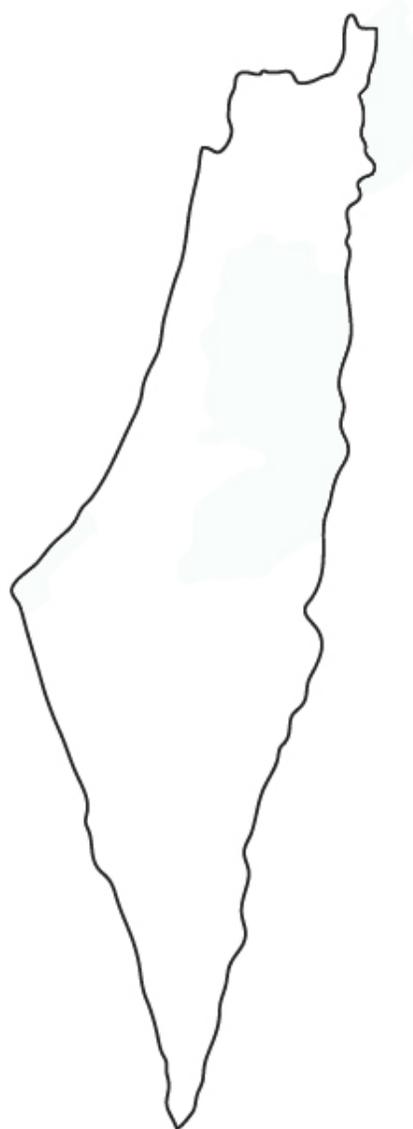


# Reform Israel Experience – a Year Long Adventure

Curriculum Developed by: Steve Kessler



Curriculum Designed for Congregation Har Hashem and  
Submitted to The Chidush Foundation 2007/5767

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By Steve Kessler

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## General Lesson Information

**Subject Area:** Israel Education - Multi-lesson unit

**Target Age Group(s):** 3<sup>rd</sup> grade. These lessons could be easily adapted to meet the needs of almost any elementary or middle school group.

### Lesson Objective(s):

- Students will be able to describe the Jewish connection to Israel as a Homeland
- Students will identify the historical Jewish connection with the land of Israel
- Students will be able to discuss general demographic issues (population, religions, languages)
- Students will be able to discuss key cities and monuments in Israel not just those important to the Jewish faith
- Students will be able to share their experience with their peers and their families
- Students will show excitement about Israel
- Parents will take part in their students experience.

## Discussion of Lesson Content and Design

This curriculum is based on the innovative idea of a year long Israel program for 3<sup>rd</sup> grade students. In every session the lessons incorporate multiple modalities of learning that engage the participants in study that is fun and exciting while still meeting educational goals.

The lesson structure is designed to replicate a trip to Israel. Each lesson takes place in a city and



is designed to have the flavor of that city in the lesson. The curriculum starts with the concept of *Lech Lecha* before “traveling” to Israel. The class takes an imaginary flight to Israel, complete with in flight Hebrew movie. When the class “lands” in Israel they experience going to Jerusalem breaking bread and saying *Kiddush*.

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This curriculum was designed for a Reform congregation and explores liberal Judaism in many places. This curriculum may be edited or changed in order to make it appropriate for other streams of Judaism. While studying about the people of different communities, secular, Reform, and Orthodox Jews are represented as well as Arab Israelis and Bedouins.

Many multi-media tools are a staple of this curriculum in order to make class exciting. When students come in to class Israeli music is playing, photos are used (preferably ones with a personal connection to the teacher), and videos like David Broza Live at Massada. The classroom should be decorated with postcards, bumper stickers, maps, and other mementos from Israel to bring the experience to life.

Hebrew is a key component of the curriculum. I feel it is very important for students to feel a comfort level with the sound of Hebrew beyond just being something heard in services. Class instructions like please be seated, please stand, come with me to services, or its time for snack should be given in Hebrew and repeated in English as necessary; this is a trip to Israel after all. To enhance the classroom experience and increase physical interaction games like *Steve Omar* (Steve Says) should be played to reinforce vocabulary and to expand it.

In order to bring a physical aspect to the class the curriculum incorporates games, relay races to bring water to Kibbutzim in the Negev, decorating a cake to learn about Israeli geography and cooking pita and hummus to learn about Israeli food. A *yom sport* (sports day) is part of the curriculum to have fun connecting to Israeli culture.



*Tzedakah* for Israel is core component in order to enhance the feeling of connection with Israel and to reinforce the general importance of *Tzedakah*.

The curriculum does not call for a text book. The curriculum calls for each student to have a notebook that he or she customizes by putting his or her hand on Israel (literally putting their hand print on a map of Israel.) The notebooks contain the daily Israel prayer, weather log (a log

of the weather every week in Jerusalem, Tel Aviv, Eilat and Boulder), and various worksheets and texts that are included in the curriculum.

### **Using these Lessons**

The lessons included in this curriculum are designed to be guides not completed plans. The success of this program depends on the teachers' ability to adapt the curriculum to their students. Many teachers will find that this adaptation comes best by sharing personal Israel experiences with their students.

### **Arab Israeli Conflict in the Classroom**

These lessons are designed for 3<sup>rd</sup> graders and though it is not right to teach that Israel is perfect and can do nothing wrong it is also not appropriate to teach 3<sup>rd</sup> graders about the details of the conflict. You will have students who will ask questions about the conflict and it is important to address them in a way that does not get into the details of the conflict but simply addresses the fact that there are issues in Israel and some of them include violence but stress that this is not a topic for this class.

At Har Hashem's parent introduction meeting, we discussed the manner in which the conflict was to be presented in order to quell any parents concerns. Avoiding the conflict also the teacher to abstain from personal discussion of Israeli politics and focus on teaching about Israel beyond the conflict.

## **Multi-media Information**

This curriculum is greatly supported by a variety of multi-media resources developed for this class. Media include printed graphical materials, worksheets, digital pictures and videos. These materials are included in print as well as a CDs and a DVDs included with the print version of this curriculum.

The DVD has the Israel video on it.

The CD has directories for resources, handouts, pictures directory, PowerPoint, audio, and video. In each lesson files are references that can be found on the CD.

## **Daily Routine**

### **Beginning of Class**

Each morning lessons begin with our prayer for Israel and a report of the weather brought in by the students. At Congregation Har Hashem the students participate in a daily service, except for the days 3<sup>rd</sup> grade does their own service. If your school does not do daily services you can use that time to expand the lesson or to condense these lessons into shorter blocks. Many of these lessons would benefit from having more time.

תפלת ישראל

Prayer for Israel

God as, we learn about Israel, bring her close to us.

Help us to connect with our holy land that God promised to  
Abraham and Sarah so very long ago.



Help us to build a bond with the people who live on and work  
the land.

Bring water and a good harvest to the land so that all may  
feast on it, and may Israel flow with milk and honey.

Please grant that the people of Israel may live well with her neighbors, who are also made in  
your image.

Let us say, Amen.

**End of Class**

At the end of each class period students are given On\_\_\_\_\_I learned slips. See  
todayilearned.pub or todayilearned.pdf in the handouts folder on CD 1.

On _____ I learned:
_____
_____
_____
Parent Signature: _____

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The students fill in something that they learned in class that they want to share with their parents. The students should then be asked to return the slips the next week with a parent's signature. You may want to consider an incentive program for successful completion of the task.

## General Role of the Ozar/et

In this curriculum the word Ozar/et is used for aid. The class aid should be a part of the class. In many of the lessons they are given a specific suggested task. This does not mean that they should be given an opportunity to grow as a teacher, in fact many of these tasks provide an opportunity for growth on the part of the oazar/et.

## Hebrew in the Classroom

### Class Hebrew Instructions

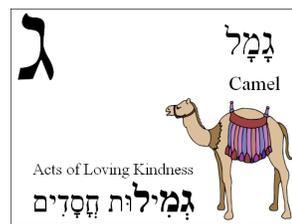
Within the comfort level of the teacher this curriculum benefits from the use of Hebrew in the classroom. I believe it is important for students to become comfortable with the sound of Hebrew beyond just in prayer. Instructions like please sit, please stand, please form a line can be given in Hebrew and add a great deal to the classroom environment.

### *Steve Omar*

Almost every class period we played *Steve Omar*– just like Simon Says but in Hebrew. For example *Steve Omar yadim al'rosh* (*Steve Omar* put you hands on your head). This becomes a great tool for teaching some vocabulary as well as creating necessary physical interludes.

### Letter Chart

Rather than use a standard out of the box letter chart the class has used one created specifically for the class. The vocabulary on the chart is not all core vocabulary to the class however all of it represents words related to either Israel or their lives. The chart was created in



PowerPoint and is available in both PowerPoint and PDF format in the resources folder of CD 1.

## Lessons

### God's Promise / *Lech Lecha*

#### Lesson Objectives

- Students will be able to describe what it means to be in a *brit* (covenant) with *God*.
- Students will be able to put the story of Avram and Sahri's transformation to Abraham and Sarah into their own words.
- Students will be able to describe why *God* telling Avram to "*Lech Lecha*" would be very hard.

#### Included Supplies

From activities folder on CD1

- Meet me squeares.doc
- Follow the Leader Instructions.doc

#### Supplies

- Copies of above activities
- Folders prepared with prayer for Israel and Weather in Israel
- Tape
- Blindfolds

#### Key Vocabulary

- *Brit*
- *Kevod*

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Time Line

0:00 – 0:30	Get to know activities and morning activities
0:30 – 1:00	All school services
1:00 – 1:15	Snack
1:15 – 1:30	Rules and <i>Brit</i>
1:30 – 1:55	Follow the leader
1:55 – 2:00	Today I learned

Activities

1. Say prayer for Israel and do weather activity followed by get to know you games.
  - a. It is important to get in the practice of saying the prayer from the get-go.
  - b. The teacher should bring the weather this first time and then assign bringing the weather to the families<sup>1</sup>
2. Get to know you games
  - a. There are so many get to know you games but I find these worked well for this program. Get to know you games
    - i. Game 1
      1. Have every student say their name
      2. Something about them
      3. Something they know about Israel<sup>2</sup>
      4. And if they have been to Israel before
    - ii. Meet me squares
      1. Each student gets a copy of the meet me squares game and they need to find students who match the criteria for the squares to sign them.
3. Rules and *Brit*
  - a. The number one rule for our class is כבוד *Kevod* (respect)

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<sup>1</sup> The first day of school is a great time to send home a note letting the parents know about the class. Many parents will want to know how you will address the conflict and other controversial issues related to Israel.

<sup>2</sup> Its always possible you will get answers that you don't want. No matter how you are going to address the conflict and other sensitive issues about Israel it is critical that you are ready to respond to questions.

- i. Brainstorm respect with the classroom
    1. We are looking for respect for others (teacher and classmates)
      - a. Respect for the temple and the classroom and the supplies
      - b. Respect for themselves
    2. Discuss that God made a *brit* with the Jewish people and in that same way we were making a *brit* with the class<sup>3</sup>.
  - b. The discussion needs to turn to the story of the *brit* between Avram and Sarai and how they became Abraham and Sarah.
    - i. *God* says to Avram, I know you have been living here for many years but its time for you to go somewhere else. I am not going to tell you where you are going you are just going to have to follow me. Avram decides to tell Sari his wife and his relative Lot they are going to go wherever *God* takes them.
      1. How would this make you feel as Avram?
      2. How would this make you feel as Sari or Lot?
4. Follow the leader
- a. The follow the leader exercise is designed to have students think about how hard it would be for Avram to leave the land of his father and to venture to the place God will show him.
  - b. Students will be put in pairs and take turn leading each other around while one wears a blindfold. This will take place outside and their will be tape on the ground to mark where actions should take place<sup>4</sup>.
  - c. Use Follow the Leader Instructions.doc for student directions.
  - d. Ask the following follow up questions
    - i. How did you feel when you were blindfolded

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<sup>3</sup> Other rules can be added as necessary. My students ended up signing that they agreed To show כבוד kevod (respect) to my fellow classmates, myself, and my teacher; To follow directions the fist time they are given; To listen to my classmates; To learn. See trip to Israel lesson.

<sup>4</sup> Because there is some level of danger in this activity it is critical to keep an eye all the students and to keep problem causing kids separated if possible.

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- ii. How does this compare to how the characters in our Torah portion might have felt?
  - iii. Do you think this was an easy choice for Avram and Sari to make? Why or why not?
  - iv. If *God* said do it is there a choice?
5. Today I learned

### Specific Role of Ozar/et

The Ozar/et needs to first and first most play an active role in showing respect to the students and the teacher. If the Ozar/et does not show respect the students will follow. The Ozar/et can also help the teacher to make sure follow the leader is done safely.

### ***Brit* continued and High Holliday's in Israel**

#### Lesson Objectives

- Students will be able to describe the *brit* between God and the Jewish People in their own words.
- Students will be able to connect the story of *Lech Lecha* with the concept of the *brit* that they have with God.
- Students will be able to describe the basic meaning of Rosh Hashanah, Yom Kippur and Sukkot in their own words.

#### Included Supplies

- Folder covers

#### Supplies

- Folders
- Glue sticks
- Paint
- Paper plates
- Paper towels
- Ushpizin (available from CAJE Library in Denver)

### Key Vocabulary

- *Brit*
- Rosh Hashanah
- Sukkot
- *Ushpizin* - *Orhim* – Guests
- Yom Kippur

### Time Line

0:00 – 0:30	Morning activities
0:30 – 1:00	All school services
1:00 – 1:15	Working Snack – discussion of high holidays
1:15 – 1:30	Watch <i>Ushpizin</i> and talk about Sukot
1:30 – 1:55	Hand on Israel
1:55 – 2:00	Today I learned

### Activities

1. Morning activities
2. Snack and discussion
  - a. Given the time frame of the classes this year and how it fell around the high holidays. Our discussion focused around what services they had gone to and what we did for Rosh Hashanah and Yom Kippur. We will then start to talk about Sukot.
3. Watch *Ushpizin* and talk about Sukot
  - a. The very beginning of *Ushpizin* shows people in the Maya Sharim community in Jerusalem running around preparing for Sukot and building their sukoths.
  - b. The conversation should focus on what they think people were doing and they are so hurried.
  - c. The conversation should then focus on how your congregation does Sukot.
4. Hands on Israel

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- a. In order to help reinforce a connection with Israel the students dip their hands in paint and then put their hand on the cover of their notebook that includes a picture of the outline of Israel.
  - b. I had the students dip their hands, put them on the paper and then put a paper towel on their hand to avoid a bigger mess.
5. Today I learned.

### Specific Role of Ozar/et

The most critical function of the Ozar/et in this lesson is to help with the painting activity. We don't want the kids to make a big mess and having a clear process will avoid this.

### Extensions

I would have liked to have spent much more time on the High Holidays. If you have more time to spend on High Holidays this is a great place to extend the curriculum.

## Flight to Israel

### Lesson Objectives

- Students will be able to discuss traditions related to the arrival in Israel and Jerusalem
- Students will be able to recite the kidush and motzi.

### Included Supplies

- Items for this lesson are found in the flight to Israel folder
  - Passports<sup>5</sup>
  - Tickets<sup>6</sup>
  - Airport Signs
- Media
  - Flight entry video (Israel Video)<sup>7</sup>

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<sup>5</sup> The passport file is designed in Publisher and students names can be easily incorporated using Mail Merge adding a very personalized feel to the activity. Unfortunately the ticket files don't have that versatility.

<sup>6</sup> The tickets file is included as an editable multi layered Photoshop file and also as a JPG image.

<sup>7</sup> The video is also found on the DVD that can be played in a regular DVD player.

### Supplies

- Computer for Israel video or Curriculum DVD
- Movie in Hebrew (I like Shrek)
- Projector or large TV
- Room setup like an airplane
- Snack

### Key Vocabulary

- *Kotel*
- Kiddush
- Motzi
- Shehekianu

### Time Line

0:00 – 0:30	Airplane check-in, class prayer, travelers prayer, introduction
0:30 – 1:00	All school services
1:00 – 1:40	Movie and snack
1:40 – 1:55	<i>Kotel</i> and notes writing
1:55 – 2:00	Today I learned

### Activities

#### 1. Opening

- Airplane check-in - as students come to class they should check-in for their flight.
  - I had my Ozar check the students in and have them sign their passports with the rules for the class before they came to class.
  - When they got to class I was wearing a shirt and tie and looked somewhat like a flight attendant.
  - The Israel Video should be playing like the video playing when you are boarding an ElAl flight.

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- Class prayer and weather
  - Like every morning we do the class prayer and weather.
- For this class we add saying the travelers prayer which can be found in the passport file.
- Students should be taken to the *Kotel* where they should say motzi, break bread, and say Shehekienu. Students should then be given time to write notes to place at the wall.
  - For my class I created a fabric *Kotel* with pockets for the notes. The fabric is sprayed paint to look like the *Kotel*. If you have the space foam core attached to the wall does a great job.
  - I did not separate the boys from the girls at the *Kotel* for this activity.

### Specific Role of Ozar/et

The most important role of the Ozar/et in this lesson is to check the kids in and help have fun with creating the atmosphere for this lesson.

## Israeli Geography

### Lesson Objectives

- Students will be able to identify Israel on the map.
- Students will be able to identify key geographical elements of Israel.
- Students will be able to identify the Mediterranean Sea, Dead Sea, Tel Aviv, Jerusalem and the Red Sea.

### Included Supplies

- Israel graphic (must be printed on cardboard) - Israel Outline.jpg

### Supplies

- Candy or cookies for mountains
- Frosting
  1. Blue
  2. Brown
  3. Green
  4. Other colors that make sense for creating a map
- Globe ball
- Gram crackers ground fine.
- Knives
- Plates
- White sheet cake

### Key Vocabulary

- Dead Sea
- Egypt
- Eir
- Jerusalem
- Jordan
- Jordan River
- Lebanon
- Mediterranean Sea
- Middle East
- Red Sea
- Syria
- Tel Aviv
- *Ugah* – cake

### Time Line

0:00 – 0:30	Opening activities – where in the world Israel?
0:30 – 1:00	All school services
1:00 – 1:15	Working snack - Places in Israel
1:15 – 1:55	Cake activity
1:55 – 2:00	Today I learned

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### Activities

1. Opening activities
  - a. Where is the world is Israel
    - i. While holding a globe ball or having a globe or a map ask the students if any of them can find Israel on the map.
    - ii. Then discuss (without getting to political) who Israel's neighbors are.
2. All school services
3. Working snack
  - a. Discuss more places in Israel the climate
  - b. This is more of an intro of the places that we will be visiting or hearing about during the year.
4. Cake activity
  - a. Give each student a piece of cake cut to the shape of Israel. Then using the supplies above have the students create the major landmarks from the vocabulary like the Mediterranean the Negev, the Dead Sea, the Kaneret etc. using the edible supplies
  - b. Clean-up!
5. Today I learned

### Specific Role of Ozar/et

The Ozar/et needs to make sure that the students keep the room somewhat clean. It would be very easy for this to break into a all-out food fight.

### Extensions

You can have the student make toothpick flags to mark landmarks. You might want to pre-print the flags on file labels.

## Places - Jerusalem / and its Traditions

### Lesson Objectives

- Students will be able to discuss the *Kotel* in their own words.
- Students will be able to describe how praying *Mehitza* makes them feel.
- Students will be able to discuss living in Jerusalem.
- Students will be able to tell in their own words about the issues of being Reform in Jerusalem.

### Included Supplies

- Jerusalem profiles - Jerusalem\_profiles.doc

### Supplies

- Cover for Torah
- Kippot
- *Kotel* Model
- *Mehitza*
- Map of Jerusalem
- Prayer books
- Prayer for Israel copies
- Table with cover
- Torah

### Key Vocabulary

- *Emek Refaim*
- *Kotel*
- *Mahitza*
- *Maya Shearim*.
- *Minyan*
- *Schekhuna* (neighborhood)

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Time Line

0:00 – 0:45	Services at <i>Kotel</i>
0:45 – 1:00	Debrief services
1:00 – 1:15	Snack
1:15 – 1:55	Profiles
1:55 – 2:00	Today I learned

Activities

1. Services at the *Kotel*

- a. Using our *Kotel* model and a rope tied across the room we imitated going to the wall.
- b. Boys and girls were separated by our *Mahitza*<sup>8</sup>
  - i. Girls were not told they could not sing but they were not given an opportunity to lead prayers in Hebrew or English.
- c. Boys were required to wear a *kippah*
- d. We used the school prayer books and had copies of our prayer for Israel
- e. We read from the Torah and the *Ozar* was called to Torah<sup>9</sup>.

2. Debrief services

- a. After this activity it is important to talk about how the students felt. This activity may be very upsetting to some of the students but this should be able to be resolved in this discussion.
  - i. How did having services at the *Kotel* make you feel?
  - ii. Do you think this was a Reform service, like the service we have at Har Hashem?
  - iii. How did the *Mahitza* make you feel?
  - iv. Do you think it's fair to separate the boys from the girls?

3. Snack

- a. Show pictures from Jerusalem

4. Jerusalem profiles

---

<sup>8</sup> Reform views on this practice aside I felt it was important to share this aspect of Israel with the students. This is not an everyday thing and I think its an effective teaching tool.

<sup>9</sup> Each teacher should follow the *minhag* of the location they teach on whether or not to read Torah without a *mynah*.

- a. Read the first profile together and discuss
    - i. What did we learn about Yitzi?
    - ii. How would Yitzi have felt this morning at the *Kotel*?
  - b. Break the class up into three groups
  - c. Each group should read one of the three remaining profiles and then share their profiles with the other groups.
    - i. Show each group where their child lives on a map of Jerusalem
  - d. Facilitate a conversation that helps the students compare and contrast the 4 children in these profiles.
5. Today I learned

### Specific Role of Ozar/et

Since we are doing group work the Ozar/et should help circulate between the groups. If one group is having trouble this might be a great time for the Ozar/et to take the task of helping that group.

### Extensions

There is so much more that can be talked about Jerusalem. A lesson on the history of Jerusalem or Jerusalem as the capital of Israel would be great. Also more on the many neighborhood of Jerusalem would show vast amounts about the city.

## Culture – Bedouin

### Lesson Objectives

- Students will be able to discuss a desert Negev as a region of Israel.
- Students will be able to describe in their own words the lifestyle of the Bedouins.
- Students will be able to describe the importance of story telling to the Bedouins in their own words.

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Included Supplies

- Bedouin music - fuchsia.mp3
- Negev Word Search - negev word search.pdf

Supplies

- Appropriate software for viewing from
- Bedouin costume (robe and *Kafia*)
- Cups
- David Broza Life at Massada (available online)
- Tea
- White sheets to sit on

Key Vocabulary

- Bedouin
- Massada
- Negev

Time Line

0:00 – 0:30	Opening activities
0:30 – 1:00	All school services
1:00 – 1:30	Snack and showing of David Broza live at Massada
1:15 – 1:55	Class visit from Ali Avrahami
1:55 – 2:00	Today I learned

Activities

1. Opening activities
  - a. Before prayer and weather have the students complete the Negev word search
  - b. Pictures should be shown of the Negev and, Massada and the Bedouin.
2. All school services
3. Snack showing of David Broza like Massad

- a. Discuss the history of Massada and then show the part of the movie showing the sun rising over Massada that pans around the ruins and then shows the dead sea.
4. The class will then receive a visit from the teacher's friend Ali Avrahama.
  - a. The students should sit on a sheet (like a Bedouin tent) and be given tea – the sound file with Bedouin music should play.
  - b. Ali Avrahama should introduce himself and tell about his culture
  - c. Ali Avrahama should tell the students a Bedouin story. I don't have an official story – I made one up relating to an eagle and a camel.
5. Today I learned

### Role of Ozar/et

The Ozar/et will help with tea and can introduce the guest speaker.

## Places - Kibbutz Yahel

### Lesson Objectives

- Students will be able to discuss the role of the *Chalutzim* in the formation of the *Kibbutzim* in their own words.
- Students will be able to discuss the importance of water *mayim* to the Negev
- Students will be able to describe the importance of working together to form a community.

### Supplies

- 4 large bowls
- 10 pounds pinto beans (or similar product)
- *Paper cups (small cups like ones used for Kiddush)*

### Key Vocabulary

- *Chalutzim*
- *Mayim*
- *Kibbutz*

## Time Line

0:00 – 0:30	Opening activities
0:30 – 1:00	All school services
1:00 – 1:15	Snack
1:15 – 1:55	<i>Kibbutz</i> activity and discussion
1:55 – 2:00	Today I learned

## Activities

1. Opening activities
  - a. After prayer and weather talk about what a *kibbutz* is and specifically tell about a Reform *kibbutz* like Yahel.
    - i. Because I worked on a *kibbutz* for a week and spent a Shabbat at Yahel I was able to share personal stories about life on a *kibbutz*.
2. All school services
3. Snack
4. *Kibbutz* activity and discussion
  - a. When the *Chalutzim* came to the Negev there was very little water. Part of the reason to form a *Kibbutzi* was to work together to get water. Today we will be bringing water (beans) from one side of the room to the other to see which of our communities can make it in the Negev.
    - i. Break the class into two or three teams (change supplies accordingly for more teams)
      1. Appoint a team captain and allow them to choose their teams while making sure there is a distribution of boy and girls.
      2. The teams should then come up with a Hebrew name or an English one and have the teacher translate it.
    - ii. At each end of the room place a bowl of beans. The students must transport the beans across the room by poring them from one small cup to another.
      1. If the students spill beans there is a 10 count penalty.

2. If the students spill beans and try to get out of the penalty it is a 25 count penalty.
  3. There is a 5 count honesty bonus if the teacher or ozar/et does not see the spills and the team announces it.
  - iii. The team to get all their beans to the other side wins.
  - iv. We had a lot of fun with me making fake news bulletins as they did their race.
5. Today I learned

### Specific Role of Ozar/et

The Ozar/et needs to be a referee just like the teacher during the game.

### Extensions

There is lot more to discuss about Kibbutz movement. Much of it is out of reach to third graders but some of the lessons about living away from parents and the like may still be valuable. With older kids history and even the influence of Socialism might be worth talking about.

### **Culture - Cooking Day and the Jerusalem *Shouk* (*Mahane Yehuda*)**

#### Lesson Objectives

- Students will be able to describe some of the key food in Israel.
- Students will be able to use Hebrew words to describe the food they are eating.

#### Included Supplies

Recipes - recipies.doc

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Supplies

- Ingredients
  - 2 – 3 cloves of garlic (roasted is better)
  - 2 TBs of Tehina (sesame paste)
  - Olive Oil
  - Salt to taste
  - Splash of lemon juice
  - Two cans of garbanzo beans
  - Water
- Hardware
  - Baking sheets
- Bowls
- Food processor
- Measuring cups
- Mixer
- Rolling pin
- Pictures of *Mahane Yehuda*
- Other food
  - Olives
  - Cucumbers

Key Vocabulary

- *Ffalafel*
- *Lechem* - bread
- *Mahane Yehuda*
- *melafefone*
- Pita
- *Shawarma*
- *Shemen-Zayit* – Olive oil
- *Shouk* – market
- *Zayit/im* - olive

Time Line

0:00 – 0:30	Opening activities and talk about Israeli food
0:30 – 1:00	All school services
1:00 – 1:45	Cook
1:45 – 1:55	Eat food
1:55 – 2:00	Today I learned

## Activities

1. Opening activities
  - a. Prayer and weather
  - b. Talk about Israeli food
    - i. What type of foods do they eat in Israel?
      1. Who can name some of the foods?
      2. Does anyone know a Hebrew word for any of those foods?
    - ii. Did you know that they don't only eat Middle Eastern food? There is Kosher McDonalds and any other kind of food you can imagine. Not all the food in Israel is Kosher. Some of it is not kosher for Jews who do not chose to keep kosher, some for the Christians living in Israel and some for the Muslims. Muslims have a set of dietary rules they call *Halal*.
    - iii. Who likes to eat Israeli food with there family?
    - iv. More questions can be asked and more things told.
  - c. In Jerusalem and other cities in Israel there are very large famous open markets. These markets are called the *Shuk*.
    - i. The *Shuk* in Jerusalem is called *Mahane Yehuda*.
    - ii. Show pictures of *Mahane Yehuda* or the *Shuk h'carmel* in Tel Aviv.
2. All school services
3. Cooking
  - a. Follow the recipies.doc file to make pita and *chumus*.
4. Eat the food you make
  - a. You may need to do a set of bread on your own first depending on the timing in your school.
5. Today I learned.

## Specific Role of Ozar/et

More than one Ozar/et may be needed for this lesson to help with the cooking. The teacher should help with one cooking station and the Ozar/et should help with another.

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Extensions

A lesson on *kashrut* and maybe even *kashrut* in contrast with *halal* would be a great lesson idea.

**Chanukah in Israel - A Great Miracle Happened Here**

Lesson Objectives

- Students will tell the story of Passover in their own words
- Students will be able to explain the difference between an Israeli *draidel* versus one found in the Diaspora.

Supplies

- Food for party (best if students bring this)
- *Gelt* or hard candy or inedible tokens
- Israeli *draidels*

Key Vocabulary

- Diaspora
- *Nes*
- *Nes Gadol Haya Po*
- *Nes Gadol Haya Sham*
- *Sivivon*
- *Sov*

Time Line

0:00 – 0:30	Opening activities – begin story
0:30 – 1:00	All school services
1:00 – 1:30	Finish story
1:30 – 1:55	Party
1:55 – 2:00	Today I learned

### Activities

1. Opening activities
  - a. Start to go over the story and symbolism of Chanukah. I like throwing errors in to my story and then having the kids correct me.
2. All school services
3. Finish the Chanukah Story
  - a. Finish the Chanukah story in the style from the morning
  - b. Explain why *draidles in Israel say nes gadol haya po* vs. *draidles in the Diaspora say nes gado haya sham*
4. Party
  - a. Have the kids eat *latkas* and play *draidle* with Israeli *draidles*
5. Today I learned

### Specific Role of Ozar/et

The Ozar/et should correct the teacher while he is telling the story if the kids miss outlandish mistakes. The he or she can also try and have fun with the story and offer suggestions that might make the story wrong so the kids can work through them.

Your Ozar/et should play *draidle* with the kids just like the teacher should. Its important to engage with the kids in activities like these.

### Extensions

There are lots of other lessons that can go with Chanukah. The important part for me is teaching that there is more to the holiday than just the gifts. Chanukah has a story and a lesson that is valid for our students!

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**Places - Tel Aviv / Modernity in Israel**

Lesson Objectives

- Students will be able to talk about Tel Aviv in their own words.
- Students will be able to compare and contrast Jerusalem with Tel Aviv.

Included Supplies

- Tel Aviv Profiles - Tel\_Aviv\_Profiles.doc

Supplies

- 3D tour of Azrieli Center - <http://www.inisrael.com/ipix/java/tlvazrieli.htm>
- Map of Tel Aviv

Key Vocabulary

Azrieli Center

Secular

Time Line

0:00 – 0:30	Opening activities and 3D tour of the Azrieli Center and other pictures of Tel Aviv
0:30 – 1:00	All school services
1:00 – 1:15	Working snack – begin profiles
1:15 – 1:45	Finish profiles
1:45 – 1:50	Today I learned
1:50 – 2:00	Disco time

## Activities

1. Opening activities
  - a. Prayer and weather
  - b. Look at pictures of Tel Aviv
    - i. How does Tel Aviv look different from other cities we have learned about?
  - c. Take the 3D tour of the Azrieli Center
    - i. The Azrieli Center is a lot like centers being built in the Denver area just going higher rather than spreading out.
    - ii. Does the mall at the Azrieli Center look fun or a place you would want to shop?
      1. If you could buy one thing at the Azrieli Center what might it be?
2. All school services
3. Working snack
  - a. Serve snack and say blessing
  - b. Have students break into groups and begin profile activity
4. Finish profiles activity
  - a. Each group will read their profile and then share it with the class.
  - b. The teacher should show the groups where there person lives.
5. Today I learned
6. Disco Time
  - a. Tel Aviv comes alive at night and sharing the “discothèque” with the kids is fun.
  - b. Play Israeli music like (Mashina, Sabliminal or others) and let the kids dance and have a good time.
  - c. If your kids down want to dance on their own freeze dance would work very well in this part of the lesson.

## Specific Role of Ozar/et

The Ozar/et needs to help the groups to work together and answer questions about the story. The Ozar/et should also try and have fun with the kids during the disco time.

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## Extensions

If you are covering the conflict in your class time should be devoted to the Rabin memorial. There are other aspects of Tel Aviv that this curriculum does not cover, like the Yafo Shuk or the placement of the US Embassy in Tel Aviv.

## Tu'Bshvat Prep

### Lesson Objectives

- Students will begin to understand the Holiday of Tu’Bshvat and how it has become more important to Israel than it was as a Jewish holiday.
- Students will be able to connect Kibbutz farming to a love for trees and plants in Israel.
- Students will be able to explain in their own words the need for conservation and the importance of trees.

### Included Supplies

- Tu’Bshvat Service Template<sup>10</sup> - Tu\_bshevat\_seder.doc

### Supplies

- Markers or other drawing media
- Paper
- *The Lorax* by Dr. Sues

### Key Vocabulary

- *Atz* – tree
- Conservation
- Recycle
- Tu'Bshvat

---

<sup>10</sup> Please note that the Hebrew for the prayers will need to be added do to an error.

## Time Line

0:00 – 0:30	Opening activities
0:30 – 1:00	All school services
1:00 – 1:15	Snack
1:15 – 1:35	Read <i>The Lorax</i>
1:35 – 1:55	Draw pictures of trees for service books
1:55 – 2:00	Today I learned

## Activities

### 1. Opening activity

a. After morning prayer and weather talk with the students about the importance of trees.

i. Use questions like:

1. How do trees help us?
2. What do trees give us?
3. Why is important to save paper?

ii. Talk about the connection between farming and Tu’Bshavat and the connection between farming and Israel:

1. Why is Tu’Bshavat important to farmers?
2. Why would the *Chalutzim* want to make Tu’Bshavat an important holiday?

2. All school services

3. Snack

4. *The Lorax*

a. I have *The Lorax* in Hebrew so I started to read it in Hebrew and the kids were all confused so I read it in the English version playing like I was surprised this was necessary. It is important to give the book some life and be animated while you present it.

5. Draw trees

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- a. In order to add beauty to the Tu’Bshavat seder booklet have the students draw pictures of what trees give us to use in the white space and the margins.
6. Today I learned

### Specific Role of Ozar/et

The Ozar/et will help the students make the right size tree for the prayer book.

### Tu'Bshvat in Israel

#### Lesson Objectives

- Students will be able to describe the connection between Israel Tu’Bshvat.
- Students will be able to compare and contrast Tu’Bshvat Seder and Passover Seder.

#### Included Supplies

- Tu’Bshavat Service Template<sup>11</sup> - Tu\_bshevav\_seder.doc

#### Supplies

- Plates
- Forks
- Cutting knives
- Three fruits with pits
- Three fruits that are completely edible
- Three fruits with inedible shells or peels

#### Key Vocabulary

*Atz*

*Seder*

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<sup>11</sup> Please note that the Hebrew for the prayers will need to be added do to an error.

## Time Line

0:00 – 2:00	Seder
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## Activities

1. The Tu’Bshavat Seder should be run as prescribed in the template with these lessons or with any other Seder you want to you.
  - a. It is important to set the room up nicely for the Seder to show the kids that this something important.
  - b. Three plates should be used as Seder plates to display the types of fruits that we showcase at the Tu’Bshavat Seder.

## Specific Role of Ozar/et

The Ozar/et needs to help set the tone that this is a service. They should help get the food out to the kids and help with cutting fruit as necessary. They also need to help with any clean up as needed.

## Extensions

It was too cold in Boulder to do it this year for Tu’Bshavat but plating a tree at your congregation or even just plants is always fun and a great way to physically connect the kids.

## Israeli History

### Lesson Objectives

- Students will connect Gods *brit* with Abraham and Sarah with the modern State of Israel today.
- Students will show knowledge of prior class lessons through participation in lesson.
- Students will be able to discuss key non-military moments in history.
- Students will be able to tell about Theodor Herzl, David Ben Gurion, and Golda Meir

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Included Supplies

- Historic Israelis profiles - Israeli\_Histor\_profiles.doc
- Word Search - Israeli\_History\_Puzel.pdf
- Hatikva Instrumental - Hatikva.mp3

Supplies

- White board
- White board markers
- Map of Israel
- Copy of the Declaration of Independence

Key Vocabulary and concepts

- |                     |                       |                       |
|---------------------|-----------------------|-----------------------|
| • Avram             | • Moses               | • Rules from          |
| • Sarai             | • Miriam              | Leviticus             |
| • <i>Brit</i>       | • Moses leads escape  | • Moses dies          |
| • <i>Lech Lecha</i> | from Egypt            | • People enter Israel |
| • Abraham           | • Wandering           | • Judges              |
| • Sarah             | • 10 Commandments     | • Kings               |
| • Lot               | 1 <sup>st</sup> time  | • First Temple        |
| • Joseph            | • Golden Calf         | • Second Temple       |
| • Egypt             | • 10 Commandments     | • Chanukah            |
| • Pharaoh           | 2 <sup>nd</sup> time  | • First Aliyah        |
| • Pharaoh's dream   | • Building of         | • Second Aliyah       |
| • <i>Am Yisrael</i> | <i>Mishcan</i>        | • 1948                |
| • Slavery           | • Put pieces of first | • Ben Gurion          |
| • Pharaoh forgets   | 10 Commandments       | • Golda Meir          |
| • Death to sons of  | in Arc                |                       |
| Israel              |                       |                       |

## Time Line

0:00 – 0:30	Opening activities and Israel History word search and tell about History lesson
0:30 – 1:00	All school services
1:00 – 1:15	Working Snack
1:15 – 1:35	Continue history lesson
1:35 – 1:55	History profiles
1:55 – 2:00	Today I learned

## Activities

1. Opening activity
  - a. As students come in have them do the history word search.
  - b. Before doing prayers and weather inform the students that they will be learning over 3,000 years of history today.
    - i. All of them items should be on a whiteboard and checked off as they were covered to give the class a roadmap to this somewhat daunting task.
  - c. Prayer and weather
2. All school services
3. Working snack
  - a. In the first 15 minutes you should be able to get to Joseph going to Egypt and how his family came to join him. Get student help with telling the story and let them complete parts if they remember.
4. Continue history
  - a. Continue through the singing of the Declaration of Independence and add any more modern bits of history you want.
5. Profiles
  - a. Break students into three groups. Have each group their profile and then share it with the other two groups.
6. Today I learned.

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### Specific Role of Ozar/et

For this class more than some others the Ozar/et has a classroom management role. The teacher should be talking a lot and will need the aid to help if any of the students are acting up.

### Extensions

There is much more history that could be covered in this class. Israel is a country that is growing fast and changing fast and this means there is lots of history.

## Shabbat in Israel - A visit to Tzphat

### Lesson Objectives

- Students will be able to describe the importance of Shabbat to the rest of the Jewish week.
- Students will be able to describe the culture of Tzphat.
- Students will be able to describe the meaning of the *Hamsa* in their own words.

### Included Supplies

- *Hamsa* design – Hamsa.gif
- *Hamsa PowePoint* - Hamsa.ppt

### Supplies

- Copies of the travelers prayer
- Glue
- Laminator (optional)
- Markers
- Pictures of Tzphat
- Scissors

### Key Vocabulary

- *Do Di Li*
- *Hamsa*
- *Kabala*

- *Kabbalat Shabbat*
- *Mikvah*
- Shabbat
- Shabbat Bride
- *se'udah sh'lishit* ("third meal")
- *Havdalah*

### Time Line

0:00 – 0:30	Opening activities and pictures of Tzphat
0:30 – 1:00	All school services
1:00 – 1:15	Snack
1:15 – 1:35	Discussion about Shabbat and <i>Do Di Li</i>
1:35 – 1:55	<i>Hamsa</i> Coloring
1:55 – 2:00	Today I learned

### Activities

1. Opening
  - a. Prayer and weather
  - b. Talk about Tzphat and show pictures. Teacher should emphasize the presence of very old synagogues, very orthodox Jews and the concept of the Shabbat Bride.
2. All school services
3. Snack
4. Discussion on the process of Shabbat starting with men going to the *Mikvah* and *Kabbalat Shabbat* and ending with *Havdalah*.
5. *Hamsa* coloring
  - a. The importance of the *Hamsa* as a symbol of protection is explained and then each student color in their *Hamsa* and then glue a copy of the travelers prayer on the back.
  - b. You can show *chamsas.ppt* (PowerPoint) to show examples of various kinds of *Hmsas*.

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### Extensions

Tzphat is a city that shows that Arabs and Jews can live together. Using Tzphat as a city to teach about both the Arab Israeli conflict and religious Jews.

### Culture- Israeli Defense Force – Haganah

#### The Role of this Lessons

The role of this lesson is connecting the students with a necessary fact of life in Israel. It is hard to say that Israel is a peaceful place and then plop the idea of a large standing draft based army but it can be done. It is also important that this not just be a play day but that students understand that war is serious and Israel's need to defend herself is serious.

#### Lesson Objectives

- Students will express their connection to Israel by designing posters that reflect their understanding of Israel.
- Students will gain respect for the hard work Israeli soldiers do to defend Israel.
- Students will work better as a team to solve challenges.

#### Supplies

- Poster board
- Markers
- Flags
- Cones

#### Key Vocabulary

- *Tzal*

## Time Line

0:00 – 0:20	Opening activities discussion
0:20 – 0:30	Team building
0:30 – 1:00	All school services
1:00 – 1:15	Snack
1:15 – 1:35	Poster designs
1:35 – 1:55	Capture the flag
1:55 – 2:00	Today I learned

## Activities

### 1. Opening activities

- Prayer and weather
- Discussion of the military in Israel
  - This is a serious conversation and I expect that it will be treated as such.
  - There are people in this world who do not like Israel and do not like Jews. This means that Israel has to have a strong army in case any of these people decide to attack.
  - How do people join the army in the US?
    - They join because they want to (or some variation of this student answer)
      - In Israel they just because they have to.
      - Men and women start serving at 18 when they finish high school
      - Men serve for 3 years and women for 2.

### 2. Team work activities

- Get in line alphabetically by first name without talking
- Get in line by birth day (day and month) without talking

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- Jump up and down together at the same time without talking to each other. You may not squeeze hands or in other way move to communicate with the group.  
(this one will take a while)
- 3. All school services
- 4. Snack
- 5. Posters
  - Chose to team leaders and inform them that they are responsible for making sure that everyone feels included in the project. They will all run laps if they can not work together or some silly punishment like that (this should never be a punishment that you would use during the regular school year).
  - Each team needs a name and to design a crest that represents their unit.
    - Crests in the army show what the unit does
    - Crests also show what Israel means to that unit.
- 6. Capture the flag
  - As a fun way to keep building team work the class should play capture the flag.
- 7. Today I learned.

### Specific Role of Ozar/et

The Ozar/et should not be doing the discipline but he or she should help keep the kids on task and make sure they are working together well. The Ozar/et should also be a referee with the teacher during capture the flag.

### Extensions

For older students a more detailed discussion of the ramifications of the Israeli draft policy would be a very worthwhile lesson.

### Passover

#### Lesson Objectives

- Students will be able to tell the story of Passover in their own words
- Students will be able to describe the importance of the Passover story to the foundation of Israel

- Students will be able to tell the story of Nachshon Ben Aminadav in their own words.

### Supplies

- Construction paper
- Glue
- Scissors

### Key Vocabulary

- Seder
- Midrash

### Time Line

0:00 – 0:30	Opening activities – begin to tell story
0:30 – 1:00	All school services
1:00 – 1:15	Snack
1:15 – 1:30	More story of Passover
1:30 – 1:55	Paper Midrash activity
1:55 – 2:00	Today I learned

### Activities

#### 1. Opening Activities

- a. Prayer and weather
- b. Story Telling Activity
  - i. Telling the story of Passover is about making it feel like each one of us was there when we left Egypt. This ability to feel such empathy for the story requires both a personal connection and an intimate knowledge with the age appropriate details<sup>12</sup>. I like to tell the story with errors and have the students correct my errors. For example, Moses went before the Pharaoh

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<sup>12</sup> The Steven Spielberg film *The Prince of Egypt* has taught many students a very specific version of the facts of the Passover drama.

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and he threw his staff down and it became a lion, you pause and wait for the kids to tell you it was a snake.

2. Snack

3. More story of paper

a. Continue the Passover story

b. Tell story Nachshon Ben Aminadav

i. In order to tie this activity together with the paper Midrash activity the story of Nachshon Ben Aminadav needs to be told.

1. When Moses stood at the sea he was unsure what to do to help the people. God had created a pillar of fire behind the people in order to protect them from the advancing Egyptian army but the Israelites were still trapped. Nachshon Ben Aminadav being a great leader and having faith in God started to walk into the sea before it had split. He sang Micha Mocha Biolim Adoni (who is like you God) as loud as he could as the water reached his ankles, his thighs, his waist, his belly, his shoulders, his neck, his mouth, his nose, his eyes, his ears and suddenly the sea split and all the people of Israel came across singing the same words of praise.

4. Paper Midrash Activity

a. Students are given construction paper and glue and told they can create anything that they make out of the supplies given. Students should depict the story of the crossing of the red sea. Some may do this activity without the use of scissors.

5. Today I learned

### Specific Role of Ozar/et

Like in our other story telling lessons the aid should take an active role in helping the teacher.

### Extensions

A lesson on varying Passover traditions in Israel would be great. It is important that the students have a solid background on Passover to have a true understanding of the overall curriculum.

## Passover Review and Prepare for Family Day

### Lesson Objectives

- Students will be able to discuss in their own words different ways to celebrate Passover.
- Students will take ownership in the family day event.
- 

### Supplies

- Poster board
- Markets
- Magazines
- Construction paper

### Key Vocabulary

### Time Line

0:00 – 0:30	Opening activities - Passover celebrations
0:30 – 1:00	All school services
1:00 – 1:20	Snack and talk about Passover
1:20 – 1:55	Postcards and posters
1:55 – 2:00	Today I learned

### Activities

1. Opening activities
  - a. Prayer and weather
  - b. Students, teacher and others will go around the room and tell about how they celebrated seder(s)
2. All school services
3. Snack

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- a. During snack you can talk more about how Passover is celebrated by members of your community as well as members of other communities.
4. Postcards and posters
- a. Students will start with making their postcards and help with posters for parents day as time allows.
    - i. Each student should get a half sheet of paper and told to create a post card by drawing or by cutting pictures out from old Israeli magazines.
      1. It is important to filter the content of the magazines you give younger children.
    - ii. Students should include the date for the parents' event and a note about how they have been enjoying Israel.
    - iii. With the time remaining students should make posters welcoming their parents to Israel and to the specific stations.
5. Today I learned

### Specific Role of Ozar/et

The Ozar/et should help students as needed.

### Yom Sport

#### Lesson Objectives

- Students will have fun connecting with Israeli sports.
- Students will use the Internet to find Israeli resources.

#### Supplies

- Computer
- Cones (markers of some sort)
- Internet Access
- Soccer ball
- Sun screen
- Water and cups

### Key Vocabulary

- *Kador regal* (foot ball/soccer)
- Maccabi Tel Aviv
- Maccabi Haifa
- *Kador Sal* (basketball)

### Time Line

0:00 – 0:30	Opening activities - include Israel sports update
0:30 – 1:00	All school services
1:00 – 1:15	Snack
1:15 – 1:55	Soccer
1:55 – 2:00	Today I learned

### Activities

1. Opening activities
  - a. Class will start out with prayer and weather as always
  - b. The class will then go online and look at the websites for Maccabi Haifa and Maccabi Tel Aviv to learn about the teams
    - i. <http://maccabi-haifa.fc.walla.co.il/ts.cgi?tscript=e/index>
    - ii. <http://www.maccabi.co.il/Default.asp?language=english>
2. Snack
3. Soccer
  - a. Before playing its important to remind the students about good sportsmanship
4. Today I learned

### Role of Ozar/et

The Orzar/et has the responsibility helping the day run smoothly. Any time you are doing sports with a group of kids there is a possibility of arguing and all that and the Ozar/et needs to help keep this to a minimum with the teacher.

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Extensions

With more time this activity could be expanded to talk about more of the cultural implications of sports in Israel.

**Family Day - Join Us in Israel**

Lesson Objectives

- Parents will be able to describe the central focus of their children’s Israel learning this past year
- Students will show excitement towards Israel.
- Students will be able to explain learning experiences that they have had throughout the year in their words.
- Families will share a connection to Israel and will express this by taking pride in their Mizrach.

Included Supplies

- Mizrach PowerPoint

Supplies

- *Challah*
- Computer with PowerPoint
- Fun foam
- Glue
- *Kotel* Model
- Projector
- Scissors

Key Vocabulary

*Mishpahah* – Family

*Mizrach*

*Kotel*

## Time Line

0:00 – 0:15	Welcome - <i>Challah</i> and Grape juice at the <i>Kotel</i>
0:15 – 1:00	Prayer service at <i>Kotel</i>
1:00 – 1:30	Food Station
1:30 – 2:00	<i>Mizrach</i> station

## Activities

1. Welcome
  - a. Just like when the students arrived in Israel they were welcomed with the tradition of going to Jerusalem saying *kiddish* and *motzi*. Since we are welcoming the parents as if they are coming to Israel to meet up with us and see what we have been doing after a long trip this is a fitting introduction.
  - b. The teacher should also say some words of welcome.
2. Payer services at the *Kotel*
  - a. Using the model of the *Kotel* the parents will come and pray with their children at the *Kotel*. We will pray with a *Mehitza*.
  - b. Everyone will be separated by gender.
  - c. Men must wear a *kippah*
  - d. Fathers will be called up for the Torah blessings.
  - e. We will use *Gates of Prayer*<sup>13</sup>
  - f. A conversation should be held about the prayer experience.
3. Food Station
  - a. The first step for this takes place in the morning before students even get there. The teacher must prep-batter for the activity.
  - b. When the parents get to the station students and parents will choose between chumus making and pita baking.
  - c. Follow the recipes or use your own.

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<sup>13</sup> The goal this time is not to show Orthodox prayer but to make a Reform experience at the Kotel.

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4. *Mizrach* station

- a. A projector should be setup and the slide show of *Mizrachim* should be shown.
- b. Students and parents then have the opportunity to use provide supplies to create a *Mizrach* that the family can hang in their home.
- c. A short discussion behind the reasoning for a *Mizrach* should be held.

### Specific Role of Ozar/et

For this activity the role of the Ozaer/et is to help primarily with making sure class runs smoothly. It is critical to put on a good show for the parents and that means the kids need to behave. The aid also has the role of helping with half of the cooking station.

### Extensions

A family program would do very well to have a parents only discussion. For this class especially there are lots of great things the parents can learn separate from the kids.

## Yom Yom HaZicaron and Yom HaAtzmaut Closing Activity

### Lesson Objectives

Students will describe in their own words how they felt about their moment of silence experience.

Students will evaluate their experience this year with self reflection.

### Supplies

- DVD player or Laptop
- TV or Projector

### Key Vocabulary

- Yom HaZicaron
- Yom HaAtzmaut

### Time Line

0:00 – 0:30	Opening activities and moment of silence
0:30 – 1:00	All school services
1:00 – 1:15	My favorite thing in Israel
1:15 – 2:00	Flight home with snack

### Activities

1. Opening activity
  - a. Prayer and weather
  - b. Yom HaZicaron
    - i. When we learned about *Tzal* we learned a hard reality that Israel had many men and women who have lost their lives in war. Just like the United States has Memorial Day Israel has Yom HaZicaron the day before its independence day.
    - ii. Yom HaZicaron is celebrated with a moment of silence where EVERYTHING in Israel stops. The air raid sirens go off and everyone stops where they are gets out of their cars and thinks about those that have been lost.
    - iii. We will not take 1 whole minute of silence to think about those who have lost their lives for Israel.
    - iv. Questions
      1. How did it feel to be silent for a whole minute?
      2. Could you concentrate on the topic?
      3. Other questions based on class responses.
2. All school services
3. My favorite thing in Israel
  - a. Each student will go around the circle and share their favorite part of the class.
4. Flight home and snack

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- a. This can be a regular snack or something special but they get to see more of a movie in Hebrew.

Specific Role of Ozar/et

The Ozar/et needs to be an active part in the culminating activities.