

Shabbos

inter active

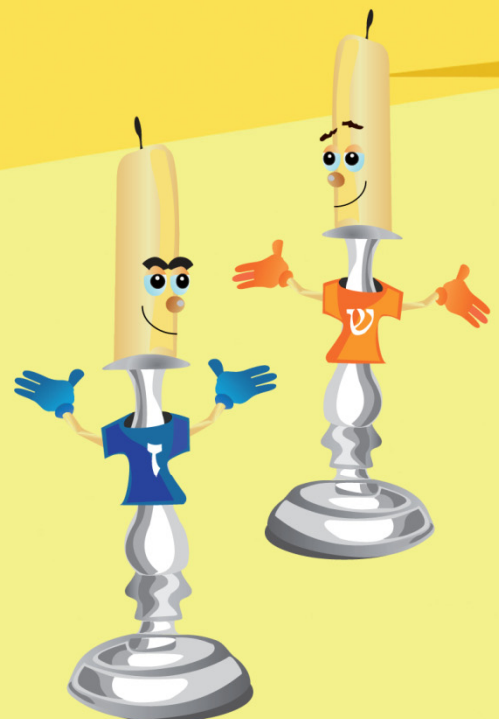
A touch closer



Educator Guide

Jewish Interactive is honoured to present this Educator Guide along with our interactive multimedia learning program designed to create a fun and holistic learning experience.

We invite you to partner with us and use this nine lesson curriculum plan to enhance the **Shabbos Interactive** digital program to create a powerful journey through Shabbos.



Another proud
product of



Version: Nusach Ashkenazi (USA)



Welcome to the World of Shabbos Interactive!	4
Assessment and Curriculum Guide	9
Educator Module 1 The First Shabbos - Creation	11
Worksheet 1 The First Shabbos	17
Educator Module 2 Shabbos in the Ten Commandments	21
Worksheet 2 Shabbos in the Ten Commandments	24
Educator Module 3 Shabbos in the Desert	27
Shabbos in the Desert: Part 1	28
Shabbos in the Desert: Part 2	29
Shabbos in the Desert: Part 3	31
Worksheet 3 Shabbos in the Desert	33
Educator Module 4 Preparing for Shabbos	38
Plan 1: Age 5-7 years	38
Plan 2: Age 8-11 years	41
Worksheet 4 Preparing for Shabbos	44
Educator Module 5 Lighting Shabbos Candles	50
Educator Module 6 Welcoming Shabbos	54
Worksheet 6 Welcoming Shabbos	58
Educator Module 7 Celebrating Friday Night	60
Plan 1: Age 5-7 years	61
Plan 2: Age 8-11	64
Educator Module 8 Enjoying Shabbos	68
Educator Module 9 Saying Goodbye to Shabbos (Havdolah)	74
Worksheet 9 Saying Goodbye to Shabbos (Havdolah)	77

Welcome to the World of Shabbos Interactive!

Shabbos Interactive is an interactive resource to educate learners about Shabbos whilst being fully engaged and having fun.

In this generation our children are exposed to technology at an early age. Interactive whiteboards (IWB) have replaced the traditional chalk boards and projectors, giving the teacher greater scope to present material in creative ways. Material for secular subjects is being produced utilizing this technology and this is becoming the standard in education across the world.

Our aim is for educators and parents to enter our children's world and interact with them in their own language. The initial interface of the teaching process is digital to excite our children. The educator or parents can then interact with the students about the subject matter making it real and relevant.

Torah is about connection. We never want to lose the role of the educator in the learning process and so we encourage you to sit and read stories and have discussions in a circle, do plays, activities and digital tasks. This guide will help make the blended learning approach simple, organized and easy to use. The following buttons appear on the **lower, left corner** of the screen at the beginning of each module:



Educator guide button: to guide the educator to support their students. Clicking this button opens up a printable file, for your convenience.



Educator presentation button: a PowerPoint lesson plan that each educator can use in class on the IWB along with the program. Educators can add their own material into the PowerPoint presentations.



Worksheet printouts button: to easily print out the worksheets for the students. Educators can add their own material into these Word documents.

Feel free to be creative and find your own games and topics around the modules to debate. We would be happy to hear about your ideas and innovations and include them in future versions.

Please submit your suggestions to info@jewishinteractive.com

To all parents, we hope you enjoy this program. We encourage you to spend some quality time with your children. The discussion points are there for you so that you can further the fun and learning at home.

To all educators, technology cannot replace personal interaction. There are many ways to utilise this e-learning material to create a series of lesson plans. We encourage you to use this dynamic teaching resource to support a positive learning environment.

Implementation

Shabbos Interactive contains nine digital modules. We have included nine teacher lesson plans to be taught as a complete syllabus on Shabbos or be kept as a resource when teaching different topics.

The suggested age for the program is 7-9 years. Each lesson plan is aimed at this age group. The modules can also be adapted to be used from ages 6 - 11 and the lesson plans indicate how to adapt the lesson for a lower or higher age group.



The three modules along the top of the menu screen cover the **history** of Shabbos:

- The first Shabbos (Creation)
- Shabbos in the Ten Commandments
- Shabbos in the Desert (*Mishkan* and 39 *Melochas*)

These three modules are to be kept as teacher resources so that students do not have access to them.

The six modules along the bottom of the screen can be taught in class and given to students once done in class to complete at home.

These include:

- Preparing for Shabbos
- Candle lighting
- Welcoming Shabbos (*Kabbalas Shabbos*)
- Celebrating Friday night
- Enjoying Shabbos (Board game)
- Saying goodbye to Shabbos (*Havdolah*)

A Model Lesson

Baseline Assessment

- A vital part of assessing learning is pre assessment and post assessment.
- Assessment can be verbal or in the form of worksheets. We are trying to move away from paper but a brainstorm or spot test might be effective to assess the method of teaching.
- We have included some suggested questions that can be used as a pre assessment tool.

Planning the Lesson

- We have defined the **lesson objectives** for each module and defined success criteria for each module to see if the lesson was successful.
- We have defined the **knowledge**, **skills** and **understanding** that each module aims to give the student. The culmination of these criteria is an invaluable assessment tool at the end of the program.

Blended Learning

- In each lesson we suggest some blended learning techniques that you can incorporate into your lesson with the IWB to emphasize important points.
- Load **Shabbos Interactive** on your IWB to start the lesson as the initial interface. Let different students take turns coming up to the board. Engage and involve all students whilst guiding them through the material. Discuss relevant points as you go along. Stop at indicated points to do relevant activities, etc.

Creating a Dynamic Lesson

We have given you many suggestions of ways to make your lesson even more dynamic. These include:

- **Let's do** - activities
- **Let's make** - crafts
- **Let's act** - plays and dramas based on certain modules
- **Let's investigate** - students can do experiments, explore deeper texts, find out answers for themselves

Supplementary Resources

- **Worksheets** based on each module can be printed out. (There is an icon to find only the printouts to save educators time.)
- Students can be asked to make a special Shabbos workbook.
- Each module has **Flash cards** that can be incorporated into the lesson. The lesson plans indicate how to use them. The flash cards are included at the back of the Educator guide to print and use in the classroom.

Multimedia Homework

- **Let's get digital** - these are suggested multimedia activities for students to do. Post to us at info@jewishinteractive.com
- Students can also do all the module's suggested activities and keep their work on a USB to show the class.
- Skype conferences can be organized linking schools across the world doing the same modules as your school. Please contact us at info@jewishinteractive.com to organise these conferences.

Connection

Jewish Interactive provides **discussion points** to enable meaningful conversation on each topic. These points are divided into:

- **Let's ask** - as questions are even more important than answers
- **Let's talk** - emphasis on personal, social, health and emotional aspects that instil positive value systems and attributes.
- **Let's sum it up** - a way to conclude your lesson and assess what the students have learnt.

Extension Activities

- Engaging stories for educators to read to children
- Additional source materials relevant to the module such as enlarged text screens with *Chumash*, *Gemorrahs* and *Midrashim*
- Glossary, together with suggested websites and reading

PowerPoint Presentations

We have organized the lesson plan into PowerPoint presentations to guide you. This enables the educator to insert resources.

We hope that you enjoy **Shabbos Interactive**, and look forward to hearing from you about your experiences and ideas.

Assessment and Curriculum Guide

The **Shabbos Interactive Curriculum** is based on 3 areas of learning - **Knowledge, Skills and Understanding.**

- Each area has specific outcomes and they are clearly listed in the Curriculum document.
- This document should be photocopied and placed inside each student's workbook.
- As each outcome is achieved it should be highlighted and dated.
- This will be the running assessment record with evidence of learning clearly provided.

Each outcome is clearly included in the **Educator Guide** and by the end of the module the students should achieve the standards set.

The Curriculum

Knowledge

1. I know that Hashem created the world in six days and Hashem rested on the seventh day - Shabbos
2. I know that Shabbos has two aspects -*Shamor* and *Zachor*. I know that these come from the Ten Commandments
3. I know that we prepare for Shabbos before sunset on a Friday and say goodbye to Shabbos when it finishes on Saturday after sunset
4. I know that *Hashem* commanded the Jews to build a *mishkan* for six days and to rest on the seventh
5. I know there were 39 *melochas* involved in building the *mishkan*
6. I know what the 39 *melochas* are and what each one involves
7. I know that there are 3 festive meals on Shabbos and why
8. I know some of the key Shabbos *halochas*
9. I know how to light candles for Shabbos
10. I know that there are special *tefillos* (prayers) that are said called *Kabbalas Shabbos* (Welcoming Shabbos)
11. I know that on Shabbos we rest from modern day activities linked to 39 *melochas*
12. I know key phrases and words linked to Shabbos - *muktze*, *seudah shlishis*
13. I know many activities and customs to do on Shabbos
14. I know what *Havdolah* is and how we perform *Havdolah*

Skills

1. I can use the text to identify key aspects of creation/Shabbos
2. I am able to compare two texts and identify differences
3. I am able to differentiate between items permitted on Shabbos and items that are *muktz*
4. I can apply the laws of Shabbos into modern day
5. I can recite key Shabbos prayers
6. I am able to recognise and name some/all of the *melochas*
7. I am able to recite the 3 *brochas* included in *Havdolah*

Understanding

1. I understand that Hashem resting on the 7th day was His plan for the world and how this applies to us
2. I understand that the definition of 'rest' is refraining from doing any of the 39 *melochas* that were involved with building the *mishkan*
3. I understand that we guard Shabbos by not doing any *melochas*
4. I understand that there is a link between why we light two candles and *shamor v'zachor*. I understand the deeper meaning of *shamor v'zachor*
5. I understand that when we prepare for Shabbos we emphasise the *kavod*, the honour and holiness of Shabbos as well as *oneg*, enjoyment to Shabbos
6. I understand that we have 3 meals in order to enjoy Shabbos
7. I understand that there are many ways to enjoy Shabbos
8. I understand that many items connected with Shabbos have symbolic meaning
9. I understand that the *mishkan* was a place for *Hashem* to dwell in this world
10. I understand some of the history behind *Lecha Dodi*
11. I understand that there are many different cultures around the world
12. I understand that *Havdolah* separates between Shabbos and the weekday



Educator Module 1

The First Shabbos - Creation

Estimated teaching time: 1-4 hours

Knowledge:	I know that Hashem created the world in six days and Hashem rested on the seventh day - Shabbos
Skills:	I can use the text to identify key aspects of creation/Shabbos
Understanding:	I understand that Hashem resting on the 7th day was His plan for the world and how this applies to us

Lesson Objectives

- To know that *Hashem* created the world in six days and rested on the seventh.
- To know that the concept of Shabbos starts with Creation.

Success Criteria

- Students will be able to identify what was created on each day.
- Children will understand that *Hashem* rested on Shabbos.

Blended Learning

Load the module **The first Shabbos** onto the interactive whiteboard (IWB).

Day One

- Ask the student to draw light. If the student draws a sun then refer to the text in the **Torah Corner**.
- What was created on Day One? The answer is light. When was the sun created?
- Refer to the text after drawing and discuss with the students how *Hashem* made light and dark.
- What was there before?



Day Two

- Bring a plastic box of water for each group in your class.
- Ask them to divide it. Can anyone?
- Look at what *Hashem* made on Day Two.
- Use the IWB to look at the **Torah Corner**.
- Show how the *shamayim* (heaven) is also water. Point out that *shamayim* is “*sham - mayim*” - “water there”.

Day Three

- Use the IWB to complete this day.
- Look at the **Torah Corner**. Can you find the Hebrew word *eitz* (tree) in the *pasuk*?
- Look at how many plants there are. Go on a nature walk to appreciate *Hashem*'s creations.

Day Four

- Use the IWB to complete this day.
- Give students a moon chart.
 - ☆ Be moon detectives and look at the moon tonight.
 - ☆ Record the moon every day until *Rosh Chodesh*.
 - ☆ What do you notice about the moon on *Rosh Chodesh*?

Days Five and Six

- Use the IWB to complete these days.
- Note if a student picks the wrong animal – it was not created yet.
Open the **Torah Corner** and let them be detectives to find what was created on each day.

Shabbos

- Refer to the **Torah Corner** on the IWB.
- What does it mean “*Hashem* rested”?
- The emphasis on the unit is that *Hashem* did not create anything new on Shabbos.
- Please listen to the song and ask the students if they recognise the song.
- Bring out a *siddur* and find Friday night *Kiddush* and read the English and Hebrew. This explains that during the *Kiddush* on Friday night we acknowledge that *Hashem* created the world in 6 days and did not create anything on Shabbos.

Let's ask

- How did *Hashem* create the world?
- What questions do you have about Creation?
- Write up questions on a poster and display it for students to answer when they can throughout the programme.

Let's talk

- What do we say when we read *Kiddush* on Friday night?
- What do we thank *Hashem* for?
- Why is it important to say "Thank you" to someone?
- How do you say "Thank you" to the people you love?
- Emphasise that by acknowledging Shabbos we show *Hashem* that we are grateful for Him creating such a beautiful world for us.

Let's play (Worksheet 1.1)

Creation Memory Game

Play a memory game to reinforce what *Hashem* created on each day.

- Give each student the printout of the days of Creation.
- Cut out each day's caption, e.g. "Day 1" and the picture for each day.
- Place the captions on the table and let the learner match the picture of the day with its caption.

Stick it into their workbooks.

Let's make (Worksheet 1.2)

Create a special magic Shabbos box

Refer to activity in the worksheet

Analogy:

The Maharal compares the days of the week to a box. There are 7 days in a week. There are 6 sides to a box. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday are each compared to a side of the box. The space inside is Shabbos. The box would have no shape without the space inside. The same with the days of the week. Shabbos creates the shape and magic of the week.

Activity:

1. Cut along the lines of the drawing.
2. Fold along the lines and make your box.
3. Decorate your box.
4. Make a small slit in the one side.
5. On a separate piece of paper, draw in things that make Shabbos special to you.
6. Cut out your pictures.
7. Fold the pictures and put them inside the box creating a special magic Shabbos box.

Let's sum it up

1. Teacher to sing creation song and let the children finish the sentence:

On *Yom Rishon* there was(light)
Hashem created day and(night)
On *Yom Sheni* from the Torah we know
The(heavens/*shamayim*) showed
On *Yom Shelishi* the earth and the.....(seas)
Flowers, grass and all fruit(trees)
On *Yom Revi'i Hashem* did make
Moon, stars and(sun) for everyone.

Yom Chamishi the(birds) in the sky
And the (fish) in the sea
On *Yom Shishi Hashem* did create
.....(animals), Adam and his mate (*Chava*/Eve)

Yom Shvi'i, Hashem's day of (rest)
Shabbos HaKodesh we love best
Hashem made the world and to show it's true
The *mitzvos* of Shabbos we do!

2. What did we learn from this lesson?
 - In how many days did Hashem create the world?
 - What does it mean that Hashem rested on the seventh day? What do we call the seventh day?
 - What does it mean to each person to rest?
 - How do you rest?
 - Emphasise that Hashem created the world for six days and rested on the seventh.
3. Children can show their booklets to each other and self/peer assess.

Assessment

- Print out a class book.
- Allow each child the opportunity to make their own booklet and print their Creation page.
- Self/peer assessment.

Evaluation

Positive outcomes were:

Negative outcomes were:

Next time:

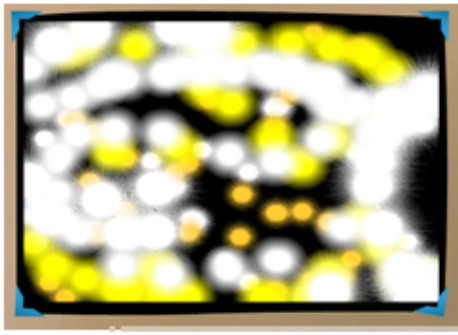


Worksheet 1

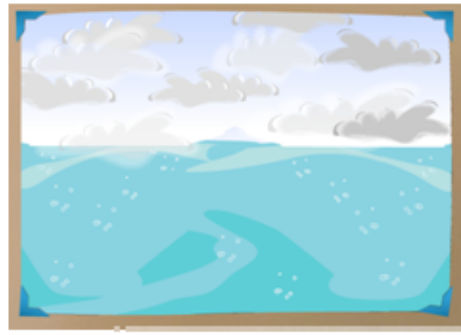
The First Shabbos

Activity 1.1: Creation Memory Game

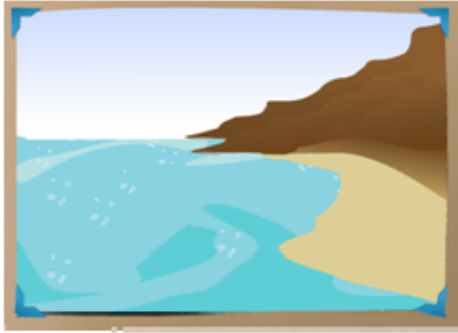
1. Cut out each day's caption, e.g. "Day 1" and the picture for each day of Creation.
2. Mix them all up.
3. Paste the captions on a piece of paper and the matching picture next to it.
4. Decorate your page.



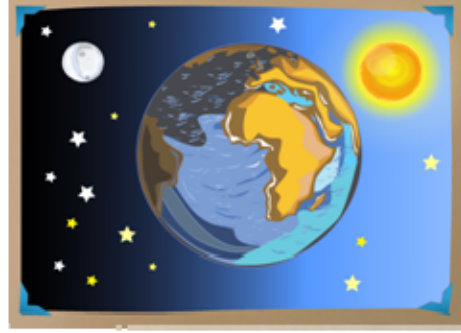
Day 1



Day 2



Day 3



Day 4



Day 5



Day 6



Shabbos

Activity 1.2: Create a special magic Shabbos box

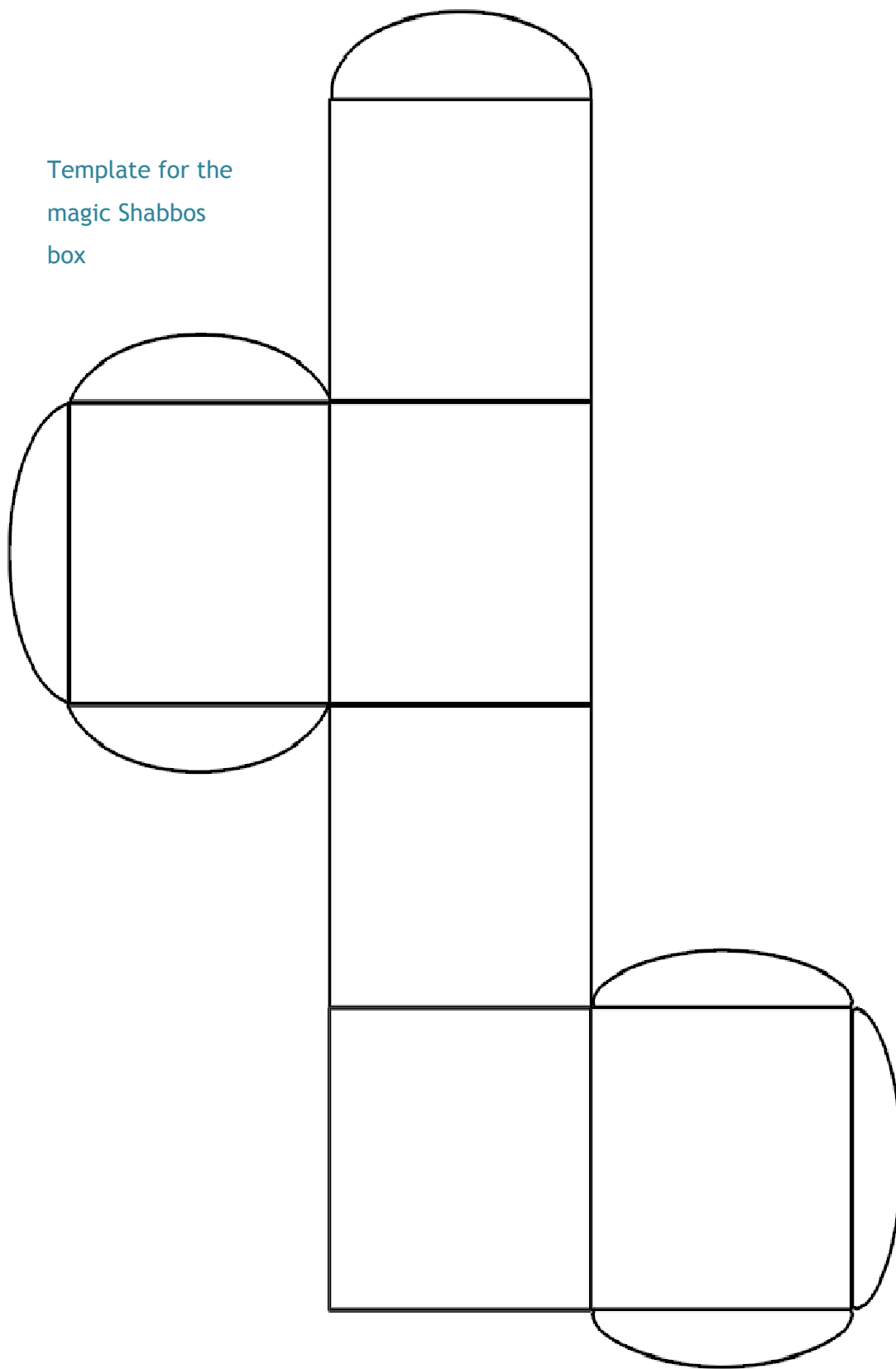
Analogy:

The Maharal compares the days of the week to a box. There are 7 days in a week. There are 6 sides to a box. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday are each compared to a side of the box. The space inside is Shabbos. The box would have no shape without the space inside. The same with the days of the week. Shabbos creates the shape and magic of the week.

Activity:

1. Cut along the outside lines of the box template.
2. Fold along the straight lines and make your box.
3. Decorate your box.
4. Make a small slit in the one side.
5. On a separate piece of paper, draw in things that make Shabbos special to you.
6. Cut out your pictures.
7. Fold the pictures and put them inside the box creating a special magic Shabbos box.

Template for the
magic Shabbos
box





Educator Module 2

Shabbos in the Ten Commandments

Estimated teaching time: 1-2 hours

Knowledge:	I know that Shabbos has two aspects - <i>Shamor</i> and <i>Zachor</i> . I know that these come from the Ten Commandments.
Skills:	I am able to compare two texts and identify differences.
Understanding:	I understand that there is a link between why we light two candles. I understand the deeper meaning of <i>shamor</i> v' <i>zachor</i> .

Lesson Objectives

- To know the origin of why we light two candles
- To know the origin of two aspects of Shabbos - *Shamor* and *Zachor*

Success Criteria

Students are able to identify the two aspects of Shabbos - *Shamor* (*guard*) and *Zachor* (*remember*) and know that the source for this is the Ten Commandments.

Blended Learning

- Work through the module **Shabbos in the Ten Commandments** on the interactive whiteboard (IWB).
- Hand out sheets of the Ten Commandments, in order, in Hebrew and English.
- Ask the students to try and put the commandments in order by dragging and pasting on the IWB.
- Compare both texts on the IWB using the **Shabbos Interactive** programme.
- Highlight the two words - *Shamor*/*Zachor*.
- Ask students to mark the words on their sheets and stick them in their Shabbos book.

Let's ask

- Did you know that there were two sets of Ten Commandments (*luchos*)?
- Why?
- What do you know about them?
- Do you know any of the Ten Commandments?

Let's sum it up

Choose a representative from each group to stand at the front of the class with their paper and tell the class what has been written.

Discuss as a group.

Let's talk

- Put the 2 flashcards on the very large paper:
Shamor = Guard *Zachor* = Remember
- What does it mean to “**guard**” Shabbos?
- What does it mean to “**remember**” Shabbos?
- Split students into 2 groups surrounding each paper on the floor.
- Let the students write or draw examples on the large pieces of papers with the keywords in the middle to show what “guarding Shabbos” and “remembering Shabbos” might mean to them.
- The end product is a brainstorm chart of examples for each concept.

Extension Activities (optional)

Worksheet 2.2

- Draw or write examples in columns of:
 1. What does it mean to **Guard** Shabbos?
 2. What does it mean to **Remember** Shabbos?
- The objective of the exercise is to emphasize how many positive things we do to remember Shabbos.

For higher ability students

- Can you find the two different sets of the Ten Commandments inside a *chumash*?
- Give the name of the *chumash* and *perek* (chapter) and let the students find them independently.

Assessment

Ten Commandments sheets: Have the students noticed *Shamor* and *Zachor* and are they able to highlight them independently?

Stick the evidence in their workbooks or educator to record results.

Evaluation

Positive outcomes were:

Negative outcomes were:

Next time:



Worksheet 2

Shabbos in the Ten Commandments

Activity 2.1

1. Compare the two sets of commandments given in *Shmos* (Exodus) and in *Devorim* (Deuteronomy)
2. Find the two different words in the commandment about Shabbos.
3. Highlight or colour in the 2 different words.



Question

What are the 2 different words *Hashem* uses when He commands us to keep Shabbos?

Shabbos in the Ten Commandments

SHMOS (EXODUS)

אָבִי, יְהוָה אֱלֹהֶיךָ
 לֹא יִהְיֶה לְךָ אֱלֹהִים אֲחֵרִים עַל פְּנֵי
 לֹא תַעֲשֶׂה אֶת שֵׁם יְהוָה אֱלֹהֶיךָ לְשׁוֹא
 וְכוּר אֶת יוֹם הַשַּׁבָּת לְקַדְּשׁוֹ
 כִּבְדֹּר אֶת אֲבֹת וְאֶת אִמֶּךָ
 לֹא תִלְבַּח
 לֹא תִנָּאֵף
 לֹא תִנְגֹּב
 לֹא תַעֲזֹב בִּרְעֻדְךָ עַד שְׂכָרְךָ
 לֹא תִחַבֵּד

DEVORIM (DEUTERONOMY)

אָבִי, יְהוָה אֱלֹהֶיךָ
 לֹא יִהְיֶה לְךָ אֱלֹהִים אֲחֵרִים עַל פְּנֵי
 לֹא תַעֲשֶׂה אֶת שֵׁם יְהוָה אֱלֹהֶיךָ לְשׁוֹא
 שְׂמֹר אֶת יוֹם הַשַּׁבָּת לְקַדְּשׁוֹ
 כִּבְדֹּר אֶת אֲבֹת וְאֶת אִמֶּךָ
 לֹא תִלְבַּח
 לֹא תִנָּאֵף
 לֹא תִנְגֹּב
 לֹא תַעֲזֹב בִּרְעֻדְךָ עַד שְׂכָרְךָ
 לֹא תִחַבֵּד

Activity 2.2

1. Write or draw examples of what we must remember (*zachor*) to do on Shabbos.
2. Write or draw examples of what we must not do in order to guard (*shamor*) Shabbos.

<i>Zachor</i> Things to remember to do on Shabbos	<i>Shamor</i> Things to guard against doing on Shabbos



Educator Module 3

Shabbos in the Desert

Estimated teaching time: 3-4 hours

There are 3 parts to teaching the module **Shabbos in the Desert**.

1. How we guard Shabbos by not doing any *melochas* (creative work) that were involved in building the *mishkan*.
2. Getting to know the 39 *melochas* used to build the *mishkan*.
3. Linking the ancient *melochas* to Shabbos in the present.



Shabbos in the Desert: Part 1

Knowledge:	I know that <i>Hashem</i> commanded the Jews to build a <i>mishkan</i> for six days and to rest on the seventh.
Skills:	I can use the text to identify key aspects of Shabbos.
Understanding:	I understand that we guard Shabbos by not doing any <i>melochas</i> .

Lesson Objectives

To know that we guard Shabbos by not doing any *melochas* (creative work) involved in building the *mishkan*.

Success Criteria

Students can logically explain why Jews observe Shabbos.

Blended Learning

- Start the module **Shabbos in the Desert** on the interactive whiteboard (IWB).
- Hand out the flow diagram from Worksheet 3.3 to the students.
- Let them fill in the diagram as they go through the first part of **Shabbos in the Desert** until the matching game.
- Listen to the words of the song that is played on the page of the summary of Creation, when you look at the **Torah Corner**.
- Then listen to the words sung on the *mishkan* screen.
- Has anyone heard these words before? Where? When?
Can you find them in your *siddurim*?
- *Kiddush* on Friday night describes Creation whilst *Kiddush* on Shabbos day describes *Hashem's* commandment that we may work for six days and rest on the seventh.

Let's look inside

(Higher Ability)

- Discuss the 3 *pesukim* in the **Torah Corner** and what they mean.
- Read the *pesukim* first. Read again and translate. See if the students can help translate.
- Ask the students to get into pairs and look in the text again.
- Why is *Hashem* telling us to keep Shabbos?

Let's go digital

- Split the students into 7 groups.
- We have no photographs of the *mishkan* - all the pictures we have are artists' impressions.
- Give each group a card with one of the items of the *mishkan* on it, for example, the *mizbeach*, *aron*, etc.
- Give each group a chance to research their item using **Shabbos Interactive**/ the Internet/books/*chumash*.
- Students can make PowerPoint presentations of the different versions they have found of their item and make a brief presentation for the class.
- Email your PowerPoint presentations to info@jewishinteractive.org

Shabbos in the Desert: Part 2

Knowledge:	I know there were 39 <i>melochas</i> involved in building the <i>mishkan</i> .
Skills:	I am able to recognise and name some/all of the <i>melochas</i> .
Understanding:	I understand that the definition of “rest” is refraining from doing any of the 39 <i>melochas</i> that were involved with building the <i>mishkan</i> .

Lesson Objectives

To recognise that the 39 *melochas* were the creative activities used to build the *mishkan*.

Success Criteria

Students are able to use the word *melocha/melochas* with ease and can give examples of them.

Blended Learning

- Load the *mishkan* puzzle on the IWB. Let the students drag the pieces to make the puzzle.
- What have we made?
 - ☆ Introduce the *mishkan*
 - ☆ Give the students a brief overview of **why** we had the *mishkan* (that *Hashem* wanted a place to be among us) and **what** it was.

Let's act

In a group scenario:

- Hand out the worksheets containing the full 39 *melochas*. (Worksheet 3.4)
- Keep the screen with the picture of the *mishkan* on the IWB (result of the puzzle).
- Click the *lechem haponim*. Discuss with students: What work did the Jews have to do to make the *lechem haponim*?
- Look at the worksheet for the 11 types of creative activity needed to make *lechem*.
- Give each student a task that was needed in the process to prepare *lechem haponim* e.g. ploughing, building, sewing, etc. Let the student act out that task.
- Each learner has a different *melocha* to act out. Simultaneously all learners act out their own specific task to make *lechem*. The remaining students in the class say “*Yom rishon*”, “*Yom sheyni*” etc. until the educator calls out “*Shabbos!*”, and the students must act out resting from doing the activity.
 - ☆ Repeat the exercise with each group of the 39 *melochas*, for example, making woollen curtains, making the golden menorah, pillars, carrying the *mishkan*, until all 39 *melochas* have been covered.
- Refer to the worksheet list of 39 *melochas*.

Let's sum it up

- Who can act the most 39 *melochas* involved in building the *mishkan*?
- Choose a representative from each group to present their findings.

Shabbos in the Desert: Part 3

Knowledge:	I know that on Shabbos we rest from modern day activities linked to 39 <i>melochas</i> .
Skills:	I can apply the laws of Shabbos into modern day.
Understanding:	I understand that the definition of 'rest' is refraining from doing any of the 39 <i>melochas</i> that were involved with building the <i>mishkan</i> .

Lesson Objectives

To know how we link the ancient *melochas* to Shabbos in the present.

Success criteria

Students are able to link *melochas* to present day examples and understand why we do or do not do these things on Shabbos.

Blended Learning

Work through the third part of the module **Shabbos in the Desert** on the IWB, matching the ancient *melocha* to the modern day example.

Extension Activities (optional)

- Print out the full puzzle of the *mishkan*, stick on card and cut it out. Students have to put it together again. (Activity 3.2)
- Make a 39 *melochas* chart for the classroom. This can be illustrated with photos of the Students acting out each *melocha*.
- Watch the process of harvesting, threshing, winnowing on the IWB:

Shearing/making wool:

http://www.youtube.com/watch?v=Q-Eq_kq9tqc

Winnowing/threshing

<http://www.youtube.com/watch?v=IgVtZY3ouYM>

Let's investigate

- Think of more modern examples for some of the *melochas*.
- Bring in some string, weaving, bricks, etc. Let students do the *melochas* in groups.
- Give out *melochas* page and let students use it for reference (Worksheet 3.4).
- Students can choose 4 *melochas* to illustrate and name, and then think of a modern day counterpart. Students can cut out modern day examples from a magazine.

Let's sum it up

- Hold up a *melocha* (from one of the cut outs). Students to act it out.
- Hold up a sign saying Shabbos. Students to stop.

Let's get digital

Get students to google pictures of the ancient tasks used in building the *mishkan* and then google a modern day activity that can link to it, giving reasons why it may link.

Assessment

- Use the worksheet as your assessment. File in the students' workbooks. Check work against the learning objectives and success criteria.
- Make a note of the students who do not understand and let them work independently on the **Shabbos Interactive CD**.

Evaluation

Positive outcomes were:

Negative outcomes were:

Next time:



Worksheet 3

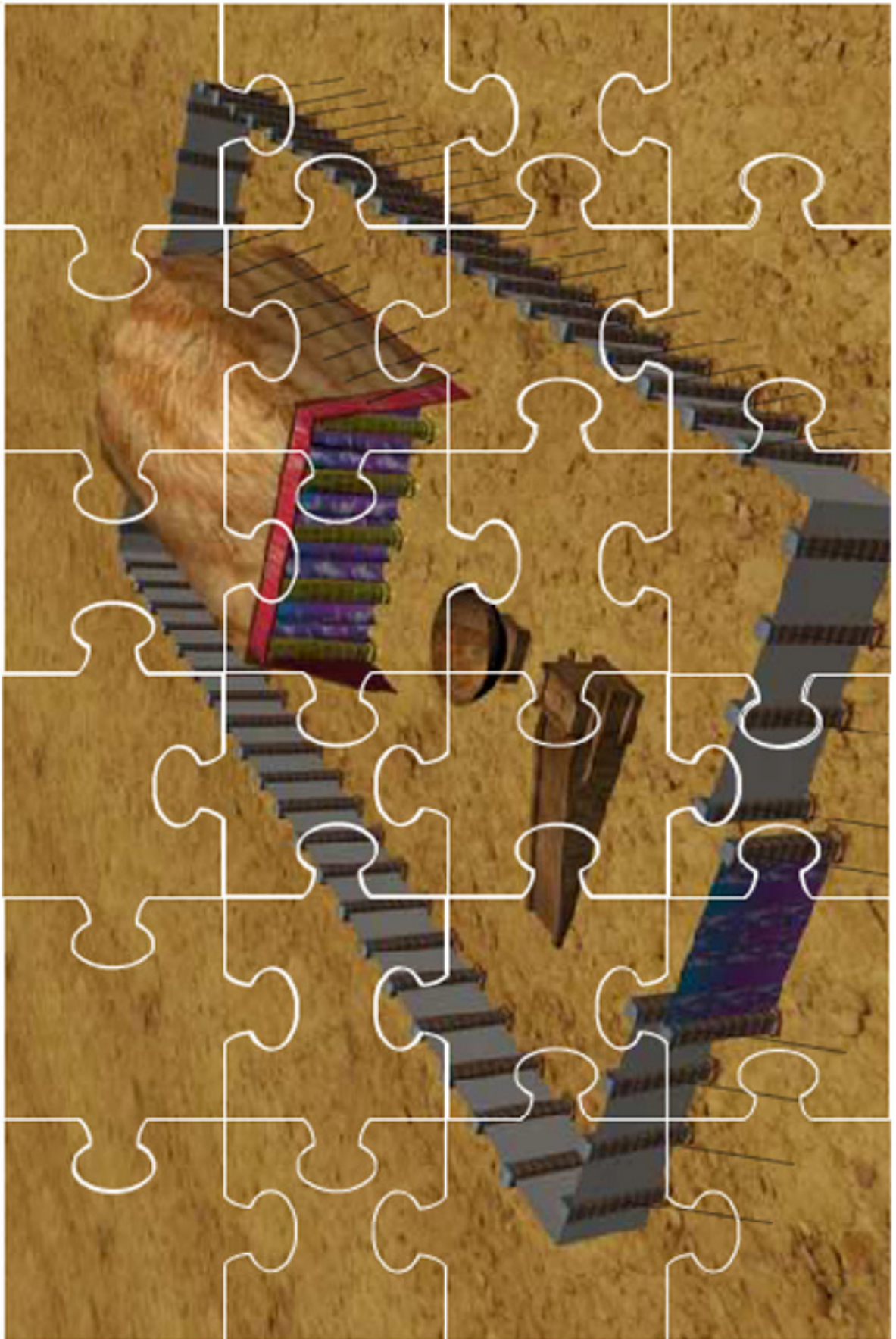
Shabbos in the Desert

Activity 3.1: Act it out!

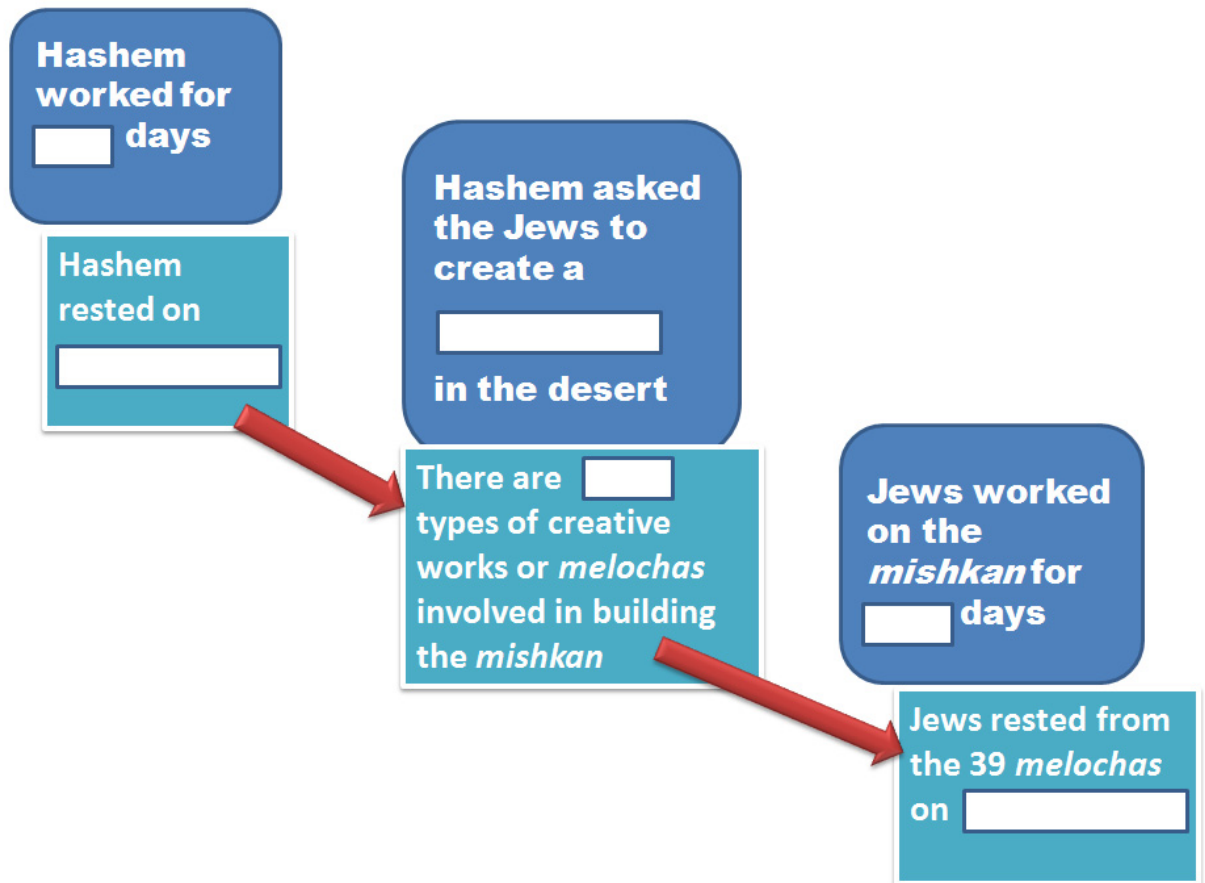
1. Pretend you are a Jew in the desert. You are helping to create the *mishkan*.
2. Choose a job that was needed to help create the *mishkan*.
3. Act out the job and really pretend you are working hard at your job.
4. When your teacher shouts “Shabbos” .. stop working and rest - act out how you are resting.

Activity 3.2: The Mishkan Puzzle

1. Cut out the puzzle of the *mishkan*.
2. Mix up the pieces.
3. Put the pieces together again on a piece of paper or your workbook.



Activity: 3.3: Complete the flow chart



Worksheet 3.4: The 39 *Melochas* or Creative Activities

ANCIENT TASKS:



Grow and process plants needed to make dyes to colour the wool and skins.
Prepare loaves of bread for the *Lechem Haponim*.

 <p>1. Ploughing Preparing the earth for planting</p>	 <p>2. Planting Causing plants to grow</p>	 <p>3. Harvesting Breaking off a part of a plant</p>	 <p>4. Gathering Collecting into a bundle</p>
 <p>5. Threshing Separating a natural product from its natural container</p>	 <p>6. Winnowing Using the wind to separate items you want from unwanted ones</p>	 <p>7. Selecting Separating items that you want from unwanted ones</p>	 <p>8. Sifting Separating mixed objects with a strainer</p>
 <p>9. Grinding Breaking something down into small, usable pieces</p>	 <p>10. Kneading Combining particles with liquid to form a dough</p>	 <p>11. Baking Changing the state of a substance by heating it</p>	
ANCIENT TASK: Prepare wool and weave it into curtains.			
 <p>12. Shearing Detaching non-living parts, like hair, from a person or animal</p>	 <p>13. Bleaching Freeing material from unwanted dirt, stains, dust, etc.</p>	 <p>14. Combing Untangling clumps of raw material into separate strands</p>	 <p>15. Dyeing Changing a colour</p>
 <p>16. Spinning Twisting a strand of fibre into thread</p>	 <p>17. Threading loom Tying threads from the front to the back roller of a loom</p>	<p>18. Threading harness Inserting two threads through the rings of a loom</p> <p>19. Weaving Pulling across the thread which adds a new row to the material</p>	 <p>20. Separating thread Cutting or removing the cloth from the loom rollers</p>
 <p>21. Tying a knot Making a permanent knot</p>	 <p>22. Untying a knot Undoing a permanent knot</p>	 <p>23. Sewing Attaching two materials to one another</p>	 <p>24. Tearing Ripping apart material for a useful purpose</p>



ANCIENT TASK: Prepare the skins for the covering.

 <p>25. Trapping Containing the movement of a living creature</p>	 <p>26. Slaughtering Shortening the life of a living creature for its use</p>	 <p>27. Skinning Separating the skin from the flesh of a dead animal</p>	 <p>28. Tanning Processing raw materials physically or chemically</p>
 <p>29. Smoothing Rubbing an object to make it less rough or to form a shape</p>	 <p>30. Marking Outlining a surface for a useful purpose</p>	 <p>31. Cutting Changing the size or shape of an object so that you can use it</p>	

ANCIENT TASK: Write and erase letters on pillars to mark their position making it easier to rebuild.



 <p>32. Writing Creating meaningful images</p>	 <p>33. Erasing Cleaning a surface to prepare for writing</p>
--	--

ANCIENT TASK: Build and take apart the Mishkan when travelling around desert for 40 years.

 <p>34. Building Constructing or improving a structure</p>	 <p>35. Demolishing Destroying a structure to enable new construction</p>
--	--

ANCIENT TASKS:


Light a fire to melt metals to shape the silver, copper and gold.
Put out fire to make charcoal.

 <p>36. Kindling Lighting a fire or making something burn for longer</p>	 <p>37. Extinguishing Putting out a fire</p>
--	---

ANCIENT TASK: To complete the metal construction.

 <p>38. Adding final touches Giving the final hammer blow</p>	
---	--

ANCIENT TASK: Move pillars from the wagons to a public area.

 <p>39. Carrying Transferring an object from one place to another</p>	
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Educator Module 4

Preparing for Shabbos

Estimated teaching time: 1-2 hours

This module also lends itself for a Shabbos assembly in the elementary years.

Below are two plans:

- **Plan 1:** Age 5-7 years
- **Plan 2:** Age 8-11 years

Plan 1: Age 5-7 years

Knowledge:	I know that we prepare for Shabbos before sunset on a Friday.
Skills:	I am able to differentiate between items permitted on Shabbos and items that are <i>muktze</i> .
Understanding:	I understand that when we prepare for Shabbos we emphasise the <i>kavod</i> , the honour and holiness of Shabbos as well as <i>oneg</i> , enjoyment to Shabbos.

Lesson Objectives

- To know how we prepare for Shabbos and when we do so.
- To be able to differentiate between *muktze* and non- *muktze* items.

Success Criteria

- Students are able to clear the *muktze* items away independently.
- Students know what it is needed to enhance *kavod/oneg* Shabbos.

Blended Learning

- Load module **Preparing for Shabbos** onto the interactive whiteboard (IWB).
- Watch with students and ask volunteers to help clean up the dining room. Emphasise the word *muktze* as each item is put away. Why is the piano *muktze*? Why is the schoolwork *muktze*?
- Ideally this part of the programme is best done in small groups /pairs on their own computers.
- Students to clean up and begin to lay the table.
- Some items have additional guided feedback that the students can discuss with the educator.
- Each child can lay their own table and print it out for their workbooks.

Let's do

- Print out **Worksheet 4.1** and draw in the items needed for Friday night.

Let's act

- Divide students into groups. Pretend that the King and Queen are coming in a few hours for a special dinner. Act out how you would prepare for your special guests to make them feel honoured and enjoy their stay.

Let's ask

- What feelings would be in the house when you are preparing for Shabbos?
- How can you help make Shabbos fun and exciting?
- What could you do to help for Shabbos at home?
- Give each group props to help them - dress up clothes, items for table, tablecloth, duster etc.
- Let each group present their plays to the rest of the groups.

Let's make

- Give each child a box (or they can use the box they made in Module 1).
- Tell them it is their special Shabbos box. Inside it they can keep something very special that they can use on Shabbos. They need to think carefully as it cannot be something *muktze*.
- Let them decorate the boxes and take them home with this note:

Dear Parents/Carer,

This is my Shabbos Box. Inside it I can put something special for Shabbos. Please help me keep it safe and use it on Shabbos.

Good Shabbos!

Let's sum it up

- Hold up items - students to shout out *muktze* if *muktze*, and Shabbos if for Shabbos.
- Educator can tell students that anything that is worth waiting for we need to prepare in advance and put in time and energy to make it really nice.

Let's get digital

- Please set your table on Friday either at school or at home ready for Shabbos.
- Take a picture of it and email it to info@jewishinteractive.org together with your name, school and age.

Assessment

Worksheet 4.1

Evaluation

Positive outcomes were:

Negative outcomes were:

Next time:

Plan 2: Age 8-11 years

Knowledge:	I know that we prepare for Shabbos before sunset on a Friday.
Skill:	I am able to differentiate between items permitted on Shabbos and items that are <i>muktze</i> .
Understanding:	<p>I understand that when we prepare for Shabbos we emphasise the <i>kavod</i>, the honour and holiness of Shabbos as well as <i>oneg</i>, enjoyment to Shabbos.</p> <p>I understand that many items connected with Shabbos have symbolic meaning.</p>

Lesson Objectives

- To know how we prepare the house for Shabbos and when we do so.
- To give examples of enhancing *oneg*, *kavod* Shabbos and show understanding of why we use the items on the Shabbos table.
- To be able to differentiate between *muktze* and non-*muktze* items.

Success Criteria

- Students are able to explain why it is important to prepare for Shabbos.
- Students can give example of why we use various items on the Shabbos table.
- Students are able to clear the *muktze* items away independently.

Blended Learning

- Load the module **Preparing for Shabbos** onto the IWB.
- Watch with students and ask volunteers to help clean up the dining room. Emphasise the word *muktze* as each item is put away. Why is the piano *muktze*? Why is the school work *muktze*?
- Ideally the next part of the programme is best done in small groups /pairs on their own computers.
- Students to clean up and begin to lay the table. We are doing this '*lichvod Shabbos*'. Let students repeat this phrase.

- Some items have additional guided feedback that the students can discuss with the educator.
- Each student can lay their own table and then print it out to put into their workbooks.

Let's do

- Print out the table in **Worksheet 4.4** and cut it up.
- Split the class into groups and ask students to place the right card in the right boxes.
- They will need to decide as a group where each goes.
- Groups then to make one large circle and discuss each object and its reason.

Let's sum it up

- What can you do *lichvod* Shabbos? To help *oneg* Shabbos?

Assessment

- The activity above can be used as an individual assessment.
- Bring a box in to the classroom and students can fill it up with *muktze* items.
- Do the same with items permitted on Shabbos. Record if the student is able to do this activity.

Evaluation

Positive outcomes were:

Negative outcomes were:

Next time:

Extension Activities (optional)

- Why do we have two *challahs*?
- Make *challah* with students.
- Did you know that Sarah's and after her, Rivka's *challahs* stayed fresh from week to week?

The Midrash says that, when Sarah took challah and baked for Shabbos, her bread remained fresh throughout the week. Even though Avraham and Sarah never knew how many guests they would serve each day, the same amount of that delicious challah managed to satisfy the many travellers her husband brought home as well as the members of their household.

- Discuss.



Worksheet 4

Preparing for Shabbos

Activity 4.1: Preparing the table

Colour in the Shabbos table below. Draw in everything you need for Friday night.



Activity 4.2: Act it out!

1. Do a play either alone or in groups.
2. Pretend that the king and queen are coming to visit you in a few hours for a special dinner.
3. Act out how you would prepare for your special guests to make them feel honoured and enjoy their stay.
4. Some examples are cleaning the house, setting the table, bathing and finding special clothes.

Activity 4.3: Preparing the food

- Draw pictures or write what foods you enjoy on Shabbos on your menu.
- Decorate it and make it look amazing.

Activity 4.4: Character Traits

- Print out the table below and cut it up.
- Place the right card in the right boxes.

Object	Character Trait	Reason
Candles		
Wine		
<i>Challah</i>		
<i>Challah</i> cover		
Salt		

Please cut out each square below:

Character Trait	Reason
Calmness/peace	Light brings peace
Have respect for your elders	Wine tastes better with age
Faith/ <i>Emunah</i>	The Israelites had to have faith to collect the two portions of manna on Friday
Not to embarrass people	We keep the <i>challah</i> covered until we bless the wine so as to not embarrass the <i>challah</i>
Being humble	By itself salt does not taste good, but when we add it to other foods it tastes better



Activity 4.5: Bake Challahs for Shabbos

Ingredients

- 1 teaspoon sugar
- ½ cup warm water
- 1 package yeast (10 g)
- ½ cup vegetable oil
- ¼ cup sugar
- 2 teaspoon salt
- 2 eggs, lightly beaten
- 3 ¾ cups flour (more if needed)
- 1 egg yolk beaten with 1 teaspoon water
- Poppy or sesame seeds



Directions

1. Dissolve 1 teaspoon sugar in ½ cup warm water in a large mixing bowl. Sprinkle yeast on top and let stand for 10 minutes. Stir to dissolve.
2. Add oil, sugar, salt, eggs and 1½ cups of flour. Beat well. Stir in an additional 1 - 1½ cups flour or so. The dough should be sticky.
3. Turn the dough out onto a floured board and knead for 10 minutes, adding flour as needed. Just a sprinkle on the board and your hands to keep the dough from sticking.
4. Place the dough in a large, oiled bowl, turning the dough so that it is lightly oiled all over.
5. Cover the dough and leave it to rise in a warm place for about 2 to 3 hours until it is double in size.
6. Divide the dough into 3 equal parts. Shape them into long strands. Place on a lightly greased baking sheet and loosely plait. Fasten ends securely by folding under the challah.
7. Preheat oven to 200°C (400°F)
8. Cover with a damp cloth and let it rise until double, 30-45 minutes.
9. Brush with beaten egg yolk and sprinkle with seeds.
Bake at 200°C (400°F) for 30 minutes or so, until golden.
Cool on cake rack.



Educator Module 5

Lighting Shabbos Candles

Estimated teaching time: 1-2 hours

Knowledge:	I know how to light candles for Shabbos.
Skills:	I can recite key Shabbos prayers.
Understanding:	I understand that many items connected with Shabbos have symbolic meaning.

Lesson Objectives

- To be familiar with *halochas* (laws) involved with lighting Shabbos candles and the process involved.

Success Criteria

- Students are able to sequence the process of candle lighting and know when it takes place.
- Students are able to identify reasons for lighting the candles.

Blended Learning

- Work through the module **Lighting Shabbos candles** on the interactive whiteboard (IWB).
- If the students do not remember the reasons why we have the two candles please revise the module **Shabbos in the Ten Commandments**.
- Ensure the students fully understand why we light a minimum of two candles by placing two candles on a table in the classroom for the duration of this module. Ask a student to label them - “*Shamor*” and “*Zachor*” using flashcards.

Let's do

- Look at the sequencing activity in the IWB.
- Let the students take turns in sequencing the order.
- Ask a student to come to the front and model the process using real candles.
- Play the video showing how to light Shabbos candles.
- Read the *brocha* together with the class.

Let's ask

Questions for discussion:

- Why do we light Shabbos candles?
- What is beautiful about lighting Shabbos candles?
- What does light bring to the world?
- How many candles do you light in your family?

Let's talk

- What is the value we learn from lighting candles?
- Discuss with the students that this is a time to stop and think about the past week and week ahead. It is a time to reflect.

Let's investigate

Please ensure all health and safety requirements are adhered to and there is adult supervision at all times.

- Make the room completely dark.
- Light a candle - look at the difference a tiny bit of light makes to the room. Turn on the main light and discuss that there is not that much difference. This is the power of light.
- Look again at the flame and let the students discuss the beauty and wonder of fire:
 - ☆ Why does it always burn upwards?
 - ☆ Can the candle burn with no air?

Let's sum it up

- Students can sequence the cards and print them out to stick in project books.
- Let a student act out candlelighting from beginning to end.

Display

Module 5 flashcards

Let's get digital

- Take a photo of your Shabbos candlesticks at home and send them to info@jewishinteractive.org . Label your photo.
- Tell us the story of your candlesticks...
 - ☆ Are they new or do they have a history?
 - ☆ Did they belong to your grandmother?
 - ☆ Can you trace the history behind your candlesticks?
 - ☆ Please write your story and send it in to us at info@jewishinteractive.org to become part of our worldwide gallery.

Assessment

- Assessment is through sequencing activity and question/answers.
- If another adult is available, let them record whether the student recalls the process correctly.

Evaluation

Positive outcomes were:

Negative outcomes were:

Next time:

Extension Activities (optional)

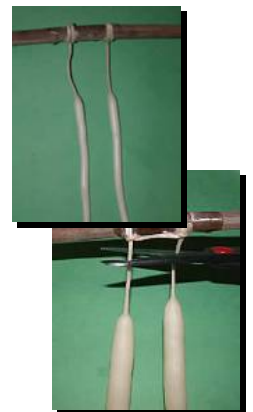
Make your own candles:

Candle making tools and supplies

- Double boiler or 2 old pans, one that can fit into the other
- Wooden spoon
- Cotton candle wick
- Lots of old crayons (or candle wax)

Method

1. Remove all of the paper from the crayons.
2. If you have a double boiler, heat water in the bottom and add the crayons to the top pot. If you are using an old pan, do not put the pan directly on the heat. Use another larger pan with a couple centimetres of water in it and put the pan for wax inside of it. It will float slightly. Watch that it doesn't run out of water!
3. Cut the wick a little longer than the length you want your candle. Tie the wick to a wooden spoon.
4. Melt the wax.
5. With the wick tied to the wooden spoon handle, dip the wick once into the pot with the wax.
6. Allow the wax on the wick to cool completely. Rest the spoon on two stacks of books so the wax can cool while hanging. Pull gently on the bottom of the wick to straighten the developing candle. Then dip it into the wax again.
7. Repeat about 25 times, until the candle is thick.
8. When the candle is cooled completely, cut it off of the wooden spoon from which it is hanging.



Bright Idea! Melt all the red shades and dip the string 5 times. Next, melt all the yellows. By then the reds should have set. Dip the wick into the new colour 5 times. You could add a layer of orange on top of that. Dip that 5 times.



Educator Module 6

Welcoming Shabbos

Estimated teaching time: 1-2 hours

Knowledge:	I know that there are special <i>tefillos</i> (prayers) that are said called <i>Kabbalas Shabbos</i> (Welcoming Shabbos).
Skills:	I can recite key Shabbos prayers.
Understanding:	I understand some of the history behind <i>Lecha Dodi</i> . I understand that there are many different cultures around the world.

Lesson Objectives

- To know that on Friday at sunset there is a special set of prayers called *Kabbalas Shabbos* (Welcoming Shabbos).
- To know that there are many different types of Jews around the world welcoming Shabbos.
- To know *Lecha Dodi* is in *Kabbalas Shabbos* and be able to sing it.
- To be able to identify similarities and differences between Jews all over the world.

Success Criteria

- Students know when we say *Kabbalas Shabbos* and what it is.
- Students are able to sing *Lecha Dodi* and explain some of the history/customs associated with it.
- Students are able to present key information about other Jewish communities around the world.

Blended Learning

- Open the module **Welcoming Shabbos** on the interactive whiteboard (IWB).
- Talk briefly about the *Kosel*.
- Choose a student to click on the character.
- Listen to him and click on the synagogue and music icons to learn more.
- Students can click on ten different characters.
- Divide the students into pairs. Each pair needs a computer with the module loaded on. (If there are not enough computers this could be done as a whole class.)
- Students can then meet all ten characters.
- Write on the board that students need to do the following:
 1. Hear a version of *Lecha Dodi* from that country
 2. Find out how long Jews have been in that country, a short history, and how many Jews remain in that country.
 3. See a photo of a shul from that country, together with some of its history.
 4. Learn an interesting fact about *Lecha Dodi*.
- After students have completed the task, they can paste in a photo of their shul on the postcard page and print it out.

Let's sing

- Gather the students together and record all the interesting facts about *Lecha Dodi* on the board.
- Where did the song *Lecha Dodi* originate?
- Play all the different tunes of *Lecha Dodi* and discuss which one you like best. Try to find more versions and then teach your version.
- Then sing *Lecha Dodi* following the words on the IWB incorporating some of these facts.
- Practice regularly then record the group singing. Upload your recording to info@jewishinteractive.org and it will be posted to the video page. Please label the video clip with the country, school, grade and age of the students.

Let's talk

- Have you ever been to the *Kosel* (Western Wall) on a Friday night? If so can you tell us about it?
- Why are there Jews from all over the world at the *Kosel*?
- Why are the Jews living in all different places around the world?
- Discuss how there are many different cultures and what your family's cultures and traditions are.
- Why do Jewish traditions differ from community to community?

Let's read

- Open up a siddur at *Kabbalas Shabbos*. What is it and what prayer is it made up of?
- When do we say *Kabbalas Shabbos*?
- Look at the *Kabbalas Shabbos* - do you recognise any other prayers?

Display

Module 6 flashcards

Let's act

- Choose students to be characters at the *Kosel*.
- Point to a student and they need to tell you about themselves and their community. They can sing a tune of *Lecha Dodi* from their shul if they can.

Let's sum it up

- Cut up the postcards that you have printed from the module and hold up one at a time. Choose students to tell you one piece of information they have learnt about that country.
- Ask students to perform *Lecha Dodi* in their favourite tune.

Let's get digital

- If your community was featured in this module, what information would it include?
- Get the students to find out the following information, and collate it into a PowerPoint/documentary/online presentation.
- This can also be achieved by:
 - ✧ A trip to your local shul.
 - ✧ Interviewing your grandparents/parents.
 - ✧ Speaking to your local Rabbi.

- Here are some suggestions of information to include in your presentation:
 - 1) How long have Jews been in your town/city?
 - a) Where did most of the Jews in your community come from?
 - b) Where did your family come from?
 - 2) Find out about your shul:
 - a) When was it built?
 - b) How many people can it hold?
 - c) Are there any interesting facts about your shul?
 - 3) Take a photo of the inside and outside of your shul to include in your project.
 - 4) Songs in shul:
 - a) Which tune does your shul sing for *Lecha Dodi* on a Friday night? Let the students learn the tune and if possible make a recording for the school website/**Jewish Interactive**.
 - b) What other songs are sung in your shul on a Friday night? Do you have a favourite tune?
 - 5) Are there any famous Jews in your community? If there are please write about them and their achievements.
- Please email your project to info@jewishinteractive.org

Assessment

- Can the students read/sing *Lecha Dodi* confidently?
- Do they know when we sing *Lecha Dodi* and information about the song?

Evaluation

Positive outcomes were:

Negative outcomes were:

Next time:



Worksheet 6

Welcoming Shabbos

Activity 6.1

This is a project to do at home and bring to class to put together as a class project.

Ask your parents:

1. How long have Jews been in your town/city?

2. Where did most of the Jews in your community come from?

3. Where did your family come from?

4. What songs are sung in your shul on a Friday night for *Kabbalas Shabbos*?

Which one is your favourite song?

5. Have you ever been to the *Kosel* on a Friday night? If so, tell us about your experience and how you felt being there.



Educator Module 7

Celebrating Friday Night

Below are two plans:

- Plan 1: Age 5-7 years
- Plan 2: Age 8-11 years



Plan 1: Age 5-7 years

Estimated teaching time: 1-2 hours

Knowledge:	I know some of the key Shabbos halochas.
Skills:	I can recite key Shabbos prayers.
Understanding:	I understand that many items connected with Shabbos have symbolic meaning.

Lesson Objective

- To know the order of events on Friday night.
- To know the some of the meanings of each action and prayer.

Success Criteria

- Students will be able to explain clearly and confidently what is done on Friday night.
- Students will give able to give reasons for some of the actions.

Blended Learning

- Lay a Shabbos table at the front of the class (If you do not have one available pretend there is one).
- Tell students that we are pretending it is Shabbos. Nominate a student to be a guest that has never experienced Shabbos. *We will explain to the guest why we are doing everything we do as we are sure s/he has many questions...*
- Load the module **Celebrating Friday Night** on the interactive whiteboard (IWB). Use the *oneg* pie and click on the *challah* to show how the puzzle works.
- Ask the students what they think is the first slice.
- Each slice has a riddle associated with it, giving a clue as to when this particular event occurs during the dinner. Along with each clue comes extra information in the form of songs, *brochas* or videos. There is also a Hebrew corner so students can learn some Hebrew words.

Shalom Aleichem

Click on this slice and listen to the reason why we sing *Shalom Aleichem*. Sing *Shalom Aleichem* with the class (using IWB/handout/*siddur*).

Aishes Chayil

Click on *Aishes Chayil*. Why are we singing to the woman of the home? Emphasise the *middah* (moral value) of showing gratitude.

Blessing the Children

Click on the information explaining why we bless our daughters after our foremothers and our sons after Ephraim and Menashe. Choose 2 students to act out the blessing.

Kiddush

Listen to the *Kiddush*. Remind students that we heard the *Kiddush* in the first module **The First Shabbos**. Ask students why we say it.

Washing Hands

Watch the video. Get the class to pretend they are washing for bread.

Blessing the Challah

Ask students if they remember learning about *challah* in Module 4, **Preparing for Shabbos**.

Eating

Click on the slices about eating and discuss briefly.

Zmiros (songs)

An informal educator/music teacher is encouraged to come in at this point and teach the students some *zmiros*. Schools familiar with the *zmiros* can go into the meanings behind each song.

This slice can be revisited at Shabbos assemblies and pre-Shabboson.

There is an option to see the Hebrew and transliteration while hearing the songs sung interactively.

Bentching (Grace after Meals)

Click on the pages to hear some of *bentching* sung.

Emphasise the *middah* (moral value) of gratitude, where we are thanking Hashem for what He created.

Let's act

- Role-play a Friday night dinner using props.

Let's talk

- What makes your Friday night dinner special at home?
- What would you like to do at home to make your Friday night special?
- Which part of the evening do you enjoy best?
- Each week we read a different *parsha* (portion) from the Torah.
Find out what this week's is and how it is relevant to us.
- How do you think Shabbos can bring you and your family closer?

Let's get digital

- Pair up the students.
- Students are required to order the events according to their family tradition and the clues that are given for each slice.
- They then have to slot the slices into the pie in the correct order, so that their Shabbos pie fills up. There may be differences in the final pie, as we encourage students to complete the pie according to their family's traditions.
- They can also do this at home for a home activity.

Assessment

- Let the students print out the pies that they created and use that as assessment.
- Use the Friday night role play as a form of assessment and record if the students are recalling information through play.

Evaluation

Positive outcomes were:

Negative outcomes were:

Next time:

Plan 2: Age 8-11

Knowledge:	I know some of the key Shabbos halochas.
Skills:	I can recite key Shabbos prayers.
Understanding:	I understand that many items connected with Shabbos have symbolic meaning.

Lesson Objective

- To know the order of events on Friday night.
- To know the origins and meanings of each action and prayer.

Success Criteria

- Students will be able to explain clearly and confidently what is done on Friday night.
- Students will give able to give reasons for some of the actions.

Blended Learning

- Lay a Shabbos table at the front of the class. (If you do not have one available pretend there is one).
- Tell students that we are pretending it is Shabbos. Nominate a student to be a guest that has never experienced Shabbos. *We will explain to the guest why we are doing everything we do as we are sure s/he has many questions...*
- Load the module **Celebrating Friday Night** on the IWB. Use the *oneg* pie and click on the *challah* to show how the puzzle works.
- Ask the students what they think is the first slice.
- Each slice has a riddle associated with it, giving a clue as to when this particular event occurs during the dinner. Along with each clue comes extra information in the form of songs, *brochas* or videos. There is also a Hebrew corner so students can learn some Hebrew words.

Shalom Aleichem

Click on this slice and listen to the reason why we sing *Shalom Aleichem*. Sing *Shalom Aleichem* with the class (using IWB/handout/*siddur*). Use the flashcard and talk about the *Gemorrah* associated with *Shalom Aleichem* to go into deeper meaning behind the prayer.

Aishes Chayil

Click on *Aishes Chayil*. Why are we singing to the woman of the home? Emphasise the *middah* (moral value) of showing gratitude. Click on the information button and look at the text. Discuss the alphabetical order found in the song.

Blessing the Children

Click on the information explaining why we bless our daughters after our foremothers and our sons after Ephraim and Menashe. Choose 2 students to act out the blessing.

Kiddush

Listen to the *Kiddush*. Remind students that we heard the *Kiddush* in module one, **The First Shabbos**. Ask students why we say it.

Click on the information button and listen to *Kiddush*. Challenge the students to try and learn *Kiddush* by heart and compete at who can say *Kiddush*.

Washing Hands

Watch the video. Get the class to pretend they are washing for bread. Click on the information button and discuss.

Blessing the Challah

Ask students if they remember learning about *challah* in Module 4, **Preparing for Shabbos**.

Eating

Click on the slices and discuss briefly.

Zmiros (songs)

An informal educator/music teacher is encouraged to come in at this point and teach the students some *zmiros*. Schools familiar with the *zmiros* can go into the meanings behind each song.

This slice can be revisited at Shabbos assemblies and pre-Shabboson.

There is an option to see the Hebrew and transliteration while hearing the songs sung interactively.

Bentching (Grace after Meals)

Click on the pages to hear some of *bentching* sung.

Emphasise the *middah* (moral value) of gratitude, where we are thanking *Hashem* for what He created.

Let's do

- Divide students in half. Each half needs to prepare a quiz on all the information on the unit for the other half.

Let's talk

- What makes your Friday night dinner special at home?
- What would you like to do at home to make your Friday night special?
- Which part of the evening do you enjoy best?
- Each week we read a different *parsha* (portion) from the Torah. Find out what this week's is and how it is relevant to us.
- How do you think Shabbos can bring you and your family closer?

Let's investigate

- What is *Aishes Chayil*? Read the translation to find out more about it...

Let's get digital

- Pair up the students.
- Students are required to order the events according to their family tradition and the clues that are given for each slice.
- They then have to slot the slices into the pie in the correct order, so that their Shabbos pie fills up. There may be differences in the final pie, as we encourage students to complete the pie according to their family's traditions.
- They can also do this at home for a home activity.



Let's look inside

- Why do we sing *Shalom Aleichem*? There is a *Gemorrah* that speaks about the Shabbos angels. Read the following *Gemorrah* and then answer the question...

The *Gemorrah* Shabbos (119B) tells us that two Angels escort us home from Shul on Friday night. One is a good Angel (created by our *Mitzvos*, or good deeds) the other a bad Angel (created from *Aveiros*, or bad deeds).

If they find the house prepared beautifully for Shabbos, the good Angel gives a Brocha that “*Next Shabbos the house should also be ready for Shabbos*” and the bad Angel is forced to answer “Amen”.

If the house is not prepared nicely for Shabbos, the bad Angel says, “*So should it be next Shabbos*” and the good Angel is required to answer “Amen”.

This is an explicit *Gemorrah* and we should pay attention to singing the *Shalom Aleichem* to these Angels in a proper way.

- Use a song book to look up the meanings of the *zmiros*. Can you find out who wrote them?

Assessment

- Let the students print out the pies that they created and use as assessment.
- Use the quiz as a form of assessment with an educator noting who answers correctly.

Evaluation

Positive outcomes were:

Negative outcomes were:

Next time:



Educator Module 8

Enjoying Shabbos

Estimated teaching time: 1-2 hours

Knowledge:	I know that we prepare for Shabbos before sunset on a Friday and say goodbye to Shabbos when it finishes on Saturday after sunset. I know many activities and customs to do on Shabbos.
Skills:	I am able to create a game to play with on Shabbos.
Understanding:	I understand that there are many ways to enjoy Shabbos.

Lesson Objectives

- To be able to create a game that students can use on Shabbos
- To know all the activities and customs we do from preparing for Shabbos until after we have said Havdolah.

Note:

This module is useful as a revision module as it reviews all the previous modules.

Success Criteria

- Students will be able to create a game that they can use on Shabbos with their families and friends.

Blended Learning

- Load the module **Enjoying Shabbos** on the interactive whiteboard (IWB).
- Introduce it to students and start to create a class game.
- Go through each section revising quickly what the students have learnt.
- Click on **Shabbos morning** and focus on this section, as the program itself has not spent too much time describing the Shabbos day. Use this as a perfect teaching opportunity to describe Shabbos day.
- Link to the PowerPoint presentation, which has a quiz that goes into more detail about Shabbos morning.
- Summary of points to cover:
 - ✧ On Shabbos morning there is a special Shabbos service.
 - ✧ We start off with the regular *shacharis* (morning prayer).
 - ✧ *Shacharis* is followed by taking the Torah out of the *Aron Kodesh* (Holy Ark) and reading the *parasha* (portion) from the Torah of that week.
 - ✧ Special *brochas* are said before and after reading the Torah.
 - ✧ After reading the *parasha* we read the *haftora*.
 - ✧ We say *mussaf*, an extra prayer especially for Shabbos. An extra offering was given to *Hashem* on Shabbos in the days of the Temple. We do not do sacrifices any more to *Hashem*. Instead, we have an additional *mussaf* prayer service to *Hashem*.



There are also three additional elements, card types as follows:



The player who lands on a **Humdinger** square picks up a **Humdinger** card from the pile and chooses one of the tunes to hum. The first player to correctly name the song dices again for the 'pick a card' player.

The player who lands on a **Brain teaser** square picks up a **Brain teaser** card from the pile and asks the other players the question on the card. The first player to answer correctly dices again for the 'pick a card' player.

The player who lands on an **Actionary** square picks up an **Actionary** card from the pile and chooses one action on the card to act out. The first player who guesses the correct action dices again for the 'pick a card' player.



Let's make

- The cards that are printed out have questions on them.
- There are a few cards that are empty. These are for the learners to do their own research and make up their own questions and answers.
- Write all the quiz questions and answers on the empty cards.
- Here is an example of a card:

Question:

What is the usual Shabbos routine on a Saturday morning?

Answer:

We go to shul. There is a morning service. Then we say *Kiddush* and have our lunch. Before we eat we wash our hands and then make *hamotzi* over the two full loaves of *challah*. We enjoy eating lunch together with family and friends. Sometimes *cholent* is served. We sing *zmiros* (songs) and then *bentch*. We rest in the afternoon and play game with our friends, learn *Torah* and have fun. There is another meal before sunset called

Question: How many meals do we eat on Shabbos?

Answer: Look at the extract below (*Shmos* 16:25) and count how many times the word '*hayom*' (today) is mentioned in the sentence.

BESHALACH Chapter 16	בשלה פרק ט"ז
25. And Moshe said,	25 וַיֹּאמֶר מֹשֶׁה
"Eat it today.	אֲכַלְהוּ הַיּוֹם
[It is] Shabbos today	כִּי שַׁבָּת הַיּוֹם
for Hashem.	לַיהוָה
Today	הַיּוֹם
you will not find it	לֹא תִמְצְאוּהוּ
in the field.	בַּשָּׂדֶה:

Today is mentioned three times in association with Shabbos and we therefore have three meals on Shabbos: Friday night, Shabbos lunch and **Seudah Shlishis**, the meal eaten just before the sun sets on Shabbos afternoon.

Question: How many times do we say *Kiddush* on Shabbos? When?

Answer: Twice, Friday evening and Saturday morning after shul. The *Kiddush* on Saturday morning is different from Friday night.

Question: How many times do we pray per day during the week? Why?

Answer: Three - Instead of the sacrifices we made to *Hashem* in the days of the *Bes hamikdash* (Holy Temple) 2000 years ago, we pray.

Question: What are the names of the services?

Answer: *Shacharis*, *Mincha*, *Maariv*.

Question: How many prayer services are there on Shabbos?

What is the name of the extra service?

Answer: Four, *mussaf*. An extra offering was given to *Hashem* on Shabbos in the days of the Temple. We do not do sacrifices anymore to *Hashem*. Instead we have an additional *mussaf* prayer service to *Hashem*.

Question: When do we go to shul on Shabbos?

Answer: Friday night, Saturday morning, Saturday late afternoon.

Question: What is the order of the prayer service on Saturday morning?

Answer: *Shacharis*, Torah reading of the weekly portion, *mussaf*.

Question: When do we take the Torah out of the Ark and read the Torah? When do we read the specific portion of the week?

Answer: After *shacharis* and before *mussaf*.

Let's play

Play the game with the students once it is printed out and enjoy the game together!! Perhaps divide them into groups to play

Let's talk

What activities would you like to do with family members to bring you closer together? Make a list together of the fun, positive activities you could do on Shabbos to spend special time with the people you love.

Let's ask

- What do you enjoy doing on your day of rest?
- What makes Shabbos different from other days?
- There is a saying that “Jews do not keep Shabbos, Shabbos keeps the Jews”...
 - What is meant by this statement?
 - Do you agree?

Let's get digital

Get students to create their own board game (before Shabbos) that is suitable to play on Shabbos without breaking Shabbos.

Learners select pictures for each part of Shabbos, together with the game aspects, like “Miss-a-turn”, “Move forward 3 squares” or “Go back 2 squares”, design their own tokens and print out the game to be cut out and pasted onto board ready to play on Shabbos afternoon.

Evaluation

Positive outcomes were:

Negative outcomes were:

Next time:



Educator Module 9

Saying Goodbye to Shabbos (Havdolah)

Estimated teaching time: 1-2 hours

Knowledge:	I know what <i>Havdolah</i> is and how we perform <i>Havdolah</i> .
Skills:	I am able to recite the 3 <i>brochas</i> included in <i>Havdolah</i> .
Understanding:	I understand that <i>Havdolah</i> separates between Shabbos and the weekday.

Lesson Objectives

- To know how we do *Havdolah* and why.

Success Criteria

- Students are able to confidently participate in *Havdolah*.

Blended Learning

- Load the module **Saying Goodbye to Shabbos** onto the interactive whiteboard (IWB).
- Work through the module with the students and ask them to put on the table what they need for *Havdolah*.
- Then work through the section showing the blessings for *Havdolah* and choose students to help make a pretend *Havdolah* in the classroom.
- Match up the symbols with the *brochas*.
- Sing *Eliyahu Hanovi* with the class.

Let's do

- Print out **Worksheet 9.1** and let students match the pictures and *brochas* together to create their own flashcards.
- Let the students take the cards home as *Havdolah* resources.

Let's make

- Bring in a selection of spices. Let the students make their own mixtures and place in a container to use as *Besamim* (spices).

Let's talk

- When Shabbos ends we start looking forward to the next Shabbos.
- We do a *Melave Malka* - special meal to say farewell to the Shabbos Queen.
- Discuss with students that we start looking forward to the next Shabbos as Shabbos comes out.

Let's sum it up

- Hold up items from *Havdolah* and ask the students to explain each item.
- Sing *Eliyahu Hanovi* as a class.

Let's get digital

- Please film *Havdolah* in your homes/schools.
- Attach it to an email, and remember to write your name, school and age.
- Email it to info@jewishinteractive.org

Assessment

Worksheet 9.1

Evaluation

Positive outcomes were:

Negative outcomes were:

Next time:



Worksheet 9

Saying Goodbye to Shabbos (Havdolah)

Activity 9.1: Match the *Brochas*

- Cut out the items below and stick them onto cardboard.
- Now, match each item with its blessing.



Blessed are You, Lord our God, King of the universe,
who creates the **fruit of the vine**.

בָּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא פְּרֵי הַגֶּפֶן.

Blessed are You, Lord our God, King of the universe,
who creates the **lights of fire**.

בָּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא מְאוּרֵי הָאֵשׁ.

Blessed are You, Lord our God, King of the universe,
who creates various kinds of **spices**.

בָּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא מִיְּנֵי בְשָׂמִים.



Educator Guide

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