

	7th Grade
1.	<b>Opening ceremony and contract-</b> presentation of the Beit Midrash, and creation of a contract to enable intimate, personal group work
2.	<b>Body image-</b> How important is external appearance, and what is the difference between external and internal beauty?
3.	<b>Men in our sacred sources-</b> What is expected of the “heroes” of the Bible, and how are they defined in terms of their masculinity? What does it mean to be a “man”? Is it only privileges? Is it only responsibilities? What makes a person considered to be more “manly”? Physical traits? Power? Violence? Maturity? Responsibility? How do you look at these traits? How do you look at yourselves in terms of these factors? Who established them?
4.	<b>Gender stereotypes-</b> Learning basic tools to understand the concept of “gender”, by connecting this concept to the concept of a “stereotype”, to create the concept “gender stereotype,” meaning- the collection of social expectations of the “man” and “woman”, which change depending on culture and period.
5.	<b>Superheroes-</b> The ideal of the “superman” as it is learned from comic book superheroes. We will learn of the traits this ideal reflects for the boys, and through this, we will introduce a discourse of external measures of manliness, like those learned from superheroes as opposed to internal measures of manliness, mostly those projected from the fathers around them. We will strive to develop the ability to think critically regarding what I want for myself, what kind of manliness, and what kind of strength.
6.	<b>Tests of Manliness-</b> After discussing superheroes, we will critically observe other male characters from the media, and clarify what they are telling us, even when they are not involved in “superhero” activities. From the video clips we will view, we will see that young men need to constantly face tests of their strength, in which a loss has critical ramifications for their social status. The intention is to raise the issue and to ask them about “tests of manliness” which they had to face, and how much they engaged their critical thinking skills in these tests.
7.	<b>“Who am I” on social media-</b> After the long, careful process of examining the beginnings of the students’ formation of their masculine identity, the following meetings focus on the place where their identities are most shaped- the internet, and all that accompanies its usage. While initially, the internet was thought of as an idyllic place where every question can be answered, today it is an area in which students are constantly faced with questions about how to act. In this unit, we will focus on teenagers’ tendency to lie about themselves on the internet, and we will give them tools to empower them and allow them to present themselves as who they truly are.
8.	<b>Social responsibility for personal issues on social media-</b> Share, erase, or keep? What do I do when I am exposed to personal materials (intimate pictures, etc.) on social media?
9.	<b>“Just looking”-</b> the cost of exposure to harmful content. How can we say to a friend “I don’t want to watch that”?
10.	<b>Social Masculinity- How does one become a “man” amongst his peers?</b> Sports, hobbies, grades and addictions
11.	<b>Religious Masculinity-</b> What turns a child into a “man” in the religious community, and what do you receive from this status? Responsibilities? Privileges? Is a person who is more committed more of a “man”?
12.	<b>Bar Mitzvah-</b> What is the meaning of turning into a “man” at age 13? Is it correct? Is it possible? What is the significance of the ceremony of bar mitzvah for me, in the context of the transition from child to adult.
13.	<b>Bat Mitzvah-</b> What changes a girl into a woman, and what is the significance of the bat-mitzvah ceremony for them? Does their status in the religious community change?
14.	<b>Coming of Age rituals-</b> The influence of the bar mitzva and bat mitzvah ceremonies, and other coming of age rituals on religious and social life.

	8th Grade- Who am I? The transition from identifying to identity
1.	<b>The challenge of maturation-</b> To understand that one of the main challenges of puberty and maturing is the idea of developing the ability to think critically and make decisions.
2.	<b>“It is Torah and I must learn it”-</b> To strengthen the willingness and desire to create a personal connection with their teacher, so that students understand the importance of having a role model in someone older, rather than only role models from their peer group or the media.
3.	<b>“Whomever is greater than their fellow, their desire is greater too”-</b> Relating to the question “Who am I”, we will ask students to discuss the different elements of what makes up a person’s identity, focusing this time on the psychological element, and learning to analyze ourselves based on the concept of “ego”, looking at how important it is in our lives.
4.	<b>“Guard your lives...” Addictions and challenges as agents of social achievement-</b> To sharpen the relationship between use of alcohol and a person’s mood, and the difference between “apprenticeship” between a teacher and student, which can provide relief from problems the student deals with, and “apprenticeship” from a peer, who does not know how to help his peers beyond providing momentary satisfaction.
5.	<b>Communication with myself and with others-</b> After analyzing the negative influence that a peer group can have, we need to offer students tools to deal with peer pressure and social challenges. To this end, we will learn and practice assertive communication as an alternative to competitive communication, learning how I can express myself without compromising, but also without violence.
6.	<b>Masculinity and Femininity- Nature or Nurture?</b> In this unit, we will discuss the topic of social constructs. Using this concept, we will discuss whether masculinity and femininity are inborn or learned via a process of observing society and trying to meet its expectations. The conclusions of this discussion will lead us to understand the concept of gender, and the meanings that it creates in relation to the stereotypical roles of boys and girls, and men and women.
7.	<b>“Male and Female He created them”-</b> nature vs. nurture in the sources- to understand the influence of religious thinking on stereotypes of gender roles and normative definitions of masculinity and femininity. We will study the creation narratives, trying to understand to what extent Judaism sees masculinity and femininity in essentialist ways, or as something learned and socially constructed.
8.	<b>“I am Spiritual?”-</b> What does it mean to be “spiritual”, and what is relationship between spirituality and Judaism and the religious world?
9.	<b>“I am Sexual?”-</b> How will we talk about sexuality, and why is it important to do so + the difference between sexual identity, sexual expression, desire, and sexual organs.
10.	<b>“Fire in Amram’s House”-</b> On viewing pornography. Social influences, social costs, and the objectification of women.
11.	<b>Sexual Abuse of boys-</b> Presentation of a case study + statistics on sexual abuse of boys (who are the predators and who are the victims)
12.	<b>Sexual abuse of girls-</b> presentation of case study and statistics on sexual abuse of women and girls
13.	<b>“Flirtation or Harassment”-</b> principles and guidelines to understand the difference between flirting and sexually harassing- what is the fundamental distinction? The woman’s feeling? The man’s intention?
14.	<b>Developing a positive self image-</b> The goal of maturity, by understanding who I am, and moving from identifying to identity.

	9th Grade- No man is an island
1.	<b>Opening ceremony-</b> in this unit, we seek to create trust within the group, to prepare the ground for our discussions of masculinity, Judaism and gender.
2.	<b>The relationship between humor and violence-</b> In this unit, we will discuss how humor, entertainment and violence are connected to each other, and how their daily interactions imitate this. We will present how violence entertains and moves them, and will seek to understand this phenomenon. Who defines the boundaries of what is considered to be funny, and what crosses the line? What happens to someone who goes too far? And finally, in a society where humor and violence are connected, what opportunities are available for someone to express what they really feel?
3.	<b>Social Violence- the power of the group-</b> How much does the presence of a crowd influence expressions of violence, and how are situations created in which people act differently than they would in a one-on-one interaction? We will seek to clarify to what extent social media has magnified the “social” aspect, and how much anonymity and distance from the other is abused. Can the internet be used to prevent violence (for example, “shaming” can be seen as the attempt to use social media constructively, but can also be turned to be destructive). Finally, we will move the discussion from general to specifically discussing the class, emphasizing how norms of violence in society ultimately become the norms in the classroom.
4.	<b>Personal experiences of violence-</b> There is no side which is not hurt by violence. It seems to serve the perpetrator, but ultimately hurts him as well. In this session, we seek to have students share their personal experiences both as victims and as aggressors, speaking about themselves in first person
5.	<b>Feelings-</b> We will try to understand why men become alienated from their emotions, and what is the narrative and the message passed from one man to the next in the demand “Don’t cry”.
6.	<b>Emotional expression-</b> Students will develop a richer, more varied and nuanced emotional vocabulary, will identify the different emotions which they experience and will learn that strength comes from expressing and not from suppressing emotions.
7.	<b>Friendship and friends-</b> In this session, we want to take our understandings about violence, and transfer them to an understanding of the difference between a relationship of friendship and an aggressive or domineering relationship. This difference is especially expressed in the class, with some classmates being real friends, while others can be hated, and be the victims of aggression.
8.	<b>Otherness-</b> Relationship to the Other- In this session, we will discuss the “other”- who is ‘the other’ from my perspective? We will examine the difference between “otherness” and “difference”. At this stage, the discussion will be guided to the topic of equality. Who do I see as equal to me, and who as inferior to me, in what ways do I see the ‘other’ as one who is less valued?
9.	<b>Homophobia-</b> This session will present the problem of homophobia (fear of homosexuality or homosexuals) and how this affects both homosexual and heterosexual students. We will present different perspectives on the feelings of insecurity and fear that young men feel regarding the possibility of being identified as homosexual
10.	<b>What is sexual orientation-</b> The intention is not to speak of the sex act, but about orientation, as it relates to homosexuality and homosexuals, in order to create a sense of empathy with this group.
11.	<b>Homosexuality in the religious community-</b> examples and discussion, including presentation of approaches within Jewish law.
12.	<b>Empowerment- Positive use of power.</b> The same power which can hurt, can also repair and help-- how can this be done?
13.	<b>Empowering the Other-</b> the role of the teenager in high school- not to be a bystander
14.	<b>Friendship with girls-</b> After learning about how to relate to all kinds of “others”, we will discuss relationships with girls, and what the significance of these relationships is at this age.

	10th Grade: Equality? “Male and Female did He create them”
1.	Creating a group contract
2.	<b>Stereotypes and celebrities-</b> The goal of this unit is to encourage critical thinking on the part of the students regarding the trivial way they are exposed to gender stereotypes- through the media and through the heroes of the entertainment world. Many of them are not considered by the students to be role models, but they aren’t aware of how much they influenced by these figures, even if they oppose what they represent.
3.	<b>Stereotypes of Israeli masculinity-</b> The goal of this unit is to decipher the masculine reality in which they live, and to give students the tools to allow them to conceptualize different trends in masculinity in Israeli society, and their uniqueness in relation to other concepts of masculinity which exist in the world.
4.	<b>Social and cultural equality-</b> We will try to help the students understand why gender equality is a key concept which is central to creating social and cultural justice. We will emphasize that the smallest unit of human relationship is a man and a woman, and if there isn’t a place for equality, or for a discussion of equality between them, it will be very difficult to build a democratic society which is truly based on equality for all.
5.	<b>Inequality in the work world-</b> We will try to understand why, for example, inequality in salaries between men and women can negatively affect the family.
6.	<b>Masculinity, Judaism and Equality-</b> The goal of this unit is to develop critical thinking regarding the processes, behaviors, and social conventions which turn a boy into a man according to a religious conception.
7.	<b>Jewish Feminism I- Theological-</b> Students will be exposed to the fundamental feminist positions, and then will attempt to grapple with the claims of religious women regarding gender inequality in Judaism. Additionally, they will be exposed, through text study, to different opinions of men regarding the possibility of equality to women.
8.	<b>Jewish Feminism II- Practical-</b> We will study the main claims that the religious community suggests against equality in ritual, based on the ideas of “the slippery slope” and “akedah theology”. In parallel, we will discuss the concepts of nature and nurture, and will try to think about whether the religious community is ready for change
9.	<b>The sexual me- the physical, emotional and religious aspects-</b> We will study the idea of sexuality from each of these perspectives.
10.	<b>Autoeroticism according to the sources-</b> Studying the different texts which relate to masturbation, and how it is dealt with halachically in the contemporary world
11.	<b>Autoeroticism- positive and negative-</b> An open discussion about masturbation and the influence of pornography on a person’s inner world, their attitude to relationships and to sex.
12.	<b>Rape and sexual harassment-</b> On the significance and meaning of consent, and the problems created by its absence.
13.	<b>Sexual harassment and abuse of boys-</b> How can we talk about the type of violence which is most silenced?
14.	<b>Don’t be a bystander! Changing from being a bystander to being an engaged activist for prevention.</b>

	11th Grade- The maturing individual from a holistic perspective
1.	<b>Male body image and objectification-</b> Where do our attitudes and conceptions regarding our bodies come from? The main objective is to show students the influence of the media on their self image. This image, which is influenced by the expectations of society and of the media becomes another element of masculine gender which relates to the physical body.
2.	<b>Female body image and objectification-</b> The way in which men often relate to women in terms of their bodies, disconnected from their mental or emotional abilities. We will open up a discussion of how women experience this. How does it feel to be constantly judged based on how your body looks, and how much it meets the expectations of women in a particular society. This unit will discuss the difference between inner beauty and outer beauty.
3.	<b>Emotions-</b> To discuss with students how comfortable they feel expressing their feelings, and to create a space and readiness to engage in a discussion of emotions. In this session, we will explore what place emotional expression has in their lives (to what extent is it hidden, suppressed or expressed).
4.	<b>Spirituality-</b> We will emphasize the different aspects of their identity which we have discussed until this point- physical, emotional, spiritual. The connection between these aspects will form the basis for our discussion of addictions in the next unit.
5.	<b>Masculinity and addiction-</b> We will discuss the different types of addictions, raising their awareness of the significance of gender to the topic, that is, the influence of wanting to be seen as “manly” by others on their decision to smoke, drink or use other substances, and the connection between all of these and the loss of free will.
6.	<b>Addiction- Don’t be a bystander!</b> Through a discussion of the responsibility a person has for their friends, the more complex significance of addiction will be understood, and the extent to which one’s peer group can encourage the creation of addiction, or, alternatively, could be a group which discourages and prevents addiction will be appreciated.
7.	<b>Sports (Addiction, Masculinity and Violence)-</b> The topics which have been studied thus far- body image, emotions, spirituality, and even addictions are all expressed in the context of sports. Sports can be a place for a healthy connection between body and soul, but at the same time can be a place masculine stereotypes are developed and encouraged, and in trying to live up to them, chemical substances meant to improve the body are sometimes used.
8.	<b>Trivia on sexuality-</b> Understanding what students know and don’t know about sexuality, challenging stereotypes and misguided information
9.	<b>“Pick ups”- Relationships during the teenage years-</b> How do I know who I like, how can you “pick up” a girl in an appropriate way, what is done during and in the relationship, how do you break up
10.	<b>Party drugs and masculinity-</b> The connection between addiction and masculine identity. How much can peer pressure to “be a man” influence one’s consent or desire to experiment with addictive or dangerous substances? This unit also emphasizes critical thinking skills at crucial junctures.
11.	<b>Subject-Subject Relationships-</b> What is ideal and what is unacceptable in intimate relationships
12.	<b>Pornography, expectations and sexual harrassment-</b> A broad perspective on pornography
13.	<b>Sexuality and Jewish spirituality-</b> The commandment of <i>onah</i> , woman and the Shechina
14.	<b>Safe and healthy sexual behavior</b>

	12th Grade- Building the Home
1.	<b>Inequality in the army and other systems-</b> We will analyze the power structures in the social systems around us (school, army, industry) and try to understand how the army is different because of the necessity that there be inequality so that it can function properly.
2.	<b>Equality and Inequality in the army-</b> The influence of the image of the “combat soldier” on his behavior towards his soldiers, friends, girl-friends, in society in general, and towards the “enemy”. As well, to think about and understand the feelings and experience of those who did not become combat soldiers, and how these affect self-image and their place in society.
3.	<b>Couplehood and Relationships-</b> We will discuss the complexity of relationships during high school and before marriage, emphasizing their meaning within the religious community and in relation to halachic commitment.
4.	<b>Marriage and the prenuptial agreement-</b> The importance and necessity of signing a prenuptial agreement. In parallel, this unit will emphasize dilemmas which can arise when couples don’t get along, and the amount of complications which can arise in the context of divorce
5.	<b>Sexuality- Conquering or Harmony-</b> How does society, and especially media, relay the message that sex comes from “conquering” the woman, and how halacha relates to sex as something holy which comes from creating harmony.
6.	<b>Subject-Subject relations-</b> The ideal of a relationship as seen in the sources, as opposed to the ideal presented in the media and one’s peer group.
7.	<b>STDs and prophylactics-</b> To expose students to the complexities of sexual activity, and to put it into the more general context of personal responsibility. This session should be taught by a medical professional, but teachers also need to be prepared to provide students with answers to their questions, and therefore this unit includes theoretical materials as well as sources.
8.	<b>Sexual abuse within the family-</b> unhealthy power dynamics within the family.
9.	<b>Bachelorhood and otherness-</b> Alternatives to the “normative family” in Israel, generally, and in the religious community in particular
10.	<b>Division of religious responsibilities within the family-</b> Differences between personal, family and public ritual.
11.	<b>Division of professional responsibilities in the family</b>
12.	<b>Envisioning a shared life-</b> In this session, we will guide students to think concretely about their attitude towards gender equality in their own adult life. We will ask them to think about how they will act in their adult life when they will be in a relationship. What are their expectations of their wife in terms of work and home, and what are their expectations of themselves? How much do they expect to be involved in raising their children and in work in the house?
13.	<b>Jewish Relationships in the 21st Century</b>