# 

# CONTENTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | [**Welcome**](#welcome) | | | **2** |
|  |  | |  |  |
|  | **Weekly Sessions** | | |  |
|  |  |  | |  |
|  |  | [**Map Sunday**](#week01) | | **3** |
|  |  | Getting a View of The Terrain - Judaism | |  |
|  |  |  | |  |
|  |  | [**Tack Sunday**](#week02) | | **14** |
|  |  | Judaism & sanctuary | |  |
|  |  |  | |  |
|  |  | [**Summit Day**](#week03) | | **21** |
|  |  | The Visit | |  |
|  |  |  | |  |
|  |  | [**Lake Sunday**](#week04) | | **25** |
|  |  | Reflecting on The Visit | |  |
|  |  |  | |  |
|  |  |  | |  |
|  | [**Handouts**](#handouts) | | | **30** |
|  |  | Handout #1 - 8 Practices | |  |
|  |  | Handout #2 - Interview Questions | |  |

# Welcome

Welcome to the Crossing Paths packet for October and our exploration of Judaism. In addition to exploring Judaism, this packet engages our youth with October’s theme of “What Does it Mean to Be a People of Sanctuary?”

While working on this packet on Sanctuary for Judaism, I was reminded of my UU relative who converted to “[Reconstructionist Judaism](https://www.reconstructingjudaism.org/).” Her background was already a quarter Jewish and the 2,000 years of ritual, culture and history more fully drew her in. She was married under a canopy after signing her [Ketuvah](https://www.ketubah.com/). What a beautiful ceremony it was. It brought tears to my eyes to be part of that ancient ritual. I wished I could be Jewish, too, at that moment. It was clear to me that the long and deep history of Judaism is a kind of sanctuary in and of itself. There is a feeling of refuge and groundedness in knowing that you are part of something so much larger and older than yourself. I hope this packet helps you and your youth to appreciate that too.

I was also moved by the way the Jewish prayer shawl functions as a type of personal sanctuary. I’ve always thought of sanctuary as a physical space. As an exiled community without a temple, the Jewish people had to find ways to create inner space and inner temples. There’s a powerful message in that for all of us: when we can’t find sanctuary outside of us, it’s always waiting on the inside.

Finally, I hope you and your youth have fun digging into the Jewish Sabbath and the idea of creating sanctuary “in time.” It is another way that our Jewish friends help us expand our definition of sanctuary beyond physical sanctuaries.

And all this is only the beginning. As you explore this rich tradition, may you have a better sense of the many sanctuaries and sources of refuge around you.

Thanks, as always, for letting us be your partners and walk these journeys with you in spirit!

***Katie, on behalf of the entire Soul Matters team***

Katie Covey

Soul Matters RE Resources Coordinator

[soulmattersre@gmail.com](mailto:soulmattersre@gmail.com)

\*\* \*\* \*\*

**A process note:**

We want to remind you about the Interview Questions we prepare for your visits. We know that it’s not always possible to arrange time to interview a religious leader during your visits. However, we hope you make your best effort to do so. They make the visit much richer. If you do arrange for the youth to interview a religious leader, be sure to lean on our suggested Interview Questions as a resource. And when you do so, it’s always a good idea to send some of the questions in advance to the person you are interviewing so they can be better prepared. It’s also helpful to let them know that they don’t have to answer all the questions. Instead invite them to select the 4-6 questions that most speak to them. Another approach is to have the youth narrow the questions by having each one pick one of the questions to ask. Having the youth pick and ask the questions is a great way to empower them and make them more engaged in the interview. The interview questions are listed in the packet as one of the “handouts.”

# Week 1

# Map Sunday

### (Mapping the Jewish Landscape)

## Purpose

* Introduce youth to the core beliefs of Judaism using some of the Crossing Paths lenses/binoculars

## Preparation & Leader Notes

#### Remembering Humility

As always, remember that the aim of Map Sunday is to “get a glimpse” of each religion. There is no way to capture the fullness of these rich religions in a session or two. So, as a leader, you will need to help your youth remember that there is still a lot about each religion left to explore and we need to be humble about what we are learning. It might be helpful to remind your youth about our second practice of welcoming: “always be curious” - i.e. always be open and never assume you understand something fully.

#### Leader Background Resources

These short videos and articles are recommended background information for leading the session and getting an idea about Judaism in general:

* Stephen Prothero on Judaism: <https://www.youtube.com/watch?v=FG_OrcDMick>
* A video that will help you know what to expect at a visit to a synagogue: <https://www.youtube.com/watch?v=9Z_gyc7yG_c>.
* Lunch & L'Chaim with a Jewish Rabbi | Have a Little Faith with Zach Anner

<https://www.youtube.com/watch?v=mFEr-bi286g>

* Introduction to Judaism | Belief | Oprah Winfrey Network

<https://www.youtube.com/watch?v=xJbg_cXYFyM>

* Two rabbis talk about their faith
  + <https://rachelheldevans.com/blog/ask-a-liberal-rabbiresponse>
  + <https://rachelheldevans.com/blog/ask-an-orthodox-jew-response>
* Two pieces about what people love about their Jewish faith:
  + <http://rabbisacks.org/why-i-am-a-jew/>
  + <http://www.aish.com/jw/s/10-Things-to-Love-about-Being-Jewish.html>

#### 

#### Dinner and Drive Time Tip (Email to parents ahead of time):

***Before:***

* *A core experience of the Jewish people is the experience of exile - being pushed out of your home and longing to return. Help your youth see the connection between this central Jewish theme and their own lives. Chat with them about what makes them feel at home and where they find help when they feel in “exile.”*

***After:***

* *Consider watching Fiddler on the Roof or Life is Beautiful (PG-13) as background for Judaism.*
* *Buy* [*challah*](http://www.myjewishlearning.com/article/challah/)*.*
* *Consider making some other Jewish foods. Here are* [*some general recipes*](http://www.myjewishlearning.com/category/eat/jewish-recipes/food-videos/)

***For You:***

* *Spend some time deepening your own understanding of Judaism. For some background, view Stephen Prothero’s video on Judaism* [*https://www.youtube.com/watch?v=FG\_OrcDMick*](https://www.youtube.com/watch?v=FG_OrcDMick)

###### Two rabbis talk about their faith

###### <https://rachelheldevans.com/blog/ask-a-liberal-rabbiresponse>

###### <https://rachelheldevans.com/blog/ask-an-orthodox-jew-response>

#### Pre-Session To Do List:

* Send out the Dinner and Drive Time Tip. See above.
* Create this week’s graffiti board. Core question: What is Judaism?
* Make sure you have the technology needed to play the YouTube videos that are part of this session.
* Set up supplies for the Dreidel Game.
* Gather supplies for the Sculpture project illustrating “Tikkun Olam.”
* Gather supplies for drawing the Star of David.

## 

## Session

## Getting a View of the Terrain:

## Judaism

### Entering - Graffiti Board Writing

As youth enter the room invite youth to engage the graffiti board. Encourage symbols, words, drawings. These can be representations of Judaism, words or feelings and experiences that youth have in relationship to Judaism.

*This Week’s Core Question:*

***What is Judaism?***

### Gathering & Centering - Worship (10 min)

##### Centering Sound

Invite everyone to calm and center themselves. Use whatever ringing vessel you have chosen (chimes, bowl, bell). Ring the bell/bowl/chimes. Once the sound ends, pause for a moment of silence and then end by saying “Amen” or blessing words of your own.

##### Lighting the Chalice

*We light this chalice in gratitude for the path we share, a path that guides us*

*back to our deepest self,*

*back to each other,*

*And back to life’s gifts and joy.*

##### Welcome & Lead-In to Centering

Leader talking points, in script form:

* Welcome to Map Sunday and our exploration of this month’s religion: Judaism.
* Map Sunday is when we “survey” the religion and use our “binoculars/lenses” to get a glimpse of it before we make our visit and experience it directly, and more fully.
* A core experience of the Jewish people is the experience of exile - being kicked out of your home and longing to return. To honor that, we’re going to begin today with a song by a group of Jewish young adults celebrating the longing for and connection to home even when you are away.
* As you listen to the song, reflect on what makes you feel most at home. It might be something unique about your actual home: the personal space of your room, a treehouse in your backyard, etc. Or maybe it’s an experience that makes you feel like you belong, such as playing your favorite sport, playing music or doing art.
* Let’s listen and reflect.

##### 

##### 

##### 

##### Music For Centering

The Maccabeats - Home (Medley)

A popular celebration of the central Jewish theme of “returning home.”

<https://www.youtube.com/watch?v=4rvu8qHiEEM&index=19&list=RDgop2_d_Mwyw>

##### Thematic Check-in

Invite the group to share, in a sentence, what gives them the feeling of home.

After the sharing, leader expresses gratitude for everyone’s sharing and for all those who help us find and hold on to home.

##### Closing

“In the rest of our time together and in the days ahead, **May the ropes be with you.** May we stay close to our deepest and truest selves. May we keep connected to each other. And may we remember to lean into life’s joy. Blessed be. Amen”

##### Extinguish the Chalice

Leader note: If you use a real flame, our advice is to extinguish it now to prevent accidental tipping over or pyro play with hot wax. If you use a tea light, you may wish to extinguish it at the end of the session during the closing words.

### 

### 

# Taking in the Terrain:

# A Glimpse of Judaism though

### the Crossing Paths Binoculars

### 

### Introduction

Explain that the focus of today is to “get a glimpse” of the world of Judaism. Stress that there is no way to capture the fullness of these rich religious traditions in a session or two. So today is about impressions and partial views and learning a bit about Judaism before our visit. Remember our second practice of welcoming: “always be curious” - i.e. always be open and never assume you understand something fully.

## 

## I. Sizing Up the Terrain

## &

## Locating it on the Map (3 min)

## 

**The Origin and Size of Judaism**

You can keep this simple or get creative. The easiest and more time-efficient approach is to just share the basic facts verbally. If you want to take it to the next level, consider placing a large sheet of paper on the wall and writing the basic stats on it. This will allow the youth to visually compare the size and location of the various religions. Consider getting a map for your room to capture and compare the size and location of the various religions.

When

Founded over 3500 years ago in the Middle East.

How Many?

Judaism is the tenth-largest religion in the world with 13-14 million adherents worldwide, representing about 2% of the world population. That is roughly the equivalent of the population of Mumbai, India. It is also the equivalent of the combined population of New York City and Los Angeles.

It is important to remember that 6 million Jews were murdered in the Holocaust. That is equivalent to the entire population of Philadelphia, PA or Miami, FL or Washington, DC.

Where

The vast majority of Jews live in either the United States and Israel; Israel with over 6 million Jews and America with about 5.5 million.

<http://www.jewishvirtuallibrary.org/jewish-population-of-the-world>

## II. Symbol (5 min)

### The Star of David

#### Explain

Leader Resources (Background and support for leaders so they can explain in their own words)

My Jewish Learning:

<http://www.myjewishlearning.com/article/star-of-david-hot-topic/>

#### Engage

Show Video: <https://www.youtube.com/watch?v=Qwj9UcJmWcE>

How to Draw the Star of David or Jewish Star: <https://www.youtube.com/watch?time_continue=24&v=yXlDSPyxcvY>

## 

## III. The Problem and The Solution (35 min)

## Problem: Exile (or Separation from God and Home)

#### Explain

Leaning on the resources below, explain the [four exiles](https://www.chabad.org/library/article_cdo/aid/3671017/jewish/Discover-the-Four-Exiles-of-the-Jewish-People.htm) of Judaism and the meaning of exile in your own words, then play the dreidel game to reinforce the exiles and have a bit of fun.

Leader Resources (Background and support for leaders to explain in their own words)

Stephen Prothero’s video on Judaism

<https://www.youtube.com/watch?v=FG_OrcDMick>

Particularly minute 0 - 2:25

How the Jews scattered all over the world - The 4 Exiles

Visual explanation of the four exiles

<https://www.youtube.com/watch?v=avawvJfJXKU>

Do your own version of this for the youth.

Why the Exodus Was So Significant

<http://www.myjewishlearning.com/article/the-exodus-effect/>

“For almost as long as the Jewish nation has existed, it has been persecuted and forced to wander from land to land: starting with slavery in Egypt, to the destruction of both temples in Jerusalem, to the Crusades, the pogroms, the Holocaust, and finally, modern day anti-Semitism. These times of national displacement are known in Hebrew as galut, exile. The beginning of all galut, the root from which it grew and branched off, was when Jacob and his children left Canaan (as Israel was then called) because of famine and traveled to Egypt for food. There they settled, prospered and began to grow numerous. Fearing the growth of this nation, Pharaoh enslaved the children of Israel. After a period of 210 years, G‑d sent salvation through His servant Moses, smiting the Egyptians with the ten plagues. The Jewish people were redeemed and started their 40-year journey in the desert on their way back home to the Land of Israel. The Egyptian exile served as the forerunner, and the prototype, for the four exiles that the Jewish people were later to endure.”

<http://www.chabad.org/library/article_cdo/aid/3671017/jewish/Discover-the-Four-Exiles-of-the-Jewish-People.htm>

#### Engage

### 

Dreidel Game - Honoring the four exiles through play

Play the dreidel game and use the Hebrew letters to reinforce the idea of the 4 exiles:

Gimmel stands for the Jewish body - Guf (Exile to Babylon)

Nun stands for the Jewish soul - Nefesh (Exile to Persia)

Shin stands for the Jewish intellect - Seichel (Exile to Greece)

Hei stands for all the above - HaKol (Exile to Rome, and up to the current day, including the Holocaust).

* <http://www.chabad.org/kabbalah/article_cdo/aid/1693257/jewish/Lessons-from-the-Dreidel.htm>

How to play Dreidel:

* <https://www.lakeshorelearning.com/media/images/free_resources/teachers_corner/great_ideas/dreidelInstructions.pdf>
* <https://www.youtube.com/watch?v=w6yTapEcJYQ> (video)

Virtual dreidel (if you don’t have a real one):

* <http://www.torahtots.com/holidays/chanuka/dreidlrn.htm>

How to Play Dreidel:

* <https://www.youtube.com/watch?v=A0WGb5Pnmfc&index=26&list=PLyZEOTn13qqLnjtsjjeAgC-o7jX4WZ8kG>

## 

## 

## 

## The Solution: Return & Repair (20 min)

### 

### “Tikkun Olam” - one way to repair and return

#### Explain

Suggested script: “There are several ways Jews work to repair the world and make it a safe, just and joyful home for all. Mitzvoth are how this happens. They are “good deeds” or “commandments” for the Jews to connect with (“return to”) God and overcome the problems in the world. Today, we have chosen to focus on one way doing this work of good deeds and repair: ‘Tikkun Olam.’”

Leader Resources (Background and support to leaders explain in their own words)

Overview from Jewish Learning: <http://www.myjewishlearning.com/article/tikkun-olam-repairing-the-world/>

Sweet, simple and engaging overview

<https://www.youtube.com/watch?v=BUmZqu2E3sU>

The Story of the Broken Vessels

<https://www.youtube.com/watch?v=zSy7_bBhphg>

Rabbi Susan Leider - bringing tikkun olam into our daily living

<https://www.youtube.com/watch?v=gum6jtMZK3Y>

Rabbi Jill Jacobs on the history of Tikkun Olam

<https://www.youtube.com/watch?v=Zw2TCEAfwjI>

Tikkun Olam: A Brief History (with great story at beginning)

<http://www.chabad.org/library/article_cdo/aid/2614791/jewish/Tikun-Olam-A-Brief-History.htm>

A Reconstructionist View

<https://adatshalom.net/social-action12/tikkun-olam-guidelines>

#### Engage

The Broken Pieces in Front of Us: Sculpture Activity

After explaining the concept of Tikkun Olam, create a group sculpture representing Tikkun Olam and the meaning it has for our own lives. Break a medium-sized pot or vase. The goal is to avoid shattering it and instead end up with 8-12 pieces that can be easily glued back together. One way is to this is to cover the vase/pot with a towel and hit it gently with a hammer a few times.

Once it is in pieces, invite the youth to think of one way they are being invited to offer kindness, healing or repair to others and the world. What opportunity for repair is sitting right in front of them? With that in mind, ask the youth to take on broken piece and decorate it in a way that symbolizes the “repair work” or act of kindness they want to do in the coming week or month. Use glitter glue or silver and gold Sharpies to represent the divine light attached to the shattered shards. Then use [E-6000 glue](http://www.homedepot.com/p/E6000-2-fl-oz-Clear-Adhesive-237032/203279322) or glue guns to repair the vase/pot/bowl. Place it on your worship table when done.

Have the youth share what their piece represents, focusing the discussion as needed to fit the time you have.

### Graffiti Board - Filling in the Gaps (3 min.)

Invite the youth to add a picture or word to the graffiti board, picking one thing that engaged them most about today’s session. What did they learn about Judaism that they think is most important to add.

Remember to use markers that are a different color than was used to fill or the board at the start of the session, so you can continue to track learning over the sessions.

### Looking Ahead - What to do ahead of time or expect (2 min.)

Thank the youth for their participation this week. Note one thing that you particularly appreciated or enjoyed about the session you just did with them.

Remind the youth what is happening next week and make sure they know what they have to do ahead of time. Note one thing that you are particularly looking forward to.

### Closing Words (1 min)

“In the days ahead, **May the ropes be with you.** May we stay close to our deepest and truest selves. May we keep connected to each other. And may we remember to lean into life’s joy. Blessed be. Amen”

## ALTERNATIVES & ADD ONS

*The option below can be used to enrich the youths’ understanding of Judaism*

*if you have longer meeting times.*

## Humor as a Spiritual Tool

Leader Resources (background so you can introduce the activity)

* Jews and Humor: <http://www.pbs.org/wnet/religionandethics/2014/01/10/january-10-2014-jews-and-humor/21587/>
* The Meaning of Jewish Humor: <https://www.youtube.com/watch?v=CZ3nxVSTeeI>
* Teaching about Jewish Humor: <https://www.youtube.com/watch?v=rRVFMHp0PRs>
* What is Jewish Humor?: <https://www.myjewishlearning.com/article/what-is-jewish-humor/>

**Suggested Script:**

Humor has been very important to Jews. As we know from our own lives, humor is an important tool to help get you through hard times. It also helps you regain some perspective. It’s a way of reminding ourselves that pain or sadness never has the last word. [Some](http://www.pbs.org/wnet/religionandethics/2014/01/10/january-10-2014-jews-and-humor/21587/) define Jewish humor as “laughing through your tears and fears.”

Have you ever used humor to get through a difficult time? Or help someone else get through a difficult time?

**(ENGAGE IN A BRIEF DISCUSSION)**

To honor the important place humor plays for Jews, let’s have a little fun ourselves and listen to some Jewish humor:

**Blessing for the Czar**

Here’s an excerpt from “Fiddler on the Roof” showing the villagers asking their Rabbi if there is a blessing for the Czar. The Czar is the king of Russia, responsible for the oppression of the Jews in Russia. The Rabbi’s humorous response illustrates the delicate balance of laughter and tears. <https://www.youtube.com/watch?v=TKnOhjH1-9w>

**The Rabbi’s Hat**

A few things to know before you hear the joke. Some Jews, mainly males, wear a small hat when entering the synagogue. It is called a Yarmulke. Orthodox Jews wear hats all the time to show their humility before God. Here’s the joke: Pulling it out of the Rabbi's Hat:

<http://www.aish.com/j/j/51477907.html>

**Additional Humor Options:**

* Charlotte Bornstein, "Food"

<https://www.youtube.com/watch?v=X_M9M31bsns&index=7&list=RDNXoBsC5FbWQ>

* Sylvie Drake, "My Wife is Poisoning Me"

<https://www.youtube.com/watch?v=CPtuQHout3A&index=11&list=RDNXoBsC5FbWQ>

* Max Rosenthal, "The Restaurant"

<https://www.youtube.com/watch?v=Dgx1f3ssb08&list=RDNXoBsC5FbWQ&index=9>

**A Joke of Our Own**

If you have time, consider opening the floor to the youth to tell their favorite joke. Remind them that a hallmark of Jewish humor is to make fun of a bad situation or poke fun at oneself, NOT make fun of others.

# *Week 2*

# *Tack Sunday*

***What does Judaism believe about being a people of Sanctuary?***

## Purpose

* Introduce and engage the monthly theme of sanctuary.
* Explore the connection between our monthly theme of sanctuary and Judaism.

## Preparation & Leader Notes

#### Dinner and Drive Time Tips (Email to parents prior to the meeting):

***Before:***

* *Ask your youth about the “graffiti board” and what kinds of things the group has listed on it. Ask what their initial understandings of Judaism are and what they learned through what others wrote/drew on the board. Talk to them about what you know and admire about Judaism, and how you learned what you know.*

***After:***

* *During our session we discussion the way Jews approach the Sabbath as creating sanctuary in time, carving out a space of refuge (sanctuary) from one’s everyday work and worries. Talk to your youth about ways you and your family do something similar or need to do something similar. What would it mean to your family and them if they had a regular time every once in a while where they just put work and responsibilities aside and just made room for what was sacred and important? Here’s a video you might want to watch together as a family to learn more about the Sabbath/Shabbat:* [*https://www.youtube.com/watch?v=vjmjZWHXKFY*](https://www.youtube.com/watch?v=vjmjZWHXKFY)

***For You:***

* *Watch this video about the Sabbath as a tool for spiritual health. Spend some time reflecting on how it is speaking to you and inviting you to look more closely at the rhythm of your life:*

***What is Shabbat? Seven Reasons You Need It***

[*https://www.youtube.com/watch?v=Aj8gHGa181E*](https://www.youtube.com/watch?v=Aj8gHGa181E)

#### Pre-Session To Do List:

* Send out the Dinner and Drive Time Tip. See above.
* Make sure you have the technology needed to play the YouTube videos that are part of this session.
* Check tokens and Tack Bowl to make sure they are complete.
* Gather supplies for the Sukkot activities.
* Collect sheets, blankets, and sarongs as well as journaling or drawing materials for the Sacred Space activity.
* Different color of markers for the Graffiti Board –Filling in the Gaps.

## 

## Session

## What Does It Mean to be a

## People of Sanctuary ...from a Jewish perspective?

### Entering - Graffiti Board Writing

*Same Core Question: What is Judaism?*

As youth enter the room, direct them to check out the graffiti board as a way to remind themselves of what they’ve been learning. Using a new color for the markers, invite them to add a new item or embellish an item they’ve already put up.

### Gathering & Centering - Worship (10 min)

##### Centering Sound

Invite everyone to calm and center themselves. Use whatever ringing vessel you have chosen (chimes, bowl, bell). Ring the bell/bowl/chimes. Once the sound ends, pause for a moment of silence and then end by saying “Amen” or blessing words of your own.

##### Lighting the Chalice

*We light this chalice in gratitude for the path we share, a path that guides us*

*back to our deepest self,*

*back to each other,*

*And back to life’s gifts and joy.*

##### Welcome

Suggested Script/Talking Points:

* Welcome to Tack Sunday and to our continued exploration of this month’s religion: Judaism. Today we are going to explain - or “tack up” with - how Judaism thinks about the monthly theme we are exploring here at our church: sanctuary.
* One meaning of sanctuary is “a safe place.” It is also related to the idea of “home.” As we learned last week, for centuries, Jews were exiled from their homeland, which contained The city of Jerusalem was the political capital of their homelands going back to 10th century BCE. It was also where their sacred temple was. Being such an important place, you can see why many longed to return to it and why it holds such an important place in their hearts.
* To get a feel for this, our centering music this morning gives us a feel for this love of and longing for Jerusalem. It’s a song celebrating the importance of home and it’s by a singer named Matisyahu, a Jewish American reggae vocalist, beatboxer, and alternative rock musician.
* As you listen, think about the homes and cities where you’ve lived. Imagine writing a “love song” to your homes. Think about what you love most about your various homes and how they have been a “sanctuary” for you - a safe and special place.

##### Music for Centering

Matisyahu - Jerusalem

<https://www.youtube.com/watch?v=GYr4Fz14C6w&index=12&list=RDWRmBChQjZPs>

##### Thematic Check-in

Invite the group to name their various homes and one thing they love about it.

##### Closing

“In the rest of our time together and in the days ahead, **May the ropes be with you.** May we stay close to our deepest and truest selves. May we keep connected to each other. And may we remember to lean into life’s joy. Blessed be. Amen”

##### Extinguish the Chalice

Leader note: If you use a flame, our advice is to extinguish it now to prevent accidental tipping over or pyro play with hot wax. If you use a tea light, you may wish to extinguish it at the end of the session during the closing words.

## Session Focus:

## Finding Sanctuary in Judaism (45 min)

### The Sabbath:

### A Sanctuary in Time

#### Explain

Remind your youth that as the Jewish people were persecuted and exiled, their temples and places of worship were destroyed. So they often did not have access to physical sanctuaries and spaces to connect with God and the holy. This lead to them developing an idea of sanctuary that didn’t involve a physical place. Instead, they built sanctuary “in time” by developing the idea of the Sabbath or “Shabbat” - a day of rest from Friday evening to Saturday evening.

Remind the youth that sanctuary means a space of safety, rest and shelter. By setting aside a day to not work, they shelter themselves from the stress and worry of everyday life and make room to connect with God and what is most precious in their lives.

Leader Resources (Background to help you deepen your own understanding and explain in your own words)

The Sanctuary of the Sabbath

<https://thinktwiceinfo.org/2018/3688/>

Shabbat as a Sanctuary in Time

<https://www.myjewishlearning.com/article/shabbat-as-a-sanctuary-in-time/>

What is Shabbat? Seven Reasons You Need It - For Beginners

<https://www.youtube.com/watch?v=Aj8gHGa181E>

The Jewish Sabbath Explained

<https://www.youtube.com/watch?v=bCXW8pqXJAk>

#### Engage

Play this game with the “freeze” part of the game representing the practice of Shabbat.

Shabbat Statues

In this game, the Statues only move when the Night Guard isn't looking. The first Statue to sneak up and touch the Night Guard wins.

A selected player called the Night Guard stands at the opposite end of a field of play from the other players, or Statues. When the Night Guard has his back to the Statues, they attempt to race across the field to tag the Night Guard. But, when the Night Guard turns around to face the Statues, they must freeze in their position and take their Shabbat, holding the pose for as long as the Night Guard gazes at them. Though the Night Guard can approach and investigate the Statues, he must be careful; when his back is turned to any Statues, they may move toward him. If a Statue is caught moving while the Night Guard faces it, the Statue must return to the starting line (or be eliminated).

Sneak up on the Night Guard while his back is turned, but don’t get caught mid-run. The first Statue to tag the Night Guard becomes the new Night Guard and the game starts again.

Variations

1. The fun is largely on the side of the Statues in this game, but the Night Guard can have his own fun by trying to get the Statues to laugh while they're frozen. Getting them to crack a smile could send them back to the starting line!

2. Fun to play in a dark room with a flashlight to shine on the statues.

### The Prayer Shawl (Tallit):

### The Sanctuary of Being Wrapped by God’s Light & Love

#### Explain

The Jewish prayer shawl is another way Jewish people create and find sanctuary for themselves. It is a garment or covering used in connection with prayer. It is another way to create sacred space (sanctuary) that doesn’t involve a building. By covering oneself with it, one opens up a spiritual space in which one is reminded that they are always wrapped in (and sheltered by) God’s light, love and protection. Or to put it another way, you do not have to go to a sanctuary or build one because you are already within it.

It is also a way to find the sanctuary within yourself. By covering oneself with it, one shuts out the rest of the world and can more easily focus inward. That’s why it is used when praying.

Here are some resources to dig deeper and help you explain its significance in your own words:

The Tallit: Spiritual Significance

<https://www.myjewishlearning.com/article/the-tallit-spiritual-significance/>

Tallit (The Prayer Shawl)

<https://www.myjewishlearning.com/article/tallit-the-prayer-shawl/>

What Is a Tallit?

<https://www.chabad.org/library/article_cdo/aid/530124/jewish/Tallit-The-Jewish-Prayer-Shawl.htm>

#### Engage

Our Own Sacred Space

It is possible to feel sacred space by wrapping yourself in a sheet or blanket, letting the outside world disappear as you muffle sounds and sights. Invite each person to select a sheet, blanket or sarong and find a space by themselves. Sitting or lying down, cover themselves and spend some time in mindfulness. Provide journaling or drawing options if you desire. Afterward, invite sharing.

### Sukkot - The Festival of Booths:

### A reminder that there is a greater sanctuary

### beyond the ones we build for ourselves

#### Explain

The Jewish festival of Sukkot just happened last month in September. It is a festival in which families build temporary shelters or booths called a sukkah. Theses hand-built shelters are purposely built with holes in the roof and with non-permanent materials to remind one that the shelters and sanctuaries we build for ourselves are always imperfect and temporary. And so one is guided to reflect on how they need to rely on the greater shelter of God’s protection. It speaks to the time that the Jews journeyed 40 years through the desert to escape Egyptian slavery and had to rely on God’s protection to make it through. In short, the holiday and the sukkah booth are reminders that there is a greater sanctuary than the ones we build for ourselves.

Use this explanation to help your youth engage the idea that self-reliance is important but limited. At some point, we have to trust that life is good, or life is on our side and will offer us sanctuary and refuge even when our own efforts fail us.

Leader Resources (Background to help you deepen your own understanding and explain in your own words)

Sukkot 101 Video: <https://www.myjewishlearning.com/article/sukkot-for-families/>

Sukkot: BBC: <http://www.bbc.co.uk/religion/religions/judaism/holydays/sukkot_1.shtml>

What Is Sukkot?: <https://www.chabad.org/library/article_cdo/aid/4784/jewish/What-Is-Sukkot.htm>

The Sukkah: many meanings: <https://www.youtube.com/watch?v=EiuZmu07agI&index=2&list=PLX1wp7hh0sM1FoFEWxVUkm6fi1O88FG1K>

#### Engage

Here are a few options to help make the lessons of Sukkot and the sukkah come alive:

Being Sukkah For Each Other (adaptation of "Elbow Tag")

Play in groups of three and one couple. Two people from each group join hands to form a "Sukkah" while the third person stands inside it. One person from the couple is told to chase the other, who when he or she gets tired or thinks s/he's about to be caught, may run into the Sukkah. When s/he does so, the person who was in that Sukkah MUST run out immediately and take her/his place. (You may not enter a Sukkah that you have just left; you must go into another one.) If a person is caught, s/he chases her/his captor.

Build a Graham Cracker Sukkah

Supplies:

Graham crackers for walls

Marshmallow fluff or [royal icing](https://bakingamoment.com/royal-icing/)

Pretzel sticks for the roof

Plates

Instructions:

Build a sukkah out of the ingredients above. Remember to leave spaces between the pretzel stick roof to capture the limits of what we build to protect ourselves and the need to trust life.

Sukkot Dodgeball

Gather several balls that won't hurt if they hit someone and enough chairs for everyone but one person.

Instructions: Start throwing balls at the kids from a single spot and tell them to use the chairs to build a wall to protect themselves and stay safe from the balls. Add another person on the other side of the group to throw balls, which will require the participants to build a chair wall on the other side of them. Then two more people throwing balls from the remaining sides, which will require the group to build four walls around them. Wha la, they’ve built a shelter, for themselves - albeit imperfect.

### Graffiti Board - Filling in the Gaps (3 min)

Invite the youth to add a picture or word to the graffiti board, picking one thing that engaged them most about today’s session. What did they learn that they think is most important to add?

### Remember to use markers that are a different color than was used to fill or the board at the start of the session, so you can continue to track learning over the sessions.

### 

### Looking Ahead - What to do ahead of time or expect (5 min)

Thank the youth for their participation this week. Note one thing that you particularly appreciated or enjoyed about the session you just did with them.

Remind the youth that next week is THE VISIT! Share a bit about where you are going, go over logistics and stress any rules that will need observed-e.g., let them know about clothing expectations.

Tacking up our Eight Practices of Welcome

Hand out the list of the Eight Practices of Welcome, Handout #1. Remind the youth that we are using them during our visit next week and will be reviewing how well we do. So ask them to please make time to think about them during the week. Which one do you particularly need to remember and work on for yourself?

Choosing an Interview Question (either now, or before you leave for your visit on Summit Sunday)

If you are able to include a conversation with a leader as part of your visit, we suggest that you bring questions for the youth to ask. We have included interview questions at the end of this packet as part of the preparation for the visit, labeled Handout #2. We suggest that you ask the youth to look over the list and each pick a question they are most interested in asking at the visit. If none of the questions interest them, invite them to develop their own. The other approach that works well is to send the list of questions to the interviewee and invite them to pick the 5-6 that interest them the most.

### Closing Words (1 min.)

“In the days ahead, **May the ropes be with you.** May we stay close to our deepest and truest selves. May we keep connected to each other. And may we remember to lean into life’s joy. Blessed be. Amen”

## Week 3

## Summit Day

## (The Visit)

## 

## Purpose

* Get a direct experience of Judaism with a visit.
* Engage and use our Eight Practices of Welcoming.

## Preparation & Leader Notes

#### Dinner and Drive Time Tips (Email to parents prior to the meeting):

***Before:***

* *Watch with your youth and discuss to help them get ready for our visit:* [*https://www.youtube.com/watch?v=9Z\_gyc7yG\_c*](https://www.youtube.com/watch?v=9Z_gyc7yG_c)
* *Remind youth to bring an offering. We recommend an amount of $\_\_\_\_\_.*
* *Remind your youth about any dress requirements. [Leader note: tailor this bullet to the visit]*

***After:***

* *Ask your youth to share their favorite part of the visit.*
* *Reflect with them on your own experiences with and understanding of Judaism. Share your assumptions and stereotypes and ask your youth how their experience relates to those assumptions and your past experiences.*

###### **For You**

###### Explore these pieces about what people love about their Jewish faith:

###### <http://rabbisacks.org/why-i-am-a-jew/>

###### <http://www.aish.com/jw/s/10-Things-to-Love-about-Being-Jewish.html>

#### Pre-Visit To Do List:

* For leaders: Here’s a video that will help you as a leader know what to expect at a visit to a synagogue and help you help your youth know what to expect: <https://www.youtube.com/watch?v=9Z_gyc7yG_c>.
* Send the Interview Questions in Handout #2 to the faith leader.
* Arrange for and prepare the drivers. Make sure the drivers:
  + Have the address of the destination and a phone number to call if there are problems.
  + Have a list of who is in their car and their emergency contact numbers.
  + Are familiar with and comply with congregational safety guidelines, such as a license and proof of insurance on record.
* Make sure to collect signed permission slips from group members, with all relevant contact information and emergency numbers. Make a copy to leave at the church, and a copy to bring on the trip.
* Let parents know the approximate time of return and post it on the door of your meeting room.
* Prepare to post a “We Will Return Soon” note in case someone comes late, such as “Sorry we missed you. The Crossing Paths group is visiting \_\_\_\_\_\_\_. We will return at \_\_\_\_\_.
* Bring offering money for each group member or remind them to bring some
* Consider purchasing or bringing a gift for your host. Perhaps an interfaith [poster](https://www.scarboromissions.ca/product/golden-rule-across-the-worlds-religions) or [calendar](http://www.multifaithcalendar.org/pages/2018-Wall-Calendar.php).
* Make sure you have collected and clarified all the rules & expectations for your visit. You will share this information before you leave your church on Summit Sunday. Rules and expectations include:
  + the name of the faith community you are visiting. (e.g., First Congregational Church of…)
  + the religion’s name for their house of worship. (e.g., temple, church, mosque…)
  + what the religious leader is called and how they should be addressed (e.g., “They are call a minister and they should be addressed as Rev. Jones or Pastor Jones.”)
  + other behaviors that should be observed (e.g., expect dress, silence in certain spaces, when one can and when one shouldn’t participate in a ritual, etc.)
  + When and if it is appropriate to take pictures with phones. (Remember that we want to have some select moments when photos are gathered so they can be used in the end of year scrapbook or video)

## Session - Visit

### Before You Go

Before you leave, gather as a group at your home church and do the following:

Choosing an Interview Question (if you didn’t do this on Tack Sunday previously)

If you are able to include a conversation with a leader as part of your visit, we suggest that you bring questions for the youth to ask. We have included the Interview Questions at the end of this packet as part of the preparation for the visit, labeled Handout #2. We suggest that you ask the youth which question they would like to ask. Be flexible to allow youth to ask their own questions, paraphrase the question from the Handout in their own words, or ask it straight out.

Remembering to be a Good Guest:

Leader reviews basic information and guidelines about how to be respectful during the visit:

1. Share the name of the faith community you are visiting. (e.g., First Congregational Church of…)

2. Share the religion’s name for their house of worship. (e.g., temple, church, mosque…)

3. Tell them what the religious is called and how they should be addressed (e.g., “They are call a minister and they should be addressed as Rev. Jones or Pastor Jones.”)

4. Review other behaviors that should be observed (e.g., silence in certain spaces, when one can and when one shouldn’t participate in a ritual, etc.)

5. Make sure everyone’s dress is appropriate and honors the expectations of the tradition you are visiting. If someone has forgotten, address the situation according to the understandings you’ve made ahead of time.

6. Share when and if it is appropriate to take pictures with phones. (Remember that we want to have some strategic moments when photos are gathered so they can be used in the end of year scrapbook or video)

7. Share expectations about texting and use of smartphones.

8. Remind them that they are guests and will be representing Unitarian Universalism to your hosts

9. Go over the travel plans and rules:

* Assign participants to a car and make sure they know to return in the same car.
* Be respectful of their drivers and cars.
* Give emergency contact numbers to drivers.

**Packing Up Our Eight Practices**: Gather in your church foyer or parking lot before you go. Stand together in a circle and share a blessing based on the Eight Practices of Welcoming. We recommend that you print out this blessing, so the youth have the Eight Practices physically available. Here’s one version of a blessing you could do. Do it as a group by each person taking turns reading one line:

*Leader: Let us take a breath and pause before we go.*

*[PAUSE IN SILENCE]*

*With our feet firmly grounded here at our church home, we are grateful.*

*Here we find community and comfort.*

*Here we also encounter the call to go out, explore and become more..*

*On our journey today, let us take our practices and values with us*

*so we can notice and receive all the gifts offered to us.*

*May we remember to...*

*Be fully present*

*Be curious*

*Be open to being changed*

*Be comfortable with discomfort*

*Be an appreciative listener*

*Be light-hearted*

*Be gentle when mistakes are made*

*And, be ourselves*

*With all these commitments tucked tightly in our hearts and heads,*

*Amen, Let’s go!*

### 

### The Visit

Have a great time!

**Don’t forget about collecting pictures for our future scrapbook/memory wall/video project.** At the very least get a picture of the youth standing in front of the house of worship.

*Have the youth text or email you 1-2 of their favorite pictures that they took. Save for the spring scrapbook/memory wall/video project.*

### 

### After the Visit (just before everyone heads home)

Looking Ahead - What to do ahead of time or expect (1 min.)

Thank the youth for their participation. Praise something about how the youth handled themselves. Note one thing that you particularly appreciated or enjoyed about the visit.

Remind the youth that next week is Lake Sunday. Lift up anything they need to do or think about ahead of time.

Closing Words

“In the days ahead, **May the ropes be with you.** May we stay close to our deepest and truest selves. May we keep connected to each other. And may we remember to lean into life’s joy. Blessed be. Amen”

## 

## 

## 

## Week 4

## Lake Sunday

## (Reflecting on Our Visit)

## 

## Purpose

* Reflect on the visit.
* Review our use of the Eight Practices of Welcoming

## Preparation & Leader Notes

#### Dinner and Drive Time Tips (Email to parents prior to the meeting):

***Before:***

* *Talk with your youth about what they plan to write on the Thank You Card that will be sent to faith community they visited last week. This will help them prepare, give them a chance to reflect more on the visit and better enable them to write something meaningful.*

***After:***

* *Ask your youth to share which of the 8 Practices of Welcoming were hardest them personally.*
* *Ask them to share something about the graffiti board. They have been adding to each week. Ask them how the board has changed? What’s interesting about how it has changed and grown? How does it show that the group’s understanding of Judaism has evolved?*

***For You:***

* *Talk with your spouse/partner or a friend about how your own view of Judaism has evolved over the month as a result of your conversations with your youth.*

#### 

#### Pre-Session To Do List:

* Get a thank-you card for everyone to sign.
* Locate challah or other Jewish food.
* Make sure you have the technology to play the music for the “Race” and learn the steps, so you can teach them.
* (optional) Invite a guest with a Jewish background or experience, perhaps identified in the Parent Orientation, or from a request to the congregation at large. Share Handout #2 with them and let them know the youth will be asking them the questions listed, optional.
* (optional) Make plans to attend the adult service or part of the service as a way of exploring the monthly theme of sanctuary.

## Session

### Entering - Graffiti Board Writing

Using the same graffiti board from past weeks, invite those entering to add words, pictures or impressions that represent what stuck out for them about last week’s visit.

### Thank You Card

Set out a thank-you card and have the youth sign it and share one thing they enjoyed during their visit.

### Gathering & Centering - Worship (10 min)

##### Centering Sound

Invite everyone to calm and center themselves. Use whatever ringing vessel you have chosen (chimes, bowl, bell). Ring the bell/bowl/chimes. Once the sound ends, pause for a moment of silence and then end by saying “Amen” or blessing words of your own.

##### Lighting the Chalice

*“We light this chalice in gratitude for the path we share, a path that guides us*

*back to our deepest self, back to each other, and back to life’s gifts and joy.”*

##### Welcome

Suggested welcome script: “Welcome everyone to Lake Sunday! Lake Sunday is about “coming back from our journey - back down the mountain - and reflecting on our trip” I’m so excited for us to talk about our visit and notice all the gifts the visit gave us.

As a way of getting ready for this discussion about our learnings from our trip, our centering song this morning is a song that honors Israeli hip hop artistry. The children of the Jewish hip hop artist produced this song called “Now My Turn.” It’s a way of thinking about how religion is passed from one generation to another. It also helps us expand what we think of when we imagine “a typical Jewish family.” In other words, it helps us open our minds and challenge our assumptions. Hopefully our visit did the same. Sink into the upbeat energy of the song and let it get you in an open mode and ready to share how our visit expanded your view of Judaism.

##### Music for Centering

# אור דה לוקו -עכשיו תורי מארחת אלון דה לוקו (“Now My Turn”)

<https://www.youtube.com/watch?v=FTgletzluq4>

##### Closing Words

*“In the rest of our time together and in the days ahead,* ***May the ropes be with us****. May we stay close to our inner and truest selves. May we keep connected to each other. May we remember to lean into life’s joy. - Blessed be. Amen”*

##### Extinguish the Chalice

Leader note: If you have an open flame, we suggest extinguishing it at this point to prevent accidents and pyro-play. Otherwise, consider extinguishing it during the Closing at the end of the session.

### Reflecting on the Visit (30 min)

Questions to guide the discussion:

## Initial Reactions

**1. What surprised you?** What was completely new? What didn’t you expect?

**2. What was the most interesting part?** What was “cool”? When were you having the most fun?

**3. What didn’t you fully understand?** What confused you? What do you want to learn more about (Leader note: Answer the questions/confusions if you can. Or see if the group can help. If time, look up the answer on a computer/phone. If no time for that, encourage the youth to look it up with their parents or promise to look it up for them)

## Personal Application

**4. How did the trip and our past few weeks of learning make you think about your own life differently?**

Lead the group in discussion about their personal takeaways. Invite them to think about how the visit ***and all the learning of the past weeks*** gave them a challenge for their own life. Here are some possible questions to help them with their reflection:

* Remember when we put the broken vase back together in the first week as a way of learning about “Tikkun Olam” and the task of repairing the world? Do you think of yourself as a “repairer of the world”? Can you name something that you have repaired in the last couple of months? Maybe it was saying you were sorry and repairing a relationship? Or restoring a friendship by hanging out with a friend you’ve not seen in a while? Or volunteering to help heal injustice or someone struggling?
* Did our discussion of the Sabbath make you want to have more regular times in your life when you just take a break from everything? How would things change for your family if you all took one day a week to just be together with any distractions of work or technology?
* Remember how Jews use humor to get through hard times? How do you use humor to deal with hard things?
* Was there anything about our visit to the synagogue that made you wish we did things differently here at our church?
* Do you wish our UU faith was more like Judaism in some way?

Leader Note: Consider sharing your own personal takeaways first to model and help them think about this. How did the visit and learning invite you to think differently or want to make a change or add something more to your life?

### Engaging the Graffiti Board - Stepping back and seeing how far we’ve come! (10 min)

* Gather around the graffiti board or take it down and bring it into the circle.
* Pause to see if there are any last things to add.
* Invite reactions and discussion

1. **What strikes you as you look at all the colors?** Were there some weeks where we seemed to learn more than others? Are their more words than pictures? What does that mean?
2. **Is there anything on the board that needs to be corrected?** Any “understanding” that was incomplete or misunderstood?
3. **What 2-3 things seem to best describe the essence of Judaism for you?** If you had to explain Judaism to someone else, which 2-3 items on the board would you talk about?

* Take some selfies! Individual and as a group. Remember to remind the youth that we will be using these pictures in the spring to create a scrapbook, memory wall or video to document our journey this year.

### Eight Practices Review (10 min)

Remind the youth that Crossing Paths is not just about visiting and learning about other religions. It’s also about learning skills and practices to better engage new people and new ideas throughout our entire life. So explain that you are reviewing how well the group used the 8 Practices not just to “grade ourselves” but also to push ourselves to develop them as “life practices.” The 8 Practices are included below, in Handout #1.

There are a number of ways to review the practices:

1. **As a group**: Have the group evaluate itself as a whole by going through the list one by one and asking the group to share when they did each practice well and when they could have done it a bit better.
2. **As individuals:** Ask each person to pick one practice they feel they did well and one practice they wish they had done better and want to work on. Take turns having each youth share their answers.

## Movement (10 min)

Hora, Jewish Folk Dance or “Race”

#### Explain

The Hora is a simple, traditional Jewish folk dance, which could be called a race because the music goes faster and faster. Teach the dance and see who can keep up with the increasingly fast Hava Nagila music. Explain that the purpose of the dance at wedding is to express joy. So have some fun and enjoy!

Hora background: <http://www.thisisinsider.com/jewish-wedding-chair-lift-dance-2017-4>

#### Engage

Play the music and learn the simple movements for this traditional dance/ race.

Hava Nagila Music: <https://www.youtube.com/watch?v=_SPXDAX4Ci8>

Instructional Hora Video: <https://www.youtube.com/watch?v=pGTho2a9t9k>

## Taste (10 min)

Eat, Watch & Learn

Don’t overthink this. Just buy or cook a distinctive Jewish food item and have the youth try it. If you want to keep it simple, buy [challah](http://www.myjewishlearning.com/article/challah/) or serve apples and [different kinds of honey](http://www.myjewishlearning.com/mixed-multitudes/oh-honey-honey/). The round shape of challah symbolizes a crown, a reminder of the kingship of God. It also stands for the circle of life. If you want to go the extra mile, here are [some general recipes](http://www.myjewishlearning.com/category/eat/jewish-recipes/food-videos/) and some [Rosh Hashanah recipes](http://www.myjewishlearning.com/category/eat/holiday-food/).

### Looking Ahead - What to do ahead of time or expect

Thank the youth for their participation this week. Note one thing that you particularly appreciated or enjoyed about the session you just did with them.

Remind the youth what is happening next week and make sure they know what they have to do ahead of time. Note one thing that you are particularly looking forward to.

### Closing Words

“In the days ahead, **May the ropes be with you.** May we stay close to our deepest and truest selves. May we keep connected to each other. And may we remember to lean into life’s joy. Blessed be. Amen”

*Extinguish the chalice if you haven’t done so earlier. Invite any participants to sign the thank-you card if they haven’t done so.*

## ALTERNATIVES & ADD ONS

*The options below can be used as alternative exercises to those*

*above or as add ons if you have longer meeting times.*

## 

## Option #1 - Interview

If you have time, consider inviting a congregant with a background in Christianity to visit and talk with the youth. You can do this after or before you reflect on your visit - both have advantages and disadvantages. Use Handout #2 Interview Questions.

## Option #2 - Attend the Adult Service on the monthly theme of Sanctuary

“Visiting” your own worship service can enrich the experience tremendously. If you usually meet during the service, consider changing and expanding your schedule for Lake Sunday, attending the service first then staying after to do the Lake Sunday session. You can go even deeper with this by asking your minister or ministers to come talk with the youth after the service about what they appreciate about Judaism and how they see U.U.s and Jews being similar and different when it comes to belief and their understanding of what it means to be a people of sanctuary.

## 

## 

## Handout #1

## The Eight Practices of Welcoming Difference

1. Be fully present

2. Be curious

3. Be open to being changed

4. Be comfortable with discomfort

5. Be an appreciative listener

6. Be light-hearted

7. Be gentle (allow and heal mistakes)

8. Be yourself

## 

## Handout #2

## Interview Questions

***Seeing Judaism through the Lens of Experience!***

1. We learned about the idea of “Tikkun Olam.” Is this idea central to your own personal spirituality? If so, how?
2. What does the Star of David symbolize for you?
3. Is there another major symbol of Judaism we should we know about?
4. How has Judaism influenced your understanding of “the divine”?
5. Who is your favorite Jewish historical figure?
6. What is your favorite service, ritual or holiday of the Jewish year?
7. What is your favorite Jewish quote or story?
8. What was your favorite part about being Jewish as a teenager?
9. Do you have a spiritual practice? How has Judaism influenced your personal spiritual practices?
10. What sound or taste do you most associate with Judaism?
11. At our church, we are talking this month about what it means to be “a people of sanctuary.” What does “Being a people of sanctuary” mean to you? How has Judaism influenced that?
12. What are the major misconceptions out there about Judaism? What do you wish others better understood?
13. Is there a particular Jewish belief or perspective that you think is especially relevant to our culture and political climate right now?
14. Do you have any questions for us?

## Crossing Paths Authors:

## Katie Covey, DRE for Soul Matters Sharing Circle

## Rev. Scott Tayler, Team Lead for Soul Matters Sharing Circle

To keep you inspired as a group leader, check out our

Soul Matters Facebook inspiration page:

[*https://www.facebook.com/soulmatterssharingcircle/*](https://www.facebook.com/soulmatterssharingcircle/)



© 2018-19 Soul Matters ALL RIGHTS RESERVED

**This packet and all Crossing Paths material is for use only by congregations**

**who have purchased the curriculum from Soul Matters.**

To purchase, see our website:<http://www.soulmatterssharingcircle.com>