does it make if we do <i>g'milut chasadim</i> ? Students will also have the opportunity to reflect on what they can do to personally make a difference and its impact on both the doer as well as the receiver.
3. Torah Teaches Us	This lesson aims at reinforcing the connection between <i>g'milut chasadim</i> and the Torah, emphasizing the Torah as a source of moral and ethical teaching for life. How does doing <i>g'milut chasadim</i> connect us to God? How can we learn about <i>g'milut chasadim</i> from the Torah? This lesson also asks students to personalize the teachings of the Torah, picturing themselves acting as one of the positive Jewish biblical characters.
4. In God's Image	This lesson introduces the concept of <i>b'tzelem elohim</i> , emphasizing that every human being is created in God's image and that we have the ability to act the way God would want us to. By creating <i>b'tzelem Elohim</i> mirrors, students will understand their role as a partner with God caring for and helping others each day.
5. Being God's Partner	How can doing <i>g'milut chasadim</i> make the world a better, holier place? This lesson encourages students to think about how we can recognize elements of our world that need our help and how we can demonstrate our commitment.

6. Welcoming Guests	In this lesson, students learn about the concept of <i>hachnasat orchim</i> , or “hospitality.” By utilizing the text of Abraham welcoming the three strangers into his home, students will understand how this concept is considered an act of <i>g’milut chasadim</i> . This lesson includes a role playing activity asking students to act out their understanding of <i>hachnasat orchim</i> .
7. Taking Action	This activity asks students to become detectives, researching communal agencies where they can do acts of <i>g’milut chasadim</i> . It is designed to prepare students for a field trip to a communal agency where students can experience acts of <i>g’milut chasadim</i> for themselves!
8. Reflections on Doing <i>G’milut Chasadim</i>	This lesson serves as a follow- up to a field trip (or alternative class activity). It provides both the teacher as well as the student an opportunity to reflect on their <i>g’milut chasadim</i> experiences. The goal of this lesson is to reinforce the idea that their personal actions really do make a difference.
9. Planning a <i>G’milut Chasadim</i> Simchah	In this lesson, students have the opportunity to plan their own closing celebration and mark the completion of their study of <i>g’milut chasadim</i> .

Level 3

(Theme: K’dushah – Holiness)

Torah

Lesson # and Title	Topic/Questions to be Addressed
1. Introduction to <i>Vayikra/Leviticus – Parashat K’doshim</i> : Holiness	What does <i>k’dushah</i> / holiness mean? What people, places, actions and things are <i>kadosh</i> /holy? Through guided imagery and class discussion, students consider the meaning of holiness in the world and in their lives.
2. <i>Parashat Vayikra</i> : Sacrifice, Gifts, Drawing Near	Students are asked to examine the offerings they are willing to make for themselves, their world, and God through consideration of these key questions: What is the connection between an offering to God and drawing close to God? How can I make an offering to God through my actions?
3. <i>Parashat Sh’mini</i> : Kashrut – Holy Eating	What are the laws of <i>kashrut</i> ? Why should I study and follow the mitzvah/commandment of <i>kashrut</i> ? How might the mitzvah of <i>kashrut</i> add holiness to my life? In this lesson, students learn about the Biblical commandment of <i>kashrut</i> (Jewish dietary laws) and the Reform Judaism’s view.

4. <i>Parashat K'doshim</i> Session Alef: Stumbling Block	Using text study and drama, students consider what the commandment to be holy means in terms of how we treat one another through an exploration of these questions: What does it mean to put a stumbling block before the blind? How are we all blind? What does it mean to curse the deaf? How are we all deaf? In what ways do the messages of this verse help us to act in a more <i>kadosh</i> /holy manner toward others?
5. <i>Parashat K'doshim</i> Session Bet: <i>Tochecha</i> (Rebuking Others)	Continuing with the concept of holiness and behavior toward one another introduced in the previous lesson, this lesson focuses on <i>tochecha</i> , rebuke or reprimand. What are the rules/guidelines for practicing <i>tochecha</i> ? How does telling someone she or he did something wrong help that person? How can the guidelines for <i>tochecha</i> make me a better friend?
6. <i>Parashat Emor</i> : Shabbat – Holy Time	Students contemplate their own lives and work in <i>chevruta</i> to discuss and understand the key concepts of Shabbat: What is “work,” according to the Hebrew term used in the verse, <i>melacha</i> ? Why is not working on Shabbat Holy? What makes a day holy? Why is it important for Shabbat to be celebrated by Jews everywhere?
7. <i>Parashat B'har</i> : The Sabbatical Year – Holiness of the Earth	To whom does the land belong, God or people? What do we need to do to take care of the earth? Why does the land need to take a rest, a Shabbat? Students will study the Torah text and then create an Earth Day celebration to reflect the concept of respecting the land.
8. <i>Parashat K'doshim</i> : Love Your Neighbor	This lesson is the first of two wrap-up lessons for level 3 Torah. In it, students utilize Hillel’s commentary and create a Personal Guide to Holiness” to address these questions: What does it mean to love my fellow human being as myself? How might I do this? How does loving others as I love myself lead to more <i>k'dushah</i> /holiness in my life? What is my definition of <i>k'dushah</i> /holiness? In what ways might more <i>k'dushah</i> /holiness in my life make it better or happier?
9. <i>Parashat B'chukotai</i> : Rules, Laws and Teachings – Passing It On	In this final lesson, students review the key teachings they have learned, discuss how the Torah has been passed on, and identify to whom they want to pass it on. The lesson concludes with an actual passing on of Torah ceremony.

Avodah

Lesson # and Title	Topic/Questions to be Addressed
1. Synagogue Helps Us Make Room for God	A synagogue scavenger hunt sets the stage to help students discover answers to these questions: How does the synagogue, and its people and objects, help me connect to God? What about the synagogue is <i>kadosh</i> ?
2. Road Signs to God	In this lesson, students will grapple with questions that are asked by Jews of all ages: What do I do when I feel distant from God? What does the Torah teach me about my relationship with God? How can we help each other to recognize God in challenging times? The search for answers is aided by “road signs to God” that students utilize in the lesson.
3. How Do We Relate to God?	Using the High Holy Days text, <i>Ki Anu Amecha</i> (We Are Your People), students examine how our relationships with one another help us have a relationship with God and how human relationships can be metaphors for relationships with God.
4. Getting Connected	This lesson focuses on the <i>shehecheyanu</i> blessing as a way of acknowledging God and our connections to each other, God, and God’s creations. An art project and “case studies” demonstrate our connectedness with one another.
5. Acting Holy	The overlap between Torah, avodah, and g’milut chasadim is explored in this lesson through consideration of these questions: How can I experience moments of connection to God? How is striving for a connection to God, <i>avodah</i> , like work? How can doing the work of <i>avodah</i> make my life, the lives of others, and the world more <i>kadosh</i> /holy?
6. Everything’s <i>B’seder</i> , All Is in Order	Students briefly review the Creation story and read an interpretation of the <i>maariv aravim</i> (evening) prayer as they consider how God brings order to the world and how <i>avodah</i> can bring order to their lives.
7. Our Bodies Are a Gift from God	How to reflect the holiness of one’s body by the care we take of it is the topic of this lesson. Students will use text study and art to answer this question.
8. Ordinary Moments Can Be <i>Kadosh</i>	Students are introduced to the section of the morning blessings (<i>Nisim B’chol Yom</i>), which thank God for the miracle of “ordinary” things. They will reconstruct their own morning ritual to include thanks for a regular part of their day that becomes <i>kadosh</i> because of their conscious prayer.

9. Taking God Home	In this concluding lesson, students will review the ideas they have explored about God, about doing the work to connect to God, and about how each person can make the world more kadosh by taking the time to recognize and think about God.
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G'milut Chasadim

Lesson # and Title	Topic/Questions to be Addressed
1. Taking Responsibility: Doing <i>G'milut Chasadim</i>	The purpose of this lesson is to help students understand the importance of taking personal responsibility for the acts of <i>g'milut chasadim</i> that help make the world a better, holier place. Students will consider: what does it mean to take responsibility to perform <i>G'milut Chasadim</i> ? Why do we have a responsibility to do <i>G'milut Chasadim</i> ?
2. <i>K'lal Yisrael</i> : Helping Jews around the World 	Students learn about our responsibility for helping Jews around the world and utilizing fact-finding stations, they discover ways to do this.
3. <i>G'milut Chasadim</i> : Helping Others and Helping Ourselves	This lesson raises the question of how to keep a balance between helping ourselves and helping others. Students will use music, text study, and a values clarification activity to accomplish this.
4. Our Actions Make a Difference: Caring is Contagious	Using music, movement, stories and discussion, students will learn how one person can make a difference and how our acts of <i>g'milut chasadim</i> make a difference by influencing others.
5. <i>G'milut Chasadim</i> Every Day	Learning stations and a "palm pilot" activity help students understand how they can consciously incorporate acts of <i>g'milut chasadim</i> into their daily lives.
6. A <i>G'milut Chasadim</i> Road Map 	A Jewish Road Map Game helps students "find" the Jewish values described in the <i>Elu D'varim</i> text from the Talmud and found in our prayer book that are of utmost importance.
7. The <i>G'milut Chasadim</i> Holiday Connection – Session <i>Alef</i>	In this lesson, students take a tour of the Jewish holiday cycle, using text study, a card game, and creative skits, to identify the acts of <i>g'milut chasadim</i> connected with holiday celebrations.
8. The <i>G'milut Chasadim</i> Holiday Connection – Session <i>Bet</i> 	The focus of this lesson is on how the Jewish holidays give us opportunities to take responsibility for doing <i>g'milut chasadim</i> and how we can make the world more holy/ <i>kadosh</i> when we celebrate the Jewish holidays.
9. <i>G'milut Chasadim</i> : Review and Taking Action	How can I do <i>g'milut chasadim</i> in my own community, right away? How does doing <i>g'milut chasadim</i> help me live a Jewish life?

Level 4

(Theme: Being Part of the Community)

Torah

Lesson # and Title	Topic/question(s) to be addressed
1. <i>Am Yisrael, Eretz Yisrael, and the B'rit</i>	What is Am Yisrael? What is Eretz Yisrael? What is the <i>b'rit</i> that connects Am Yisrael, Eretz Yisrael, and God? In addition to exploring these concepts, this lesson introduces the skills necessary to find citations in the Bible.
2. Am Yisrael – Session Alef: All Jews are Members of Am Yisrael; I Am a Member of Am Yisrael	Who is a member of Am Yisrael? How do Jews feel connected to Am Yisrael? What is my connection to Am Yisrael? This is the first of a two-lesson set that explores two concepts: as Jews, we are all member of Am Yisrael, and that Am Yisrael is comprised of many different types of people.
3. Am Yisrael – Session Bet: It Takes Twelve Tribes to Create a People	In the Bible, what were the twelve tribes that made up Am Yisrael? What were their roles and responsibilities to Am Yisrael? How do the various types of people help sustain Am Yisrael? What is my role and responsibility as a member of Am Yisrael? This second lesson in the two-lesson set focuses on the different types of people required to create a community or a “people.”
4. Eretz Yisrael – Session Alef: The Physical Land 	What are the boundaries of Eretz Yisrael and what are the boundaries of the modern State of Israel? How have the boundaries of Eretz Yisrael changed over time? In what way are the climatic and geographic characteristics of Eretz Yisrael unique? How do maps and descriptions of Eretz Yisrael reflect the value of Eretz Yisrael for Am Yisrael? Using Biblical texts, commentaries and poetry, students will encounter the conceptual aspect of Eretz Yisrael and the notion of Jerusalem as the center of the world for Jews.
5. Eretz Yisrael – Session Bet: The Land for Our Souls	What are the characteristics of Eretz Yisrael that have been so attractive to Am Yisrael over time? Why might the student, as a Jew today, be intrigued by or drawn to Eretz Yisrael? Using Biblical texts, commentaries, poetry and the words of Hatikvah, Israel’s national anthem, students will explore how Jews over thousands of years have expressed their ongoing connection to the Land of Israel.

<p>6. Brit — Session Alef: Parashat Sh'lach L'cha: Becoming Like Joshua and Caleb</p>	<p>Lessons 6, 7 and 8 constitute a 3-lesson mini-unit that utilizes Torah text and interactive drama to understand the connection between commitment to a goal and the perception of challenges in achieving it. This is based on the story of the twelve scouts Moses sent into the Promised Land to report on its features, characteristics, and fortifications. The lessons address these questions: What is different and similar between the reports of Joshua and Caleb and those of the scouts regarding Eretz Yisrael? Why might the reports be different? What can we learn from the response of the Israelites to the reports about the connection between keeping our part of the <i>b'rit</i>/covenant with God and Eretz Yisrael? What advice would help the Israelites be more like Joshua and Caleb?</p>
<p>7. Brit — Session Bet: Parashat Sh'lach L'cha: Becoming Like Joshua and Caleb</p>	<p>See lesson 6.</p>
<p>8. Brit — Session Gimel: Keeping the B'rit.</p>	<p>The purpose of this lesson is to further refine the students' understanding of the concept of <i>b'rit</i>. Specific questions to be addressed include: What does it mean to keep the <i>b'rit</i>/covenant with God? (What does God want from us?) What does keeping the <i>b'rit</i> have to do with being successful in Eretz Yisrael? How does the concept "choose life" relate to the <i>b'rit</i>? What advice might help the Israelites (and all Jews) "choose life"?</p>
<p>9. Wrap-Up: We Are About to Enter the Land...</p> 	<p>What are Am Yisrael, Eretz Yisrael, and the <i>b'rit</i>? How are Am Yisrael, Eretz Yisrael, and the <i>b'rit</i> connected? What was it like for Am Yisrael to get to bring together the people of Eretz Yisrael? In this lesson, the students will consider the relationship between these three concepts and will explore the very last verses of the Torah where Moses dies, leaving the Israelites on the brink of entering the Land. Since this portion concludes the Torah, the students will be introduced to the concept of beginning the Torah immediately following the concluding verses, indicating the continual nature of our journey as Jews.</p>

Avodah

Lesson Title	Topic/question(s) to be addressed
<p>1. Kavanah</p>	<p>In this lesson, students are introduced to the concept of <i>kavanah</i> — intention and concentration in prayer. What actions do I need to take in order to experience <i>kavanah</i>? What would an experience of <i>kavanah</i> feel like for me? Through the use of games and text study, students will explore their own thoughts and feelings about <i>kavanah</i> in Jewish prayer.</p>

<p>2. Keva: Why We Pray</p> 	<p>Students explore the value of traditional prayer and the practice that it takes to feel comfortable using the fixed language of prayer. Questions to be addressed include: Why should I pray? How do we feel if we are not prepared for fixed prayer experiences? What is the work (<i>avodah</i>) required to create a successful prayer experience?</p>
<p>3. Siddur Geography: Our Journey Through the Prayer Book</p>	<p>This lesson is designed to give students an overview of the major prayer elements of the Friday night and Saturday morning Shabbat synagogue service. The students will receive an overview of the major components of the service [Introductory Prayers and readings, the Sh'ma and its blessings, the Amidah, the Torah service, and the Conclusion (Aleinu and Kaddish)] and will explore how each of the components might relate to his or her own life.</p>
<p>4. The Sh'ma and Its Blessings: Finding Kavanah in Keva (Session Alef: Sh'ma and V'ahavta)</p>	<p>How can a fixed prayer like the Sh'ma/V'ahavta inspire kavanah? How can the themes of the Sh'ma provide meaning, guidance, and comfort in my life? Through guided meditation, text study, and storytelling, students will discern the themes of these ancient, central prayers and analyze their meaning for our own time. Please note that although this is the first of a 2-lesson "mini-unit," it can easily be taught as a stand-alone lesson.</p>
<p>5. The Sh'ma and Its Blessings: Finding Kavanah in Keva (Session Bet: Creation, Revelation, Redemption)</p>	<p>This lesson explores the themes of creation, revelation and redemption surrounding the Sh'ma and its blessings and will be most successful if taught very soon after the preceding lesson. Students will consider how understanding the themes of prayers or blessings can help them understand the prayers or blessing in a personal way. Using text study and games, the students will create their own titles for these blessing to reflect their own personal understanding of them. The concept of <i>p'tichah</i> and <i>chatimah</i> as "clue" to meaning is introduced in the lesson.</p>
<p>6. Kiddush: Sanctifying Our Lives Through Fixed Prayer and Personal Feelings of Holiness</p> 	<p>This lesson focuses on the concept of holiness as expressed in the Kiddush blessing recited on Shabbat. In this lesson, the students will consider and explore these questions: How does the Kiddush blessing express the concept of our holy relationship with God? When do I personally experience feelings of holiness? How can I bring kavanah (personal feelings of holiness) to the fixed Kiddush blessing?</p>
<p>7. Communal and Individual Prayers</p>	<p>How is praying in community different than praying individually? How can I experience personal moments of <i>kavanah</i> within a communal worship setting? What is the power of being in community? In this lesson, students will address the tension between individual and communal prayer.</p>

<p>8. Blessings of Wonder</p> 	<p>How can saying blessings help us recognize moments as holy or awesome? How does saying blessings help me feel a connection to God? What are some of the things we can do every day that provide an opportunity for avodah, making sacred connections? Using self-reflection, text study, and a scavenger hunt, the students will learn how blessings of enjoyment and wonder can transform seemingly ordinary moments into holy time.</p>
<p>9. Silent Prayer: Creating a Moment for Ourselves, with Our Own Words</p>	<p>This lesson enables students to reflect on experiences of kavanah as a way of connecting personally to God within a worship service. The focus of the lesson will address such questions as: How can I experience kavanah and feel moments of connection to God? How can I feel a sense of sacred connections by using my own words? How does having a fixed time for using my own words help my experience of kavanah throughout the service?</p>

G'milut Chasadim

Lesson Title	Topic/question(s) to be addressed
<p>1. Making Peace Among Friends</p> 	<p>Why is peace among friends important? How can you play a role in making peace among friends? What are the risks in being a peacemaker? What are different ways to make peace among friends? How is making peace an act of g'milut chasadim? Through text study, role play scenarios, and conflict problem solving, this lesson will introduce students to the ways they can implement the quintessential Jewish value of making peace.</p>
<p>2. <i>Sh'lom Bayit</i>: Peace and Harmony at Home</p>	<p>What is <i>sh'lom bayit</i>? Why is <i>sh'lom bayit</i> a Jewish value? What other Jewish values contribute to <i>sh'lom bayit</i>? Through the use of stories, games, and scenarios, the students explore the importance of peace in the home and their role in it.</p>
<p>3. Accepting Differences: Love Your Neighbor as Yourself (V'ahavta L'rei-acha Kamocha)</p>	<p>What does it mean to be different? How are people different? How can we learn to be accepting of the differences in others? How does it feel to be accepted for who you are? Why do we have a responsibility to accept differences in others? A Bingo Discovery Game brings the students to an understanding of the Leviticus text (19:18) that instructs us to "Love your neighbor as yourself."</p>
<p>4. Show Honor with Action: Honor Your Parents (Kibud Av Va-eim)</p> 	<p>What can we learn from the Torah about honoring parents? What is the difference between honor and respect? How, when, and why should we honor our parents? Through a story and the use of Biblical skits, the students will identify the ways in which parents can be honored.</p>

<p>5. Befriending the Lonely</p>	<p>How can I reach out to lonely people? What are the barriers to making friends? What do Jewish texts teach us about reaching out to people who are lonely? The students will utilize the Biblical story of the friendship between Boaz and Ruth to learn about the Jewish value of welcoming the stranger, and how they might go about making a newcomer feel comfortable.</p>
<p>6. The Danger of Gossip: <i>L'shon Hara</i></p> 	<p>What is gossip and why should we avoid it? What does our Jewish tradition teach us about the consequences of gossip? Texts, stories, and role-playing are utilized to help students understand the negative impact of gossip in our lives.</p>
<p>7. Understanding the Elderly</p> 	<p>In this lesson, students will confront some of the common myths related to the elderly and the process of aging by asking and addressing these questions: What are the signs of aging? How can we learn to understand the elderly? What responsibilities do we have toward the elderly in our community? What do Jewish texts teach us about the aging process? The learning will be conveyed through text study simulations, and creation of a program for the elderly.</p>
<p>8. Honoring the Elderly (<i>Kibud Z'keinim</i>) Session Alef</p>	<p>This lesson is the first of two parts and prepares the students for a visit to the classroom by elderly guests. Questions to be addressed include: Why should we honor the elderly? How can I show honor to the elderly? How is honoring the elderly a way of revering God? Where in Jewish sources do we learn about honoring the elderly?</p>
<p>9. Honoring the Elderly (<i>Kibud Z'keinim</i>) Session Bet</p>	<p>This lesson follows the previous one and involves inviting elderly guests into the classroom. The students will address these questions: How can I show honor [to the elderly] and act as a gracious host? What can I learn from elderly people? How do I make a difference when I honor the elderly in my community?</p>

Bonus Jewish Family Education Session: The Many Faces of My Jewish Family

Level 5

(Theme: Reform Judaism)

Torah

<p>1. <i>Tanach</i>: Getting to Know You</p>	<p>What is the meaning of the term “<i>Tanach</i>”? What are the characteristics of the three different sections of the <i>Tanach</i>? The students will utilize learning stations to receive an overview of Torah, N’vi-im, and K’tuvim.</p>
<p>2. Meet the Prophets</p>	<p>How do the prophets see themselves? What is God looking for in a prophet? Through “interviews” and writing a help wanted ad, students will explore the characteristics of the prophets.</p>
<p>3. Joshua: Warrior Prophet</p>	<p>What was special or important about Joshua? What qualities did he have that might have caused God to choose him as a prophet and leader? What aspects of Joshua’s behavior can provide a good model for us today? Students will study the different aspects of Joshua’s personality and character.</p>
<p>4. Deborah: Bringing Light to Her World</p> 	<p>Students will study texts and <i>midrashim</i> to learn the difference between a judge and a prophet. They will then compose their own song about Deborah to reflect their learning.</p>
<p>5. Jonah and Jeremiah: The Reluctant Prophets</p>	<p>Students will ponder the questions, Why would a prophet be reluctant to hear God’s call? How did Jeremiah and Jonah answer God’s call? How would you react to God’s call?</p>
<p>6. Amos and Isaiah: The Intolerant Prophets</p>	<p>Students will learn a brief history of Israel leading to the time of Amos and Isaiah through a “news report” and then they will address these questions: What are some of the problems that God might see in our world today? What problems did God see that God spoke to the Israelites about through Amos and Isaiah? How is the world we live in similar to that of Amos and Isaiah?</p>
<p>7. Elijah: Who Was He? Who Is He?</p> 	<p>Through the study of various texts, students will glimpse the many aspects of Elijah in Jewish tradition. They will explore these questions: Who is the prophet Elijah? What are Elijah’s unique characteristics? How and why is Elijah important to us today?</p>
<p>8. Reform Judaism: Response to Prophecy</p>	<p>This lesson provides the important link between the voices of the prophets and Reform Judaism in our world. Students will consider: What values do we still hold from the time of the prophets? What do we as Reform Jews and inheritors of prophetic Judaism, need to speak out about?</p>
<p>9. Your Sons and Daughters Shall Prophecy</p>	<p>Students analyze the words of Debbie Friedman’s song “And the Youth Shall See Visions” to define the role of a prophet in our world today. They will then create a social action project that reflects their feeling about social justice.</p>

Avodah

1. The Prayer-to-Action Connection	How can prayer affect what I do? Students will explore the relationship between prayer and their lives.
2. Introduction to the <i>Amidah</i>	Students will be introduced to the <i>Amidah</i> , the central prayer of Jewish worship, through text study, discussion and art. They will consider these questions: How can understanding the structure of the <i>Amidah</i> help me to better understand prayer as a means of strengthening my relationship with the Divine? How can I understand the themes of the <i>Amidah</i> in order to develop a personal discipline surrounding the recitation of the <i>Amidah</i> ? How can I feel a sense of <i>kavanah</i> when praying the <i>Amidah</i> so that my words are “always acceptable on high?” Please note that in each of the following lessons, the specific prayers are included for student study.
3. <i>Amidah</i> Section 1: <i>B'rachot</i> of Praise	Students will study at stations to learn how understanding the themes of the three blessings of praise can help them feel a greater sense of <i>kavanah</i> in praying the <i>Amidah</i> . They will also explore Reform changes in the <i>Amidah</i> .
4. <i>Amidah</i> Section 2: <i>B'rachot</i> of Petition	In exploring the difference between the things we want and the things we need, students will explore how the communal needs of the Jewish people have changed over time and how their own needs can be addressed in prayer.
5. <i>Amidah</i> Section 3: <i>B'rachot</i> of Thanksgiving	Students will analyze what it means to give thanks to God and why is it important to do so. They will also address the question of how a better understanding of the themes of prayers of thanksgiving help us be more grateful in our lives.
6. The <i>Aleinu</i> : Choosing God	Students will learn the meaning of the <i>Aleinu</i> prayer and will consider how the concepts of particularism and universalism affect how they think about being Jewish.
7. The <i>Kaddish</i> Prayer: Remembering and Affirming God	The different forms of the <i>Kaddish</i> prayer and their roles in the worship service will be explored. The concept of prayer themes is addressed.
8. Israel in Our Prayers	Students will learn how the historical and ongoing connection between the Jewish people and the Land of Israel has been reflected in our prayers and in other Jewish texts.
9. The Prayer-to-Action Wrap-Up	How does prayer affect us? How can the <i>Amidah</i> , the <i>Aleinu</i> , and the <i>Kaddish</i> prayers, written so long ago, have meaning for us today? In reviewing the prayers they learned in this unit, students will be challenged to interpret them in a way that has meaning for our time.

G'milut Chasadim

1. <i>K'hilah</i> : The Jewish Community	Using the text, "All Israel is responsible for one another" (<i>Shavuot</i> 39a), students will explore the reasons for the existence of the different types of organizations that are a part of the Jewish community.
2. <i>Al Tifrosh Min Hatzibur</i> : Do Not Separate Yourself from the Community	Using a game activity as a trigger, students will consider answers to these questions: Why shouldn't we separate ourselves from the Jewish community? What happens when we separate ourselves from the Jewish community? Who suffers when we separate ourselves from the Jewish community? How does being part of the Jewish community lead to doing acts of <i>g'milut chasadim</i> ? What are some ways in which we can strengthen the Jewish community?
3. <i>K'vod HaMet</i> : Showing Honor to the Dead	Students will visit three learning stations to learn about the important Jewish value of <i>k'vod hamet</i> (honoring the dead). They will learn what actions Jews take to show honor to the dead, the role of the <i>chevrah kadisha</i> in the Jewish community, and the reason for ethical wills.
4. Conversion: Becoming Part of the Jewish Community	Students will learn about conversion and about what they and their synagogues can do to make Jews-by-Choice and non-Jewish members of the community feel welcome.
5. <i>Keruv</i> : Welcoming Jews-by-Choice into the Jewish Community	This lesson focuses on what is needed to help Jews-by-Choice integrate smoothly into the Jewish community. It includes an activity that can best be done with the participation of a Jew-by-Choice in the congregation.
6. Justice in the Community	This lesson will introduce the students to the Jewish value of seeking justice as it relates to the value of <i>g'milut chasadim</i> . Students will learn answers to these questions: Where do we learn about Jewish ideas of justice? What is my role as a Jew in regard to matters of right and wrong? Who or what can guide me in matters of justice? How is pursuing justice an example of <i>g'milut chasadim</i> ? How can learning about justice help me become more just?
7. <i>Tzedakah</i> Session 1: How to Choose Where to Give	This lesson gives students the opportunity to actively learn about the reasons our tradition gives for making <i>tzedakah</i> an obligation. The students will address these questions: What can I learn about <i>tzedakah</i> from Jewish texts? What makes <i>tzedakah</i> a holy act of <i>g'milut chasadim</i> ? How do I choose between many <i>tzedakah</i> opportunities? How are Maimonides' laws of <i>tzedakah</i> helpful in my decision to contribute <i>tzedakah</i> ? How does the work of <i>tzedakah</i> support and sustain the Jewish community?

8. <i>Tzedakah</i> Session 2: Avoiding Embarrassment	Righteous Jewish giving requires sensitivity toward the recipient. In this lesson, students will learn how Jewish texts instruct us to preserve human dignity by avoiding <i>busha</i> (embarrassment of another person). Maimonides' laws of <i>tzedakah</i> are studied to help students understand how they can contribute <i>tzedakah</i> in a sensitive and caring manner.
9. Speaking Out and Speaking Up	Students study examples of courageous individuals, Biblical and contemporary, who made a difference through strong advocacy. They will also study Jewish texts to learn the forms that advocacy can take.

Bonus Jewish Family Education Session: Prayer and Community - Reform and Change

Level 6

(Theme: Revelation)

Torah

1. Introduction to <i>K'tuvim</i> /Writings	What is <i>K'tuvim</i> /Writings? What type of literature is found in <i>K'tuvim</i> /Writings? How did God reveal God's self to our ancestors, and how does God reveal God's self to us today? Students will have the opportunity to explore the idea of God's ongoing Revelation as explored throughout this level.
2. <i>M'gillat Rut</i> / The Book of Ruth: Mining the Text for Meaning	How can a deeper reading of a biblical text help me discover meanings or messages that are not readily apparent? How do questions (not necessarily their answers) help me find out more meaning in text? What is my own assessment of the meaning of the Book of Ruth? Students will provide their own interpretation of the Book of Ruth in preparation for the creation of a "Ruth Movie Storyboard" in lesson 3.
3. <i>M'gillat Rut</i> / The Book of Ruth: Finding God in Moab and Canaan	What role does God play in the book of Ruth? What are some different perspectives on the role God plays in the text and in our lives? How do the multiple perspectives on God's role in the text affect my understanding of our relationship with God? In this lesson, students will create a "Ruth Movie Storyboard" with appropriate scenes that reflect their viewpoint about the meaning of the story.
4. Introduction to Wisdom Literature	What is wisdom, according to Jewish texts? What does God have to do with wisdom? How can ancient Jewish perspectives on wisdom speak to me today? Students will examine the connection that exists between the wisdom literature of the Bible and the Level 6 theme of Revelation.

5. <i>Mishlei</i> / Proverbs: Wise Words for All	This lesson examines how the Book of Proverbs enhances and enriches a person's understanding of wisdom and, thereby, holds the power to enhance and enrich their life.
6. <i>Kohelet</i> : Wise Man or Cynic?	Why is the book of <i>Kohelet</i> /Ecclesiastes controversial? What wisdom can we learn from the <i>Kohelet</i> ? How does the wisdom in the Bible help me in my own life? Students will apply wisdom texts to an issue in their lives and an issue in their world.
7. <i>T'hillim</i> / Psalms Session: Alef: Poetry and Liturgy	What are the psalms? What is unique about the psalms? What can I learn about my relationship with God through the psalms? Through analysis of psalms, students will describe various aspects of the author's relationship with God.
8. <i>T'hillim</i> / Psalms Session Bet: Images of God	What ideas and themes are found in the psalms? What ideas in the psalms relate to or resonate with me? What do I believe about God and my relationship with God? Through text analysis, students will describe different attributes of God described in the psalms.
9. God: How Are You revealed in the World and What Is My Relationship with You?	What do I believe about God? What is my relationship with God? How does God reveal God's self in our world? In this lesson, students will create their own text that describes their relationship with God.

Avodah

1. Standing at Sinai: My Role in Revelation	What is the meaning of Revelation? What meaning does it have in my life? What is my role in Revelation? What does it mean that we stood at Mount Sinai, and what responsibility do I have as a result of having been present at Mount Sinai? In this lesson, students will create a mural that reflects their understanding of their role in the ongoing process of Revelation.
2. The Torah Service as Public Reading	How is public reading of Torah different than reading or studying privately? Why is it important to hear Torah read in community? How do the rituals and prayers associated with the Torah service build community? This lesson includes an optional activity in which students study Reform Movement platforms and reflect on the changing attitudes related to Revelation.

3. The Torah Service and Community Building	This lesson continues to explore the power of the public reading of the Torah and expands on its power to build community. Students will focus on how certain pieces of liturgy such as the <i>Mi Shebeirach</i> and <i>Birkat Hagomeil</i> prayers create opportunities for members of the community to share the joys and accomplishments of their lives.
4. Finding Our Own Way to Sinai: A Map of the Torah Service	What happens in the Torah service and why is it like a reenactment of Sinai? This lesson is designed to acquaint students with the major elements of the Shabbat morning Torah service.
5. Choreography and Etiquette of the Torah Service	What is my role in the Torah service as a member of the congregation and as a participant in the ritual? How can I find personal meaning within the spectrum of customs and traditions surrounding the Torah service? What is the important, special vocabulary of the Torah service? In this lesson, students create their own Bar/Bat Mitzvah information booklet, demonstrating their understanding of key customs and rituals in the Torah service.
6. The Blessing of Torah	What is the significance of a blessing before and after an action and what are the possible messages in the blessings before and after the Torah reading? What is the blessing of Torah in my life? Students will explore the possibility of a connection between the blessings for the reading of the Torah and Revelation, as well as explain their on interpretation of the chosenness concept.
7. What is the Haftarah?	The purpose of this lesson is to help students understand the connection between the readings of the Haftarah, a selection from the book of Prophets, and the weekly Torah portion. What is the haftarah? What is commentary, or interpretation, and how is the haftarah like commentary? What are the differences in traditional and Reform synagogues with regard to the haftarah blessings after the reading?
8. The Role of <i>Sh'liach Tzibur</i>	Why is the role of <i>sh'liach tzibur</i> (a community's worship leader) important? What do I need to know, do, and understand to serve in the role of <i>sh'liach tzibur</i> ? Students will reflect on the importance of the role of <i>sh'liach tzibur</i> through a series of poster activities related to the importance of the role.

<p>9. My Communal Role in Revelation: Entering the Covenant as a Jewish Adult</p>	<p>What does it mean that we stood at Sinai as a people, and what responsibility do I have as a result of having been present at Sinai? Am I still a part of the Jewish community even when I don't feel a connection to Revelation/Torah or to God? In this lesson, students will project a vision of the Jewish community of the future based on their sense of the past, and the present.</p>
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G'milut Chasadim

<p>1. Finding God in Our World Through Acts of <i>G'milut Chasadim</i></p>	<p>What makes something a "world issue?" What world issues are of concern to us? How can we be advocates for world issues? Students will recognize and identify world issues as opportunities to work as God's partners.</p>
<p>2. <i>Bal Tashchit</i>: Protecting the Rainforests</p>	<p>This lesson is the first of two that focus on caring for our physical world as a means of connection to God and the work of <i>g'milut chasadim</i>. What can I learn from Jewish sources about my responsibility for protecting nature and the environment? How can I experience Revelation by working to protect the environment? How can I get involved in environmental issues such as recycling or protecting the rainforests? Why are environmental concerns world issues? Students will plan a local project for protecting their environment, create a display on rainforests for "Make A Difference Day" and explain how they can help with local quality of life.</p>
<p>3. <i>Bal Tashchit</i>: Recycling and Conserving Energy</p>	<p>This lesson encourages students to continue exploring the concept of <i>Bal Tashchit</i>, this time focusing on the topic of recycling and conserving energy. Students will investigate the conservation and Conservation practices of their own synagogue as a way to teach others about the issues relating to the protection of the world.</p>
<p>4. <i>Tzaar Baalei Chayim</i>: Care and Protection of Animals</p>	<p>What does Jewish tradition teach about the care of and responsibility toward animals? How can I experience Revelation by protecting animals? How do I weigh the needs of animals and humans? What does <i>Tzaar Baalei Chayim</i> mean to me? In this lesson, students will be challenged to look at the fate of animals through a global lens.</p>

5. World Health Issues	This lesson will use Jewish texts on health and healing to help students consider their responsibility regarding world health issues. What are some world health issues? What is the connection between what Judaism teaches about health and healing and our concern for world health issues? How can I experience Revelation by working to combat world health problems?
6. Peace	What can I learn from Jewish texts about war and peace? What can I do to promote peace in the world? Why is it so difficult to bring about peace and eliminate war? How might I experience God when I invoke myself in actions that promote peace around the world? In this lesson, students will create a project that shares the value of peace in the world.
7. World Hunger	What are the causes of world hunger and what can we do about it? What does Judaism teach us about our responsibility for world hunger? How can I experience Revelation by working against world hunger? Students will interpret and react to messages about hunger contained in Jewish texts through drama, music, or art.
8. Jews and the Struggle for Civil Rights	What is the Religious Action Center for Reform Judaism, and what does it do? What are civil rights? What can I do to support social justice in my country? How can I experience Revelation by fighting for social justice? In this lesson, students will prepare a civil rights campaign for Making a Difference Day that will allow visitors to engage in the work of <i>Tikkun Olam</i> .
9. <i>Hineini</i> : Embracing Our People Around the World	Where in the world do we find Reform Synagogues? What responsibilities do we have for Reform Jews in Israel Eastern Europe, and the FSU? What are some ways in which we can build connections with these communities? How can I experience Revelation by helping other Jews? In this lesson, students will plan and implement a project that helps build connections with Reform congregations in Israel and Eastern Europe.

Bonus Jewish Family Education Session: Coincidence, Courage, or the Hand of God? A Family Exploration of the Book of Esther

Level 7

(Theme: Hineini – Here I Am as an Emerging Jewish Adult)

Torah

1. Lech L'cha: The Journeys We Take	What is the journey Abraham is asked to take? Why would Abraham want to take such a journey? What blessings can Abraham expect to receive and what are the things he might be afraid of? In this lesson, students will discuss what, if anything, do they have to leave behind and what they might have to gain.
2. Cain and Abel Family Relationships	In this lesson, students will use the story of Cain and Abel as a springboard to think about their own family dynamics. What is my relationship with my siblings? They will discuss what they can learn about family relationships in the Torah and reflect on how they can find themselves in this text.
3. Akedat Yitzchak / The Binding of Issac: Honoring, Not Necessarily Obeying Parents	This lesson focuses on the relationship between parents and their children. Using the story of the binding of Isaac, students will explore what it means to honor their parents. Why is it not so easy to honor your parents? Does honoring a parent mean that you have to obey?
4. Rebekah: A Virtuous Woman?	How do Rebekah's strength and ability to make difficult decisions affect our image of her? What can we learn from Rebekah about our own lives and the difficult decisions we sometimes face? In this lesson, students will learn about Rebekah's rich and complex character and learn to appreciate the positive qualities of others by creating a blessing for a woman who is important in their lives.
5. Rebekah: Tough Choices	This lesson focuses on the role of Rebekah in the bible and how her actions differ from other female figures presented in Genesis. Why is Rebekah chosen to be Isaac's wife? What can we learn from Rebekah, and the other women of B'reishei/Genesis, about our own lives and the difficult decisions we must face?
6. God and Abraham: A Relationship Like No Other	How might one characterize the relationship between God and Abraham as reflected in the Sodom and Gommorah story? What can I learn from this relationship about my relationship with God and my relationship with other people? In this lesson, students will study this story through the text itself as well as through the compendium of Torah commentary, <i>Mikraot G'dolot</i> .

7. Jacob and the Ish / Being: Struggling to Change (Lesson aleph)	This lesson focuses on the subject of struggle and change, as reflected in Jacob's struggle with the ish. What causes a person to change? How can struggle lead to change? Students reflect on their own experience with struggle and change, as well as reflect on the struggles of other people from the book of <i>Breishit/Genesis</i> .
8. Jacob and the Ish / Being: Struggling to Change (Lesson Bet)	Students continue to explore the topic of struggle and change, this time focusing on the struggle that exists when we attempt to be true to who we are at the core, while also knowing that we must learn how to grow and change. Students will discuss what causes a person to change and how struggle might lead to this process.
9. Our Lessons for B'reishit / Genesis	This lesson acts a summary to the lesson learned from the book of Genesis. Students will take part in a variety of activities that encourage them to think about how they can find personal and modern meaning from the ancient text of the Torah.

Avodah

1. Introduction to the Jewish Life cycle	What are the events of the Jewish life cycle, and what is their significance? How does acknowledging and participating in Jewish life cycle events affect my Jewish identity? How is participating in Jewish life cycle events a way of saying <i>Hineini</i> ? Students will identify the impact their participation has on their connection to the Jewish community.
2. B'nei Mitzvah and Marriage: Responsibility and Relationships	What are the elements of preparation necessary for the Bar/Bat Mitzvah ceremony? How do these help define me as an adult? Students will create a Personal Preparation Plan that will include their reflections about what is needed in order to become a Bar/Bat Mitzvah in the sense of entering responsible Jewish adulthood.
3. Birth and Death: Teach Us to Number Our Days	What do the Jewish rituals surrounding birth and death teach us about the Jewish view of life? What is my own opinion of the purpose and meaning of life? Students will identify possible Reform Jewish views about the purpose of life and state their own views as Reform Jewish adults.

4.The High Holy Days: Focus on Repentance	What are the unique rituals of the High Holy Days? How do the <i>Kol Nidre</i> prayer and the rituals of the High Holy Days help me better understand myself and my own abilities and limitations? Students will come to understand that Judaism has a tradition of being accepting of our failings and will develop a deeper appreciation for God’s patience with us despite our shortcomings.
5. Pesach – Questions: Then and Now	What do the four children of the Passover seder mean to us? How can we feel like active participants in the Passover story through the asking of questions? What are the ways in which we can be “enslaved” even though we live in freedom here and now? Students will pose questions or offer answers as to why some (Jewish) teens today choose behaviors that “enslave” them.
6. Chanukah and Purim: Do You Believe in Miracles (and Boundaries)?	What message do the stories of Chanukah and Purim have in common? What is the <i>Al Hanisim</i> prayer and why do we say it on both holidays? Is Jewish survival a miracle because of God’s actions, our actions, or both? How do I play a role in the survival of the Jewish people? Students will identify their own personal boundaries in maintaining their Jewish identity and contributing to the survival of the Jewish people.
7. My Jewish Identity: Eilu D’varim – What Must I Do?	What are the Jewish behaviors the mitzvot and precepts, that the Talmud text, <i>Eilu D’varim</i> asserts to be “priceless,” of infinite value? Are the behaviors described in <i>Eilu D’varim</i> important for me as a Reform Jew to observe today? In this lesson, students will develop a version of <i>hineini</i> that applies to them in their own lives.
8. My Jewish Identity: Sh’ma – What Do I Believe?	How important is belief compared to action, according to the teachings or our tradition? What are the central statements of Jewish faith, and how do I feel about them? Are there things that I should do as a Jewish adult, whether or not I believe or feel like doing them? Students describe their reaction to the Jewish value of behaving a certain way, whether or not we understand or feel like it.
9. My Jewish Identity: Hineini	How will I personally choose to say Hineini as an adult? In this lesson, students will complete projects that represent their thinking about questions of their adult Jewish identity.

G'milut Chasadim

1. Time for a Checkup	What are <i>middot</i> ? What is the goal of <i>tikkun middot</i> ? Students explore our awareness of Jewish ethics or virtues that lead to performing acts of <i>g'milut chasadim</i> .
2. That's What Friends Are For: Being A Loyal Friend (<i>Dibuk Chaverim</i>)	Where is Jewish sources can we learn about being a loyal friend? What difficulties or challenges might I face in being loyal to my friends? What are my personal responsibilities in being a loyal friend? What do I do when friendship goes bad? How do I evaluate myself as a friend? Students will demonstrate an understanding of friendship by applying various texts to resolve problems faced by adolescents.
3. Truth As An Act of Kindness (<i>Emet</i>)	What can we learn from our sages Hillel and Shammai about the boundaries between truth and falsehood? How does the <i>middah</i> of truthfulness lead to acts of <i>g'milut chasadim</i> ? Why do Jewish texts teach us about the importance of truthfulness? The ideas from this lesson may be used in day-to-day relationships between students and between teacher and students.
4. Stop the Bullying NOW (<i>Lo Ta'amod al Dam</i>)	What is bullying? What Jewish values can help us understand and respond to bullying? How does bullying affect the victim and those witnessing the bullying? As an emerging Jewish adult, what is my responsibility toward bullying? What can we do to stop bullying? In this lesson, students will develop a Jewish Code of Anti-Bullying Behaviors.
5. Keep Your Cool: Being Slow to Anger (<i>Erech Apayim</i>)	This lesson focuses on our ability to make choices about who we are and how we behave. What can we learn from Jewish tradition about the importance of being slow to anger? What are methods of controlling anger that will be useful to students?
6. What's With the Attitude? Have a Pleasant Demeanor (<i>Seiver Panim Yafot</i>)	In this lesson, students learn about the Jewish value of <i>Seiver Panim Yafot</i> , having a pleasant demeanor. Where do I learn about the <i>middah</i> in Jewish sources? Why does my attitude affect those around me? What can I do to not be rude to others and how my does my attitude show respect to others?
7. Courage! (<i>Ometz Lev</i>)	How do I demonstrate moral courage in my life? What steps do I need to prepare myself for the <i>middah</i> of <i>ometz lev</i> (courage)? How do people show courage by behaving ethically? How doe heroes demonstrate the concept of " <i>hineini</i> - here I am"? How does the moral courage of others inspire you to act with courage? Students will reflect on <i>ometz lev</i> as an act of <i>g'milut chasadim</i> .

8. Living Generously (<i>N'divut</i>)	What does Jewish tradition teach us about being generous, and what lessons can we take from the tradition to guide our lives as generous people? How does generosity play a role in the mitzvot of <i>tzedakah</i> and <i>g'milut chasadim</i> ? Who are role models of generosity whom I want to emulate? Students will study examples of generosity in Jewish texts and Jewish tradition and apply those teachings to decision-making.
9. Hineini – Here I Am Ready to Act!	How can we measure how well we've succeeded in applying <i>middot</i> to our lives? How can we use what we have learned about <i>middot</i> to guide us in our future actions? In this lesson, students will analyze a current social issue and determine what role they can play to help improve it.

Bonus Jewish Family Education Session: Creating Jewish Memory