

Project Aseret – The Ten Commandments Project

Bar/Bat Mitzvah Program

Workshop Guide for Workshop Leaders

Opening Workshop: Appreciating The Ten Commandments as Core Values

Goals:

- ✦ The students will recognize the importance of core values for the individual and for society
- ✦ The students will display interest in studying the Ten Commandments and will feel a sense of responsibility toward them, as part of their process of maturation and becoming a Bar/Bat Mitzvah.

Overview:

Workshop leader, please note:

For each stage in the activity, we have specified an amount of time to be devoted to that stage. In the detailed ideas sections, there is more material than can be addressed in the allotted time, in order to afford you some flexibility to choose according to what develops, or does not, in the classroom.

It is important for you to plan your use of time. See what you find attractive, and organize yourself accordingly. During the course of the workshop, be aware of the time in order to ensure that you don't get swept up in one of the preliminary or early stages and find yourself unable to complete the other, more central components.

1. Exposure to the concept of “core values.” (5 minutes)
2. Examples of the meaning of core values in the life of the individual and the community. (5 minutes)
3. General familiarity with the Ten Commandments. (10 minutes)
4. Connecting the Ten Commandments with the age of Bar/Bat Mitzvah. (10 minutes)
5. Seeing the age of Bar/Bat Mitzvah as the beginning of a process of defining personal, social and national core values. (10 minutes)
6. Thinking – What are my own core values? (5 minutes)

Lesson Plan

1. Exposure to the concept of “core values.” (5 minutes)

Tell the students that we are going to reveal to them one of the great secrets of the world's most successful corporations.

Display the logos of a number of well-known, successful corporations (Addendum 1) and explain that those corporations are part of a long, widely inclusive study in the United States that examined the factors in common among 18 corporations, each successful in its field, in comparison to corporations set up at the same time and operating in the same field but which have been much less successful.

Ask the students what they think are the common central factors in the success of those corporations. Write their answers on the board.

In the (highly recommended) book *Built to Last: Successful Habits of Visionary Companies*, two researchers (Jim Collins and Jerry I. Porras) relate that the first and foremost thing common to these successful corporations is that they have a vision that is not tied to profits. That is, they were established for a value-laden purpose, an ideology, and not to make millions. The millions came – in the wake of fidelity to the vision.

They compare money to air: air is vital for life but it is not the point of living. One doesn't live to breathe. In the same way, profits are vital for the corporation's existence but they are not the point of its existence.

Give a few volunteers from among the students cards with different values (Addendum 2). Each volunteer is to consider the question: to which of the corporations does the value on each card correspond to?

Surprisingly, it is precisely ideology and values that are the primary factors in the success of the various corporations. Their desire to bring into being a solution to some problem and their loyalty to basic core values even at the cost of profits is what brought about their tremendous success.

Core values are like the heart in the human body. The heart pumps the blood to all the organs and activates them. Without the heart, it is impossible to live. So do core values impart strength and energy to the whole organization/corporation/group.

2. Examples of the meaning of core values in the life of the individual and the community. (5 minutes)

Choose one of the following activities:

- ✦ The Yes and No Game. Ask the students yes/no questions. The content of the questions is not important, nor is it important whether the students answer correctly. The only condition is that they have to use their head to indicate the opposite response to the one they giving orally. In other words, if the student says “yes,” he should shake his head “no,” and if he says “no,” he should nod in agreement. Sample questions: “Is your name Jon?” “Are you wearing a green blouse?” “Are you in the 7th grade?” “Do you wear glasses?” etc. The game can be played as a contest among the students: ask each student a question in turn, and any student who mistakenly makes the motion that matches his or her answer is eliminated. The last player left is the winner.
- ✦ Storytelling with Feeling. Volunteers each receive a card listing a feeling (Addendum 3). Each one in turn tells a well-known story (e.g., Little Red Riding Hood) in a tone reflecting the feeling s/he was assigned. The rest of the class is asked to identify what feeling the storyteller was assigned.

After the game, reflect back to the students the difficulty of saying one thing and simultaneous indicating something else. Ask: why is that so difficult for us to do?

Or ask: how did we know what feeling the player was trying to communicate? How do body language, speech tone, and gestures reflect what a person feels or is trying to express?

We want harmony in our lives. That is expressed in continuity between body language and content and it extends to congruence between our values and our behavior. We understand each other by means of this harmony and this continuity.

When there is a gap between the various levels of life, we feel discomfort, confusion; we think that someone's putting something over on us; we are ready to accuse others of hypocrisy.

The first function of values in our lives is to be a compass: values direct us; they create stability and identity. We have a criterion according to which we behave and make decisions and choices. Just as there is a connection between a person's inner being and his outward manifestation, so is there a connection between his values and his behavior. A person has a sense of there being a gap and disharmony when his behavior is incongruent with his values and his beliefs.

Values in society are the most basic thing that protects a proper, worthy existence. Values constitute protection for the weak, ensure that individuals do each other no harm, that good human relations are preserved, and that everyone in society behaves according to his values compass.

Values have another role in the life of the individual and the community:

Ask several student volunteers to stand next to you and make certain motions while you tell a story.

One student puts one hand on top of another, then raises and lowers them together. (This is like the motion of CPR, but it is important not to tell the student what the motion is, but rather just to show how it is done and expect the student to do it without understanding it).

A second student should pretend to be counting cards and dividing them into groups of ten.

A third student should sit cross-legged.

As each volunteer continually does his assigned motion, tell a story of military bravery (about a paramedic who stanching the flow of blood from a wounded soldier's artery with his bare hands or another story of your choice).

Every so often, glance over to see that the volunteers have not stopped or slacked off in doing their motions.

After the story, lead a short discussion:

Where do people get the strength to do something difficult, Sisyphean, complex?

How long did the student volunteers manage to keep doing the movements they were asked to do? Who slacked off from time to time?

What if the first person had known that under his hands there was a person who needed CPR after a serious traffic accident, the second was

packing supply kits for a battle, and the third was sitting next to a well into which his son had fallen, talking with him while waiting for the rescue squad to arrive?

When there is a value underlying our actions, it is a lot easier to do them. Suddenly we find strength and motivation. Values exert an influence on our lives. They are both a compass and a motivating force for action. They add power to our efforts, meaning to our investment. Values impart significance. They give us a reason to get up in the morning and get moving.

Employees in the corporations examined in the aforementioned study noted that the connection to values gives them motivation to invest in their work. They feel that they are doing something important and significant, something that makes a difference. Something good and proper, the right thing to do. Something that leaves a mark on the world.

When a person defines his core values, it gives him meaning and content. There's a reason why he's doing things; he has a mission.

So it is with a society's core values. Those values unite all the individuals around the common meaning they have accepted. The values constitute the reason for their shared life. Together they try to fulfill their values and actualize them.

Place signs around the room with signs listing the functions of core values (Addendum 4) – compass and meaning.

3. General familiarity with the Ten Commandments. (10 minutes)

Read what James Collins writes (Addendum 5) in the introduction to the Hebrew edition of *Built to Last*, in which he describes the State of Israel as congruent with their findings about successful and lasting companies.

Collins, a non-Jewish and non-Israeli scholar, regards the State of Israel as a society based on values. He talks about a safe haven for the Jewish people and about a good, positive life for the next generation.

Herzl wrote explicitly that Zionism is not just about physical relocation to the Land of Israel:

“I once called Zionism an endless ideal, and I truly believe that even after we gain our land, Eretz Yisrael, it will not cease to be an ideal; for Zionism as I see it incorporates not only the aspiration to a promised land for our downtrodden people, but also an aspiration for a moral and spiritual wholeness” (Theodor Herzl, *Bifnei ‘Am Ve-‘olam* [vol. 1], Jerusalem 1976, 285).

Ask: In your view, what other values are core values of the State of Israel?

Ask: What are the core values of the Jewish people over the course of history?

Show a section of film produced by Project Aseret HaDibrot (3 min., 20 sec.). Ask the students to write down, as they watch the film, what the Ten Commandments are and to think about which Commandment speaks to them the most.

After viewing the film, spread out cards with the Ten Commandments (Addendum 6), according to what the students say, and add what they did not mention.

Today the Ten Commandments are very clear and evident to the entire world. Every moral society, every properly conducted society has adopted these core values. It is evident to us all that these are the basic conditions for maintaining humankind. No society would agree to condone murder, adultery, or denigration of parents. Every religion and every country has a weekly day of rest, inspired by the biblical Sabbath.

While the Ten Commandments were given to the people Israel alone (and there is the midrash [in Mekhilta, Yitro, 5] about the nations of the world, who declined to accept the Torah, saying that it contained something inappropriate to them), after Israel accepted these values and established a society based on ethics and values, the Ten Commandments proved influential throughout the world. The world saw that such a thing was possible, that there could be a values-based society, and thus it adopted the Ten Commandments as its own.

Max Nordau, the early Zionist thinker, emphasized that the Jewish state, which should be a light unto the nations (as Israel's first Prime Minister David Ben Gurion would quote from the Prophets), based on the Ten Commandments:

Zionism aspires not only to make of the Jewish people once again a living nation, fulfilling all the functions of governance, a member of the family of nations with rights like any other, but also to set an example of a true nation of priests that dedicates itself to the service of truth, love, justice, and the light of knowledge, one in all of whose internal affairs and human relations stands for a policy based on the Ten Commandments. (Max Nordau, *Writings* [Heb.], IV, 43)

In our time as well, the Ten Commandments constitute the moral basis for the State of Israel and the entire world, as Shimon Peres said in his inaugural address as he assumed the role of President in 2007:

There is no place here for despondency. In fact, it is the Jewish people that invented dissatisfaction. We are a people, which have never and will never reconcile ourselves to murder, to falsehood, to mastery, to slavery, to discrimination, to exploitation, to surrendering or to standing still. Since we established the state, we must maintain these principles in our country.

The 169 words of the Ten Commandments are, even today, the basis of the entire western civilization. And the social vision of Amos and the political vision of Isaiah are the compass of our path.

Yes. I believe in enlightening the world, in raising light for both people and nations. We recall that the first statement in the creation of the world was, "Let there be light."

Einstein said that our motto was "chutzpah" (audacity). The "chutzpah" to undermine conventions, the "chutzpah" to renew, to create, to contribute, to rise above what exists. The creative "chutzpah" of the Jewish people.

4. Connecting the Ten Commandments with the age of Bar/Bat Mitzvah. (10 minutes)

With excitement, tell the story of the Exodus and of the giving of the Torah at Sinai. (The verses are in Addendum 7.) Spread out signs for each of the three Pilgrimage Festivals – Pesach, Shavuot, and Sukkot.

It is important to mention in particular, and with enthusiasm, the lightning and thunder, the Israelites' preparation at Sinai, the excitement to hear God's voice, and the calling out of the Ten Commandments. Moshe went up on Mt. Sinai in order to bring down the Tablets of the Covenant upon which the Ten Commandments were inscribed (picture, Addendum 9), and the entire Torah was given as well. That is to say: the Ten Commandments have a special status.

The tablets of were placed in the Ark of the Covenant, in the Holy of Holies.

Ask: *Why do you think it is that the Ten Commandments get this unique status?*

Ask: *What is their significance as the basic values of the Jewish people?*

Explain to the participants that the process undergone by the Jewish people is like moving toward and reaching adulthood. Place the corresponding life cycle signs next to the appropriate holiday signs (Addendum 10):

Passover = Birth

Giving of Torah = Bar/Bat mitzvah

Sukkot = Wedding

In other words, the stage of the giving of the Torah is parallel to the age of bar/bat mitzvah. The Ten Commandments characterize the beginning of the Jewish people's coming of age, and they are connected to the coming of age of each one of us.

Moderate a short discussion:

Why, in your opinion, are the Ten Commandments and core values connected to the stage of life of becoming bar/bat mitzvah?

Rashi, commenting on Exodus 24:14, explains that the Ten Commandments are an encapsulation of the entire Torah, its essence, a value-laden core for all the *mitzvot*. From the age of bar/bat mitzvah, we have to begin to develop that core and think about how we will give it expression in our lives.

5. Seeing the age of Bar/Bat Mitzvah as the beginning of a process of defining personal, social and national core values. (10 minutes)

Participants watch a short film about volunteering in Thailand undertaken instead of a bar mitzvah trip and about a bat mitzvah party that invited cancer patient children to be at the celebration. (5 minutes).

What does Ofek's mother's decision indicate about the values that she wants to impart to her son as he reaches young adulthood?

How did this volunteer work influence the identity that Ofek was forming?

What do you think caused Noa to decide to invite children who are ill to her bat mitzvah?

What values does Noa's act express?

What is each of us able to do so that his or her bar/bat mitzvah would be a meaningful experience?

What is appropriate to the values-world of each one of us that we should each begin to develop?

What core value do we want to bring to expression as part of the process of becoming adults?

Judaism teaches that at the age of bar/bat mitzvah, “The good impulse (Yetzer haTov) has entered him” — i.e., until the age of 12 or 13, the child has a great deal of creativity, energies, talents, and values that are forming in him. From that age on, he/she develops the ability to channel all those forces in a good direction. He (or she) has to begin to take responsibility for what he is capable of accomplishing, and to bring it to expression.

It is hard to expect a small child to be responsible. Sometimes he uses his powers in an unrestrained fashion, not taking into account the repercussions of his actions. He lives in the moment, doing what seems good and fun to him in the immediate present.

From the age of bar/bat mitzvah, we begin a process of responsibility, expression of values, shaping our personalities. Every act, every choice has long-term implications, so we have to consider our decisions and our actions from an all-encompassing perspective — what is the true good and right thing? What is good for us and for the environment? What is good over time and not just at a given moment?

In addition to responsibility for our values in the private sphere and for arranging our lives to be in concert with our values, at the age of bar/bat mitzvah we become partners in realizing the values of the State of Israel and the Jewish people.

Until the age of bar/bat mitzvah, we were like the corporation’s customers, enjoying the products and nothing more.

From the age of bar/bat mitzvah, we become part of the corporation’s work force, as it were. We have to be aware of the goals, the values, the customs, the behaviors that make the corporation successful, to connect with them, and to act toward bringing them to fruition.

Note: It is very important to emphasize that we do not judge or criticize choices made by students or their parents to celebrate this milestone in this or that fashion. We understand that desire, and it has its place. After all, this really is an important age worthy of celebration in some special manner. We just want to open up their thinking to additions that might enhance those celebrations, adding an additional dimension — not in place of the party or trip that has been planned.

Also, the bar/bat mitzvah event is the opening round in a longer process. Even someone whose date of becoming bar/bat mitzvah is already in the past is still in the midst of that process. We do not regard bar/bat mitzvah as a one-time thing but as the beginning of a fascinating and meaningful journey.

Therefore, someone who has already celebrated becoming bar/bat mitzvah is on that journey and the inquiry is relevant for him or her as well.

6. Thinking – What are my own core values? (5 minutes)

The Ten Commandments are values basis for the Jewish people and the entire world.

Each student receives a personal assignment sheet (Addendum 11). Play quiet music for atmosphere, and ask each one to write about his own connection to each of the Ten Commandments.

Explain that in future meetings, we will delve more deeply into these important core values, gaining a greater understanding of their contribution and significance and of how they shape our personal and collective lives.

Equipment / Supplies

Logos of successful corporations (Addendum 1) – full color on A4 paper.

Values card sets (Addendum 2) – each on an A5 page.

Feeling cards (Addendum 3) – all on one A4 sheet (afterwards cut for distribution)

Core value roles (Addendum 4) – each on an A4 page.

Ten Commandments signs (Addendum 6) – each on an A4 page.

The three Pilgrimage Festivals (Addendum 8) – each on an A4 page.

Picture of the Tablets of the Covenant (Addendum 9) – full color on an A4 page.

Process of moving toward adulthood (Addendum 10) – each stage on an A4 page.

Personal assignment page (Addendum 11) – photocopied on A5, one per participant.

DVD with film segments (Ten Commandments, bar mitzvah in Thailand, bat mitzvah with sick children).

CD/recording with quiet music.

Computer or DVD player + television or computer projector.

Addendum 1 – each logo in color on an A4 page.

- ✦ American Express
- ✦ Marriott Hotels
- ✦ Boeing
- ✦ Walt Disney
- ✦ Hewlett-Packard
- ✦ Johnson & Johnson

Addendum 2 – each value on an A5 page.

Leave the following list for the workshop leader to be able to know which value matches with which corporation:

American Express:

- ✦ International reliability of service
- ✦ Encouragement of individual initiative

Boeing:

- ✦ To be at the forefront of progress in aviation aeronautics
- ✦ To take on great challenges and risks
- ✦ Safety and product quality
- ✦ To eat, breath, and sleep the world of aeronautics

Hewlett-Packard:

- ✦ Technical contribution to the fields in which we operate. We exist as a company in order to make a contribution.
- ✦ Respect and opportunity for our people and the opportunity to share in the company's success
- ✦ Contribution and responsibility toward the communities in which we are active.
- ✦ Quality at an affordable price for our customers.

Johnson & Johnson:

- ✦ The company exists to provide relief from pain and illness.
- ✦ We have a hierarchy of responsibility: first to our customers, then to the employees, with the company as a whole third and the shareholders in fourth place.

Marriott:

- ✦ Friendly service and an excellent contribution for the price (the customers are guests).
- ✦ People far from home should be made to feel that they are among friends and truly welcomed.
- ✦ Work hard, but make sure it's fun.
- ✦ Overcoming difficulties to build character.

Walt Disney:

- ✦ Cynicism is forbidden.
- ✦ Zealous attention to consistency and to detail.
- ✦ Consistent progress through creativity, dreams, and imagination.
- ✦ Bringing happiness to millions.

Addendum 3 – each feeling on one card. All fit on one A4 page.

- ✦ Angry
- ✦ Excited
- ✦ Suspicious
- ✦ Happy
- ✦ Enthused
- ✦ Sad
- ✦ Nervous
- ✦ Confused
- ✦ Apathetic
- ✦ Satisfied

Addendum 4 – each role on an A4 page.

- ✦ Compass
- ✦ Meaning

Addendum 5 - to be read aloud

As the visit came to an end, I felt a tremendous sense of pride and admiration for the values, the goal, and the aspirations of the State of Israel and for the dedication shown by Israelis to turn this vision into a reality. It occurred to me that Israel is one of the only countries on earth that has an eternal guiding principle, that knows the goal that guides its actions: to create a safe place for the Jewish people.

The energy and motivation of the Israelis, who are working for positive changes in their society and trying to bring about progress toward a better life for their children and the coming generations, impressed me greatly. As we discovered in our research, outstanding institutions of any kind learn to overcome the apparent paradox between continuity and change — they preserve their core values and continue to work toward their true goal, while at the same time they are ready to change customs and strategies in response to changes occurring in the world...

I believe that the same ability characterizes outstanding nations, and we see it put into practice regarding the challenge of preserving national identity while opening the door to change, as we see it in modern Israel.

(James Collins, co-author of *Built to Last*, introduction to the 1997 Hebrew edition)

Addendum 6 – Ten Commandment cards, each of the ten on an A4 page

I am the LORD your God who brought you out of the land of Egypt.

You shall have no other gods.

You shall not take God's name in vain.

Remember the Sabbath day .

Honor your father and your mother.

You shall not murder.

You shall not commit adultery.
You shall not steal.
You shall not bear false witness.
You shall not covet.

Addendum 7 – Description of Sinai revelation in Parashat Yitro

Exodus 19:1–20:21, Jewish Publication Society translation

19 ¹On the third new moon after the Israelites had done forth from the land of Egypt, on that very day, they entered the wilderness of Sinai. ²Having journeyed from Rephidim, they entered the wilderness of Sinai and encamped in the wilderness. Israel encamped there in front of the mountain, ³and Moses went up to God. They LORD called to him from the mountain, saying, “Thus shall you say to the house of Jacob and declare to the children of Israel: ⁴‘You have seen what I did to the Egyptians, how I bore you on eagles’ wings and brought you to Me. ⁵Now then, if you will obey Me faithfully and keep My covenant, you shall be My treasured possession among all the peoples. Indeed, all the earth is Mine, ⁶but you shall be to Me a kingdom of priests and a holy nation.’ These are the words that you shall speak to the children of Israel.”

⁷Moses came and summoned the elders of the people and put before them all that the LORD had commanded him. ⁸All the people answered as one, saying, “All that the LORD has spoken, we will do!” And Moses brought back the people’s words to the LORD. ⁹And the LORD said to Moses, “I will come to you in a thick cloud, in order that the people may hear when I speak with you and so trust you ever after.” Then Moses reported the people’s words to the LORD, ¹⁰and the LORD said to Moses, “Go to the people and warn them to stay pure today and tomorrow. Let them wash their clothes. ¹¹Let them be ready for the third day; for on the third day the LORD will come down, in the sight of all the people, on Mt. Sinai. ¹²You shall set bounds for the people roundabout, saying, ‘Beware of going up the mountain or touching the border of it. Whoever touches the mountain shall be put to death: ¹³no hand shall touch him, but he shall either be stoned or shot; beast of man, he shall not live.’ When the ram’s horn sounds a long blast, they may go up on the mountain.”

¹⁴Moses came down from the mountain to the people and warned the people to stay pure, and they washed their clothes. ¹⁵And he said to them, “Be read for the third day: do not go near a woman.”

¹⁶On the third day, as morning dawned, there was thunder, and lightning, and a dense cloud upon the mountain, and a very loud blast of the horn, and all the people who were in the camp trembled. ¹⁷Moses led the people out of the camp toward God, and they took their places at the foot of the mountain.

¹⁸Now Mount Sinai was all in smoke, for the LORD had come down upon it in fire; the smoke rose like the smoke of a kiln, and the whole mountain trembled violently. ¹⁹The blare of the horn grew louder and louder. As Moses spoke, God answered him in thunder. ²⁰The LORD came down upon Mount Sinai, on top of the mountain, and the LORD called Moses to the op of the mountain and Moses went up. ²¹The LORD said to Moses, “Go down, warn the people not to break through to the LORD to gaze, lest many of them perish. ²²The priests also, who come near the LORD, must stay pure, lest the LORD break out against them. ²³But Moses said to the LORD, “The people cannot come up to Mount Sinai, for You warned us saying, ‘Set bounds about the mountain and sanctify it.’” ²⁴So the LORD said to him, “Go down, and come back together with Aaron; but let not the priests or the people break through to come up to the LORD, lest He break out against them.” ²⁵And Moses went down to the people and spoke to them.

20 ¹God spoke all these words, saying:

²I the LORD am your God who brought you out of the land of Egypt, the house of bondage: ³You shall have no other gods besides Me.

⁴You shall not make for yourself a sculptured image, or any likeness of what is in the heavens above, or on the earth below, or in the waters under the earth. ⁵You shall not bow down to them or serve them. For I the LORD your God am an impassioned God, visiting the guilt of the parents upon the children, upon the third and upon the fourth generations of those who reject Me, ⁶but showing kindness to the thousandth generation of those who love Me and keep My commandments.

⁷You shall not swear falsely by the name of the LORD your God; for the LORD will not clear one who swears falsely by His name.

⁸Remember the sabbath day and keep it holy. ⁹Six days you shall labor and do all your work, ¹⁰but the seventh day is a sabbath of the LORD your God: you shall not do any work – you, your son or daughter, your male or female slave, or your cattle, or the stranger who is within your settlements. ¹¹For in six days the LORD made heaven and earth and sea, and all that is in them, and He rested on the seventh day; therefore the LORD blessed the sabbath day and hallowed it.

¹²Honor your father and your mother, that you may long endure on the land that the LORD your God is assigning to you.

¹³You shall not murder.

You shall not commit adultery.

You shall not steal.

You shall not bear false witness against your neighbor.

¹⁴You shall not covet your neighbor's house: you shall not covet your neighbor's wife, or his male or female slave, or his ox or his ass, or anything that is your neighbor's.

¹⁵All the people witnessed the thunder and lightning, the blare of the horn and the mountain smoking, and when the people saw it, they fell back and stood at a distance. ¹⁶“You speak to us,” they said to Moses, “and we will obey; but let not God speak to us, lest we die.” ¹⁷Moses answered the people, “Be not afraid; for God has come only in order to test you, and in order that the fear of Him may be ever with you, so that you do not go astray.” ¹⁸So the people remained at a distance, while Moses approached the thick cloud where God was.

¹⁹The LORD said to Moses:

Thus shall you say to the Israelites: You yourselves saw that I spoke to you from the very heavens: ²⁰With Me, therefore, you shall not make any gods of silver, nor shall you make for yourselves any gods of gold. ²¹Make for me an altar of earth and sacrifice on it your burnt offerings and your sacrifices of well-being, your sheep and your oxen; in every place where I cause My name to be mentioned I will come to you and bless you.

Addendum 8 – each holiday on one A4 page

- ✦ Pesah
- ✦ Shavu'ot
- ✦ Sukkot

Addendum 9 – picture of the Tablets of the Covenant, full color on an A4 page.

Addendum 10 – each sign on an A4 page

- ✦ Birth
- ✦ Bar/bat mitzvah
- ✦ Wedding

Addendum 11 – on A5 pages, according to the number of participants

Commandment	Value it represents, in my view	My connection level 1 = don't connect 5 = very connected
לא תחמוד You shall not covet		
לא תענה ברעך עד שקר You shall not testify falsely		
לא תגנוב You shall not steal		
לא תנאף You shall not commit adultery		
לא תרצח You shall not murder		
כבד את אביך ואת אמך Honor your father and your mother		
זכור את יום השבת Remember the Sabbath day		
לא תישא את שם ה' אלוקיך לשוא You shall not take God's name in vain		
לא יהיה לך אלוהים אחרים You shall have no other gods		
אנוכי ה' אלוקיך אשר הוצאתיך מארץ מצרים I am the LORD your God who brought you out of the land of Egypt		