



Youth

URJ Camps and Congregational Partnership Program Guide

For Bringing the Camp to the Congregation
and the Congregation to the Camp



Youth

CAMP • NFTY • ISRAEL • MITZVAH CORPS

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Introduction

Welcome to the URJ Camps and Congregational Partnership Program Guide. [This guide shares strategies and programming for bringing camp to the congregation and the congregation to camp and encourages:](#)

1. An awareness of the power of camp in the congregation
2. More students from the congregation attending URJ Summer Programs
3. Utilizing best practice from Jewish summer camps including experiential education models, relationship building, and role modeling to engage students in Judaism and bring some of the “magic of camp” to the congregation.

This booklet begins with an overview of strategies to integrate these goals into congregational youth engagement work. In addition to this overview, you will find two types of program materials:



Great Idea! materials share a general outline for a strategy utilized by previous Shared Position holders.



Full Program materials have the complete write-up of a successful program from either one of our Nativ Educators, Service Corps Fellows or Shared Positions created. These programs are ready to go and can be easily adapted to your congregation or community.

An Overview of the Strategies of Engagement

In addition to their regular synagogue responsibilities, URJ Shared Positions (including both CLASP Fellows and Camp Interns) are charged with engaging students and families in Jewish life through the vehicle of Jewish summer camp. Through programs, relationship strategies, and role-modeling, URJ Shared Positions bring camp to the congregation and the congregation to camp.

Concrete strategies are chosen by the Fellow/Intern, Synagogue Supervisor, and Camp Mentor to meet the needs of the congregation, take maximum advantage of the skills and experience of the individual professional, and meet the goals of the Shared Position Initiative.

Some questions to ask yourself as you begin this process:

- *What is a realistic goal for increasing the number of students going to summer programs? Think about not only setting this goal for overall attendance, but for individual programs as well (your regional camp, URJ Specialty Camps, Mitzvah Corps, Israel Trips...)*
- *What talent or unique connections to camp does our Fellow/Intern bring to this work? Is he/she a songleader? A theater leader? A Sports Coach? An arts and crafts enthusiast? How can these talents play a role in this work?*
- *What things are already happening in our congregation that could easily be “camp framed”? Is a camper led service an easy reach? Do you already have chuggim/electives in your Religious School and could easily add a camp one? Are you already running youth programs for 3rd-5th graders and can easily make a sports day in to a “Camp Maccabiah Day”? Are you already making phone calls to families, so asking about camp is an easy addition? Where are the easy opportunities?*
- *Where is an opportunity to add something new that would fit fill a need for the congregation and raise awareness about camp? Perhaps offering a camp-themed babysitting room during an adult event, or adding a camp-themed drop-in room before religious school starts in just what you need. Where are the opportunities that will take some work, but will fit in to your community?*

We suggest finding 4-8 concrete strategies to help your congregation be aware of camp and see the connection between your community and the summer community of camp.

Relationship Building and Role Modeling

- Wear camp/URJ swag when appropriate (reach out to your camp director if you need more!)
- Publish newsletter articles/blogs/Facebook posts about camp including why you work at camp, what camp and Judaism has meant to you, why you are involved in Jewish life, and suggestions to parents to keep kids involved. Ask your camp families to do the same.
- Call families who have shown an interest in camp. This can be integrated in to other phone calls you may be making to help connect families to the congregation youth engagement programs.
- Call camp families, find out about their summer, and ask them to help support bringing in new campers.
- Work with temple leadership to create a camp ambassador program (parents and students who help with camp recruitment and community building).
- Spend intentional time at programming getting to know the kids and building relationships. Bring in to your conversations what camp has meant to you and what program you think they would like.
- Partner with clergy to work one-on-one with families to help them choose the right URJ program for their child.
- Create a “contact list” where you track the families you have spoken to about camp. Identify those who expressed the most interest (or who you think would be really interested) and reach out to them first.
- Simply be around and when it makes sense, talk about camp and what it means to you. Encourage kids who already go to camp to talk about their experiences.

Synergistic Strategies: Strategies That Take Advantage of Preexisting Programming or Spaces.

- Frame youth programming with camp themes or camp terminology. For example, take a youth group sports day and make it a Maccabiah Day with some of the traditions from your regional camp. Or, call your religious school electives *chuggim* and talk about how these activities exist at camp.
- Permanent display table: Create a display table in the lobby or other common space including pictures, “trivia” game for camp swag, posters, or flyers, about camp
- Camp T-shirts or bracelets: Create special camp T-shirts or bracelets that include text such as “Ask me about why I love Jewish summer camp!” and the name of the congregation. Give them to all campers and those who sign up for camp.
- Permanent art at the congregation: Create a display of art created at camp (by your own campers or others) and display it (many camps have lots of art that is just sitting in closets—beautiful work but without a home at camp).

- Shabbat *oneg* at the congregation: Have a camp themed oneg at camp, bringing in “camp snacks” in addition to the regular fare; attend the event and talk informally with families about camp.
- Swag giveaway: Attend temple events such as dinners, youth group events, Shabbat celebrations, and holiday celebrations, and give away camp-branded items as prizes for trivia or other games.
- Create a camp themed babysitting room that families sign their kids up for while they attend an adult program at the congregation. Put them in “cabins” with high schoolers serving as staff, play name games, have chuggim, do a song session, have a mini-maccabiah, eat smores, do a bedtime Shema.....

Retreats/*Shabbaton* at a Camp

- Camp-planned retreat/*Shabbaton*: Publicize and attend with students a retreat previously scheduled and programmed by the camp. Many Shared Position/CLASP Professionals have attended camp retreats (such as New Camper Weekend or Family Camp) as part of their camp/congregation agreement. This is a great way to give families a taste of camp with the security that a familiar face will be there!
- Congregation-scheduled retreat/*Shabbaton*: Publicize, attend, and potentially help plan a prearranged retreat planned by the education or youth leadership at the congregation.

Programmatic Strategies outside of Religious School Hours

- “Framing” other programming: For example, prior to playing laser tag, teach about the Creation story and how lasers are created, and give out URJ 6 Points Sci-Tech Academy T-shirts to all participants or invite high school students to a social action day, and show the URJ Mitzvah Corps video as part of the program
- Camp information sessions: Bringing together parents and students to learn about camp (can be done during religious school as well).
- Camp Shabbat: Run a camp-style service, which may include decorating the sanctuary (we had one community who decorated with camp t-shirts!) using camp music, having campers do creative writings, having a song session, using the camp prayer book, and having brochures and information available
- Holiday programming: Utilize camp-style experiential education strategies to run a holiday-based activity program for a target age-range (can be done during religious school as well) Make sure to let the students know that this is how learning is done at camp.
- Camp meals: Have a camp-style meal in the temple, at the rabbi’s home, or after religious school that includes food, singing, and experiential education experiences. Ask everyone to wear white (or white and blue if that is your camp custom) and share how Shabbat is done at camp.
- Social programming: Utilize camp-style experiential education strategies to run a fun, social program for a target age-range (may include parallel programming for parents to discuss camp).

- Youth group programming: Lead a joint program with the youth group that brings in camp-style programming and gives you an opportunity to get to know the students.
- Ask your camp leadership to come in and run a program for your kids
- Camp overnight: Students spend the night in the congregation and enjoy camp-style programming, including social, educational, and worship opportunities

Programmatic Strategies during Religious School Hours

- Welcoming students to religious school with a camp flair: Play camp music, wear T-shirts, hold trivia contests, chat with parents, have a tent and fake campfire, hand out s'mores...
- Camp subbing: Be available as a religious school substitute teacher when needed, and instead of teaching the regular curriculum, have three or four lessons prepared that teach about camp and living in a Jewish immersive environment. Teach camp songs, camp traditions, play camp games...
- *T'filah* leading: Lead religious school services, bringing in camp strategies, songs, and prayers. Talk about how prayer is done at camp.
- *Chugim*/electives: In congregations with elective models, lead camp-style electives that are branded as camp programming.
- "Camp specialist": Serve as the camp specialist, similar to a music or art specialist, whom students visit during religious school ; use games and "campy" experiential education techniques to teach Jewish content.
- Religious school classes: Lead 20- to 30-minute "campy" activities on a rotating basis.
- All-school programs: Run all-school programs for holidays, mini-Maccabiah, and so forth that utilize experiential education models and are "branded" for camp
- T-shirts: Create a "wear your camp T-shirt day/week" (including staff!).

Camp Pictionary and Charades

Small Group

Created by Jill Comer for Temple Sinai in Washington, DC



Overview: Participants are introduced to camp places and activities by playing games of pictionary or charades. Jill led this program during religious school, but it could be done at any time!

Target Audience (e.g., kids in certain grades, families, parents, current summer campers, prospective summer campers) Potential/current campers from grades 3–4

Goal of the Activity (e.g., get to know families, teach about camp, provide a camp experience)

- Taste of camp programming
- Community building
- Fun!

Outline (briefly explain what happened during the activity/program)

- Camp Pictionary
 - The kids played camp pictionary, where each word written on a card that was available to choose from a hat related to camp in some way, shape, or form. The class would split into two teams, and each team would send up a representative. One of the representatives (usually from the winning team) would choose a card out of the hat with a word on it. Both representatives had to draw what was on the card at the same time, while their teammates had to guess what they were drawing. Whichever team guessed it correctly first got a point, and the team with the most points at the end won.
- Camp Charades
 - The kids played camp charades, where each word written on a card that was available to choose from a hat related to camp in some way, shape, or form. The class would split into two teams, and one team would send up a representative. That representative would choose a card out of the hat and have to act out the word that was on the card. Only that representative's team would guess what the person was acting out within a minute, and if they got it right, they'd get a point. Then the other team would go, and it would continue back and forth until there were no cards left or the time was up. Whichever team had the most points at the end won.

Camp Corner in the Lobby

Created by Caitlin Brazner
for Temple Micah in Washington, DC



Type of Activity (e.g., phone calls, program, event, worship service): Permanent display

Target Audience Prospective camp families

Goal of the Activity To create a dedicated camp corner in the lobby of the building to promote the camp and raise its visibility in the congregation.

Outline

I have a pop-up banner and other program materials laid out in a corner of the lobby of our building. It is a permanent dedicated space for camp promotional materials (ask your camp for these materials if you don't already have them.)



Camp-Style Substitute Teaching

Small Group

Created by Benjamin Goldberg
for Temple Beth Israel in Skokie, IL



Overview: When Ben was asked to fill in as a substitute teacher on some Sunday mornings, he had a lesson plan about camp ready to go!

Type of Activity:

Camp Sunday school lesson

Target Audience: Religious school classes

Goal of the Activity

To recruit kids for an upcoming camp retreat, answer questions about camp and camp activities, and develop positive relationships with the kids.

Outline

- Introduction, expectations
- Breakout sessions with camp games and activities (mafia, silly Hebrew word lessons, song session)
- Extended question-and-answer session about retreat and camp in general
- Presentation on different units at camp that are available to their age group

Drama Day

Small Group

Created by Rebekah Houpt

for Temple Anshe Shalom in Hamilton, ON, Canada



Overview: Rebekah had students meet her and other camp staff after religious school for an hour of camp specialty fun! This program could easily be adapted for art, sports, or other camp activities!

Target Audience: Grades 3–7

Goal of the Activity

To provide a camp experience and show campers what Camp George drama is like.

Outline

- Campers/kids arrive.
- Introduce everyone/name games.
- Tell them a little bit about how drama works at Camp George.
- Introduce and play four drama activities (Roar, Park Bench, Why Are You Late?, and planned skits).
- Take breaks for snacks.

When thinking about this program/activity, what are you most proud of?

I am proud of the fact that in my planning phase I sought help from another camp staff in the area. It was incredibly valuable to have help during this program, and it would not have run as smoothly without them.



Camp Shabbat Ideas



Many Shared Position Fellows run a “camp Shabbat” for their congregation. Below are some great ideas for what to do for this program.

Building Excitement

- Attend religious school over the course of two weeks to increase awareness and enthusiasm about the Camp Shabbat. (Sarah Levkoff)
- Call all of the current campers and invited them to the Shabbat service. (Jennifer Lusky)
- Have a Shabbat dinner prior to the service that includes a “camp-style Shabbat dinner”—for URJ Jacobs Camp, that means their famous fried chicken! (Nicole Mackey)
- Invite camp staff from the area to join you for the service.

Decorating the Sanctuary and Social Hall

- String a clothesline across the room, and hang up past camp T-shirts. (Jill Cogan)
- Print camp photos off of the camp website (the directors can help you get access), and cover the walls with them.
- Have past campers create posters about why they love camp, and decorate the room with these.

The Worship Service

- Have past campers write about their camp experience, and intersperse them throughout the service. (Jennifer Lusky)
- Work with the students to create camp-style readings for the service. (Michael Levy)
- Have a camp songleader lead the music, and use camp tunes. (Jill Cogan)
- Try and bring in as much of the “camp feel” as you can!



Oneg Shabbat

- Have special camp-style snacks, such as s’mores, mini macaroni and cheese cups, or shot glasses of tomato soup with mini grilled cheese sandwiches.
- Have a camp table with a variety of activities, including camp swag giveaways and raffles. (Sarah Levkoff)
- After a few minutes of eating, gather the kids together for camp-style games and table activities.

Tu BiSh'vat Scavenger Hunt

Small or Large Group

Created by Stefani Abbott for Temple Judea in Manhasset, NY

Overview: Participants are divided into seven groups (one for each of the seven species!) and learn about Tu BiSh'vat as they race around the synagogue. Participants wrap up the experience by eating different fruit and making recycling bins for their home or the congregation.

Program Model: Scavenger Hunt

Amount of Time Needed: 30–45 minutes

Age Group: Grades 3–6 (could be a small or larger group)

Staffing: Teachers or older students to take the children to the various stations

Outcomes: At the end of this program, participants will be able to

- Explain what Tu BiSh'vat is.
- Explain what the seven species are.
- Explain the relationship between Tu BiSh'vat and “going green.”

Preparation

- Choose your eight station leaders and prepare them for the program.
- Adapt the clues to your own synagogues sites.
- Gather the materials.

Materials:

Printed scavenger hunt clues posted in the appropriate places

7 small garbage bins

Plates

20 Paintbrushes

Paint

Paper

Tickets

Camp swag and “earthy” items for prizes

Fruits of different types to eat (it would be great to get some really “weird” ones!)

Staff Needed:

Program leader

8 station leaders

Timeline:

| | |
|-----------|-------------------|
| 0:00–0:05 | Introduction |
| 0:05–0:20 | Scavenger hunt |
| 0:20–0:30 | Discussion |
| 0:30–0:45 | Prizes and eating |

Detailed Outline:0:00–0:05 Introduction

Welcome program participants, and tell them that they are going to be going on a scavenger hunt. Ask participants if they know what Tu BiSh'vat is. Using their answers, explain briefly what the holiday of Tu BiSh'vat is.

Explain that they will have opportunities to answer questions or riddles in hopes of earning tickets as they go around the synagogue. Later, they will be able to cash in these tickets for prizes. All clues will relate to either Tu BiSh'vat or "going green."

If the participants answer the question correctly, depending on the difficulty of the question, they will receive 1–3 tickets. They will need to hold on to these tickets because they will be able to cash them in for prizes at the end of the day.

0:05–0:20 Scavenger Hunt

Instruct participants to begin the scavenger hunt, and assign each group their "starting station" (see end of program).

0:20–0:30 Discussion

Ask participants:

- What did you learn about Tu BiSh'vat in this program?
- What did you learn about "going green"?
- What does "going green" and Tu BiSh'vat have to do with one another?
- Why do you think we put you in the groups we did? What are those seven items called? (the seven species)

Explain what the Seven Species have to do with Tu BiSh'vat. (ReformJudaism.org is a great resource for this information!)

0:30–0:45 Prizes and Eating

Explain to the participants that one of the customs of Tu BiSh'vat is eating fruits of all different types. Say the blessing over eating fruit, and enjoy the snack together!

Explain that another modern custom of Tu BiSh'vat is focusing on recycling and caring for the earth. Together, create "Tu BiSh'vat recycling bins" by having the participants use the information they learned from the clues to decorate the bins.

Scavenger Hunt Questions

Question 1: What is the name of the Hebrew month in which we celebrate Tu B'Shvat?

A: Sh'vat. (1)

What day does Tu B'Shvat occur this year?

A: January 15–16, 2014. (3)

Read clue 2.

Question 2: What does Tu B'Shvat celebrate?

A: The birthday of the trees. (1)

Read clue 3.

Question 3: Tu B'Shvat is the birthday of the trees. Why do trees need a birthday?

A: Torah teaches us that we have to wait to eat fruit of trees. (1; 1 extra if they know it's 5 years)

Read clue 4.

Question 4: Name a special food we eat on Tu B'Shvat.

A: Oranges, bananas, walnuts, pistachios, dates, apricots, olives, figs, and berries. Hard shell with soft inside; soft outside with hard inside; soft inside and out so the entire fruit is edible. (1 per food)

Read clue 5.

Question 5: Name a way that you can celebrate Tu B'Shvat.

A: Plant a tree; eat special foods; recycle. (1 per answer)

Read clue 6.

Question 6: Name some ways you can help the environment.

A: Reduce, reuse, recycle, etc. (1 per answer)

Read clue 7.

Question 7: How do you say tree in Hebrew?

A: Eitz, עץ(1)

Read clue 8.

Question 8: The *sheva minim* are seven agricultural products (two grains and five fruits) that are noted as being special from the Land of Israel. They are also the names of our teams. Name as many of them as you can.

A: Wheat, barley, grapes (wine), figs, pomegranates, olives (oil), and dates (honey). (1 per answer)

Read clue 1.

(NOTE: You will need to adapt these clues to the places in your own synagogue!)

Clue 1: Tu B'Shvat reminds us of our connection to the Land of Israel. Find this flag, which we usually face when we sing *HaTikvah*. SANCTUARY

Clue 2: "Trees are Blowin' in the Wind" is one popular Tu B'Shvat song. If you wanted to get a copy of the sheet music for it, you might come here. CANTOR'S OFFICE

Clue 3: *Mayim* is the Hebrew word for this natural resource. It is important to conserve it. FOUNTAIN

Clue 4: There are many special foods that we eat on Tu BiSh'vat. In fact, one tradition is to have a seder on this holiday. You might be able to find the foods here. KITCHEN

Clue 5: The Torah is the first Jewish text that reminds us that it is our responsibility to care for the earth. We recently dedicated a new Torah, and the old one, which couldn't be repaired, has the next clue. TORAH IN DISPLAY CASE IN FRONT HALLWAY

Clue 6: We try to conserve paper, so we send out a lot of e-mails and answer phone calls about the school from here. SCHOOL OFFICE

Clue 7: We say that Torah is a Tree of Life, so trees are an important Jewish symbol. Check out this tree to celebrate special moments in our lives or to remember those who are no longer alive. TREE PLAQUE IN LOBBY

Clue 8: Although Tu BiSh'vat marks the start of spring in Israel, it is still winter here. You will definitely need to be wearing this for a few more months. COATROOM

The scavenger hunt *is not* timed. The goal is to answer as many questions and get as many tickets as possible. There is no need to run anywhere. Use only the clues marked for your team at each space.

TEAM 1: WHEAT (gray)—Start with clue 1.

TEAM 2: BARLEY (white)—Start with clue 2.

TEAM 3: GRAPES (purple)—Start with clue 3.

TEAM 4: FIGS (orange)—Start with clue 4.

TEAM 5: POMEGRANATES (pink)—Start with clue 5.

TEAM 6: OLIVES (green)—Start with clue 6.

TEAM 7: DATES (yellow)—Start with clue 7.

All-School Exodus Experience

Large Group/All-School

Created by Michael Levy and Meredith Kahan
for Rockdale Temple in Cincinnati, OH

Overview: The program begins with a typical religious school morning *t'filah*. However, right before the *Mi Chamocha*, the service is stopped and students are told that they are about to learn what this song is really about and what it has to do with Passover. Through a series of activities, students “live” the story of the Exodus, ending in crossing the Red Sea and returning back to the sanctuary to sing *Mi Chamocha* together.

Program Model: Adventure/Multiple Station

Amount of Time Needed: 2½ hours (could be adapted to be shorter)

Age Group: Grades K–6

Staffing: All regular classroom teachers, plus additional staff for playing parts and leading *t'filah*

Outcomes: At the end of this program, participants will be able to

- Retell the Passover story.
- Explain why we sing *Mi Chamocha* and tie this to the Passover story.

Preparation

- Work with temple leadership to schedule the day of the program.
- Adapt this program to your congregational staff, culture, space, and schedule.
- Collect/buy all supplies and sort them for the classes (listed at the end of the program).
- Prepare teachers to lead the various activities.
- Prepare the “cast” (additional staff members) on the skits they will need to perform.

(See the end of the program for detailed staffing and material needs.)

Procedure:

0:00–0:20 *T’filah*

Lead a typical *t’filah* experience with the students, not letting them know that anything special is about to happen. Right before the *Mi Chamocha*, Moses (an adult in costume) arrives and tells the students that they have been sent back in time and are slaves in Egypt. Before they can sing *Mi Chamocha*, they must understand what freedom truly is.

Students are sent to another room or an open space.

0:20–0:35 Pyramid Building (everyone)

Materials are already out, and students are taken to the appropriate areas and greeted by the “Egyptians” (costumed cast members). They are told that they must build pyramids, as they are now slaves. The Egyptians continue to bug them (age-appropriately), telling them to work faster. In addition, they tell them that they heard some Jewish baby was taken from the Nile River and was growing up in Pharaoh’s palace. “However,” they warn them, “don’t get any hope! You will be slaves forever!”

Each group will use appropriate materials to build including:

Pre-K/K/1—blocks

2/3/4—Duplos

5/6—Legos

Older students—human pyramid

0:40–0:55 “Let My People Go” Skit

Everyone is taken back into the sanctuary (or other appropriate space) to watch a brief skit. Moses and Pharaoh will improv the “Let my people go” scene. Students are quickly taught the chorus to the song “Let My People Go!”

0:55–1:45 Plague Rotations and Preparation for the Final Plague

Students (by age group) rotate through three different stations led by the teachers. After they complete each activity/item, they take it to Pharaoh, who is sitting in the sanctuary or other space. They throw/show/tell him the plague and ask him to “let their people go.” Pharaoh, of course, replies, “NO, NO, NO!”

| | PreK/K/1 (rotating by age group) | 2/3/4 (rotating by age group) | 5/6 (rotating by age group) |
|------------------|----------------------------------|-------------------------------|-----------------------------|
| Part 1 (15 min.) | frogs | blood | lice |
| Part 2 (15 min.) | insects | boils | cattle plague |
| Part 3 (15 min.) | darkness | locusts | hail |

1:50–2:10 Instructions and Activity for Avoiding the Tenth Plague

After the third rotation, all of the students are taken in to the room with Pharaoh. There, Moses explains that the most terrible of the plagues is about to happen and that they need to go back and protect their homes. Groups are instructed to “mark” the doorposts of their houses to show that the people in them

are Jewish. Groups should go back to their home base and decorate their doors with Jewish symbols and representation of their Jewish identities.

They are taken by the teachers to their last station, where the teachers bring out the giant butcher paper “doors” and they decorate them.

2:10–2:15 Crossing the Red Sea

Groups meet in the courtyard with all of their belongings (and the doors!). Students cross through the large sheets of blue fabric being shaken by staff while water is sprayed at them.

2:15–2:30 *Mi Chamocha* Celebration

Moses joins the students and tells them that *this* is the moment that the *Mi Chamocha* was sung. With the help of the cantor/songleader, students sing together Debbie Friedman’s “Miriam’s Song” while dancing and celebrating.

If time allows, the service may be completed at this point.

Detailed Activity Directions for Teachers

PRE-K/K/1

Frogs: Paper-plate frogs.

Insects: Ants on a log with cream cheese, and then raisins/M&M’s/chocolate chips. SNACK. Make one for Pharaoh and present it to him.

Darkness: Have the kids draw pictures with blindfolds on, then have them draw a picture with white crayons on a black piece of paper. Present these to Pharaoh.

2/3/4

Blood: Red Jell-O snack packs. SNACK.

Boils: kids will put a bunch of red stickers on their teacher/*madrichim* to give them boils. Split the kids up into four groups, one teacher/*madrichim*/parent volunteer per group. Have one parent/teacher judge which one is best, and then all four decorated people will be presented to Pharaoh by the kids.

Locusts: The kids will decorate paper airplanes to look like locusts and then throw them at Pharaoh.

5/6

Lice: There will be messed-up balls of yarn with pieces of rice (“bugs”) in it. Split the kids into three teams. They have to pull a certain number of rice out of the yarn and put it in a bowl. When Pharaoh says, “No,” they dump all the rice.

Cattle Plague: The kids will make cow masks and then go into the chapel to act out dying cows for Pharaoh.

Hail: The kids will get little powdered donut holes. SNACK. The kids will then crumple up some paper and throw it at Pharaoh to demonstrate hail during the skit.

Materials Needed (by activity)

Introduction Activity

Materials:

Big cardboard blocks (enough for all pre-K–grade 1 students)

Duplos (enough for all grades 2–4 students)

Legos (enough for all grades 5–6 students)

Plagues (materials needed for each class)

Pre-K– grade 1

Frogs: paper plates, googly eyes, green pipe cleaners, glue/tape, markers

Blood: red Jell-O (pre-make or buy), spoons, napkins, SNACK

Lice: 3 “nests” of yarn (3 whole skeins), 3 bowls/containers, rice/sequins/balls/etc. that can be vacuumed

Grades 2–4

Insects (ants on a log): celery sticks, cream cheese/chocolate, raisins/M&M’s/chocolate chips, spoons/knives, plates, napkins, SNACK

Boils: sheets of red dots/circle stickers

Cattle plague: paper plates, scissors

Grades 5–6

Darkness: blindfolds, black construction paper, white crayons, markers
Locusts: white paper, markers, googly eyes

Hail: powdered donuts SNACK; ping-pong balls/scrunched-up paper, etc., for throwing; plates and napkins

Door project (needed for all grades, ready in their classrooms)

A large piece of “door shaped” butcher paper for each classroom, markers, crayons, stickers, glue, puff balls, pipe cleaners, etc.

Crossing the Sea

Large pieces of blue fabric to shake as students walk through

Water cannons/water guns

Bucket to fill water guns

T’filah

Your regular siddur

Instruments for “Miriam’s Song”

Costumed staff/cast needed (can be played by senior staff, volunteers, teens)

Moses

Pharaoh

3–4 Egyptians

Voice of God

Cantor, songleader, or music teacher to lead *t’filah*, traditional “Let My People Go,” and Debbie Friedman’s “Miriam’s Song”

Hebrew Chanukah Party

Small Group

Created by Brandon Binder for Congregation Shomrei Torah in Santa Rosa, CA



Overview: This short program uses camp-style learning to teach Hebrew related to Chanukah and get kids excited.

Type of Activity:
Program

Target Audience
Grade 3 in Hebrew school

Goal of the Activity:
To teach Hebrew in a camp-like way and to connect it to Chanukah.

Brief Outline

Four different games were created that teach Hebrew in a fun way:

- Flyswatter game, to get the kids to recognize words and read faster
- Spud, to learn how to count
- Pictionary, to have the kids recognize the meaning of words
- Build-It, where the kids build words in Hebrew out of pretzels

Camp swag was given to winners of the different games, and then everyone received something from camp.

The program ended by watching the camp video and having a Chanukah-themed snack.



Chanukah Maccabiah

Large Group/All-School

Adapted from a program

created by Jordan Magdison, Nadiv Educator,

for URJ Camp Kalsman and Temple De Hirsch Sinai of Seattle

Overview: Students are divided into five teams and spend the day competing in a massive Chanukah-themed Maccabiah experience!

Program Model: Maccabiah/Multiple Station Competition

Amount of Time Needed: 2 hours (could be adapted to be shorter)

Age Group: Grades 3–6

Staffing: All regular teachers and *madrichim*

Outcomes: At the end of this program, participants will be able to

1. Explain what Chanukah celebrates.
2. Identify at least two different traditions of Chanukah.
3. Identify Maccabiah as a great program that happens at camp.

Preparation:

Divide the school up into five teams of mixed age groups.

Each activity has its own preparation and supply list.

Maccabiah Activities:

Chanukiyah Relay

Team Shield

Gaga Tournament

Chanukah Jewparady

Dreidel Tournament

Additional Notes:

- All students will be divided into five teams: Orange (Eliezer), Blue (Simon), Yellow (Yochanan), Green (Jonathan), Red (Judah). Depending on the size of your school, you may want to divide students into fewer teams or more. If you need more teams, you could consider using team names like Mattathias or Judith. Consider telling your participants their colors the week before so that they are able to dress appropriately (or use Service Corps funds to buy T-shirts or colored bandanas; try <http://www.orientaltrading.com/> for materials).
- Students will spend the entire day participating in rotations. There are five rotations that should ideally last 20 minutes. If your school day is less than 2 hours, consider cutting out one or two rotations rather than shortening the time.

- Ideally teachers will run the rotations, and *madrichim* will act as team captains. If you do not have (enough) *madrichim*, consider asking for parent volunteers.
- If possible, have parents bring in either latkes or *sufganiyot* (jelly donuts) for snack.
- Maccabiah will end with an all-school song session.
- Maccabiah winner will be determined by tabulating the points across the two different tracks. The winner will be announced at the end of the song session.

Timetable

| | |
|-----------|--|
| 0:00–0:20 | Maccabiah “break” and dividing into teams |
| 0:20–0:40 | Rotation 1 |
| 0:40–1:00 | Rotation 2 |
| 1:00–1:20 | Rotation 3 |
| 1:20–1:40 | Rotation 4 |
| 1:40–2:00 | Rotation 5 |
| 2:00–2:30 | Song session and the announcement of winners |

Procedure:

Introduction

1. Bring all of the students together into a communal room. “Break” Maccabiah through a fun activity that is similar to what your regional camp does to begin the festivities. Be creative and have fun!
2. Divide the students and *madrichim* into their teams. If time allows, have *madrichim* teach a chant or two to the group.
3. Divide your group into five sub-teams, and assign each group a “starting station.” They will rotate to each of the stations and stay there for 20 minutes, completing the activity and competing against the other colors at that station.



Chanukiyah Relay

Supplies:

- 5 paper *chanukiyot* or 5 real *chanukiyot*
- 45 paper candles or 45 real candles
- Blue tape

Setup

1. Tape paper *chanukiyot* to the wall, leaving space for each team to have plenty of room. The relay needs to be in a large room with *chanukiyot* on tables, one on each of five tables, leaving plenty of space for teams to play.
2. Place candles next to each *chanukiyah*.

Instructions:

Students need to race to light the *chanukiyah*! Place each of the five *chanukiyot* in different places in the room, giving students enough space to race to get to it. Place candles on the table next to the *chanukiyah* or tape them to the wall. Mark the starting point in blue tape. Gather all the students in one room to start with. Then, spend some time introducing the *chanukiyah*.

Ask:

Does anyone know why we light candles for Chanukah?

[To commemorate the oil burning for eight nights after we beat the Greeks-Assyrians and got the Temple back! That is why we light eight candles plus the helper candle.]

Does anyone know what the middle candle or tallest candle is?

[It's the *shamash*, or helper candle, which we use to light the other candles because we aren't supposed to use the other candles for anything other than to look at!]

Do we say blessings over the Chanukah candles?

[Yes! On the first night we say three blessings. We say the *Shehecheyanu* to thank God for allowing us to reach the joyful moment of Chanukah once again, and the other blessings thank God for miracles and for commanding us to light the Chanukah candles.]

How do we light the Chanukah candles?

[The candles go in the *chanukiyah* starting on the right side. But we light the candles from the left because we light the newest candle first (after the *shamash*).]

Students will now have a relay to light the *chanukiyah*. Ask, “Did you know that elephants were used in the battle between the Maccabees and the Greek-Assyrians? They were! And often, we see elephants on Chanukah things! To get to your *chanukiyah*, you’re going to have to act like an elephant to sneak past the Assyrians, just like the Maccabees!”

Game Instructions:

1. Everyone is going to stand in the line for their team color.
2. When we say go, the first person in line is going to hold their hands together, keeping the arms straight and bending at the waist, to look like an elephant with a trunk.
3. Run to the *chanukiyah* like an elephant.
4. Grab a candle with your trunk arms, and put it in/on the *chanukiyah*. Make sure you get it on the right side!
5. Run back to your team like an elephant.
6. When the first person gets back, the second person can start.
7. When everyone is finished, sit down. The team to finish first wins!

Please note the team color that won the relay in each rotation on your scorecard. Return the scorecard to the scorekeeper.



Team Shield

Big Ideas:

1. The Maccabees were a family who fought for the right to practice their religion.
2. The Maccabees were a family who had a strong faith in God, showed great bravery, and were strong.

Students Will Be Able to

1. Identify three traits of the Maccabee family.
2. List one thing that they love about Judaism.
3. List one trait they have.
4. List one thing they love about Chanukah.
5. Have fun!

Supplies:

- Poster board, 1 per team, per rotation
- Markers

Instructions:

1. Divide students by their teams.
2. Discuss with students some of the traits that the Maccabees had.
3. Pass out a shield and markers to each team.
4. Teams should work together to create their shields.
 - a. In one corner, students should draw depict a trait of the Maccabees or a picture to depict their Maccabean brother.
 - b. In one corner, students should depict one trait that their team has (strong teamwork, brave, loves Judaism, etc.).
 - c. In one corner, students should depict one thing they love about Judaism.
 - d. In one corner, students should depict one thing they love about Chanukah (other than presents).
5. At the end of the 15-minute rotation, give scores to teams. Teams that showed the most creativity, best teamwork, and were the neatest will receive 5 points, second place will receive 4 points, third place will receive 3 points, fourth place will receive 2 points, and fifth place will receive 1 point.

Activity:

- ? Who were the Maccabees?

- It's a nickname for the Hasmonean family led by Mattathias, who had five sons: Eliezer, Simon, Yochanan, Jonathan, and Judah.
- They were the warriors who led the revolt against Antiochus and the Greek-Assyrians.

❓ What important traits did the Maccabees have?

- Strong faith in God
- Dedication to Judaism
- Brave
- Strong
- Stands up for what they believe
- Warriors

❓ What does every strong warrior need?

- A shield

“Judah and his brothers, the Maccabee family, were a team when they fought against the Greek army. A shield is something that soldiers use to protect themselves while fighting. Today, each team is going to create their own shield. There are four things that each shield needs to include. The top left section should be a depiction of one important trait that the Maccabees had. The top right section should show one important trait of your team. The bottom left section should show one thing about Judaism that is important to them. And last, the bottom right section should depict your team's favorite thing about Chanukah—other than presents.”



Gaga Tournament

Big Ideas:

1. The story of Chanukah teaches the story about the Maccabee family, who led the Jews in a revolt against the tyrannical Greek-Assyrian leader King Antiochus.
2. The story of Chanukah teaches two miracles, the oil and the defeat of the few (the Maccabees) over the many (the Greek-Assyrian army).

Students Will Be Able to

1. Identify who the Maccabees are.
2. Explain the second miracle of the Chanukah story.
3. Have fun!

Supplies:

- 1 bouncy ball
- Gaga score sheet
- Pen
- Whistle (optional)

Setup:

- 6 tables will be needed to set up the gaga pit. These six tables will need to be laid on their sides, legs facing outward, to create a gaga pit.

Instructions:

1. Before students enter the gaga pit, discuss the battle between the Greek-Assyrians and Maccabees.
2. Have students enter the gaga pit. Explain the rules of the game (see next page).
3. Begin the game.
4. Students who are “out” should stand outside the pit, cheering their teammates on.
5. At the end of the 15-minute rotation, the team with the most players still in the game wins.
 - a. Record the winner of each round on the scorecard. The winning team will receive 5 points, second place will receive 4 points, third place will receive 3 points, fourth place will receive 2 points, and fifth place will receive 1 point.

- b. At the end of all four rotations, add each teams' points together to determine the overall winning team, and record it in the bottom box, again with the team winning the most points overall receiving 5 points and the team with the lowest amount of points overall receiving 1 point.

Activity:

- “The year was about 165 BCE. A large group of men led by Judah the Maccabee climbed to the top of a mountain overlooking Jerusalem. Judah and his men, with the help of God, were about to complete a great victory, a triumph that lives on as the miracle of Chanukah.”
- “Backing up, King Antiochus, the Greek ruler, had taken over the Kingdom of Judea. As the ruler, he decreed that Jews could no longer learn Torah, worship *Adonai*, or follow the commandments.”
- “Then, one courageous old man turned the tide. His name was Mattisyahu. He and his five sons called for those who believed and had faith in God to follow them.”
- “Today you will join in the battle—the battle of gaga!”

Gaga Rules

- The referee (teacher) begins play only after all players are standing in the gaga court and have indicated that they are ready to start the game.
- One player tosses the ball up in the air. Players yell "ga" on the first bounce and "ga" again on the second bounce, and the ball is then in play.
- Players hit the ball with their hands only and may not carry or throw the ball; it must be punched with an open hand or fist.
- If the ball contacts a player or a player's clothing below the waist, that player is eliminated.
- If the ball goes out of the gaga court, the last player to touch the ball is eliminated.
- If a player catches the ball before it bounces, the player who had the last contact with the ball is eliminated.
- Once the player hits the ball, he or she must wait until the ball touches someone else before hitting it again (no double touches).
- If there are only two players remaining, a player may hit the ball up to 3 times in a row. The ball is "rejuvenated" by contact with the wall, and the hit count resets.
- Teaming, or intentional passing of the ball to other players, is allowed only at the discretion of the referee and must be specified in advance of play.



Chanukah Jewpardy

Big Ideas:

Chanukah is a rich holiday that has an interesting history and many fun traditions.

Students Will Be Able to

1. Recall facts about Chanukah.
2. Have fun!

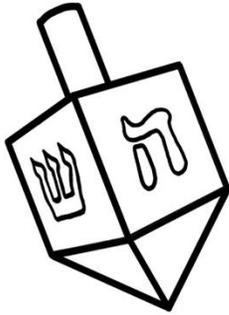
Supplies:

- Jewpardy board (created ahead of time)
- Trivia questions
 - <http://www.cajestl.org/documents/JeopardyforHanukkah.pdf>

“Today you will be competing in a little Chanukah Jewpardy.”

Instructions:

1. Divide the cards into categories. Arrange cards in the pockets on the game board, with the more difficult questions in the higher value pockets.
2. Divide players into five teams by their Maccabiah teams (Red, Blue, Green, Yellow, and Orange).
3. Decide which team will go first by picking numbers.
4. Have the first team pick a category and dollar amount from the Jewpardy board. Read the “answer” on the card, and allow the team that picked the card to answer.
5. Give them 30 seconds to answer.
 - a. If the team answers correctly, they get the points and you move on to the next team.
 - b. If they answer, but get it wrong, the team that bangs on the table first gets a chance to answer.
 - c. If the original team does not answer, give the other teams a chance to answer. The first team that bangs on the table gets to answer.
 - d. Give no more than two teams a chance to answer a given question. If no one gets the answer right, tell them and move on to the next question.
6. The team with the most points in the end will win. Record the scores on the score sheet.
 - a. The winning team will receive 5 points, second place will receive 4 points, third place will receive 3 points, fourth place will receive 2 points, and fifth place will receive 1 point.
 - b. At the end of all four rotations, add each teams’ points together to determine the overall winning team, and record it in the bottom box, again with the team winning the most points overall receiving 5 points and the team with the lowest amount of points overall receiving 1 point.



Dreidel Tournament

Big Ideas:

1. The game dreidel is a game associated with Chanukah.
2. The letters on the dreidel (outside of Israel) is an acronym for “A great miracle happened there.”

Students Will Be Able to

1. Identify the four letters on the dreidel.
2. Explain what the acronym means.
3. Have fun!

Supplies:

- 5 dreidels
- 10 coins for each child - Copies of the coin resource sheet or plastic “gelt” coins

Instructions:

1. Discuss the importance of the dreidel with the students, using the script below.
2. Divide students into groups of five students, one person from each team (Red, Blue, Yellow, Orange, and Green) per group. If you have an uneven number of students, place more than one team member in a group.
3. Give each student 10 “coins.” (see supplies)
4. Give each group a dreidel.
5. Explain the rules of the game.
6. At the end of the rotation, each team should pool their coins together. The team that has the most coins wins.
 - a. Record the winner of each round on the scorecard. The winning team will receive 5 points, second place will receive 4 points, third place will receive 3 points, fourth place will receive 2 points, and fifth place will receive 1 point.
 - b. At the end of all four rotations, add each team’s points together to determine the overall winning team, and record it in the bottom box, again with the team winning the most points overall receiving 5 points and the team with the lowest amount of points overall receiving 1 point.

Activity:

“Welcome to our dreidel tournament.”

? Who can tell me about what the dreidel is?

Call on several students. Students should be able to tell you what letters are on the side of the dreidel (*nun*, *gimel*, *hei*, and *shin*), as well how much gelt students receive for each letter (*nun* = none, *gimel* = whole pot, *hei* = half the pot, *shin* = put one in).

“Each side of the dreidel has a letter: *nun* (נ), *gimel* (ג), *hei* (ה), and *shin* (ש). Each letter stands for one word of the phrase *Neis gadol hayah sham*, which means ‘A great miracle happened there.’ ‘There’ refers to Israel, where the miracle of Chanukah took place. If you were to purchase a dreidel in Israel, then it would say *Neis gadol hayah po*, which means ‘A great miracle happened here.’”

Dreidel Rules:

- Traditional
 1. Sit around the table or in a circle on the floor.
 2. Everyone starts with the same number of tokens.
 3. Each player puts one token in the center of the playing area (the pot).
 4. Players take turns spinning the dreidel.
 5. If the player lands on *nun* (נ), the player does nothing. If the player lands on *gimel* (ג), the player takes all of the tokens in the pot. If the player lands on *hei* (ה), the player takes half of the tokens in the pot. If the player lands on *shin* (ש), the player puts one more token in the pot
 6. When there are fewer than two tokens in the pot, each player puts one more token in the pot.
 7. Play continues until someone has all the tokens.

- Points
 1. Sit around the table or in a circle on the floor.
 2. Give each player a dreidel.
 3. Assign point values to each of the letters on the *dreidel*. For example, *nun* (נ) = 1, *shin* (ש) = 2, *hei* (ה) = 3, *gimel* (ג) = 4.
 4. All participants spin their dreidel at the same time.
 5. After 5 spins of the dreidel, the player with the most points wins.

- Call It
 1. Sit around the table or in a circle on the floor.
 2. Players one-by-one call out a letter on the dreidel.
 3. If the dreidel lands on their letter, they stay in the game. Otherwise, they are out.



Dreidel Tournament
Round _____ Scores

RED TEAM _____

BLUE TEAM _____

GREEN TEAM _____

ORANGE TEAM _____

YELLOW TEAM _____



Team Shield
Round _____ Scores

RED TEAM _____

BLUE TEAM _____

GREEN TEAM _____

ORANGE TEAM _____

YELLOW TEAM _____

Chanukah Jewpardy
Round _____ Scores

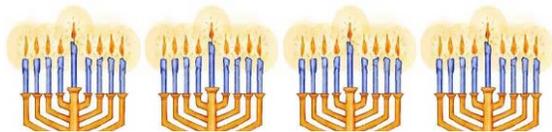
RED TEAM _____

BLUE TEAM _____

GREEN TEAM _____

ORANGE TEAM _____

YELLOW TEAM _____



Gaga Tournament
Round _____ Scores

RED TEAM _____

BLUE TEAM _____

GREEN TEAM _____

ORANGE TEAM _____

YELLOW TEAM _____



Chanukiyah Relay
Round _____ Scores

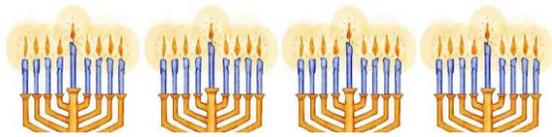
RED TEAM _____

BLUE TEAM _____

GREEN TEAM _____

ORANGE TEAM _____

YELLOW TEAM _____



Trip to Israel and Israel Wax Museum

Adapted from a family program
created by Sarah Lauing, Nadiv Educator,
for URJ Crane Lake Camp and Sha'aray T'fillah in New York City

Overview

Participants in this program will begin by learning the history of Israel through visiting a “wax museum.” They will then board the plane and visit four different cities, each with fun activities and great learning.

Program Model: Large Group Activity/Station to Station

Amount of Time Needed: 2½ hours (could be adapted to be shorter)

Age Group: Grades K–6 (can be adapted for older or younger)

Staffing:

- Program leader
- 4 helpers to run stations and be wax statues
- Songleader to teach “Im Tirtzu” and “Ufaratzta”

Outcomes: At the end of this program, participants will be able to

- Name up to four of Israel’s leaders and explain in their own words what each one’s dream was for Israel.
- Consider visiting Israel.

Preparation

- Copy Hebrew and English words to “Im Tirtzu.”
- Copy the museum brochure for each participant.
- Purchase Israeli snacks such as Bamba (available on amazon.com) or hummus and pita.
- Arrange for someone who can take the *Kotel* notes to Israel.
- Ask participants whom you know have been to Jewish summer camp to prepare a short story about an Israeli *shaliach* at camp and what they learned from him/her.

Supplies:

- Copy materials included in the program write-up
- Words and music for “Im Tirtzu” by Debbie Friedman
babaganewz.com/download/file/5714
<https://www.youtube.com/watch?v=QBiiuJkYI&feature=kp>
- Words and music for “Ufaratzta” by Noam Katz
http://www.noamkatz.com/Noam_Katz/A_Drum_in_Hand_files/UFARATZTA.pdf
<https://www.youtube.com/watch?v=PjH9dVvSuKs>
- Israeli snacks
- Paper and pens
- El Al Plain tickets (need to be created)
- Download *Shalom Sesame* videos (see program write-up for links to each video needed)
- Bucket, cups, and water
- Sand art dough
http://www.firstpalette.com/Craft_themes/Nature/sanddoughsculptures/sanddoughsculpture.html

Schedule:

0:00–0:30 **Welcome/“Im Tirtzu”**

0:30–1:00 **Israel Wax Museum**

1:00–1:15 **Snack and write notes for the Kotel**

1:15–2:00 **Trip to Israel**

2:00–2:30 **kids sing “Ufaratzta”**

Activities:

Welcome

Teach the song “Im Tirtzu” and that it means “If you will it, it is no dream.” Explain to participants that these words were written by Theodor Herzl. Herzl is considered to be the father of modern Zionism.

Israel Wax Museum

Leaders will spread out around the sides of the room and freeze in place as a “wax figure” of the Israeli leader they are portraying. Participants will mingle around the museum, pressing a “button” to make the wax figure come to life and tell his or her story (see monologues below). At each station, participants will be asked to fill out one section of their “museum brochure” to describe in pictures or words what each leader’s dream for Israel was.

Israeli Snacks

While students are enjoying their Israeli snacks, explain to them that at camp they will meet *sh’lichim*—counselors who come from Israel to spend the summer with us. Ask participants whom you prepared to share stories about Israeli *sh’lichim* they have had at camp.

Ask the participants what questions they would want to ask the Israeli *sh’lichim* at camp about Israel.

Hand out to the students their “El Al plane ticket” for the next part of the program.

Trip to Israel

- Set up a room to look like an airplane. As students enter the area, have a leader dressed as a flight attendants guide them to their seats on the airplane to Israel. Leaders should welcome them on the flight, encourage them to buckle seatbelts, and put on the “in-flight movie,” which will be an intro to Israel from *Shalom Sesame*.
- Teach the participants the words *yamah* (west, toward the sea), *keidmah* (east), *tzafonah* (north), and *negbah* (south, toward the *negev*), and explain that they will travel to each of these regions in Israel.
- Teach the students the “Ufaratzta” song (Noam Katz).
- Students will begin in Tel Aviv, where the plane lands, and travel to each of the four stations, getting on and off the “bus” (which used to be the plane) in between. Before each station, they will watch “Postcard from Grover” from that place.
- *Yamah*: Tel Aviv
 - <http://www.shalomsesame.org/videos#israelcat/2/b65c87dc-fb3f-4bbe-a905-40641a581029>
 - **Freeze Dance**: Explain that Tel Aviv is the most fun city in Israel! People love to go to the beach and dance! Play “freeze dance” to some Hadag Nahash music.

- Keidmah: Jerusalem
 - <http://www.shalomsesame.org/videos#israelcat/1/d01f83bb-810c-401b-99d0-5503ec7b8491>
 - **Kotel:** Explain that Jerusalem is a city that is holy for Jews, Muslims, and Christians. The *Kotel* is the Western Wall of the ancient Jewish Temple in Jerusalem, so many Jews go there to pray. Jews visit from all over the world to put notes of prayer in the cracks between the stones. Have participants write notes to go to the *Kotel*, and let them know who will bringing them to Israel for them.
- Tzafonah: Kinneret
 - <http://www.shalomsesame.org/videos#israelcat/2/602c58b0-994e-40c1-947f-018b4f8a52d2>
 - **Water Relay:** Explain that the Kinneret is Israel’s only source of water, and water is always an issue in a country that is made of so much desert! Our task is to get the water from the Kinneret all the way down south to the desert. Students will do a water relay, moving cups of water from one large bucket at the “Kinneret” to an empty bucket down in the south.
- Negbah: Negev Desert
 - <http://www.shalomsesame.org/videos#israelcat/1/fbd7d840-6875-4853-833d-b55471dc3483>
 - **Sand Art:** Explain that the desert is full of sand! Students should practice making the shape of Israel out of sand dough.

Conclusion

Ask participants what they learned about Israel. Remind them that at camp, they would get to learn about Israel not only from a great program like this one, but from Israeli *sh’lichim* who would be their counselors and specialists.

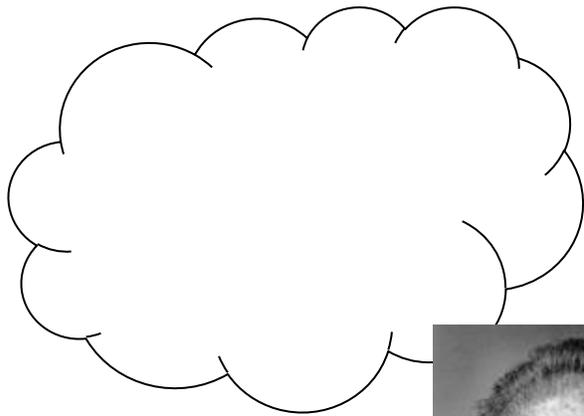
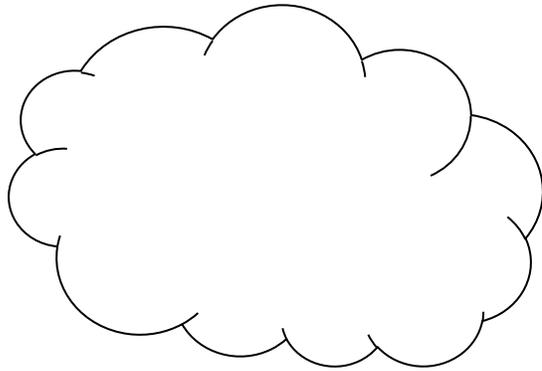
Explain to students that in high school they can choose to go on one of the URJ Israel trips either during the summer or during the year. If appropriate, share some of the Israel program materials.

If you are doing this program as part of a Yom HaAtzma-ut celebration, spend some time to talk about Israel’s birthday, how old she is, and how Yom HaAtzma-ut is celebrated in Israel.

Gurion

Ben-

David



Yitzhak

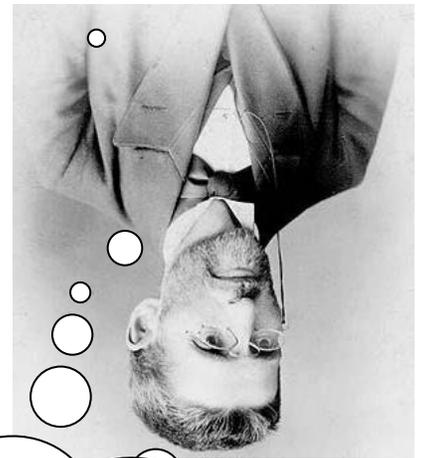
Rabin



Yehuda

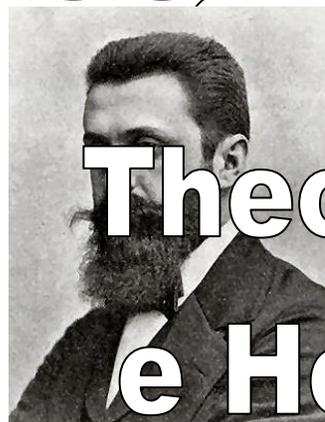
Ben-

Eliezer



Theodor

Herzl



Wax Museum Monologues

Theodor Herzl:

My name is Theodor. Theodor Herzl. Today we are here to celebrate a very special event, a day that I predicted would happen fifty years before it actually took place—the birth of the State of Israel. And my name is forever attached to this wonderful event. I am often called the “Father of Zionism,” something I am very proud of. Zionism is a movement based on the conviction that the Jews should be entitled to a state of their own, rather than being constant “guests” in other people’s lands and countries. I was born a Jew, but for many years I knew almost nothing about Judaism and wasn’t very involved in it. Then, one day, things changed. Let me tell you my story.

I grew up in an assimilated Jewish family in the old Austro-Hungarian Empire. When I was a young man, in the 1880s, I worked for a newspaper in Vienna, Austria. The editor of the paper sent me to Paris to cover the trial of a captain named Alfred Dreyfus, who was being tried for high treason—they accused him of spying for the Germans against France. Captain Dreyfus was a French Jew, who had an incredibly important position in the military—really high up, especially for a Jew at the time. He was found guilty, condemned to life imprisonment, and was publicly humiliated in front of a crowd of fellow-citizens yelling “Death to the Jews!” In fact, as it soon turned out, Captain Dreyfus was innocent. He had been unjustly accused and unfairly tried because he was a Jew who had dared reach such high ranks. It angered and scared me to think that just because someone is a Jew, he or she can’t live safely in his or her own country of birth. Most of all, I was truly touched and disturbed by the scene of the public humiliation of this honest, patriotic French Jew.

This historic event made me decide that my mission in life was to do everything I could to give the Jewish nation a homeland that we could call our own. I quit my job and wrote a book called *The Jewish State*. This book, which talks in depth about our need to establish ourselves in our own Jewish state, excited Jews throughout the world into action.

In 1884, a huge group of us Jews got together in Switzerland at the first World Zionist Congress. That was one of the most exciting moments of my life. From that time on, Jewish people throughout the world worked to make a homeland in Palestine—the territory we now call Israel. It was very difficult. But all together, we were able to make fantastic progress in a fairly short time.

In 1897, my dream was that in fifty years, Israel would be an independent country. I was right! In 1948, this dream came true. I was the one who said, “If you will it, it is no dream.”

Eliezer Ben-Yehuda:

Shalom! B'ruchim Haba-im. Welcome. I want you to think about something for a moment: Hebrew is the language of the Torah. Hebrew is used in prayers and blessings. But what if this ancient language had died? What if it remained only a language in a book, used by Jews only for prayer or study? It would eventually disappear!

My name is Eliezer Ben-Yehuda, and I am considered the father of the Modern Hebrew language. Mine was not an easy task, let me tell you. I took the old, ancient, half-dead language of the Torah and our prayers and modernized it, updated it, refreshed it, beefed it up . . . made it usable for modern people. Do you think there are words such as “car” or “flashlight” or “photograph” in the Torah? I had to add to the limited Hebrew vocabulary tons of new words, verbs, and expressions that are so important for our

daily lives. I wrote the first Modern Hebrew dictionary, and I created words for things for which there were no Hebrew equivalents.

I moved from my native Lithuania to Paris, and from there to Israel—back then called Palestine—in 1881. I told my wife, Deborah, that from that moment on we would speak only Hebrew at home. My first son, Ben-Zion, was the first exclusively Hebrew-speaking child raised in modern history.

Many Jews thought that Hebrew was so holy that it could be used only for prayer and Torah reading. But this is not what I believed. Even before realizing that the Jews were entitled to their national language, I understood that we have the right to be in our own land. Just like other nations in Europe, the Jews should have their own state in which they can speak their national language (at home, at school, and in the streets). Don't the French have France and the French language, and the British, Great Britain and the English language? So, I reasoned, the Jews should be in *Eretz Yisrael* (the Land of Israel) and speak Hebrew!

My dream for Israel is that all Jews speak Hebrew, our mother tongue. Hebrew must be our language! And if we will it, it is no dream.

David Ben-Gurion:

Shalom, y'ladim! Hello, children! My name is David Ben-Gurion, and I was the first prime minister of the State of Israel. When the State of Israel was born in 1948, I was there to be its first leader, and for this reason I can be considered the modern father of the state. Wait! Let me go back a bit and tell you something about myself.

I was born in Poland in 1886. Since I was very little, I had always heard my father and grandfather talk about re-creating a Jewish state in Palestine. Palestine is what we called the Land of Israel then. I very soon developed this desire to see the Jews united, living together in peace in a country of their own.

In 1906, I moved to Israel. Ah, what a blessing! I became a farmer, and I helped make the desert bloom with trees, grass, and flowers. I helped other workers form unions (groups that fight for the workers' rights). Later, I also became a staff member of a Hebrew newspaper.

I worked for many years in Israel. I tried to organize a strong Zionist movement in Palestine in order to get as many Jews as possible to move there. In those years, Palestine was under the control of the British, and therefore I had to meet and work with the British authorities, trying to convince them to let Jews settle in those territories. They weren't too convinced of the importance and validity of our cause, though. Finally, in 1947, the General Assembly of the United Nations voted in favor of a resolution for the establishment of an independent Jewish state in Palestine, which became effective after one year, in May 1948!

I became the first prime minister of Israel and helped create the Israeli army. I also helped in the creation of a school system in Israel. You see, I think it is very important for all people to go to school, and I wanted to ensure a great and free education for all Israelis.

Oh, what a busy life I have had! I also lived on a kibbutz in the desert with many other Jews, where our job was to turn the sandy, fruitless soil into a land that would give us food. And we were successful. In

those days in Israel, everybody had to contribute to the growth of this young country, and we all had to work our soil together.

Do you want to know what my dream for Israel is? That all Israelis may receive a good education and that people's work may turn our deserts into lands of plenty. And if we will it, it is no dream.

Yitzhak Rabin:

Shalom, chaverim, my friends! My name is Yitzhak Rabin. I was the first Israeli prime minister to be born in *Eretz Yisrael*. I was born in Jerusalem in 1922 and grew up there. In 1941, a very hard year in Israel, I joined the army to help the Jews in Palestine survive. I stayed in the army and eventually became the chief of staff. I fought in many wars, and some people even said that I was a hero. I always dreamed of an Israel at peace. I know how terrible any war is, and I know how sweet peace can be.

I left the army in 1968 and became the Israeli ambassador to the United States. I thought that it was very important for Israel's voice to be heard among the other nations. I believed that we must be friends with the United States, France, Russia, and other countries. Eventually, I was elected prime minister. I worked hard to make peace with our neighbors and signed a peace agreement with the Palestinians. Because of this great effort to put together such an important peace agreement, I was one of the people awarded the Nobel Peace Prize in 1994, along with another important Israeli, Mr. Shimon Peres, and the Palestinian leader Mr. Yasser Arafat. What an honor! We all shook hands and felt so proud in front of the whole world.

Palestinians were not the only neighbors that Israel needed to make peace with. While I was prime minister, Israel made peace with Jordan and tried to come to an agreement with Syria.

Not all Jews and Israelis agreed with what I did. Many disagreed with the fact that I wanted to give away land for the Palestinians to establish their own state. But I thought that peace was really worth a lot, and I was ready to pay the highest price for peace. My dream for Israel can be expressed in one easy word: peace. Peace for my children, their children, and all the children of Israel. And if we will it, it is no dream.

The iPod Service

Adapted from a program
created by Sarah Beth Berman, Nadiv Educator,
for URJ Camp Coleman and David Academy in Atlanta, GA

Overview: In this interactive *t'filah* experience, participants use either an iPod or their own voices to find modern songs that fit the themes of the morning service (could easily be adapted to any service).

Program Model: Large-Group Worship Activity

Amount of Time Needed: 45 minutes–1 hour (can be adapted to longer or shorter)

Age Group: Grades 4–12

Staffing:

- Program leader
- Teachers/*madrichim* helping each group

Outcomes: At the end of this program, participants will be able to

- Identify themes of the different prayers in the service.
- Work together as a team.

Preparation

- Decide if you are going to have students use their iPods or if they will be singing the pieces they choose for the group.
- If you are using iPods or other MP3 players, let students know prior to the service to bring them to the program.
- If you are using iPods, set up speakers that you can plug the iPod into so it can be heard throughout the room.
- Make sure each student has a siddur.

Activities

While students enter:

Before *t'filah*, have “Like a Prayer” playing on the overhead speakers

(<https://www.youtube.com/watch?v=79fzeNUqQbQ>). Once everyone is seated, turn off the music.

Beatles, “A Day in the Life” (5 minutes)

Ask participants:

- What kind of songs are good wake-up songs?
- Explain that you want to share a wake-up song you like and play “A Day in the Life” (or another

you like!)

- Why did I choose “A Day in the Life”? (Hint: Good music is good for you.)
- YouTube link: Start at 2:15—https://www.youtube.com/watch?v=4Bl-pLG7_5E.
- What’s a song that you like to use for wake-up? Sing the chorus!

The iPod Service

- Now that we’ve done a wake-up song, let’s talk about *t’filah*!
- Every morning, we have a set of prayers that we do in a certain order.
- Your instructions are as follows:
 - For each prayer:
 - A page with a prayer will be called out.
 - You must decide what the prayer is about, and then find a song on your iPod that complements (with an “E”!) that prayer (or a song you know that your group can sing).
 - You must cue your iPod to the most relevant line in the song—the chorus would be good.
 - One representative from your group will bring the iPod to the person handling the sound.
 - The teachers will decide which three groups get to play their song clip for that song. (If it’s more than three per prayer, they won’t do very many prayers.)
 - Your group should sing along with the tune that they chose.

Debrief Questions

- What did you like about this activity?
- What was one thing you didn’t know about one of the prayers that you learned today?
- Did you disagree with any other groups’ song choices? Why?
- What was it like to come to a consensus with your group?
- How will your prayer change in the future, now that you’ve done this exercise?

Junior Congregation

Created by Jill Cogan for Adath Emanu-El in Mt. Lauren, NJ



Overview: Jill led a camp-style Junior Congregation service as part of the school's Saturday school program.

Type of Activity

Junior Congregation Shabbat morning service

Target Audience Middle school students, current and prospective campers

Goal of the Activity

1. Provide students with a monthly creative, musical, engaging camp-style *t'filah* experience.
2. Prepare students for bar/bat mitzvah and reinforce prayers and songs they learn in religious school.

Outline

- Students signed in upon arrival and picked up siddurim.
- Students participated in a 45-minute service, with opportunities to help lead prayers and read in front of the group.
- Two new melodies were introduced during the service.
- Students participated in a conversation about *parashat hashavua*.
- Information about summer opportunities and upcoming synagogue and youth group events was given to students and parents.



When thinking about this program/activity, what are you most proud of?

I am most proud of the enthusiasm of the students who participated in the service. Students look forward to Junior Congregation because it is so different from the traditional Shabbat services they attend with their families.

6 Points Sports Fantasy Sports League

Online Experience plus Get-Togethers
Created by Beryl Trauthman for
Northern Virginia Hebrew Congregation in Reston, VA

Overview: Create an actual online fantasy sports league, and then bring your players together at the end of the season to celebrate and get 6 Points Sports Academy swag!

Program Model: Online activity with a follow-up party

Amount of Time Needed: Online plus 1- to 2-hour party

Age Group: Grades 5 and up

Staffing: Service Corps Fellow, plus additional support at the party if needed

Outcomes: At the end of this experience, participants will be able to

- Explain what URJ 6 Points Sports Academy is and why it could be a fun summer experience!

Preparation

- Contact 6 Points Sports Academy prior to running the league to let them know you are doing this program and will need additional swag to give away as gifts. As well, if a member of their staff is available, they may be able to join you for your end party. If not, they can send you a video to show during the festivities.
- Follow the directions to set up your league.

Beryl's Detailed Directions for Creating a Fantasy Sports League

1. **Pick a sport:** You can choose any professional sport to run a league on. Last year I ran a basketball league, but I would recommend something with simpler statistics (basketball is complicated) and a shorter season. NFL football is ideal for a league, but it requires being organized early, because the season starts right around the time that school does.
2. **Set up a league:** There are a lot of sites you can use to set up a league for free online. Last year I used ESPN. The website for ESPN fantasy sports is <http://games.espn.go.com/frontpage>. Yahoo also has a fantasy sports site, and there are many others too; just search for them. On ESPN, the process was pretty simple. First you create an account with them. Next you go to the fantasy sports page, pick the sport you want, and then follow the instructions to create your own league. Simple as that. They have many helpful features that you can play around with that will make running your league easier, such as auto drafting, which will create a team for each participant automatically.
3. **Invite people to join your league:** Figure out whom you want to target with this league and promote the heck out of it! Send out an e-mail to specific families or to the congregation as a whole. I recommend, if you can, using your religious school's database to contact kids and families.
4. **Hold in-person events:** Trade players, watch games, or celebrate and discuss how the season is going. Have camp information and other stuff on hand whenever you get people together.
5. **Prizes:** Use the materials sent to you by URJ 6 Points Sports Academy as prizes for your participants. Consider having a big party at the end (maybe at a sports venue!) where you award prizes, publicize camp, and give the kids an opportunity to hang out and get to know one another.

Mini-Maccabiah

Large Group/All-School

Created by Samantha Berezowsky for Temple Sinai in Houston, TX

Overview: Students are divided into teams to enjoy a morning of Mini-Maccabiah activities! This Mini-Maccabiah was written to match the program at URJ Greene Family Camp but can be easily adapted to include your camp traditions!

Program Model: Large Group/All-School

Amount of Time Needed: 2 hours (can be made longer or shorter by adding or removing activities)

Age Group: Grades K–12

Staffing:

- Program leader
- Teachers leading and judging stations
- *Madrichim* (teen helpers) or camp staff leading teams
- Scorekeeper

Outcomes: At the end of this program, participants will be able to

- Identify Maccabiah as an important and fun camp activity.
- Proudly show their artistic and athletic talents.

Materials needed:

- Streamer crepe paper rolls in the four team colors
- Sharpies
- Fabric markers
- Face paint in the four team colors
- 3 Hula-Hoops
- Team cheer examples
- Bandanas or T-shirts in four colors
- 4 pieces of cardboard
- 12 hard-boiled eggs
- 1 Hula-Hoop
- 4 bags of Oreos
- 8 *large* oranges
- Prizes for all participants (ideally, with camp logos on them)
- Sound system for the main room

Preparation:

- Purchase needed materials.
- Identify *madrichim* or camp staff to be team leaders.
- Have team leaders prepare cheers for their group that can be easily taught to the students.
- Divide the school into the teams and prepare T-shirts or bandanas for teachers to give to students.
- Prepare materials for each team leader, including face paint, cheer ideas, sign-up sheets, etc.
- Identify a large room that can be “home base” for your program (such as a social hall).
- Divide the home-base room into the four team areas.
- Identify an area for teams to meet where they cannot be heard by the other teams (classrooms or outside space).
- Create a space with four long tables for the banner-making competition, and put out all materials

Activities:

0:00–0:40 Learning about Camp and Maccabiah Break

1. Students will arrive and sit with their class and teachers.
2. Welcome students and tell them that today they are going to be learning about Camp _____ (your regional camp). Show the students the camp video or other camp materials.
3. Interrupt the end of the camp presentation by “Breaking Maccabiah” as is the custom at your camp. Be creative! At the very least, team leaders should come running in showing the four colors.
4. The program leader instructs the teachers to pass out bandana/armbands to the kids to let them know which color team they are on (using the prepared list).
5. The program leader will introduce team leaders and let teams know where they should go.

0:40–0:50 Moving Time

1. Students move to their color’s meeting place.

0:50-1:10 Team Meetings

1. While the students are meeting with their colors, the judges/teachers will decorate the home-base room, creating an area for each of the four colors.
2. In their respective locations:
 - Sign up kids for each activity and explain how they work. Make sure to spread out the different age groups to each activity. Activities are (see below for descriptions)
 - Orange relay
 - Banner making
 - Egg toss
 - Hula-Hoops
 - Face Oreos
 - Teach team cheers including silent cheer.
 - Engage older students to support the youngest students.
 - Put respective color on body (bandanas, face paint, stickers, etc.).

1:10–1:30 Mini-Maccabiah Activities!

1. All teams return to the main meeting area and sit in their color’s area. Teams should cheer and show great team spirit! The program leader can give out points for teams who are showing team spirit and excitement!

2. The banner group, with one teacher or team leader, is directed to the designated room to create their team's banner. They have 15 minutes to complete this task (see descriptions below).
3. The program leader will introduce and lead each of the activities one after the other in the center of the room. Students should cheer and show excitement (for extra points!) when it is not their turn to compete. The program leader should let the students know both the judging criteria and how to get extra points (fastest, loudest, goofiest, team spirit).
4. Judges will note first through fourth place, but prizes will be awarded as "Best Team Spirit," "Loudest Team," "Goofiest Team," and "Fastest Team."
5. If time runs short, teams need to shout their cheers and do their silent cheer.

1:30–1:45 All-Team Orange Relay

1. *All* team members will participate. Each team will stand in a long line in the aisles and front of the room. The banner will be at the end of the line, where it will be judged. Participants will pass an orange by their necks forward and backward throughout the whole team. When finished they will sit down and do their cheers.

Judges: Make sure kids do not use their hands!

Team leaders: You have to participate too!

Materials needed: 4 oranges

1:45–2:00 Prizes and Celebration

1. Congratulate all of their teams on their amazing work. To give the judges and scorekeeper some time to figure out the winners of "Best Team Spirit," "Loudest Team," "Goofiest Team," and "Fastest Team," you can either have the students do their cheers or lead a camp song or two.
2. Announce the winners and award the prizes! Make sure that everyone gets a prize (ideally with the camp logo!).

Maccabiah Competitions

Banner Making 15 minutes maximum

The banner is the arts activity for this program. Four kids will be provided a table and materials to decorate a sheet of fabric that will be made into a team banner/flag. They will do this for 15 minutes before returning to the home-base area and use the banner for the remaining activities. (This can be for kids who do not want to do the relay.)

Materials needed: Per team—fabric, cardboard (so ink doesn't bleed through), sharpies, fabric markers, any other decorating materials, etc.

Egg Toss

5 minutes

Five kids from each team will stand in a circle and toss a hard-boiled egg between them for 5 minutes without dropping it. They need to keep count of how many consecutive times they toss the egg. The only rule is they cannot toss the egg to the person next to them. If they drop an egg, they need to start over their count.

Judge: Teachers and teammates will need to count along with the kids.

Team leaders: Encourage cheers, etc.

Materials needed: 8 hard-boiled eggs (1 extra for each team)

Hula-Hoop

10 minutes

Five kids from each team will have a Hula-Hoop contest. Each participant needs to keep the Hula-Hoop in motion for 1 full minute before passing it to the next team member. Each person on the team needs to participate.

Judge: Make sure Hula-Hoop switches take just seconds!

Team leaders: Keep up the cheers! Judges will note team enthusiasm.

Materials needed: 4 Hula-Hoops

Face Oreo

5–10 minutes depending on time

Five kids from each team will put an Oreo on their forehead and will need to move it down to their mouth by only using face muscles. The team that moves the most Oreos in 10 minutes wins the race.

Judge: Make sure kids do not use hands!

Team leaders: Make sure all kids stay engaged, excited, and positive!

Materials needed: 4 boxes of Oreos

Camp Send-Off at the Bowling Alley

Family Program

Created by Ben Goldberg

from Temple Beth Israel in Skokie, IL, and

Micah Brandhandler from Lakeside Congregation in Highland Park, IL



Overview: Ben and Micah teamed up to welcome returning and new camp families for an afternoon of fun and food at the bowling alley. Families got to know each other, and Micah and Ben helped answer any last-minute questions.

Target Audience Families of current and prospective campers

Goal of the Activity Have the kids get to know each other and also have current camper parents talk to those who may have doubts or want to know about camp from a parent's perspective.

Outline

- Ben and I combined our resources and rented out several lanes of a high-end bowling alley as well as ordered food. We had all of the families bowling and having fun. We had the camp video playing on several TV screens and had lots of prizes for best trick shot and other things.

When thinking about this program/activity, what are you most proud of?

The amount of people who came, a little less than seventy, even in a snowstorm.



Camp T-Shirt Contest

Created by Micah Brandhandler
from Lakeside Congregation in Highland Park, IL



Overview: Micah held a T-shirt contest for the kids going to camp from his congregation. He used his programming money to produce the shirts!

Type of Activity
Contest

Target Audience Kids going to camp

Goal of the Activity To create a T-shirt design for the Lakeside kids going to camp.

Outline

We sent out messages and allowed anyone to submit ideas for the Lakeside T-shirt.

LAKE SIDE



THE EILAT OF THE MIDWEST

Jewpardy Game

Created by Micah Brandhandler
from Lakeside Congregation in Highland Park, IL



Overview: Available on the Service Corps Resource Site, check out this PowerPoint Jewpardy Game! You can easily change the sections and questions to meet your congregation and their needs! The board is all set up so you just click on the question that the participants choose, click to see the answer, and click the “home icon” on the bottom right corner to go back to the game board!

Type of Activity

Game show

Target Audience Campers and prospective campers

Goal of the Activity To learn about Israel, camp, and holidays and to have fun!

Outline

Students came together and played Jewpardy in teams, and we handed out camp swag for the winners!

Jew-Pardy

| Israel | Holidays | Hebrew | Torah | Micah's Choice |
|--------------|--------------|--------------|--------------|----------------|
| <u>\$100</u> | <u>\$100</u> | <u>\$100</u> | <u>\$100</u> | <u>\$100</u> |
| <u>\$200</u> | <u>\$200</u> | <u>\$200</u> | <u>\$200</u> | <u>\$200</u> |
| <u>\$300</u> | <u>\$300</u> | <u>\$300</u> | <u>\$300</u> | <u>\$300</u> |
| <u>\$400</u> | <u>\$400</u> | <u>\$400</u> | <u>\$400</u> | <u>\$400</u> |
| <u>\$500</u> | <u>\$500</u> | <u>\$500</u> | <u>\$500</u> | <u>\$500</u> |

Final Jeopardy