

TiLearn

Grades 4-6
Religious
School
Option:

1 day onsite,
1 day at your
computer!



Why TiLearn?



- Families looking for greater flexibility because of a conflict with Monday afternoons.
- Can log on from any computer (preferred) or handheld device with Internet access
- Students who learn better in the comfort of home or with the use of the technology

Why do kids like TiLearn?



- Encourages critical-thinking, creativity, and effective communication skills.
- Technology helps make Judaism accessible and relevant to student *and families*.
- Helps to inspire passionate, *personal responsibility* for learning.
- Provides access to learning anytime and anywhere for continuous learning.

How Does TiLearn Work?



TiLearn requires a two-day commitment:

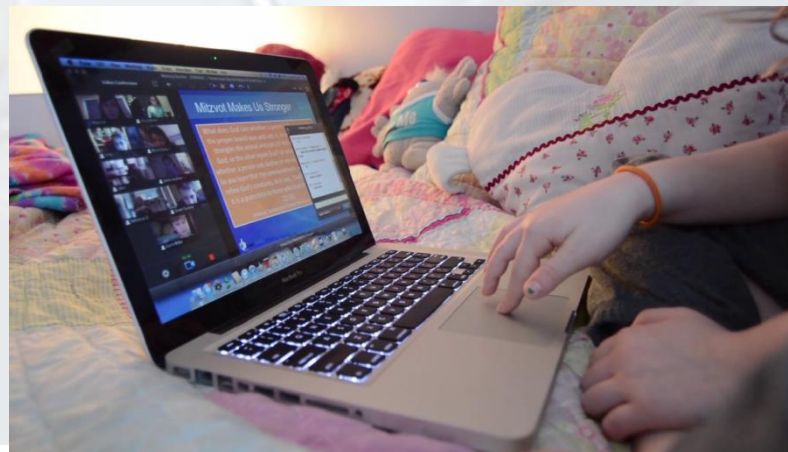
- Sundays at your computer (9:00am-10:15am)
- Wednesdays at TI 4:15pm-5:45pm

While technology is integral to **TiLearn**, we feel strongly that on-site learning on Wednesday is essential to building an in-person community and developing a familiarity with our temple and the Sanctuary. Therefore, students are expected to participate in both days.

TiLearn: benefits to this learning model



- Different approaches to learning: multimedia resources, breakout groups, virtual whiteboards, etc.
- Web-based meeting software that integrates our beloved values-based curriculum
- Ideal for students who prefer to work in quiet space without interruptions and distractions
- Students are able to respond after taking time to think about their response to a question: They can say it aloud or type it and see it before pressing “Enter”



Comparing TiLearn & Traditional Models



Category	TiLearn	Traditional
Days & Times	Sun, 9-10:15 am Wed, 4:15-5:45pm	Mon & Wed, 4:15-5:45pm
Locations	Sun at home Wed at TI	Mon & Wed at TI
Number of Class Sessions	55-56	55-56
Use of Technology	Student/parent should be comfortable using technology	In-classroom resources facilitated by teacher
Ideal Personality Types	Self-motivated, more comfortable in an individual learning environment, appreciates a quiet setting	Motivated by hands-on learning activities with peers, appreciates face-to-face interactions
Community	Virtual and in-person	In-person only
Hebrew Learning	Requires more self-study (i.e., review and practice at home using online resources)	More time for face-to-face study and review with peers and teacher

ShalomLearning: Our Curriculum



- Same 7 values students explored as third graders, but addressed in new, age-appropriate ways each year.
- Same material that students in the traditional model cover.
- Customized homepage allows students to access all classroom materials for reference later on.

**ShalomLearning:
About the new Curriculum and
Demonstration lesson**



ShalomLearning

Our values-based curriculum builds character and a strong Jewish identity

- ***Teshuvah***. Taking responsibility for our actions.
- ***B'Tzelem Elohim***. Honoring the image of God in ourselves and others.
- ***Gevurah***. Using one's inner strength to do what's right.
- ***Achrayut***. Doing what you can to make the world a better place.
- ***Hakarat HaTov***. Seeking joy and being grateful.
- ***Koach HaDibbur***. The power of words.
- ***Shalom***. Helping to create a more peaceful world.



Gevurah

5th Grade Virtual Class



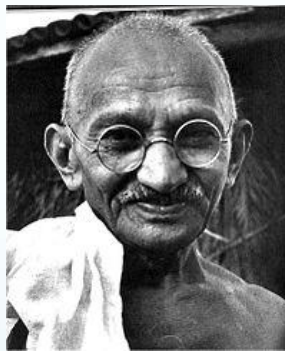
Class Outline

- Recap of Family Havurah
- Video: Standing up for Red
- **BRAIN BREAK!**
- Gevurot
- Wrap-Up



Weekly Recap

- **Havurah-** What is Peer Pressure?
- **Activities-** Lights: Miracle of Chanukah
- **Discussions-** People who use spiritual strength



- Can you think of a time this week when you demonstrated spiritual *gevurah*?

Standing Up

- VaYikra 19:16: “Do not stand idly by while your neighbor’s blood is shed.”



"From where do we learn that if you are in a position to offer testimony on someone's behalf, you are not permitted to remain silent? From "Do not stand idly by while your neighbor's blood is shed." – Sifra Leviticus on 19:16

What are the risks?

- What do you think are the risks of speaking out?
- What are some things you can do to prevent some of these risks?



Example from your life

- Can you think of a time when you spoke up when the group you were with was making poor decisions?
- A time when you wished you had spoken up when the group you were with was involved in bad behavior?
- Have you ever spoken up at a cost to your reputation or safety?
- Has anyone spoken up for you before?

Video: Standing up for Red

- Watch this [video](#)



Reflection

- How did that video make you feel? Why?
- Think about what you would have said to intervene when the bus driver was being bullied. Write your answer in the chat box.
- Which of your classmates' responses do you think would have been most effective?

Video: Standing up for Red

- Where did you see Gevurah in this video?
- Was it physical Gevurah? Inner Gevurah?
- What are other ways the older boy could have stood up to the bullies for Red?



BRAIN BREAK!

Chazak by Dan Nichols



1. Stand Up
2. Every time you hear the word **חזק**, make a muscle with your right arm.
3. Every time you hear the word “strong” make a muscle with your left arm.
4. Every time you hear the phrase **חזק חזק ונתחזק**, jump up and down.

Gevurot

אַתָּה גְּבוּר לְעוֹלָם אֲדֹנָי מְחַיֶּה מֵתִים אַתָּה רַב לְהוֹשִׁיעַ:
מְכַלְכֵּל חַיִּים בְּחֶסֶד מְחַיֶּה מֵתִים בְּרַחֲמִים רַבִּים
סוֹמֵךְ נוֹפְלִים וְרוֹפֵא חוֹלִים וּמַתִּיר אֲסוּרִים
וּמְקַיֵּם אַמוּנָתוֹ לְיִשְׂרָאֵל עֲפָר: מִי כָמוֹךָ בַּעַל גְּבוּרוֹת
וּמִי דוֹמָה לָךְ מֶלֶךְ מִמִּית וּמְחַיֶּה וּמְצַמִּיחַ יְשׁוּעָה:
וְנֶאֱמַן אַתָּה לְהַחְיֹת מֵתִים: בְּרוּךְ אַתָּה יְיָ מְחַיֶּה הַמֵּתִים:

Wrap-Up

- What are some ways to use your inner Gevurah?
- Name one thing you want to do next time you see someone being bullied. Write it in the chat box.
- **Next Week's Self Study:** Biographies of Courageous American Jews
- **This week, you should think about:** When you disagree with another person's behavior or point of view, what should you do? Are there good ways and bad ways to argue?