



TuttiForti — Session Breakdown

"The Unbroken Chain of Jewish Genius"
10 Sessions · 30 Minutes Each · Asynchronous Format

Program Overview

This six-figure journey moves students from historical literacy to personal leadership, weaving three pillars — **Torah, Avodah, and Gemilut Hasadim** — through the lives of six Jewish thinkers and creators. Each session combines storytelling, multimedia, and a short reflective micro-task designed to build resilience, identity, and 21st-century competencies.

Pedagogical Framework at a Glance

Pillar	Sessions	Core Figure(s)	Competency
Torah	1 · 3 · 9	Maimonides · Chagall	Identity & Cultural Literacy
Avodah	4 · 7 · 10	Spinoza · Ginzburg · Karavan	Critical Thinking & Agency
Gemilut Hasadim	2 · 5 · 6 · 8	Goldberg · Dialogue	Empathy & Civic Resilience

01

SESSION

Maimonides — His Figure and Historical Context

Pillar: Torah | **Literacy Focus:** Historical & Digital Literacy

Maimonides embodies Torah as all-encompassing wisdom. This session explores the balance of body and mind — his dual role as philosopher and physician reveals that clear thinking requires physical care. Students discover how resilience and preventive thinking guided him through exile and intellectual persecution.

◆ **Micro-Task:** *Identify one crossroads in Maimonides' life and describe how physical and mental resilience helped him navigate that change.*

02

SESSION

The Human Structure — The Pyramid and Health

Pillar: Gemilut Hasadim | **Literacy Focus:** Philosophical & Medical Literacy

Through Maimonides' concept of Middot (character refinement), this session explores the architecture of inner balance. Anger is examined as a force that destabilizes the "Pyramid of the Soul" — disrupting both emotional well-being and physical health. Students begin to map the relationship between inner life and outward action.

◆ **Micro-Task:** *Choose one principle from the Secrets of Health that you can apply today to strengthen your personal balance.*

03

SESSION

The Lab and the Sensory Experience — Maimonides Summary

Pillar: Gemilut Hasadim | **Literacy Focus:** Sensory & Reflective Literacy

An interactive sensory lab brings the Maimonidean framework to life. Students experience how caring for oneself — reducing tension, connecting to the physical environment — is the foundation of caring for others. The session closes the Maimonides arc by bridging philosophy and lived experience.

◆ **Micro-Task:** *Share one sensation from the Sensory Lab. Which part of your body or soul felt most nourished — and why?*

04

SESSION

Baruch Spinoza — Freedom of Thought and Social Cost

Pillar: Avodah | **Literacy Focus:** Critical Thinking & Civic Literacy

Spinoza exemplifies Avodah as intellectual independence. His livelihood as a lens grinder was not incidental — it was the material foundation of his freedom of thought. This session examines the price of truth-telling and asks students to reflect on what tools or practices sustain their own sense of autonomy.

◆ **Micro-Task:** *What craft, hobby, or practice helps you feel free and independent in your own thinking?*

05

SESSION

Conatus and the Dialogical Encounter

Pillar: Gemilut Hasadim | **Literacy Focus:** Philosophical & Auditory Literacy

Spinoza's concept of Conatus — the drive to persist and flourish — is explored through dialogue. This session synthesizes the traditions of Maimonides (Torah) and Spinoza (Freedom), showing how genuine intellectual generosity across difference is itself a form of Gemilut Hasadim. A podcast anchors the reflective work.

◆ **Micro-Task:** *Listen to the podcast. Write one sentence that made you rethink the relationship between personal duty and intellectual freedom.*

06

SESSION

Leah Goldberg — "A Flat for Rent" as Social Allegory

Pillar: Gemilut Hasadim | **Literacy Focus:** Literary & Social Literacy

Goldberg's deceptively simple poem becomes a lens for examining community, belonging, and the acceptance of difference. Prejudice is understood as a form of inner imbalance; building a peaceful community requires first cultivating a peaceful inner world. Students engage in creative character-building to deepen the allegory.

◆ **Micro-Task:** *If you were to add a new resident to the building, which animal would they be — and which value would they represent?*

07

SESSION

My Values & Natalia Ginzburg — Language as Home

Pillar: Avodah | **Literacy Focus:** Identity & Linguistic Literacy

Ginzburg's concept of a family "lexicon" — the private language of shared memory — grounds this session on values and belonging. Students are invited to name their own core

values and identify the words and expressions that make them feel at home in the world. Naming values reduces inner friction and builds identity resilience.

◆ **Micro-Task:** *Choose one personal value and one expression from your family's lexicon. How does this combination help you feel "at home"?*

08

SESSION

The Great Virtues and the Feminine Dialogue

Pillar: Gemilut Hasadim | **Literacy Focus:** Ethical Literacy

A dialogue between two feminine voices — Goldberg and Ginzburg — anchors an exploration of generosity as a great virtue. Spiritual nutrition (choosing high values over pettiness) is presented as equal in importance to physical nutrition. Students identify shared ethical ground across two distinct literary traditions.

◆ **Micro-Task:** *Based on the podcast, which one Great Virtue do you believe both authors would agree is essential — and why?*

09

SESSION

Marc Chagall — Stained Glass of Identity and Tradition

Pillar: Torah | **Literacy Focus:** Visual & Cultural Literacy

Chagall's Jerusalem windows for Hadassah Hospital bring the twelve tribes to life through color, symbol, and light. Art is understood here as Gemilut Hasadim — an act of beauty offered to a place of vulnerability. Students explore how visual language carries cultural memory and shapes emotional experience.

◆ **Micro-Task:** *Choose one Tribe's window. What color dominates? What physical or emotional response does it evoke — calm, energy, longing?*

10

SESSION

Dani Karavan — Architecture of Spirit and Journey Summary

Pillar: Avodah | **Literacy Focus:** Environmental & Spatial Literacy

Karavan's environmental sculptures — rooted in the Israeli landscape — bring the program's arc to its close. His work merges physical creation with philosophical inquiry: space, movement, and the earth as a medium for freedom. Students reflect on the full journey, integrating personal freedom with social commitment.

◆ **Micro-Task:** *Of the six figures encountered in this program, who do you believe achieved the most meaningful balance between personal freedom and social responsibility — and what does that balance look like for you?*