

*Words of introduction from RZA Aryeh Fellows Zach Spero and Shoshana Klafter:*

Hello there! It has been an honor and pleasure being RZA Aryeh Fellows for 2016-2017. For our Manhigut Project we ran Religious Zionist programming geared to elementary-aged children in Riverdale, NY. We were able to channel our love for Medinat Yisrael as we educated the next generation about Am Yisrael, B'Eretz Yisrael, Al Pi Torat Yisrael. Simultaneously, we learned a lot about ourselves – what it means to be a community leader, how to teach children in a fun and supportive way, and how to contribute to a community. Thank you to the RZA for this special opportunity!

Here are our best peulot that we ran from January 2017 through May 2017. Each peulah has two to three games with corresponding sichot (=discussions) which help the chanichim cement what they learned. We hope that you can ultimately use these peulot in your community as well.

Aloh Na'aleh!

--Zach Spero and Shoshana Klafter

### **Peulah #1: We're All In This Together**

**Introduction:** Two new words/phrases this week:

1. *Am Yisrael, B'Eretz Yisrael, Al Pi Torat Yisrael:*  
The RZA Mizrahi believes in a Zionism where Am Yisrael/the Jewish people should be in Eretz Yisrael/the land of Israel, Al Pi Torat Yisrael/living according to halacha and Jewish ethics
2. *Kibbutz Galuyot:*  
From Morocco to Spain, from Germany to France, from America to Australia – Jews started coming home before the establishment of Medinat Yisrael.

### **Game 1: Giants, Wizards, and Elves (spin-off of Rock, Paper, Scissors)**

Split the chanichim into three teams. Each team decides whether they want to be Giants, Wizards, or Elves.

Who beats who:

- Giants beat elves, because giants are able to "squash" elves.
- Elves beat wizards because they outsmart them. Elves chew at their legs.
- Wizards beat giants because they are able to zap them with a magic spell.

How to represent your type:

- Giants. Stand on your tippy toes, raise your arms like a giant, and make a menacing growling noise: "Rarr!"
- Elves. Crouch down very low, cup your hands around your ears, and make a high pitched elf noise: "Eeeee!"
- Wizards. Crouch slightly, as wizards are a bit shorter. Wave your fingers as though you're casting a magical spell, and make a magical noise: "Shaazaam!"

After a team has a face-off with the other, the winning team can tag members of the losing team to join their side. The losing team can only be safe if they run back to tag the wall. Keep playing until all (or most) chanichim are all tagged and join into one team.

### **Game 2: Blindfolded Maze**

Madrichim set up chairs and other obstacles in the center of the room. Split the chanichim into groups of three where one of them will be the “seeker” and the others will be “guiders;” seekers will walk through the maze while the guiders will give only verbal instruction to their seeker. Whichever team can get their seeker to the end of the maze first wins. Play multiple rounds.

### **Game 3: Robot Game**

Chanichim split themselves up into pairs; they decide which one is the “robot” and which is the “scientist” where the scientist can instruct the robot where to go by tapping them. Give the chanichim 3 minutes to strategize about which tappings will indicate what instruction to their robot. Robots can make funny noises if they bump into other robots.

**Sicha 1:** In Giants, Wizards, and Elves, we all came together into one team over the course of the game.

- Can we find a parallel to our joining into one team to a word/phrase we learned at the beginning of today’s peulah? Answer: Kibbutz Galuyot! Even though everyone started out in different teams, we think we’re all, ultimately, supposed to come together in Israel. And just like in the game it was hard to leave our old team to join with the new one – sometimes it is hard to leave our old country to move to Eretz Yisrael – but when we do, we’re better off for it.

**Sicha 2:** In the Blindfold Maze and in the Robot Game we were all guiding each other through a maze or across the room.

- How is this similar to the establishment of the State of Israel? When the Jewish people initially arrived in Israel, there was little infrastructure and the land was swampy. These pioneers needed to start from scratch – farming the land, getting rid of the swamps, and caring for their own safety. And what guided them? The Torah! The blindfolded/robot needed a guide. → when Am Yisrael, came to Eretz Yisrael, they lived their lives according to Torat Yisrael.
- Follow up question: How can we live by the RZA-Mizrachi’s philosophy of Am Yisrael, B’Eretz Yisrael, Al Pi Torat Yisrael from America? How can we be American Zionists?

## Peulah #2: Degel Yisrael

**Introduction:** New Hebrew word דגל= flag

### Game 1: Vegetable-Off Contest

Divide the chanichim into two teams. At the beginning of each round, the madrich chooses one chanich to represent their team. The competing chanichim stand back-to-back in the middle of the room. The madrich then counts to 3; at each number the chanichim one step away from each other. At the number 3, the madrich calls out the name of a vegetable and the chanichim then have to make themselves look like that vegetable. The madrichim then vote on which chanich made the best representation and that team earns a point. Play until one team reaches 3 points or after 5 rounds – whichever happens first.

### Game 2: Steal the Salami/Logos

Regular Steal the Salami setup but with a twist. Divide the chanichim into two teams, and have each team line up against two walls so that the teams are facing each other. Give each player on Team A a number, and then repeat the process with Team B. (There should then be a "1" on Team A and a "1" on Team B.) Put cut-outs of various logos directly between the two teams to act as the "salami." (We used logos for Lego, Barbie, GAP Kids, etc.) Then call out a number. The two players with that number should run into the center of the circle and try to grab the salami/logo and run back to their team. The catch: as soon as one player takes the salami, the other player can tag her as she runs back to her team. The player who successfully steals the salami or tags the other player earns a point for her team. At the end of each round, ask the chanichim what the logo is meant to represent. If they give the right answer, they earn a point for their team.

**Sicha 1:** We used our bodies to *represent* vegetables even though we're really people.

- Discussion question: what is the hidden meaning behind objects? What is the hidden meaning behind the things you see on a flag?

**Sicha 2:** In Steal the Salami, chanichim needed to work as a team and suggest the hidden meaning behind their logo.

- Discussion question: What lessons did you learn about teamwork? How do companies use logos to tell you about their products?

**Sicha 3:** This is the Israeli flag – two stripes of techelet on a white backdrop with the Magen David.

- Discussion question: Now that we've been discussing what it means to represent something and to find its hidden meaning – what does the Degel Yisrael tell us about Medinat Yisrael?

### **Peulah 3: When the Rubber Hits the Road**

**Introduction:** New word/phrase this week: Achdut – unity. This week we’re going to learn about how we can create unity and celebrate diversity in Israel.

#### **Game 1: Lava Game**

Divide the chanichim into teams. Instruct them to line up against the wall and standing on their chairs. The teams are then instructed: “At my Go!, you have to get your entire team to the other side and back without any teammate touching the floor at any time.” Usually teams will pass chairs from the back to the front to make their way across the room.

#### **Game 2: All Over the Map**

The madrich assigns each wall to be a major city in Israel: Tel Aviv, Yerushalayim, Chevron, and Tzfat. When the madrich calls the city, all chanichim have to run to the appropriate wall. Whoever reaches the wall last is out of the game.

#### **Game 3: Human Guess Who**

Everyone dresses up in funny costumes. One chanich/a goes out of the room. The group jointly chooses someone in the room to be the “mystery person.” The guesser comes back into the room, and asks yes or no questions to help identify the mystery person. Questions could be “Are they wearing a silly wig?” or “Are they holding a scepter?” Anyone who does not fit the description must sit down. The guesser keeps asking questions until they can guess who the mystery person is.

**Sicha 1:** In the Lava Game you had to get yourself and your teammates from one end of the room to the other. When Kibbutz Galuyot started happening, it turned out to be very difficult to bring all of Am Yisrael back to Eretz Yisrael -- the British had imposed White Papers to limit the number of Jews who could legally come into the country and Ethiopian Jews had to travel deserts to make it home, etc. It was just like having a rule that you had to get to the other side of the room but without touching the floor. And even when they got to Israel, there were other challenges in ensuring their safety and health in the growing country.

➔ What kind of strategies did you use to get across the room? What are some lessons we can learn from what you did to make it and what Am Yisrael had to do to make it home?

**Sicha 2:** When we had to run all over eretz yisrael, going city to city – this was what Am Yisrael had to do when re-populating the land. They had to go all over to rebuild.

**Sicha 3:** When we played Human Guess Who, the entire group dressed up in a costumes then the questions came to show our particular differences and identities. This is similar to what happened when all of Am Yisrael came back to Eretz Yisrael. What brought us together was the fact that we’re all Jewish and that we need a place to call Home. But when the rubber hits the road, we see that there are real differences between us; some of us are Ashkenaz and some of us are Sfard, some of us want to learn Torah and others want to work the land, etc. When we are united, we also celebrate our differences.

➔ How can we create strong unity while celebrating our differences?

*Words of introduction from RZA Aryeh Fellows Yael Turitz and Yonina Silverman:*

Dear RZA,

We are Yael Turitz and Yonina Silverman and we were RZA Aryeh Fellows from 2016-2017. For our Manhigut Project we ran the children's programming at the Teaneck community-wide Yom Ha'Atzmaut program. Yonina attended this program every year as a child; it was really special to now be the ones making the program for other children.

We created programming specific to child's stages of development – so we made programming for nursery and Pre-K all the way through 5<sup>th</sup> grade. When using these activities in your communities, we encourage you to think of more ways you can make the activity more age-appropriate.

The great thing about running kids programming on Yom HaAtzmaut is that you can do melacha (as opposed to a lot of shul programming for children which usually happens on Shabbat). This is why we made an artwork component. When running this in your community, we encourage you to think of other good art projects.

Again, thank you to the RZA for including us in this fellowship and thank you to the greater Teaneck community for collaborating with us to make this program into a reality.

--Yael Turitz and Yonina Silverman

### **Pre-K and Kindergarten: Cake Decorating**

*Introduction:* Go around in a circle and ask each child to introduce themselves and say (a) the date of their birthday and (b) how they like to celebrate it.

When the children finish, the madrichot introduces themselves with the same two questions then asks everyone: Who else is celebrating a birthday today? Today is the birthday of Medinat Yisrael! And what should we do to celebrate? Allow the children to suggest three or four ways we can celebrate Yom HaAtzmaut.

*Art Project:* When you celebrate your birthday, your parents make a birthday cake for you. Do you ask for certain things to be on it? How would you like your birthday cake to look? Let's go around in a circle so each child can say.

So how do you think Israel should make their birthday cake? What kind of symbols and colors would you use? (Some potential answers: the Israeli flag, the lion, the menorah, the kotel, dove, etc.)

Put smocks on each child then give each of them a cupcake to decorate. Have a parent or older sibling help them (especially because this can be messy).

### **First through Third Grade: Degel Yisrael**

*Introduction:* The madrichim introduce themselves and the concept of the Israeli Flag – how the Jewish country borrows symbols and colors that are distinctly Jewish. So then each chanich introduces themselves and also answer this question: if there was a flag to represent you or your family – what would be on it?

Activity 1: learn to sing the song Cachol V'Lavan Ha Tzevah Sheli with hand motions

Activity 2: Draw their own version of an Israeli flag that reflects the current flag *and also* represents what Israel means to them.

Sicha: Chanichim then go in a circle explaining their flag. Then madrichot lead a discussion: What were some things you thought about when making your flag? What do you like about your flags?

### **Third through Fifth Grade: Tzahal Boot Camp**

Introduction: Here's a game for how the children should introduce themselves. Each child says their name, where they go to school, and an item they will take with them to Israel when they make Aliyah. Then the next chanich needs to do the same \*and also\* say what the person before them said. Then Sam Meyer, a former Chayal Bodeded (=lone soldier) will guide the group with a mini boot-camp. He will then have a sicha with the chanichim about the following questions:

1. Why should someone serve in Tzahal? Why shouldn't they? What if you're not Israeli – should that make a difference?
2. What did the bootcamp teach you about being a chayal?

The session will end with writing letters to chayalim serving in Tzahal.