Starting with forming a relationship with Hashem, the curriculum develops the basics of faith to forge that everlasting bond in which students learn to:

Praise, Ask, Recognize, Thank and Subject themselves to Hashem.

We build on the PARTS of Tefillah from 2nd/3rd grade and up.
Schools that have benefitted from the CoJDS Tefillah Curriculum:

Akiva Academy, Calgary, Alberta
Beth Rivkah Primary, Melbourne, Australia
Columbus Torah Academy, Columbus, Ohio
Denver Academy of Torah, Denver, Colorado
Friedel Jewish Academy, Omaha, Nebraska
Hamilton Hebrew Academy, Hamilton, Ontario
Hebrew Academy of Nassau County, West Hempstead, New York
Hillel Community Day School, Rochester, New York
Jewish Day School of the Lehigh Valley, Allentown, Pennsylvania
Maayan Torah Day School, Portland, Oregon
Torah Academy of Buffalo Grove, Buffalo Grove, Illinois
Vancouver Torah Academy, Vancouver, Canada
Yeshiva Day School of Las Vegas, Henderson, Nevada
Yeshiva Kol Yaakov, Great Neck, New York
Yeshiva of Central Queens, Flushing, New York
Yeshiva Torat Emet, Houston, Texas
What You’ll Get:

The teacher edition
which directs you through the Tefillah Curriculum

The student booklet
complete with activities and a session wrap-up for each lesson

A personal advisor
to help you every step along the way to make it as successful as possible

A connection
with other teachers around the globe who are using the Curriculum
& conference calls to develop new ideas and hear advice from the field.

Developed with the advice and encouragement of principals, teachers, psychologists, rabbis and other experts, the curriculum initiates life-altering discussions amongst many ages.

Email YBenari@cojds.org or call 917-600-2486 to hear more about this exciting initiative and to discuss how it could be customized to enhance Tefillah in your students.
Before we discuss the idea of talking to Hashem, let’s discuss the dynamics of a conversation amongst humans? How do you talk to another person?

Sometimes you talk to a person who is right in front of you, like I am doing right now. Sometimes you talk to a person who is far away from you, like talking to a friend in LA or a cousin in Israel.

**QUESTION FOR YOU:** Which way do you talk to Hashem? Is He here in front of you OR do you know that He is listening but He is far away?

Why do you think that?
GOAL: Understand the line “and He (Hashem) was, is and will be” in the Tefillah of Hashem and the concepts of past, present and future. This is also the theme of the words in the Tefillah of גדול. Hashem exists always as His existence is unbounded by time.

METHOD: Foster a discussion around major milestones in the students’ lives.

STUDENTS EXERCISE: Create a personalized timeline of your life and the milestones passed along the way. born --> learned to walk --> talk --> learn --> understand….etc. etc. Who helped you do all this? That is whom you are talking to when you are praying.

Time is a realm in which we live but rarely discuss with younger children.

This discussion is one that opens up many different doors for children to ask questions.

Enjoy spending the time discussing time with your class.
The next brocho we say is אֶבְרֶית אַתָּה אַדְמָה בַּתְבוּנָה.

Who formed us with wisdom. Why do we use the word בתבונה?

The word בתבונה when each letter is spelled out in full = 613.

418 = חית
100 = כף
80 =مم
15 =י
613

Which is the same as the רמ"ח ש"ס ידימ - 248 limbs and 365 sinews! (248+365=613)

The 613 Mitzvos reveal the wisdom of Hashem. In the body, the 248 limbs and 365 sinews ALSO reveal the wisdom of Hashem. What do you see in/on your body that reveals Hashem's wisdom?
Have you ever been in the kitchen when your mother was baking a chocolate cake for your father’s birthday? How many of you have heard “stay away from the oven?”

It can be very dangerous if you get too close. Now let’s think about the cake: how will it get baked? It will get baked when it is in just the right place, in just the right temperature, for just the right amount of time. If you take it and put it on the counter, it will not get done. Placement, temperature and time are key factors. Although we, as people, do not need to be baked, we do need the sun, our heat source, to heat us up or else we would freeze. How far, at what temperature and for how long should the sun beat its rays on us for us to live? Who is controlling all this?

Who is doing all this?
He must be here with us every second!

Common Theme - what helps us differentiate between day and night?
THE SUN!

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Did you ever walk through a forest of very tall trees? Every autumn, all their leaves drop off onto the forest floor. Many of those trees may be hundreds of years old. You would expect to wade through hundreds of years of leaves to get through the forest, but you don’t have to at all.

Where did all the leaves go? The leaves decompose and, in turn, replenish the soil with nutrients. This is a pattern throughout the entire natural world, that things are recycled, over and over again.

As a result, our vital resources do not get used up. Look outside and see a tree. Say this bracha as you feel Hashem’s closeness in a tree.

Who is doing all this? He must be here with us every second!
GOAL: Comprehending what it means that each day is a "new song": שיר חדש

METHOD: Students will point out what they want to sing about in their lives. The One who made it all possible is the One to whom we are praying.

STUDENT EXERCISE: Draw what you sing/thank Hashem for in your life

As mentioned earlier and needs constant review, there is a lot in our lives which we take for granted. Stopping and recognizing the good which Hashem gives us allows us to be grateful for details in our lives and thereby helps us develop a closer relationship with Hashem. This is the #1 ingredient to having a more meaningful tefillah every single day.
GOAL: Have the children understand what it means to love Hashem?

METHOD: The Torah tells us immediately after the verse of ‘שמע’ to love Hashem (for everything He does for us). Discuss what Hashem does for each student that he/she absolutely loves Him for? Think of that idea when you say the paragraph after ‘שמע’.

STUDENTS EXERCISE: Draw something that you have which you love and something which you would love to have.
GOAL: Understand what the mezuzah is doing on our door.

METHOD: What do you do when you enter a house with a mezuzah on the doorpost? You kiss it. What is in the mezuzah? The first 2 paragraphs of Shma. We love the lessons of Shma and want to have it on almost every door we enter.

STUDENTS EXERCISE: Paint your perfect mezuzah cover. Be an artist for a day.

The mezuzah on my door reminds me that Hashem is always watching over and taking care of us.
GOAL: Avraham, Yitzchak and Yaakov all spoke to Hashem in different ways and with different strengths and attributes and, yet, each has the name of Hashem attached to his name in this prayer. Just as they were each unique in their relationship with Hashem, each student should be in touch with their inner strength and what they are proud of in themselves which makes them unique. Talk to Hashem in תפילה using those unique strengths: אלוקי אברהם אלוקי יצחק ואלוקי יעקב.

METHOD: Have each child discover and develop their unique character trait.

STUDENTS EXERCISE: Draw a picture of what makes you unique.