



CHAI Lesson Overview

Level 1

Theme: Discovering Myself in the Jewish Story

| Lesson # and Title | Topic/Questions to be Addressed |
|---|--|
| 1. Introduction: What Is Torah? | How is the story of Torah different that 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. 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 | 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 in to my own life? |
| 5. Rebekah: 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 (Lesson <i>Alef</i>): Trouble among | What did Joseph do that made his brothers jealous? Can we |
| Brothers | behave in a good way, even when we are feeling bad? |
| 8. Joseph (Lesson <i>Bet</i>): Personal Change and | What happens to Joseph in Egypt? How did Joseph and his |
| Reconciliation | brothers change in order for them to forgive each other? |
| 9. The Genesis Journey Map | What were the Genesis stories the class studied this year, and |
| | what where their main messages? |

| 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 t'shuvah? |
| 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 hiddur mitzvah 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. Havdalah | 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. Shehecheyanu | 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? |

| Lesson # and Title | Topic/Questions to be Addressed |
|--|---|
| 1. Being a Jewish Hero: An Introduction to | What are acts of <i>g'milut chasadim</i> and <i>tzedakah</i> ? How can I be a |
| G'milut Chasadim and Tzedakah | Jewish hero by doing these things? |
| 2. Being Kind with Derech Eretz* | What are examples of acts of kindness and how can I do |
| | them? |
| 3. Do Not Do to Others | How are taking turns and including others acts of g'milut |
| | chasadim? How can I do these things? |
| 4. Repentance: 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. Welcoming Guests: Hachnasat Orchim | Who are some biblical heroes? What can they teach me about |
| | welcoming guests? |
| 6. Helping Our Synagogue Community | Who are some of the helpers in our synagogue community? |
| | How is what they do a kind of g'milut chasadim? |

^{*}Available for free download at http://chai.urj.org/about/sample/

| 7. 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? |
| 8. Tzedakah: A Different Way of Helping | What is tzedakah? Why should we give tzedakah? Whom can |
| | we help by giving tzedakah? |
| 9. G'milut Chasadim Hero | What are some of the acts of <i>g'milut chasadim</i> that we |
| | remember experiencing this year? What is my role in making |
| | g'milut chasadim a part of our world? |

Torah, Me, My Family and My People

A Havdalah Pajama Party

Behaving in Special Ways: A Family Introduction to G'milut Chasadim

Level 2

Theme: I am part of the Jewish people.

| Lesson # and Title | Topic/Questions to be Addressed |
|--|--|
| 1. Introduction to Torah* | How does the Torah differ from other books? Why is the |
| | Torah so important for the Jewish people? |
| 2. Introduction to the Book of Exodus/Sh'mot* | What is the Book of Exodus about? What does it mean to be |
| | part of a group? What did the Israelites need in order to |
| | become a group? |
| 3. Parashat Sh'mot Part 1: When I was a Slave in | How can I learn from the story of Israelite slavery in Egypt? |
| Egypt | What laws do we have in the Torah because we remember |
| | what it was like to be a slave? |
| 4. Parashat Sh'mot Part 2: Finding God in Small | What do we learn from God appearing to Moses in a bush? |
| Places | What is the value of seemingly lowly things in the world? |
| 5. Parshiyot Va-eira and Bo: The Ten Plagues | What were the Ten Plagues? What do Israelites, to this day, |
| | take ten drops of wine out of our Passover wine cups when |
| | we say the Ten Plagues? What can I learn form this part of the |
| | Exodus story that is important in my life today? |
| 6. Parashat B'shalach: Song at the Sea | How did the Israelites react after crossing the Sea of Reeds? |
| | How do I feel when I see a miracle in my own life? |
| 7. Parashat Yitro Part 1: Helping Hands | Why does Moses need help? What are the characteristics of a |
| | good helper? How can I be a good helper? |
| 8. Parashat Yitro Part 2: The Ten | What are the Ten Commandments? How do the Ten |
| Commandments | Commandments apply to my own life? |
| 9. Parashat Ki Tisa: The Israelites and the | Why did the Israelites make the Golden Calf? Why do God |
| Golden Calf* | and Moses get angry at the Israelites? What can I learn from |
| | this story about my own life today? |

^{*}Available for free download at http://chai.urj.org/about/sample/

| Lesson # and Title | Topic/Questions to be Addressed |
|---|--|
| 1. Seeing God | How do I know God exists if I can't see God? How can I see |
| | God's imprint in the world and thereby recognize God's |
| | presence? |
| 2. Praising God, the Creator of Our World | Why praise God? How can I praise God? |
| 3. Asking God for Help | How can God help me? When is it appropriate to ask God for |
| | help? How do I ask God for help? |
| 4. Thanking God for Who I Am* | What does it mean to be created in God's image? How do we |
| | than God for creating us as we are, rather than how we wish we |
| | were? When do Jews traditionally than God during a worship |
| | service? |
| 5. Evening Blessings (Lesson <i>Alef</i>): | How can I strengthen my connection to God as I prepare for |
| Hashkiveinu | bed? What images are associated with the idea of a sukkat |
| | shalom? |
| 6. Evening Blessings (Lesson Bet): Sh'ma | How can I strengthen my connection to God as I prepare for |
| | bed? How can the words of the Sh'ma provide comfort and |
| | reflective time at night? |
| 7. Morning Blessings | How is each new day a gift from God? How can we say thank |
| | you and praise God for this gift? |
| 8. Shabbat: A Time to Connect to God | What can I do to observe Shabbat? How can Shabbat observance |
| | benefit me and my family? |
| 9. Connecting to God through Our Behavior | What is God's presence reflected in my own behavior? What |
| | actions can I take to reflect God's presence in the world? |

| G Illiut Chasaulli | |
|---|--|
| Lesson # and Title | Topic/Questions to be Addressed |
| 1. Making A Difference | What is <i>g'milut chasadim</i> ? How can one perform acts of <i>g'milut</i> |
| | chasadim? How do I change the world when I perform acts of |
| | g'milut chasadim? |
| 2. Opportunities Every Day | What kind of <i>g'milut chasadim</i> can I do? When can I do different |
| | kinds of <i>g'milut chasadim</i> ? |
| 3. Torah Teaches Us* | What is <i>g'milut chasadim</i> ? How can we learn about <i>g'milut</i> |
| | chasadim from the Torah? |
| 4. Being God's Partner | How can I be God's partner in fixing the world? |
| 5. Helping Others: The Work of the Jewish | What are the different organizations whose supporters perform |
| Community | acts of g'milut chasadim? How do these organizations perform |
| | acts of g'milut chasadim and help people in need? How can I |
| | perform acts of g'milut chasadim by helping these organizations? |
| 6. Our Community Cares for the Elderly | What can Jewish texts teach me about how to perform different |
| | acts of <i>g'milut chasadim</i> ? What are the ways that we can perform |
| | an act of loving-kindness for the elderly? |
| 7. Our Community Helps the Hungry | What types of organizations and agencies help feed the hungry |
| | in our community? How can we as a class and school |
| | community help feed the hungry? |

| 8. Our Community Cares for the Homeless | What are the needs of the homeless? How can we help agencies |
|---|--|
| | that serve the homeless? |
| 9. Reflecting on Doing | How do we know when we are performing acts of g'milut |
| | chasadim and making the world a better place? |

Eating, Remembering, and Telling: Sharing Jewish Life Together

Level 3

Theme: K'dushah – Holiness

Torah

| Lesson # and Title | Topic/Questions to be Addressed |
|---|--|
| 1. Introduction to Vayikra/Leviticus – Parashat | What does k'dushah/ holiness mean? What people, places, |
| K'doshim: Holiness* | actions and things are <i>kadosh</i> /holy? |
| 2. Parashat Vayikra: Sacrifice, Gifts, Drawing | What is the connection between an offering to God and |
| Near | drawing close to God? How can I make an offering to God |
| | through my actions? |
| 3. Parashat Sh'mini: Kashrut – Holy Eating | What are the laws of kashrut? Why should I study and follow |
| | the mitzvah/commandment of kashrut? How might the |
| | mitzvah of kashrut add holiness to my life? |
| 4. Parashat K'doshim Session Alef: Stumbling | What does it mean to put a stumbling block before the blind? |
| Block | 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 kadosh/holy manner toward |
| | others? |
| 5. Parashat K'doshim Session Bet: Tochecha | What are the rules/guidelines for practicing tochecha? How |
| (Rebuking Others) | does telling someone she or he did something wrong help that |
| | person? How can the guidelines for tochecha make me a better |
| | friend? |
| 6. Parashat Emor: Shabbat – Holy Time | What is "work," according to the Hebrew term used in the |
| | verse, melacha? 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. Parashat B'har: The Sabbatical Year – | To whom does the land belong, God or people? What do we |
| Holiness of the Earth | need to do to take care of the earth? Why does the land need |
| | to take a rest, a Shabbat? |
| 8. Parashat K'doshim: Love Your Neighbor | 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 |
| | k'dushah/holiness in my life make it better or happier? |
| 9. Parashat B'chukotai: Rules, Laws and | How has the Torah been passed on? What do I want to pass |
| Teachings – Passing It On | on, and to whom? |

5

| Lesson # and Title | Topic/Questions to be Addressed |
|--|---|
| 1. Synagogue Helps Us Make Room for God | How does the synagogue, and its people and objects, help me |
| | connect to God? What about the synagogue is kadosh? |
| 2. Road Signs to God | 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? |
| 3. How Do We Relate to God? | Using the High Holy Days text, Ki Anu Amecha (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 shehecheyanu blessing as a way of |
| | acknowledging God and our connections to each other, God, |
| | and God's creations. |
| 5. Acting Holy | How can I experience moments of connection to God? How is |
| | striving for a connection to God, avodah, like work? How can |
| | doing the work of avodah make my life, the lives of others, and |
| | the world more kadosh/holy? |
| 6. Everything's B'seder, All Is in Order | Students briefly review the Creation story and read an |
| | interpretation of the <i>ma'ariv aravim</i> prayer as they consider |
| | how God brings order to the world and how avodah 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 Kadosh | Students are introduced to the section of the morning |
| | blessings (Nisim B'chol Yom), 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 |
| | <i>kadosh</i> by taking the time to recognize and think about God. |

| Lesson # and Title | Topic/Questions to be Addressed |
|---|---|
| 1. Taking Responsibility: Doing G'milut | What does it mean to take responsibility to perform g'milut |
| Chasadim | chasadim? Why do we have a responsibility to do g'milut |
| | chasadim? |
| 2. K'lal Yisrael: 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. G'milut Chasadim: Helping Others and | This lesson raises the question of how to keep a balance |
|---|---|
| Helping Ourselves | 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 | Using music, movement, stories and discussion, students will |
| Contagious | 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. G'milut Chasadim Every Day | Learning stations and a "palm pilot" activity help students |
| | understand how they can consciously incorporate acts of |
| | g'milut chasadim into their daily lives. |
| 6. A G'milut Chasadim Road Map | A Jewish Road Map Game helps students "find" the Jewish |
| | values described in the Elu D'varim text from the Talmud and |
| | found in our prayer book that are of utmost importance. |
| 7. The G'milut Chasadim Holiday Connection – | In this lesson, students take a tour of the Jewish holiday cycle, |
| Session Alef | 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 G'milut Chasadim Holiday Connection – | The focus of this lesson is on how the Jewish holidays give us |
| Session Bet | opportunities to take responsibility for doing g'milut chasadim |
| | and how we can make the world more holy/kadosh when we |
| | celebrate the Jewish holidays. |
| 9. G'milut Chasadim: Review and Taking Action | How can I do g'milut chasadim in my own community, right |
| | away? How does doing g'milut chasadim help me life a Jewish |
| | life? |

The Great God Hunt

Level 4

Theme: Being Part of the Community

| Lesson # and Title | Topic/question(s) to be addressed |
|---|--|
| 1. Am Yisrael, Eretz Yisrael, and the B'rit | What is <i>Am Yisrael</i> ? What is <i>Eretz Yisrael</i> ? 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. <i>Am Yisrael</i> — Session <i>Alef</i> : All Jews are | Who is a member of <i>Am Yisrael</i> ? How do Jews feel connected |
| Members of Am Yisrael; I Am a Member of Am | to Am Yisrael? What is my connection to Am Yisrael? |
| Yisrael | |

^{*}Available for free download at http://chai.urj.org/about/sample/

| 3. Am Yisrael — Session Bet: It Takes Twelve | In the Dible substances the trustee tribes that made one Au |
|--|--|
| | In the Bible, what were the twelve tribes that made up <i>Am</i> |
| Tribes to Create a People | <i>Yisrael</i> ? What were their roles and responsibilities to <i>Am</i> |
| | Yisrael? How do the various types of people help sustain Am |
| | <i>Yisrael</i> ? What is my role and responsibility as a member of <i>Am</i> |
| | Yisrael? |
| 4. Eretz Yisrael — Session Alef: The Physical | What are the boundaries of <i>Eretz Yisrael</i> and what are the |
| Land | boundaries of the modern State of Israel? How have the |
| | boundaries of <i>Eretz Yisrael</i> 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 | What are the characteristics of <i>Eretz Yisrael</i> that have been so |
| Souls | attractive to <i>Am Yisrael</i> over time? Why might the student, as a |
| | Jew today, be intrigued by or drawn to Eretz Yisrael? |
| 6. B'rit — Session Alef: Parashat Sh'lach L'cha: | Lessons 6, 7 and 8 constitute a 3-lesson mini-unit that utilizes |
| Becoming Like Joshua and Caleb | Torah text and interactive drama to understand the |
| | connection between commitment to a goal and the perception |
| | of challenges in achieving it. 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 <i>Eretz Yisrael</i> ? What |
| | advice would help the Israelites be more like Joshua and |
| | Caleb? |
| 7. Brit — Session Bet: Parashat Sh'lach L'cha: | See above. |
| Becoming Like Joshua and Caleb | |
| 8. Brit — Session Gimel: Keeping the B'rit | What does it mean to keep the <i>b'rit</i> /covenant with God? What |
| | does keeping the <i>b'rit</i> have to do with being successful in <i>Eretz</i> |
| | <i>Yisrael</i> ? How does the concept "choose life" relate to the <i>b'rit</i> ? |
| | What advice might help the Israelites (and all Jews) "choose |
| | life"? |
| 9. Wrap-Up: We Are About to Enter the | How are <i>Am Yisrael, Eretz Yisrael,</i> and the <i>b'rit</i> connected? |
| Land | What was it like for <i>Am Yisrael</i> to get to the brink of <i>Eretz</i> |
| | 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. |
| L | |

8

| Lesson Title | Topic/question(s) to be addressed |
|---|--|
| 1. Kavanah | In this lesson, students are introduced to the concept of |
| | kavanah — intention and concentration in prayer. What actions |
| | do I need to take in order to experience kavanah? What would |
| | an experience of kavanah feel like for me? |
| 2. Keva: Why We Pray | Why should I pray? How do we feel if we are not prepared for |
| | fixed prayer experiences? What is the work (avodah) required |
| | to create a successful prayer experience? |
| 3. Siddur Geography: Our Journey through the | This lesson is designed to give students an overview of the |
| Prayer Book | major prayer elements of the Friday night and Saturday |
| | morning Shabbat synagogue service. |
| 4. The <i>Sh'ma</i> and Its Blessings: Finding <i>Kavanah</i> | How can a fixed prayer like the Sh'ma/V'ahavta inspire |
| in Keva (Session Alef: Sh'ma and V'ahavta) | kavanah? How can the themes of the Sh'ma provide meaning, |
| | guidance, and comfort in my life? |
| 5. The <i>Sh'ma</i> and Its Blessings: Finding <i>Kavanah</i> | This lesson explores the themes of creation, revelation and |
| in Keva (Session Bet: Creation, Revelation, | redemption surrounding the <i>Sh'ma</i> and its blessings. How can |
| Redemption) | understanding the themes of prayers or blessings help me |
| | understand the prayers or blessing in a personal way? The |
| | concept of <i>p'tichah</i> and <i>chatimah</i> as "clue" to meaning is |
| | introduced in the lesson. |
| 6. Kiddush: Sanctifying Our Lives Through | How does the Kiddush blessing express the concept of our |
| Fixed Prayer and Personal Feelings of Holiness | holy relationship with God? When do I personally experience |
| | feelings of holiness? How can I bring kavanah (personal |
| | feelings of holiness) to the fixed <i>Kiddush</i> blessing? |
| 7. Communal and Individual Prayers | How is praying in community different than praying |
| | individually? How can I experience personal moments of |
| | kavanah within a communal worship setting? What is the |
| 0 Pl : (III 1 * | power of being in community? |
| 8. Blessings of Wonder* | 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 <i>avodah</i> , making |
| O Silont Dravou Croating a Managat for | sacred connections? |
| 9. Silent Prayer: Creating a Moment for | How can I experience <i>kavanah</i> and feel moments of connection |
| Ourselves, with Our Own Words | 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 <i>kavanah</i> throughout the service? |
| | SELVICE: |

| Lesson Title | Topic/question(s) to be addressed |
|--|---|
| 1. Making Peace Among Friends | 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? |
| 2. Sh'lom Bayit: Peace and Harmony at Home | What is <i>sh'lom bayi</i> t? Why is <i>sh'lom bayit</i> a Jewish value? What |
| | other Jewish values contribute to <i>sh'lom bayit</i> ? |
| 3. Accepting Differences: Love Your Neighbor | What does it mean to be different? How are people different? |
| as Yourself (V'ahavta L'rei-acha Kamocha) | 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? |
| 4. Show Honor with Action: Honor Your | What can we learn from the Torah about honoring parents? |
| Parents (Kibud Av Va-eim) | What is the difference between honor and respect? How, |
| | when, and why should we honor our parents? |
| 5. Befriending the Lonely | 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? |
| 6. The Danger of Gossip: Lashon Hara | What is gossip and why should we avoid it? What does our |
| | Jewish tradition teach us about the consequences of gossip? |
| 7. Understanding the Elderly | 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? |
| 8. Honoring the Elderly (Kibud Z'keinim) | This lesson is the first of two parts and prepares the students |
| Session Alef | 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? |
| 9. Honoring the Elderly (Kibud Z'keinim) | This lesson follows the previous one and involves inviting |
| Session Bet | 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? |

Family education:

The Many Faces of My Jewish Family

Level 5

Theme: Reform Judaism

| Lesson Title | Topic/question(s) to be addressed |
|---|--|
| 1. Tanach: Getting to Know You | What is the meaning of the term <i>Tanach</i> ? What are the |
| | characteristics of the three different sections of the <i>Tanach</i> ? |
| 2. Meet the Prophets* | How do the prophets see themselves? What is God looking for |
| | in a prophet? |
| 3. Joshua: Warrior Prophet | 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? |
| 4. Deborah: Bringing Light to Her World | 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. |
| 5. Jonah and Jeremiah: The Reluctant Prophets | 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? |
| 6. Amos and Isaiah: The Intolerant Prophets | 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? |
| 7. Elijah: Who Was He? Who Is He? | Who is the prophet Elijah? What are Elijah's unique |
| | characteristics? How and why is Elijah important to us today? |
| 8. Reform Judaism: Response to Prophecy | 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? |
| 9. Your Sons and Daughters Shall Prophesy | Students analyze the words of Debbie Friedman's song based |
| | on Joel 3:1, "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. |

¹¹

| Lesson Title | Topic/question(s) to be addressed |
|---|---|
| 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> | 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 Amidah in order to develop a personal discipline |
| | surrounding the recitation of the Amidah? How can I feel a |
| | sense of kavanah when praying the Amidah 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. Amidah Section 1: B'rachot 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 kavanah in praying the Amidah. They will also |
| | explore Reform changes in the Amidah. |
| 4. Amidah Section 2: B'rachot 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. Amidah Section 3: B'rachot 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 Aleinu Prayer: 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 Kaddish Prayer: Remembering and | The different forms of the <i>Kaddish</i> prayer and their roles in the |
| Affirming God | worship service are explored. |
| 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 Amidah, the Aleinu, |
| | and the Kaddish 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. |

| Lesson Title | Topic/question(s) to be addressed |
|---|---|
| 1. K'hilah: The Jewish Community | Using the text, "All Israel is responsible for one another" |
| 1. It min. The jettion continuity | (<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. Al Tifrosh Min Hatzibur: Do Not Separate | Why shouldn't we separate ourselves from the Jewish |
| Yourself from the Jewish Community | 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</i> |
| | chasadim? What are some ways in which we can strengthen |
| | the Jewish community? |
| 3. K'vod HaMet: Showing Honor to the Dead | Students 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 | Students will learn about conversation and about what they |
| Community | and their synagogues can do to make Jews-by-Choice and |
| , | non-Jewish members of the community feel welcome. |
| 5. Keruv: Welcoming Jews-by-Choice into the | This lesson focuses on what is needed to help Jews-by-Choice |
| Jewish Community | 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* | 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. Tzedakah Session 1: How to Choose Where to | What can I learn about <i>tzedakah</i> from Jewish texts? What |
| Give | makes tzedakah a holy act of g'milut chasadim? How do I choose |
| | between many tzedakah opportunities? How are Maimonides' |
| | laws of tzedakah helpful in my decision to contribute tzedakah? |
| | How does the work of <i>tzedakah</i> support and sustain the Jewish |
| | community? |
| 8. Tzedakah Session 2: Avoiding Embarrassment | In this lesson, students will learn how Jewish texts instruct us |
| Ü | to preserve human dignity by avoiding busha (embarrassment |
| | of another person). Maimonides' laws of <i>tzedakah</i> are studied |
| | to help students understand how they can contribute tzedakah |
| | 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. |

Family education:

Prayer and Community: Reform Judaism and Change

Level 6

Theme: Revelation

| Lesson Title | Topic/question(s) to be addressed |
|--|---|
| 1. Introduction to <i>K'tuvim</i> /Writings | What is <i>K'tuvim</i> /Writings? What type of literature is found in |
| | K'tuvim/Writings? How did God reveal God's self to our |
| | ancestors, and how does God reveal God's self to us today? |
| 2. M'gillat Rut / The Book of Ruth: Mining the | How can a deeper reading of a biblical text help me discover |
| Text for Meaning | 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? |
| 3. M'gillat Rut / The Book of Ruth: Finding | What role does God play in the book of Ruth? What are some |
| God in Moab and Canaan | 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? |
| 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? |
| 5. Mishlei / 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. Kohelet: Wise Man or Cynic? | Why is the book of <i>Kohelet</i> /Ecclesiastes controversial? What |
| | wisdom can we learn from the Kohelet? 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. T'hillim / Psalms Session Alef: Poetry and | What are the psalms? What is unique about the psalms? What |
| Liturgy | can I learn about my relationship with God through the |
| | psalms? |
| 8. <i>T'hillim </i> Psalms Session <i>Bet</i> : 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? |
| 9. God: How Are You Revealed in the World | What do I believe about God? What is my relationship with |
| and What Is My Relationship with You? | 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. |

¹⁴

| Lesson Title | Topic/question(s) to be addressed |
|---|--|
| 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? |
| 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 Mi Shebeirach and Birkat Hagomeil prayers |
| | create opportunities for members of the community to share |
| | the joys and accomplishments of their lives. |
| 4. Finding Our Way to Sinai: A Map of the | What happens in the Torah service and why is it like a |
| Torah Service | 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 | What is my role in the Torah service as a member of the |
| Service | 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 Blessings 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? |
| 7. What is the Haftarah? | 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? |
| | TATE 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
| 8. The Role of <i>Sh'liach Tzibur</i> | Why is the role of <i>sh'liach tzibor</i> (a community's worship |
| 8. The Role of <i>Sh'liach Tzibur</i> | leader) important? What do I need to know, do, and |

| 9. My Communal Role in Revelation: Entering | What does it mean that we stood at Sinai as a people, and |
|---|---|
| the Covenant as a Jewish Adult | 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. |

| Lesson Title | Topic/question(s) to be addressed |
|--|--|
| 1. Finding God in Our World Through Acts of | What makes something a "world issue?" What world issues |
| G'milut Chasadim | are of concern to us? How can we be advocates for world |
| | issues? |
| 2. Bal Tashchit: Protecting the Rainforests | 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? |
| 3. Bal Tashchit: Recycling and Conserving | Students continue exploring the concept of bal tashchit, this |
| Energy | time focusing on the topic of recycling and conserving energy. |
| | Students will investigate the conservation practices of their |
| | own synagogue as a way to teach others about the issues |
| | relating to the protection of the world. |
| 4. Tzaar Baalei Chayim: Care and Protection of | What does Jewish tradition teach about the care of and |
| Animals | responsibility toward animals? How can I experience |
| | Revelation by protecting animals? How do I weigh the needs |
| | of animals and humans? What does tzaar baalei chayim mean to |
| | me? In this lesson, students will be challenged to look at the |
| | fate of animals through a global lens. |
| 5. 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? |

| 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? |
|---|---|
| 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? |

Coincidence, Courage, or the Hand of God? A Family Exploration of the Book of Esther

Level 7

Theme: Hineini – Here I Am

| Lesson Title | Topic/question(s) to be addressed |
|---|---|
| 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? |
| 2. Cain and Abel: Family Relationships | What is my relationship with my siblings? Students will |
| | discuss what they can learn about family relationships in the |
| | Torah and reflect on how they can find themselves in this text. |
| 3. Akeidat Yitzchak / The Binding of Isaac: | Using the story of the binding of Isaac, students will explore |
| Honoring, Not Necessarily Obeying, Parents | 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. |

¹⁷

| 5. Rebekah: Tough Choices | Why is Rebekah chosen to be Isaac's wife? What can we learn |
|--|---|
| | from Rebekah, and the other women of <i>B'reishit/</i> Genesis, |
| | about our own lives and the difficult decisions we must face? |
| 6. God and Abraham: A Relationship Like No | How might one characterize the relationship between God |
| Other | and Abraham as reflected in the Sodom and Gomorrah 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, |
| | Mikraot G'dolot. |
| 7. Jacob and the <i>Ish</i> / Being: Struggling to | What causes a person to change? How can struggle lead to |
| Change (Lesson Aleph) | 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/</i> Genesis. |
| 8. Jacob and the <i>Ish</i> / Being: Struggling to | Students continue to explore the topic of struggle and change, |
| Change (Lesson Bet) | 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 from <i>B'reishit</i> / 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. |

| Lesson Title | Topic/question(s) to be addressed |
|---|---|
| 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 |
| | Hineini? |
| 2. B'nei Mitzvah and Marriage: Responsibility | What are the elements of preparation necessary for the Bar/Bat |
| and Relationships | 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 | What do the Jewish rituals surrounding birth and death teach |
| Days* | 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 5. Pesach – Questions: Then and Now | 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. 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? |
| 6. Chanukah and Purim: Do You Believe in | What message do the stories of Chanukah and Purim have in |
| Miracles (and Boundaries)? Introduction to the | common? What is the Al Hanisim prayer and why do we say it |
| Jewish Identity Unit (Lessons 7, 8, and 9) | 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: <i>Eilu D'varim</i> – What | What are the Jewish behaviors, the mitzvot and precepts, that |
| Must I Do? | 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? |
| 8. My Jewish Identity: <i>Sh'ma</i> – What Do I | How important is belief compared to action, according to the |
| Believe? | 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? |
| 9. My Jewish Identity: Hineini | How will I personally choose to say <i>Hineini</i> as an adult? In |
| | this lesson, students will complete projects that represent their |
| | thinking about questions of their adult Jewish identity. |

| Lesson Title | Topic/question(s) to be addressed |
|---|--|
| 1. Time for a Checkup | What are middot? What is the goal of tikkun middot? Students |
| | explore our awareness of Jewish ethics or virtues that lead to |
| | performing acts of g'milut chasadim. |
| 2. That's What Friends Are For: Being A Loyal | Where in Jewish sources can I learn about being a loyal |
| Friend (Dibuk Chaverim) | 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? |

| 2. Trustle an are A at of Vin America (Provide) | TATILATE CON THE LOCATION OF T |
|---|--|
| 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 |
| | middah of truthfulness lead to acts of g'milut chasadim? Why do |
| A Co. of B II : NOW I N Co. II I II | Jewish texts teach us about the importance of truthfulness? |
| 4. Stop the Bullying NOW!: Not Standing Idly | What is bullying? What Jewish values can help us understand |
| By (Lo Ta'amod al Dam Rei-echa)* | 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? |
| 5. Keep Your Cool: Being Slow to Anger (Erech | What can we learn from Jewish tradition about the importance |
| Apayim) | 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 | Where do I learn about the <i>middah</i> in Jewish sources? Why |
| Demeanor (Seiver Panim Yafot) | 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! (Ometz Lev) | 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 do heroes demonstrate the concept of "hineini- |
| | here I am"? How does the moral courage of others inspire me |
| | to act with courage? Students will reflect on <i>ometz lev</i> as an act |
| | of g'milut chasadim. |
| 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? |
| 9. Hineini – Here I Am! I Am Ready to Act! | How can we measure how well we've succeeded in applying |
| | middot 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. |

Creating Jewish Memory