

**Congregation Beth Am's
Seventh- Ninth Grade Program Evaluation and
Recommendations
June, 1997**



“Only the lesson which is enjoyed can be learned well.”
- Judah HaNasi, about 200 C.E.

Table of Contents

Introduction	4
Overview.....	4
Purpose	4
The Committee and Its Process	5
The Current 7th-9th Grade Programs.....	6
Program Goals	7
Stakeholders	9
Teaching Team.....	9
Leadership	9
Teachers	10
Teens.....	12
Commitment to Jewish Education	12
Connection to the Community-Within the Synagogue.....	13
Connection to the Community-Outside the Synagogue	13
Role of the Parents- The Need for Partnership.....	14
Recommendations	15
Goals.....	15
Programmatic Structure. Curriculum and Pedagogy	15
Teaching Team and Leadership.....	16
Teens	17
Connections to the Community	17
Parents.....	18
Action Plan	19
Summary.....	21
Appendix I An Example of Program Restructuring: Confirmation "Certificate of Achievement".....	22
Appendix II - evaluations	26
TNP 7th & 8th Grade Program Evaluation.....	26
MNP 9th Grade Program Evaluation	27
7th -8th Grade Teaching Team 5757 Self Assessment	33
Monday Night Program (MNP) Student Evaluation Summary	35
Seventh-Ninth Grade Program Evaluation Committee Suggestions/Issues to address.....	36
Appendix III - Interviews	37
Interview with Rabbi Richard Block Feb. 13th, 1997.....	37
Interview with Rabbi Carr.....	39
Summary of Rabbi Laura's Responses	40
Interview with Lisa Langer	42
Interview with Ali Zidel.....	44
Teen Input meeting.....	45
Appendix IV: Manuals and Curricula	48
Teaching Team Manual, 1996-97/5757	48
Congregation Beth Am 7th grade Curriculum	49
Congregation Beth Am 8th grade Curriculum	52

Congregation Beth Am 9th Grade Curriculum 54

Introduction

Overview

This report represents a first step in creating a more desirable 7th-9th grade education program than currently exists. A committee of parents, teachers, students and administrators gathered for several months to discuss successes and failures in our programs, with the goal of recommending changes. From the discussion, involving various "stakeholders" in our committee, emerged a model for illustrating the different perspectives on teen education. The visual model helped committee members understand that when perspectives/goals are different, and communication is minimal, conflict, anger and resentment often arise. Consequently, several of our recommendations involve establishing the means for more verbal and written communications between the different groups. Communication between different constituencies builds commitment to the program.¹

We also identified issues within the education program that enabled or obstructed the "flow" toward educational goals. The recommendations regarding these issues emerged from the interviews, evaluation forms, ideas of committee members, and suggestions from the literature. While our recommendations suggest how the program should be restructured, they do not address what should be taught. Once this report is approved, the first priority is to establish a clear articulation of program goals based on the outcomes we want to achieve. The goal setting process must include integration of the BAEC congregational curriculum goals for this age group and a procedure for evaluation.

Most of the recommendations are designed to improve the existing program. In the longer term, however, a more radical change may be in order. Indeed, a truly innovative program will acknowledge the limitations of the existing "school" structure and offer a variety of ways for teens to connect Jewishly through the synagogue. As Isa Aron suggests, a program that focuses on enculturation "...could offer its students something that instruction alone cannot, a loving induction into the Jewish culture and the Jewish community." Appendix 1, An Example of Program Restructuring: Confirmation "Certificate of Achievement", is meant to be a catalyst for discussion of other new ways we might innovatively meet our educational goals for the 7-9th graders at Congregation Beth Am.

Purpose

¹ It is also quite flattering. One seasoned CBA teacher articulated her sincere appreciation for having been asked for opinions about the teen education program. No one had ever asked for her opinion about the effectiveness of the program before.

This report presents the findings and recommendations of the Program Evaluation Sub-Committee which was created by the Congregation Beth Am Youth Education Advisory Committee in December 1996. Its charter was to evaluate the current state of the 7th-9th grade programs and to make recommendations for improvement. These particular programs were selected for evaluation first by YEAC in collaboration with the Director of Education, Rabbi Laura Novak Winer, because of the level of dissatisfaction voiced by students, parents, and, occasionally, professionals, erratic attendance rates and attrition in the upper grades, discipline problems, and the awareness that these are the most challenging grades in the youth education programs, given the nature of adolescence, and perhaps the most critical.²

The Committee and Its Process

The members of the Program Evaluation Committee are Nancy Burger, Darlene Feldstein, Susan Gaskill, Jeff Greenwald, Susan Hanson, Maryan Jaross, Linda Kurz, Rabbi Laura Novak Winer, Eloise Rubin and Ilona Shechter. The Committee met about two to three times per month from December 1996 to April 1997. In order to affect next year's program planning beginning this summer, the Committee did not want to begin an entirely new process of evaluation. Instead, Committee members assembled and evaluated data that already had been collected during the past year. We then collected more information through staff interviews, focus groups, literature review, and data regarding attendance rates. Thus, the primary work of the committee was a needs assessment. Using available data, and interviewing stakeholders, we asked; "What can be done to improve the existing program?"

The Committee did not look at the curriculum in depth because BAEC is in the process of developing a congregational curriculum which includes 7th-9th grades. The Committee feels strongly, however, that the curriculum and the pedagogy need to be reviewed. It is hoped that the work of this Committee will facilitate a 7th-9th grade curriculum evaluation. A resource that the committee found particularly helpful was: *Jewish Youth Databook, Research on Adolescence & Its Implications for Jewish Teen Programs* by Amy L. Sales, Ph.D.

² *Adolescence is one of the most fascinating and complex transitions in the life span: a time of accelerated growth and change second only to infancy; a time of expanding horizons, self-discovery, and emerging independence; a time of metamorphosis from childhood to adulthood... The events of this crucially formative phase can shape an individual's entire life course and thus the future of the whole society.*-Carnegie Council on Adolescent Development, 1955, p. 19.

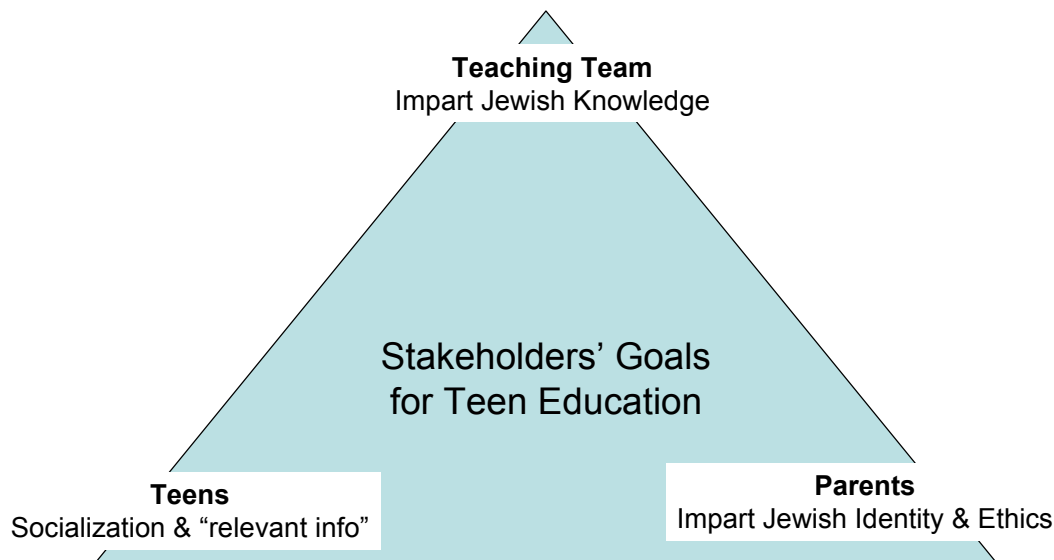
The Current 7th-9th Grade Programs

Presently, Congregation Beth Am has about 350 teenagers (ages 13-18). This year there are 71 registered 7th graders, 53 eighth graders and 43 ninth graders. Beth Am's education program meets from 7-9:00 pm Monday nights for ninth graders, and from 6-8:00 pm Tuesday nights for seventh and eighth graders. An optional pizza dinner is offered during the 30 minutes prior to class. During the first hour, students study their "core" topics-Parshat Ha'Shavua for 7th graders, Jewish Ethics for 8th graders and Comparative Religions for 9th graders. After a ten minute break, the second hour is dedicated to elective choices offered each trimester with topics ranging from Holocaust to Jewish Cooking.

The Committee chose to focus on the core program on Monday and Tuesday nights. Other supplementary programs connected to the Monday and Tuesday night programs, such as Morasha, Camp Swig Retreats, Madrachim and Parent Participation Days, need to be evaluated in light of the overall program goals.

Program Goals

To evaluate the effectiveness of the 7th-9th grade programs, we began by asking; "What are we trying to do?" or "What are the educational program goals?", and "Do our Jewish educational goals promote positive Jewish identity?" After looking at the goals listed in the Parent Handbook, as well as listening to parents, teachers, and the professional staff, the committee concluded that the "goals" are different for the different constituencies or "stakeholders". While the goals of some constituencies overlap, they sometimes have a different focus (i.e. parents want their child to enjoy their Jewish education, staff want students to be attentive to the speaker imparting information). The committee used the following model (suggested by Jeff Greenwald) to discuss the goals of primary stakeholders.



While each stakeholder has a primary goal, they do overlap, and stakeholders recognize the importance of the other goals. The Teaching Team's primary goal is to insure that our students are knowledgeable, participating Jews. The teens are primarily interested in socializing³, but they also want to learn about things

³ *Hanging out" is a preferred leisure time activity for Je-wish teens, as it is for teens in general. 85% of Jewish teens say spending time with friends is very important to them. Hanging out with friends ranks second only to academic achievement in importance to Jewish teens...Jewish youth groups face a fundamental difficulty in programming for teens: The youth professional's job is to program. The teens's*

that they find interesting. "Interesting" is defined differently by different teens, necessitating a variety of programmatic options. The parents want their children to identify with the Jewish community, and see teen socialization as an important way to achieve that goal. Parents would also like their teens to enjoy Youth Education Programs. While it may not be possible to meet all the goals in a single activity, the total program should reflect a balance of the goals

The congregational education goals are to foster the skills, knowledge, values, and behavior of participating Reform Jews. The 7th-9th Grade Evaluation Committee suggested that the goals specific to the 7th-9th graders also include:

- encouraging adolescent community,
- Jewishly enculturating participants, and
- establishing roles for 12-15 year olds through dialogue and active participation in the synagogue community.

Stakeholders

Teaching Team

Leadership

Rabbi Novak Winer, as Director of Education, has succeeded in hiring some excellent teachers for these programs, and she has given considerable time to supporting these teachers and improving the program. However, she states that:

"One thing that contributes to the weakness of the program is that I don't have enough time to work on it. It would be better to have one person oversee and bring all components together."

Quality programming for these grades in our educational program requires the leadership of someone with the time and specialized expertise in relating to this age group. Indeed, research indicates that leadership is the most important ingredient for a successful youth program. The leader of a teen program needs to be knowledgeable, stable, appealing to youth, charismatic, open, enthusiastic, creative, able to think on his /her own feet, caring, able to develop close relationships with youth, mature, responsible, fair, have a commitment to living a Jewish life, be able to reflect the values of the program-in short, be a role model.⁴ If we are to have a successful teen program, it needs to be coordinated by someone with these personal qualities, and who can translate the CBA vision into a program that strives for a balance between the stakeholders' goals.

When the professional staff was interviewed (See Appendix II-Blue), they indicated that they would like to see students come to the education program with a commitment to learn. They recognize the importance of developing a community of teens who enjoy being together in order for this to happen. While some of the professional staff feel some progress has been made, they continue to be disappointed with the atmosphere and student attitudes that pervade Monday and Tuesday Night Programs. When asked what is most needed, the following comments were made:

- "The attitude that this is a worthwhile, meaningful experience..."
- "We need a more positive attitude from kids and parents about Jewish youth programming."
- "We need a partnership between the Synagogue and home so that both become mutually complimentary centers of Jewish learning and living."

⁴ Op. Cit., Sales, Amy, P. 31.

According to the professional staff members, indicators of a successful 7th-9th grade program include "regular attendance, a desire to continue learning, student enthusiasm, the skill to use Jewish tradition as a source of guidance when issues come up, and seeing teens living their Judaism in identifiable ways..."

Interestingly, all professional staff mentioned Jewish camp and socializing with peers, as their most positive memorable experiences. Several staff members shared that they would not have chosen to attend religious school, but found it valuable in hindsight.

Teachers

The teachers in the programs reported that they find it rewarding when their students are actively engaged in learning. Several of the teen teachers see facilitating a stimulating discussion as one of their strengths. Teachers try to bring their own energy to the classroom and connect their knowledge of Judaism to topics of interest to teens. Several teachers said that the most difficult part of teaching teens at Beth Am is:

- Determining how to condense the material into one hour."
- "Having the students maintain a level of seriousness as far as the learning is concerned. I want to try to foster a sense of comfort and "coolness" while keeping the kids on track as far as the curriculum is concerned."
- "Rudeness. (Some) kids show little respect for the teacher or their peers or their religion".⁵

Teachers, students, administration and parents all complain about "discipline" and the presence of disruptive students. Some students are simply not engaged in the curriculum, making it impossible for themselves and others to learn. While a covenantal agreement was made at the beginning of the year between students and their teachers, the connection to Jewish values and behavior was not always internalized. A discipline policy was established, but it has not resolved these issues, suggesting that discipline cannot be evaluated in isolation from the rest of the program.

Teachers need to know that they are valued. Telling them so is simply not enough. It is in both the community's interest and the teachers' interest to offer

⁵ Jewish organizations say that youth services are a priority, that youth are the future of the Jewish people. AND Jewish organizations do not always want teens around. They find them noisy, disruptive, and disrespectful of people and property.

The community sees teens as a target population for services. In this view, teens are recipients of the community's assistance, and they are handled like preschoolers, the disabled, and seniors. And teens could be active contributors to the Jewish community. They could sit on boards, contribute time, expertise, insight, energy, connection to the youth population, and so on. Teens could be treated like young adults and others who give and do not J'ust take.-ibid. p. 4.

trainings. The range of needs is great. Some of our teachers' have been teaching for less than a year, and some have been teaching for decades. Both groups need opportunities for professional development. Our more experienced teachers can be used as mentors for newer teachers. New strategies for teacher hiring, training and retention must be developed.

Teens

Commitment to Jewish Education

A program evaluation meeting facilitated by Ilona Shechter and Jeff Greenwald was held with representative teens from seventh through ninth grades. The teens agreed that almost everything about the Monday and Tuesday night Programs-curriculum, pedagogy, structure-leaves much to be desired. Teens felt that sometimes the teachers were not interested in the topic, or competent to teach some of the curriculum (i.e. curriculum regarding other religions). There are exceptions to this sentiment. One was the ninth grade Midrash class taught by Susan Gaskill. Several students reported that this was a successful class because "she demands respect and relates to us", "everyone was interested in the discussions", and "there were good lesson plans". Also, several seventh grade students said that "making sock dolls for donations was the best Tuesday night activity of the year".

The "Teen Issues" for eighth graders and the "Comparative Religions" curriculum for ninth graders duplicates what they already study in accordance with the California State Curriculum requirements for Junior High. Valuable time is mis-spent defining the issues, rather than encouraging discussion as Jewish teens. CBA's contribution to these important issues is presenting the Jewish perspective. For example, eighth grade student feedback indicates that explicit connections between the teen topics and Jewish values are not heard. Ninth graders and their teachers both felt that too much time was spent on other religions, without first establishing a strong foundation of knowledge regarding Judaism and the Jewish perspective.

The electives (i.e. cooking, art and Holocaust) were popular because they offered more informal learning opportunities and social time. However, the process of selecting electives was criticized; students felt resentful and angry when they were repeatedly told that their first choice classes for electives were already full.

Teens report that they want to have more of a voice in the structure and content of the programs. The committee felt that more teen involvement would serve to both improve the program and get teens more committed to it. The committee found that teens do not feel ownership of the religious education program. It is something that is imposed on them. Teens are interested in helping to design a more enjoyable and stimulating program.

We cannot expect teens to "connect" if they do not spend time getting to know each other in non-classroom settings. CBA should do more to integrate the evening programs with other teen programs (i.e. Camp Swig retreats, Youth Group activities, Madrichim, services, etc.) Developmentally, adolescence is a

time when peers are extremely important, and adult authority is challenged. Presently, most of our teen programs are planned, marketed and implemented by adults. Future programming should recognize that the best promoters of teen programs are other teens who have invested their time in planning it.

Connection to the Community-Within the Synagogue

As B'nai Mitzvah, our teens can lead a congregation in worship, but when can they practice the skills they have worked so hard to achieve? The High Holiday Junior Minyan services offer a unique opportunity for teens to practice their Hebrew reading skills in front of younger students. Students are invited to read the Torah portion at the Saturday morning Minyan on the anniversary of their Bar Mitzvah. B'nai Mitzvot and all other CBA teens need other opportunities like this to assume leadership roles in the synagogue.

The synagogue can do more to facilitate transitions from the Sunday Program to the Tuesday Night Program, and from the Monday Night Program for ninth graders to the tenth grade Confirmation Classes. Even though ninth and tenth grade classes meet concurrently on Tuesday nights, there is very little interaction between the grades. Consequently, when ninth graders are asked to serve the tenth grade Confirmation class at their luncheon (CBA minhag), there is a lackluster response. Programming could focus more on developing a sense of community and mentorship in these important transition grades.

Connection to the Community-Outside the Synagogue

There are other Jewish programs in the Jewish community that our teens do not attend, though they may be invited. A proposal for a joint teen educational program with Kol Emeth and the ALSJCC T.L.C. program is under consideration and has the potential of expanding our high school students' Jewish connections and social circles.⁶

Our community is rich with *tzedakah* opportunities inside and outside the Jewish community. There are groups that feed the hungry, assist people with AIDS, respond to environmental issues, and offer service to the wider community in a variety of other ways. Currently, there is no clear contact person at CBA for B'nai Mitzvot and other teens, who can facilitate community contacts for *tzedakah* projects.

⁶ *Jewish communities need a wide variety of programs, structures, and institutions, in the realms of formal and non-formal Jewish education, to provide multiple Jewish experiences for teens. The data support the dictum that ff the more, the more." The more Jewish experiences teens have, the more Jewishly involved they become, and the more they integrate Judaism into their lives.-Ibid. p. 4.*

Role of the Parents- The Need for Partnership

Parents articulate the same hopes for the program as the teachers and professional staff.

- "I wish that it offered a positive experience."
- "I wish that there was better control of classroom behavior."
- "I wish that the timing was better and that it did not conflict with homework."
- "I want a program that the teens will want to attend."
- "I want a core class that provides factual information...discusses Jewish values..., teaches comparative religions..."

Our investigation revealed that the communication between the education programs and parents is minimally successful. Post card reminders home are often late. Information pertaining to teens is lost or not reported in the Education Newsletter. Parents often do not receive written updates regarding calendared curriculum changes. Parents, unaware of curriculum and programmatic goals, cannot help reinforce educational experiences at home and insure attendance. The staff resent the fact that parents did not help support the programs by ensuring their teen's attendance at the MNP and TNP, particularly in the case of Camp Swig retreats.

The "kiss of death" to any teen program is the comment from other teens that the program is "boring". Parents have valuable information that could be shared with staff about what their teen finds boring and means of motivating them. A common scenario is parents who feel they "force" their adolescents to attend what the teen perceives as "boring" programs are taking a large risk. If the program is in fact engaging, teens will look forward to attending the following year. This result is well worth the "expense" to parents of forcing attendance. If, however, the program is less than engaging, parents have "spent" a considerable amount on their teen from their limited "bank account" of dwindling parental control. The amount in each family's "teen bank account" varies, but is always finite. Parents ignorant of programmatic goals are not effective partners with the staff in teen education and motivation.

Recommendations

The committee recommends establishing a Task Force which would include Rabbi Laura Novak Winer, Rabbi Ken Carr, one or two teachers, two parents, and one or two students. After each recommendation below is the name of the person(s) who would have primary responsibility for refining and implementing that recommendation. As of the writing of this report, a part-time Teen Director position is under consideration. If such a person is hired, he / she will be an important member of the task force.

Goals

1. Clarify goals of the program. Stakeholders must have appropriate expectations of what a program that meets for two hours, 30 times a year, can realistically accomplish. (Task Force)
2. Develop ways of measuring whether the goals have been met. Analyze the results and modify the program accordingly. Build evaluation into the program. (Task Force)

Programmatic Structure. Curriculum and Pedagogy

3. Since students are often tired and spent after a full day of school and sports, and are returning home to that evening's homework, evaluate the possibility of offering a class late Sunday afternoon instead of on a school night. (Task Force)
4. Include more interactive, informal learning opportunities. ⁷(Rabbi Laura, Teaching Team)
5. Assess the elective classes structure and whether there should be a "menu" from which each student can pick a certain number of electives from various categories. Insure that students get their first choice at least once during the year. (Task Force)
6. Research successful teen programs (some of the best programs in the nation make presentations at CAJE) with the idea of adapting them to CBA. (Teen Coordinator)

⁷ Shorn of all subtlety and led naked out of the protective fold of educational research literature, there comes a sheepish little fact: lectures don't work nearly as well as many of us would like to think". -George Cobb 1992.

7. Develop more ways to restructure the teen educational program from the current predominantly traditional, cerebral school program, to one that recognizes the lifelong impact of learning Judaism by using all of the senses, in an environment that is typically engaging, social, fun and challenging.⁸ (Task Force, Teen Coordinator)
8. Determine whether subjects taught in current core curriculum and electives are the most relevant, age-appropriate and engaging. Evaluate curriculum in light of the Congregational Curriculum developed by BAEC. (Task Force, others)
9. Have each student write his/her own personal covenant which will set goals and establish his/her level of commitment and responsibility to the program. The contract will be signed by the student, the teacher and the parents. (Rabbi Laura Novak Winer, Teaching Team and Task Force)
10. Re-examine the Discipline Policy, considering ultimate consequences such as student suspension from the class, redirection of student to alternative projects, etc. (Task Force, Rabbi Laura Novak Winer)

Teaching Team and Leadership

11. Hire a Director for Teen Programs who would be responsible for the Monday and Tuesday night programs, youth groups, Camp Swig retreats and other programs for this age group. A high priority for the Director would be to coordinate these programs and add informal and experiential learning opportunities into our traditional education program. (Task Force, Professional Staff, others?)
12. Provide teachers with more training opportunities, utilizing the skills and experience of the teachers presently on staff (a great way to learn about in-house expertise and resources). Encourage attendance at in-service training opportunities (utilizing classes offered in our own community-Stanford, Lehrhaus, ALSJCC, BJE, Federation Speakers, etc.), as determined by the teachers and Director. (Rabbi Laura Novak Winer)
13. Involve the Rabbis more in the programs prior to Confirmation. They are important role models for the teens, and their presence demonstrates the student's importance to the congregation. (Rabbi Laura Novak Winer)

⁸ At a meeting regarding Education Program retreats, it was suggested that we need more Camp Swig type programming at Monday and Tuesday night programs and less of Monday and Tuesday night programming at Camp Swig.

Teens

14. Establish more teen involvement in the planning and evaluation of programs (as an elective). Include them in the planning process so that they will be invested in its success. (Task Force)
15. Improve communication with students. Have a teen newsletter (perhaps this could be a project for an elective class), so that information is given out in a clear and timely manner in a format written by students. (Teen Director)
16. Increase efforts to relate curriculum to teen's personal lives. (Task Force)
17. Develop marketing techniques to increase teen participation in programs. Use students to get other students to attend social and educational programs. (Teen Coordinator)
18. Increase opportunities for social interaction (particularly early in the year), recognizing that this is the best way to build community and "bond", ensuring that students attend programs to be with their friends. (Teen Coordinator)
19. Develop roles that students can assume in the synagogue at CBA. Enculturation, for the most part, does not happen in the traditional classroom setting. Teens, like adults, need to know how much they are needed and appreciated, in order to be motivated to continue donating their time. (Task Force)
20. Establish more opportunities and support for teens to plan and engage in mitzvot. Publicly acknowledge teen "menschlichkeit" accomplishments. (Task Force, Teen Coordinator)

Connections to the Community

21. Coordinate activities with other Jewish teen leaders in the area. (Teen Coordinator)
22. Encourage attendance at area-wide activities for teens such as Jewbiliation and Yom Ha Shoah Commemoration, in lieu of evening classroom programs. (Teen Coordinator)
23. Consider the possibilities of a joint High School program as proposed by the BJE. (Task Force)

24. Assign a staff member to become the contact person who will network with various community organizations involved with mitzvot. (Rabbi Rick Block)
25. Establish social programs that promote teen community and facilitate transition between Sunday, Monday and Tuesday Programs.

Parents

26. Establish a parent education program that meets at the same time as the students. The program should include discussion of curricular goals, Jewish community educational opportunities, and "How to Parent Adolescents". (Rabbi Ken Carr)
27. Parents are valuable partners in educating teens. The synagogue community should help them explore their roles as teacher / model/sounding board, offer an environment for sharing concerns, and provide support and assistance when possible. (Task Force)
28. Parent participation nights should be helpful to the parents. Establish a thought provoking program with parent input, plan it carefully, advertise it well in advance, and evaluate its effectiveness before planning the next program. (Rabbi Laura Novak Winer, Task Force)
29. Improve communication with parents. Develop and distribute a yearly calendar for each grade so that parents know the dates of planned events. Summarize curricular goals. Urge parents to attend the first night of the program and distribute the calendar and curriculum summary. Attract parents by marketing the changes in curriculum, as well as the opportunity to meet teachers, establish car pools, and socialize with the parents of their child's peers. Find ways of updating and informing parents about what is happening (i.e. Education Newsletter section, meetings, telephone tree, etc.). Analyze the best means of communicating student progress to the parents (i.e. report card, letter home, etc.) (Rabbi Laura Novak Winer)

Action Plan

30. Establish Task Force with representative stakeholders as members.
31. The Task Force will review report recommendations and responsible individual(s), set priorities, and determine how best to accomplish them. "Swat teams" (composed of teachers, parents, teens and professional staff) will work on recommendations.
32. The Task Force will report on its progress to Board of Directors in November and April

This report makes recommendations for a better 7th-9th grade educational program and requires a full-time teen specialist. We urge the task force to spend this year clarifying goals, assessing curriculum, improving communication, and experimenting with programmatic changes. Indeed, this coming year will be one of transition as we continue to assess, try out new ideas, and redesign the program, all at the same time. (The analogy often used by committee members is that we will be driving the car while fixing the wheel.) During the year, the skills and qualifications of a leader for the CBA teen program will become even more apparent, enabling the congregation to locate a suitable Teen Program Director.

To set the foundation for a positive beginning of program change, we suggest the following "low hanging fruit" (relatively easily implemented activities).

- Draft a personal covenant that will address reciprocal expectations including a discipline policy, in order to improve attitude and behavior next year.
- Plan teen retreat for early in the year to increase social cohesion.
- Plan initiation of a teen newsletter in the fall.
- Insure that $\geq 80\%$ of students receive their first elective class choice.
- Involve Rabbis in the 7th-9th grade curriculum.

The following "soil preparation" activities (to continue the metaphor) must happen before major changes can occur.

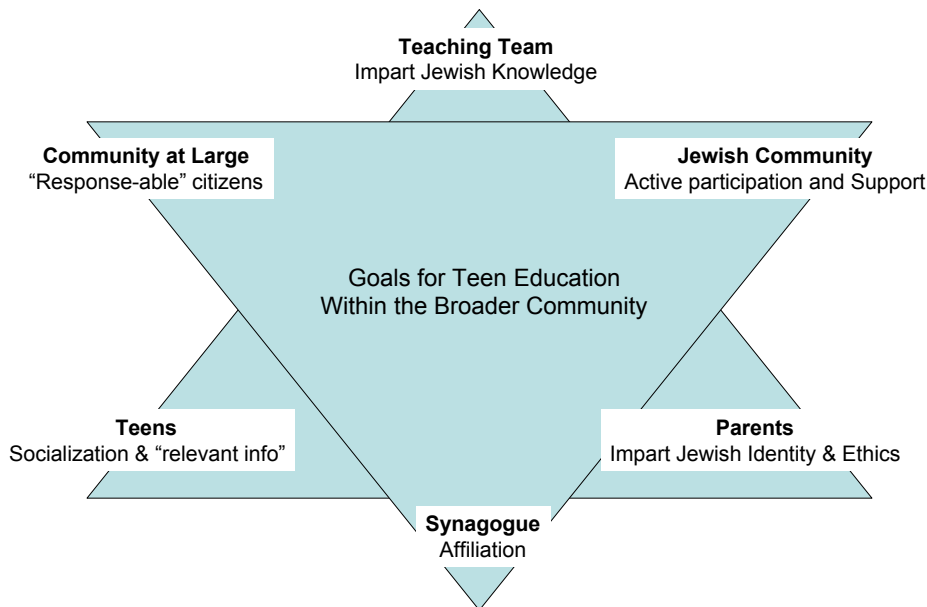
- Clarify goals, outcomes and measurement
- Assess curriculum and how it is taught
- Establish more teen involvement in planning and implementing programs
- Improve partnership with parents
- Hire Director of Teens

Finally, we must not neglect recommendations regarding teacher recruitment, training and retention, as well as steps to insure better communication between stakeholders. Longer range recommendations include a teen lounge with plans for food and music, and some teen recreational supplies (i.e. basketball hoop, volleyball net and ping pong table).

Summary

This study of the 7th-9th grade program raises a fundamental question of Jewish education: Is it reasonable to expect a program that is offered for two hours per week for 30 weeks to "produce" knowledgeable, participating Jewish teens? Historically, a hidden assumption in synagogue "supplemental" school education has been that it is not only supplemental to general studies school, but it is also supplemental to what the student is learning and doing Jewishly at home. As the general level of Jewish knowledge and practice of parents at Beth Am declines, and contemporary life demands more time from families, that assumption is not valid. This situation causes parents' expectation of the supplemental school to increase, which then puts more pressure on the synagogue to do more. For younger students, family education is becoming a very effective solution to this dilemma. For teens, learning with parents, is simply not a viable option. We must develop a program in light of the sociological issues of contemporary Jewish life.

Additionally, we need to look at our program within the larger context of the Jewish and non-Jewish community. If our teens are to live Jewishly within the larger community, we must begin to help them establish a Jewish framework for ethical decision making. In the introduction to this report, a model of stakeholders' goals was presented. These goals must also be seen within the larger context. Our children will relate to their peers: Orthodox to secular, from California to Israel. They will be tomorrow's Jewish leaders. Will they be prepared?



Appendix I An Example of Program Restructuring: Confirmation "Certificate of Achievement"

by Darlene Feldstein

According to Rabbi Nathan Laufer, thousands of Wexner applicants (American Jews involved in Jewish Community work) have said that supplemental schools don't work for four principal reasons:

1. *There aren't enough hours to get the learning done.*
2. *The times that supplementary school takes place are the worst possible hours to schedule serious learning.*
3. *Kids are smart. They know that, by definition, Hebrew school is supplementary, not primary.*
4. *Inadequate curriculum and poor (often non-existent) teacher training. By itself, though, even great teachers with a well thought-out curriculum face daunting odds in supplementary Hebrew schools because of factors of 1-3.⁹*

To effectively pass on a Jewish way of life, Jewish education must happen more than once a week-preferably every day. In the absence of Jewish values, it is likely that our children will adopt the secular pop values, so prevalent in our society, or perhaps another religion's teachings. Many young people practice Jewish values (i.e. visiting the sick, recycling, volunteering in the community, refraining from gossip, etc.) without realizing their roots in Jewish teachings. Our educational program could increase the number of hours of "Jewish education" by making explicit the connections between what students do, and what Judaism teaches. Making these connections explicit will strengthen Jewish identity and enable students to better communicate the importance of Judaism in their lives.

Supplementary schooling is only one small part of a much larger educational network, which includes summer camps, youth groups, Israel experiences, Hillels, and adult education. By establishing a plan, which enables all of these experiences to work in support of one another, Jewish educators can make discernible progress in Jewishly educating our children without necessarily resorting to day schools.¹⁰ If we can agree that nothing Jewish should be foreign, then students should be encouraged to study and experience a range of Jewish practice, including keeping shomer shabbat, observing laws of kashrut, visiting the mikvah, and praying with tefillin. In our shrinking world, it is essential

⁹ Wexner Heritage Review, R. Nathan Laufer, p.3

¹⁰ Wexner Heritage Review, p.4.

that our children enter the 21st century with an ability to understand and relate to their Jewish peers, whether Orthodox, Conservative, Reconstructionist or unaffiliated. Familiarizing our children with historical Jewish practice will enable them to more readily recognize their generation's shared qualities rather than dwell on differences. Committed Reform Jewish practice will emerge from knowledge and experience, not lack of it.

The following are possible curricular topics / classes to be selected by each student as part of their Jewish studies curriculum leading to Confirmation, which concretely connect Jewish values to the activities a student pursues. During the three years, from age 13 to age 16, the student would ideally choose courses and activities in areas of Torah, Avodah and Gemilut Hasadim. Each student's path is personal, with the Confirmation ceremony and a "Certificate of Achievement" marking an advanced level of knowledge and experience with study, prayer and mitzvot, and a commitment to the future Jewish community. As part of the ceremony, confirmands who complete the requisite hours, or units, are invited to write an essay on "Why my Jewish Education was Important", or "How my Jewish Education could have been better", or a related topic. The best essayists will be rewarded with a significant scholarship toward their confirmation trip to Israel with their class.

I. MNP/TNP/SEP (Sunday Evening Program)	Units
• Comparative Religions (1 hr. / wk. for 1 yr.)	10.0
• Holocaust (1 hr. / wk. for 1 yr.)	10.0
• Jewish Ethics/Values (1 hr. / wk. for 1 yr.)	10.0
• Other core topics teachers are passionate about	10.0
 II. Camp Swig	
• 4 wk summer session	5.0
• 2 wk summer session	2.5
• Weekend retreat	1.0
• Scholar in Residence or Theme Weekend	1.0
 III. Mitzvot Projects	
• Soup Kitchen	1.0
• Environmental Clean-up	1.0
• Elderly: holiday baking, singing, visits	1.0
• Help for temporarily down and out	1.0
• Clothing drive	1.0
• Personal Mitzvah project with written proposal and summary	12.0
 IV. Synagogue Involvement	
• Help lead services with sermon on teen issues	1.5
• Helping with opening, closing and holidays at Sunday Program	1.5

• Help with set up for Holiday observance or community event	0.5
• Office Assistance (mailings, answer telephones during programs, etc.)	0.5
• T .A. in Hebrew Program, Shabbaton or Sunday Program	4.0
• Editor of Teen Newsletter	4.0
• Writer for Teen Newsletter	4.0
• Curriculum, Religious Practices, Social Action Committee work	4.0
• Fund raising	1-5
V. Year long Membership in Youth Group(s) (BATY, NFTY, BBYO, TLC etc.)	4.0
• Fund raising	1.0
• Social Action	1.0
• Chair of event	1.0
• Officer of Youth Group	2.0
VI. Community Involvement	
• Attend a Lecture or course of interest	1-3
• Attend Federation Event (such as Super Sunday)	0.5
• Assist with a community "tzedakah" activity	1-5
• Assist at Sisterhood or Men's Club function	0.5
• Assist with a blood drive	1.0
• Help build a Sukkah	1.0
VII. Trip to Israel and summary report	5.0
VIII. Jewish Lifestyles	
• Study and practice laws of Kashrut	4.0
• Study and practice keeping Shomar Shabbat	4.0
• Study and practice daily prayers with tefillin	4.0
• Study and practice mikvah observance	4.0

The listed activities could be organized using the 13 BAEC educational categories (i.e. God, T'fillah, Ethical Mitzvot, etc.). Credits can be used to inspire and motivate a range of participation. Students might be encouraged to complete, say, 50 units to be eligible to submit an essay for scholarship money. Additional short-term rewards / motivators could be built into the Program.

The purpose of such a restructuring would be to:

- help teens become more aware of how they can lead a Jewish life
- begin establishing Jewish behavioral habits to be carried through life

- enhance contact with Jewish peers from other branches of Judaism and unaffiliated
- personalize the teen's course of study
- insure that students study /do what they find meaningful and rewarding
establish a curriculum more "relevant" to each teen's life
- establish teen ownership of Jewish study and practice
- provide more opportunities for interactive, "informal" learning
- improve the reputation of Jewish teen educational programs
- enable and encourage teens to be teachers as well as learners
- enable staff to work as consultants/mentors in establishing a teen's "course of study"
- enhance desirability of the role of teacher / advisor / mentor
- publicly acknowledge teen "menschlichkeit" accomplishments
- reward ingenuity and hard work in Jewish study and practice
- promote Jewish pluralism and learning by studying and trying Conservative/Orthodox practice
- establish a programmatic structure that facilitates a positive reputation for Jewish teens with a variety of interests, in the synagogue, the Jewish community, and the community at large (similar to scouts).

Appendix II - evaluations

TNP 7th & 8th Grade Program Evaluation

Completed May 1996

1/97 Summary of Comments

Total 7th, grade respondents = 11 students and 6 parents

Total 8th, grade respondents = 5 students and 3 parents

Summary of Evaluation comments:

- Parents rated the program good to mediocre
- Students rated their program mediocre to poor
- Parent Participation Programs need to be better planned (include parents in planning) with more publicity (attendance is dismally *poor*)
- Evening programs need to be more participatory and less didactic. Students are tired from a full day of school and do not like reading a *packet of dry materials*
- Eating is a high point! Incorporate eating into program-perhaps break in the middle to schmooze about the topic. (Some complained of type of pizza, perhaps menu could be alternated).
- Students overwhelmingly indicated that they came to socialize Learning something was not their goal.
- Parents wanted focus on values, ethics, Jewish content and Jewish friends.
- Parents want more information about topics addressed as teens rarely share curriculum with parents "should *be* fun, interactive and relevant to their daily lives".
- Demonstrate use of text books if parents must pay for them
- Address the discipline problems-they overshadow the entire program Comments tended to indicate a very superficial understanding of curriculum, (Explain one thing that you learned about Judaism this year? What is one thing you learned about yourself this year? What would you say to a friend who asks about TNP?) Not sure if this is what they received or if questions should have been worded differently.

MNP 9th Grade Program Evaluation

Completed May 1996

Summary of Comments

Total respondents = 5 students and 5 parents

What was the most valuable aspect of the Love Class? Why?

Student Evaluation

- The discussions, because we heard varied opinions
- It was more open to discussion. Topics covered were also interesting, (i.e. Kosher, Symbolism, and differences between Reform and Orthodox.
- nothing
- Both Susan and Ilona knew a lot, so they could actually tell us interesting things about whatever we were talking about. This way we could learn things from their experiences.

Parent Evaluation (*What part of the Core class did your child share with you most enthusiastically?*)

- When there was debate in class
- Symbolism. Unusual topic
- The continuing problems and poor teachers.
- The comparative Religion visits to other places of worship
- Hard to get her to share

What would you have liked to see happen during the Core class? Why?

Student Evaluation

- More- about God and mysticism would have been fun. Also, more about contemporary issues.
- More activity
- I think if there was more structure to the class rather than the random learning, I think it would have been better, Also if we got to choose the topic for the year (and actually stuck to it), I think we would have been more interested in what was going on.

Parent Evaluation (*What part of the Core class did your child share, with you least enthusiastically?*)

- Rote learning, church visits
- shared very little of anything

What was the most valuable aspect of the Class Project?

Student Evaluation

- working together as a class, more social time

- finally doing something
- everyone worked together
- the class project had no value except it was a learning experience in that projects like that are not very interesting or helpful (at least the way this one was done)

Parent Evaluation

- group participation and fun and creativity
- learning about Israel
- There was no value just additional problems dumped on the kids who did participate and want to be there.
- He seemed to enjoy working with a group of his friends
- She seemed enthusiastic and it helped team work feelings develop

What would you have liked to see happen with the Class Project?

Student Evaluation

- .If the students could have used ideas they thought would have been fun & would have worked, rather than doing the museum that the teachers came up with
- More participation
- I don't know
- I would have liked to have seen more participation by the students and less work by the teachers. They started off telling us they would find information and bring in books and things so no one ever did anything. That wasn't very good. Also, projects like that don't work with our class because no one ever does anything it was stupid to even try it. I am very surprised we pulled it off as well as we did. Lots of us could see from the beginning that this project wasn't going to work. No one seemed to really care about Yom Yerushalayim, or the Sunday School classes (most seemed to know more than we did and didn't seem to care either). I think the project might work with another class, but it is hard to find the kind of class that can make it work.

Parent Evaluation

- more time spent on it
- I was not in favor of the project
- I wish they could do something that would truly help some people in need (i.e. elderly, homeless, sick)

Please comment on the 9th Grade Advisory Committee;

Student Evaluation

- I don't know what they accomplished

- Great idea. Definitely should continue meetings. Very helpful for students, parents, and teachers
- Don't know anything about it
- Huh?
- I was not part of the committee, so I don't know what went on. We were never really told. All we did was vote on the project, or leaving things the same (which both ideas obviously didn't work) and whether we wanted a BBQ or something else on the last day of MNP. I don't think this committee was very effective at least it was not evident.

Parent Evaluation

- Great idea!
- The word advisory was not part of the group's mission. Things were decided without us. The wrong kids were making decisions.
- Know of its existence, but little else. I think its important but not sure that the students involved truly represent all the kids (would assume they're the nicer students already and maybe not the disgruntled ones).
- It did seem to help things get back on better ground.

How has your general attitude toward the Monday Night Program changed since February?

Student Evaluation

- It has not changed at all. I couldn't wait for it to be over so I could stop wasting Monday Nights. I only kept going because both my parents and I thought maybe someone would listen and help us change things and make them better. But that didn't happen, so it was all a waste of time.
- Never anything different.
- It's better with just Ilona and Susan
- It's gotten better since those two teacher left
- For the better, but I feel students still need more say and input in activities (like our project for Sunday School)
- No

Parent Evaluation

- Yes feel better about teaching team and efforts of all to improve program
- I've tried to stay more informed and involved
- I have concerns for my incoming 8th grader
- Yes it has changed for the better-the teachers seem committed and interested in our kids education
- Improved since actions have been taken

Explain one thing you learned about Judaism this year.

Student Evaluation

- I really don't know one thing I learned that I hadn't been told before
- You can be a Jewish atheist
- That Judaism has a lot more to it than being kosher etc.
- The varied definitions and interpretations of Kosher keeping

Parent Evaluation-How has your child grown as a Jew this year?

- I can't say it's not clear to me
- I know he retains information he learns, but he's still at times rebelling against Judaism as I believe, he rebels against his parents. We hope this will pass.
- She was too frustrated with the problems. Her development was in spite of MNP
- Has become more involved and is looking forward to Israel

Student Evaluation-One thing you learned about yourself this year:

- that I can make friends easily
- friends are important

Student Evaluation-List 3 things you would like to see happen in the Confirmation class next year:

- students more involved in the decision making and carrying out of projects to they turn out like we wanted our ideas on the general structure that we have thoroughly discussed put into action
more teacher student respect
- social activities / discussions
teachers who respect us and our opinions
an "unschool-like" atmosphere, no homework
- more fun activities, same amount of discussions (or less), whole school activities (9th and 10th grades)
- more creativity discussion and more hands on stuff

Parent Evaluation – List 3 things you would like to see happen in the Confirmation class next year:

- More learning about Judaism
More contact with Rabbis as teachers
More respect and better conduct
- We wish he seemed secure and happy being a young Jewish man
We wish he could form closer friendships with his classmates and other Jewish kids in the Bay Area
We'd like him to feel some responsibility to his family and the world family to do his part to help out.
When I was confirmed, I got a great deal out of a class on Jewish literature that related to love and relationships something these kids think a lot about.

- Commitment from students, no fooling around
Commitment from parents Beth Am isn't an escape for them
Respect developed for the Jewish community and Beth Am
- Jewish bonding with classmates
Learn more about Judaism in depth
Prepare for Israel trip
- Creation of Jewish ID outside of class
Diminishment of authority / discipline issues
Some real learning

List 3 things you would like to see happen for the 9th grade class next year,

Student Evaluation

- more thought out program
respectful teachers
more student involvement
- make em suffer like I had to!!
- Let students pick lesson topics
Do a class project like we did
Make everything interesting

Parent Evaluation

- More parent involvement early on
- Clearer discipline
- Keep teachers that challenge these questioning kids and channel their energy into reflections on other Jews who questioned
- Possibly require minimal attendance at services and Youth group events
Give parents occasional (2-3 times/year) updates about what the kids are studying and doing to give parents information to start conversations with their kids
- Learn respect for the Congregation
- Keep the comparative curriculum
- Deal appropriately and immediately with problem children and their parents.
- Continuity of teachers
- Curriculum that is interesting to students
- Class project

Student Evaluation - Additional Comments

- Why did we buy books if we only looked at them once? (This seems to happen every year and some years we have had to buy many books which often didn't show up until the end of the year). What about the people who never officially dropped out (but never showed up after the first few weeks). Are they going to be allowed into confirmation next year? Is anything going to be done about the people who can never shut up and are always getting talked to by the teacher and taking up our "valuable" class time? Are any of the changes we talked about in the group meetings

and that were brought up in the advisory counsel going to be made? Are the program ideas thought up by the administration actually going to be thought of with our specific class in mind?

- Here's a hint from a student's point of view: The more fun and interesting you make it, the more we'll be willing to participate and behave!

Parent Evaluation - Additional Comments

- I am hoping that next year's class and the trip to Israel helps my daughter grow as a Jew.
- Keep Susan and Ilona well paid. They're worth their weight in gold!

7th -8th Grade Teaching Team 5757 Self Assessment

Responses from 6 Teachers

What do you enjoy the most about your teaching?

- Working with the kids. The give and take, allowing them to speak, learning from them.
- The interesting discussions which arise, especially about the controversial issues which we cover. It is fairly rare for nobody to participate, and usually when this does happen, I can re-frame the question so that there's more discussion.
- See the students light up with new insights.
- The opportunity to see where kids are at Jewishly in this community and to help them strengthen.
- When students are actively engaged in learning.

If feel that my strengths as a teacher are:

Teaching teens with the respect they deserve, talking to them, like adults.

Give them time to express their opinions and listen and respect those opinions.

High Energy.

I run my way through every class. With my dynamic style (not to mention my loud voice), it's difficult for the kids to doze off.

Stimulating discussion, involving people in discussion. I usually can think of some questions to ask about the topic which interest the kids.

Knowledge of Judaism and world experience. I can switch to any subject that the students bring up, and bring it back to Judaism.

The ability to connect on a social/personal level. The classroom is a comfortable place for everyone where students can express their ideas as well as feelings.

My commitment, care to the class, students, goals. My creativity, the effort I put in.

For me, the most challenging part of teaching is:

- Dealing with kids who don't give a damn about their faith, their peers, their teachers. Rudeness, lack of respect. (This can go both ways!)
- Paperwork, preparation. I am pretty bad at turning stuff in. I'm also quite busy with my regular job and occasionally am not as prepared as I should be. I'm getting a lot better because I've found that good preparation makes the class easier.
- Making sure that all the kids stay focused and interested. That the lessons appeal to various learning methods.
- Motivating the students.

- Having the students maintain a level of seriousness as far as the learning is concerned. I want to try' to foster a sense of comfort and "coolness" while keeping the kids on track as far as the curriculum is concerned.
- Dealing with negative attitudes (taking reactions/behaviors personally), poor reception of activities

One thing I find difficult in my lesson planning and teaching is:

- Rude kids. Kids who show little respect for the teacher or their peers or their religion. Shallowness. How do I get the kids to go below the surface.
- Finding the time and the motivation to plan. This is made easier by planning with other teachers. How to condense the material into 1 hour. For example, after the 1st Peace Process elective I realized that I should keep the material very basic in order that they'll come away with something rather than lots of nothing.
- Keeping discipline. There are 3 students in the class who are ultra active and disrupt the conversations going on.
- Establishing goals and building throughout the class to reach the peak. The relaxed format often leads the class down different paths. It's generally not a bad thing, though it can be off the track. Close-minded/resistance/negative attitudes. Part of being an adolescent (especially 7th or 8th grader) is rejecting authority figures, learning (school, anything). It's frustrating when I work hard on developing something for the students and they respond negatively.

Monday Night Program (MNP) Student Evaluation Summary

[12 students responded] by Maryan Jaross

Comments that show MNP goals were achieved or headed in the right direction:

- Site visits
- Discussions about Judaism and other religions
- Experiencing other people's culture and religion
- Discussions about present day issues
- Being with friends; good to feel connected; increase
- Midrash terrific; good lesson plan; Gaskill demands respect/relates to us
Holocaust discussions
- Art

Comments that show MNP goals were impeded:

- More creative lesson plans, not reading packets, lecture, note-taking learn to deal with teens; mix classes
- No more movies/more movies
- less of teacher telling us how bad we are
- Bored
- Not feel like we're invading on site visits
- Be able to discuss other religious services with the people involved rather than just their talking
- Core class boring and out of control
- Waste of time; Don't want to go but end up having good time with friends
- Look forward to coming and learning and seeing friends; once there realize it's a complete waste of time

Suggestions for improvements

- Increase activities and open discussions; decrease lecture
- More time to eat better pizza/socialize
- Anything relating more to 9th graders and their life issues
- Want input to program
- Shorten program
- Integrate youth group/get more people involved in youth group
- No homework
- Share goals with students

Seventh-Ninth Grade Program Evaluation Committee
Suggestions/Issues to address
as of 2/10/97

- Teachers should teach the classes they are passionate about teaching.
- Teachers should play an active role in determining the curriculum and required texts before the course begins.
- Need more focus on Teacher selection, evaluation, support, etc.
- If curriculum topic is Torah, course options (to meet a variety of interests) might be:
 - Torah through art
 - Torah through Midrash (including supplementary reading)
 - Torah through Social Action
 - Torah through ethics (including outside speakers)
- Electives might include Dance, Hebrew Calligraphy, cartooning, etc. .Academic portion of curriculum should be optional
- Brainstorm why Teacher attrition is high
- Sixth grade curriculum on God and Life Cycle events should not be dropped for video project
- Curriculum committee must have teacher and student representatives who meet in the spring to plan for the coming year. (Staff should be hired before summer recess.)
- All Parents must receive full curriculum statements (outlined by week and updated as needed) to enable parental participation.
- Eighth grade required readings for this year are in an illegible print. Do not use in the future.
- Monthly parent meetings are needed to reinforce partnership in education of adolescents.
- Education Newsletter does not focus on teen issues / events. Need a means of communicating with teens and their families.
- Offer an alternative MNP and TNP on Sunday 5-8 p.m.
- Hire a full-time teen coordinator to oversee academic programs, youth programs, mitzvah corps, Madrichim work opportunities, Teen Worship Services, Camp Swig retreats, Bay Area Teen Events, etc.
- Address issues concerning isolation of Ninth graders.
- Evaluate why student attrition in the upper grades is high.
- Comparative Religions is included in State of California Seventh Grade Curriculum. What makes CBA's ninth grade curriculum unique and not repetitive?
- Overview of Judaism should precede in-depth study of other religions.

Appendix III - Interviews

Interview with Rabbi Richard Block Feb. 13th, 1997. (Conducted by Ilona Shechter)

The first thing discussed was what positive synagogue experiences had Rabbi Rick had, during his teen years:

"We had a wonderful assistant Rabbi. He was excellent in dealing with teens. There was a very positive Jewish home environment, summer camp with the same group of friends that I had in the Temple/ Hebrew school, invitations to all the B' nai Mitzvah of all class mates and youth group. The program went through to 12th grade. The social aspect was vital. Despite the typical conflict at home as a teen, my parents and friends were all Jewish, we did everything together as a big group of friends and even attended services. My father was a Temple president as well. "

Question 1: What 3 indicators would show that CBA has a successful program for 7 -9th graders?

I would like to know that the teens are actively learning something of Judaic content."

"That there is a sense of community and that their learning is enjoyable and creative"

"That the teens are living their Judaism in identifiable ways through Mitzvah projects etc; and in their homes."

"That there is a very positive sense of their Jewish identity."

Question 2: What do we need to improve the most?

"I feel as though we're not achieving much of the aforementioned. I personally get no strong feeling of this, from this group. It may be the age, or maybe I am not as aware as I should be. There should be a balance between what the learning goals are and the active carrying out of these goals."

"There must be a partnership between the Synagogue and home that both become mutually complimentary centers of Jewish learning and living."

"There seems to be a lack of content and the learning is not taken seriously. The atmosphere of learning needs to change, maybe. The Class should be a place of serious and committed learning, by student and teacher."

Question 3: What expectations do you have for the 7-9th graders?

"Regular attendance- is vital. As is participation with effort and good will. "

"They should treat each other, the teachers and their surroundings with respect."

"The teens should continue on to Confirmation and then continue even further in their Jewish learning."

"They should engage in Jewish acts and Mitzvot, appropriate to their age group."

"They should be giving and not just taking."

"They should be asking good questions and giving good answers."

"They must attend retreats and off campus activities."

Question 4 : What would you like to see in next year's program?

"As 7th grade is in preparation for their B'nei Mitzvah, Torah study is perfect for this grade. They need to do Mitzvot. "

"8th grade may be too young for a course in Values. This should be shifted to 9th grade. 8th grade should be deepening their cognitive knowledge of Judaism including affective connections to their Judaism. They need to increase their competency in knowledge and Jewish living."

"9th grade is fine with comparative Religions but only if there is constant comparison to Judaism and an appreciation of our uniqueness. They should be involved in Jewish Living... Tikkun Olam and Mitzvot. "

"Overall, what I would ideally like to see is a Parallel Learning Program with the parents. While the teens are learning their particular curricula, the parents would be learning the same thing on an adult level. This way, the learning would continue at home, and not left behind at the end of class."

The interview was conducted by Ilona Shechter.

Interview with Rabbi Carr

Rabbi Carr prefaced his remarks by saying that he has only been here for 6 months and that he has had limited involvement with the Monday and Tuesday Night programs, so feels unqualified to comment on them.

1. What was pivotal in your teenage synagogue experience that excited you and made you want Judaism to be an important factor in your life?

Jewish camp and youth groups, because of the creative and informal atmosphere and the community aspect, and because it was more participatory than the classroom

2. What three indicators would show that Congregation Beth Am has a successful program for 7th-9th graders?

1. Enthusiasm: More wanting to be here than making the best of having to be here
2. Desire to continue learning, further study and involvement
3. Attendance: what is the drop-off rate

3. What do we need to improve the most?

The retreats need a lot of work and BAJY needs a lot of help; has suffered from lack of continuity

4. What expectations do you have of the 7th-9th grade students?

- to participate enthusiastically and respectfully in youth group activities, classes, and retreats
- to take it seriously, recognizing and challenging the conflicts of regular school, homework, sports
- Can't do Judaism part-time; can't participate on a drop-in basis
- Recognize that there is plenty to learn
- Build in social time but focus on the program as well.

5. What would you like to see in next year's program?

Get more kids involved in planning and execution of youth group activities and retreats.

Provide program that challenges students to take program seriously

More participatory and leadership

Would like to take a group of kids and talk about how to plan and run a successful retreat.

Interviewed by Maryan Jaross February 1997

Summary of Rabbi Laura's Responses

A. Three indicators

1- Higher attendance, would indicate less resistance, that students saw value in coming, and in using their time to come.

2. High retention after 7th grade; feel we have good rate now

	1	2
7-8th	84%	
8-9th	95%	83%
9-10th		81%

show they continue to find some value in coming; Israel trip is a carrot

3. Good attitude on part of students in classroom. On recent teacher survey, teachers said this was the most frustrating part of teaching. If it improved it would show great progress

General comment: we will always have some complaints from parents and students no matter what--can't meet everyone's needs exactly

B. Improve the most

1. Would like to see parents attitude and commitment improve, but recognize that we have to help them set this as a priority and also help them communicate it to their children
2. Would like to have more input from students about the programs (what electives, what they'd like to do on the retreat, etc) but they need to understand it does not give them carte blanche (concern about dances)
3. One thing that contributes to weakness of program is that I don't have enough time to work on it. It would be better to have one person oversee and bring all components together. This area is not my strongest point.
4. More support for teachers--curriculum development, classroom observations, other traditional support. Staff development is currently difficult because BJE programs are in SF.

C. Expectations of students

1. They have common courtesy and respect toward all--teachers, guests, and especially each other
2. Be respectful of the space, i.e. clean up pizza
3. When here, really give it a try, don't assume it will be boring (attitude)
4. Be constructive when voicing concerns, participate in the process
5. I don't expect lots of homework (do homework, but doesn't take up much of their time outside class) so when here, be here.

6. When parents want to be involved (parent participation), let them be involved.

D. Next year's program

1. Student input in program (note: they tend to choose the familiar, comfortable, but then we are not challenging them and the learning piece doesn't happen)
2. Change in menu; rotate what is served, maybe use parents to help administer and offer variety like Florentine, Togos, Noahs, KFC etc
3. That teaching team is strong with teens (most are this year), that they can really connect with the students.
4. Re-evaluate ninth grade curriculum; hard for teachers, students want something more Judaism based (like 8th). Perhaps part be comparative religion and then focus on Jewish identity which fits with both 8th and 10th grade curriculum.

Interview with Lisa Langer

2/12/97

1. What three indicators would show that congregation Beth Am has a successful program for 7th -9th graders?

1. Students have the ability to look through a Jewish lens. When issues come up they can use a Jewish way of thinking and looking at situations that is encouraged in Judaism. There is something uniquely Jewish about the way we engage in issues. Students should be able to ask questions and do problem solving. Then they should have the skills to use Jewish tradition as a source of guidance.

2. Social: Students should feel they have friends here. Parents should not have to hear, "I don't want to go because I have no friends there."

2. What do we need to improve the most?

We've come so far.

Attitudinal. The attitude that this is a worthwhile, meaningful experience and that full participation and support is worthwhile. Everyone should feel this way (parents, teachers, students).

Morasha meets so many needs (and we're just capitalizing on the Bar/Bat Mitzvah event). Parents can't articulate their needs before, but they find it fulfilling. From where I sit, we need to do a better job of helping parents to do their job. Parents haven't always figured out for themselves why this is important. I hear from parents, "I have to choose my battles with my teen " We need to help parents feel this is an important battle. We need to make partnership a reality. It is not this way now.

3. What expectations do you have for 7th -9th grade students?

I expect teens to take on more responsibility for their own learning. When something is wrong, the students should see a teacher or rabbi (not just complain to parents). Students need to follow through on the commitments they've made. They may say they want to help plan something like a service. This takes interest and time. We can help, but they need to follow through. Kids this age want to do everything. They need to learn how to balance life. I don't want them to choose one thing or the other, but to make choices that balance. Religious education is a valuable component of life. It's all important--friends, sports, relaxing.

4. What would you like to see in next year's program?

The majority of the teachers return. We have a dynamic, engaging teaching team this year. I want more integration of the youth groups with the educational program. This would take additional time. We can't leave the social component

out of the educational program and we can't leave the youth group out of the social piece. Time is a big issue. It can't all be done in two hours a week. It's hard enough for a teacher to teach a curriculum in one hour a week (with the 1 hr. elective)--and then students miss a week. Integration should not be done in lieu of curriculum and the continuity of it. We all see the value in the other stuff, but we need to think about how it's impacting traditional learning

My pivotal experience in my teenage synagogue experience:

For ninth grade our program consisted of going to a camp (about the distance of Swig) once weekend a month. There were 9 months and we could miss two sessions. There were about 86 students in the program. I hated it! This meant I couldn't go to some football games or parties. But, I learned more there than anywhere else and I still keep up with these people. There was no classroom program but each weekend had a topic. Recently I was talking with my friends, and we could hardly remember what the topics were but this is where I learned the Jewish blessings, songs, services.

The friendships lasted because we spent a significant amount of time together. It takes time to feel comfortable with anything. Students need to come for a whole weekend (and not leave early from Swig as some did this year). I don't necessarily want the same program for here, but we should look at how we spend our time together and how we might spend it differently. I think the curriculum is currently appropriate for the age group (except maybe for the comparative religion). I'd like to see a program that people want to be at. These students are bright and they need a serious, engaging program. We shouldn't reduce it to just being "happy." Kids this age don't always know what is valuable to them and will serve them well. [as exemplified by this example.]

Interviewed by Susan Hanson

Interview with Ali Zidel by Darlene Feldstein 2/19/97

What three indicators would show that Congregation Beth Am has a successful program for 7th-9th graders?

1. Youth are excited and willing to come to programs. CBA's programs take priority over other secular activities.
- Parents are active, satisfied participants in CBA's programs.
Staff members are satisfied with the program results. The staff is communicating regularly and cooperating with each other.

What do we need to improve the most?

Coordination between programs. Need meetings with all program leaders to guard against overlap (i.e. ski trip conflicts with theatrical production), and help support each other. "Conflicts are frustrating."
Need a more positive attitude from kids and parents about Jewish Youth programming. Youth group activities need to be valued. Some parents are at best ambivalent. We have "drop-off Judaism". Parental support is missing, they encourage their kids to do other secular activities first.

What do you expect the 7th-9th grade students to get from the time they spend at Congregation Beth Am?

1. Regular attendance
2. Participation and feedback
3. Open mindedness and critical thinking
4. Creative Energy
5. Sense of Community

Ali noted that we should also have asked the question:

What expectations do you have of the parents?

Her response to this would have been; support, buying in, and knowledgeable about what is happening.

What would you like to see in next year's program?

Youth involved with planning and evaluation of the program

Full-time youth Director

Youth Directory divided by youth groups (i.e. Bay Kids, BAJY, BATY)

T-shirts made for members of Religious School Committee that say "This is not the Donna Reed Club"

Teen Input meeting 23rd March, 1997.

The teens we spoke to were a verbal and insightful group who had some Very definite ideas and opinions about the educational programs they are offered

Reflecting on the previous year, (1995/96) the current confirmand felt that they learned nothing new in 9th. They did not retain anything they had learned either. He felt that class did not want to learn because of the subject matter. He felt it was a waste of time doing a curriculum which was done fairly intensely in Middle school, and why should they have to repeat it in 9th grade. They know too little about Judaism and would rather learn about that, than other faiths.

One of the biggest problems (and this was felt by all the grades) was the lack of discipline and the teacher spending more time on disruptive kids who interrupt the learning for everyone. The teacher spent too much time trying to restore control.

The curricula are boring.

What is the curriculum?

The 8th graders felt that they were not learning about the curriculum and it was being taught in a dull way. No one likes being lectured to.

A lot of the stuff was also a repetition of that being taught in school.(aids, sex, drugs, capital punishment etc;).

The 9th grader said the curriculum was really bad. It gets too chaotic at times, with lack of respect for both teacher and kids who want to learn.

There is little or no retained learning. The only time they remember stuff, is when they are allowed to have free form discussion about issues that are relevant to them. There's too much stress on getting back to the topic than allowing the discussion to go off on the tangents they are interested in.

They object to being treated like kids. Some teachers have little or no respect for the teens. When teens are asked for their input, it's given and then ignored by the upper echelons! Why do they ignore or put down that which we have to say?

Bring back electives. It is so hard to sit for 2 hours. We want to do cooking, art, Holocaust and anything that we can learn from while having a good time with friends. (dancing if taught properly by someone who knows what they are doing, learning stuff we are really interested in.) The leadership elective was great. We need to do physical electives but also want the choice of mentally stimulating electives.

Please do not give us elective homework, or any other kind for that matter. We are all overloaded with work from school. Irrespective of which night we attend

8th grade's curriculum is more appropriate to 9th

There's a lack of engagement because the subjects are boring
There's no follow through on stuff which the teens have planned. Allow us to do more planning for activities, both at the school and at the weekends

Programs need to be creative. They cannot be like school

The 7th grader felt that there were more important things to do than to be at TBA on a Tuesday

The pizza is disgusting

The recess is too short

There's too little time to socialise

Being lectured to by the teachers is boring. It's a vicious cycle. The curriculum is boring so the teachers are bored and the kids don't get engaged so the teacher has to lecture because no one is interested in discussing anything. We want to participate and be active but it's really hard. If the programs are more stimulating, the kids will participate.

Get rid of Parent's Night! We hate it, the teachers don't appear to enjoy it.

Electives should be suggested by the kids.

We need teachers who will listen to us

There's no freedom for free flow discussions. If a topic is good and interesting we shouldn't have to be forced to go back to the curriculum just because we need to finish it. The Torah's not going anywhere!

Definitely need a charismatic teen director.

Curriculum needs to be put aside if something great comes up, especially if it's appropriate to teens.

Teachers appear to be stuck doing a curriculum they're not interested in, or are unqualified to teach or are just inexperienced. If the teacher appears disinterested, why should we be interested?

No one listens to 7th graders either. And our input is also ignored. If they ask for our input they should use it. Why bother to do evaluations after events or weekends if everyone just ignores them?

There were many shared things that appear to be felt across all the grades, from 7th right up to confirmation. The most prevalent being No one listens to us

Why do we never go anywhere? Do Mitzvot projects? (The sock dolls in 7th was the best thing all year) Why don't we cook for the homeless or Aids patients and do social action stuff? They' always tell us to do mitzvot and we never do.

Please respect us and our ideas, desires and dreams for these programs.

We need more flexibility and choices in our curricula. More discussion time, more sharing time, more social time.

Lots more open ended discussions please.

3 electives rather than a core. (we could rotate to 3 different electives in the year, rather than being stuck with a core for the whole year.)

Mix serious and fun subjects.

There's never anything about the 7th -10th programs in the newsletters or the school paper that comes home once a month. There's nothing about the youth groups either. So why should we bother to take them home.

And then there's the weekends!

BORINGBORINGBORING

The wrong people are doing the weekends. Teachers shouldn't be there, with the exception of one or 2 of the cooler ones.

Lisa is always "crashing us down" and doesn't allow us to have any fun.

There needs to be much more hanging out time and social time. This is where we really get to know our friends well, without the whole weekend being structured to death.

We need young and cool councilors who are not afraid to share with us and listen to us and not get all horrified by things we say.

We need a dance, we must have a dance. Planned and organised by us.

No movies, they're usually awful, cut out our social time and it really ruins the atmosphere of the weekend to have t. v and movies there.

More social time after intense programs. Too much rushing from one structured program to another. Why do we need to be so intensely supervised all the time?

Too strict

Too late in the year. It needs to be right at the beginning so we can bond better.

Elective format at the weekends.

Rabbinic staff very absent at the weekends and at the night programs in general.

" If you want us to go, you need to go too!"

Time ran out with the teens still having a lot to say. It would be wise for these things to be taken into consideration as this young group feel as though they have never been listened to.

Appendix IV: Manuals and Curricula

Teaching Team Manual, 1996-97/5757

Judaica Curriculum: Serves as the blueprint reflective of our core values, consisting of the experiences and knowledge gained in a given program or class. Broadly described, the goals of our current Judaica curriculum are as follows:

Seventh Grade Students will

- explore the Torah and its lessons through the weekly Torah portions
- examine, in depth, the situations that our biblical ancestors experienced
- relate the experiences of our biblical ancestors to their lives
- create their own midrash (elaborations) on Torah text
- participate in a Camp Swig weekend
- choose and participate in a variety of elective courses
- participate in *tikkun olam* projects

Eighth Grade Students will

- examine ethical issues and concepts from a Jewish perspective
- explore teen issues through a Jewish perspective
- participate in a Camp Swig weekend
- choose and participate in a variety of elective courses
- participate in *tikkun olam* projects

Ninth Grade Students will

- learn about and compare the different movements in Judaism
- learn about and compare other religions to Judaism
- engage in dialogue with members of other religions and with other Jews
- participate in a Camp Sw'g weekend
- choose and participate in a variety of elective courses
- participate in *tikkun olam* projects

Congregation Beth Am 7th grade Curriculum

Parshat Ha'Shavua 1996-1997 -5757

GOALS

Participants will:

- Become familiar with the parshiot of the Torah and their calendrical cycle
- Explore many of the lessons taught in the Torah
- Apply the lessons of the Torah to modern day Jewish life
- Examine the history of the Torah
 - who wrote the Torah
 - when was the Torah written
 - history of the liturgical usage of the Torah
 - how the Torah is put together (scribe, materials used)
- Investigate how the Torah is broken down into books, parshiot, chapters and verses
- learn and use the bracha for the study of Torah weekly

RESOURCES, REFERENCE MATERIAL

Zot HaTorah: This is the Torah with Teacher's Guide, Torah Aura

Every student will have a copy of this text book. Chapters are divided by the parshiot. Each chapter gives only a sampling of material to be covered. If you find that your class would be more interested in a different part of the Torah portion than that which was presented in the book, please feel free to explore that topic with them.

Teaching Torah, Loeb and Kadden, ARE

This is a wonderful resource guide for all of the parshiot. It offers discussion material, traditional commentary and midrashim on the parshiot, and suggested activities for all age levels. Please use this resource. It will make your lesson planning that much easier!

The Tanakh, JPS.

Every student will be given a copy of the Tanakh. Encourage them to read it! It is up to the individual teachers to decide whether or not to give students reading assignments for homework.

Instant lesson: Chapter-Verse, Torah Aura

This Instant Lesson provides an easy and fun means for teaching students how to look up biblical citations with both explanation and drills.

Many more resources can be found in the library and in Rabbi Laura's office. Specifically, there are files on each of the parshiot, which can be found in the file cabinet in Rabbi Laura's office.

A NOTE ON PROCEDURE

We would like this class to be a true course on parshat ha'shavua. Therefore, we ask that you follow the calendar of parshiot provided for you. If we skip a week of class, skip ahead to the corresponding parasha. Yet, at the same time, please remember to make the appropriate connections for the students. We want them to become familiar with the narrative progression of the Torah, as well as with each of the individual parshiot.

SYLLABUS/CALENDAR OF PARSHIOT

Note on the calendar:

- * indicates Morasha Series 1
- ** indicates Morasha Series 2
- *** indicates Morasha Series 3

Teachers will be given a roster of students enrolled in each Morasha

9/17	Introduction to the Class: <ul style="list-style-type: none"> • create class <i>brit</i> • the mitzvah of Torah Study • History of the Torah (who, when, where, how) • The <i>bracha</i> for the study of Torah 	<u>Elective 1</u> (7 sessions)
9/24	The Torah's Constituent Parts (books, parshiot, chapters, verses)	
10/1	Simchat Torah/V'zot Habracha*	
10/8	Bereshit	
10/15	Anne Frank Remembered: Field Trip*	(no electives)
10/22	Lech Lecha – A 2 hour exploration of the Torah Portion	(no electives)
10/29	Vayera*	
11/5	Chaye Sarah	
11/12	Toldot*	
11/15-17	7 th -8 th Grade Retreat at Camp Swig	
12/3	Vaheshev	<u>Elective 2</u> (7 sessions)
12/10	Miketz**	
12/17	Vayigash	
1/7	Va'era	
1/14	Bo**	
1/28	Yitro**	
2/4	Mishpatim	
2/11	Terumah**	
2/25	Ki Tisa***	<u>Elective 3</u> (6 sessions)
3/4	Vahechel/7 th Grade Mizvah Project	(no electives)
3/11	Pekude***	
3/18	Parent Participation Evening: Megillat Esther	(no electives)
3/25	Tzav***	
4/8	Tazria	
4/15	Metzora***	
5/6	Kedoshim***	
5/13	Final Night/Emor	(no electives)

Congregation Beth Am 8th grade Curriculum

Jewish Ethics 1996-97/5757

GOALS

Participants will:

- Define justice, ethics and morality
- Examine Jewish concepts related to Jewish ethics including:
 - Nivrah B'tzelem -Being created in God's image
 - Pikuach Nefesh -Life as a supreme value
 - Bikur Cholim -caring for the sick
 - Bal tzaarey chaim -caring for all living creatures
 - Bal Tashchit -caring for the earth
 - Tikkun Olam -participating as God's partners in the healing of the world
- Explore their own set of ethics
- Apply Jewish ethical concepts to modern day ethical dilemmas
- Meet Jews who deal with these ethical issues on a daily basis

SYLLABUS

Unit I	The basics of Jewish Ethics	
9/17	Intro to Ethics – What is Justice? What is morality? What is Tikkun Olam?	<u>Elective 1</u> (7 sessions)
9/24	Why do the right thing? Ethical behavior and being a mensch	
10/1	Nivrah b'tzelem – as Good is just we are just	
10/8	Pikuach Nefesh – Saving a life, risking yours to save another	
Unit II:	Ethics in the Community	
10/15	Anne Frank Remembered: Field Trip	(no electives)
10/22	Censorship – <i>Parent Participation Evening</i>	(no electives)
10/29	Capital Punishment	
11/5	Speaker on Capital Punishment	
11/12	Business ethics, confidentiality, snitching, lying	
11/15-17	<i>7th-8th Grade Retreat at Camp Swig</i>	
Unit III:	Individual Ethics	
12/3	Nivrah b'tzelem – tattooing, self image, eating disorders, piercing	<u>Elective 2</u> (8 sessions)
12/10	Death issues – autopsies, organ donations, cremation	
12/17	Suicide	
1/7	Overview of Jewish texts on Sexuality	
1/14	Dating, consent, date rape	

1/28	Homosexuality in Jewish Tradition	
2/4	Speaker on Sexuality issues	
2/11	Reproductive issues – abortion, assisted reproduction, surrogacy, frozen embryos, etc.	
2/25	Bikur Cholim	<u>Elective 3</u> (6 sessions)
3/4	AIDS: 2 hour session	(no electives)
3/11	Speaker on living with HIV/AIDS	
3/18	Peninsula Purim Celebration at Temple Beth Jacob: “A Shushan Affair”: a play about Jewish Identity	(no electives)
3/25	Euthanasia	
4/8	Addictions/Gambling	
Unit IV:	Other Ethical Issues	
4/15	Bal tzaarey chaim – ethical treatment of animals	
5/6	Bal taschit – environment, ecology	
5/13	“Derech Eretz Kadmah La’Torah” <ul style="list-style-type: none"> • How do Jewish ethics affect us daily? • How do we guide our lives by them? • Conclusion/Party 	(no electives)

Congregation Beth Am 9th Grade Curriculum

GOALS

OVERALL GOALS

- Strengthen and increase their knowledge of Judaism
- Examine the belief system and rituals of other religions
- Engage in dialogue with members of other religions--teach them about Jud.
 - define dialogue
- Instill in students pride in being Reform Jews
- Explore issues of anti-semitism
- Explore issues of cults
- Learn what to expect, how to act/ dress at religious site visits

CHRISTIANITY

- Define key concepts, people and w'ords:
 - Trinity
 - Mary
 - Jesus
 - Joseph
 - Martin Luther
 - 7 sacraments
 - Original Sin
 - Apostle's Creed
 - Christmas
 - Easter
 - Messiah
 - Baptism
 - Priest vs. minister vs. monk/nun
 - New Testament (gospels)
 - Apostles
- Explain difference/relationship between Catholicism and Protestantism
- Compare some key concepts and how Cath and IProtes. differ in belief
 - Jesus' divinity
 - baptism (original sin)
 - sacrament of Eucharist
- Discuss why many Xtn groups have a mission to convert Jews.
- Explain how Xtny developed into a separate religion from Judaism
 - messiah issue
 - Paul
 - Bar Kochba revolt
- Explore concepts/rituals that are part of Xtny but grew out of Judaism:
 - Eucharist and Passover

- baptism and mikvah
- some of the prayers in our services

POSSIBLE ACTIVITIES:

- Watch Jesus *Christ Superstar*
- Do a Xmas/Easter mitzvah with a Xtn group (depending on calendar)
- Explore music lyrics: "Spirit in the Sky," "The Train" by Chris Deburghl
- Explore the Catholicism/Protestant differences through the example of No. Ireland
- Do we have a creed? Is the Shema our creed? -debate

ISLAM

- Define key concepts, people and words:
 - 5 pillars
 - Kabba
 - Allah
 - Kur'an
 - Mecca
 - Jihad
 - Prophecy
 - 6 Fundamental doctrines (including Submission)
- Explore commonalities between Judaism and Islam:
 - old testament
 - Abraham
- Explain how Islam grew out of Judaism and Xtny into a 3rd religion
- Identify Mohammed and some of his life story.

POSSIBLE ACTIVITIES: Compare the 5 pillars to Judaism

BUDDHISM (HINDUISM)

- Define key words and concepts:
 - The four noble truths
 - Caste system
 - Karma
 - Nirvana
 - Bodhisattva
 - The Middle Way
 - The eight-fold path
 - Atman / Brahmin
 - Buddha
 - Meditation/yoga
 - reincarnation
- Identify Mohandes Gandhi and explain some of his teachings
- Identify Gautama Buddha and his life

- Explain how Buddhism and Hinduism relate to each other--which came first... (what was the breaking point?)
- Discuss why Buddhism and Hinduism are so appealing to young Jews - what attracts them to it. Do those things exist in Judaism? [yes]

POSSIBLE ACTIVITIES

- Read/watch *Siddhartha*
- Watch *Gandhi*
- Watch *The Little Buddha*
- Learn a little yoga, participate in some Jewish meditation
- Listen to John Lennon: "Karma's gonna get you"
- Compare the 8 Fold Path to Judaism

JUDAISM

- Explore Conservative, Orthodox, Reconstructionist, Reform Judaism through how they differ on key issues:
 - Halakhah
 - Chosenness
 - Shabbat
 - Israel
 - Confirmation
 - Patrilineal descent
 - Women
 - Who is a Jew
 - Homosexual rabbis
 - Holiday observances
 - Bar/bat mitzvah
- Examine some of the history of how these movement" developed
- Learn about organizations and institutions that are affiliated with each of the movements, and which are more community based
- Identify Mordecai Kaplan, I.M. Wise, Sally Preisand, Zachariah Frankel
- Explore the value of k'lal Yisrael

POSSIBLE ACTIVITIES

- set up a debate between the movements on an issue of dispute