



## A trip to Israel: A multi-lesson trip to Israel to learn about the many different cultures

Submitted by: *Sarah Pew*

**Subject Area:** Israel

**Target Age Group:** 3<sup>rd</sup> – 6<sup>th</sup> grade

### **Objective:**

This multi-lesson unit gives the students a feel for the many different parts of Israel. Each lesson is designed to take an entire class. I have outlined procedures for the following units. (Please feel free to add your own personal touch to your class' trip as you see fit.) Please feel free to add any extra "excursions" to the back of this binder for other teacher's to resource.

### **Abstract:**

In this unit, briefly discuss what the students know about Israel and what they might expect when they "go" to Israel. Then make passports for them to take on their journey with places to mark everything they see and do. (The students have to learn to write their name in Hebrew in order for their passports to be valid.) At the end of this lesson, fly to Israel

\*Note: lessons א through ט can be done as their own lesson or as part of the unit.\*

- א Trip preparation – making your passport for your first trip to Israel
- ב Gadna – the Israeli Army
- ג Kibbutz
- ד Bedouin tent
- ה Massada – a chance to hike Massada
- ו The Kotel – Western Wall
- ז Returning home



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### Appendix:

✧ At the back of each lesson there is an appendix with copies of all worksheets, scripts and other useful information.

### Materials Needed:

- Construction paper (for the jackets of the passports) - half a sheet per passport (you can design the jacket beforehand if you desire so all the students have an “official” passport, or the students can design it themselves)
- White paper (for the inside of the passport) – two sheets cut in half
- Pencils - make sure the students write their Hebrew names in pencil first, check to make sure they are written correctly and then they can be written in marker!!!
- Markers/crayons
- Pictures of the students (optional) - if you want the passports to have the students’ pictures in them
- Glue (if you are going to glue the photo to the passport)
- Stapler
- Israeli Music (Heveinu Shalom Alechem is preferred)
- Big map of Israel
- Chairs (enough for each student)
- optional: camera – if you want to document your trip

### Preparation:

It is a good idea to have much of the stuff prepared before class, so the students can get straight to work.

1. ✧ Design the jacket cover/ first page of passport (optional)
2. Pre-cut the white paper and construction paper in half so your new measurements are 8.5” by 5.5”



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3. ✧ Put together the passports (fold all the paper in half like a booklet and staple. Each booklet should have one sheet of cut construction paper and four sheets of cut white paper)
4. If you are going to use the students' pictures, ask for them in advance (passport size)
5. Have an assistant/volunteer ready to help you – there is a lot going on and you will need more than two hands!
6. Have list of students' Hebrew names available to answer any questions
7. ✧ **OPTIONAL – for extra Hebrew practice make airplane tickets for the students with Hebrew letters on them. Then have the Hebrew letters on each seat and have the students find the seat that matches their letter.**
8. Flight attendant costume if you so desire.

### Procedure:

**\*\*throughout the class have someone take pictures\*\***

1. Discuss with students what they know about Israel: language, landscape, food, who has been before, etc.
2. Distribute passports
3. Have the students fill out the form on the white sheet of paper. They need to fill in all the information to the best of their ability, and they **MUST** write their name in Hebrew.
4. If you are using photos of the students have them glue their photo to their passport in the space allotted.
5. On the top of each consecutive page, have the students write the name of the place they will be visiting/ activity they will be doing:

Gadna  
Kibbutz  
Bedouin tent  
Massadah  
The Kotel



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(It's ok if they don't know what the words mean, they will learn as they go along)

6. Once everyone has finished making their passports (decorating is allowed and encouraged – but stickers/stamps will be put on the passport pages.) go around and check that everything is filled out correctly.
7. While you are finishing passports, it's a good idea to have your helper set up your airplane. Chairs should be set in rows to look like an airplane cabin.
8. If you chose to make Hebrew letter tickets, distribute them now and have the students get on the plane.
9. While sitting on the plane it's a GREAT time to do snack! You and your assistant can walk through the aisles and offer them their snack like a flight attendant. If you think you will have extra time, show them an "in-flight" movie. Shalom Sesame is GREAT!
10. Once you arrive in Israel play your Hebrew music and welcome the students to a wonderful country with lots of wonderful things to see, do and learn!
11. As the students deplane, take their passport (make sure they aren't entering illegally) and keep it for the next unit.
12. If there is time left over at the end of class, give them a chance to write home about their flight to Israel and what they are most excited about.

### ב Gadna – the Israeli Army

#### **Abstract:**

This lesson officially begins the tour of Israel. The first stop is Gadna (the Israeli Army Basic Training). Teach the students different Gadna exercises in true army form. The students will stand at attention and treat the teacher as an army sergeant. (any pent up aggression you might have can be let out during this unit ☺). An assistant is necessary for this unit! If time allows, at the end of the day, capture the flag can be played. The students should have their passports marked for completing Gadna.



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- Army attire for the teacher and the assistant. The students will be living this experience, not talking about it – so the more authentic you can make it, the better.
- Two flags for capture the flag
- Gadna stamp (any army looking sticker or stamp is perfect!)
- optional: camera – if you want to document your trip

### Preparation:

1. Make sure the students know to come to school in PE attire. They will be outside and active all day, so sandals and skirts are strongly discouraged.
2. Make sure you have an area reserved where you can do your activities. If the weather is nice, being outside adds an extra bit of excitement for the students.

### Procedure:

**\*\*throughout the class have someone take pictures\*\***

1. If your school allows, it's fun to do each of these lessons at a place other than the school building. It gives the students the idea that they really are somewhere other than school and allows for more creativity.
2. Distribute passports. Have your assistant distribute passports as the students come to school and you pick them up before you start "gadna"
3. Immediately take on an army officer's persona! Niceties are not necessary during this unit – let the student's feel as though they are in basic training! Go to wherever you have reserved for this activity
4. The first exercise to do with the students is an Israeli army "warm up". Have the students stand in a line, arms lengths apart, at attention facing you. Then, when you call out "Amida Chofshit" the students clasp their hands behind their back and bend their elbows, (their hands should move up their back) and stand with their legs shoulder width apart.
5. When you call out "Hakshev" the students unbend their elbows so their arms are straightened (hands still clasped)



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6. When you call out “Amod Dom” the students bring their hands to their sides, bring their legs together and stand straight up.
7. Once you have taught the commands and movements have the students do it three times.
8. Since Basic training is like a field, day all sorts of field activities can be done.
  - a. relay races
  - b. push ups
  - c. sit ups
  - d. jumping jacks competition
  - e. jump rope competitions
  - f. running laps
9. Explain to the student the importance of the IDF. They are there to defend their country! For information on the IDF visit: <http://www1.idf.il>
10. You can play a game where the students have to prepare for attacks.
  - a. Have the students run in a circle
  - b. When you call out “ATTACK” the students must drop to the ground and crawl until you say safe, at which point they resume running.
8. ✪ If there is time at the end of your “training” you can play capture the flag with the students. Instructions for Capture the flag can be found here: [http://www.ehow.com/how\\_311\\_play-capture-flag.html](http://www.ehow.com/how_311_play-capture-flag.html)
9. Gather the students around to end class and do step 4 one more time as a closing ceremony.
10. At the end of class make sure you stamp the students’ “Gadna” passport page to show that they have completed it.
11. Collect the passports so you have them for the next class

### Capture the Flag

#### Setup

1. Divide into two teams of three or more people.
2. Divide territories for the teams
3. Agree on two items to serve as “flags.” They should be brightly colored and a foot or two across



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4. Decide what happens when captured. Either choose to make players “out” for the rest of the game, converted to the team that caught them, or put in a “jail” to be rescued by their teammates.

### The Game

1. Retreat by team into your territory to hide the flag. The flag must be hung at head height and be visible from 20 yards away on at least one side.
2. Split into attacker and defender groups within your team. Attackers and defenders can switch jobs as needed.
3. Attempt to sneak across the border, find and capture the enemy flag, and then race back without being caught if you are an attacker.
4. Hide around your flag or along the border and try to intercept and catch any opposing players who sneak across if you are a defender.
5. Capture enemy players by tagging them while they are on your side of the border.
6. Win by capturing the enemy flag and carrying it back to your side of the border.
  - Captured players must obey orders. They cannot yell information back to their side
  - Once hidden, the flag cannot be moved
  - Once you capture the flag, you have to carry it across the border. You can't throw the flag across.
  - Guarding the flag is poor sportsmanship and also reveals the location of your flag. Agree not to post a guard within 10 feet of the flag

### Jail

1. Put captured enemy players in “jail” by picking an area with a clearly defined border to serve as the jail
2. Rescue teammates by sneaking across the border, finding the jail, tagging your teammate, then racing back across the border
3. Recapture players by tagging them again before they reach the border



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### א Kibbutz

#### Abstract:

This lesson is visiting a kibbutz. The students will learn about communal living in Israel and the pros and cons of it. Older students can get into a discussion of "children's houses", communal pay, sharing a limited number of vehicles with an entire community, etc. Younger students can practice working together. At the end of the lesson students should have their passports marked for working on a kibbutz.

#### Materials Needed:

- If your school has a garden where the students can work – this is a perfect activity
- If not, any other team building/ ropes course games are great!  
Here is a website of team building activities:  
<http://www.wilderdom.com/games/InitiativeGames.html>
- a stamp or sticker to mark their passports for visiting a kibbutz
- map of Israel
- optional: camera – if you want to document your trip

#### Preparation:

1. Make sure you have an area reserved where you can do your activities. If the weather is nice, being outside adds an extra bit of excitement for the students.
2. Choose the kibbutz you want your students to visit. Having a kibbutz in mind will help give you a theme for the day. Some kibbutzim to think about:
  - Kibbutz Keturah – a kibbutz founded by Zionist Americans  
<http://www.ketura.org.il/>
  - Kibbutz Yotvatah – dairy kibbutz with DELICIOUS yogurt  
<http://www.yotvata.org.il/MainengFrameset.htm>
  - Kibbutz Sde Boker – was David Ben Gurion's home



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- A directory of other kibbutzim you might want to research <http://judaism.about.com/sitesearch.htm?terms=kibbutz%20directory&SUName=judaism&TopNode=4710&type=1>

### Procedure:

**\*\*throughout the class have someone take pictures\*\***

1. If your school allows, it's fun to do each of these lessons at a place other than the school building. It gives the students the idea that they really are somewhere other than school and allows for some more creativity.
2. Distribute passports - have your assistant distribute passports as the students come to school and you pick them up before you "visit" your kibbutz
3. Discuss your kibbutz (and kibbutzim in general) with your students:
  - Where is it located? (can the students find the area on the map?)
  - What is special about it?
  - What is a kibbutz?
  - Would they like to share everything with everyone?
4. Start working in the garden or doing the team building exercises.
5. For snack – have the students work together to make it/ pass it out.
6. At the end of class make sure you stamp the students' "Kibbutz" passport page to show that they have completed it.
7. Collect the passports so you have them for the next class

### τ Bedouin tent

#### Abstract:

In this lesson the students will walk into a Bedouin tent instead of a classroom. As a Bedouin, the teacher has been in Israel from many generations. Once nomadic, the tribe has started to settle down and now teaches tourists (like the students) about Bedouin life. Men are dominant in Bedouin culture, so if possible a male assistant or parent volunteer (if the teacher is female) should run this class.



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### Materials Needed:

- Cushions and sheets to decorate the classroom like a Bedouin tent (chairs are not used)
- Tea or coffee to serve to the students during snack (parents can provide)
- Pita and chummus for snack (parents can provide)
- Bedouin head coverings



PHOTO: MOHAMED EL-DAKHAKHNY

<http://www.geographia.com/egypt/sinai/bedouin02.htm>

- At stamp or sticker to mark that the students have visited the Bedouin tent
- map of Israel
- optional: camera – if you want to document your trip

### Preparation:

1. Set up the classroom like a Bedouin tent.

### Procedure:

**\*\*throughout the class have someone take pictures\*\***

1. Have the students line up outside the classroom
2. Distribute passports - have your assistant distribute passports as the students come to school and you pick them up before you enter the Bedouin tent
3. Have the male Bedouin invite the students into his tent (his home) - Greet them with the word Saalam (the Arabic word for Shalom)
4. Tell them, they must sit and listen because he has a lot to tell them: (point out on the map areas where there are Bedouins in Israel)



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-Some other ideas of what to explain:

“A bedouin tent is customarily divided into two sections by a woven curtain known as a **ma'nad**. One section, reserved for the men and for the reception of most guests, is called the **mag'ad**, or 'sitting place.' The other, in which the women cook and receive female guests, is called the maharama, or 'place of the women.'

Having been welcomed into a bedouin tent, guests are honored, respected, and nourished, frequently with copious amounts of fresh, cardamom-spiced coffee. Visitors are also cause for some festivity, including music, poetry, and on special occasions even dance. The traditional instruments of bedouin musicians are the **shabbaba**, a length of metal pipe fashioned into a sort of flute, the **rababa**, a versatile, one-string violin, and of course the voice. The primary singers among the bedouin are the women, who sit in rows facing each other to engage in a sort of sung dialogue, composed of verses and exchanges that commemorate and comment upon special events and occasions.”

5. Invite the students to perform a song if they want; like Bedouins do for guests.
6. For snack – distribute the coffee/tea and pita/ chumus
7. While eating, the man can explain more aspects of Bedouin life.  
[http://www.jewishvirtuallibrary.org/jsource/Society\\_&\\_Culture/Bedouin.htm](http://www.jewishvirtuallibrary.org/jsource/Society_&_Culture/Bedouin.htm)
8. At the end of class make sure you stamp the students' “Bedouin Tent” passport page to show that they have completed it. (any tent picture works well)
9. Collect the passports so you have them for the next class
10. When the students leave for the day, tell them “Salaam” again – a greeting used for both comings and goings.



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### ה Massada

#### Abstract:

Today the students will “hike” Massada. This lesson takes many parent volunteers and is done offsite. The students will literally hike up a mountain (hill) while learning about Massada. The parent volunteers will be divided into chaperones and characters. The characters will each have scripts and will be placed at different spots on the mountain before the students get there. As the group passes each character, he/she will tell his/her story or a story of Massada. At the top of the mountain (hill) – the students will have challah and grape juice and say motzi and Kiddush.

#### Materials Needed:

- 4 parent volunteers to be different characters along the hike
- Extra volunteers to help with the hike
- Challah and grape juice
- Cups and napkins and trash bags
- Water bottles
- A bag in which to carry your supplies
- ✧ Script for volunteers
- Copies of Mourner’s Kaddish for the students to read
- Stamps or stickers to show the students visited Massada (a mountain stamp works great)
- Map of Israel
- Optional: camera – if you want to document your trip

here is some information on Masada

<http://www.travelnet.co.il/israel/BeerSheva/beer22-MASSADA.htm>

<http://www.jewishvirtuallibrary.org/jsource/Archaeology/Masada1.html>

#### Preparation:



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1. Find parent volunteers to go with you on your hike
2. Find some costumes for your script readers to wear
3. Determine which mountain (hill) you would like to hike
4. Remind the students to wear comfortable hiking clothes (no open toed shoes or skirts)
5. Have the students bring water bottles
6. Get permission slips ready if required

### Procedure:

**\*\*throughout the class have someone take pictures\*\***

1. Meet at the base of the mountain
2. Distribute passports - have your assistant distribute passports as the students arrive and you pick them up before you start hiking Massada
3. Pass out the scripts to each of the parent volunteers and have them pick a place on the mountain to stop and greet the class.

Order of scripts:

1. Josephus Flavius
2. Eleazar ben Ya'ir
3. Roman Guard
4. Last Remaining Man
5. Surviving Woman
4. Give the students a brief background of Massada (don't need much because they'll meet people along the way)
5. Start hiking (make sure the students drink water)
6. As you meet people along the way – listen to what they have to say
7. At the top of the mountain discuss what the students learned (show them Massada on the map)
8. Say Mourner's Kaddish for those who died at Massada
9. Say Kiddush and Motzi over the bread and grape juice
10. Hike down
11. At the end of class make sure you stamp the students' "Massada" passport page to show that they have completed it.
12. Collect the passports so you have them for the next class



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### **Massada Script:**

#### **Josephus Flavius:**

Hello, my name is Josephus Flavius. At one time, I was Jewish like you. To save my life, I converted and became a Roman, but that's a story for another time. The story I want to tell you today is about Massada. I have been a historian for many years and people say that I have the most detailed information about Massada. This might take some time, so take a drink of water, and relax.

The story of Massada is an incredible one. While you hike today, you will meet people who lived there and hear their stories. I am the reason people know these stories. After the fall of Massada, I spoke with two female survivors and learned about what really happened. You will meet them later on. First, I will give you a little history.

Jewish Zealots who did not want to follow the rules of the Romans and convert, moved to Massada. It used to be a King Herod's palace, and these Jews converted it to living spaces for the 1000 people who were living there. For 8 years the Jews lived there fighting the Romans, but in 74 BCE, the Romans built a ramp up to the top of Massada.

But now I'm tired, and I've said too much. You will meet other people on your journey and they will tell you more. Be careful, you never know when you might see a Roman.

#### **Eleazar ben Ya'ir:**

Shalom Alechem, my name is Eleazar ben Ya'ir. I am the leader of the Zealots living on Massada. We have been here for 8 years and only recently have the Romans been able to make their way up. Did you notice our wall at the bottom of the mountain? That is what kept us safe so far.



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But, alas, now the Romans are approaching and if they find us they will torture us and make us their slaves. I cannot allow that! Tonight the man of each family will kill his wife and children. Then we will have a lottery. Each man who lives here will pick a lot. There are 10 lots with something written on them, the 10 men who draw these lots will be responsible for killing the rest of us.

We cannot allow ourselves to be tortured and become slaves. We cannot denounce our Judaism and convert for the Romans. NO! We would rather die than betray our religion. Before we do this, we will destroy all our precious belongings. We do not want the Romans to profit from their raid. However, the one thing we will leave is food. We are *choosing* to end our lives rather than live with... them. When they arrive, they will see it was not for lack of food that we have perished, we took our own lives with our own swords.

Now if you'll excuse me, I must prepare for the lottery.

### Roman Guard:

I HATE those Jews. They sneak into our camp at night to raid us but until now we haven't been able to attack them. Now we have a way... Are you Jewish? I will find my commander this instant and let them know I have found some Jews. We have finally found a way to conquer you dirty people. (continue mumbling and grumbling as he walks off).

### Surviving Woman:

I couldn't do it. I just couldn't bring myself to be killed and to kill my children. I didn't become Roman, No Way! I love being Jewish, I cherish Judaism, but I also cherish living. After we learned of the decree, five of us (another woman and three children) hid in underground caves.



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We stayed there while the Romans went through everything we owned. We stayed there while the Romans discovered that all the Jews had in fact killed themselves. We stayed there until we were sure it was safe to come out and go into hiding elsewhere.

It was I who spoke with Josephus Flavius and told him the story of Massada. It was hard to even look at him, one who would betray his religion for fear. But this story was important enough to me, and he was the only one I could trust to tell.

I am sad that all my friends and family have died, but happy that we did not fall into the hands of the Romans and happy that I survived. For that, I thank G-d every day. Will you say Mourner's Kaddish with me for my friends and family who perished at Massada?

### **Last Remaining Man:**

I picked the last lot. I am the last Jew alive on Massada. First, we men had to kill our families. Our families! It was so difficult. I didn't know what to do. I didn't want to kill my wife and children, but there was no other choice. Then, the men drew lots to see which ten men would kill the rest. I, along with 10 of my Jewish brothers, was chosen. I ended the life of at least 50 people that day. Finally, we cast lots again, and I was chosen to kill the last 10 brave men.

They were so brave. Each man stood there while I did the horrible, yet necessary deed. I have killed 9 more men. Now it is my turn. The Romans are getting closer. I hear them at every turn. If I don't kill myself now, I will be a Roman slave for the rest of my life. I can't bear that. Shalom Alechem. Be safe on your journey.



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### I The Kotel

#### **Abstract:**

In this lesson, the students go to the Kotel (Western Wall) in Jerusalem. This is a good lesson to review prayers with the students. (It's a good idea to have the students come dressed appropriately for this lesson (modest dress for both boys and girls). The students should learn the proper behavior for the Kotel and be given the opportunity to write a prayer to be put in the Kotel. (The teacher should have someone in mind that is going to Israel who can really put these prayers in the Kotel).

#### **Materials Needed:**

- A Kotel - butcher paper colored to look like the Kotel works well (you need to have at least one place where the students can put their prayers)
- Paper and pen for the students to write their prayers
- A stamp or sticker to show the students have visited the Kotel
- Map of Israel
- Optional: camera – if you want to document your trip

#### **Preparation:**

1. Make your kotel / put it up in the room you will use for this class  
If possible put the kotel on the East side of the room.
2. Let the students know they need to be dressed appropriately for the kotel (no shorts, long skirts for girls, long pants for boys, shoulders must be covered, and boys must wear kippot).
3. Find someone who is going to Israel soon after your class who can take the prayers for you.

#### **Procedure:**

**\*\*throughout the class have someone take pictures\*\***

1. Meet in Jerusalem (the room you are using)



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2. Distribute passports - have your assistant distribute passports as the students arrive and you pick them up before you approach the kotel
3. Ask the students if they know where they are and what is special about the wall in front of them
  - Mention this is why we face East
  - The part of the temple that is left
  - Men and women are separated when going up to the wall
4. Show them where Jerusalem is on the map of Israel
5. Explain that many people pray at the kotel
6. Do a short service
  - Great time to review prayers
7. Have the students sit down separately and write their own private prayer (that will really be put in the Kotel in Israel)
  - Soft Israeli/Jewish music playing in the background can help set the mood
  - If students are having trouble coming up with ideas, a short brain storming session before hand is helpful
8. Once students have written their prayers have them approach the kotel (boys on the left and girls on the right) and put their prayer in. It's a good idea to only have 1 or 2 spaces where the prayers will actually fit (cuts in the paper with a box behind it) so they're easier to collect them.
  - Have the students fold up the paper as much and they want
9. As students start to finish, have them reflect on their trip if there is time.
10. At the end of class make sure you stamp the students' "Kotel" passport page to show that they have completed it.
11. Collect the passports so you have them for the next class

### ⚓ Returning home

#### **Abstract:**

This last lesson is back to America and getting readjusted. The students should think about everything they saw in their 5 weeks in Israel and write letters to their friends about their trip to Israel. If pictures were taken during their tours, they can put together a class scrap book to be shown to future classes. Pictures can



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be drawn and stories can be told. The students should be encouraged to think about their favorite part of their "trip" and share it with the class. Parents can be invited to this class to "welcome the students home" from their trip to Israel.

### Materials Needed:

- Paper and pencils to write letters
- Paper and markers/crayons to draw pictures
- Scrap book
- Photos
- Glue
- Scissors
- Construction paper

### Preparation:

1. Get all the photos from your "trip" developed
2. Invite parents to the class to "welcome" the students home
  - ask parents that will attend to make welcome home signs for students

### Procedure:

1. Have the students wait outside the room until you let them in
2. While outside the room distribute passports - have your assistant distribute passports as the students arrive
3. As they come in welcome them back to the US, check and then return their passports, and have the parents greet them enthusiastically
4. Have them look through their passports and think about their favorite part
5. Discuss with the class each person's:
  - Favorite
  - Most interesting
  - Most surprising
  - Hardest
  - Strangest part of the 5 week trip
6. If you took pictures and are making a scrap book continue to step 8



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7. If you didn't take pictures continue to step 11
8. Divide the students into 5 groups: Gadna, Kibbutz, Bedouin Tent, Massadah, and Kotel
9. Give each group the pictures you have from that day, and have them make a scrap book page(s).
  - They can use any of the construction paper/ markers/ crayons etc. to make their page(s) as festive as they would like.
  - Encourage them to use Hebrew on their pages
  - Encourage them to do their layout before they start cutting and pasting pictures.
  - Review everyone's page to make sure they are appropriate.
10. Have each group present their page to the rest of the class
11. If there is time (or if you didn't take photos). Have the students write a letter to their friend/family describing the trip and their favorite parts about it.
12. Have the students draw a picture of what they "saw" in Israel.
13. Make sure the students keep their passports and bring them home.