

**Program Title:** The 3 angles of Israel

**Category:** Israel

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Please Note: This program may be used "as-is," however; NFTYites are encouraged to "adapt" programs, combining their own elements of innovation with this preexisting program

**Touchstone text:** “Al Shlosa D’varim Haolam Omed” (Pirkei Avot 1:2).

### **Goals:**

PPs define their connection to Israel and what Israel means to them.

PPs gain a better understanding of the differences between Israel and their own culture.

### **Objectives:**

PPs get a taste of the abrupt transition between high school and the army.

PPs recreate a map of Israel to show the various terrains.

PPs debate the gender segregation in the public busses in Jerusalem.

PPs discuss their personal connection to Israel.

### **Materials:**

6 pieces of butcher paper with maps of Israel.

2 large printed maps of Israel.

Candy:

6 Vanilla Frosting

2 bags of gumdrops

2 packs of pixie sticks

8 big packs of M&M

20 Copies of each of the fact sheets

12 pieces of paper and markers to prepare arguments on

16 copies of Appendix B

2 copies of Appendix A

Israel pictures

2 Maps off Israel

### **People:**

6 GL

2 PL

120 PP

## **Timeframe: 60 minutes**

00:00-00:02-Introduction/split into groups

00:02-00:17- First Rotation

00:17-00:19-Rotate

00:19-00:34-Second Rotation

00:34-00:36-Rotate

00:36-00:51-Third rotation

00:51-00:53-Choose which station PP identify with most

00:53-00:60-Discuss why they chose this point on the triangle and wrap up

## **Detailed Procedure:**

### **00:00-00:02-Introduction/split into groups**

Each person has a number 1-6. Each group is told to go to a corner of the “triangle.”

This program is run in a dual universe style. There are two triangles in different locations. The stations are *Am*, *Eretz*, and *Torah*. In each one we'll cover a different aspect of Israel under that umbrella concept.

### 00:02-00:17- First Station

*Am: the different culture of Israel.*

00:00-00:03-Meditation. Ask PPs to close their eyes.

Right now is your time to relax. Imagine you are by the Dead Sea on a vacation with your friends to celebrate the end of high school. The weather is perfect and you are feeling completely stress free. You don't have a care in the world.

00:03-00:09-Soldier yelling at PPs. Screaming commands and making them do pushups and jumping jacks.

00:09-00:15-Discussion

1. How did you feel transitioning from such a calm state to this intense experience?
2. How do you think this transition affects Israeli teenagers? How do you think they feel?
3. How would you feel if you were forced to serve in the military? Do you think many of them go willingly?
4. Do you think that mandatory military service is essential in the Israeli reality? or perhaps the American military model (referring it as a job) can work better?
5. Do you know of any other cultural differences, such as the draft, between Israel and the United States?

### **00:17-00:19-Rotate**

00:19-00:34-Second Station

*Eretz: the various terrains within Israel*

00:00-00:06-GL will lay out 10 pictures on the floor. PP will be instructed to take a few minutes and decide which images are of Israel and which are not. After they come to a group consensus, the GL will reveal that ALL the pictures are of Israel. Then the students will be asked to place each photo in the region of Israel they think it is from on the giant map on the floor. The GI will reveal the correct answers after the group as decided they are finished.

00:06-00:15-use the map and their knowledge of Israel to create a new map but using food. The group will be given a variety of candy and choose which candy corresponds with each type of terrain. They will also be given frosting to put down so that the other candy sticks. Creating the map of Israel with food and explaining the various landscapes all within one small country.

Be sure to cover:

Desert-Negev

Various bodies of water-Yam HaMelach (Dead Sea), Yam Kinert (Sea of Galilee), Mediterranean Sea, Red Sea.

Forest- like the one in the Har Carmel

Mountains with snow- Har Hermon

Modern cities: Jerusalem, Tel Aviv, Haifa

**00:34-00:36-Rotate**

00:36-00:51-Third Station

*Torah: the religious aspect of Israel*

The participants will learn about the different opinions and arguments going on between the Orthodox and Secular by having a mock debate “Should public transportation be gender segregated?”

00:00-00:02-GL Explain principles of both secular and orthodox Jews in Israel. They then explain that the group will be broken in two and must debate whether transportation should be allowed to be gender segregated in Jerusalem.

00:02-00:08-Each side meets with their group and discusses the main points they will argue and look over articles we give them. Hand out blurbs (Appendix B and C) to the two sides to read to their group.

00:08-00:15-Debate

**00:51-00:53-Choose which PP identify with most**

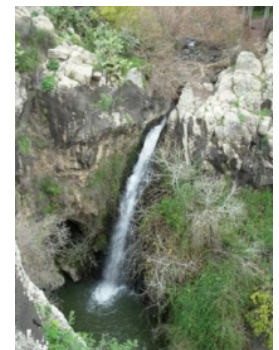
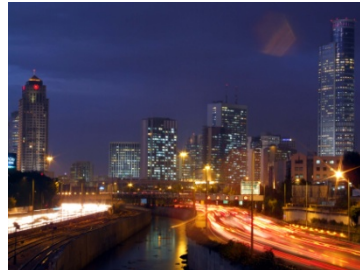
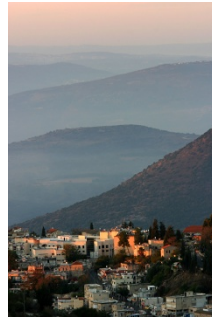
Choose which station they felt most connected to or if they feel connected to all three the middle.

**00:53-01:00-Discuss and Wrap up**

Discussion questions:

1. Why did you choose this branch on the triangle?
2. How does this branch symbolize your connection to Israel?
3. What does Israel mean to you?
4. Would you define Israel in a different way than these 3 angles?

## Appendix A: Pictures for Map station



## Appendix B

### Orthodox Judaism:

The ultra religious sect of Judaims, who strictly observe the traditional( 613 commandments) of Shabbat, Kashrut, prayer, and other rules and regulations that are in the Torah. The Orthodox believe that the word of God is the final say in all aspects believe that God will punish them if the laws are not followed.

### Secular Judaism:

Many Jewish Israelis feel that being Israeli (living among Jews, speaking Hebrew, in theLand of Israel), is in itself a sufficient expression of Judaism without any religious observances. This conforms to some classical secular-Zionist ideologies of Israeli-style civil religion.[citation needed] While many in the Jewish diaspora who otherwise consider themselves as secular will attend a synagogue or at least fast on Yom Kippur (the holiest Jewish holiday), this is not as common among secular Israelis

## Appendix C:

# Gender segregation still OK on Israeli buses, with caveats

January 6, 2011

JERUSALEM (JTA) -- Gender segregation on Israeli public buses may continue as long as passengers agree, the country's Supreme Court ruled.

The practice will still be allowed on dozens of bus lines serving the haredi Orthodox community, known as Mehadrin lines, as long as passengers are not coerced and no violence erupts, according to the ruling issued Thursday.

The finding adopted recommendations made last year by a Transportation Ministry committee which found that the Mehadrin lines should be allowed as long as the segregation was voluntary and women were not forced to sit in the back of the bus, Haaretz reported. The state had accepted the finding.

The legal opinion was in response to a lawsuit filed in 2007 by a group of women and the Israel Religious Action Center, an organization of Israel's Reform, or Progressive, movement.

"A public transportation operator, like any other person, does not have the right to order, request or tell women where they may sit simply because they are women," Supreme Court Justice Elyakim Rubinstein wrote in his ruling. "They must sit wherever they like.

"As I now read over these lines emphasizing this, I am astounded that there was even a need to write them in the year 2010," he added. "Have the days of Rosa Parks, the African-American woman who collapsed the racist segregation on an Alabama bus in 1955, returned?"

The judges ordered the Egged bus company to institute the new rules during a 30-day trial period, during which time the Transportation Ministry must hold undercover and open inspections to ensure that the rules are being followed. The company also must establish complaint centers for women passengers, according to the ruling.

Women's groups and the Israel Religious Action Center told reporters that they were pleased with the decision, which they said shows that the court endorses the idea that segregation is illegal.