

PRACTICAL DINIM COURSE.

Books and materials required.

1. Singer's Prayer Book-must be brought to every lesson.
2. Chumash-must be brought to lessons when required.
3. A tape-recording of Kiddush for Friday night, Shabbat morning, Yom-Tov and Rosh Hashanah nights and mornings, and Havdalah. One requires for this course just a Simple recording made by someone with a pleasant voice and not a "Hazzanic rendering". (The purpose of these recordings is to teach the pupils how to recite Kiddush and Havdalah and not how to perform Hazzanut-hence just a simple recording is required).
4. Various Kiddush cups (or failing this pictures of Kiddush cups)
5. Duralux glass of capacity $3\frac{1}{2}$ ozs of water (i.e. about 90mls). This is just over the minimum size for a Kiddush cup and fortunately glasses are manufactured in this size.
6. Measuring cylinder of about 200-250mls.
7. A collection of Kosher wine and Kosher grape-juice labels. It is a good idea for the teacher to stick an assortment of these labels on a large sheet of coloured manilla card in a decorative manner.
8. A drinking liquid for demonstration purposes (it is not necessary to use wine).
9. An assortment of spices that can be used for Havdalah.
10. Spice boxes (or failing this, pictures of spice boxes)
11. Plaited Havdalah candle.
12. Ordinary candle.
13. Matches.
14. If possible, one should try and arrange for one of the lessons to be given at night or in a "Windowless" room (possibly the photographic dark room) If so, two coins from different countries will be required.
15. The record "Sabbath in the Home" (SSLX 350) with its accompanying booklet "Sabbath in the Home-Songs and Prayers" This is produced by the Publications Committee of the United Synagogue, Woburn House, Upper Woburn Place, London W.C.1.
16. A demonstration Shabbat table comprising two candlesticks and candles, wine and Kiddush cup, two Challot, Challah cloth and salt.

17. The following books will be found useful to the teacher:

- (a) Kitzur Shulchan Aruch.
- (b) Shulchan Aruch, Orach Chayim with Mishnah Brurah, Section 3.

Introduction.

This course will consist of three parts i.e. (i) Kiddush (ii) Havdalah, (iii) Sabbath in the Home. In all parts of the course, the practical aspects of these subjects will be stressed.

(i) Kiddush

- A. The teacher should start this course by asking the pupils the following questions and then explaining the answers to them:-
 - (a) What is Kiddush?
 - (b) When do we make Kiddush. The pupils will probably say "on Shabbat and Yom-Tov" whereon the teacher should ask the pupils on which Yomim Tovim do we make Kiddush.
 - (c) Why don't we make Kiddush on Yom Kippur?
 - (d) How many times do we make Kiddush on a Shabbat or Yom-Tov?
- B. Biblical sources: The source in the Torah for Kiddush (and according to some opinions Havdalah as well) is Exodus xx 8 "Remember the Sabbath day to keep it Holy" The pupils should turn to this verse in their Chumashim and read it. From this verse the Rabbis learned that one must remember the Sabbath when it starts (i.e. by making Kiddush) and also when it terminates (i.e. by making Havdalah)
- C. Friday night Kiddush: The pupils should turn to page 169 in the S.P.B. and should follow the text of the Kiddush from their Siddurim whilst they are listening to a tape recording of it. Individual pupils should then recite Kiddush together with the tape recording and then they should be able to recite it by themselves.
The teacher should then explain the structure and significance of the first paragraph and the two blessings comprising this Kiddush.
- D. Shabbat morning Kiddush: The same procedure should be performed with the Kiddush for Shabbat morning. The teacher should also point out that the Kiddush for Shabbat (Yom-Tov and Rosh Hashanah) mornings is really just the Beracha over the wine and it is euphemistically called "Kiddush Rabba" (the Great Kiddush). By custom we prefix in front of this Beracha verses from the Tanach appertaining to Shabbat (Yom-Tov or Rosh Hashanah) as the case may be. The teacher can also point out to the pupils that at the evening Service on Shabbat (Yom-Tov and Rosh Hashanah) we say these very same verses before the Amidah (S.P.B. pl54)
- E. Festival evenings Kiddush: The same procedure should be performed with the Kiddush for Festival Evenings. Point out to the pupils how variations or additions occur for (a) Festival falling on Shabbat
 - (b) a Festival falling on Erev Shabbat
 - (c) different Festivals

- (d) no Shehecheyanu on the last two nights of Pesach- explain the reason.

F. Festival mornings, Rosh Hashanah evenings and mornings Kiddush: The same procedure should be performed with these Kiddushim.

G. The pupils can then make a chart comparing the paragraphs and Berachot which are recited in the Shabbat, Festivals and Rosh Hashanah Kiddushim including, of course the additions made when these Festivals occur on Shabbat or Motzei Shabbat. (The actual Berachot themselves need not be written out but just their headings e.g. Beracha over wine, Beracha of Havdalah etc).

H. Kiddush Cups.

The teacher should show the pupils various Kiddush cups (or, failing this, pictures of Kiddush cups). Explain to the pupils that the minimum size for a Kiddush cup is 86mls (i.e. a cup holding just under $3\frac{1}{4}$ ozs of water) Duralux glass of capacity $3\frac{1}{4}$ ozs of water are manufactured and such a glass should be shown to the pupils in order that they can get an indication in their minds of such a size. It is also instructive to fill these various Kiddush cups with water and then pour it into a measuring cylinder so that the pupils can see for themselves exactly how much these Kiddush cups hold. They can then inform the teacher which of these cups are the correct size

I. Wine.

The teacher should stick as large a selection as possible of Kosher wine and Kosher grape-juice labels on a sheet of coloured manilla card in a decorative manner and this should be shown to the pupils. It is important to explain to the pupils that one may only use Kosher wine or Kosher grape-juice which has been sealed with an approved "Hechsher" (explain the meaning and origin of this word). The teacher could tell the pupils to collect as many different Kosher wine and grape-juice labels as possible (A prize could be given to the pupil collecting the most labels)

J. Recitation of Kiddush.

A Kiddush cup should be filled with a liquid (it is not necessary to use wine for the lesson) and a pupil should hold it in his hand and recite Kiddush. Point out to the pupils that it is not sufficient just to sip the wine after making Kiddush but one must drink at least about 50mls.

K. Laws of Kiddush.

The pupils should now be taught the Laws of Kiddush. The depth to which these Laws are taught will naturally depend upon the ability of the pupils and the time available to the teacher.

References:

Kitzur, Shulchan Aruch Chapter 77
Shulchan Aruch Orach Chayim with Mishnah Berurah Chapters 269-273

Headings of Important Practical Dinim.

1. Source of Kiddush.
2. Time for making Kiddush
3. Using wine, -types and colour of wine.
4. Men and Women both obligated to hear Kiddush.
5. Size of Kiddush cup.
6. Covering of Challot during Kiddush.
7. Quantity of wine to be drunk after making Kiddush.
8. Eating meal at the place where Kiddush is made.

(ii) Havdalah

- A. The teacher should start by asking the pupils the following questions and then explaining the answers to them.
- (a) What is Havdalah? also explain the meaning of the word Havdalah.
 - (b) When is Havdalah made?. After explaining that it is made at the termination of Shabbat, Yom-Tov and Yom Kippur, ask the pupils how can we make Havdalah after Yom Kippur if it is a fast day!?
 - (c) What does one use during Havdalah at the termination of
 - (i) Shabbat, (ii) Yom-Tov, (iii) Yom Kippur?.
- B. The reason for the smelling of spices during Havdalah is that on Shabbat a Jew is endowed with an additional Soul (Neshamah Yetairah) and this additional Soul departs from him at the termination of Shabbat. Therefore, in order to comfort the Jew when his additional Soul departs he smells spices during Havdalah. If, however, a festival occurs on Sunday (i.e. on Motzei Shabbat) one is gladdened by the Yom-Tov and therefore one does not smell spices when one makes Havdalah (during the Kiddush for Yom-Tov). On Yom-Tov or Yom Kippur a Jew does not have an additional soul and hence when making Havdalah on these occasions one does not smell spices.
- C. The reason for saying a blessing over the light on Motzei Shabbat is that it was first created at this time. G-d gave to Adam knowledge and he rubbed two stones together and made fire. Since the light was first created at this time in the week we say the blessing over the light on every Motzei Shabbat. On Motzei Yom Kippur we also say the blessing over the light, the reason being that it is forbidden to use a light on Yom Kippur.

However on Yom-Tov when it is permitted to use a light(not make a new light but use or transfer a light which is already made) one does not say this blessing at its termination.
(The teacher should take this opportunity to stress to the pupils that on Yom-Tov one may not make a new light by striking a match or lighter or turn on the electric light but only use a light which is already alight e.g. to transfer a light from one gas burner to another)

D. The pupils should turn to page 292 in the S.P.B. and should follow the text of Havdalah from their Siddurim whilst they are listening to a tape recording of it. Individual pupils should then recite Havdalah together with the tape recording and then they should be able to recite it by themselves.

E. Spices and Spice Boxes.

The teacher should show the pupils various kinds of spices that can be used for Havdalah(the opportunity can possibly be taken to teach them the Berachot made for smelling things)

The pupils should also be shown various spice boxes(or failing this pictures of spice boxes)

F. Havdalah candle.

During Havdalah one should recite the Beracha over the light from a candle comprising a number of wicks(e.g. a plaited candle) since it gives more light than an ordinary candle. The teacher can demonstrate this to the pupils by lighting side by side an ordinary candle and a plaited Havdalah candle and the pupils will then see that the light from the Havdalah candle is much bigger than the light from the ordinary candle. The teacher should point out to the pupils that if a plaited Havdalah candle is not available, one can equally well light two candles and hold them together so that their flames coalesce. One must be sufficiently close to the Havdalah candle that one can distinguish by its light two coins from different countries. If this course is given at night or in a "windowless" room(possibly the photographic dark room can be used) the teacher can turn off the lights in the room and the pupils can measure from how far away from the Havdalah candle they are able to distinguish these two coins.

G. Recitation of Havdalah.

(a) The teacher should now demonstrate to the pupils how to make Havdalah.

- (i) The candle is lit and should be held by one of the pupils.
- (ii) The cup is filled to overflowing
- (iii) It is then taken in the right hand and up to the end of the Beracha over the wine is recited.
- (iv) The cup is transferred to the left hand and the spices taken in the right hand, the Beracha over the spices recited and the spices smelled.
- (v) The spices are then put down and the fingers of the right hand are bent and the nails are put close to the side of the flame and the Beracha over the light recited.

- (vi) The cup is then transferred back to the right hand and the rest of Havdalah is recited.
- (vii) The wine is then drunk, the last drops are poured into the saucer and the Havdalah candle is extinguished in them.
- (b) Pupils should then come to the front of the class and recite Havdalah doing the above actions in the course of their recitation.

H. Laws of Havdalah.

The pupils should now be taught the laws of Havdalah. The depth to which these laws are taught will naturally depend on the ability of the pupils and the time available to the teacher.

References.

Kitzur Shulchan Aruch Chapter 96

Shulchan Aruch, Orach Chayim Chapters 294-299

Headings of Important Practical Dinim

1. Source of Havdalah
2. Which liquids one may use for Havdalah
3. Whether women are liable for Havdalah
4. Spices for Havdalah
5. Light for Havdalah
6. Method of reciting Havdalah
7. Size of Havdalah cup
8. Quantity of liquid to be drunk after making Havdalah
9. Not eating or drinking before making Havdalah (once the time for making Havdalah has arrived)
10. Not working at the termination of the Sabbath before making Havdalah

(iii) Sabbath in the Home.

- A. In this part of the course extensive use will be made of the record "Sabbath in the Home" with its accompanying booklet "Sabbath in the Home-Songs and Prayers".
- B. Preparations for the Sabbath should commence well before Shabbat and by the time Friday afternoon arrives everything should be almost ready. On Friday afternoon one lays the table for Shabbat.
- C. The teacher should then explain each of the things which are placed on the table for Shabbat.

- (i) The Shabbat candles: Before the commencement of Shabbat (and Festivals) the lady of the house lights at least two candles and after lighting them covers her eyes and recites the blessing. Demonstrate this to the pupils and then let several girls come out and demonstrate how to light Shabbat candles - explain why one lights the candles and only then recites the Beracha.
 - (ii) The wine and Kiddush cup (this has already been considered)
 - (iii) Two Challot covered by a Challah cloth, and salt. The reason for the two Challot is to remember the double portion of manna which fell for the Jews on Friday whilst they were in the wilderness, since it was forbidden to collect the Manna on Shabbat. A reason for covering these Challot is that the cloth represents the dew which covered the manna.
- The teacher should then set up a demonstration Shabbat table in front of the class;
- D. Note to teacher: During this part of the course a number of tunes from the record "Sabbath in the Home" are played to the pupils. The teacher must decide on the basis of the time available etc, which of these tunes are to be taught to the pupils.
 - E. Blessing the children: On returning home from the Synagogue on Friday night it is customary for the Father to bless the children. The pupils should turn to page 167 in the S.P.B. and read these blessings - point out their source from the Torah.
 - F. Before Kiddush one sings Shalom Aleichem and Eshet Chayil: - S.P.B. pp 167-169. The teacher should play these tunes from the record and briefly explain the notes on them from the accompanying booklet.
 - G. During Shabbat one eats three meals and during the course of these three meals it is customary to sing Zemirot. A selection of these Zemirot should be played to the pupils. After Shabbat one eats another meal known as Melava Malkah.
 - H. As with all meals, the Shabbat meal ends with Birchot Hamazon. However on Shabbat it is customary to sing a number of portions of Birchot Hamazon. The teacher should play over Birchot Hamazon and the pupils should follow it from the S.P.B. pp 376-384.

JEWISH HISTORY COURSE.

Books and Materials required.

(1) The following reference books are recommended to the teacher for preparation of the details of the course.

(a) The Holy Scriptures (the English Translation of the Bible) brought out by the Jewish Publication Society of America.

(b) "Our People" History of the Jews Volumes 1 and 2 by Jacob Isaacs, published by Merkos L'inyonei, Chinuch Inc, 770 Eastern Parkway, Brooklyn 13, New York U.S.A.

(2) Maps are important ^{tools} in the teaching of history and the teacher should use these whenever possible. The book "Journeys of the Children of Israel" by Moshe Davis and Isaac Levy, obtainable from the J.N.F. Education Department Box House, 4/12 Regent Street, London S.W.1. should prove valuable in an understanding of various aspects of Jewish History-one copy would be required for each pupil.

Introduction

The pupils will receive a five year Jewish History Course starting from the Creation and continuing until the Present day. It is important in a course of this kind that outline notes are dictated by the teacher to the pupils on the subject matter. The course given in the first year will extend from the Creation to the anointing of Saul as King of Israel. It is important that teachers complete the entire course within the year

B. Headings of topics to be covered

1. The Creation-G-d resting on the seventh day
2. Adam and Eve-the Garden of Eden- banishment.
3. Cain and Abel- killing of Abel- Cain's punishment
4. Noah-building of ark-the flood-Noah and Dove-rainbow as covenant between G-d and man-tower of Babel.
5. Abram-leaving father's house-Lot-vision of G-d to Abram- barrenness of Sarai- Hagar-Ishmael.
6. Abram's name changed to Abraham-circumcision- promise of son
7. The three angels- Sodom and Gomorrah and their destruction- Lot's wife.
8. Birth of Isaac-sending away of Hagar and Ishmael-the Akedah

9. Death of Sarah-purchase of Cave of Machpelah-finding a wife for Isaac.
10. Jacob and Esau- the birthright-the blessing
11. Jacob flees to Laban- Jacob's dream
12. Jacob works for Laban-Rachel and Leah-12 sons and 1 daughter- Jacob leaves Laban after 20 years.
13. Jacob wrestles with angel-change of name to Israel- reconciliation with Esau.
14. Joseph-coat of many colours-his dreams-Joseph's brothers sell him to Egypt-Potiphar- prison- the butler and the baker.
15. Pharaoh's dreams- interpretation by Joseph- his appointment as second to Pharaoh-the famine
16. Jacob's sons coming to Egypt to buy food- bringing of Benjamin to Egypt-the silver goblet-Joseph reveals himself to his brothers.
17. Jacob and his family come to Egypt- death of Jacob and Joseph
18. Slaves in Egypt-birth and hiding of Moses- Moses kills Egyptian
19. Moses marries Jethro's daughter
20. Burning bush- signs to show Pharaoh
21. Ten Plagues-Paschal Lamb- death of first born
22. Jews leave Egypt-Egyptians pursue them- crossing of Red Sea- drowning of Egyptians
23. Amalekites attack Jews.
24. Preparations at Mount Sinai-receiving of Ten Commandments- the Golden calf and the consequences.
25. The 12 spies- bad report-40 years of wandering in wilderness
26. Korach-ground swallows rebels
27. No water - Moses strikes rock- Moses' punishment
28. Balak and Balaam
29. Death of Moses- Joshua takes over

30. Jpshua sends two spies to view the land-Rahab- crossing of the Jordan
31. Marching around Jericho- capture of Jericho- Achan takes spoil-Ai-Lots taken and Achan discovered and put to death- capture of Ai
32. Gibeonites- five kings attack Gibeon- Joshua defeats Kings- miracle of sun and moon standing still
33. Conquering and dividing out the land between the tribes
34. Death of Joshua
35. Jews forsake G-d- deliverance by Judges- Othniel- Ehud
36. Deborah- Barak- war with Sisera- Jael kills Sisera- song of Deborah and Barak
37. Gideon- The fleece of wool- reduction of the size of Gideon's army- defeat of the enemy- Gideon refuses to be King.
38. Avimelech made King - his death
39. Jephthah- his vow- victorious in battle- keeping his vow
40. Birth of Samson- ^{Nazarite} strength of Samson- riddles- Delilah and how she obtained the secret of his strength- blinding and the death of Samson
41. Prayer of Hannah- birth of Samuel- Samuel dedicated to service of G-d- G-d calls Samuel at night.
42. The evil sons of Eli the High Priest.
43. War with the Philistines- ark of the covenant- ark captured- death of Eli- return of the ark
44. Samuel as judge
45. Jews ask for King- warning by Samuel regarding having a King
46. Saul- Kish's asses- G-d tells Samuel that he will send him a man to be anointed as King- Samuel anoints Saul as King.