

Yesod

TID!

What is Yesod?

Yesod brings together Jewish children from around Sydney to learn, question and play. With *hadracha*-style teaching, our experienced Jewish educators guide our students through our curriculum - we explore the Jewish world, Jewish calendar, Torah and more with a hands-on, 'no bad questions' approach. Small-group learning ensures each student receives tailored attention and a special social experience.

"Education needs to start at where the student is." - Avraham Infeld

How does Yesod work?

Yesod's curriculum, developed by Emanuel Synagogue with the Board of Progressive Jewish Education, is designed to give students a holistic, nuanced Jewish education, building the foundation for a rich Jewish life. Cycling annually with ongoing variation, our curriculum structure gives each class a flexible and student-led approach. Each term, each class explores content relating to each of our **eight topic areas**:

- 1. The Jewish Calendar**
- 2. Jewish Values in My Life**
- 3. The Jewish Library**
- 4. Being a Jewish Leader**
- 5. The History of the Jewish People**
- 6. God, Spirituality and Prayer**
- 7. Israel and the Jewish World**
- 8. B'Mitzvah and the Jewish Life Cycle**

Yesod program aims

Overall objectives

The Yesod program aims to:

- facilitate Jewish education which creates a love for Judaism
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes about Judaism
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after Bar / Bat Mitzvah
 - capacity to work together with others
 - respect for the diversity of the Jewish and wider community.
- provide a flexible structure within which students can prepare for:
 - their future involvement within the community
 - full and active participation as Jewish youth and adults
- provide tailored education with consideration for students' abilities, interests and experiences
- foster students' spiritual development
- meet and develop social connections with other young Jewish people.

Knowledge, understanding and skills

Students will develop knowledge and understanding about:

- the nature of Judaism and belief systems in local and global contexts
- the influence and expression of religion and belief systems in Australia
- religious traditions and their adherents.

and skills relating to:

- effective gathering, analysing and synthesising of information about Judaism
- effective evaluation and application of findings from research about Judaism
- communication of complex information, ideas and issues in appropriate forms to different audiences and in different contexts.

Values and attitudes

Students will value and appreciate:

- ethical and socially responsible behaviours which are brought about through empathy for, and acceptance of, religious diversity
- fundamental rights of religious believers, rules and laws that promote fairness, justice and equality in society.

Yesod term 1 syllabus

Topic area	Outcomes - “students will (be able to...)”
1. The Jewish Calendar	<p><i>Acknowledge and learn about traditions, rituals and significance of events in the Jewish calendar:</i></p> <p>Tu B'Shuat, Purim, Pesach, Counting of the Omer</p>
2. Jewish Values in my Life	<p>Tikkun Olam - repairing the world</p> <ul style="list-style-type: none"> - define 'values' for themselves - understand a definition and interpretations of Tikkun Olam - discuss how Tikkun Olam applies to their lives <p>Pikuach Nefesh - saving a life</p> <ul style="list-style-type: none"> - define 'values' for themselves - define and understand Pikuach Nefesh as a Jewish value - describe different interpretations of Pikuach Nefesh - discuss how Pikuach Nefesh applies to their lives
3. The Jewish Library	<p>Tower of Babel</p> <ul style="list-style-type: none"> - learn the story of the Tower of Babel - develop a personal understanding and interpretation of the story - become familiar with various interpretations of the story - connect the story and interpretations to contemporary issues <p>Jacob and Esau</p> <ul style="list-style-type: none"> - learn the story of Jacob and Esau, and identify their place in the Biblical family tree - develop a personal understanding and interpretation of the story - become familiar with various interpretations of the story - connect the story and interpretations to contemporary issues <p>Rachel and Leah</p> <ul style="list-style-type: none"> - learn the story of Rachel and Leah, and identify their place in the Biblical family tree - develop a personal understanding and interpretation of the story - become familiar with various interpretations of the story - connect the story and interpretations to contemporary issues

Yesod term 1 syllabus (continued)

Topic area	Outcomes - “students will (be able to...)”
4. Being a Jewish Leader	<p>Moses and Aaron</p> <ul style="list-style-type: none">- learn about Moses and Aaron through relevant Jewish narratives- compare and contrast their respective approaches to leadership and responsibility- apply their leadership style to contemporary issues <p>Miriam</p> <ul style="list-style-type: none">- learn about Miriam as a biblical figure- identify Miriam’s leadership traits, and compare and contrast these to Moses and Aaron- discuss the importance of ‘feminine’ leadership traits <p>Being a Jewish leader - general</p> <ul style="list-style-type: none">- consider “what does being a leader mean to me?”- consider the qualities that leaders have- see themselves as leaders in their own right- identify what makes a role model, and who they consider to be their own role models
5. The History of the Jewish People	<p>International Jewish exiles</p> <ul style="list-style-type: none">- learn about different places where Jews resided throughout Exile- develop an understanding of the linear historiography of Jewish Exile from the 1st - 19th centuries- understand cultural divergence as a phenomenon and how it has contributed to the narrative of the Jewish People <p>Haskalah</p> <ul style="list-style-type: none">- understand the factual historical factors of the Haskalah, both its context and the Haskalah itself- consider the major change which Haskalah implied for ‘what it meant to be Jewish’, in the definition and ways to practice- discuss responses to the Haskalah, how many diverse streams we see today were shaped in response to the Haskalah as an experience

Yesod term 1 syllabus (continued)

Topic area	Outcomes - “students will (be able to...)”
<p>6. God, Spirituality and Prayer</p>	<p>Rituals</p> <ul style="list-style-type: none"> - understand in a broad sense what are rituals - consider why are rituals important to people - identify secular rituals in our world, and draw parallels between the importance of secular and religious rituals - ask “what rituals are in our families?” <p>Synagogues and community</p> <ul style="list-style-type: none"> - recognise the role of the synagogue as a central institution in Jewish communities - share experiences of synagogues - develop a feeling of Emanuel Synagogue as a place to belong and engage religiously, culturally and spiritually
<p>7. Israel and the Jewish world</p>	<p>Jews around the world</p> <ul style="list-style-type: none"> - learn the geographical, historical and cultural differences between Ashkenazi, Mizrahi and Sephardi Jews, as well as other Jewish minorities - consider how geographic, social, economic etc context shapes cultural and religious practices <p>Cultural identity and Exile, ‘Strangers in a Strange Land’</p> <ul style="list-style-type: none"> - understand the history of Exile as a phenomenon which shaped the Jewish people - discuss the role of Exile in affecting a people and their culture - connect the Biblical idea of being Strangers in a Strange Land to modern experiences
<p>8. B’Mitzvah and the Jewish Life Cycle</p>	<p>What is a B’Mitzvah?</p> <ul style="list-style-type: none"> - discuss the practical components of a B’Mitzvah, including prayers, ritual objects, the Sanctuary - learn about the history of the B’Mitzvah ceremony and status throughout history - consider the difference between having a B’Mitzvah and becoming B’Mitzvah - consider the meaning of ‘coming of age’ in ‘the eyes of the community’ - learn about equivalent coming of age experiences in other cultures and religions

Yesod term 2 syllabus

Topic area	Outcomes - “students will (be able to...)”
1. The Jewish Calendar	<p><i>Acknowledge and learn about traditions, rituals and significance of events in the Jewish calendar:</i></p> <p>Yom HaShoah, Yom HaZikaron, Yom HaAtzmaut, Counting of the Omer, Shavuot</p>
2. Jewish Values in my Life	<p>Tza’ar Ba’alei Chayim - treatment of animals</p> <ul style="list-style-type: none"> - define ‘values’ for themselves - define and understand Tza’ar Ba’alei Chayim as a Jewish value - describe different interpretations of Tza’ar Ba’alei Chayim - discuss how Tza’ar Ba’alei Chayim applies to their lives <p>Lifnei Iver - do not put a stumbling block before the blind</p> <ul style="list-style-type: none"> - define ‘values’ for themselves - define and understand Lifnei Iver as a Jewish value - describe different interpretations of Lifnei Iver - discuss how Lifnei Iver applies to their lives
3. The Jewish Library	<p>Jacob’s Ladder</p> <ul style="list-style-type: none"> - learn the story of Jacob’s Ladder in the context of the Torah - develop a personal understanding and interpretation of the story - become familiar with various interpretations of the story - connect the story and interpretations to contemporary issues <p>12 Spies</p> <ul style="list-style-type: none"> - learn the story of the 12 Spies in the context of the Torah - develop a personal understanding and interpretation of the story - become familiar with various interpretations of the story - connect the story and interpretations to contemporary issues <p>My Jewish story</p> <ul style="list-style-type: none"> - conceptualise themselves as figures in the greater Jewish narrative - identify stories and figures with whom students resonate

Yesod term 2 syllabus (continued)

Topic area	Outcomes - “students will (be able to...)”
4. Being a Jewish Leader	<p>King David and King Solomon</p> <ul style="list-style-type: none">- learn about the historical and mythological context and significance of the Kings of Israel- learn about King David and King Solomon through Biblical narratives- compare and contrast their leadership styles- apply their respective styles to contemporary issues <p>Being a Jewish leader - general</p> <ul style="list-style-type: none">- consider “what does being a leader mean to me?”- consider the qualities that leaders have- see themselves as leaders in their own right- identify what makes a role model, and who they consider to be their own role models
5. The History of the Jewish People	<p>Zionism</p> <ul style="list-style-type: none">- understand the historical context which gave rise to Zionism- consider Zionism as a revolutionary idea compared to the past thousands of years of Jewish history- understand Zionism in terms of returning to a perspective of themselves which the Jewish people didn't have for thousands of years- relate Jewish history, prayer and culture to Zionism, especially the significance of Israel in religious practice and descriptions of “Am Yisrael” in the Torah <p>The Holocaust</p> <ul style="list-style-type: none">- understand the basic facts and historical context of the Holocaust- identify the significance of The Holocaust in contemporary Jewish life- reflect upon the importance of remembrance and “never forget”- identify Jewish stories of resistance and hope within the context of The Holocaust, including Hannah Szenes and the Warsaw Ghetto Uprising <p><i>Parents will be notified in advance when students are learning about this topic.</i></p>

Yesod term 2 syllabus (continued)

Topic area	Outcomes - “students will (be able to...)”
<p>6. God, Spirituality and Prayer</p>	<p>Shabbat</p> <ul style="list-style-type: none"> - learn basic definitions and practices for Shabbat - read v’shamru, discuss “v’shavat v’yinafash” - practice Shabbat blessings and rituals including candles, wine, washing hands and challah <p>Torah and the Aaron Kodesh</p> <ul style="list-style-type: none"> - learn about Mt Sinai, the giving of the Torah and this ‘turning point’ for the Jewish people, connection to Shavuot - discuss what a Torah is, how its made, identify its parts - open an Aaron Kodesh and Torah - Practice the ritual of removing the Torah from the Aaron, reading it, dressing it and returning it - discuss the idea of Torah as a foundation for the Jewish people
<p>7. Israel and the Jewish world</p>	<p>What is Israel?</p> <ul style="list-style-type: none"> - explore the literal definition of the modern state as well as historical, cultural and religious understandings - consider what Israel in its current form means to different Jewish and non-Jewish demographics <p>Hatikvah and Megilat Haaztmaut</p> <ul style="list-style-type: none"> - read and interpret the wording of Hatikvah and Megilat Haaztmaut - discuss what each document means for Israel - interpret how the ideas in each document might shape the state of Israel <p>Israel’s achievements</p> <ul style="list-style-type: none"> - learn about significant achievements in Israel, including innovations in technology, agriculture, medicine - discuss how Israeli and Jewish culture and history shape its achievements
<p>8. B’Mitzvah and the Jewish Life Cycle</p>	<p>Jewish weddings</p> <ul style="list-style-type: none"> - learn about traditional Jewish wedding practices, including the origin and symbolism of key rituals - identify changes to Jewish wedding practices over history, including culturally diverse approaches and contemporary changes

Yesod term 3 syllabus

Topic area	Outcomes - “students will (be able to...)”
<p>Step Up (previously Stand Up ABC)</p>	<p>“[The] Step Up education program is designed to give Bnei Mitzvah aged students the opportunity to take a step up into their Jewish adulthood and to understand the responsibilities and challenges that come with that, grappling with these questions through an innovative social justice experience.” - Stand Up</p> <p><i>Step Up runs for 7-8 weeks in term 3, and is provided by external Jewish educators Stand Up. Students complete Step Up once in Yesod, after which they learn the below content in term 3 the following year.</i></p>
<p>1. The Jewish Calendar</p>	<p><i>Acknowledge and learn about traditions, rituals and significance of events in the Jewish calendar:</i></p> <p>Tisha B’Av, High Holy Days (Rosh HaShanah, Yom Kippur, Sukkot, Simchat Torah)</p>
<p>2. Jewish Values in my Life</p>	<p>Tzedek - ‘charity’</p> <ul style="list-style-type: none"> - what is a ‘value’? - what is the relationship between tzedek (justice, fair, right), tzedakah, tzadik (a good, righteous person), l’hitzadek (to apologise) - ask “what does justice mean to me?” - learn about Rambam’s 8 levels of tzedakah <p>Shmitah - sabbatical year for the land</p> <ul style="list-style-type: none"> - what is Shmitah? - what is the message of Shmitah in the modern age? - where does our food come from? How does our use of the land affect the world?

Yesod term 3 syllabus (continued)

Topic area	Outcomes - “students will (be able to...)”
3. The Jewish Library	<p>Creation, Adam and Eve</p> <ul style="list-style-type: none">- learn the stories of Creation and Adam and Eve- consider interpretations- learn other creation stories in other cultures, compare and contrast <p>Cain and Abel</p> <ul style="list-style-type: none">- learn the story of Cain and Abel- discuss the idea of “my brother’s keeper”- develop a personal understanding and interpretation of the story- become familiar with various interpretations of the story- connect the story and interpretations to contemporary issues <p>Abraham, Sarah and the Angels</p> <ul style="list-style-type: none">- learn the stories of Abraham, Sarah and the Angels (From Lech Lecha to Chayei Sarah)- learn the midrash of Abraham in the idol shop- become familiar with various interpretations of the story- connect the story and interpretations to contemporary issues <p>Jonah (in relation to Yom Kippur)</p> <ul style="list-style-type: none">- learn the story of Jonah and its place in observing Yom Kippur- become familiar with various interpretations of the story- connect the story and interpretations to contemporary issues
4. Being a Jewish Leader	<p>Sarah, Rebekah, Leah, and Rachel</p> <ul style="list-style-type: none">- learn about the narratives and significance of the Jewish matriarchs- discuss the importance feminine leadership traits and societal preference for masculine traits- reflect on how gender dynamics might affect personal experiences of leadership <p>Ephraim and Menashe - standing up for your beliefs</p> <ul style="list-style-type: none">- learn about Ephraim and Menashe and relevant narratives- learn the blessing which names them and consider their role in the blessing- discuss leadership in terms of standing up for beliefs

Yesod term 3 syllabus (continued)

Topic area	Outcomes - “students will (be able to...)”
<p>5. The History of the Jewish People</p>	<p>Mt Sinai</p> <ul style="list-style-type: none"> - understand the idea of Mt Sinai as a catalyst for the Jewish People becoming a nation - discuss the Ten Commandments, what it means to have a governing set of rules - broadly cover the period between Abraham and Mt Sinai, identifying key narratives and personalities with a timeline and family tree <p>The Temple Period and Exile</p> <ul style="list-style-type: none"> - situate the Temple Period in a broader historical context for the Jewish people - learn about the culture and lifestyle of ancient Jews in the Temple period - identify the Jewish kings who ruled during the Temple Period - learn about the destruction of the Second Temple and subsequent Exile
<p>6. God, Spirituality and Prayer</p>	<p>Teffilot (prayer)</p> <ul style="list-style-type: none"> - learn and discuss prayers including Modeh Ani, Shema, Birkat Hamazon - Learn about the concept of Kavanah in connection to prayer <p>God and Me</p> <p>Discuss questions including:</p> <ol style="list-style-type: none"> a. Do you have freedom of choice? b. Where can God exist in your world? c. What does God mean to you? d. What is prayer to you?
<p>7. Israel and the Jewish World</p>	<p>-</p>
<p>8. B’Mitzvah and the Jewish Life Cycle</p>	<p>Jewish mourning - death, funerals, Shiva and community</p> <ul style="list-style-type: none"> - learn about traditional Jewish funeral practices, including the origin and symbolism of key rituals - identify changes to Jewish funeral practices over history, including culturally diverse approaches and contemporary changes - consider the important of community in the mourning process, in practices such as shiva and saying kaddish with a minyan

Yesod term 4 syllabus

Topic area	Outcomes - “students will (be able to...)”
1. The Jewish Calendar	<p><i>Acknowledge and learn about traditions, rituals and significance of events in the Jewish calendar:</i></p> <p>Channukah</p>
2. Jewish Values in my Life	<p>Lashon Hora - evil tongue</p> <ul style="list-style-type: none"> - develop a definition for Lashon Hora - Learn the story of Miriam, lashon hora and the affliction of tsara’at - consider contemporary applications of Lashon Hora - discuss the Talmudic quote “EVIL GOSSIP KILLS THREE: THE ONE WHO SAYS IT, THE ONE WHO LISTENS, AND THE SUBJECT OF THE GOSSIP (THE PERSON WHO IS SPOKEN ABOUT)” <p>Education as a Jewish value</p> <ul style="list-style-type: none"> - discuss the Talmudic quote “Ben Zoma said: Who is wise? He who learns from all men” - learn about Jewish values of education, how Jewish culture emphasises the importance of education and critical thought - learn broadly about The Sages and consider how Jewish history reveres scholarship
3. The Jewish Library	<p>Noah’s Ark</p> <ul style="list-style-type: none"> - learn the story of Noah’s Ark - become familiar with various interpretations of the story - connect the story and interpretations to contemporary issues <p>Joseph</p> <ul style="list-style-type: none"> - learn the story of Joseph and his brothers, in the context of the wider Biblical Jewish narrative - become familiar with various interpretations of the story - connect the story and interpretations to contemporary issues
4. Being a Jewish Leader	<p>Contemporary Jewish role models</p> <ul style="list-style-type: none"> - identify contemporary Jewish figures in role model positions - consider similarities between historical, mythological and contemporary Jewish role models - identify times at which contemporary role models have cited historical and mythological Jewish role models <p>Being a Jewish leader - general</p> <ul style="list-style-type: none"> - consider “what does being a leader mean to me?” - consider the qualities that leaders have - see themselves as leaders in their own right - identify what makes a role model, and who they consider to be their own role models

Yesod term 4 syllabus (continued)

Topic area	Outcomes - “students will (be able to...)”
5. The History of the Jewish People	<p>Exile in the Diaspora</p> <ul style="list-style-type: none"> - identify a broad history of Jewish movement after the destruction of the Second Temple - learn about The 3 Nos and understand the sentiment expressed - learn about achievements in Exile: identify important texts and contributions to society by Jews during exile period <p>Bar Kochba Revolt</p> <ul style="list-style-type: none"> - learn about the historical facts of the Bar Kochba Revolt, in the context of the narrative of the people of Israel - discuss attitudes to being in ‘Galut’ in a strange land, introduce “strange in a strange land” as a concept to understand the impact of Exile - consider the conflicting attitudes towards rebellion
6. God, Spirituality and Prayer	<p>Mitzvot</p> <ul style="list-style-type: none"> - Discuss mitzvot as a concept, and definitions of mitzvot - Understand that Jewish values underpin rituals - Learn about and interpret some well-known mitzvot <p>Tzitzit, tallitot and tefillin</p> <ul style="list-style-type: none"> - identify these objects and understand their ritual significance - practice their use in a hands-on manner - learn the prayers associated with their use and discuss the meaning of the prayers
7. Israel and the Jewish World	<p>A timeline of Modern Israel</p> <ul style="list-style-type: none"> - identify key events in Israel’s history, including major wars, peace treaties and changes in government - consider how events have shaped demographics, public attitudes
8. B’Mitzvah and the Jewish Life Cycle	<p>Jewish birth traditions and celebrations</p> <ul style="list-style-type: none"> - identify key traditions around birth in Judaism - consider the significance of community in how children are raised - reflect on own experiences of growing up in Jewish contexts