

TEACHER SAMPLE VERSION

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:



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



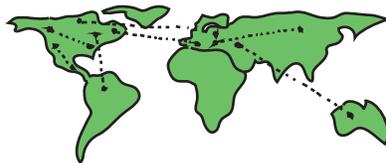
A personal advisor

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



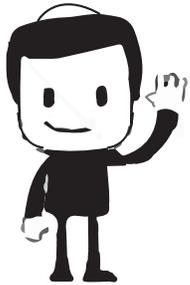
A connection

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.



I WANT TO DO MY
PARTS
IN TEFILLAH

EMUNAH Primer

GOAL: Introduce the Tefillah Curriculum. Have your students understand that when they pray, they are talking to Hashem. Hashem is very close. He is here.

METHOD: Discuss the idea of talking to people far and near. Have the students explain whether they feel, when praying, that they are talking to Hashem. Is He far or near?

STUDENT EXERCISE: Have the students draw on the chalkboard how they look when they are talking to Hashem. Students can also color the picture.

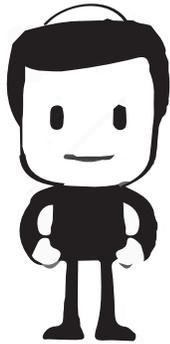
When you pray who are you talking to? When you pray you are talking to Hashem.

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?



יגדל

EMUNAH Primer

GOAL: Understand the line "and He (Hashem) was, is and will be" in the -- וְהוּא יִהְיֶה, וְהוּא הוּא, וְהוּא הִיָּה -- in אדון עולם and the concepts of past, present and future. This is also the theme of the words נמצא ואין עת אל מציאותו in the Tefillah of יגדל. Hashem exists always as His existence is unbounded by time

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

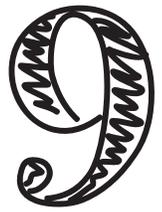
STUDENTS EXERCISE: Create a personalized timeline of your life and the milestones passed along the way. _____ born --> learned to walk --> talk --> learn --> understand....etc. etc. Who helped you do all this? That is whom you are talking to when you are praying.



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.



I WANT TO DO MY
PARTS
IN TEFILLAH

אשר יצר

EMUNAH Primer

GOAL: Students will understand that every single bone/limb/sinew reveals the wisdom of Hashem.

METHOD: Have them suggest what the "biggest miracles" are on their own faces. Discuss why they feel that way.

STUDENTS EXERCISE: Draw a face and label the "biggest miracle."



The next brocho we say is אשר יצר את האדם בחכמה

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

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

418 = חית

100 = כף

80 = מס

15 = הי

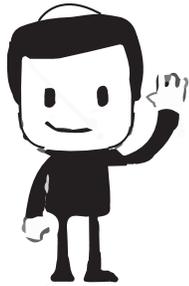
613

Which is the same as the רמ"ח

ש"ס גידים - 248 limbs and איברים

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?



I WANT TO DO MY
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IN TEHILLAH

להבחין בין יום ובין לילה

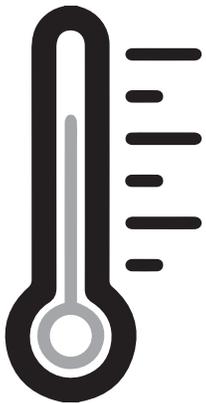
EMUNAH Primer

GOAL: Understand the miracle of the sun and the ability to differentiate between day and night. We are thanking Hashem for this when we say the blessing **להבחין בין יום ובין לילה**.

METHOD: Explain how the perfect temperature can bake a cake. Any hotter or cooler, it would not bake well. Drive home the constant theme that Hashem is right here always and it is He to whom we are praying.

STUDENTS EXERCISE: Students decorate the cake as they would like to eat it. (Discuss what bracha to make on the cake)

VISUAL AIDS: Bring in small cupcakes for the students



להבחין בין יום ובין לילה - what helps us differentiate between day and night?
THE SUN!

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?



Common
Theme

Who is doing all this?

He must be here with
us every second!



I WANT TO DO MY
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IN TEFILLAH

רוקע הארץ על המים

EMUNAH Primer

GOAL: Develop a sensitivity to the miracles of the trees. Students will then apply this thought process when reciting the blessing of רוקע הארץ על המים. You are addressing your prayers to the one who makes the "tree miracles" happen.

METHOD: Discussion of "tree miracles."

STUDENT EXERCISE: Students draw their favorite fruit on the tree

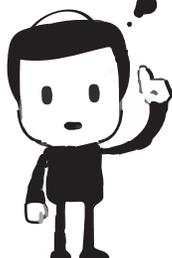
Trees- רוקע הארץ על המים - Did you ever walk through a forest of very tall trees?



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.

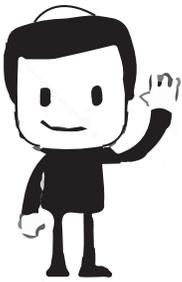
As a result, our vital resources do not get used up. Look outside and see a tree. Say this bracha as you feel Hashem's closeness in a tree.



Common
Theme

Who is doing all this?

He must be here with
us every second!



I WANT TO DO MY
PARTS
IN TEFFILAH

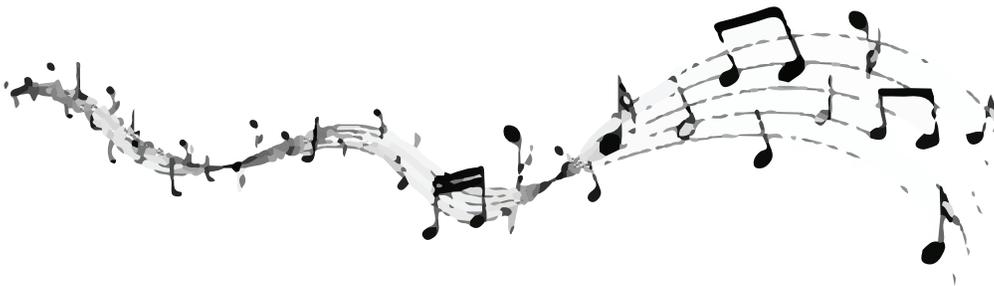
שירו לך שיר חדש

EMUNAH Primer

GOAL: Comprehending what it means that each day is a "new song": שירו לך 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.

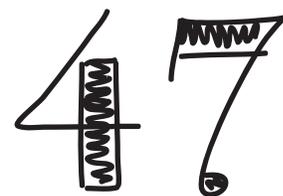
STUDENT EXERCISE: Draw what you sing/thank Hashem for in your life



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.



I WANT TO DO MY
PARTS
INTELLAI



EMUNAH Primer

GOAL: Have the children understand what it means to love Hashem? ואהבת את ד'

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.





I WANT TO DO MY
PARTS
IN TEFFLAH

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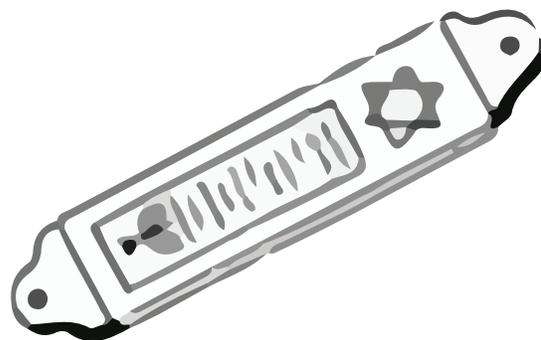
The mezuzah on my door reminds me that Hashem is always watching over and taking care of us.

EMUNAH Primer

GOAL: Understand what the mezuzah is doing on our door: **וכתבתם על מזוזות ביתך**

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.





I WANT TO DO MY
PARTS
INTELLAI

I talk to Hashem in a way that no one else does. I have a special relationship with Hashem.

EMUNAH Primer

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

