



*Soul Matters*

---

# Crossing Paths

Walking the Path of  
Judaism

November 2018 - Memory

# CONTENTS

<a href="#"><u>Welcome</u></a>	2
<b>Weekly Sessions</b>	
<a href="#"><u>Map Sunday</u></a>	3
Getting a View of The Terrain - Judaism	
<a href="#"><u>Tack Sunday</u></a>	13
Judaism & Memory	
<a href="#"><u>Summit Day</u></a>	20
The Visit	
<a href="#"><u>Lake Sunday</u></a>	24
Reflecting on The Visit	
<a href="#"><u>Handouts</u></a>	29
Handout #1 - 8 Practices	
Handout #2 - Interview Questions	

# Welcome

Welcome to the Crossing Paths packet for November and our exploration of Judaism. In addition to exploring Judaism, this packet engages our youth with November's theme of "What Does it Mean to Be a People of Memory?"

For centuries, the Jewish people have endured and survived persecution. Along the way, deep spiritual wisdom and innovative spiritual practice have helped them navigate that difficult journey. And while our persecution and sense of exile is quite different than theirs, we can still learn much from them. Who of us doesn't feel "far from home" at times? Who of us hasn't felt "lost in the desert?" Identifying resources to navigate these hard times is what this month is all about. It's also a gift to know that we are not alone when it comes to struggle and the longing for home.

And if all this talk of being lost in the desert alone sounds depressing, don't worry: there's going to be a lot of joy along our way this month. That's one of the wonderful paradoxes of the Jewish tradition: Their suffering may be deep; but their joy and hope go deeper. This will become apparent as we explore their strong sense of community, joyful rituals, love of playful storytelling and - maybe most of all - their long history of distinctively Jewish humor! It's not every religion that treats joke telling as a spiritual discipline!

This combination of difficult struggle and deep hope is maybe the most important message about memory in this packet. We all need to remember that sadness and struggle rarely have the last word. Even when the path is dark, sparks of light are always hidden on the path, waiting to guide us home.

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)

# 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 for getting an idea about Judaism in general:

- Stephen Prothero on Judaism: [https://www.youtube.com/watch?v=FG\\_OrcDMick](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](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](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](#).
- Consider making some other Jewish foods. Here are [some general recipes](#)

### **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](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 through 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 or 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=yXIDSPyxcvY](https://www.youtube.com/watch?time_continue=24&v=yXIDSPyxcvY)

## ***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](#) 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](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](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](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.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](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](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 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](#) 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=CZ3nxVSTeel>
- Teaching about Jewish Humor: <https://www.youtube.com/watch?v=rRVFMHpOPRs>
- 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](#) 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/i/j/51477907.html>

### **Additional Humor Options:**

- Charlotte Bornstein, "Food"  
[https://www.youtube.com/watch?v=X\\_M9M31bsns&index=7&list=RDNXoBsC5FbWQ](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 memory?*

### **Purpose**

- Introduce and engage the monthly theme of Memory.
- Explore the connection between our monthly theme of Memory and Judaism.

### **Preparation & Leader Notes**

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

##### **Before:**

- *We need your help this week. Make sure to assist your youth in gathering some items and doing some thinking ahead of time. To get at our monthly theme of Memory, we will be exploring the Jewish [Yizkor prayer](#). It is a special prayer used often to lift up the memory of a loved one who has died. We want to engage the youth experientially with this, so we ask that you help your youth think of a special loved one who has died (person or pet) and the gift or lesson they gave with their life. Also have them find a picture of that loved one and bring it with them on Sunday. In our worship, we will listen to the Yizkor prayer and then invite the youth to share the loved one they want to remember.*

##### **After:**

- *Ask your youth how sharing their loved one went. Invite them to talk about any emotions it might have evoked for them.*
- *Also 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.*

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

- *Explore Judaism’s unique approach to memory and history:*  
[https://www.chabad.org/parshah/article\\_cdo/aid/1269920/jewish/History-or-Memory.htm](https://www.chabad.org/parshah/article_cdo/aid/1269920/jewish/History-or-Memory.htm)

#### **Pre-Session To Do List:**

- Send out the Dinner and Drive Time Tip. See above.
- Be sure to remind your youth and their parents about bringing in a picture of a loved one for the Yizkor prayer ritual. Locate some index cards for those who forget their picture, to write the name of their loved one.
- Get enough tea light candles for one per group member and set up a worship/remembrance table for the Yizkor prayer ritual.
- Make sure you have the technology needed to play the YouTube videos that are part of this session.
- Gather several Passover Seder foods for everyone to taste.
- Gather markers of a different color than last time for the Graffiti Board Filling in the Gap activity.
- Copy Handout #1 Eight Practices of Welcoming for each person.

## Session

# ***What Does It Mean to be a People of Memory ...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)**

#### **Memory as a Way Our Loved Ones Live On**

**Leader Note:** This worship honors one of central ways Jews use memory to stay connected as a people and live better lives. It involves what's called "the Yizkor memorial prayer." This prayer is recited four times a year during Passover, Shavuot, Shemini Atzeret and Yom Kippur. The prayer asks God to remember the soul of the loved one and expresses the hope that the loved one's gifts and lessons will live on in the deeds, not just the memories, of those remembering them. In this sense the one praying is committing to honor the person in their own living and loving. As [Rabbi Heath Watenmaker](#) explains it. "Yizkor is, in the end, not a prayer for the dead, but a promise by the living." [Another writer](#) puts it this way: "As we recite the Yizkor prayer we mention in our hearts the names of all who were close to us—grandparents, parents, friends, and relatives. By preserving the memory of those who were our teachers we are encouraged to continue the tasks they bequeathed to us. The memorial service is an act of faith that goodness does not die with a person but exists in the memory of those who remain alive." So for Jews, the Yizkor prayer is a reminder that memory can make **us** better and calls us to help our loved ones live on in our actions.

Here are some more resources about the Yizkor prayer:

Yizkor - The Memorial Prayer

[https://www.chabad.org/library/article\\_cdo/aid/371509/jewish/Yizkor-The-Memorial-Prayer.htm](https://www.chabad.org/library/article_cdo/aid/371509/jewish/Yizkor-The-Memorial-Prayer.htm)

Yizkor prayer video

[https://www.chabad.org/multimedia/media\\_cdo/aid/676116/jewish/Yizkor.htm](https://www.chabad.org/multimedia/media_cdo/aid/676116/jewish/Yizkor.htm)

May God Remember

<https://www.betham.org/sermon/yizkor-elohim-may-god-remember>

Videos of the Yizkor prayer being recited:

[https://www.youtube.com/watch?v=Q\\_UjaxPH13k](https://www.youtube.com/watch?v=Q_UjaxPH13k)

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

Instead of just explaining the power of Yizkor prayer to the youth, this worship invites them to experience it. So in the drive time and dinner tips, we've asked the parents to help their youth think of a loved one (a person or pet) that has meant a lot to them. We've also asked them to help the youth find a picture of that loved one and identify a special gift that the loved one gave them. During this worship, after listening to the Yizkor prayer, you will invite the youth to share the name and picture of the loved one and the gift they gave them. Then you will offer a short blessing that expresses the hope that we will all help those gifts live on with our memory, living and loving.

This is an emotional worship and session. Our dinner and drive time tips express that to the parents. You will also want to find additional ways to prepare the parents and the youth.

Also note that we've asked you to get some candles and set up a special worship table for this worship in the pre-session to-do list. In addition, provide some index cards for those who forget their picture.

## **Worship**

### ***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: Memory.
- Memory plays a central role in what it means to be Jewish. And memory is used in a number of ways to connect people and help one live a better life.
- One of the ways Jews use memory to stay connected and make themselves better is by regularly remembering loved ones that have died and pledging to honor the lessons they taught and gifts they gave to the world.
- Jews do this by frequently reciting a prayer that names the loved one and asks God to remember the loved one. It's called the Yizkor prayer.
- To honor this and experience a version of it for ourselves, we've asked everyone to bring in a picture of a loved one. After listening to the Yizkor prayer, I will invite you to share that picture, the name of the loved one and the gift they gave you. We will each light a candle after we share.
- This is can be emotional. Recognizing that, let's all be sensitive to each other.
- Now let's listen to the prayer and as we do think about our loved one.

### ***Music for Centering***

Two options: Both videos are recitations of the Yizkor prayer. Play a portion of whichever you like best.

- <https://www.youtube.com/watch?v=YNsaqwJFUeE>
- [https://www.youtube.com/watch?v=Q\\_UjaxPH13k](https://www.youtube.com/watch?v=Q_UjaxPH13k)

### ***Ritual of Remembrance***

Invite the group to take turns sharing the name of their loved one, their picture and the gift or lesson they gave you. After they share, invite them to place the picture on your worship table and light one of the tea candles you've sat out.

Blessing: Close the sharing with a blessing such as: "We give thanks for all the loved ones that have blessed our lives. We are grateful for the gifts they gave and the lessons they taught us. May those gifts and lessons live on through the way we act in the world."

### ***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: Memory & Judaism (45 min)***

With our exploration of the Yizkor prayer, we already begun to explore the place of memory in the Jewish tradition. We now move on to two additional ways memory is used and understood. One way is exemplified by the Passover celebration. The other by Holocaust Remembrance Day (Yom Hashoah). Whereas the Yizkor prayer shows how Jews use memory to connect with each other, Passover shows how Jews use memory to make history come alive. Holocaust Remembrance Day goes on to share a third and central understanding of memory. It highlights the Jewish belief that memory changes history and protects the future.

So three Jewish observances with three different messages about memory:

- Memory connects us and calls us to help loved ones live on in our actions
- Memory makes history come alive
- Memory protects the future

## The Passover Seder: Memory That Makes History Come Alive

### Explain

It's hard to do Passover justice in a short session like this. Don't worry about explaining everything about Passover. Just focus on [the Seder meal and share the basics](#) as they relate to the idea of memory making history come alive. The main point you are trying to get across is that Jews use rituals to re-enact history so that it is felt not just remembered. Here's how [one writer](#) explains it:

“There's no such thing as “history” in Judaism. Zikaron (memory), however, a distant cousin of history, features prominently in biblical language and thought. It goes far beyond semantics, cutting straight to the core of Judaism's perception of the past. You see, “history” is his-story, not mine. The first two letters of “memory,” however, spell me. Memory is a part of me, and history, apart from me. Without me there is no memory. Memory is a part of me, and history is apart from me. Put differently: History is made up of objective facts, and memory of subjective experience. As you might have guessed, Judaism is less interested in dry facts than in breathing experiences. It is for this reason that much of Jewish tradition and ritual draws on reenactment.”

And there is no more powerful ritual of reenactment than the Seder meal of Passover.

Explain to the youth that the Passover Seder is a very special holiday meal in which the story of the Jewish escape from slavery is told and “re-lived.” In other words, while the story is told, food is eaten that helps the listeners feel and identify with those in the story. Through eating, the story and its history come alive. Or to put it another way, you actually enter into and relive the story. For instance, the Seder meal evokes the feelings of slavery and bitterness by having listeners eat salt water, bitter herbs, matzah (what some call “poor man's bread”). When the story lifts up the feelings of liberty and the “royalty” of God's freed people, listeners drink wine and are asked to lean back on cushions.

The main point is that memory can be a dry experience of learning facts about a distant time or it can be a felt experience that injects your whole self into the story and makes the story “yours.”

If you are looking for some more inspiration, here are two wonderful quotes about the Jewish relationship to memory:

“Jews have six senses: Touch, taste, sight, smell, hearing... and memory. While Gentiles experience and process the world through the traditional senses and use memory only as a second-order means of interpreting events, for Jews memory is no less primary than the prick of a pin, or its silver glimmer, or the taste of the blood it pulls from the finger. The Jew is pricked by a pin and remembers other pins. It is only by tracing the pinprick back to other pinpricks... that the Jew is able to know why it hurts.”

- [Jonathan Safran Foer, \*Everything Is Illuminated\*](#)

“You know what is the difference between history and memory? History is knowing what happened in the past. Memory is asking yourself “What does that which happened in the past have to do with who I am today?”

- [Avraham Infeld](#)

And one more article: <https://www.myjewishlearning.com/article/jewish-memory/>

## Engage

### Eat the Seder Story for Yourself

Obtain and share with the youth some of the key ingredients of the Seder meal. Discuss each ingredients symbolism. Here's a link to the ingredients and their symbolism:

<https://www.dummies.com/education/holidays/the-symbolic-foods-at-a-passover-seder/>

### Name Your Personal "Memory Food"

Help the youth make a personal connection to all this by asking them what foods evoke memories for them. For instance, does warm apple pie remind you of your grandmother and make memories of her come alive? Does a certain pizza place always remind you of the time you were sad and your parent took you out to cheer you up? Does chili always remind you of your sibling and the time he ate way too much of it and barfed all over your parents' car (and they surprised you by not being mad or upset about the mess!)

## Holocaust Remembrance Day:

### Memory that Protects the Future

&

### A Reminder that How and Who We Remember Matters!

## Explain

Having used the Yizkor prayer to get at the way memory connects us and calls us to help loved ones live on in our actions and the Seder meal to experience how active memory makes history come alive, we now turn to Holocaust Remembrance Day and its message that memory protects the future.

This is not a time to explain the Holocaust in detail. Rather it is a time to talk about how Jews believe that memory is central to preventing another one. Let the youth know that this was the driving force behind the creation of [Holocaust Remembrance Day](#). You can talk about how important the phrase "Never forget!" has been and, while not written about the Holocaust specifically, how philosopher George Santayana sums up why Holocaust Remembrance Day (and Holocaust museums) are so important to the Jewish people: "Those who cannot remember the past are condemned to repeat it."

Holocaust Remembrance Day also provides another important Jewish lesson about memory: that it matters how we remember and who we remember. For instance, the history of Holocaust Remembrance Day involves a very intentional effort to remember the story as one about Jews as resistors not simply victims. Here's how [one article](#) puts it:

"In the early 1950s, education about the Holocaust emphasized the suffering inflicted on millions of European Jews by the Nazis. Surveys conducted in the late 1950s indicated that young Israelis did not sympathize with the victims of the Holocaust, since they believed that European Jews were "led like sheep for slaughter." The Israeli educational curriculum began to shift the emphasis to documenting how Jews resisted their Nazi tormentors through "passive resistance"—retaining their human dignity in the most unbearable conditions—and by "active resistance," fighting the Nazis in the ghettos and joining underground partisans who battled the Third Reich in its occupied countries."

Use this background and this [article](#) to engage the youth in the idea that it matters who you remember and whose perspective you tell the story from. The main message: Who we remember impacts how we see ourselves not just how we see history. For instance, by remembering the resistors, we are better able to identify the brave resistor in us. By remembering the helpers, we are better able to notice when life is calling us to help repair the world or sacrifice something to come to someone's aid. This is the great gift and lesson the Jewish faith and Holocaust Remembrance Day offers us.

## **Engage**

By this point, you've asked the youth to name a treasured loved one they want to remember. You've also asked them to name a food that brings back precious memories and makes them come alive. Now invite them to name their favorite resistor or helper. Whose story helps inspire you to be a better person? What historical figure or "normal" person in your life changes the way you think about your story? Who do you always want to keep in your memory, so you can keep close to the best parts of yourself? Give examples from Martin Luther King Jr. to an uncle who bravely fought cancer or a neighbor who once spent every Saturday for an entire year protesting the Iraq war.

## **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 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.

## **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\\_qyc7yG\\_c](https://www.youtube.com/watch?v=9Z_qyc7yG_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:**

- 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 or calendar.

- 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 meaning.*

##### **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.*
- *[Watch](#) or [read](#) Everything Is Illuminated.*
- *Or review these movies recommendations and pick one that calls to you:  
<https://www.youtube.com/watch?v=jobufl3C5aE>*

#### **Pre-Session To Do List:**

- Get a thank-you card for everyone to sign.
- Learn the steps to Hava Nagila, so you can teach them.
- Prepare a snack of some traditional Jewish food.
- Choose your favorite memory games to play with the group.
- (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 Memory.

## 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**

לוקו דה אלון מארחת תורי עכשיו- לוקו דה אור ("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 ritual focusing on the Yizkor prayer make you want to put your picture of your loved one in a more prominent place?
- Have you thought of any more foods that make memories come alive for you?
- 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 there 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 remember the steps and 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](#) or serve apples and [different kinds of 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](#).

## ***Memory Games***

The Jews have been around at least since 1500 BCE and their memories run deep. Practice your own memory with any one of these 5 common memory games. Use Jewish symbols for some of the games, such as the Star of David, the Flag of Israel, a photo of a menorah, a Shabbat cup, challah bread, etc.

<https://wehavekids.com/parenting/Memory-Games-for-Kids-Improve-your-Childs-Memory>

## **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 option below can be used to enrich the youths’ understanding of Judaism if you have longer meeting times.*

### **Option #1 - Interview**

If you have time, consider inviting a congregant with a background in Judaism tradition 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 Memory**

“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 us being similar and different when it comes to belief and their understanding of what it means to be a people of Memory.

***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 person of memory.” What does “being a person of memory” mean to you? How has Judaism influenced that?
12. We’ve been learning about the Yizkor prayer and the way It powerfully connects one to memories of their loved ones. Do you have a story about how the Yizkor prayer has played an important role in your life?
13. What are the major misconceptions out there about Judaism? What do you wish others better understood?
14. Is there a particular Jewish belief or perspective that you think is especially relevant to our culture and political climate right now?
15. 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/>

And our Soul Matters Spotify music playlists:  
<https://www.soulmatterssharingcircle.com/spotify-lists.html>



© 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>