

Shabbos InterActive

for the whole family



An exciting interactive learning environment for children aged 6 - 14 and their adult study partners.



We are proud to present *Shabbos InterActive*, which we are sure will give you hours of pleasure, but more importantly a lifetime of education in the wonder and beauty of Shabbos.

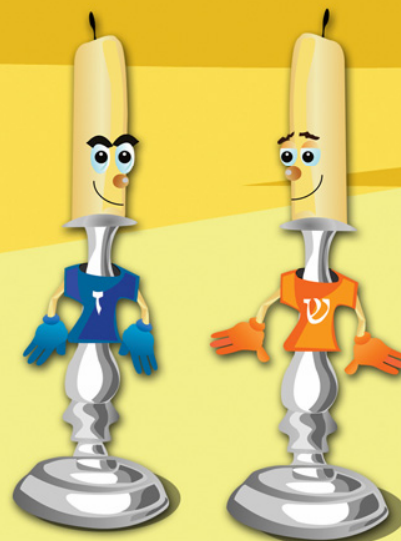
The Lubavitcher Rebbe OBM campaigned for Jewish women and girls to light Shabbos candles. Every Friday evening before the sun sets, this holy task entrusted to them, brings the light of Shabbos into the world.

The Rebbe endorsed the use of modern technology for the furtherance of Jewish education, and it is therefore with great honour that we bring you this exceptional CD, which will go such a long way to making everyone aware, not only of the do's and don'ts of Shabbos, but indeed of its great warmth and beauty, and the bright and holy light that Shabbos brings to our world.

Designed for children and adults - this learning tool will hopefully give children and parents, students and teachers the opportunity to spend time together in the fascinating world of *Shabbos InterActive*.



Chabad House
Johannesburg



Facilitator Notes



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Shabbos InterActive - for the whole family

Discussion Points for the Facilitator

About this Interactive Multimedia Learning Environment

Shabbos InterActive is a wonderful tool to educate learners about Shabbos whilst they are having fun. Each learner can go through this programme at his/her own speed and in as much depth as they wish. *Shabbos InterActive* is designed for learners to both interact with the computer and with their adult study partners. It is indeed Shabbos for the whole family!

In this generation our children are exposed to technology at an early age. Our aim is for parents and teachers to enter our children's world and interact with them in their own language. The effectiveness and fun of the programme will be greatly enhanced if you, as a facilitator, can go through the programme with your children and have fun together.



We have included a **Facilitator notes** button on the **lower, left corner** of the screen at the beginning of each module to guide the facilitator on how to interact with the learner regarding the material. Clicking this button opens up a printable file, for your convenience.

In the **Facilitator notes** for each module:

- We explain the **educational aim** of each module and **what the learner will do** in the module.
- We suggest some **activities** that you can do after the program.
- We provide a few **discussion points** for you so that you can engage in a meaningful conversation on each topic.
- We include the information contained in **Information dialogs**, if the module has any, as **additional information**.

These discussion points and activities are merely suggestions. Feel free to be creative and find your own games and fun 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 Shabbos@CentreTrain.com

To all parents, we hope you enjoy this programme. 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 teachers, technology cannot replace personal interaction. There are many ways to utilise this e-learning material to create a series of lesson plans. A learner can have fun doing the programme before the planned lesson. Each module in itself can be expanded upon,

explained and discussed and further activities done during class. We hope the discussion points will help make planning more fun.

Whether you are a learner, parent or teacher, we hope that you enjoy using our programme *Shabbos InterActive!*

Different Customs (Minhagim) and Pronunciation

There are many different customs known as *minhagim* among the Jewish nation. We have tried to keep our programmes according to Chabad custom and pronunciation, although we have included other traditions. Our intention is to show the richness of our Jewish heritage.

Wherever learners learn how to say blessings (*brochas* or *brachot*), there are three buttons for the voiceover options:



Click the yellow button to hear the Hebrew voiced with the traditional *Ashkenazis* pronunciation.



Click the blue button to hear the Hebrew voiced with a modern accent.



Click the green button to hear the *brocha* in English.

We encourage all learners to explore their own origins and to find out about their family's *minhagim* or *traditions*.

Use of G-d's Name

Throughout the programme, where learners are taught the blessings, whether in English or Hebrew, G-d's full name is used. This is to ensure that the learners will say the prayer correctly, whatever language they use for prayer. However, all explanations do not use His full name so as not to use His name in vain.

Since this CD contains G-d's name, please treat it with respect.

Shabbos Scene Reconstruction

Shabbos was not desecrated in any way for the production of this programme. All photographs, videos and recordings were made during the week. All Shabbos scenes were reconstructed.

Software Requirements



To run *Shabbos InterActive*, you will need at least **Flash player 8**, which can be downloaded for free from <http://www.adobe.com/products/flashplayer/>



To access the **Facilitator Notes**, you will need an **Adobe Acrobat Reader**, which can be downloaded for free from <http://get.adobe.com/reader/>

The Main Menu

Navigation

The main menu provides the learner with easy access to every part of the learning environment. The learner can simply click one of the nine module buttons along the top and bottom of the screen to visit a module, or click any of the other buttons as described below.



The circular buttons on the right hand side of the main menu provide access as follows:



The yellow button gives access to the complete **Facilitator notes**. (Within each individual module, **Facilitator notes** are specific to that module.)

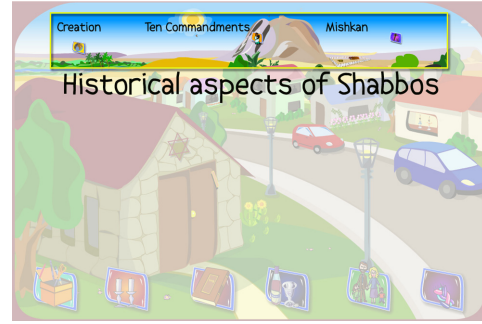
The black button opens up the **Credits** page.

Once a module has been completed, a printer button, **Print my certificate** appears. This will print out a certificate of achievement, as explained below.

The main menu screen is divided into two sections:

1. Historical aspects of Shabbos

In the distance, in the upper half of the screen, there are three distinct areas, **Creation** (a green park), **Mount Sinai** and the **Mishkan**. Above each area is a small button, which enlarges as you roll your mouse over it. Each of these buttons refers to an historical aspect of Shabbos:



“The First Shabbos”
(Creation)



“Shabbos in the Ten Commandments”
(*Shamor* and *Zachor*)



“Shabbos in the desert”
(Building the *Mishkan* and the 39 creative works or *melochos*)

2. Shabbos every week

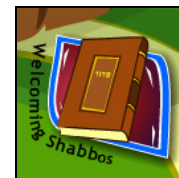
The six buttons along the bottom of the screen refer to the Shabbos cycle that occurs every week. When you roll your mouse over each button, the description of the module will appear, as follows:



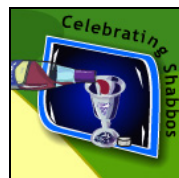
“Preparing for Shabbos”
(Cleaning up, setting the table and preparing the meals)



“Lighting Shabbos Candles”



“Welcoming Shabbos”
(Lecha Dodi)



“Celebrating Shabbos”
(Friday night dinner)



“Enjoying Shabbos”
(Game to prepare before Shabbos to play on Shabbos)



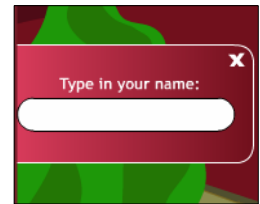
“Saying Goodbye to Shabbos”
(Havdalah)

Typing a Name into the Programme

Many modules provide learners with an opportunity to print out their work. If the learner has typed in their name, then these printouts will display their names along the top. If they have not typed in their names, the programme will print out a space for them to write their names in themselves.

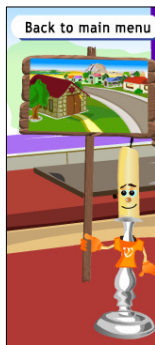
To type in your name:

1. Click the button on the left hand side of the main menu that says “Your name”.
2. It will slide out and the learner can type in their name.
3. When you have typed in your name, click the X on the top right corner.
4. The slider will close, and the name you typed in will replace “Your name”. The slider will remain available throughout in case the learner wants to change their name.



Printing Certificates of Achievement

Since usability tests have shown that the “seat time” in this learning environment is over two hours, it is highly unlikely that learners will be able to complete all the modules in one

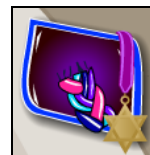


session. Taking this finding into account, we have made certificates, which learners will be able to print out, listing the modules that they have completed in a session.

Once a module has been completed, make sure that the learner clicks the banner that says “**Back to the main menu**”, which will appear at the end of each module. By clicking this banner, the main menu will display a medal on that module’s button.



Module not yet visited



After completion (with medal)

Once a medal appears on at least one button, you will see that the **Print my certificate** button appears on the right hand side of the main menu. You can click this button at any time to print out a certificate. It is recommended to print out the certificate at the end of a session, when there will be a list of modules completed.



Module: The First Shabbos - Creation

Aim

The aim of the module “The First Shabbos” is to teach the learner that G-d created the world in six days and rested on the seventh day, Shabbos. The concept of Shabbos starts with the creation of the world.

Method

The learner will create a booklet representing each day of creation. For each day, the learner will analyse what G-d said and then portray what they understand happened on that day. The Torah texts for each day are provided in both Hebrew and English for the learner to study further together with a facilitator. You can find these texts in the lower, left corner of the screen labelled “Torah Corner”.



Suggested Facilitator Activity

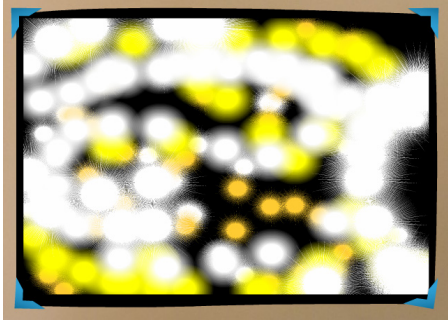
Activity: Play a memory game to reinforce what G-d created on each day.

Method:

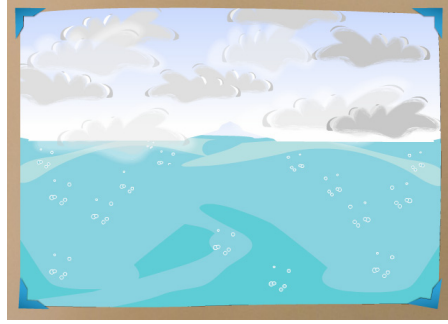
1. Print out the page of the days of Creation below.
2. Cut out each day's caption, e.g. 'Day 1' and the picture for each day.
3. Place the captions on the table and let the learner match the picture of the day with its caption.

Discussion Points

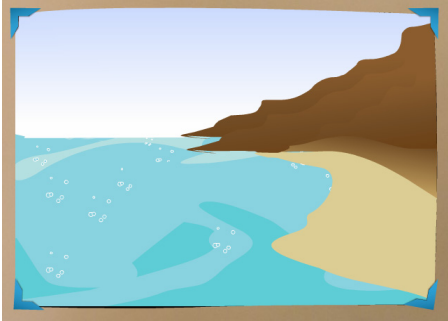
- How did G-d create the world in six days?
- What questions do you have about Creation?
- What does it mean that G-d rested on the seventh day?
- What does it mean to each person to rest?
- How do you rest?



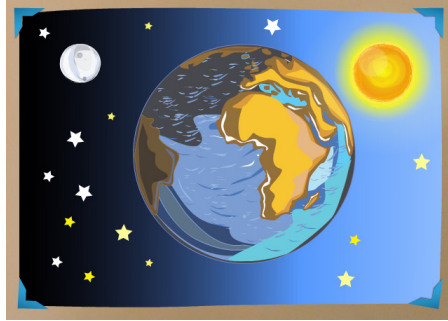
Day 1



Day 2



Day 3



Day 4



Day 5



Day 6



Shabbos



Module: Shabbos in the Ten Commandments

Aim

The module “**Shabbos in the Ten Commandments**” aims to teach the origin of the two aspects of Shabbos: to **guard** Shabbos and to **remember** Shabbos.

Method

The learner compares the two sets of commandments given in **Shemos** (Exodus) and in **Devarim** (Deuteronomy) and finds the two different words in the commandment about Shabbos.


Suggested Facilitator Activity

Print out the two sets of the Ten Commandments and find the two different words in the commandment concerning Shabbos. Highlight the two words.

Discussion Points

- Why are there two sets of commandments?
- What does it mean to **guard** Shabbos?
- What does it mean to **remember** Shabbos?

Additional Information

The following is the information included in the information dialog (click the  button) that appears in this module in connection with the **yad**.

A **yad**, which means "hand" in Hebrew, is a special pointer we use while reading from the Torah. The reader uses the **yad** to point to words on the Torah scroll, as human hands are not allowed to touch the holy Torah. At the end of the pointer there is traditionally a hand with an outstretched finger.



Often, there is a precious stone at the tip of the finger to remind us of the precious stones that lit up on the **Choshen** (breastplate) of the **Kohein Hagadol** (High Priest).



SHMOS (EXODUS)

אָנכי יְהוָה אֱלֹהֶיךָ
 לֹא יִהְיֶה לְךָ אֱלֹהִים אֲחֵרִים עַל פְּנֵי
 לֹא תִשָּׂא אֶת שֵׁם יְהוָה אֱלֹהֶיךָ לְשׁוֹן
 זָכוֹר אֶת יוֹם הַשַּׁבָּת לְקַדְּשׁוֹ
 כַּבֵּד אֶת אָבִיךָ וְאֶת אִמְךָ
 לֹא תִרְצַח
 לֹא תִנְאַף
 לֹא תִגְנוֹב
 לֹא תַעֲנֶה בְרֵעֶךָ עַד שָׂקֶר
 לֹא תִמְזַד



DEVARIM (DEUTERONOMY)

אָנכי יְהוָה אֱלֹהֶיךָ
 לֹא יִהְיֶה לְךָ אֱלֹהִים אֲחֵרִים עַל פְּנֵי
 לֹא תִשָּׂא אֶת שֵׁם יְהוָה אֱלֹהֶיךָ לְשׁוֹן
 שָׂמֹר אֶת יוֹם הַשַּׁבָּת לְקַדְּשׁוֹ
 כַּבֵּד אֶת אָבִיךָ וְאֶת אִמְךָ
 לֹא תִרְצַח
 לֹא תִנְאַף
 לֹא תִגְנוֹב
 לֹא תַעֲנֶה בְרֵעֶךָ עַד שָׂוֹן
 לֹא תִמְזַד





Module: Shabbos in the Desert

Aim

The module “**Shabbos in the Desert**” teaches how we guard Shabbos by not doing any creative work. G-d created the world for six days and rested on the seventh. In the desert G-d commanded the Jews to build a temporary dwelling for G-d, a ***Mishkan***, for six days and to rest on the seventh. There were 39 types of creative work (***melochas***) involved in building the ***Mishkan*** that Jews rest from on Shabbos.

Method

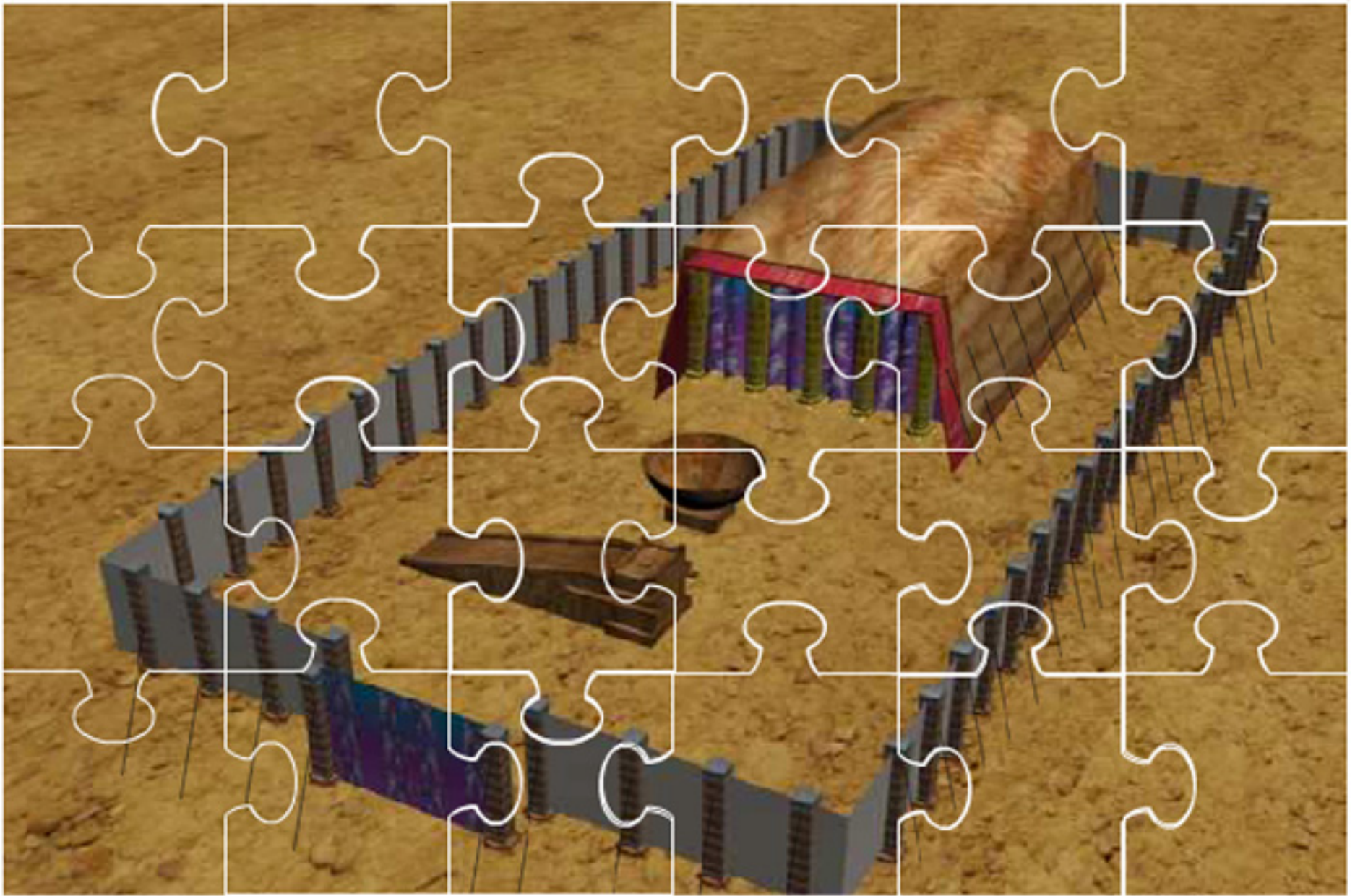
The learner will complete a puzzle to **Torah Corner** see what the ***Mishkan*** may have looked like. Learners are able to see the ‘plan’ G-d gave for each part of the ***Mishkan*** by reading the Torah texts in the **Torah Corner** on the lower, left side of the screen. Learners then complete an interactive game to match a modern day activity with one of the 39 creative works done to build the ***Mishkan***, thus finding out for themselves what Jews should rest from doing on Shabbos.

Suggested Facilitator Activities

- **For younger learners:** Print out the puzzle of the ***Mishkan***, cut it out, and then have the learners put it together again.
- **For all age groups:** In a group scenario: give each learner a task that was needed in the ***Mishkan***, for example, ploughing, building, sewing, etc., and let them act out that task. Each learner has a different ***melocha*** to act out. Simultaneously, all learners act out their own specific tasks. After a while, the facilitator calls out “Shabbos!”, and the learners must act out resting from doing the activity.
- We have no photographs of what the ***Mishkan*** looked like! All the pictures that we have are artist’s impressions. Search through books and the Internet to find different versions of what the various items may have looked like, e.g. the altar, the tapestries, the skin covering, etc.

Discussion Points

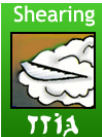
- Try to discuss and figure out how each work done in the ***Mishkan*** is still relevant to today.
- Have a debate about when people observe Shabbos, why are the activities they refrain from relevant to today?



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 Hapanim.

 <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 or paste</p>	 <p>11. Baking Changing the state of a substance by heating it</p>	
<p>ANCIENT TASK: Prepare wool and weave it into curtains.</p>			
 <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>
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ANCIENT TASKS:

Light a fire to smelt 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>



Module: Preparing for Shabbos

The module “Preparing for Shabbos” is divided into two parts:

- a) Setting the table
- b) Planning the meals

Part A: Preparing for Shabbos - Setting the Table

Aim

The sub-module “Preparing for Shabbos - Setting the Table” aims to show that we prepare for Shabbos before sunset on a Friday afternoon. Shabbos is not an ordinary day and we wait in excitement for it to arrive. When we prepare for Shabbos we emphasise the *Kavod*, the **honour and holiness** of Shabbos and we add more *Oneg*, **enjoyment** to Shabbos.

Method

The learner will first clean up the dining room, by putting away *muktze* items that will not be touched on Shabbos, like the computer and other items lying around. Once the area is clean and tidy, they start to set their virtual Shabbos table. Through guided feedback they learn about the items that are needed on the Shabbos table on Friday night, as well as the traditions surrounding them.

Suggested Facilitator Activities

For younger learners:

- a) Have a box and ask the learner to look around the room to find (or draw) the things they want to put away so that they won't use them on Shabbos (*muktze* things).
- b) Print out the Shabbos table below and draw in the items needed for Friday night.
- c) Print out each object and let them create their own Shabbos table.

Preparing for Shabbos | Set the table



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For all learners:


Get the learners to do a role play either alone or in groups. The facilitator tells them to pretend that the king and queen are coming in a few hours for a special dinner. Act out how they would prepare for their special guests to make them feel honoured and enjoy their stay. Examples may include cleaning the house, setting the table, bathing and finding special clothes.

Discussion Points

- How would you get yourself and your home ready for very special guests?
- What emotions would be flowing through the house?
- What do you think you could do to bring honour to Shabbos?
- What can you prepare to make Shabbos fun and exciting?
- **For more advanced learners:**
What kind of character traits can we learn from each of the objects we use for Shabbos?
See the table below:

Object	Character Trait	Reason
Candles	Calmness/peace	Light brings peace.
Wine	Have respect for your elders	Wine tastes better with age.
Challah	Faith	The Israelites had to have faith to collect the two portions of manna on Friday.
Challah cover	Not to embarrass people	We keep the challah covered until we bless the wine so as not to embarrass the challah.
Salt	Humility	Salt by itself does not taste good, but when we add it to other foods, it enhances their taste.

Additional Information

The following is the information included in the information dialog (click the  button) that appears in this module in connection with the *challah*.

Challah Recipe

Ingredients

- 1 teaspoon sugar
- ½ cup warm water
- 1 package yeast (10 g)
- ½ cup vegetable oil
- ¼ cup sugar
- 2 tsp salt
- 2 eggs, lightly beaten
- 3 ¾ cups flour (more if needed)
- 1 egg yolk beaten with 1 tsp 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.
10. Cool on cake rack.

Why do we have two challahs?

When G-d took the Jews out of Egypt, the Jews took matzah with them. After only a month of being in the desert, the matzah was finished. For the next forty years, G-d gave the Israelites *manna*.

"In the morning there was a layer of dew around the camp. The layer of dew went up, and behold, on the surface of the desert, a fine, bare substance, as fine as frost on the ground. When the children of Israel saw it, they said to one another, 'It is manna,' because they did not know what it was. And Moses said to them: 'This is the bread that G-d has given you to eat.'"

(Exodus 16:13-15)

The manna came **each day** and provided that day's precise needs.

"Whoever gathered much did not have more, and whoever gathered little did not have less; each one according to his eating capacity, they gathered."

(Exodus 16:18-19)

It was forbidden to leave manna from one day to the next. Every day, that is, **except Friday**.

*"It came to pass on the sixth day that they gathered a **double portion of bread**, two omers (wheat measurements) for each one. The leaders of the community came and reported it to Moses. And [Moses] said to them: 'That is what G-d has said: Tomorrow is a rest day, a holy Shabbos to G-d. Bake whatever you wish to bake, and cook whatever you wish to cook, and all the rest leave over to keep until morning.' So they left it over until morning... And Moses said, 'Eat it today, for today is a Shabbos to G-d; today you will not find it in the field.'"*

(Exodus 16:22-26)

"See, G-d has given you the Shabbos. Therefore, on the sixth day, He gives you bread for two days. Let each man remain in his place; let no man leave his place on the seventh day. So the people rested on the seventh day."

(Exodus 16:29-30)

And so we have **two challahs** to remind us of the **double portion of manna!**

Part B: Preparing for Shabbos - Planning the Meals

Aim

The aim of the sub-module “Preparing for Shabbos - Planning the Meals” is to teach that there are three festive meals on Shabbos. We prepare the meals before Shabbos begins. It is a good skill to be able to plan ahead and organise.

Method

The learner can create a menu for the whole of the Shabbos. They then sort out what goes on the hot tray or into the refrigerator before Shabbos. It emphasises that you must plan and cook before Shabbos.

Suggested Facilitator Activities

- a) Make a menu of the food you would like to eat on Friday night, including the food that you would love to eat. Fill in the menu planner below:



b) For more advanced learners:

Task: Find out why we have three meals on Shabbos.

Clue: Look at the extract below (Shemos 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, "Eat it today. [It is] Shabbos today for Hashem. Today you will not find it in the field.	25 וַיֹּאמֶר מֹשֶׁה אֲכַלְהוּ הַיּוֹם כִּי שַׁבַּת הַיּוֹם לַיהוָה הַיּוֹם לֹא תִמְצְאוּהוּ בַשָּׂדֶה:

Answer: 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.

Discussion Points

- There are many different cultures in the world. Even within the Jewish culture there are many different customs. Discuss what foods are traditional in your family and what foods are traditional in other Jewish people's homes.
- Shabbos food has its own flavour - read the *Gemorah* below.

Caesar once said to Rav Yehoshua Ben Chananya: "Why is it that the food cooked for Shabbos has such a penetrating aroma?"


Rav answered: "We have this one spice called 'Shabbos' which we throw into the Shabbos food and the aroma is very penetrating."

Caesar told him to "give some of it."

Rav said to Caesar: "Whoever observes the Sabbath, it is effective for him, but for one who does not observe Shabbos it is not effective."

Discuss with the learners: Have you ever tasted the **Shabbos spice**?

Additional Information

The following is the information included in the information dialog (click the  button) that appears in this module in connection with the *cholent*.

The History of Cholent

No one knows who the first person was to prepare a pot of cholent on Friday afternoon. But this Shabbos dish began with the argument between the Torah-faithful Jews and a breakaway Jewish sect called the *Tzedukim*. The Tzedukim (or Sadducees) accepted the Written Torah but rejected the Oral Torah - the traditional interpretation of the Torah which Moses received at Sinai and which was handed down through the generations from teacher to pupil. When the Tzedukim read in the Torah,

"You shall not burn any fire in all your homes on the Shabbos day" (Exodus 35:3)

they understood the verse literally - and spent the entire Shabbos in the cold and dark. Their Shabbos meals did not have the glow of candlelight, and they ate cold food for the Shabbos day meal.

The traditional interpretation is that while it is forbidden to **light a fire on Shabbos**, one can certainly benefit from fire that was **lit before Shabbos**. The traditional Jews (who were not Tzedukim) made it a point to eat **at least one hot dish** in their Shabbos daytime meal, which was cooked and placed on the fire before Shabbos and simmered all night long - both to honour and pleasure the Shabbos, and to show their rejection of the Tzedukim's false interpretation.

So, cholent is a stew (typically of meat, beans and potatoes, but also made with a great variety of stewable foods) that is eaten at Shabbos lunch.

Cholent Recipe

Ingredients

- 2 pounds fatty meat (like stewing beef)
- 2 cups dry beans
- 1 cup barley
- 6 medium potatoes
- 2 medium onions
- 2 tablespoons flour
- 3 tablespoons oil
- garlic, pepper and paprika to taste
- water to cover

Directions

1. You should start cooking cholent about 3 hours before Shabbos begins.
2. Soak the beans and barley until they are thoroughly softened.
3. Sprinkle the flour and spices on the meat and brown it lightly in the oil.
4. Cut up the potatoes into large chunks. Slice the onions.
5. Put everything into a slow cooker and cover with water.
6. Cook at HIGH until just before candle-lighting.
7. Bring to a boil then turn down LOW before Shabbos begins.
8. By lunch time Shabbos afternoon, it is ready to eat.





Module: Lighting Shabbos Candles

Aim

The “**Lighting Shabbos Candles**” module demonstrates how to light Shabbos candles before sunset on Friday afternoon. It emphasises the reasons for lighting Shabbos candles and its beauty.

Method

The learner works out a puzzle showing the order of activities involved in lighting candles. The module includes a video demonstrating how to light candles and the *brocha*.



Suggested Facilitator Activities

Note! Make sure that both of these activities are done with adult supervision.

1. Testing the power of light

- Make the room completely dark, then light a candle or match. See the difference a tiny bit of light makes to the entire room.
- Turn on the light and again light a candle or match. Note that there is not much difference in the light in the room.

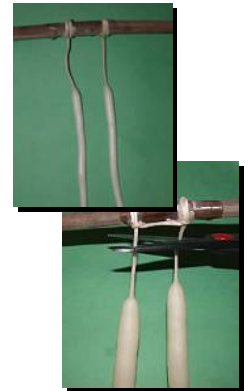
2. Make your own candles

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.

Discussion Points

- 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 want to light in your family?



Module: Welcoming Shabbos

Aim

The module “**Welcoming Shabbos**” module aims to teach that on Friday around sunset there is a special set of prayers, called **Kabbalas Shabbos**, said to welcome Shabbos. These prayers are said before the normal evening prayers. One of the main songs of the **Kabbalas Shabbos** shul service is **Lecha Dodi**. Learners get exposed to the history of the song, expand their knowledge of different types of Jews around the world and experience the beautiful feeling of welcoming Shabbos.

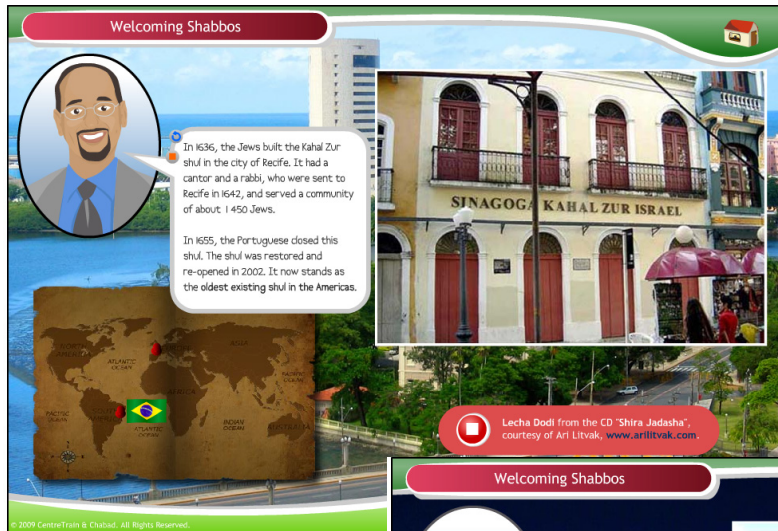


Method

Learners are taken to the **Kotel** in Jerusalem to find out where various people praying there are from and how they sing **Lecha Dodi** to welcome Shabbos. Learners can click ten different characters. For each character, learners can:

- Hear a version of **Lecha Dodi** from that country.
- Find out how long Jews have been in that country, a short history, and how many Jews remain in that country.
- See a photo of a shul from that country, together with some of its history.
- Read an interesting fact about **Lecha Dodi** while being able to follow the words of the song as it is being sung.

After a country has been visited, a postcard of that country's shul is placed in the postcards page, which can be printed out. The printout includes place for the learner to paste a photo of their local shul.



Suggested Facilitator Activity

If your community/town were to be featured in this module, what information would you include? Find out the following information, and collate it into a class project.

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 outside of your shul and also the inside, if possible. Include these photos in your project.
- a) What special memories do you have of your shul?
 - b) Which tune does your shul sing for ***Lecha Dodi*** on a Friday night? Would it be possible to make a recording of the class singing their version?
 - c) Are there any famous Jews in your community? If there are, write about them and their achievements.
 - d) What other songs are sung in your shul on a Friday night? Which one is your favourite song?
 - e) Have you ever been to the Kotel on a Friday night? If so, tell us about your experience and how you felt being there.

You could also email the project to Shabbos@CentreTrain.com for us to collect and collate.

Discussion Points

- What is ***Kabbalas Shabbos*** and what prayers is it made up of?
- When do we say ***Kabbalas Shabbos***?
- Where did the song ***Lecha Dodi*** originate?
- Why are the Jews living in all different places in the world?
- Why are there Jews from all over the world at the ***Kotel***?
- Play all the different tunes of ***Lecha Dodi*** and discuss which one you like best. Try and find more versions on the Internet.
- 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?
- If you are the parent, tell your child positive family stories you remember of being Jewish and times you had as a child.



Module: Celebrating Shabbos (Friday night dinner)

Aim

The aim of the module “**Celebrating Shabbos**” is to educate the learner about the various traditions of a Friday night meal. We emphasise the **oneg** of Shabbos and thereby try and instil a love of Torah and the rich Jewish traditions. Friday night is a night to spend quality time with family. Learning the depth and reasoning behind the Shabbos customs can bring more meaning and understanding to the actions and traditions.

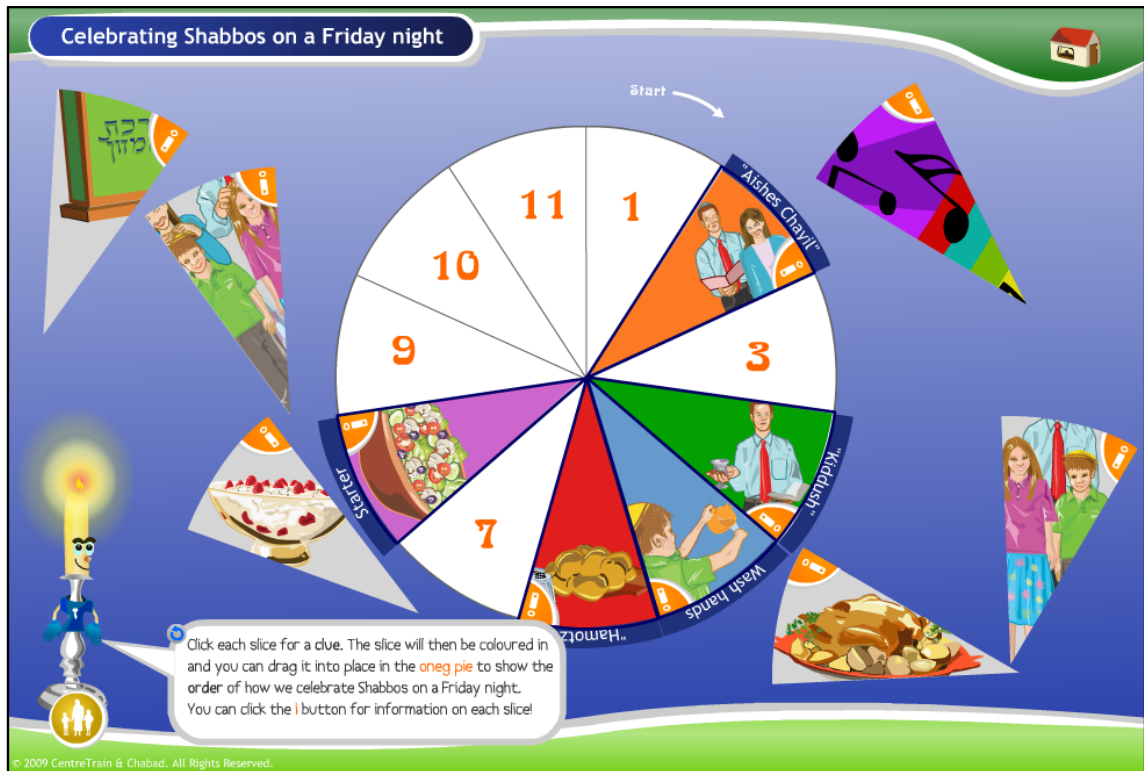
Method

The learner is presented with slices in an **oneg pie**. 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, be it a song, the actual **brocha**, or a video clip. Events include:

- Shalom Aleichem
- Aishes Chayil
- Parents blessing the children
- Kiddush
- Washing hands
- Blessing the challah
- Eating
- Zmiros (singing songs, which includes an interactive way to see the Hebrew and transliteration while hearing the song sung)
- Bentsching (grace after meals, which includes an interactive way to see the Hebrew and transliteration while hearing the song sung).

Learners 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 **oneg pie** or enjoyment “fills up”. There may be small differences in the final pie, as we encourage learners to complete the pie according to their own family traditions.

There is a **Hebrew Corner** on the bottom left corner, so that learners can learn a few Hebrew words.



Suggested Facilitator Activities

- For younger learners: Role play a Shabbos dinner.
- For older learners: Brainstorm together to figure out ways to create more Shabbos magic!!!
- Why do we sing *Shalom Aleichem*? There is a **Gemorah** that speaks about the Shabbos angels. Read the following **Gemorah** and answer the above question.

The **Gemorah** Shabbos (119B) tells us that two Angels escort us home from Shul on Friday night. One is a good Angel (created by our **Mitzvas**, 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 Bracha 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 **Gemorah** and we should pay attention to singing the *Shalom Aleichem* to these Angels in a proper way.

- What is *Aishes Chayil* about? Read the English translation and try to find an answer.
- *Zmiros* - We have provided only the stanzas that are sung in each song. Use a song book to look up the entire song and analyse the English to see what we sing about on a Friday night.
- Prepare a quiz on all the information presented in the unit and see who in the family or the classroom can answer the most questions correctly.
- In the classroom or at home, try to learn a different song or blessing each week to then do at the Shabbos table.

Discussion Points

- 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 portion, or *parsha*, from the Torah. Find out what this week is and discuss how it is relevant to our own lives.
- How do you think Shabbos can bring you and your family closer?





Module: Enjoying Shabbos

Aim

The module “**Enjoying Shabbos**” aims to show the beauty and *oneg* in resting on the Shabbos day. The module tries to emphasise that Shabbos is not merely Friday evening. Rather, it begins on Friday sunset and ends on Saturday after sunset. The board game takes the player from the beginning of Shabbos to the end of Shabbos. It is also meant to highlight what we **can do** on Shabbos and what makes this day different and special for us.

Method

The learners 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.



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.

Suggested Facilitator Activities

- The cards that are printed out have questions printed out 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.



These can also be prepared during the week. The questions and answers can be written into the cards.

- Play the game with the learner once it is printed out and enjoy the game together!!
- Discuss the points below as a lesson using the following stories and literature extracts. Give a quiz at the end. (You could also add these questions to the **Brain teaser** cards that will be printed out. Some of them have blank areas to insert your own questions.)

Question: What is the usual routine on a Saturday?

Answer: There is a morning prayer service in shul on Saturday. We say **Kiddush** after praying and then **we have a festive lunch**. Before we eat we wash hands, we say a blessing "**hamotzi lechem min ha'aretz**" on the two full loaves of challah. We enjoy eating lunch together with family and friends - often a cholent is served. We sing songs and then "**bentch**", or say grace after meals (**birkat hamazon**). In the afternoon we rest, spend time with friends and family, learn Torah and have fun. There is another meal before sunset, called the **Seudah Shlishis**, where we sing songs and eat bread.

Question: How many meals do we eat on Shabbos?

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

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

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 G-d in the days of the *Beis hamikdash* or "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 G-d on Shabbos in the days of the Temple. We do not do sacrifices anymore to G-d. Instead we have an additional *Mussaf* prayer service to G-d.

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*.

Discussion Points

- What do you enjoy doing on the Shabbos?
- Make a list together of the fun positive activities you could do on a day like Shabbos.
- What activities would you like to do with family members to bring you closer together?
- What are the things that we remember (*Zachor*) to do throughout Shabbos?
- 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?



Module: Saying Goodbye to Shabbos (*Havdalah*)

Aim

The aim of the module “Saying Goodbye to Shabbos” is to show the ritual and rationale for *Havdalah*. Learners find out about the meaning of the plaited candle, the spices and the wine, as well as the *Havdalah* prayer.

Method

Learners are shown the *brochas* on the spices, wine and the candle. Based on these *brochas* they prepare what is needed for *Havdalah*. Through directed, specific feedback, learners find out the meaning of the various elements as well as some traditions that have developed over the centuries. Learners are then presented with the whole *Havdalah* service and have to illustrate each section with the specific item that is involved.

Havdalah | Saying goodbye to Shabbos

Intro **Brochas**

Blessed are You, Lord our God, King of the universe, who creates the **fruit of the vine**.
 בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא פְרֵי הַגֶּפֶן.

Blessed are You, Lord our God, King of the universe, who creates various kinds of **spices**.
 בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא מִיְנֵי בְשָׂמִים.

Blessed are You, Lord our God, King of the universe, who creates the **lights of fire**.
 בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא מְאוּרֵי הָאֵשׁ.

Blessed are You, Lord our God, King of the universe, who makes a difference between holy and ordinary, between light and darkness, between Israel and the nations, between the 7th day and the 6 work days. Blessed are You Lord, who makes a difference between **holy and ordinary**.
 בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם הַפּוֹדֵד בֵּין קֹדֶשׁ לְחוּל בֵּין אֹר לְחֹשֶׁךְ בֵּין יִשְׂרָאֵל לְעַמִּים בֵּין יוֹם הַשְּׁבִיעִי לְשֵׁשֶׁת יְמֵי הַמַּעֲשֵׂה בְרוּךְ אַתָּה יי הַפּוֹדֵד בֵּין קֹדֶשׁ לְחוּל.

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Suggested Facilitator Activities

- Find out about different spice box designs. Try to find information about how the design came to be.
- Print out the blessing for each object and a picture of each object and get the learner to put them on flash cards. The learner can then match the correct object to the correct blessing.



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

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא פְּרֵי הַגֶּפֶן.

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

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא מְאוּרֵי הָאֵשׁ.

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

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא מֵינֵי בְשָׂמִים.

Discussion Points


- Why do we do *Havdalah*?
- What does it mean that when we say *Havdalah* we **separate** between the holy Shabbos and the ordinary week?
- There is a beautiful *Gemorah* that explains that we start counting from *Havdalah* towards the next Shabbos in preparation for that Shabbos. What are the days of the week called in Hebrew? How does this show we anticipate Shabbos all week?

Answer:

The days in of the week in Hebrew are called Day 1, Day 2, Day 3, etc. Only the seventh day has a name: Shabbos. We see that even the days of the week count eagerly towards Shabbos.

- After Shabbos many people have a meal with bread called a *Melava Malka*. What kind of party would you make for a *Melava Malka*?

Additional Information

The following is the information included in the information dialog (click the  button) that appears in this module in connection with the **spice box**.



Spice boxes come in many designs. A **popular design**, the **tower**, began around 500 years ago. At the top of the tower waves a **flag** with a Magen David. Under the tower is the **spice box**. There may be **flags and bells** on the corners. On one side is a **door**, the opening for the spice box. It is also like the entrance to a **palace**.

Some ideas for this design:

- **Hidden in each Jewish home** is a reminder that while other nations may have their royal families, palaces, armies and power, **Jews have strength coming from G-d**.
- As Jews stared at the miniature tower they would say ***Havdalah*: The L-rd is my strength and my salvation**.
- As you shake the spice box, the bells jingle and the flags wave.

Credits

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Director	Craig Meltzer
Producer	Corinne Ossendryver
Content Development	Rabbi David Masinter, Rabbi Michael Katz and Rabbi Ari Shishler, Chabad House, Johannesburg Nicky Newfield Corinne Ossendryver
Instructional Design	Corinne Ossendryver
Graphic Design	Peta Kaplan Lisa van Vliet Malcolm Campbell
Animation and 3-D Modelling	Malcolm Campbell
Programming	Craig Meltzer Malcolm Campbell Lisa van Vliet
Quality Assurance	Nicole Bartkunsky Kaya Searll
Usability Testing	Danica, Aiden, Tana, Talya and Nadav
Photography	Ilan Ossendryver www.ic-creations.com
Videography	Guy Lieberman www.universalface.org

Voiceover Artists	Alan Glass Gina Lee Cooperman Asher Stoltz Nadav Ossendryver
Recording Studio	Jonathan Birin Digital Studios
Artists who gave permission to use their songs	Adam Davis, The Complete Bensching CD, http://www.adamdavis.info Ari Litvak, Shira Jadasha, http://www.arilitvak.com Chabad House, The Songs of Friday Night Chazzan David Hilton of The Great Shul, Sydney, Australia Craig Taubman, Friday Night Live, ©Sweet Louise Music BMI David D'Or, http://www.daviddor.com Itshak Jacques Bensoussan, Lo Tedaa Milhama, http://www.pleiade.com/jb/ Jason van Leeuwen, Shabbat Rocks, http://rebjason.com/ Jonathan Birin and Phil Holder, Music for the Soul Instrumental Music Livnot U'lehibanot Israel Experience, Zemirot and Nigunim, http://www.livnot.com Marina Roscha Synagogue Choir, courtesy of Chabad Neshima (Ray Perkel, Chanan Rosin, Shmueli Perkel, Yitzi Tuch), Hakol Letovah Oshy Tugendhaft and The Sydenham Choir, Celebration! Triumph of a nation Shlomo Carlebach, of blessed memory, http://www.shlomoc.com Uri Caine and Aaron Bensousan, Zohar, http://www.uricaine.com Yigal Dan, Zlilei Raj
Publishers who gave permission to use text extracts	Zmirot from Livnot U'Lehibanot, edited by Tovah-Leah and Gabi Nachmani, 1999 https://www.livnot.com/shoppingcart/songbook.asp The Linear Chumash Bereishis, translated by Rabbi Pesach Goldberg, 5752-1992, Feldheim Publishers, Israel The Linear Chumash Shmos, translated by Rabbi Pesach Goldberg, 5752-1992, Feldheim Publishers, Israel