

Religion In Life Program

Jewish Religion



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Religion in Life Program

Membership in Scouts Canada is open to all who wish to make the promise, regardless of race, colour or creed. The purpose of the Scouts program is to assist children in character development by encouraging them to be responsible citizens of their country. An important part of the program is to assist in the spiritual growth of each child and to encourage them to participate actively in their own religious community. Scouts Canada upholds the principle that specific religious instruction is the responsibility of parents and religious authorities.

The Emblem

The emblem for members of the Jewish faith depicts the Menorah, the Jewish symbol of light, whose gentle rays overcome darkness in the world.

Requirements

The requirements for the program differ in each faith and denomination and are prepared nationally by the churches or religious bodies to suit their particular needs.

Instruction

It is the responsibility of the group/section committee and leadership team to arrange for instruction of candidates with the candidate's own spiritual leader or appointee.

Presentation

Presentation of the emblem and certificate is made by the candidate's spiritual advisor and can form an impressive part of a regular Scout meeting, a Synagogue service, or a special evening for parents/guardians.

Stages

The Religion in Life program has five age-related stages.

Stage 1 — Grey Border (about 8–10)

Stage 2 — Green Border (about 11–14)

Stage 3 — Blue Border (about 14–17)

Stage 4 — Red Border (17 plus)

Stage 5 — Tan Border (Adults)

Candidates may start at any stage appropriate to their age and capabilities. Only one emblem, the latest stage earned, is worn on the uniform.

Where Obtainable

The emblem may be obtained from provincial offices or through regular badge channels.

Where Worn

See Scouts Canada *By-Law, Policies and Procedures*.

The Religion in Life Emblem

For young people in the Scouts Canada of the Jewish faith.

1. The Religion in Life emblem may be presented to the candidate when the standards for the appropriate stage have been met. To retain the emblem from stage to stage there must be an indication of continuity with one's religious school or Synagogue. Certification of religious school attendance or its equivalent will be required.
2. Every Jewish boy or girl in Scouting or should endeavour to qualify for this emblem.
3. The standards set for the attainment of this emblem, while not easy, are within the ability of the respective age groups for the various stages. It is most important that these standards be maintained so that the emblem may be respected and have real meaning.

Note to advisor: At all times remember one important principle in Scouting when passing a test is — "To the best of his/her ability".

4. Each stage includes a display of knowledge, thought and practice in 3 areas:

- Study - Torah (The Bible)
Worship - Prayer and Synagogue
Deeds - Mitzvot including Tzedakah.
- Shabbat, Festivals practices
- Jewish thought and way of life.

Each area emphasizes both fact and personal thinking. The emblem should project a feeling of accomplishment - intellectually, socially and spiritually.

Stage 1 — Ages 8-10

Study

1. Name the three divisions of the Torah.
2. Name the five books of the Torah.
3. Name three books of each of the other two sections of the Tanach.
4. Be prepared to tell and discuss any five Torah stories.
5. Name six Jewish Holidays observed during the year and briefly describe how each is celebrated. Name all the months of the Jewish Calendar. Mention four fast days and what they commemorate.
6. How is the Shabbat observed? (Answer either 7 or 8)
7. Explain the following: Kiddush, Hamotzi, Grace After Meals.
8. Give three examples of mitzvot asey (affirmative commandment) and three mitzvot lo taaseh (prohibitive commandment).

Worship

1. Present a certificate of regular attendance at a Synagogue service and/or Jewish religious school.
2. Make a model or a drawing of four of the following and explain the use of each: Menorah; Ner Tamid; Sefer Torah; Aron Hakodesh; Havdalah Set; Shofar; Seder Plate; Mezuzza.
3. Describe and explain the use of the Prayer Book used at the Synagogue which you attend. Show that you can read three prayers fluently and discuss their meaning.

Locate in the prayer book the following: Adon Olam, Sh'ma, Alenu, Kiddush and Havdalah.

Deeds (Action)

1. Talk about the reasons why Jews gather together to pray and study.
2. Tell about some of the special times you have had attending Synagogue.
3. What is special to you about being part of the Jewish community and about being Jewish?
4. Tell how parts of the Cub or Guide Promise are like some of the teachings of the Torah, especially as it pertains to the commandment "Honour your Parents".
5. Participate in a Community, Synagogue or other charitable project as an act of Tzedakah.

Stage 2 — Ages 11-14

Study

1. Recite the Ten Commandments in Hebrew, English or French. Be prepared to discuss how you can practice these in your life.
2. What is a Sidrah, a Maftir and a Haftarah?
3. On what occasions is the Torah read?
4. Explain the Hebrew calendar and tell how it differs from the general calendar.
5. List the names of the Hebrew months.
6. List the Hebrew dates of the Biblical Festivals.
7. List five books that should be found in a Jewish home. (Prayer, study or general).
8. a) What is the purpose of a Mitzvah?
b) How many Mitzvot are there in Judaism?
c) List six Mitzvot.
d) Define mitzvot asey (affirmative commandments) and mitzvot lo taaseh (prohibitive commandments). How many are there of each?
9. What is the Mishnah? What is the Talmud?

Worship

1. Chant or read the Torah and Haftarah blessings and a portion from the Torah or the Prophets.
2. Describe your Bar or Bat Mitzvah or Confirmation preparation thus far, and/or explain the significance of the ceremony.

3. Explain the meaning and significance of either:
 - a) Tallit and Tefillin and their use and appropriate blessing.
 - b) Shabbat candles. Recite its appropriate blessing.
4. Explain three important functions of the Synagogue.
5. Make a model or drawing of two of the following: Lulav and Etrog, Sukkah, Seder Plate, Mezuzza and Tallit. Explain their use.
6. Make a religiously acceptable (kosher) Tallit.

Deeds (Action)

1. Describe ways in which the Scout/Guide Law is like the beliefs of the Jewish religion and how it can make you a better Jew. Describe also how both the Scout/Guide Law and the Jewish religion include "the Duty to respect your Teachers".
2. Describe how being a good Jew makes you a better human being.
3. Participate in a project in which your Synagogue or Jewish community is involved that brings joy or happiness to other people.
4. With appropriate help bake a Challah and select and prepare two or more of the following: Latkes, Soufganiot, Purim Taschen, Ashkenazi or Sephardi Haroset, Cholent or Baklava. Explain the connection of each to the occasion on which it is eaten.
5. Do one of the following and write a brief (one page) report on the activity you choose:
 - a) Visit a Jewish library or, if not available a public library.
 - b) Participate in a United Jewish Appeal Walkathon.
 - c) Attend a Holocaust memorial observance.
6. Join in a fund-raising project on behalf of a Jewish Charity.

Stage 3 — Ages 14–16

Study

Select five names from each group and state their contributions to present day thought.

1. Abraham, David, Deborah, Esther, Isaiah, Judah

Macabee, Moses, Samuel, Saul.

2. Akiba, Saadiah Gaon, Judah HaLevi, Judah Hanasi, Hillel, Joseph Karo, Maimonides, Rashi, Johanan ben Zakkai.
3. Chaim Nachman Bialik, Albert Einstein, Vilna Gaon, Theodore Herzl, Samson Raphael Hirsh, Mordecai Kaplan, Moses Mendelssohn, Solomon Schechter, Isaac Mayer Wise, Baal Shem Tov.
4. Beruriah, Lillian Freiman, Glueckel of Hameln, the Maid of Ludomir, Golda Meir, Channa Senesz, Sarah Schenirer of Beth Jacob Schools, Henrietta Szold.

(Answer any 3 of the remaining.)

5. a) Compile your own calendar of Jewish Holidays listing with following information: Holiday, Hebrew Date and Symbols connected with the Festivals.
b) Discuss the significance of 4 Festivals or Fast days.
6. How is the Mitzvah of Tzedakah fulfilled?
7. Explain the following Biblical Verses:
 - a) Leviticus 19:11,18; Deuteronomy 12:16,23; Genesis 32:33; Exodus 23:19, 34:26; Deuteronomy 14:21.
 - b) What reason does the Torah give for the Laws of Kashrut?
 - c) How can one observe Kashrut while camping?
8. Explain the following Biblical Verses:
 - a) Exodus 20:8-11; Deuteronomy 5:12-15; Genesis 2:1-3; Exodus 31:14-17.
 - b) What reason does the Torah give for why to keep the Shabbat?
 - c) How can one observe the Shabbat while camping?
9. On a map of Israel locate:
 - a) Five major cities.
 - b) Four rivers or lakes.
 - c) Four historical sites.

Worship

1. Chant the following prayers: Shabbat and Holiday Kiddush, Sh'ma-V'Ahavta, Adon Olam, Ein Kelokaynu, and two other prayers of your choice.
2. Be prepared to discuss the meanings of each of the above.
3. What is the Passover Haggadah? What does it contain and how is it used? Choose two Haggadah passages and explain their meaning.
4. What is the significance of the seder in the celebration of Passover? Name all the items on the Seder plate and explain what each represents.
5. Be prepared to conduct a Synagogue prayer service or a home ceremony such as Kiddush or Havdalah.

Deeds (Action)

1. Describe how you see or feel God at work in three current events.
2. Share some important aspects of the Jewish religion with your group.
3. Share and discuss the important principles of the Jewish religion and the aims, principles and objectives of Scouting on the subject of "Duty to respect your peers."
4. Consider some of the needs of your Jewish community and choose one to which you can contribute of your time and by undertaking a special activity. Write a brief report on your experience.
5. Visit a Children's or General Hospital or a Home for the Aged.
6. Make a scrapbook of Jewish current events containing news items, pictures, cartoons, stories and articles, etc; and your personal analysis of the situation.

Stage 4 — Ages 17 and Over

Study

1. Discuss each of the following Biblical ideas:
 - a) Creation.
 - b) Contributions of 2 Patriarchs, 2 Matriarchs and 2 Prophets.
 - c) A person's Duty to God,

d) A person's Duty to his or her family.

e) A person's Duty to his or her fellow human being. Use Biblical references for each of the above.

2. What is the Talmud and its relationship to the Torah?

Explain 3 sayings from the Ethics of the Fathers (Pirke Avot).

3. What did each of the following contribute to the rebirth and/ or growth of Israel:

Menachem Begin, Chaim Nachman Bialik, Moshe Dayan, Levi Eshkol, David Ben Gurion, Gideon Hausner, Theodore Herzl, Zev Jabotinsky, Rav Avraham Kook, Golda Meir, Yitzhak Rabin, Abba Hillel Silver, Henrietta Szold, Chaim Weizman.

4. What is the role of Israel in the life of the 20th century Jew?

5. List the national Synagogue organizations and major seminaries and Rabbinical groups of the Orthodox, Conservative, Reform and Reconstructionist branches of Judaism. Read two articles from publications of at least two of these organizations; and explain how these articles reflect the ideology of their movements.

6. Write a response or a letter to the editor of a local or national publication commenting on a story of your choice dealing with Jews or with Israel.

Worship

1. Discuss the concept of a systematic cycle of formal daily prayer.
2. Chant or read the Torah and Haftarah Blessings and chant a portion from the Torah or Prophets.
3. Examine a Mezuzah, explain its content and purpose, how it is written, how and where is it mounted, and the blessing recited when affixed.
4. Attend a Jewish wedding and report on all that you witnessed.
5. Explain the Jewish rituals and laws related to death and mourning.

Answer either 6 or 7

6. Explain the meaning and significance of the Tallit and Tefillin and their use.

7. What is the significance of the Seder in the celebration of Pessah.
8. Be prepared to conduct a Prayer Service or Prepare and conduct a "Scouts' Own" for Jewish Scouts with the approval of a Rabbi or Teacher.
4. Encourage and assist youth members Scouting in earning the Religion in Life Emblem.
5. Promote religious observance on camping trips, summer camps, Scout Sabbath, and other functions.
6. Exemplify religious convictions by personal participation in various aspects of Jewish life.

Deeds (Action)

1. Describe how your knowledge of Jewish life and the Jewish religion affects your attitude towards helping other people in need in Canada and around the world.
2. Describe the meaning and significance of membership in a Synagogue and involvement in Jewish community life. What does it mean to be an active and responsible member of the Jewish community?
3. Chair a service or fund-raising project for your unit for the Jewish or General community you live in.
4. Visit a hospital and/or a home for the aged. Explain the mitzvah of bikur cholim (visiting the sick)
5. Share and discuss with your group the importance of "Duty to respect one's self" found in the principles of the Jewish religion and compare it to Aims & Principles of Scouting.

Nominations may be made by Scouting volunteers or professionals and are to be submitted through the local council to the National Jewish Advisory Committee on Scouting for approval.

NOTE:

Information and Resources are available from:
 The National Jewish Advisory Committee on
 Scouting & Guiding
 265 Yorkland Blvd. 2nd Floor
 North York, ON M2J 5C7
 Phone: (416) 490-6364 #246
 Fax: (416) 490-6911

Stage 5

The Shofar Award

A Shofar Award recipient should:

1. Promote the use of Scouting in Synagogues, Jewish Community Centres, and other Jewish institutions.
2. Encourage Jewish youth to join Scouts Canada as Beavers, Cubs, Scouts, Venturers, Rovers and Scouters in Training.
3. Recruit Jewish leaders on group, district, and council levels.



It starts with Scouts.

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