



November 25, 2009

To Whom It May Concern,

I am pleased to send you the details on our new j-wristbands program.

Included in this packet:

1. Description of the program
2. List of available bands
3. Price schedule
4. Sample lesson plan
5. Sample student chart
6. Sample parent letter

The final prices for the fall will depend on the aggregate of total orders. As a non-profit with a mission to serve teachers and schools, we have put considerable time into making this program cost-effective as well as pedagogically effective.

B'simcha tamid,

R. Alexander Seinfeld

PS – if for any reason you need to reach me by phone, by all means use my mobile @ 650-799-5564, as I am often away from the office.



2009-2010 CATALOG

#	Category	Exact Message	COLOR	Curricular objective/ Student commitment
T1E	Tefila	Modei ani lefanecha Melech Chai V'Kayom, sheh chazarta bi neshmati rav emunatecha.	BLUE	Modei Ani every morning
T2E	Tefila	B. A. A. E. M. H... SHEH-HAKOL N'HEE-YEH B'DVARO [inside] water/soda/cheese/meat/tortilla chips/chocolate/ice cream	LT BLUE	Appreciation / 1 bracha/day
M1E	Midot	שמירת- הלשון I GUARD MY TONGUE!	DK RED	No Loshon Hara
M2E	Midot	♥ אני חסיד/ה של חסד ♥	RED	do one act of chesed / day
M3E	Midot	אני שמח/ה בחלקי	ORANGE	Be happy/not complain
Z1E	Mitzvot	צדיק/צדקות של צדקה	GREEN	give tzedaka every day
Z2E	Mitzvot	כיבוד אב ואם אני מקימת	LT GREEN	Honoring parents
Y1E	Yinglish	אטס קול טו בי א גו	BLUE	[IT'S COOL TO BE A JEW]
Y2E	Yinglish	ו ו ט א ב ר !	RED	[WHATEVER!]
Y3E	Yinglish	ב פ פ	GREEN	[B.F.F.]
Y4E	Yinglish	אפ תא הוק	ORANGE	[OFF THE HOOK]
Y5E	Yinglish	ל ו ל !	YELLOW	[LOL!]
Y6E	Yinglish	ו מ ג !	PINK	[OMG!]



2009-2010 ORDER FORM

PLEASE FAX TO 818-479-9415

	ITEM	PRICE	QUANT	If ordering individual sets or refills, specify by item code:	Add Shipping	TOTAL
A	Single Classroom set (30 bands, lesson plan, handouts) Includes 1 classroom license	14.95			+ \$1.00	
B	5 or more classrooms – single set – 10% discount	13.45 ea			+ 1.00 per class = ____	
C	1 year classroom subscription (same as above, 5 different bands shipped approx. every 6 weeks) – 10% discount	67.50			+ 5.00/class per year	
D	1 year of 5 or more classrooms subscription – 15% discount	63.00 ea			+ 5.00 per class = ____	
E	Refill pack (10) (wristbands only, does not include lesson plans and handout)	4.50			+ 1.00 per pack	
F	Refill pack (50) – 5% discount	21.37			+ 1.15 per pack	
G	Refill pack (100) – 10% discount	40.50			+ 1.40 per pack	
					ORDER TOTAL	

SHIPPING IS FREE FOR ANY SINGLE SHIPMENT OF 300 OR MORE BANDS

Credit card — VISA / MC Name: _____ ZIP _____ No: _____ Exp _____ CIV: _____
 Purchase Order – PO# _____ Your name and title: _____ Signature _____
 PHONE (in case we need to reach you) _____

SHIP TO (PLEASE PRINT CLEARLY):

SCHOOL NAME: _____ **ATTN:** _____ **ADDRESS**
 _____ **CITY** _____ **STATE** _____ **ZIP** _____



Lesson Plan - Appreciation

Objective – *Students will enjoy a piece of fruit in order to understand the purpose of a bracha.* [For older students, I recommend teachers put the objective on the board – students should know what they are supposed to be learning and get a sense of satisfaction from having achieved the objective]

Preparation: This class can be used for almost any age level, with appropriate modifications. Teacher should prepare a sandwich-size bag for each student, containing 2 or 3 slices of fruit. For K-2 grades, 2 pieces from 2 different kinds of fruit. For 3rd grade and older, 3 pieces from the same kind of fruit..

1. Drill/Bell-work – What’s your favorite kind of fruit? List the reasons you like it.

2. Engagement – Collect the drills and ask students to share their answers. Make a list on the board of the reasons that students give for their preference: [juicy, sweet, yummy] [older students may suggest healthy; otherwise, teacher may suggest this].

Teacher asks: “Would apples be less healthy if they were all the same color? What about if they were less juicy, could they be just as good for you? Today we are not only going to talk about fruit, we’re going to eat fruit! [show fruit bags]. [For older students: We are going to do this so that we can achieve this objective – indicate the objective on the board - There is one rule – no one is allowed to eat any fruit before I tell you! OK?” [distribute fruit]

3. Lesson: How do you eat an orange [or other fruit]?

[3a –skip this step for K-2nd grade]: Without comment, have students select the smallest piece of fruit and eat it. When they have finished, remind them not to eat any more until instructed to do so. Ask them how they enjoyed the fruit?]

Ask students to take out the smallest piece of fruit [for older students, this is their second piece].

Please hold up the whole orange and examine it. Notice its **texture**, how it looks and feels. Is it heavy or light?

[pause]

Smell it.



[pause].

How does it smell?

Has anyone ever seen a fruit tree? [even in Florida or California, it will help to hold up a photograph].



Notice the difference between the unripe and the ripe fruit.

The unripe fruit is the same color as the leaves. If you didn't look closely, you might not even see it! So how can you tell when it's ripe?





It turns orange! Isn't that amazing? It's color-coded. When it's ready to eat, it calls out to you, "pick-me, pick-me!"

[Hold up a segment of fruit again:] Imagine you were an alien from outer space and landed here on earth on a really hot day and you were quite thirsty, and someone said, "have one of these"

[hold it up as if offering it to someone]

Would you know which part to bite into?

[usually they say no, in which case you continue,]

Isn't the inside so much more juicy and inviting than the rind?

[pause for effect]

Smell it again

[pause]

Now I have another question. What's this orange mostly made of?

[pause]

Obviously, it's water. Probably at least 90% water. But go like this

[flip your piece over so that the flesh is facing down and the rind is on top – wait for them all to copy you]

Why doesn't all of that liquid fall out? After all, we've cut it open!

[pause for effect]

[inspect the orange closely and say:]

If you **examine** it closely, you'll notice that it is actually made of tiny little sacks that hold the juice. It's amazing!

[Say to older students: Now, I'm going to ask a really practical, straightforward question. I'm looking for a practical, straightforward answer; don't get weird on me, OK?....] How did so much water get into this form? In other words, if I were to give you a bucket of water, how could you transform it into some of these?



[hopefully, someone will figure out that you need to plant a seed and water it; if not, just remind them that this is how we make oranges]

But we don't generally water orange groves from buckets, do we? Even if we do, where does that water come from? A: the rain
Where does the rain come from? A: evaporation
What causes evaporation? A: the sun

[for older students: Where does the sun get its energy? A: left over from the Big Bang
Now, when it comes to the Big Bang, science has to stop, because anything before that is unobservable and immeasurable. But according to Judaism, before the big bang, there was an Infinite God who created from nothing.]
[for younger students: What makes all this happen, the sun, the rain and the oranges? A: God]

What you have, therefore, is a direct chain from God to this orange in your hand! Are you starting to appreciate what an amazing gift this is? It's literally a gift!

[For older students: One last question: We're all on a board together. Imagine that this were the Ford Foundation, and I walked in here today, held up one of these oranges slices and said, "Ladies and Gentlemen, I know what I want to fund next year. I want to fund the research to produce these things from scratch in the laboratory." How much are we going to have to invest to make it happen?]
[For younger students: What if we wanted to build a machine to make oranges? How much do you think it would cost to build?]
A: billions (or: impossible)

Yet, you can buy them for a few pennies! And today you're eating it for free! [for older students: What did you do to deserve such a wonderful gift? Were you extra nice to someone today?]

Now, we're going to eat our second piece of orange. But first, let's close our eyes and think about all the wonderful qualities of this orange: where it ultimately comes from, how it is such a gift!

[when teacher sees the students with their eyes closed]: Let's smell it one more time. [pause]

Now bite into the orange, keep your eyes closed, and let it roll over your tongue, really taste it and take your time before you swallow.

[give them a long time]



How did the second bite compare?

[you can ask for a show of hands for who enjoyed the second eating more than the first. Ask them to describe the difference]

Judaism teaches that – (yes, your mother is right, slow down and chew your food!) - Every bite of food we eat every day, everything else in this world, we should have that kind of [intense focus and] appreciation.

Do you think you could eat every bite of food that slowly, with your eyes closed, so thankful for how wonderful it is?

[class should realize how hard this would be to do with every single bite of food]

4. Learning: the Bracha

It's really hard to do this all the time, which is why we have brachas. A bracha is a way of saying, "Wow, this is really amazing, thank you God/Hashem!"

Put the words of a bracha on the board. Every bracha begins with:

[for older students first put up the following loose translation; for younger students skip and give only the transliteration – "God, I know that you created everything and are running the world; thank you for...."]

BARUCH ATAH A-DONOI, E-LOHAYNU MELECH HA-OLAM.....

What's the ending for an orange?

...BORAY PREE HA-AYTZ – that means "creating the fruit of the tree".

OK, shall we try it? [direct them to pick up 3rd segment of fruit, walk them through the appreciation and smelling again, then say the bracha together and eat with eyes closed.]

5. Challenge: 1 Bracha/day.

[introduce the _____ School Bracha Society. Members get a free bracha wristband that has the words of the bracha "sheh-hakol" that can be used on water, soda, cheese, chips, etc. If you want to join the Society, you have to pledge to make at least one bracha a day the way we learned today]

6. Conclusion:



Jewish Spiritual Literacy, Inc.
Ancient Wisdom for Modern Minds

[For older students - Ask if anyone remembers today's learning objective (it should still be on the board). Raise your hand if you met this objective.]

Show the wristbands. Who would like to join the _____ School Bracha Society?

Pass around sign-up forms, and exchange for wristbands.

Don't lose these wristbands. Next month, we're going to have another activity that will let you earn another wristband! [Suggestion: Everyone who has all 5 wristbands at the end of the school year will be entered in a raffle for special prizes.]



THE _____ SCHOOL BRACHA SOCIETY

*I, _____, pledge
(without making an oath) to make at least
one bracha every day with the right kind of
concentration.*

(SIGNED) _____

(DATE) _____

THE _____ SCHOOL BRACHA SOCIETY

*I, _____, pledge
(without making an oath) to make at least
one bracha every day with the right kind of
concentration.*

(SIGNED) _____

(DATE) _____

THE _____ SCHOOL BRACHA SOCIETY

*I, _____, pledge
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one bracha every day with the right kind of
concentration.*

(SIGNED) _____

(DATE) _____

BRACHA CHART

NAME _____

	SUN	MON	TUE	WED	THUR	FRI	SHABBAT
<i>WHAT DID YOU MAKE A BRACHA ON?</i>							
<i>PARENT SIGNATURE:</i>							

PARENT COMMENTS: _____

DATE

TEACHER'S/PRINCIPAL'S NAME
SCHOOL NAME
ADDRESS

Dear Parent,

This month's mitzvah subject is **making a *bracha***. The objective is for your child to learn that the essence of a *bracha* is true appreciation, not merely mouthing words. We are hoping that one of the long-term benefits of this approach is for our next generation to feel a personal connection to Jewish ways and ideas that will stay with them for life.

You will hopefully notice your child wearing a j-wristband on the *bracha* theme. In order to earn this wristband, your child had to make a certain commitment that I hope s/he will tell you about (to make one *bracha* per day in the right way).

There are several ways that you can assist us in this effort:

- Notice your child's j-wristband and use it as a conversation-starter
- Ask your child "What is the right way to make a *bracha*?"
- Praise your child when you notice him/her making a *bracha* with intent (*kavana*)
- Model for your child how to make a *bracha* meaningful

Please assist us in this effort! Your child will learn much more from your example than any other source.

Thank you!

Morah _____