

## CUB SCOUT JEWISH RELIGIOUS EMBLEMS



**MACCABEE AWARD**  
Tiger, Wolf & Bear Cubs



**ALEPH AWARD**  
Bear Cubs and Webelos

The Maccabee emblem is intended to involve the families of boys in first through third grades as partners in the experiences related to the award. To earn the Maccabee, a Cub Scout must complete requirements in six categories: Jewish personalities, holidays, vocabulary, symbols and objects, community helpers, and heroes.

The Aleph emblem is earned through a home-centered set of activities for Cub Scouts and Webelos Scouts (third through fifth grades), centering on the Torah, prayer, holidays, American-Jewish heritage, the synagogue, and Eretz Yisrael.

Requirements and award application forms can be found at:  
<http://www.jewishscouting.org/awards/religiousemblems.asp>

## BOY SCOUT AND VENTURE JEWISH RELIGIOUS EMBLEMS



**NER TAMID Award**  
6th-9th Grade Boy Scouts



**ETZ CHAIM AWARD**  
Boy Scouts 14 until 18  
Venturers 14 until 21

The Ner Tamid (Eternal Light) emblem provides an opportunity for Boy Scouts to enhance their knowledge of Judaism through advanced activities that strengthen the youth's relationship with his rabbi. Central to the Ner Tamid are service projects -- for the synagogue or other chartered organizations -- that are organized and completed by the Scout.

The Etz Chaim (Tree of Life) emblem is designed for Boy Scouts in high school and registered Venturers. The purpose of the award is to encourage young adults to explore adult Jewish roles in the context of family, community, and Jewish people.

Requirements and award application forms can be found at:  
<http://www.jewishscouting.org/awards/religiousemblems.asp>

## **GENERAL INFORMATION**

### **Purpose**

The Jewish Religious Emblems were created by the National Jewish Committee on Scouting to help Jewish Cub Scouts, Boy Scouts and Venture Scouts learn more about Judaism.

There are 4 Jewish Religious Emblems, 2 for Cub Scouts and 2 for Boy Scouts. Venture Scouts may earn the Etz Chaim Award for Boy Scouts 14 years and older and also the Ner Tamid if they work on both at the same time. Jewish Scouts are encouraged to earn each of the awards as they become eligible for them.

Requirements for each emblem are progressively more rigorous and take longer to complete as Scouts become more mature. So please plan plenty of time to meet all the requirements during the age/grade eligibility periods.

### **Counselors**

Each Jewish Religious Emblem requires that the Scout have a Counselor, who is a Rabbi or a teacher at your Jewish religious school. It is recommended that you first attempt to work with the Rabbi of the Synagogue at which you worship, to strengthen your ties with the Synagogue and its congregants, or with a teacher at your religious school.

**Rabbi Morris Allen, of the Beth Jacob Congregation in Mendota Heights** has most graciously agreed to serve as Counselor for any Jewish Scout in the Eastern Twin Cities Metro area. His contact information is: 651-452-2226 (Synagogue office phone number)  
[info@beth-jacob.org](mailto:info@beth-jacob.org) (email)

If you live in a community that has no synagogue or rabbi, you may work with Rabbi Morris, or you may contact the National Jewish Committee on Scouting for assistance at 972-580-2171.

### **Requirements and Workbooks**

Requirements for the Jewish Religious Emblems are on National Jewish Committee on Scouting web site:  
<http://www.jewishscouting.org/awards/default.asp>  
under "Religious Emblems Youth" at the top center of the page

Each of the Jewish Religious Emblems has its own workbook that the student must complete and review with the Counselor. Workbooks are NOT available at the Scout Shops.

Workbooks can be downloaded from the National Jewish Committee on Scouting web site:  
<http://www.jewishscouting.org/awards/default.asp> .  
under the tab for "Emblem Resources Youth" at the top center of the page

### **Applications**

When all work is completed and has been reviewed with and approved by the Counselor, an award application must be completed and mailed in to P.R.A.Y in St. Louis. Award applications can be found at:

Maccabee:

<http://www.jewishscouting.org/awards/stuff/maccabeeapprev011009.pdf>

Aleph:

<http://www.jewishscouting.org/awards/stuff/alephapprev011009.pdf>

Ner Tamid:

<http://www.jewishscouting.org/awards/stuff/nertamidapprev011009.pdf>

Etz Chaim:

<http://www.jewishscouting.org/awards/stuff/etzchaimapprev011009.pdf>

### **Presenting Awards**

When all work is completed and the emblem has been received from P.R.A.Y., it should be presented to the Scout at a ceremony for that purpose, such as Scout Sabbath in February, Chanukah, Bar Mitzvah, etc.

## **MACCABEE EMBLEM FOR TIGER, WOLF AND BEAR CUB SCOUTS**

The Maccabee emblem takes its name from Judah Maccabee and his brothers, who led the military and religious struggle against the Syrian King, Antiochus, who attempted to suppress the practice of Judaism. Their revolt ended in victory with the rededication of the Temple in Jerusalem in the year 167 B.C.E. The holiday of Hanukkah (Feast of Lights) celebrates this victory.

### **Who Can Earn It?**

Tiger Cubs (1st Grade), Wolf Cubs (2nd grade) and Bear Cubs (third grade).  
All requirements must be completed prior to completing the third grade.

### **How Do I Start Working on It?**

Follow these simple steps:

- Along with your parent or adult partner, ask your rabbi or religious school teacher to serve as your counselor.
- Start working on the activities/requirements (they are listed below) and keep a neat record of your work in the Maccabee workbook. Workbooks can be downloaded from the National Jewish Committee on Scouting web site:  
<http://www.jewishscouting.org/awards/default.asp> .  
under the tab for "Emblem Resources Youth" at the top center of the page
- As each activity/requirement is completed, discuss what you have done with your adult partner.
- When you have finished all the activities/requirements, have your adult partner and counselor sign the section titled "Certification" and send away for the emblem. The notebook is for you to keep and use.
- The award application can be downloaded from the National Jewish Committee on Scouting web site:  
<http://www.jewishscouting.org/awards/stuff/maccabeeapprev011009.pdf>
- It is recommended that the emblem presentation be made at a service at the synagogue, Pack meeting, or another appropriate and timely event.

### **How Do I Meet the Requirements?**

The requirements that follow are subdivided into six categories: Jewish names, holidays, terms, symbols and objects, community helpers, and heroes.

These categories were selected with several considerations in mind. A broad-based curriculum of Jewish life should include these elements. In addition, they should be sufficiently simple for first graders to manage and should appeal to youngsters of diverse interests.

Needed resource materials should be readily available either in the library of a local synagogue, Jewish school, or community worker. Where none of these resources exists locally, it is recommended that one or two standard books on Jewish crafts, songs, holidays, etc., be purchased.

Virtually all of the requirements should lend themselves to fulfillment at home with the active assistance of a parent. The total assignment should be completed within a 9-month time frame or sooner.

### **Activities for Earning the Maccabee Emblem**

#### **I. Jewish Names**

In your notebook, provide the following Jewish names:

- Your own
- Your mother's
- Your father's
- One grandfather's
- One grandmother's
- A synagogue in your area

## II. Jewish Holidays

In your notebook, provide the Hebrew names of four of the following Jewish holidays. In addition, tell three facts about each of the four and carry out at least one suggested activity connected with each of the four holidays.

- Passover
- New Year
- Day of Atonement
- New Year of the Trees
- Sabbath
- Feast of Booths
- Feast of Weeks
- Israel Independence Day
- Feast of Lots
- Festival of Lights

## III. Jewish Terms

In your notebook, tell what each of these terms means.

- Mazal tov
- Shalom
- Yom tov
- Torah
- Mitzvah

## IV. Jewish Symbols, Objects and Articles

In your notebook, identify five of the following objects. Indicate how they are used. Draw three of the five articles or construct them out of wood, oaktag, cardboard, styrofoam, metal, or other materials as suggested.

- Siddur (prayer book)
- Shofar
- Mezuzah
- Matzah
- Lulav
- Menorah
- Dreidel (called "svivon" in Hebrew)
- Tallit (some pronounce it "tallis")
- Haggadah

With the approval of your counselor, you may substitute two of the following symbols for two of the above symbols: Magen David (Star of David), afikoman, gragger, kippah (yarmulka), Aron Ha-Kodesh (Holy Ark).

## V. Community Helpers

In your notebook, briefly tell what two of the following persons do. In both cases, give the name of one such person in your community or in a nearby one. Interview one of them.

- Rabbi
- Cantor
- Jewish educator (principal, teacher)
- Jewish Community Center worker (JCC or YMHA)

If you wish, you may substitute a sofer (scribe) or a Jewish Federation worker for one of the above.

## VI. Jewish Heroes

In your notebook tell briefly about five of the following important Jews.

Abraham

Moses

King David

Mordecai

Judah Maccabee

Hillel

Rabbi Akiba

Haym Salomon

Theodor Herzl

Anatoly (Natan) Shcharansky

With the approval of your counselor, you may substitute three of the following for three of the above names:

Deborah

Queen Esther

Maimonides

Chaim Weizmann

David Ben Gurion

Golda Meir

## **ALEPH EMBLEM FOR BEAR CUB SCOUTS AND WEBELOS**

Just as Aleph is the first letter of the Hebrew alphabet, the activities you are about to start working on are among your first steps as a Scout that will lead you to understanding more about your religion. Working on the Aleph emblem also will help you get to know better your rabbi or religious school teacher. One of them will be your counselor and will help you along the way.

### **Who Can Earn It?**

You may begin to work on the Aleph emblem as soon as you enter the third grade. Most Cubs begin work on the Aleph emblem when they are working on their Bear or Webelos badge. All requirements must be completed while the Cub is a registered member of a Cub Scout pack and before he completes the fifth grade in school.

### **How Do I Start Working on It?**

Follow these simple steps.

- Along with your parent or adult partner, talk to your rabbi or religious school teacher about being your counselor.
- Start working on the activities (which are listed below) and keep a neat record of your work in the Aleph workbook. Workbooks can be downloaded from the National Jewish Committee on Scouting web site: <http://www.jewishscouting.org/awards/default.asp> .  
under the tab for "Emblem Resources Youth" at the top center of the page
- As you finish each activity, discuss what you have done with your adult partner or counselor.
- When you have finished all the activities, have your adult partner and counselor sign the page called "Certification," and one of them will send away for the emblem. The notebook is for you to keep and use.
- The award application can be downloaded from the National Jewish Committee on Scouting web site: <http://www.jewishscouting.org/awards/stuff/alephapprev011009.pdf>
- Also, contact your local council service center to advise the local Jewish committee on Scouting of your achievement.
- It is recommended that the emblem presentation be made at a service at the synagogue, Pack meeting, or another appropriate and timely event.

### **Activities for Earning the Aleph Emblem**

#### **THE TORAH**

Name the five books of the Torah.

Which of the Ten Commandments do you know best? Name five of the commandments.

In your notebook, tell what these five commandments mean.

In your notebook, try to copy one verse of the Torah as it is found in a Torah scroll, or write the meaning of the English verse in your own words.

#### **PRAYER**

Recite the "Shema" in Hebrew.

In your notebook, tell what the words of the "Shema" mean to you.

Learn the Hebrew blessings over bread, wine, and fruit.

#### **RELIGIOUS HOLIDAYS**

Give the Hebrew names of six Jewish holidays observed during the year.

Describe how these six holidays are observed.

In your notebook, tell which of the Jewish holidays you like the most, and why.

On which holidays are the following objects used?

Shofar

Spice box

Menorah

Cup of Elijah  
Haggadah  
Megillah  
Lulav (palm branch)

Draw or paint two of these objects or make them out of cardboard, wood, or metal.

#### BIBLE HERO

Tell the story of two of these Bible heroes. In your notebook, tell why you chose these two heroes.

Noah  
Abraham  
Sarah  
Isaac  
Rebekah  
Jacob  
Rachel  
Joseph  
Moses  
Samuel  
David  
Solomon  
Deborah  
Elijah

#### FAMOUS AMERICAN JEWS

In your notebook, write a brief report on two great American Jews. Here are a few examples:

Asher Levy  
Haym Salomon  
Francis Salvador  
Judah Touro  
Uriah P. Levy  
Emma Lazarus  
Jacob H. Schiff  
Louis D. Brandeis  
Albert Einstein  
Henrietta Szold  
Rebecca Gratz

#### THE SYNAGOGUE

Attend sabbath services at least twice a month for three months and report on one Torah reading for each month. In your notebook, draw pictures of the Ark and the Ner Tamid in your synagogue and describe what they mean to the Jewish people.

#### THE JEWISH HOME

Which object on the outside of a house or an apartment tells us that Jews live there?  
Draw this object or make it out of wood, plastic, cardboard, or metal.

#### THE LAND OF ISRAEL

Read a book, magazine article, or news item about Israel and write a report on it in your notebook. Tell what you know about two cities or places in Israel. Examples are:

Jerusalem  
Tel Aviv  
the Negev  
Haifa  
the Kotel (Western Wall)  
Masada

Beersheva  
the Galilee

Draw the flag of Israel or make it out of construction paper or cloth, and write a paragraph describing its meaning to Jews the world over.



## NER TAMID EMBLEM FOR BOY SCOUTS 6th-9th GRADES

As a Scout you know that *learning by doing* is a basic principle of Scouting. Just as you keep yourself physically strong by camping, hiking, and other outdoor healthful activities, so also you build yourself spiritually and morally by practicing your religion. The Ner Tamid (Eternal Light) program will help you grow spiritually. It will aid you to practice *duty to God*, to be *reverent*, and to be *faithful in your religious duties*.

### **Who Can Earn It?**

Any Boy Scout in the 6th-9th grades. Scouts and Venturers who have completed the ninth grade may still earn the Ner Tamid emblem, but only if they concurrently earn the Etz Chaim emblem for older Jewish Scouts and Venturers. Each candidate for this emblem must be a registered member of a Boy Scout troop, Venturing crew, or Sea Scout ship throughout the time that the candidate is working on the emblem.

NOTE: female Venture Scouts are not eligible to earn the Ner Tamid Emblem, however they may earn the Etz Chaim.

### **How Do I Start Working on It?**

- Fill out the application in this pamphlet. Be sure you read carefully the instructions heading each section of the Ner Tamid requirements.
- Get in touch with your rabbi (or religious schoolteacher) and discuss the requirements. He or she will be glad to serve as your Ner Tamid counselor.
- Keep a neat record of all your work in a notebook that you can review with your counselor. You will find a list of books in this pamphlet that will help you tackle the requirements.
- Start working on the activities/requirements (they are listed below) and keep a neat record of your work in the Ner Tamid workbook. Workbooks can be downloaded from the National Jewish Committee on Scouting web site:  
<http://www.jewishscouting.org/awards/default.asp> .  
under the tab for “Emblem Resources Youth” at the top center of the page
- A good Jewish encyclopedia can also prove helpful. You can find most of these books in your synagogue library, or resources can be sent to you if you have no access to necessary materials.
- As you fulfill the requirements, put a circle around the number of each one you complete. From time to time, ask your counselor to check your knowledge of the requirements. He or she will initial each section as you complete it.
- When all requirements have been completed to the satisfaction of your counselor, take the application to your local council service center for approval. The application can be found at:  
<http://www.jewishscouting.org/awards/stuff/nertamidapprev011009.pdf>
- Your counselor will then mail the certification and order form to P.R.A.Y.
- Your Ner Tamid emblem will be presented to you at some impressive occasion, such as Scout Sabbath in February, Chanukah, Bar Mitzvah, Confirmation, etc.

### **Requirements for the Ner Tamid Program**

A. HOME OBSERVANCE—Living the Jewish Life at Home

**Do the first requirement and choose one of the other three.**

- 1 a. Tell how the Sabbath should be observed and the meaning of this observance.  
b. Tell how the following High Holy Days and festivals are celebrated and the meaning of these observances to you: Rosh Hashana, Yom Kippur, Sukkot, Pesach, Shavuot, Chanukah, Purim, and Tishah b'Av.

- 2
  - a. Study a Hebrew calendar (luach) and tell how it differs from the general calendar.
  - b. Give the names of the Hebrew months.
  - c. Give the Hebrew dates of the High Holy Days and festivals.
- 3
  - a. Give the titles of at least five Jewish books that every Jewish home should have. Include books for study, prayer, and reading.
  - b. Read a book of Jewish interest approved by your rabbi or counselor and write a book report of at least 200 words.
- 4
  - a. Read and explain the following verses in the Bible, which contain some of the sources for the observance of kashrut: Leviticus 11; Deuteronomy 12:16, 23; Genesis 32:33; Exodus 23:19, 34:26; and Deuteronomy 14:21.
  - b. What reason does the Torah give for the observance of kashrut?
  - c. Tell how you could observe kashrut while camping.

#### B. SYNAGOGUE WORSHIP—Living the Jewish Life in the Synagogue

##### **Do the first requirement and complete one of the other three.**

- 1
  - a. Attend synagogue Sabbath services regularly.
  - b. Describe and explain the use of some of the sacred ceremonial objects such as Ner Tamid, Sefer Torah, Aron Kodesh, etrog and lulav, shofar, and Megilah.
  - c. What Jewish activities, other than worship, are sponsored by or conducted in your synagogue?
- 2
  - a. Give the important ideas contained in the kiddush, Shema, Amidah, Alenu, En Kelohenu, Yigdal, and two other prayers.
  - b. Write a brief composition (about 200 words) on the subject "How the Ner Tamid program helps a Scout put into practice a Scout is reverent."
- 3
  - a. Show evidence that you are Bar Mitzvah or that you will be Bar Mitzvah.
  - b. Chant or read the blessings on being called to the Torah for an aliyah.
  - c. Explain the meaning and contents of the tefilin and learn how and when they are used.
  - d. Write a brief composition (about 200 words) on the subject "How the Ner Tamid program helps a Scout put into practice a Scout is reverent."
- 4
  - a. Show evidence that you are Bar Mitzvah or are preparing for Bar Mitzvah or Confirmation.
  - b. Read the blessings on being called to the Torah and the blessings of the Haftarah.
  - c. Write a brief composition (about 200 words) on the subject "How the Ner Tamid program helps a Scout put into practice a Scout is reverent."

#### C. JEWISH STUDY—The Bible and Sacred Literature

##### **Do the first requirement and complete either requirement 2 or 3.**

- 1 Give evidence of being a pupil at a Jewish school for at least three years. Obtain a statement from the teacher that your work has been satisfactory. (Scouts who find it impossible to attend formal classes may substitute an equivalent course of private study under the supervision of the rabbi or counselor.)
- 2
  - a. Name the books of the Bible that make up the Torah, the Prophets, and the Writings.
  - b. What do Sedra (parasha) and Haftarah mean?
  - c. What is the Talmud? Select five sayings that you like from "Ethics of the Fathers" (Pirke Avot), which is one of the books of Talmud.

3 Select five names from each group of great Jewish personalities and tell what made each of them famous.

I	II	III
Abraham	Hillel	Ba'ai Shem Tov
Moses	Yochanna Ben Zakki	Gaon of Vilna
Samuel	Akiba	Moses mendelssohn
Esther	Judah Hansai	Moses Monteflore
Sarah	Rav	Zacharias Frankel
Deborah	Daadyah Gaon	Chaylm Nachman Bialik
David	Rashi	Samson R. Hirsch
Elijah	Judah Halevi	Albert Einstein
Isaiah	Maimonides	Sigmund Freud
Judah Maccabee	Joseph Karo	Aldred Dreyfus

#### D. THE AMERICAN JEWISH COMMUNITY — Living in the Land of Freedom

**Do the first requirement and complete either requirement 2 or 3.**

- 1 Select from the list of service projects below at least three projects of service to the synagogue, Scout unit, and community to be fulfilled for a period of one year. (A Scout may receive credit for service projects fulfilled before he enrolled in the Ner Tamid program from the time he became a Tenderfoot Scout.)
- 2
  - a. List at least five national Jewish organizations in your home city, state, or region, and describe what they do.
  - b. List the ten largest cities in the United States, showing the total population and the Jewish population in each. Give the approximate Jewish and general population of your city.
- 3 Select seven of the following great American Jews and describe their contribution to the building of America and the American Jewish community.

Judah Touro  
Hyam Solomon  
Emma Lazarus  
Isaac M. Wise  
Oscar Strauss  
Jacob H. Schiff  
Louis D. Brandeis  
Stephen S. Wise  
Bernard Revel  
Solomon Schechter

#### E. WORLD JEWRY — "We Are All Brothers"

**Do requirement 1 and complete either requirement 2 or 3.**

- 1
  - a. On a map of Israel, locate  
The regions of the country  
Major rivers and lakes  
Three sacred historical sites
  - b. Tell what each of the following did for the rebirth of the State of Israel: Theodor Herzl, Chaim Weizmann, Abba Hillel Silver, David Ben Gurion, Abraham Kook, Henrietta Szold, and Golda Meir.
  - c. Tell briefly what three of the following are doing or have done in the rebuilding of Israel: Jewish National Fund, United Jewish Appeal, Hadassah, Hebrew University, Histadrut, Agudath Israel, Jewish Agency.
- 2
  - a. List the national synagogue organizations and the major seminaries and rabbinical groups of the Orthodox, Conservative, Reconstructionist, and Reform branches of Judaism.
  - b. List three national Jewish organizations serving Jewish youth in America.
  - c. Describe the work of one organization from (a) and one from (b).

- 3 a. Make a scrapbook of Jewish current events containing news items, pictures, cartoons, stories, articles, etc.
- b. List the Jewish and general population in ten important countries.

### SERVICE PROJECTS

Choose the three projects to fulfill requirement D-1 under Requirements for the Ner Tamid Program.

- Serve as usher in synagogue — at forums, celebrations, etc.
- Serve as patrol leader, den chief, or assistant in any Scouting activity.
- Act as monitor or as leader of club in religious school.
- Help in office of synagogue, Jewish center, religious school, social service agency, or Jewish organization.
- Serve as cantor, choir member, reader, or in some other active capacity in junior congregation.
- Help with the enrollment of pupils in religious school—distributing letters and leaflets, bringing friends to the school, etc.
- Decorate the synagogue, religious school, Jewish center, or home for the holidays and other special events.
- Participate in the collection of clothing, food, books, etc., for tzedakah.
- Plant and care for shrubs, trees, and flowers around the synagogue, religious school, or Jewish center.
- Assist in library of synagogue, religious school, or Jewish center.
- Make and distribute posters and announcements for synagogue, religious school, etc.
- Help with construction and painting of scenery for plays presented in the synagogue, religious school, or Jewish center.
- Build and decorate a sukkah for the home, synagogue, Jewish center, or religious school.
- Write for or help get out paper for religious school or Jewish center.
- Help another Scout with his Ner Tamid program as a junior counselor.
- Coach other students who need tutoring in Hebrew.
- Other services of similar standard may be submitted for service credit if approved by the rabbi or counselor.

### Reference Books

You can usually find these books in your synagogue library. Consult your rabbi or counselor for additional help, or contact the National Jewish Committee on Scouting.

#### HOME OBSERVANCE

Donin, Hayim Halevy, *To Be a Jew*

Gersh, Harry, *When a Jew Celebrates*

Trepp, Leo, *The Complete Book of Jewish Observance*

#### SYNAGOGUE WORSHIP

Donin, Hayim Halevy, *To Pray as a Jew*

Milgram, Abraham E., *Jewish Worship*

Rossel, Seymour, *When a Jew Prays*

#### JEWISH STUDY

Chiel, Arthur, *Pathways Through the Torah*

Noveck, Simon, ed., *Creators of the Jewish Experience in Ancient and Medieval Times*

Trepp, Leo, *A History of the Jewish Experience*

#### THE AMERICAN JEWISH COMMUNITY

American Jewish Committee, *American Jewish Yearbook*

Kenin, Helene S., *This Land of Liberty: A History of America's Jews*

Zwerin, Raymond, F., *For One Another: Jewish Organizations That Help Us All*

#### WORLD JEWRY

American Jewish Committee, *American Jewish Yearbook*

Elon, Amos, *Understanding Israel*

Segal, Abraham, *Israel Today* (revised)

## **ETZ CHAIM EMBLEM FOR BOY SCOUTS AND VENTURERS 14 AND UP**

The purpose of the award is to encourage the young adult to explore adult Jewish roles in the context of family, community, and Jewish people.

### **Who Can Earn It?**

The Etz Chaim (Tree of Life) Award is designed for Boy Scouts in high school, ages 14 to 17, and registered Venturers ages 14 to 20. The requirements can be completed in six months and with a counselor's assistance.

### **How Do I Start Working on It?**

- Select a Counselor. You will need to select an adult who is familiar with your Jewish community to help you to complete the requirements for this award. The counselor should have a working knowledge of Jewish traditions and culture and be available to provide guidance. A rabbi, Jewish schoolteacher, Jewish community center executive, or Jewish youth group adviser might make suitable counselors. Your local Jewish committee on Scouting or the National Jewish Committee on Scouting will assist you in locating and selecting a counselor if necessary.
- Meet with your counselor to review the requirements and to determine how often you should both meet. If your counselor has any questions about the requirements, contact the National Jewish Committee on Scouting.
- If you and your counselor decide that you are unable to complete a requirement because the resources necessary are not available in your community, you can contact the National Jewish Committee on Scouting for a substitute or alternative activity.
- Keep a notebook of all the information you collect while completing the requirements for this award. You and your counselor will want to review it, and you might need it to complete the last requirement. Workbooks can be downloaded from the National Jewish Committee on Scouting web site: <http://www.jewishscouting.org/awards/default.asp> .  
under the tab for "Emblem Resources Youth" at the top center of the page
- When you and your counselor agree that you have successfully completed the requirements, submit the completed application to your local Jewish committee on Scouting or your local council service center. The application can be found at: <http://www.jewishscouting.org/awards/stuff/etzchaimapprev011009.pdf>
- The award will be presented to you at an appropriate public ceremony in consultation with your unit leaders and your family.

### **Requirements for the Etz Chaim Award**

#### **COMMUNITY AND FAMILY HISTORY**

- A. Find out when the first Jewish person arrived in your community, and from where and why he or she left to come here.
- B. Find out when the following were established in your community and by whom:
  1. The first Jewish cemetery
  2. The first synagogue
  3. The first social club or benevolent society
  4. The first Jewish relief society or Jewish charity organization
- C. Find out when your first family member arrived in your community, and from where and why he or she left to come here.

## COMMUNITY INSTITUTIONS AND AGENCIES

A. Collect bulletins, newsletters, and membership brochures of five Jewish organizations in your community or neighborhood. Be sure to include at least one synagogue or independent chavurah, and Jewish community center, if one exists in your community. (If there are fewer than five in your community, contact the state or regional offices of Jewish organizations that serve your community.)

1. List the purpose or mission of each organization.
2. Give three reasons why someone might join or use the services of each organization.

B. Examine the names of the organizations, the bulletin or newsletter mastheads, the logos, etc. Identify any Hebrew names or phrases.

1. For each name or phrase, list where it is found in Jewish sources or tradition.
2. For each name or phrase, tell why you think the organization chose it and what the name or phrase says about the organization today.

C. Give a minimum of 10 hours of volunteer service to a Jewish organization or agency in your community, or any agency that serves Jewish people. (If your high school has a community service requirement that you have already completed, ask your counselor if those hours can be applied to this requirement.) Write a brief report about your experience, including why you think the service you provided is important to the community.

## SYNAGOGUE WORSHIP AND TORAH STUDY

A. Attend Shabbat services regularly over a three-month period and complete the following activities:

1. Describe the siddur used by the congregation, indicating the author/editor, the publisher, contents, languages used, and any other significant feature.
2. Describe a typical service, either Friday night or Saturday, indicating portions read in Hebrew and in English, portions chanted by the cantor and/or congregation, and whether the Torah was read.
3. Select any three Torah portions from this three-month period and write a summary (100-word minimum) for each portion, list any specific injunctions or commandments given in each portion, and indicate what you think the lesson, moral, or message is for today for each portion.

## COMMUNITY JEWISH LEADERS

A. Interview five adult Jewish leaders who are prominent in your community. Choose at least one rabbi and one leader from a Jewish agency or organization.

1. Why did the leader enter his or her chosen career or occupation?
2. What were the Jewish influences in the leader's life while growing up?
3. What volunteer work does the leader do now and why?
4. How do Judaism and Jewish values influence his or her life today?
5. What role does faith in God play in your life as a Jew?

B. Write a short composition (five hundred words) titled "The Qualities of Adult Jewish Leadership Today."

## YOUR COMMUNITY AND THE JEWISH WORLD

A. Obtain a copy of a Jewish newspaper that serves your community or region.

1. Locate, read, and summarize two articles dealing with the concerns of Jewish people in the United States.
2. Locate, read, and summarize two articles dealing with the concerns of Jewish people outside the United States. For example, in Israel, Canada, Europe, etc.

B. Ask three Jewish adults you know what they do to help Jewish people outside the United States, and why. Tell which effort interests you most.

## YOUR COMMUNITY AND THE FUTURE

- A. Ask ten Jewish young adults and ten Jewish adults what they think are the three most important challenges that Jewish people face in your community today. Organize the responses into three lists: personal issues, family issues, and community issues. Select one issue from each list and tell what you think should be done to deal with it.
- B. Locate and read an article from a national Jewish magazine about Jewish people and the future. Tell how the topic discussed in the article might affect your Jewish community.

## COMMUNITY SHARING

- A. Create a record of your work for the Etz Chaim Award. This may be a photographic essay, a videotape recording, a series of drawings, or a written journal.
- B. Give a presentation of what you have learned about your Jewish community to at least two groups. At least one should be to a group of younger Jewish children. Use your record in your presentation.