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| Rosh Hashanah: Day 1 |
| 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 (You can give students a little more time after Tfillot to finish if you think they need it):   * **Learning with Lego** * Remember! These Lego sculptures will only last for these High Holiday classes. * Create a Lego Sculpture that represents time * (Please start by using 15 pieces, so there is enough for everyone). * **Top Ten Jewish Heroes List** * *Using the number stickers, rank the following ten Jewish figures in order from your favorite hero to your least favorite hero (1 is the lowest and ten is the highest.)* * Albert Einstein * Golda Meir * David Ben Gurion * Hannah Senesh * Steven Spielberg * Moshe Dayan * Theodore Herzl * Rabbi Yochanan Ben Zakkai * Judge Ruth Bader Ginsburg * Adam Sandler * **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:* * It is easier to be a young person than a grown-up * It is easier to be a grown-up than a young person * It is easier to do the right thing when my friends are around me * It is easier to do the right thing when my friends are not around me * It is easier to finish something important when I do not have a lot of time to work on it * It is easier to finish something important when I have freedom and lots of time to work on it * It is easier to focus on schoolwork when I am in a good mood * It is easier to focus on school when I am getting along with my friends * It is easier for me to be patient when I know there is a reward at the end * It is easier for me to be distracted when I know there is a reward at the end * It is easier to be a Leader than someone on a team * **Mindfulness Question** * (This question will be answered by everyone during the storytelling program): * Name one item, object or idea in Judaism that you think represents time. * **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. No props! Tableaus are the purest form of acting, just using your bodies to create a still story. * Create a Tableau based on the The Book of Life: God is writing the book of life, deciding what will happen to every person this year. As God is writing, everyone is praying for God to protect them this year and defend their souls. * **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**. |
| Spend some time on going over what people worked on in their activity stations. This gives students the opportunity to share their ideas and what they thought of during the beginning of the program. |
| 50 minutes: **Storytelling Program** |
| **Time and Judaism**  **Mindfulness Question:** Name one item, object or idea in Judaism that you think represents time. (everyone introduces themselves and answers the question. Help them expand on their answers)  *(For Teachers: Some examples are The Shofar, Shabbat Candles, The Torah…any item specific to holidays, Jewish history or things we use for a specific time are good answers to focus on.)*  **Getting to know you question**: Ask every student, if they could only have one, would they rather have an invisibility cloak, a ring that lets them fly, or a lightsaber. They should give a one sentence answer why.  *(For teachers: For this age level, it’s good to help them talk about what these items represent in the fantasy stories they belong to. An invisibility cloak is cool in Harry Potter, but in the story, it represents something that gives Harry freedom. A flying ring in comic books represents many things, including the choice what to do with your talents. A Lightsaber in Star Wars is something that needs a lot of skill to use, so it shows the importance of patience, practice and doing the responsible things with your power. If you, or your learners would rather pick a different fantasy item rather than those three, feel free to share but try to keep your answer to around one sentence each).*  When everyone has gone, explain to them that many Jewish stories (including the one you’re about to read!) create fantastical objects and ideas. Our Rabbis used these fantasy objects to make the story exciting, but also used to represent something. As we read this story together, ask yourself what the Lamps in this story represent about Judaism, people, or time.  Rosh Hashanah is a Holiday about time. It is the start of a new year and is the Holiday we imagine that God is writing all of our names in the book of life. God is deciding how much time we all have, and we spend time together in Synagogue to ask ourselves what we will do with our time this year.  **Read ‘Lamps of Life’**  (This will be a printout that includes the story’s text, and pages from a graphic novel)  *(For Teachers: You can read this story as one large group, or you can divide your students into smaller groups and they then report back what the story was about. Do what works best for your teaching style.):*  Questions (either as a big group, or working in pairs to answer for the group later):   1. If you had to pick one word to represent how the story made you feel, what would it be? 2. In your opinion, what was the travelers big mistake in the story? 3. In what way is are the lamps in this story similar to the idea of the book of life we mention during Rosh Hashanah? 4. How do you feel when you think about the lamps, or the book of life, that somewhere someone has decided how much time you are going to have?   **Final Question:** Working in pairs or small groups:  Can you think of a different example, maybe a unique object about how we can represent our lives, times, and justice? Work with your friends to come up with a create way to imagine. |
| 30 minutes **True or False Trivia!** |
| Students will compete in groups to answer as many true or false questions about Jewish history as they can. Throughout the competition, you should follow Daily Double rules, where the groups have to wager their points to either lose them or double them if they get a hard question correct. |
| Play games in the room as we wait for all students to be picked up by their parents. |

**Supplies for High Holidays (Grades 3-4, 5-6):**

Lego Sets (1 per room)

Stickers with Numbers on them

Multicolored Pipe cleaners (1 big set per room)

Red and Blue stickers

The existing High Holiday Comic books (The Book of Jonah, the Sacrifice of Isaac)

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

**Printouts**:

Instructions for Activity Stations

Printouts for Lego Examples

Printouts for Top 10 Activities

Mindfulness Statement

Agree Disagree Statements

Printouts: Lamps of Light Graphic Novel