|  |
| --- |
| Rosh Hashanah: Day 2 |
| 30 minutes: **Setup and preparations** |
| Give teachers a chance to set up their room and go over their schedules for the day. Teachers should be divided into:   * ***Presenter***: The teacher giving instructions for the program * ***Guide***: The teacher working with the group to motivate them to participate (These two teachers can swap roles during different programs) * ***Communications***: The teacher who will become aware of the student’s needs, watches the doors and helps the team coordinate students that are coming, going, and are trying to leave but are supposed to stay in the room. |
| 20-30 minutes: **Activity Stations** |
| These are activities set up around the room on tables that students can work on the moment they walk into the room:   * **Learning with Lego** * Remember! These Lego sculptures will only last for these High Holiday classes. * Create a Lego Sculpture that represents a place in Judaism that is very important to us, or to you personally (Please start by using 15 pieces). * **Top Ten Jewish Heroes List** * Using the number stickers, rank the following ten character from the TANACH in order from your favorite hero to your least favorite hero (1 is the lowest and ten is the highest.) * Noah * Abraham/Sarah * Isaac/Rebecca * Jacob/Rachel/Leah * Moses * Miriam * Devorah the Prophet * Samson the Prophet * King David * Queen Esther * **Pipe Cleaner Challenge:** * Create up to two characters with the colored pipe cleaners. One character should represent the past, the other should represent the future. We will be using these characters for an upcoming assignment. * **Agree or Disagree** * Look at the following High Holiday questions. Place a green sticker on a statement you agree with, or a red sticker on a statement you disagree with. * All life comes from the water * Blood is a good thing * Blood is a bad thing * Blood and water have many similarities * Water, or the ocean, can be scary * I feel worse when I do something wrong then when other people do something to me * I feel worse when someone does something wrong to me than when I do something wrong * When my siblings’ apologies to me, I think they are being sincere * When I apologies to my siblings, I am being sincere * When I fight with my friends, it’s better when we forget it happened and just move past it * When I fight with my friends, it is better when we talk about it before we move past it * **Mindfulness Question** * (This question will be answered by everyone during the storytelling program): * Think of 1-3 stories in Judaism that have something to do with water. * **High Holidays Tableau** * (This should be the third activity someone wants to do) * Create a story using nothing but your bodies. If you work on it and the teachers think it looks great, we will share your Tableau with the rest of the class * Create a Tableau based on the Sacrifice of Isaac: Abraham is about to sacrifice his son, Isaac. Isaac is bound and cannot escape his father’s knife (use your hands to represent the knife, don’t ask for props). An angel from heaven comes and stops Abraham. * **Study for Trivia!** * If you’ve finished 3 activities and want to sit with your friends, you can learn what trivia questions we will be going over for our final activity to improve your score. |
| 10-15 minutes: **Presentations of Activity Stations**. |
| 50 minutes: **Storytelling Program** |
| **Water in Judaism**  **Mindfulness Question**: Think of 1-3 stories in Judaism that have something to do with water. Share one story you remember with the group.  Examples for Teachers: (The Creation of the World Day 2, Noah’s Ark, Haggar and Ishmael (today’s story!) Isaac’s tears in The Sacrifice of Isaac (Also today’s story), Isaac planting wells in ancient Israel, Miriam and baby Moses on the Nile, The Plague of Blood, Parting of the Red Sea. The magic Water Rock in the Desert, Devorah’s rebellion, which used powerful storms to her advantage.)  Ask your Students: Which of these water words do you think of first: Swimming, Drinking or Crying. Everyone should share their answer and can give a one sentence answer on why they chose their word.  Pass out the handout.  To help us say sorry and to reflect on the new year, we perform a ritual called *Tashlich*. We go to a body of water (normally a lake), and we through breadcrumbs into the water to symbolize throwing away our sins. Before we perform a personal *Tashlich* as a class, let’s look at some more Jewish stories and how water is used:  Water is used in Jewish stories to mean very powerful things.   * Water can represent Life, as we need water to live. * Water can represent death or danger, through floods, storms or lack of water. * Water can represent Rebirth, as new life can come from water in many forms (like plants!)   Let’s look at the stories we tell during Rosh Hashanah and Yom Kippur to create a list of how water is used in some of these stories.  *(The Handouts will have different story summaries, illustrations, comics and art representing stories that have water in Judaism. Put students in groups to look through all of the images. Ask them to answer the following questions to answer for the larger group):*   1. Which of the stories/art represent water as Life to you? 2. Which of the stories/art represent water as something dangerous to you? 3. Which of the stories/art represent water as rebirth to you? 4. Which Story/image did you connect to the most, and why?   For teachers: For High Holidays, the typical examples are:  Rosh Hashana Day 1: Water for Ishmael, to save his life.  Rosh Hashana Day 2: Tears of Isaac, for rebirth (some rabbis believe that Isaac actually died, and his tears brought him back to life)  End of Yom Kippur: The Ocean for Jonah is used as a punishment.  5th Grade Option: Water in Current Events:  We have will have a few current newspapers with us. If you trust your students, you can give them the option of looking through the paper and seeing if they can find any examples of how water is being shown in current events through todays lens. You can budget your time to do this as a group or offer it to some of your students to do simultaneously with the handout assignment above.  **Pipe-Cleaner *Tashlich*:**  (You can use this activity for longer if you have a kinesthetic group and think they can do a good job with it): To create a spiritual *Tashlich*, everyone will form a circle. They all take a pipe cleaner and connect it as best they can to the two people next to them. See if your group can form a circle, creating a ‘lake’. Then ask students to choose where to put their pipe cleaner people, in or out of the lake, to symbolize the power water has to make things grow. |
| 30 Minutes: **Jewish Apples to Apples** |
| (In order to thank our virtual learners, and to maintain some of the traditions we’ve kept up over the past years, it would be great to play a big game of apples to apples, with the green cards all being Hebrew words that apply to the High Holidays) |
| Play games in the room as we wait for all students to be picked up by their parents. |

**Supply List:**

Lego Sets (1 per room)

Stickers with Numbers on them

Multicolored Pipe cleaners (1 big set per room)

Red and Blue stickers

Pipe Cleaner sets

Apples to Apples Jewish Edition (ideally 1 set per room)

Role of Tape

**Printouts**:

Instructions for Activity Stations

Printouts for Lego Examples

Printouts for Top 10 Activities

Mindfulness Statement

Agree Disagree Statements

Printouts: Water In Judaism (2 sheets)