



Shalom Sum Sum

Subject Area: Holidays & Art

Target Age Group(s): Preschool - 5th Grade

Lesson Objectives

The objective of a TV Studio is to help the students integrate what they are learning about Holidays, History, and the land of Israel.

- Re-create an Israeli Street scene using the resource video of Shalom Sesame Street.
- Write a dialogue pretending to go back in time for interviews with historical figures.
- Decorate a Succah and write a script using information learned in class and during the Succah field trip.
- Create a topographical map of Israel, using classroom maps and a sand table. Identify the bodies of water, major cities, mountains, and desert areas.
- Create a model Kibbutz using small boxes and houses taken from a Monopoly Set. Describe the differences between a kibbutz and a farm.
- Contrast work on a farm with work on a kibbutz.



Shalom Sum Sum

All the Shows

- ❑ Shalom Boulder, Shalom Rehov Sum Sum.

The show and cast are introduced.

- ❑ Shalom BJDS Succot 2003.

After an exciting Succah Hop the show and cast are interviewed in a student-decorated Succah. An ancient rabbi is interviewed and Succot symbols are demonstrated (lulov and etrog)

- ❑ Shalom Sesame, A Bird's Eye View of Israel.

The cast is interviewed as to how they are creating the sand table version of a topographical map of Israel

- ❑ Shalom Sesame, Visiting a Kibbutz.

The layout of a Kibbutz is explained and the cast is interviewed about life on the Kibbutz.

Sukkah Hop -- *By Lisa*

Organize a field trip for the students to visit different sukkah's in the community. At each sukkah have different activities for the children such as songs, edible sukkah's, snacks and live music Once the Sukkah hop is complete, give the older students a chance to prepare interview questions for their peers about the field trip and Sukkot.



Shalom Sum Sum

When the script is finished, choose an interviewer. The children may sit in a half circle in the sukkah. The interviewer will call one child up at a time and ask a question. The video taped show will give the kids a chance to share their memories of the sukkah field trip.

Environmental Map -- *By Varda Tzur*

Use a sand table to encourage the kids to create a topographical map of Eretz Yisrael. The students study several maps and choose which bodies of water they will create. Using double pieces of heavy-duty aluminum foil, they form the Mediterranean Sea, Sea of Galilee, and the Dead Sea. After these forms are placed in the appropriate part of the sand table, the children gather clay for the hills, and sand for the desert. Small stones may be used as mountains. Major cities may be identified with City signs using toothpicks in the clay to hold them up. When all parts of the map are complete, the students can fill up the water in the "Yamim" seas.



Shalom Sum Sum

Spot light on Sukkot -- By Leah Rubin

Prepare the children for videotaping Shalom Sum-Sum by teaching the following concepts:

- ❑ As soon as *Yom Kippur* is over, we begin to build our *Sukkah*.
- ❑ It is a *Mitzvah* (commandment) in the *Torah* to sit in the *Sukkah* for 7 days.
When *Bnai Yisrael* (the Jewish people) left *Mitzrayim* (Egypt), *Hashem* gave them *Sukkot* to live in.
- ❑ A *Kosher Sukkah* has at least 3 walls and has “*Schach*” (special branches) on top.
- ❑ Many people decorate their *Sukkah* to make it look beautiful.
- ❑ Learn about “*Arba Minim*” (4 kinds, the *Lulav* (palm), *Etrog* (special citrus fruit), *Hadas* (Myrtle) and *Aravah* (willow)).

Use concrete and hands-on activities to teach the above concepts. Activities and projects include:

- ❑ Make *Sukkah* pictures. Collect leaves from outside to use for the “*Schach*”. Make a huge paper chain to hang inside the *Sukkah* at school.
- ❑ Put sheets on the wooden *Sukkah* frame and paint them using colored “*Tempera*” paints. Use real branches “*Schach*”.
- ❑ Put together a real *Lulav* and *Etrog* set.



Shalom Sum Sum

- Have an ice cream party in the *Sukkah* at school. Practice the various blessing and shake the *Lulav* and *Etrog*.

Resources

- Blitz, S. (2001). *The Peritz Edition Artscroll Children's Siddur* (1st Ed.). Brooklyn: Mesorah Publications.
- Ganz, Y (1991). *Succos with Bina, Benny and Chaggai Hayona*. Brooklyn: Mesorah Publications.

In Closing

This unit is designed to provide differentiated activities for children ages 5-8 years of age. Because it is built around a setting of a live TV show, REHOV SUM-SUM, offers older children an opportunity for script writing and "broadcasting" and younger children an opportunity to be "guests" on the show.

When teaching the timeless values of Judaism, it essential to include timely activities to engage our students.

Only if we stimulate their capacity for literacy, collaboration, and community will we prepare Jewish students for participations as Jews of the future. It is our mission to create in our students a passion for our Jewish heritage.

Shari Ancell Kark



Shalom Sum Sum

Shalom Sesame

Introduction

Video Production in the Jewish Classroom. Enliven learning by giving students the opportunity to make their own video production. Focusing on the skills and values to be taught, plan three or more “shows” for students to collaborate on.

“TV Studio”. The students make a mini “set” of “Shalom Sesame” after viewing a *real* video production of the TV show. The children brainstorm *ideas* for their own show.

- ❑ **TV “Set”.** Create a New York and Israel Studio Set, “Count” Dracula wears a cape to count in Hebrew, “guests” on the show present in Hebrew or English their personal collections such as postcards.
- ❑ **On Location.** Students plan two or more places around the school where they would like to have a “on location” segment of the show such as the Succah and the Hebrew language classroom.
- ❑ The “TV Show Set” is complete, the children have practiced their parts, “The Count” is wearing the cape and the Videotaping can begin.



Shalom Sum Sum

A Walk Through the Studio

- ❑ Backdrop or mini mural of Rehov Sum-Sum (Shalom Sesame Street), a typical street in a small town in Israel. Mini mural can be created on cardboard, cut out and made to stand up on top of bookcase in Library area. Use matchbox cars or other student made mini props to create a dimensional effect.
- ❑ Two tables placed for the “anchor” broadcast people, one for Boulder Studio and one for Shalom Sesame Studio. Model phones are placed on tables to receive “calls from the listening audience”
- ❑ VCR placed between the two studio tables to “broadcast” tapes as they are completed by the students.
- ❑ Wall clocks set for Boulder (Mountain Time), New York (Eastern Time), and Israel (Middle East Time).
- ❑ Chairs placed for the “studio audience” so that they can view the broadcast and participate as needed.



Shalom Sum Sum

Kibbutz -- By Varda Tzur

Create a model Kibbutz by first contrasting the differences between a Kibbutz and a farm. Use a large piece of masonite to draw the layout of the Kibbutz - including the housing, dining hall (heder ohel), the recreation center (moadon), laundry, children's cottages, fields, and light industry. Each child can create their own part of the Kibbutz with a teammate, using small boxes either painted or covered with construction paper. When the model is finished, the children can explain what living on the Kibbutz is like for their video taped presentation.

Extensions

- ❑ For older students, intermediate and middle school, have them videotape the shows and use the word processor to write the scripts.
- ❑ Older students can write a TV Guide telling what the shows will be about and encouraging younger children to come to the presentations.
- ❑ Study time relationships around the world and have students figure out the differences between various time zones.
- ❑ Create a mini coral reef, using an aquarium. Write a script identifying the relationship of Eilat to the fragile ecosystem of the Coral Reef.
- ❑ Create kibbutz job roles and act out interviews to become a member of the Kibbutz Chaverim.



Shalom Sum Sum

Hebrew

Connect Hebrew to a variety of learning activities by having the students keep a vocabulary box using a small recipe box, 3 by 5 cards, and a Hebrew/English filing system. Vocabulary building can start with the words shalom, rehov (street) and sum-sum (sesame). Numbers for counting, time, places in Israel, all occur naturally in the “Studio” setting. The Israel “anchor” can be encouraged to begin the segment in Hebrew .

Children who share their collections during the video presentation can be asked to do part of the presentation in Hebrew. Descriptions of the Succah, names for buildings in the Kibbutz project, and bodies of water in the topographical map project all can be learned in Hebrew and English.

Give special recognition to students as their Hebrew word card collection reaches 25, 50, or 100.

Let the fun begin!



Shalom Sum Sum

In Closing

This unit is designed to provide differentiated activities for children ages 5-8 years of age. Because it is built around a setting of a live TV show, REHOV SUM-SUM, offers older children an opportunity for script writing and “broadcasting” and younger children an opportunity to be “guests” on the show. When teaching the timeless values of Judaism, it essential to include timely activities to engage our students.

Only if we stimulate their capacity for literacy, collaboration, and community will we prepare Jewish students for participations as Jews of the future. It is our mission to create in our students a passion for our Jewish heritage.