

## Grade/Level 2

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

### Torah

| Lesson # and Title   | Topic/Questions to be Addressed  |
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| 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<br>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<br>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.   |

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| <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   |
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| 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.                                     |

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| 8. 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   |
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| 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 G'milut Chasadim | 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.  |

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| 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 G'milut Chasadim | 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 G'milut Chasadim 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> .  |