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Fellow	Coach	Project Outline	Implementation
Carine Warsawski	Rebecca	NFTY in Israel Ambassadorship Pilot Program - Viral Video marketing Campaign	A- Summer 2010
Andrew Fretwell	Josh	Garinei Ha 'Am - Groups of interested Young Judaea Year Course participants form their own vision and mission with support of Y C and Young Judaea staff and expert coaches. Garinim will be formed around ideas of social action and change in Israel, with participants continuing their involvement in post YC experiences.	A- Summer 2010
Beth Avner	Rebecca	Shlichut Noar NFTY - : 5 Day extension to NFTY Israel summer program for 8-10 nominated participants. Participants will be able to identify and articulate their own personal narrative which will encourage Israel dialog within any future settings they are in.	A- Summer 2010
Efron Sturmwind	Clare	Jerusalem Ambassador Program: 5 week summer Israel awareness program with 8 follow-up sessions and two Advocacy Retreats. Program will provide a solid general Israel education as well as opportunities to develop leadership and advocacy skills. Participants are drawn from public schools in LI, Brooklyn and Manhattan.	A- Summer 2010
Tair Giudice	Clare	The program will bring together Charlotte and Hadera teens interested in learning about philanthropy from a Jewish perspective and each other's communities. The teens will be recruited from the greater Charlotte community and will meet monthly on Sundays. In Hadera, the existing YP2K will serve as a platform for recruitment and implementation.	B- Fall 2010
Renee Goldfarb	Bradley	On-line Pre and Post Israel Experience Curriculum: Program will be using Gratz College platform, guided by an adult facilitator. The curriculum will be offered to trip providers, institutions and parents. Pre Israel curriculum will include Israeli culture, environment, and politics - post Israel curriculum will include reflection, journaling and Tzedakah project. Pilot will be post Israel in Fall 2010.	B- Fall 2010
Alan Sufrin	Bradley	Arts and Culture Curriculum Elective: An online and classroom based curriculum inspiring teens to express their Jewish values through their art - Content -TBD	B- Fall 2010
Ben Fink	Josh	EIE Alumni 2: Educator Peer to Peer Leadership Events: Post Israel (cross regional) events designed to contextualize the summer experience for NFTYites. Pilot will be a post summer event; full program will include pre summer prep events.	TBD
Sharna Marcus	Josh	Classroom to Classroom: Curriculum develops mifgash between high school Israelis and Americans for innovative multi-faceted instruction.	B- Fall 2010
Eliza Zipper	Clare	Creating a Culture of Jewish Teen Leadership: Teens will have the opportunity to develop leaderships skills including community building as well as program development and implementation	B- Fall 2010
Jodi Mishkin	Adam	Choose Your Own Adventure Israel Edition: An online program to research, plan and implement a virtual trip to Israel. Through the creation of virtual Israel trip, students will develop life skills in research and computer technology, be inspired to travel to Israel, engage in Israel related research, and develop a positive understanding of modern Israel.	B- Fall 2010

Orly Millstein	Adam	Arts and Media Curriculum: Using Israeli arts and media as tools for self expression, and as learning tools to expose students to complexities that exist in understanding Israel. Program includes 5 mini-mesters of 3-4 sessions for each, with each student creating their own representation of Israel through that medium. Mediums are Cinema, Photography, Visual Arts, Music Videos, and Newspaper Comics.	B-Fall 2010
Shahar Gal	Rebecca	Hebrew Circle: Brings together a diverse group of Jewish teens in an informal setting to use Hebrew language, and to engage with major issues connected to Israel and Jewish identity in the context of their lives. The informal group is hosted by a Shaliach, with the intent to evolve a core group from participants who will set the agenda and tone of sessions.	B- Fall 2010
Rachel Winkler	Simon	Integrated honors curriculum about Israel that interfaces with science, the humanities, and social studies - including E-Tone, the Hebrew language program from Ulpan-Or, for all freshmen.	C- Ongoing
Rebecca Leibowitz	Simon	Campers will internalize Israel as a core component of their Jewish identity through the mutually beneficial relationship of their American and Israeli counselors: This project trains experienced camp supervisors to systematically align the voices of Schlichim and American bunk counselors in their delivery of a focused and measurable Israel experience at camp. (Program is still in being fleshed out.)	C- TBD
Brandi Argentar	Adam	One week camp for young children staffed by teenagers: Core component is educating teens in how to successfully engage young children with basic Hebrew and Israel education in a fun way.	C- TBD
Dana Shakarchy	Simon	Health and Wellness through Mind, Body and Soul: To inspire connection to Israel and personal Jewish identity through the lens of health and wellness.	C- TBD
Hope Chernak	Reuven	Teen Ambassador Israel Mo'adon: Students that belong to this Mo'adon will be Israel Ambassadors for the Temple Shaaray Tefila Community	C- Fall 2011
Lilach Bluevise	Reuven	Living Bridge - Mission to Israel: delegation of Schechter general studies and Judaic studies teachers, and Board members. Mission builds on existing mifgash connections between Schechter and Merchavim in Jerusalem. The goals of the mission are to strengthen the connections of the two schools, to mirror for faculty the transformative Israel experience students have, and for lay leadership to return energized and more open to being involved in ongoing Israel engagement projects.	C- Feb 2011
Lily Lozovsky	Bradley	Teen Hub Project- Teen Hubs, community-based clubs centered on values of Jewish Peoplehood, Torah Learning and Volunteerism, will create new avenues for local teen engagement and global connection by developing ways to reach out to Russian Jewish teens and others, create informal educational programs and opportunities to connect to peers in Israel.	C- TBD

Carine Warsawski
NFTY in Israel Ambassadorship Pilot Program

Elevator Pitch

“This project creates a peer-to-peer viral video marketing campaign for NFTY in Israel alumni to energize their friends about going to Israel so they too can experience the personal transformation through Jewish growth as shown by their peers.”

Goals & Content

As participants in this unique fellowship, we are granted access to tools, a wealth of resources, and funding to create a project over a two year period that will ultimately re-engage teens with Israel. I view this fellowship as an exceptional opportunity to reach out to teens in not just creative and innovative ways, but also for our organization to channel its energies in meeting kids where they are and not where we want them to be.

I have learned a tremendous amount throughout my time at the URJ. Two important observations I have made include:

1. Our teens are our best marketers and our worst marketers.
2. Just because something worked 20 years ago, does not mean that it will work today.

In light of these observations, I am choosing to focus my project on creating a peer-to-peer viral video marketing campaign for NFTY in Israel alumni to energize their friends about experiencing Israel so their friends can also experience the personal transformation through Jewish growth.

Our teens are our best marketers because they are the ones that ultimately convince their friends to participate in a summer experience and post-trip events. Kids are more effective at influencing one another to participate in Jewish programming than a rabbi, a Jewish educator, or even a parent. Teens are tech savvy, quick disseminators of electronic media and, while in the process of developing their Jewish and secular identities, they place high value in their friends’ opinions, ideas and feelings.

Teens are our worst marketers because they often have trouble articulating their emotional experiences. If you ask a teen how their trip to Israel was, they might tell you that it was the best summer of their life, but generally they have a difficult time elaborating or explaining why. They know that they have gained a deeper connection to Judaism and their Jewish identity, but don’t always have the language to share this transformation with their friends.

Ironically, the most effective way of spreading word about our teen Israel experiences is through peer-to-peer marketing. Our current marketing videos – such as general promotional videos, the NFTY Freeze, the NFTY Dance, and so forth – are effective because teens share them with their friends... when they feel ownership of the experience.

My project thus enables 10 teenagers, representing a multitude of our NFTY regions and camps from Groups 10-15 (Crane Lake, Harlam, Eisner, a NY regional group, and a National group), to come home with a series of short videos featuring engaging and transformative moments from their summer.

Participants will work in teams of two to create the following series of clips:

- **Two 30-second clips** highlighting a meaningful moment, place or experience (one clip per participant) that speaks to each participant
- **One 2-minute joint clip** featuring a montage of their group experiences and personal journey throughout their whole trip and personal journey
- **One 30-second “commercial”** advertising an attribute and a value of the land, people, or culture of Israel or the program.

All of these clips will be natural, dynamic, entertaining and appealing to a 13-18 year olds. The videos can be viewed individually as mini-clips or watched in series to gain a comprehensive teen-based perspective of the program and an illustration of the diverse range of personal transformations owned and interpreted by the participants. Throughout the summer, the teens will receive coaching from professional staff, storytellers, media specialists and educators on how to digest and articulate their summer experiences and transmit the energy of the program so that they’re captured on film. These clips will then be shared as virally as possible, by posting them on our website, strategically sharing them on social media networks, and adding them to our promo DVD produced at the end of the summer.

These 10 teens will serve as our national team of ambassadors in America as we launch a viral video marketing campaign of their experiences. The teenagers will serve as vibrant personalities that help recruit regionally from their respective NFTY regions, local synagogues, and camp communities.

It’s important to reach kids where they are at. Today’s generation of kids are online; they are adept at electronic communication; they are seeking guidance and validation from their peers and role models; they are in the process of developing their Jewish and secular identities; all while juggling overburdened extracurricular schedule. This project gives teens ownership of their Jewish identity, giving them the physical and emotional tools to articulate their experiences in Israel and provides an outlet for them to share it with their peers, whether at a friend’s house, online, or in front of their religious school class, allowing their experiences to positively affect and inspire others, all while speaking the language of millennial’s.

Methods

Within the URJ there are 19 NFTY regions and 13 summer camps across the country. The ultimate goal of this project is to have each region and camp represented in their own films, capturing the unique energy and language of that particular region that speaks to its respective audience.

This summer with NFTY in Israel, we have 630 participants in 15 groups that divided into 5 units (“camps”), each with its own travel itinerary. Of those 15 groups, we have 11 URJ camps represented and 18 NFTY regions.

For the pilot program this summer, I would like to create teams of participants that work together to create their own video. Each team will have two participants representing as many NFTY regions or URJ summer camps as possible from Groups #10-15 this summer. These teams of two will be able to work together in creating their video, sharing ideas, processing and reflections together. I plan for each of these 5 groups to have a Flip camera that they will share to film one another, guide one another, and capture the energy of their trip. The purpose of working in teams is so that the 2 participants can use one another to help digest the experiences; talk about the significances of them together; discuss and process emotional transformations; and use one another creatively to stage and film scenes.

Viewers will be able to watch each video individually and gain a thorough understanding of the participants' experiences, or watch all 5 together and gain a comprehensive picture of what the summer looks like. The subjects of the films will speak to the program's attributes, while the participants will be expressive of the program's values.

Participants will be guided in their emotional and artistic expression by professional staff prior to and during the summer. There will be two main training sessions for the participants:

1. A webinar for all participants that will take place in mid June before the start of the summer. This introductory session will give the cohort an opportunity to meet in advance and to learn about the ambassadorship, hear an in-depth explanation of how the summer will work expectations of their partnership, and ideas for them to start thinking about before their departure to Israel.
2. Once in Israel, there will be a group orientation and Skill Seminars with all ambassadors that will cover the following topics:
 - a. Introduction of mini cohorts/teams of participants; ice breakers and team building activities.
 - b. Selection of scenes [may want to have this assigned before the summer] and thorough itinerary and historical explanation of each one.
 - c. **Emotional Tools Skills Seminar:** Skill session with Jewish educators and actors, such as Mark Lazar, Jeremy Leigh, etc., who are already in Israel and can give the kids emotional context and tools to digest their experiences while in Israel and give them skills on how to articulate their transformations while in the thick of the moment, on camera, and when back in America.
 - d. **Physical Tools Skills Seminar:** Short skill session with a videographer or medial specialist who is already in Israel to give them tools to framing scenes, capturing energy on film, and creating engaging story lines.
 - e. **Practice Skills Seminar:** Theatrical and artistic games, simulations and improvisational scenarios to give participants the opportunity to test their knowledge and practice working in their teams.

Throughout the summer, I will follow up with each team individually, meeting them on the road, prodding at their experiences so far and checking in. Each team will have one week where they are responsible for filming their scene. During that time, the team will share an HD Flip camera and be responsible for filming each other, using one another to digest the experience, and challenging one another to capture the "in the moment" experiences that they will have. Madrichim and Mechanchim will be critical in helping contextualize the experience. I will be checking in with each group individually by phone and in person to track their progress. During the weeks that they are filming their scene, I plan to spend as much time with that group as possible with our professional videographer, to help them frame the scene.

I will check in frequently to interview the participants, asking them to articulate what they saw and felt based on the tools and skills they gained from the Skill Sessions at orientation. Their responses will be used to voiceover and narrate the footage they produced during the week.

At the end of the summer, all the footage will be given to a video editor to comb through the footage and piece together the assignments to make it look clean, engaging, and professional. In the end, NFTY

in Israel will have 5 sets of videos representing NFTYites from across North America who creatively expressed their experiences, observations, transformations, friendships and excitement at five critically different locations in the country and activities in the itinerary. The videographer, when present and I will guide this process such that the quality of the content and footage is exceptional, and that the storyboard will be captivating for a teenager or parent, with viral potential.

Selection of participants

I plan to have NFTY advisors and camp directors recommend 1-2 participants within their region that they deem will be great ambassadors for this program. I will reach out to these participants explaining the nomination and follow up with individual phone calls where I will get to know them personally and have a chance to ask the following questions:

- What does your involvement in your congregation/NFTY region look like?
- Explain a meaningful experience, or a proud moment, you have had this past year.
- If you were to share your story with 10,000 NFTYites across North America, how would you reach out to them?

They will have to read and sign a “Covenant” contract stating their commitment to the program and the expectations of their (enthusiastic) participation.

Incentives and Follow up

As part of the ambassadorship, participants will use their films to help spread the word about their trip within their region: either at local congregations, local TYG events, regional NFTY events, and even NFTY Convention. They will be expected to join the NFTY in Israel staff in presenting to congregations when we are in their areas, be expected to attend at least 4 NFTY events throughout the year, and potentially present at NFTY Convention, as well.

I will ensure that there is follow up with the kids during the year, helping them develop their own presentations and ensuring that they receive proper “air time” at the events they go to. One idea is for these 10 ambassadors to work with Beth’s teens to present at NFTY Convention in February explaining their project to all attendees and potentially even having breakout sessions during a program. This is an area that can be further developed by Beth and me together; should our kids be able to learn programmatic skills together, they will be able to overall enhance and strengthen the peer-to-peer program led by these ambassadors.

This is the plan for the pilot stage. While seemingly ambitious, I do believe that this conditions set forth here are enticing to teenagers, is feasible to execute this summer, and will achieve great results.

Projected Timeline

Get Names from NFTY Advisors and Camp Directors:	June 18
Invite Nominated Participants to Program:	June 18
Purchase Flip Cameras	June 19-20
Application Deadline:	June 23
Webinar	June 25
Skills Seminar in Israel	TBD [First week of July, when groups land]

Andrew Fretwell
רג יניע ה ע"ם - 1
Jewish Service Learning in Israel

Garinei Ha'AM is a continually renewing service learning/social action process steeped in Jewish values. The program has proven to be an innovative model which enables Jewish teens to make meaningful contributions through service learning and Israel engagement. The first stage of replication is already in development, as the pilot group of teens is preparing to return to North America at the end of their gap year in Israel.

The idea began to take root in the spring of 2009, when twelve members of Young Judaea headed for a post-high school gap program on "Year Course in Israel" began looking for a way to go beyond studying and touring. They decided to enhance their experience by making a meaningful contribution to Israeli society. Their spontaneous initiative was met with structural and organizational support offered by Young Judaea. The original dozen grew into a group of 54 members, with a nucleus from the youth movement and a large number of participants who were not previously engaged in Young Judaea (to read more about this pilot, please read their blog at <http://www.seedtheplow.blogspot.com>). Their inspiring motivation has already branched into an organized effort by approximately twenty high school seniors who have begun to establish three separate garin initiatives to be integrated into Young Judaea Year Course, 2010-2011. Eventually, the garinim (groups) expect to grow to include 150-200 participants, many of whom will be Year Course participants who were not previously affiliated with Young Judaea.

Garinei Ha'AM Mission Statement

Garinei Ha'AM will provide a new, replicable model of service learning and Israel engagement through guiding and empowering American Jewish teens to make meaningful contributions to the Jewish People through communally affecting social change in Israel based upon Jewish values.

The efforts of these young activists are currently being encouraged and supported by Young Judaea's Director of Youth Leadership. It is now time to put a well developed mechanism in place in order to facilitate the following:

- Encourage high school students to initiate the formation of peer led learning groups to instill the expectation of service, investigate possible projects and recruit participants
- Establish connections between teen-initiated project groups and mentors who are active in the relevant fields of social activism in Israel
- Support the work of the *Garinei Ha'AM* groups in Israel
- Enable the groups to successfully transition back to the United States without losing their connection to service learning, Israel engagement or community organizing

¹ *Garinei Ha'AM* is a Hebrew phrase meaning "Seeds of the People," including an acronym for "Atid Meshutaf," meaning "shared future." With the use of the word *garin*, the name echoes the dedication of young Jews from around the world who established kibbutzim in Israel, settling the land to build the nation and to be themselves built through their efforts. The word was intentionally adopted by teenagers from Young Judaea who saw their upcoming participation in an Israel gap year program as an opportunity to make a meaningful contribution to Israeli society as they pursued their interests in social justice and their commitment to social activism.

Preparing for the Israel Experience

Based on a pilot model currently being implemented on Young Judea's (YJ) Year Course in Israel program (called Garin Tzedek), each year, multiple groups (*garinim*) of American Year Course *chanichim* (participants) are formed around a specific agenda of service-learning in Israel rooted in the vision of Israel as a Jewish State built on Jewish values. With the close guidance of the Young Judea staff, *garinei ha'AM* (plural of *garin ha'AM*) will be planned on an annual basis of incoming Year Coursers and will be implemented during and after Year Course (YC). Each *garin* will form its own vision and mission statement and will work, with support of Young Judea and Year Course staff, to implement it.

Making the Israel Experience

Implementing the Garin Project

In Israel, each *garin* will be challenged to advance their agenda through:

Creating a viable leadership structure for the *garin*

Incorporating their *600 hours of service learning* spent on YC to their *garin* experience

Creating information campaigns, through political advocacy, communication and publicity

Collecting and using resources through grant writing and grass roots fundraising

Recruiting and raising awareness-raising among Year Course and the larger Israeli community

Building a healthy and constructive group/team dynamic within the *garin*

Garin Coaches

Each *garin* will receive a "coach," a social activist in Israel who will mentor the *garin* throughout Year Course. He/she will share their own experiences and wisdom with the *garin* and help connect them to the larger social activist network. Each coach will be expected to do on average 40 hours of work per year with their *garin's* leadership and will receive a yearly stipend of \$3,000 (roughly \$75 per hour). The stipend will bolster this component in attracting high quality coaches and ensure accountability for the coaches' performance.

Matching Micro grant Funding

An annual pool of \$6,000 will be made available for *garinim* to apply for their work in Israel. Each *garin* must complete a thorough application that details their mission statement, plan of action, budget estimates, and a detailed explanation for the use of the granted money, as well as how they document spending. Grants will be in the form of matching funds, which each *garin* must fundraise. The micro grant funds will be distributed by a committee of representatives from YJ, Hadassah and outside funders. This process will give valuable experience to the *garin* members in grant writing and reward their ability to independently raise funds.

College Credits

Garin members will also have the option to receive college credits for their work, accredited by an American Jewish University in Los Angeles, which currently accredits current YC classes and programs.

Shabbatonim

Garin members will attend 3 shabbatonim throughout the year to reflect upon their work, make adjustments to their projects, develop healthy social bonds and group dynamics, and participate in professional development workshops and enrichment sessions. Shabbatonim will be organized by *garin* leaders and Year Course staff. The YJ Director of Youth Leadership (DYL) will attend one Shabbatonim.

Returning as Jewish Collegiate Leaders in the US

After Year Course, Judaeen garin members will be challenged to evolve their *garin* to continue advancing its vision beyond Year Course through, but not limited to, the following means:

- YJ Impact college age programs and Young Judaea staffing opportunities
- Jewish campus and community organizations
- Social Media and viral campaigning

Leading within the College Community

Garin members will adapt their work to Jewish collegiate life and channel their energy through Jewish campus organizations including Hillel (for example helping to lead their Hillel's Alternative Spring Break by incorporating an issue that relates to the garin's mission), and other relevant Jewish and non-Jewish campus organizations. Members will also be guided to engage with and utilize Jewish community and national organizations, such as AIPAC, Limmud, JCC's, local synagogues, etc. as appropriate.

Garinei Ha'AM Kinus

A core of returning garin members gather once a year for a weekend conference to receive continued enrichment and education, and will also allow for the garin members to work in person to adjust and revisit their strategy in taking part in the building of the state of Israel from abroad. Kinus will happen in conjunction with Young Judaea's National Midwinter Convention (NMW), which will also allow the members of the garin to run meaningful programs about their garin's work, values and promote the work of their garin to future Year Course participants.

Leading Birthright

Garin members at college campuses advance their garin by recruiting for and leading social action Young Judaea Birthright Trips related to the garin's project in Israel and take part in leading Birthright Next programs on their college campus as part of their garin's outreach and educational activities in the US.

Connecting Service Learning in the US through Young Judaea's Alternative Winter Break

Garin members will also play a central role in helping to staff and lead Young Judaea's premiere high school service-learning program, Alternative Winter Break (AWB), which takes Jewish teens from around the country and gives them a week long service-learning experience in places such as Los Angeles, New Orleans, Miami and the Gulf Coast. Through this, garin members can promote the value of service learning in Israel through helping to lead a Jewish service learning trip in the US and serving as role models to Jewish teens already interested in service learning.

Branding and Marketing Development

YJ will develop a comprehensive branding strategy, pay for collateral promotional costs, hire a professional videographer and editor to create a short informational and promotional film to promote the garin's efforts and recruit for future garinim and create a mass media advertisement campaign and an online viral marketing campaign.

Garinei Ha'AM's Replicability

While Garinei Ha'AM is an organic development within Young Judaea's mission, vision and current program offerings, this model can be replicated throughout the Jewish world relatively simply, as long as the organization has the resources and will to offer a long-term Israel program, and the ability to guide their participants through the proper educational process leading up to, during and following the Israel experience.

Young Judaea as a Partner

Full-Time Young Judaea Staff to Support Garinei Ha'AM

- 1. Director of Youth Leadership (DYL):** -New York- Primarily responsible for the oversight of Garinei Ha'am, with an emphasis on garin development in the US. DYL is also primarily responsible for successfully incorporating garinim into YJ's National Midwinter Convention and Alternative Winter Break.
- 2. Director of Year Course:** -Jerusalem- Oversees the successful implementing of Young Judaea's Year Course (YC) in Israel, which provides the necessary conditions for the success of Garinei Ha'AM
- 3. Year Course Director of Informal Education:** -Jerusalem- Primary YC staff member working with garinim in Israel; supports the educational and leadership development of garinim during YC
- 4. Merkaz Hamagshimim Director of Activism and Community Programs:** -Jerusalem- oversees coaches' activity and support garinim activist and educational activities in Israel
- 5. Director of Camp Tel Yehudah** -New York- Oversees and manages the Camp Tel Yehudah staff to support National Midwinter Convention and Alternative Winter Break, as well as Camp Tel Yehudah and supervise the Program Director in overseeing garin programs at Tel Yehudah
- 6. Director of Young Judaea Israel:** -Jerusalem- oversees the collaboration and synergies between garinim and all Young Judaea Israel programs and will delegate to department directors accordingly
- 7. Director of Administration:** -New York- Oversees and manages donations to and processing of all administrative tasks related to Garinei Ha'AM in the US
- 8. Director of Young Judaea Israel Programs:** -New York- Oversees all Year Course registrations and manages the recruitment for Year Course and Garinei Ha'AM

Why Young Judaea's Mission and Vision

Young Judaea, the oldest Zionist Youth Movement in North America, founded in 1909, has a strong legacy built upon social responsibility, activism, and mobilizing Jewish youth in perfecting and defending the Land, People and State of Israel. Young Judaea also still proudly produces thoughtful, active Jewish youth running summer camps for ages 8-16, high school Israel trips, and year-round local, regional and national events, activities and educational or activist initiatives. All Young Judaea high school programs also incorporate teen empowerment with youth leadership boards and committees to help lead YJ.

Why Year Course

Young Judaea's Year Course in Israel program offers a unique, long term opportunity for American Jewish teens that is conducive to service-learning, community building, peer leadership and mentoring. On Year Course, all participants spend three months in each of three sections, Arad/Arava Valley, Jerusalem and Bat Yam. In each section, participants spend significant time volunteering and giving back to the community, as well as taking college classes and going on field trips and hikes around the country. This framework, along with a robust staff of counselors, section heads, education and head staff members, and a flexible daily schedule give Year Course participants a unique opportunity to facilitate a guided, peer-led experience based on service-learning.

Beth Avner
Shlichut Noar NFTY

V'shinantam l'reyecha kamocha

– And you shall teach it to your peers as you learned it yourself

Executive Summary

The North American Federation of Temple Youth (NFTY) respectfully submits this proposal: a request for support to fund, for two years Shlichut Noar NFTY. Shlichut Noar NFTY aims to create a cohort of teens responsible for peer education and engagement about Israel. Shlichut Noar NFTY will center on a 5 day extension of an Israel experience trip where, through a series of workshops and learning sessions, the teens would earn certification in Israel peer education and engagement. Upon return to home community, participants would be responsible for Israel education throughout the year. This program will prepare teen educators before the trip, immerse them in the experience, develop them as educators and build a network of continued support within their home communities and the North American NFTY office. This grant would allow the first cohort of 8-10 teens to attend this summer and for the program coordinator to evaluate and learn from the first year while developing and improving the program and curriculum for the second year of the pilot.

Organizational Description

1. Our mission

The North American Federation of Temple Youth is a youth-driven movement that seeks to educate, empower and engage the young adults of Reform Judaism in North America. The organization strives to instill a strong Jewish identity in high school youth in order to promote the continuation of an active movement of Reform Jews. We accomplish this through specific attention toward increasing synagogue participation among teenagers and sponsoring programming that will ensure long-term commitment to the values and ideals of Reform Judaism. NFTY devotes itself to the development of young people as lay leaders at all levels, in order to create the Reform Jewish congregants and leaders of the next generation.

2. Organizational Background and Expertise

In 1939, NFTY was founded as an affiliate of the Union for Reform Judaism (formerly known as the Union for America Hebrew Congregations). It was created to provide an outlet for young people to engage in the life of their synagogues. NFTY has a long history of focusing on training leaders through regional Leadership Training Institutes and National (and now North American) Conventions. Since 1965, the Kutz Campus in Warwick, NY has acted as a physical headquarters for multiple summer training sessions – including Temple Youth Group (TYG) leadership, Jewish Studies, Song leading and more – as the leadership training headquarters for NFTY. In its almost 70 years of existence and through its 750 TYGs and 19 Regions across North America, NFTY touches the lives of thousands of young American Jews through the programs it runs and the relationships it fosters. NFTY influences both the Jewish community and the world as it shares its voice on the issues that confront us as Jews and as human beings. From boycotting the Moscow Olympics in 1980 and the resolution to use only fair-trade products when ordering merchandise. NFTY alumni, numbering in the hundreds of thousands, take their places in the leadership of the Reform and broader Jewish community, both in North America and in Israel.

3. Staff Roles and Qualifications

The day-to-day and long-term functioning of NFTY is guided by a team of three adult professionals who work closely together. This executive team supervises the 18 Regional Advisors and the five-member North American Board. Each of the 19 regions has a full- or part-time Regional Advisor who lives within the region. The Regional Advisor in Chicago would supervise Shlichut Noar NFTY.

Nominating sponsor: NFTY Regional Advisors, Regional Camp Directors and Clergy members at our member synagogues will be asked to nominate a student to participate in Shlichut Noar NFTY. The nominating sponsor makes three commitments:

- To give the participant opportunities to run his or her program during the year following their return.
- To meet with the participant and provide feedback on his or her programs throughout the year.
- To foster the ongoing development of the participant as an educator creating a mentoring relationship.

URJ Shlichim: There are two individuals from the URJ who are living in New York as emissaries from Israel. Their mission during their time in America is to engage our teens in programs to develop their connection with Israel as well as create programs that will raise Israel dialogue throughout NFTY. These two individuals will:

- Create points of contact throughout the year for the entire cohort. They could include, but are not limited to, monthly conference calls, personal check-ins with the students, and a mid-year retreat for the students focusing on evaluation of their experience and programs, etc.
- Facilitate ongoing Israel education through current events updates, sharing information about Israel education in North America, etc.

The dual support of the sponsors and the URJ Shlichim will provide a synergistic effect for the teen participants honing their skills both as competent educators and continued learners about Israel.

Project need

American teenagers commit themselves to more clubs, sports and other organizations in this decade than ever before. Today's youth (those born after 1982) belong to a generation known as "The Millennials" and are defined by characteristics such as diversity, ambition, pressure to perform and achieve and highly structured lives. The pressure to perform – and to perform at an above average level – is ubiquitous among all high school students and results in constant participation in as many extracurricular activities as possible while still maintaining high marks in all of their subjects in school. According to a report by Howe and Strauss in 2003, "more and more are required to have portfolio work to graduate from high school, not to mention individual state educational reform efforts that require different certifications and/or testing for high school graduates. Employers are asking to see grades (and in some cases, attendance records), homework levels are ever on the rise, class periods are lengthening, and private tutors are more in demand than ever before"²

² Howe, N. and Strauss, W.. *Millennials Go to College*. American Association of College Registrars and Admissions Officers and LifeCourse Associates, 2003.

With the growing demand and competition for success and experience at younger ages, our teens are forced to limit themselves to only those activities which will best fit the requirements that college admissions officer's desire. In a 2000 study, Kadushin, Kelner and Saxe noted a decline in participation in Jewish activities after one's Bar or Bat Mitzvah through the high school years. Furthermore, they show that "an increase in participation in Israel experience programs and Jewish employment opportunities throughout the high school years fails to offset the broader pattern of decline, which is primarily due to the cessation of formal Jewish education"³ While informal Jewish education repeatedly proves to be a crucial component in Jewish identity building for many teenagers of the Reform Movement, the pressure that American society puts on its young people for tangible formal experience overshadows the value of informal Jewish experiences for the college-minded teenager and family.

The Reform Movement appreciates the success of its formal educational experiences as well as the regional and national educational and social Jewish opportunities that it supports for all ages. With over 900 member congregations and 1.5 million congregants, the URJ education system is already connected to a very broad constituency. NFTY, as the youth arm of this movement, provides a well-positioned arena to offer this informal learning opportunity supported by formal learning sessions. Each opportunity reinforces a teenager's search for Jewish identity that "coheres and coexists with their aspirations for academic success, financial security and social belonging" (Kadushin, et al).

I recently conducted a survey among the regional advisors in NFTY and discovered that our educational agenda in the 19 NFTY regions comes largely from the teen leadership. I learned that often, Israel education is not a high priority among the teens and that when it is advisors are limited in their resources. For this reason, it is essential to empower our teen leaders to be proponents of engaging Israel dialogue in the NFTY regions. The power of peer to peer influence is undeniable. In a study of birthright Israel alumni in 2002, 96% had encouraged peers to go on the trip – and as a result 55% went and another 22% applied but didn't go.⁴ The success of websites such as yelp.com, tripadvisor.com and applications such as Urbanspoon (which all rely on people's submitted reviews rather than on facts given by employees or professionals) speak to the weight of peer influence. Our focus and efforts clearly are best spent in empowering members of our youth communities – in NFTY, in our camps and in our synagogues – to return home with the ability to open discussions about Israel in their own communities. The message that Israel needs our unquestioning support no longer resonates with our teens. The best form of Israel advocacy is now empowering individuals to tell their personal story and to see their own experiences as part of Israel's collective narrative. We must help our teenagers feel obligated, empowered and excited to initiate this dialogue in order to solidify a strong Jewish identity and a lifelong engagement with Israel.

Goals and Objectives

The major goal of Shlichut Noar NFTY is to create a long lasting cohort of young Jews who will be lifelong proponents of dialogue about Israel while engaging their peers and influencing their Jewish Identities. NFTY, the Israel programs department and our camps all work tirelessly to provide quality programming for Reform Jewish teens. This program will create a great synergy between these three departments when it comes to Israel education as a component of programming – and between the staffs of each

³ Kadushin, C., Kelner, S., and Saxe, L. with Brodsky, A., Adamczyk, A., and Stern, R.. *Being a Jewish Teenager in America: Trying to Make It*. Cohen Center for Modern Jewish Studies, Brandeis University, 2000.

⁴ Saxe, L., Kadushin, C., Kelner, S., Rosen, M., Yereslove, E. *A Mega-Experiment in Jewish Education: The Impact of birthright Israel*. Cohen Center for Modern Jewish Studies, Brandeis University, 2002.

department. This mounting energy will benefit all teens who are affiliated with the Reform Movement, not just those who attend this program. As a result of this experience, participants will individually have a strong Jewish identity with connection to Israel as an integral component of that identity and will become competent, engaging, effective peer educators that are respected by their NFTY region, Regional camp, synagogue, and community.

These goals will be carried out through the following measurable and time-specific objectives.

- Members of the Shlichut Noar NFTY cohort must attend a NFTY Summer Experience or an EIE semester.
- Before leaving Israel and returning to American life, the cohort will spend 5-6 days in Israel debriefing their experience and letting it “marinate”.
- During their 5-6 day seminar in Israel, the participants will experience programs that follow a curriculum of teaching concrete skills related to the implementation of effective and engaging programming for their peers.
- Members of the cohort will have monthly follow up with the URJ shlichim ensuring continued support and learning throughout the year.
- Those who successfully complete this program will achieve certification from NFTY as well as be ensured an audience for which to share their programs.

Major Activities

The participants in this program will participate in two major activities.

The first is the trip extension period in Israel. Primarily, the members of the cohort will learn about three main areas of program planning. Students will explore the idea of creating a transformative moment – an experience when someone has a change in attitude, emotion or aspiration. They will meet with Israelis who have completed a shlichut in North America to hear about their experiences teaching Israel to North American teens. Finally, the curriculum will include workshops about learning styles, group leading and group facilitating skills as well as general program writing skills. The curriculum of the seminar would include both guest speakers and hands on workshops with the goal of inspiring the participants and helping them create their personal narratives to take home. Educators such as Robbie Gringras and Rachel Korazim would help the teens find their own narrative and Israeli officials such as Natan Shiransky or Yuli Edelshetin could speak to them about the feeling of responsibility to return to their communities and fulfill their charge to strengthen the Diaspora connection to Israel.

The second major activity will be the pre-trip and follow up activities. Before the trip, the teens who will participate will receive a series of questions to consider during their Israel experience in order to prepare them for the seminar. After returning home from the seminar, they will have monthly follow up phone calls with the URJ shlichim to promote continued development and evaluation of their programs as well as creating ongoing learning opportunities to further increase their Jewish identity and connection to Israel.

The timeline for implementation of the pilot program is the following:

<u>Time</u>	<u>Activities</u>
March 2010	Submit grant proposal Finalize budget
Early April 2010	Finalize marketing materials Reach out to Camps and NFTY Regions to identify potential fellows Invite fellows to apply
Late April 2010	Applications due Select cohort of fellows
May 2010	Develop curriculum Invite teachers for Israel Seminar Fellows and sponsors meet to discuss individual goals
June 2010	Fellows receive pre-trip questions Visit fellows during their Israel trip
July 21-25 2010	Israel seminar
August 2010 – May 2011	Follow up with members of the cohort Teens work with their sponsors and implement programs.

Indications of Success and Continued Existence of the Program

Short term success of the pilot program would look like this: a nominating sponsor finds or recognizes a teen within their community who would have a desire to engage with Israel. That teen would be invited to apply and would agree to join the pilot cohort and begin this inspirational process. We would have a group of roughly 8-10 teens that diversely represent Camps and NFTY regions around North America in the first summer and 16-20 during the second summer. Additionally, the program will be successful when the second year of the program shows growth and improvement based on the first year’s experience.

Long term indications of success include the Shlichut’s influence in many arenas. First, within 5 years, community sponsors and teens know and look forward to active engagement with Israel through

leadership of their peers. Each NFTY region and camp director is used to sending a teen and teens are even hopeful of being chosen to attend. Additionally, this program model can be adapted to our Eisendrath International Exchange (EIE) program so students studying in Israel for the semester can opt into a certification program. Finally, Birthright Israel could also adopt this model of offering a trip extension for participants to earn certification in educating their peers about Israel.

Long term indications of success for individual participants include solidifying lifelong connection with Israel, being a leader in Israel engagement and dialogue on college campuses and feeling an obligation to continue their work as a peer educator long after their 'commitment' to Shlichut Noar NFTY is over.

Benefit to the Jewish Community

In addition to the development of the Israel identity of teens who participate in Shlichut Noar NFTY – the community will benefit from regular Israel programming based on the combination of personal narrative and educational content. The programs developed by this cohort of teens will be unique because it will be both rooted in personal experience and good pedagogy. Each teen will be encouraged to speak and teach from his or her passions and transformative moments, rather than looking for new ways to present tired lessons. Not only will the teens benefit from this program, but the educators involved in composing the curriculum and activities for the trip will learn from each other and the field of Israel Education will benefit from an innovative way of engaging our youth. Israel educators will have teen partners in making Israel accessible and real.

Shlichut Noar NFTY also creates the opportunity to enhance and strengthen the already existing Legacy Heritage Fellows program at our regional camps. This fellowship provides for a staff member to be responsible for implementing Israel education at each camp – how lucky we would be to also provide training opportunities for potential fellows rather than rely only on their own personal experiences!

Shlichut Noar NFTY will build a movement-wide network of support and engagement with Israel. The alumni of this program can be involved in teaching in religious schools, at NFTY events, at community-wide events such as Walk With Israel days. The unique experiences that this group will create can also be used as pre-trip learning and bonding experiences for groups who are about to travel to Israel – both congregational trips and NFTY trips – therefore strengthening the overall experience of future generations of Israel travelers.

Efron Sturmwind

Jerusalem Ambassador Program

Introduction – Overview of the Program

Jerusalem Ambassadors offers Jewish teens a chance to become activists for Israel on their school campuses and within their communities. Through its innovative programming, the Jerusalem Ambassador curriculum will effectively educate teens to develop their leadership skills and teach teens how to raise Israel awareness amongst their peers. Those accepted into the program will partake in a five week enjoyable, fun and educational trip to Israel during the summer months. They will engage in learning about the complexities and realities of political and social structures within Israel. Throughout the following school year, each ambassador will continue with the program and participate in a series of lectures and Israel activism projects. The pilot program runs from June 30, 2010 through to August 3, 2010.

Program Structure

- Five week summer experience
 - Tour Israel
 - Lectures from Political Leaders and Military Officials
 - Interactive seminars including, but not limited to
 - Leadership Skills Building
 - Dale Carnegie Institute leadership training course
 - General Jewish Knowledge
 - Comprehensive Israel Advocacy
 - Visit to Knesset and discussions with MKs
 - Tour of Security Fence with IDF General
 - Key Insights into Israeli Politics
 - Taking Home Real Skills and Abilities
 - Community Service for the people of Israel
 - Summer Camp for Underprivileged Israeli Youth
 - Developing leadership skills
 - Coordinating camp logistics
 - Developing and implementing educational and recreational programming

The Jerusalem Ambassador Program assures that the teens will complete the summer with a well rounded knowledge of Israel and Judaism and return as more highly educated individuals. Nightly sessions which will require teens to participate in discussions, will convey the biblical and historical significance of that which the teens experience during the day. Jewish history and Zionism will be reviewed in depth.

With the culmination of the summer program, the teens will receive a certificate of completion along with a personalized letter from Prime Minister Binyamin Netanyahu.

Second Phase of Jerusalem Ambassadors

- Eight monthly follow up sessions
 - Lectures from notable speakers on Jewish and Israel related topics
 - Think tank sessions on creating advocacy and educational projects.

Each ambassador is expected to use the newly received knowledge and leadership skills to relay Israel advocacy messages to their peers.

Two Advocacy Retreats

- AIPAC Teen Policy conference
 - Meet with Lobbyist and Senators to discuss Israel related issues.
 - Attend sessions from political speaker to learn about Israeli current events.
 - Come prepared with an agenda an issue the ambassadors see fit to change
- Jerusalem Ambassadors Washington retreat
 - Students will create and run the program within Washington which may include:
 - Meetings with politicians
 - Creating of an Agenda regarding an issue in Israel
 - Educational programming

Application Process and First Year Expectations

For the first year of the program, only ten students will be accepted. Each applicant will undergo an extensive application process and will be chosen based on their essays, letters of recommendations and high school achievements.

Replication

The Jerusalem Ambassador program is one which is easily replicated for a large number of teens. Additionally, this program can be implemented within various geographical communities around North America.

Measure of Success

Joint Summer and Year program

Measuring the success of the program will be broken up into three areas.

- Recruitment
 - Before the trip applicants will fill out a survey questioning past and alternate summer plans giving a sense of the way they want to spend a summer.
 - If an applicant the previous summer partook in a program which required serious motivation and a more demanding application process, yet this summer intended to go on Jerusalem Ambassador Program, then this reality displays that the program has attracted the targeted audience.
- Educational experience and take away of the trip

- In order to avoid the discomfort and inconsistency between the groups' knowledge regarding Israel and Judaism, the students accepted onto the program will have a required reading list. The articles present on the list will be relevant to the political, biblical and cultural sites visited throughout the summer program. Through this requirement, a common educational background is set for all Ambassadors regardless of previous Jewish or Israel knowledge.
 - During the course of the summer Ambassadors will be asked to compose three log entries. These will serve as opinion pieces on issues addressed throughout the trip. At the end of the summer, the students will be asked about their opinions on those key issues. These personal opinions will display not only their advancement of knowledge, but also their gained insight and understanding to form individual opinions.
 - This last idea ties into an example of an advocacy project (as outlined below). The teens will be asked to create a booklet or pamphlet on large or controversial Israel topics, questions and locations. Their opinion pieces, touring knowledge, pictures of sites may all be used for such a pamphlet.
- Think Tank Sessions/Advocacy projects
 - Attendance
 - Assuring the each student attends at least 6 out of the 8 Sunday sessions.
 - Advocacy Projects
 - Students will be required to create a number of projects on topics of Israel advocacy, marketing Israel information and peer education related events in their local schools, JCC's and Synagogue's.
 - Every 4-6 weeks, we expect the students to have produced a desired project and begin brainstorming for a future project as well. Before the year program begins, the students will recognize these requirements and will be provided with various options from which to choose.

Using the measurements of success and the pilot summer program our hope is that the Jerusalem Ambassadors Program will be an innovative educational program, creating strong informed student leaders who infuse their communities with a strong sense of Jewish and Israeli pride.

Tair Giudice

Charlotte - Hadera Teen Philanthropy

Mission

By creating a *mifgash* program exploring the US/Israel relationship through a philanthropy lens, we plan to connect students from Hadera and Charlotte with the purpose of teaching them fundraising concepts that define both the Israeli and Jewish-American concept of giving.

Most young Jews today, both in Israel and throughout the Jewish world, view Israel as the “State of the Israelis” and have difficulty grasping the notion of a global Jewish “we” altogether. It is our belief, however, that for Jewish life and culture to thrive in the long run, young Jews – wherever they live – need a sense of shared identity. It is also our belief that in order to create this sense of “we”, concepts such as reciprocity, symmetry, cooperation and dialogue should be introduced as the new building blocks defining the partnership between US Jewry and Israel.

This program, therefore, offers an innovative attempt to develop a new paradigm defined by a direct relationship between students from Charlotte and Hadera who connect in a real partnership of *equals*. Throughout this program, Charlotte’s students will gain a better understanding of what it is like to be Israeli, and the Hadera students will learn to appreciate the American Jewish experience.

Project InCite

In today’s rapidly changing world, Jewish education demands **innovation** and **creativity**. To that end, Project InCITE selected a cohort of youth professionals to become part of the next generation of innovative Jewish educators. These educators were provided with the opportunity to create exciting new projects within their organizations that will attract and engage more Jewish youth in more meaningful Jewish experiences.

In its first cycle, Project InCITE is focusing on creating projects that develop stronger commitments to Israel and the Jewish People.

Project InCITE is a joint project of the New Center for Collaborative Leadership (a department of BJENY/SAJES) and the iCenter in cooperation with MAKOM.

Goals

This program was designed with three key goals, all of them are central to the way the program was conceived and the educational programming addresses each of them:

Mifgash

To engage Israeli and American teens in mutual self-exploration about their Jewish identity, their passions and interests

1. Philanthropy

- To provide teens with an opportunity to engage in hands-on philanthropy
- To educate teens about the Jewish value of tzedakah as it is perceived in Israel and the US
- To challenge teens to wrestle with tough choices, and ultimately make collective grant making decisions with a shared pool of funds

2. Community and Jewish people hood

- To develop participants' commitment to community with a focus on long-term leadership development
- To develop a better understanding and appreciation of the allocation process and overseas support

Target audience

10-15 Charlotte teens, 10-11 grades

10-15 Hadera teens, 10-11 grades

Duration

7-months, running October through April

Project's description

The program will bring together Charlotte and Hadera teens interested in learning about philanthropy from a Jewish perspective and each other's communities. The teens will be recruited from the greater Charlotte community and will meet monthly on Sundays. In Hadera, the existing YP2K will serve as a platform for recruitment and implementation.

The teens will focus on exploring their Jewish identity and the different concepts of Tzedakah as they are expressed in the US and Israel. Each session will follow a curriculum incorporating the program's goals. The teens will engage in a dialogue by creating short video clips of themselves, their families and their communities, and then sharing them on social media websites, such as Google Wave. This will enable a mutual peer learning process in which teens from both sides are introduced to each other's way of life.

Throughout this process, teens will need to branch out into the community and connect with Jewish organizations and agencies, which will ultimately create a stronger connection to the Jewish community in which they live in. The program will focus on fostering responsibility among teens by empowering them with the skills to effect change in their communities. These leadership skills will include conflict resolution, consensus creation, grant request writing, program planning and public speaking.

All of this will enable the teens to successfully raise money for a collective philanthropic pool. These funds are then leveraged through a match provided by a local donor (up to \$5,000). Every student has a role in raising money and then deciding how that money will be distributed.

The impetus for the project is to see how and where the teens allocate the funds in a way which will reinforce the feeling of partnership between Charlotte and Hadera.

Staffing

Two madrichim one in each community will be facilitating and supervising the teen groups:

- Charlotte – Tair Giudice
- Hadera – to be identified with P2K in Hadera

Outcomes

- Form lasting relationships with partnering Israeli teens that will be self motivated
- Teens will have a better understanding and appreciation of each other's way of life and the US/Israel allocation process.
- In addition to acquiring basic fundraising skills, teens will strengthen the following skills: communication and listening skills, discussion-leading, conflict-resolution, meeting facilitation and planning, recording and reporting of minutes/decisions, and building consensus.
- Educating Israelis to view themselves as part of the Jewish people and see US Jews as full partners in Israel as the venture of the Jewish people.
- Jewish American teens will become more engaged in Jewish communal life

Evaluation

- An ongoing evaluation of the program will be implemented using these measures of success as guidelines:
- Number of teens we recruit both here and in Israel
- Retention – teens will remain in program for its full duration
- Complete all assignments successfully
- Raise enough money for their projects
- Has their relationship to Israel/US changed? Has their perception of each other's community changed?

Conclusion

The emphasis of this program isn't the eventual outcome, i.e. "how much money the teens raise", but rather the expression of developing a genuine and lasting relationship while reinforcing Israel's status as a joint venture of the Jewish people. It is our hope that this program will create the next generation of Jewish leaders and philanthropists in both communities. In addition, this program can be viewed as a long term recruitment strategy to get our Charlotte teens excited to go to Israel – once they form a relationship with the Hadera teens, visiting each other's communities will be natural for them. For this program to be successful, we would need the Jewish Federation of Greater Charlotte's community endorsement and facilitation of the relationships with our P2K community, as well as its financial support (see attached budget for more details).

Renee Goldfarb
On-line Pre and Post Israel Experience Curriculum

PROJECT OVERVIEW

Many organizations, programs and initiatives exist to encourage teens to continue their Jewish education after completing their Bar/Bat Mitzvah. In an ideal world, teens will attend a supplementary Jewish educational program in a formal setting, participate in a Jewish youth group, volunteer in a Jewish service learning experience, attend a Jewish summer camp, and travel to Israel on a four to six week peer-group trip. Thankfully, there are teens who do engage in many, if not all of these activities. But, more often than not, teens only participate in one or two of these activities, and we are thankful for this continued connection. However, if a teen's only connection after their Bar or Bat Mitzvah is participating in one or two of these activities (such as Jewish camps and an Israel trip), he or she may not be given the education necessary to properly frame and process their experiences. This results in these activities being meaningful and enjoyable at the time, but that they may fail to leave a lasting impression.

And, of course this is assuming that teens have the time or communal resources to participate in post- Bar and Bat Mitzvah education. When engaging teens in Jewish educational experience, Jewish organizations are competing with school, sports, the creative arts, and countless other activities. Teens often prioritize their involvement by placing those experiences that look good on their college résumé at the top of their list. And, many teens who do place Jewish education as a priority may live in an area of the country where post Bar and Bat Mitzvah activities (such as a supplementary high school programs or synagogue youth groups) do not exist. What if we are able to provide teens with a formal educational experience, from the comfort of their own homes, on their own time, from anywhere in the country, and offer a program that will enhance a college application?

The "To be named" Israel Leadership Fellowship program will offer a year-long course for teens returning from a four to six-week Israel trip. The program will be conducted using an on-line platform, allowing teens to participate in a post-Israel program experience that removes time and geographic constraints.

The Fellowship program will be under the auspices of the Jewish Community High School (JCHS) of Gratz College's Rothbart Distance Learning Program for Teens. Upon completion of the one-year on-line course, participants will earn a Certificate of Youth and Israel Leadership from Gratz College. Participants will be able to include this distinction on their college applications and curriculum vitae. The goals of the program will be for participants to:

- Advance their knowledge of Israel history, geography, politics and culture.
- Learn language to express significance of their Israel experience.
- Gain skills to become leaders in their own community
- Continue their connection to the Jewish homeland and integrate experiences from the trip into their Jewish and Israel identity.

The project is currently in the development stage, with plans to pilot the program Fall of 2011.

Alan Sufrin
Arts and Culture Curriculum Elective

BJE Jewish Community High School Background

For the past four years, the Board of Jewish Education of Metropolitan Chicago (BJE), in cooperation with local synagogues, has been hosting a non-denominational community-based religious school for teens in three area locations, at a different time in each location. The teachers are highly qualified Jewish educators, and the program director has been a full-time staff person at the BJE. The curricula and funding for this program came largely from a nationwide Jewish teen education program called *Communiten*. In June 2010, the *Communiten* program came to an end.

Since *Communiten* had been supplying the curricula and foundation for the BJE's community high school, the continuation of the community high school has been in some question. But rather than entirely drop this unique opportunity for area Jewish teens to engage with Judaism, and with each other, in an educational, communal, non-denominational setting, the BJE has decided to institute a fresh, new version of its Jewish community high school. Being a part of Project InCiTE has afforded me the opportunity to bring some much-needed innovation to the BJE's new high school in the form of design, structure, and curriculum.

The newfound freedom from the rigidity of *Communiten* brings with it a number of obstacles, but also allows for the new school to innovate Jewish teen education in many areas, including Jewish values, Israel and Jewish People hood. The BJE plans to open the school for the fall 2011 school year.

Course Background

The new version of the BJE Community High School will be structured in an innovative way, combining traditional classroom subjects in a formal setting with informal elective classroom subjects (this will be addressed in more detail in the next section of this paper). One such elective course, the Jewish arts and culture elective along with its design, curriculum, and implementation, will be the major focus of my InCiTE project. I will also be serving as the faculty for this course in its initial year, as well as innovating the school's use of educational technology for Project InCiTE.

While there have been courses related to Jewish arts and culture at the BJE for many years, none have been specifically geared toward teens. The Jewish arts and culture educational environments and curricula for elementary school and adult students have also been relatively traditional and short-term. The purpose of this new elective course is to use existing Jewish artwork from a variety of media to inspire lifelong Jewish creativity in teens that already identify as artists.

I firmly believe that there is a need for this type of artistic expression among Jewish teens. A non-denominational, socially stimulating, educational setting is the perfect environment for teenagers to explore Jewish questions of meaning and place. It is my goal for this course to create an environment for teens who are already expressing themselves artistically to do so Jewishly as well. Teens are constantly searching for significance, and artists are constantly searching for avenues of self-expression,

so it follows that teen artists are on a dual quest. This course will provide a channel for both Jewish meaning and artistic expression in the lives of our students.

Context and Approach

Classes will be held from 11:00am to 1:00pm on Sundays at the BJE Campus for Jewish Learning in Northbrook, Illinois. Courses are separated into two 10-week semesters during the course of the school year. The structure of the new BJE Community High School is innovative in a number of ways:

- The school-time hours will be divided into a mixture of traditional classroom and curriculum learning and innovative Jewish elective learning. This is in itself an innovative structural change.
 - Hour 1: **Traditional** classroom learning
 - Here students will have the opportunity to learn from highly qualified teachers about the basics of Jewish values and Jewish adulthood. These academic lessons will serve as the foundation for practical exploration and application of students' individual ideas and exercise of Judaism. Various preexisting curricula currently available for purchase by the BJE for this course are in the process of being evaluated.
 - Hour 2: Innovative **Elective** learning with exploration and practical application of Judaism within the context of students' lives
 - Students will have a choice of a few as yet unannounced electives at the beginning of each semester in which to learn about applying Judaism and Jewish values in personally appealing ways. Some possible elective topics may include:
 - Jewish arts and culture
 - Israel
 - Jewish Law and Religion
 - Jewish historical perspectives
 - Hebrew and Jewish languages
 - Tzedakah and Jewish philanthropy
 - Jewish environmentalism
 - Kabbalah and mysticism
- Classes will be available online in real time for paying students, and will also be archived on the BJE website. In other words, students need not be located in a physical classroom to attend classes. Rather, they can participate via the web with a webcam and microphone from any internet-ready computer. Paying students will be provided with the appropriate pass code to participate in the classes online while the teacher and students conduct the class. Therefore, all remotely-located students can be heard, seen, and participate in the class as it's happening, as though they were physically in the room. Also, each class is video-recorded, and can be accessed on the BJE website's archive after the class date for reference. This online archive of class videos will allow students to easily catch up on missed class material and discussions on their own time. This setup will also allow the potential for easier recruitment and enrollment of students who are unaffiliated with synagogues or movements, which was previously very difficult or impossible. Using this technology, potential students need only have heard about the class from a source on the internet, and can thus circumvent the synagogues/denominations as middlemen. Synagogues whose educational leaders have recently expressed the desire to keep their teens in their synagogue buildings will be able to allow their teens to participate in

the new BJE Community High School classes via the **remote classroom model** (see attached), which is also in real time.

- This **online classroom** component will also allow for **real-time collaboration** in both the traditional and elective classes. Students will be able to interact with peers and experts in various related Jewish fields and topics around the world, including Israel. In the example of the Jewish arts and culture elective mentioned above, an Israeli filmmaker from the Maale Film School could share her expertise and experience with the class from Israel via Skype, and field questions from the class.

My role in the BJE Community High School with regard to Project InCiTE has been and will continue to be in the consultation, design, and implementation of two areas:

- **Education technology** (including the real-time collaboration and real-time classroom technology)
- The **Jewish arts and culture elective** (since this elective track has already been approved.)

For the purposes of clarity and the effectiveness of the project, I will focus largely on the latter.

Goals

There is perhaps no more powerful expression of the concept of Jewish People hood than through Jewish art and culture. At this time in their lives, the teens are exploring their very essences, including their places among the Jewish people. By understanding it, interpreting it, and creating it, the BJE Community High School students will be interacting with the concept of Jewish People hood in this most powerful of channels. Simply stated, the first goal of the arts and culture elective is to allow the students to explore and actually practice Judaism as it pertains in some way to each individual student. The students will:

- Learn Jewish values and concepts
- Learn artistic interpretation skills
- Consume varied forms of high-quality Jewish art
- Create Jewish art based on learned values, using interpretive skills
- Build their artistic portfolios by contributing to Jewish culture
- Learn about the continuing process of Jewish artistic creation from Jewish artists in Chicago, Israel, and other parts of the world.
- Be given opportunities to further their Jewish art education

This course is an elective, and will be designed with student artists in mind. The stated objective of the course is not to create new Jewish artists, rather it is for students to create new, informed Jewish art[‡]. *If art is their current chosen vehicle of self-expression and exploration, the high school years are perhaps the most crucial years during which **Judaism** must be included among their roads upon which they can explore and express themselves.* The ideal course participant will be a student who is already involved in creative endeavors through music, dance, visual art, literature (poetry, prose, etc.), film, culinary art,

[‡] For the purposes of this paper, the term ‘Jewish art’ is defined broadly as works of art informed with Jewish themes, values, or concepts. I will not attempt to define the terms ‘art’ or ‘Jewish,’ as I believe art is defined by the artist within each piece, and Judaism is defined within each person as he/she struggles with her/his identity over time. The truly informed Jewish artist, i.e. the ideal graduate of this course, will be able to make a convincing case for each piece being labeled ‘Jewish art.’

multimedia, and/or any other artistic cultural contributions, though not necessarily obviously inspired by Judaism. Inherently Jewish values and concepts will inform the curriculum, and so infuse each student's expressions with those values and concepts. Some examples of the inclusion of these Jewish values and concepts are:

- Serving the homeless during the holiday of Sukkot (example given below)
- The Ten Commandments and human-to-human/human-to-G-d relationships
- Passover and viewing oneself as having fled Egypt
- Textual interpretation and internalization of selections from the book *Ethics of the Fathers*

The students will thus be contributing to Jewish culture and people hood in a way that's natural to them - artistic expression - and most importantly, this gives them an outlet through which to channel their own individual versions of Judaism.

Though the classroom will have one central faculty and artistic guide (myself initially), professional Jewish guest artists will be invited into the classroom at various points during the course to introduce expert perspectives on concepts and values. They may be physically present if they are locally based, or they may participate via the web as in the aforementioned example.

Course Design

Since the students will be creating pieces with the intention of making real contributions to Jewish culture and people hood, it is imperative that a high level of earnestness and genuineness on their part be integral to their expressions. This will be accomplished in the following ways:

- Intense whole-class study and discussion of themes that will inspire pieces (this is an important aspect of each class, and will be discussed in more detail in the next section of this paper).
- Pieces are created by individuals or pairs in competition with others in the class for various life-context awards. Since high-school and college-level credit cannot be given through the BJE Community High School, awards will have to fall under other categories of incentives, such as extracurricular activities and awards to include on college applications, educational advancement opportunities, and social stature. The awards may include scholarships and internship opportunities possibly in collaboration with any of the following partners, including but not limited to ([Local groups in blue](#), [Israeli partners in green](#)):
 - BIMA
 - Shemspeed/Modular Moods
 - My Jewish Learning
 - Brandeis Hillel Day School
 - [iCenter](#)
 - [Shorashim](#)
 - [KFAR Jewish Arts Center](#)
 - [Chicago Board of Rabbis](#)
 - [Solomon Schechter](#)
 - [Illinois Holocaust Society](#)
 - [American Jewish Artists Club](#)
 - [Omanoot](#)
 - [Birthright Israel Education Dept.](#)

- Ma'ale Film School
 - *Unnamed* Art High School in Jerusalem
 - *Unnamed* Yeshiva in Tiberias
 - Yeshivat Machon Meir
 - [The above list includes partners for possible collaboration in other areas of the BJE Community High School as well.]
- The pieces in competition will be critiqued as a class and judged by a rotating panel of peers, as well as Jewish art experts and professionals. *This allows for another crucial element in the transitioning of these teens into Jewish adulthood, which is **exposure to and consumption of high quality Jewish art.***

Course Structure

Competition-based art reality TV shows like "Project Runway" and "Top Chef" are the inspiration for the structure of this course. During a ten-week semester, students will study **one** Jewish concept/value in the class, in consumption and discussion guided by the teacher, to serve as the informed inspiration for their pieces. They will spend the class time, and whatever other time they wish during the intervening weeks creating their pieces, and each will be judged at the end of the semester. During the first twenty minutes of each class, students will consume new pieces of art for inspiration. During the second twenty minutes of each class, students will be discussing the new pieces for internalization. The last twenty minutes of each class will be devoted to the creation of art, and at the end of each semester, students are expected to have completed at least one piece. The students may strategize in order to increase their chances of winning the competition – devoting the last twenty minutes of each class to exerting their efforts on a few very high-quality pieces, or trying to create as many pieces as possible during the course of the semester.

For example, Sukkot is an opportunity for students to learn about homelessness through the symbol of the sukkah, a temporary dwelling structure that evokes the notions of wandering, vulnerability to the elements, familial and communal cohesiveness, and often a basic faith in the protection and shelter of G-d's presence, to name a few.

In the **first twenty minutes** of each hour-long class session, the students would be exposed to an artistic representation, or series of representations of the Jewish value of tzedakah, such as selections from the Israeli film *Ushpizin*, wherein the themes of Sukkot, poverty and homelessness, and tzedakah all play central roles. Regardless of whether film is a student's individual choice of artistic medium for this cycle, this will serve as one point of inspiration for their piece. Different pieces will serve as inspirations for each class session. An in-depth discussion of the values portrayed would follow the exhibit in the **second twenty minutes** of the class. (It is during these first forty minutes of the class that invited professional guest Jewish artists may present a piece or pieces of their own, speak about the Jewish inspirations and values that inform the piece(s), and possibly even help facilitate the discussion. With regard to the current *Ushpizin* example, it might be possible to invite a writer, actor, or producer of the film to participate in the class.) The **final twenty minutes** of the class is devoted entirely to creativity and planning. Using the value of tzedakah as expressed in the film *Ushpizin* and the symbol of the sukkah, each student will turn their inspiration into **at least one** piece of art for display, consumption, and competition with each other **each semester**. Sketch artists will create at least one sketch, poets will create at least one poem, musicians will create at least one piece of music, dancers will choreograph at least one dance, filmmakers will create at least one film, etc., all imbued with their understandings and

interpretations of this particular Jewish value. Students have the opportunity to, if they desire, utilize the time in-between classes to work on their art.

The final class of this semester (or several classes, depending on the number of pieces produced) will be “Display Day,” wherein students will submit their final product and exhibit their artwork for the group. Each student presents her or his piece for a proportional amount of time, and takes questions from peers. A professional guest Jewish artist is also present during this class (in person, via online video chat, or possibly multiple guests via both methods), and assumes the role of a peer for each artist. For the purposes of this example, the guest artist for this cycle might be New York-based Jewish hip-hop artist Y-Love. After each presentation, peers anonymously score the piece on a rating scale of 1 to 5, based on how well the artist understands, interprets, and expresses the values studied by the students, the main value for this example being the Jewish value of tzedakah. The guest artist carries a weightier judging scale than each peer.

Before the beginning of the next semester, each piece is posted in an online format that best conveys the message of the art. Each student has a virtual Jewish art portfolio/profile that is available for public comment and consumption. *This includes an opportunity for those in Jewish communities **in every corner of the world** to view these new expressions of Jewish art and culture from the teens at the BJE and to inspire and be inspired by it. Special encouragement will be given to **Israeli teenage art school students** to view the art produced by the BJE teens and share their own Israeli art through this site.* Scores will be tallied, and the winner of will join two other winners in the final round. (In future semesters, artists may choose to use a different medium or media than that used in this semester.)

The artist with the highest score at the end of each semester will receive a prestigious prize, such as a scholarship, summer internship or work experience opportunity, course credit, or other incentive. The significance of each semester for even those students who don’t receive the highest score, is that they have not only learned, integrated, and contributed to Jewish culture based on three different important Jewish values, but have also contributed to their own art portfolios and had their work displayed for a built-in audience.

There are several factors at work measuring the success or failure of this course:

- Number of students enrolled and electing this course over time
- Number and frequency of hits on the project websites
- Students’ abilities to tie artwork to Jewish values (and vice-versa)
- Students’ abilities to interpret other artists’ work through the lenses of Jewish values
- Students’ continued interest in exploration of Jewish art through competition prizes and re-enrollment

Conclusion

כִּי פֶעַל אָדָם, יִשְׁלֶם-לוֹ; וּכְאֶרֶחַ אִישׁ, יִמְצְאוּנוּ

For as a person acts, [G-d] fulfills him; and according to a man’s path, [G-d] causes him to find

-- Job 34:11
(Author’s translation)

The greatest educators are the ones who can teach each student according to her or his ability to learn best. The format of the new BJE Community High School allows for an incredible amount of versatility in the use of educational tools, reaching our students in the ways they learn best through a process of self-selection. Within the Jewish Arts and Culture elective itself, students are afforded opportunities to explore their own forms of Judaism, and as all teenagers do, search for their place in the world. Jewish values have themselves struggled to find a place in the lives of our teens, but the struggle has been misplaced. Rather than teaching our students how to fit Judaism into their lives, we should be teaching our students how to fit themselves into Judaism and the Jewish people. This is what Jewish People hood means. A Jew is not simply a Jew and nothing more, so we should not assume they can be educated in this way. Jews are also linguists, and lawyers and scholars, and activists, and physicians, and businesspeople, and workers, and mystics, and yes, artists.

Our students are at a stage in their lives when they are asking themselves “what does it mean to be me?” There cannot be just one answer for each student, as humans are multi-faceted beings. It is our duty as educators to teach each student according to his or her path. If the student answers, “I am an artist,” it is our duty as *Jewish* educators to cause her or him to find that she or he answers “I am a *Jewish* artist.” Whether or not this is the result of our course will be the true measurement of the project’s success.

Ben Fink

EIE Alumni 2: Educator Peer to Peer Leadership Events

BACKGROUND

For over forty years, the North American Federation of Temple Youth (NFTY) has sent thousands of teens on their Eisendrath International Exchange program (EIE). EIE is a semester long program for high school students to live and learn in Israel. The program consists of regular high school classes like math and science, yet also includes hands on history courses that take the students across Israel. This program, stationed in Kibbutz Suba, which is just north of Jerusalem, has become a life changing experience for the participants and is overflowing with potential future applicants. The course work, mixed with Kibbutz work, and creative social activities creates an environment where the students learn about Israel and allows them to form lasting friendships.

When our teens return from their semester, they are placed back in the 'real' world. They continue with their usual activities and classes with their hometown friends and regular high school. Very few, if any, of their classmates can understand the experience that they went through and the withdrawal that they feel when returning. Instead of learning about history from the Israeli landscape, they are back at a desk, with a textbook as their guide. Instead of continuing their Hebrew learning, they return to their French and Spanish classes, wondering when they will use these languages in their homeland. They chat with their friends on Skype and trail through Facebook photo albums to remember their Israel experience. Some will start attending NFTY weekend events and URJ summer camps to reconnect with their EIE friends in person. At these events and summer camps, they may run a program or two about Israel, but at best, they usually stand up and speak about EIE for five minutes as a plug for the program. How can we help these teens who have had an amazing Israel experience, connect back with their peers and also share the knowledge they have learned? How can we effectively have them promote long-term programs in Israel to excite their peers? These questions are some that NFTY and EIE have been struggling with for years. Hopefully, the program below will try and answer some of these questions and address a few of these issues.

PROJECT OBJECTIVES AND GOALS

- To increase participation in NFTY Israel travel programs on a peer to peer level
- To increase Israel education within NFTY and Reform Jewish teens
- To utilize EIE student's knowledge and experience to give them greater leadership roles within NFTY and continue their engagement with NFTY and its affiliated programs

WHO IS INVOLVED?

- EIE alumni – preferably rising juniors and seniors
- NFTY participants

PROJECT IDEA

Before our teens on EIE return to the US, a few will be selected as 'Israel Ambassadors'. These ambassadors are not meant to be ambassadors of the EIE program, but rather, Israel in general. The

teens will be selected by the EIE staff and/ or students to be the educators for their respective region(s). As a team, they will create informal educational programs about Israel on topics that they feel are most relevant to their peers in the US. When they return, each student should be returning with a handful of programs that they could run for their region or anyone could pick up and run him or herself. Ideally, they would all be saved and accessible online as an Israel program bank, written by our teens who know Israel best, our EIE alums. The goal, however, is not to just run the programs at a singular event, but rather have an entire event focused on Israel and the implementation of these programs.

ISRAEL PROGRAM

NFTY is split up into 19 different geographical regions with their own events, calendars, and traditions. The future of these regions is currently undecided as NFTY is undergoing an intensive strategic plan. In order to accommodate and precipitate change, each region will pair up with another geographically connected region, or two (or three), to create an Israel Kallah. This Kallah will be run, and facilitated by the region's respective EIE alums. At this Kallah, the EIE alums will run the programs that they have created and also create the environment in which they feel will best mimic a NFTY Israel program. It should feel as if **Israel is being brought to NFTY**. Hopefully, each weekend will be unique for the geographical area, addressing concerns and interests of the local teens.

Even though one of the goals is to encourage teens to visit Israel, it is not the over-arching idea. In today's economy, many of our teens cannot afford to experience Israel face to face. Even with programs like Birthright and Masa grants, Israel is out of reach for so many of Diaspora's Jews. This program, as stated above, will bring Israel to NFTY and to the states. A Jew in Israel may not be able to describe exactly what he or she saw at the Western Wall or Masada, however they can describe the emotions that they felt in detail. These emotions will full the programs during this event. Each program will touch on a different emotion, experience, or site, which will hopefully give each participant something to bring home.

HOW THIS FITS IN WITH THE NFTY MODEL

NFTY is a teen-driven organization. This means that teens, although not always the decision makers, are put first in any and all decisions. They work very closely with professional staff and are the main creators and implementers of the NFTY programs. This peer-to-peer Jewish connection means that our teens are learning and growing from and by their peers. In the majority of regions, the regional leadership are not the only ones who create and implement programs, it is the regular participant that becomes the leader and is pushed to expand his or her own leadership potential. This 'bottom-up' model is still active within this program proposal. The Israel Kallah brings our EIE students, who may or may not be leaders within their regions, and boosts them up as our 'Israel Experts'. It also continues their engagement with NFTY and of course, Israel.

Questions Still To Be Answered

- Role of NFTY staff and adult staff
- Role of Shlicim/ Israelis in the program
- Role of Hebrew in the program
- Budget
- Program Timeline

Sharna Marcus
Classroom to Classroom

כיתה לכיתה

Goals

To create a portal with curriculum for classroom to classroom *mifgash* between high school Israelis and Americans for innovative multi-faceted instruction that focuses on both learners' and teachers' needs.

Project Objectives

1. To implement *mifgash* based on mutually beneficial criteria that advance teacher goals and leverage existing curricular and logistical strengths.
2. To create both curriculum and standards on both the North American and Israeli side.
3. To provide Interactive lessons that take into account differentiated learners and teachers.
4. To create and maintain a viable and sustainable partnership between North American and Israeli educators that will continue to serve a community of learners beyond the original project.

Target Audience

The target audience would be teachers who frequently contact Shorashim looking for opportunities to pair their classroom with another one abroad, there isn't one central location to facilitate the interaction taking into account specific curricular needs. This portal would pair schools together and offer supportive, tailor-produced curriculum to help each school achieve its goals. Shorashim has been asked by several schools to provide such a program.

Content

Based firmly in language acquisition and development (Hebrew for American students and English for Israeli students), the project will work with diverse Israel, Hebrew, and Jewish Educators of to provide a compelling and inspiring motivator to study Hebrew language and Israel or for educators less interested in the language component and more interested in the cultural exchange, and opportunity to study modern Israeli culture through the eyes of its students. The ongoing content of the program will be designed to be facilitated rather than just created, to emphasize an investment in, and on the part of the teachers themselves.

Methods for Implementation

Current Solutions

At the moment, twinning of schools is based on no real educational criteria with little third party support to ensure continuity, facilitate ongoing partnership, and assess learning outcomes.

- The Jewish Agency for Israel's Department for Jewish Zionist Education has a twinning web site, but it's a bit dated and Web 1.0. The web site can be found at <http://www.jafi.org.il/education/twin/index.html>. It is also focused on any age group and not high school students and teachers. Classroom to Classroom would increase the value of such programs by investing resources in the United States and Israel to create successful and educationally viable programs.

- Melitz is pairing schools through its Israel Connect program <http://israelconnect.org/>. The program is in its infancy and is focused on worldwide pairing and not with the specialized criteria that would be offered by Shorashim. Also, because Melitz is solely Israel based, it does not have the resources to reach out to the U.S. communities to spread this project exponentially. Shorashim has an expansive network in the United States thanks to our partnerships with Jewish Federations and the Jewish National Fund. With this network we will reach many educators and their students.

Alternative Deployment Strategy

1. First Step: Initial Mapping

Recruit teachers in the U.S. and Israel to take a short survey asking what their needs are in a twinning program. Based on that survey they will be matched with a classroom with similar needs.

- What are those needs?
 - Academic –reading, writing, and/or oral conversation; level; learning disabled; test preparation (Bagrut, SAT II, College Placement Exams); Depth of interest (lesson, unit, short-term curriculum, long term curriculum); Homeschooling
 - Type of Exchange: Cross Cultural; Intrafaith, or Interfaith, P2K, Preparation for Israeli and American Madrichim working together at camp or on an Israel trip
 - Academic Research

Create a social networking element on the Classroom to Classroom web site to facilitate the exchange.

Employ support staff in Israel and the United States to further execute the program. The support staff will run the Classroom to Classroom web site, meet with teachers and coordinate the exchange, visit classrooms for initial set up, and collect data to study the efficacy of the program. The support staff will also coordinate a four-day *mifgash* for the teachers of three of the classrooms to be held in Israel. The teachers would be selected based on their commitment to the project and would change year to year.

2. Next Steps: Implementation

Teachers and classrooms would be chosen to begin the project. Shorashim staff would meet with the teachers in Israel and the United States.

Introductions between the teachers would be made via Shorashim in Israel and the United States. The web site would be completed.

Based on the needs described by the teacher, lessons, a unit, or short-term curriculum will be provided for as well as technical support (if needed) to execute the program.

Teachers would be chosen for the Classroom to Classroom Israel Experience.

Teachers and students will complete an online survey to determine if the program was satisfactory to facilitate reflective teaching and learning. Units and lessons would be modified accordingly.

3. Final Step: Archiving and Ensuring Ongoing Partnership

Initially, this will require much effort on the part of the program administrators. However, as lessons, units and curricula are archived, the program will be more readily available, requiring less man power.

For example, when a teacher completes a survey, the twinning will be more automated as will the materials provided to them, although there will always be ongoing educational support.

Fit Within Organization and Relationship to Other Projects and Initiatives

A branch of Shorashim is specifically devoted to Hebrew Language Enrichment in the public schools and 1 Conservative Jewish High School in the area.

Shorashim serves as an advocate and recruiter for language programs in those 7 Chicagoland High Schools. Shorashim has a relationship with every public school Hebrew teacher in the area.

In addition, Shorashim is contracted by several synagogues to provide their Israel instruction.

Shorashim also features Club Israel. Many area schools, including those without Hebrew programs have Israel Clubs. Shorashim brings in speakers, hosts events (Rabin Memorial Day, Yom Hazikaron, Yom Haatzmaut) and offers support to the Club Advisors.

Public school teachers without Israel Clubs also look to Shorashim to provide speakers on Israeli politics and culture in their social studies and journalism courses.

Shorashim already has a dynamic program with high school students in the Chicago area staff and regularly visits Chicago area schools to offer support for their Hebrew language programs and or Hebrew clubs. Shorashim is expanding that program by multiplying the number of shlichim that we will host in the United States. This year for the first time, Shorashim, in partnership with Habonim Dror, has hosted a Shaliach in partnership with the Jewish Agency. Shorashim is currently in the process of obtaining approval by the State Department to expand and be the official sponsors of Shlichim. We have already expanded our staff in Israel to begin the recruitment and eventual training of the Shlichim.

The Shlichim would be instrumental in the Classroom to Classroom project helping with implementation both in the U.S. and in Israel. The Shlichim will begin the classroom to classroom project in Israel and then in the United State bridge the gap between the two classrooms that are paired. It is true, that technology is essential to building Classroom to Classroom, but Shorashim believes in relationships and the Shlichim will facilitate the partnerships.

Also, our office in Israel has existing partnerships with many high schools, specifically in Haifa, Bet Shemesh, Kiryat Gat, and Yochneam. These high schools would provide the initial fertile ground for the Classroom to Classroom program and would have staff in Israel to support the technological and pedagogical needs of the teachers.

For more information see <http://www.shorashim.org/programs>

Challenges to Implementation

The project on a micro level will be simple to implement. However, the goals of the entire program, twinning schools based on tailor made criteria will require man power on both the U.S. and Israel side, and also require an administrator/project manager who is technologically savvy, has an understanding of both the Israel and North American educational systems, and has the hours to dedicate to the program.

Milestones of Implementation

- Create Database of Teachers, Write Survey, Send Survey, Follow up on Sent Surveys, funding for additional staffing (to be completed by August 15 by existing Shorashim staff)
- Additional staff begin working (September 1)
- Creating web site with social networking component (September)
- Meetings with teachers and Pairing Classrooms (October)
- Writing lessons (November)
- Classroom to Classroom Israel Conference (December)
- Executing and Supporting lessons in North America and Israel (December-April)
- Assessment of successes and challenges (December-April)
- Expanded Recruitment (April-October)
- Secure additional funding to support expanding successful program (April-October)

Potential Partnerships

Local

- Jewish United Fund/Jewish Federation of Metropolitan Chicago
- Community Foundation for Jewish Education (Chicago)
- Board of Jewish Education (Chicago)
- Keshet
- Habonim Dror
- JCC

National

- Board of Jewish Education of Greater New York/SAJES
- iCenter
- Combined Jewish Philanthropies
- Hebrew College
- The Jewish Federation of Greater Washington

Israel

- Melitz
- Jewish Agency

Marketing, Advertising, Recruiting

Thanks to both our longstanding presence in the Chicago Community and in Israel as well as our national reputation due to our award winning Taglit-Birthright Israel trips, Shorashim would rely on existing relationships both locally and nationally to recruit our programs. In Israel, we would also begin with schools that are known to us and Shorashim is known to them.

Assuming the program is successful, we would reach out nationally to public schools that offer Hebrew programs as well as to the Movements who teach about Israel in their Religious Schools and host Israeli staff at their camps.

The success of Shorashim is based on reputation and interpersonal relationships. The program's building blocks would be based on those relationships and eventually expands to a greater market.

Evaluation

An evaluation of this program would be multi layered. What would have to be assessed is the quality of the match, the success of the learning outcomes, the facilitation with the teachers, and a desired use by a teacher and or school to continue the program.

Eliza Zipper
Creating a Culture of Jewish Teen Leadership

In developing a youth community, it is important to take both pedagogical and community-building values into account. “A human being mints many coins from the same mold, and they are all identical. But the Holy One, blessed be God, strikes us all from the mold of the first human and each one of us is unique” (Mishnah Sanhedrin 4:5). As educators, we are trained to relate this uniqueness to Multiple Intelligences Theory, which claims that since people respond uniquely to different types of activities, it is important to provide a variety of different entry points into educational programs. However, according to Mishnah Sanhedrin it is also important to keep the value of shared experiences in mind. In Jewish education, we try to help our teens explore their role within the Jewish narrative. This means helping them explore how they fit within the shared stories of the Jewish people by understanding how they are both unique and similar to other Jews.

Teens at Temple Israel Center have a variety of different entry points into Jewish life, including sports, social activities, tikkun olam, Shabbat programming, our Havurat Torah Hebrew High School (HT), etc. Teens who participate in one of these activities do not usually meet teens who participate in different activities. This creates a challenge of developing programs that meet teens’ unique needs while at the same time help the teens see themselves as part of a larger local and global Jewish community. The goal of this program will be to provide leadership opportunities that will bring teens together from our varied programs as well as reach out to teens who have not yet been active in our youth community. A group of ten to fifteen 8th-12th graders who represent different communities within the synagogue will meet to help develop and implement new programming ideas. During these meetings, teens will engage in a variety of activities to teach them how to be leaders in our community as well as help them build stronger relationships with each other. They will begin by planning parts of programs and will gradually progress to planning an entire program. During these meetings, we will examine different statements from and actions of Israeli leaders and compare the questions we explore as part of our community-building process to the questions they have also explored.

Essential Questions

- What are the values our community is based on?
- How does our community function and what are the ground rules?
- How can we get other people to join and support our community?

Goals

- Building community
- Developing leadership skills
- Creating more excitement about teen programming
- Helping teens gain a better understanding of how they are both unique and similar to their Jewish community
- This project will engage teens in Jewish customs by providing them with exciting and out of the ordinary experiences as well as appealing to focused interests. Teens will have the opportunity to develop useful leadership skills, including community-building as well as program development and implementation.

Challenges/Limitations

1. Structure:

- Due to the fact that our teens lead busy lives, we have the best chance of getting teens to participate in this group if we have monthly or bimonthly meetings on Wednesday nights, when many teens will already be here for HT. However, holding meetings on this day will only enable us to meet for 30 minutes. Meetings will need to be short and focused, yet also allow enough time for community-building and education to take place within the group.
- We need to keep this program open to a large range of ages due to the structure of other programs within the synagogue. There is a big difference between teens in this age range, which means it will be necessary to provide gradual changes in leadership opportunities for each grade as well as provide the opportunity for work in pairs. This will help give teens age-appropriate responsibilities and the opportunity to work with people their age.

- 2.** Since we have not had a teen leadership group for a long time, we will need to gradually teach the teens what it means to be a leader and what will be expected of them, but not make the expectations so high that they deter people from participating.

Jodi Mishkin
Choose Your Own Adventure Israel Edition

“A virtual teen planned and lead trip to Israel”

Problem

- How to develop a connection and an excitement between Jewish teens in America and the land and people of Israel.
- How to retain more Jewish Teens in Temple based activities after Bar / Bat Mitzvah.
- How to connect computer technology to Judaism through MUVE (Multi User Virtual Environments).

Introduction

- Choose Your Own Adventure Israel Edition Program will give teen developers the ability to research and plan a virtual trip to Israel.
- Teens will focus on tourist sites and non-tourist sites that spark their collective interests.

Goals

- Develop a connection between the land of Israel and American Teenagers.
- To help Jewish teenagers develop a desire to travel to Israel.
- To engage Jewish teenagers in Israel related research.
- To help Jewish teenagers develop a positive understanding of Modern Israel.
- To teach Jewish teenagers computer technology skills that can be beneficial for life.

Choose Your Own Adventure Israel Style
Multi Layered Program Outline & Timeline

Year 1: August 2009 – May 2010- Setting the foundations

- August 2009 Learn SITS Tools
- December 2009 Visit Israel
- January – May 2010 Research
 - Read Articles about Virtual Worlds and Education, Virtual Worlds and Jewish Education, Jewish Education, and Teen travel to Israel
- August 2009 – May 2010 Developing the Proposal
- June 2010 – August 2010 Building the Curriculum

Year 2: September 2010 – May 2011 Creators Layer

- **Class 1:** 7th Grade Jerusalem
 - To increase retention after Bar / Bat Mitzvah
- **Class 2:** 8th – 12th Grade Tel Aviv
 - Year long course offered in our Temple Hebrew High School program JTV (Jewish Teen Vibe)

Curriculum Specifics:

Research

- Web Based Research
- Interviews (Israeli tour guide, travel agents, teens who have visited to Israel, adults who have visited Israel)
- Review teen Israel experience program itineraries
- Explore Virtual Worlds
- Read research articles to connect Jewish Learning and Virtual World Education

Design & Development

- Learn tools for designing in Virtual Worlds
- Participate in webinars, videos, and instruction on creation in Virtual Environments

Process

- Students will be divided into groups.
- Each group will be responsible for a different aspect of the tour.
- Students will interview adults and teens who have visited Israel, lived in Israel, Israeli tour guides, and travel agents.
- Students will conduct research using the internet and brochures developed by various teen lead tour groups (NFTY, USY, BBYO, Birthright, Temple, etc).
- Students will contact applicable tourist offices, consulates, and embassies.
- Students will contact ELAL airlines and visit hotel websites to obtain travel information.
- Students will fill out graphic organizers listing ideas and reasons to visit specific location.
- Students will share their findings utilizing Open Office Project viewer
- Students will use web based software to create a survey for the collective group to vote on.

Israel from Different Perspectives

- Student Groups will be based on planning a trip while catering to the following needs:
- **The artistic:** this person prefers to visit in museums, exhibitions, music, theater, dance productions, and art galleries.
- **The adventurous:** this person prefers to go on hikes, climb mountains, see nature, go scuba-diving, etc.
- **The shopper:** this person loves to shop and prefers to visit busy streets and go to shopping malls.
The Traditionalist: this person is concerned with rituals, religions, customs, and government

Year 3: September 2011 – May 2012 Users Layer

- Utilizing the tools
 - How Portal is used?
 - Builders will explore portal and create own itinerary
 - Non-builders (teens in our HS program) will have an opportunity to take a virtual tour and create their own itinerary
 - Itineraries will be compared and school itinerary for a trip to Israel will be built based on the selections of places to visit by all teen users
- What will the users get out of the portal?

- Learn about places to visit in Israel
- Develop a desire to travel to Israel

Choose Your Own Adventure Israel Style Portal Questions

- What will this program do for participants?
 - Building Jewish Community
 - Exploring and Increasing Knowledge about Israel
 - Increasing students interpersonal skills
 - Communication skills
 - Writing skills
 - Resume Builder

Choose Your Own Adventure Israel Style Portal Questions

- Build participants computer skills in
 - Web Design
 - Virtual World Design
 - Internet Collaboration
 - Social Networking
- Build participants skills in
 - Group work
 - Communication
 - Writing

Conclusion

- Israel is a fascinating country, rich in both in tradition and culture. By getting to know Israel better, teens can learn to appreciate the remarkable opportunities that Israel has to offer and develop an attachment to Israel. Hopefully, this activity will encourage teens to want to travel to Israel, develop a better understanding of Modern Israel, and increase their research and computing skills.

Choose Your Own Adventure Israel Style Portal Budgeting

- Commission to Timeless Cites to work with developers and run on their platform.
- Professional Development

Choose Your Own Adventure Israel Style Portal Budgeting

- Budgeting
 - What our facility already has:
 - 8 computers
 - internet service(temple currently pays)
- Potential Budgeting Costs
 - Computer Maintenance headset with
 - Purchase of property in a virtual world
 - Cost of working with Timeless Cities staff
 - Guest speakers (Israeli tour guide, travel agent)
 - Teaching Staff (run program, teach virtual world platform, programmers)
 - Software training

Choose Your Own Adventure Israel Style Portal The Future

- Extended Project Possibilities
 - Expanding Portal for Israel Cities
 - Create Portals for Jewish cities around the world
 - Create Portals from other lenses
 - Creating Portals that coincide with classroom curricular content
 - Bringing concept to other Synagogues

Choose Your Own Adventure Israel Style Portal Issues Potential Problems

- Legal Issues linking to and writing about places to visit in Israel
- Funding Issues
- Copyright or open source issues

Choose Your Own Adventure Israel Style Portal Evaluation

- Working product
- Group work evaluation
- Teen Critique of site for teens who build it and other teens in the school who view it
- Critique by adults (teacher, Rabbis, Parent panel, Project Incite Staff and participants)

Choose Your Own Adventure Israel Style Portal

- Where will your adventure take you?

Additional Future Possibilities: Expand Computer Lab

- Purchase additional computers (desk tops or lap tops)

Additional Future Possibilities (not part of this project): Can other use this?

- How can others use this?
 - Use what we have created
 - Add to what we have created (i.e. a new city)
 - Update to what we have created
 - Create your own Portal from scratch

Additional Future Possibilities (not part of this project): Trip to Israel

- Actual Trip To Israel
- Participants
- Portal Builders
- Portal Users
- Past Graduates
- As Staff / Junior Staff
- Staff
- Rabbinical Staff
- Teachers
- Tour Guide
- Song Leader (student or adult)

Additional Future Possibilities (not part of this project): During / After Trip To Israel

- Live blogging about trip
- Participants rate sites (Thumbs up / down)
- Up load photos / videos
- Participants commentary / reaction to site

Orly Millstein

Arts and Media Curriculum

The program will consist of four different mini-mesters. Each mini-mester will be three lessons long, and each lesson will last one and a half hours. During each mini-mester a different creative medium will be presented, and with it, a different complexity facing Israel. The four creative media which will be used throughout the program will be:

1. Cinema
2. Photography
3. Visual Arts
4. Newspaper Comics

The four topics chosen to be dealt with through each respective medium are:

1. The Israeli-Palestinian conflict
2. Different religions (and secular) view points
3. Left and Right wing political views
4. Immigration and “Kibbutz Galuyot”

During each mini-mester the students will be presented with a number of examples portraying the chosen topic in different ways. The students will have a chance to compare and contrast the different images through a true media critique lens as well as through pedagogical reasoning. They will analyzing the source of the messages, the target audience of the messages, the affect of the messages on the target and non-target audience, the light in which Israel is portrayed in each message, the question of whether “the medium is the message,” etc.

At the end of each mini-mester, students will create their own representation of Israel using the specific medium they have studied, and will ultimately collect at least four different media products. As the school year comes to an end, the students will present their products to their own community, as well as to the Jewish community at large in both a physical and a virtual forum. Students will use these forums to try and raise money for an Israeli social action cause of their choice.

Each mini-mester will be facilitated by a teacher and an external expert in each media field, who will help expose the students to factual knowledge, to critical media consumption, and to forms of expression and creation within the medium.

Session Layout

Two pre-social sessions will be held in order to gain teen participation and enthusiasm in the program:

Pre- Session 1 – Dinner at Hummus Place: present the program (call students to enroll with a friend!)

Pre- Session 2 – Israeli movie at someone’s home: Pass out questionnaires.

4 mini-mesters will consist of:

Session 1: Exposure – exposure to different portrayals of Israel through each medium plus discussion. The students will have a chance to compare and contrast the different images relating to the topic at hand. They will analyze the source of the messages, the target audience of the messages, the affect of the messages on the target and non-target audience, the light in which Israel is portrayed in each message, and eventually the question of whether “The Medium is the message?!”

Session 2: Apprenticeship – Meet with media expert to discuss different viewpoints and the way they are presented through the medium, as well as learn how to create your own work. We will view expert’s professional examples and discuss what an image represents, as well as what power it has. Finally, we will learn how to analyze and criticize a visual message.

Session 3: Personal Voice – Blog entry, process writing, reflection. Use materials created during the week, or go out to our own neighborhood and find some more to work with (representing Israel through each medium). Begin turning the raw materials into art work.

* Throughout the year each art work created by the students as well as their personal reflections will be posted on their **Blog**. The Blog will be called: “**Why Israel?!**” and will be a search to understand why we as Jews should have a connection to Israel – from a teen perspective. The Blog will give students the opportunity to have their voice heard and share their knowledge with their peers in their community, and beyond while allowing them a venue to reflect and grow throughout the curriculum.

Closing session 1 – Students will be presented with four non-profits in Israel that relate to the four issues that we studied throughout the year. Students will pick a charity of their choice (or choose to donate the funds they earn to more than one cause). By connecting students with a non-profit and helping to fund raise for the cause of their choice, we hope to begin building an even deeper connection to Israel. By putting deeds into action, we are creating the next generation of social justice activists with a new-found connection to Israel.

Students can use their blog to fund raise, but will also have the opportunity to create an open studio gallery exhibition where they can ask guests for a suggested donation to enter. Students may also choose to sell the work they created in this program.

As a group, they will be responsible for picking the charity(ies) and organizing the fund raiser. They may even wish to get the lower schools involved in their cause and attempt to make this a community-wide drive.

Closing session 2 – Meet one final time for a picnic of Israeli food on the pier. Students will be asked to fill out a final questionnaire and to write up a final blog post answering the question - **Why Israel?!**.

The Israeli-Palestinian conflict through Film / Cinema

Session 1: Exposure – Create three stations each screening a different film taken from the news discussing the flotilla incident in May 2010.

Station 1 will present American news coverage

Station 2 will present Israeli media coverage

Station 3 will present Turkish news coverage

The teacher will make sure that students are aware of the events that took place (in an objective manner) before beginning this session. Students will break up into three groups. Each group will pass through each station, watch the film, and respond on paper to the questions below (they will take their questions and answers with them as they go around the stations).

Questions

Who is the source of the messages?

Who is the target audience of the messages?

What do you think the affect of the messages on the target and non-target audience is?

In what the light is Israel portrayed in the message?

Students will then come together to discuss the differences between the messages, how they think using film influenced the impact of the message or how the use of this medium influenced the audience. They will compare and contrast the different messages (and use their paper to remember their thoughts and comments).

Session 2: Apprenticeship - Meet with Adam Zucker (a documentary filmmaker: <http://www.greensborothemovie.com/film/AboutMaker.html>). Look at some of his work. Discuss the same questions used in the first session. Discuss the effect of different portrayals of the same story. Discuss critical media consumption and how to analyze media messages you are faced with from a professional stand point. Learn how we can use the medium to create our own art and make our voice be heard.

Session 3: Personal Voice –Students write a Blog entry where they share and reflect upon the past sessions. Use video materials they have created during the week to try and create their own art work through film, presenting the conflict at hand, or go out in the neighborhood to find some more materials to work with.

* Additional advice and resources: Maale Film School – Jerusalem.

Different religious (and secular) view points through Photography

Session 1: Exposure - Hang up approximately 30 pictures relating to the conflict and draw blank lines underneath. Students go around the room, choose as many pictures as they like and write down what they think “the stories behind them” are. Then come together to discuss the different stories relating to each picture and the way each picture can tell us a thousand *contrasting* words. Discuss the importance of not judging a situation based on a single image / angle of it. We will conclude the lesson by discussing the actual story behind each picture.

Session 2: Apprenticeship - Meet with Marty Umans (Photographer: www.humansbyumans.com) Look at some of his work. Discuss the same questions used in the first mini-mester. Discuss the effect of different portrayals of the same story through photographs. Discuss critical media consumption and how to analyze images you're faced with from a professional stand point. Learn how we can use photography to create our own art and make our voice be heard.

Session 3: Personal Voice –Students write a Blog entry where they share and reflect upon the past sessions. Use photographs taken during the week to try and create their own art work, or use the pictures presented in the first session to make their statements about the conflict. (Cut and paste contrasting pictures, draw the continuation of the pictures the way you think it is or should be, etc.).

* Additional advice and resources: Zion Ozeri.

Left and Right wing political views through Newspaper Comics

Session 1: Exposure – As a group, view 10 newspaper comics (from IEI curriculum – Vavi Toran), explain who the people in Israeli politics are and have the students engage in conversation about who this comic is attacking and why, what is its purpose, and who is it intended for?!

Session 2: Apprenticeship- Meet with Elissa Goodman (Journalist, former correspondent for the American Forward in Israel and currently a reporter for the New York Times: http://topics.nytimes.com/topics/reference/timestopics/people/g/elissa_gootman/index.html). Look at some of her work. Discuss the same questions used on the first mini-mesters. Work with materials from the IEI curriculum to learn how to analyze a political cartoon, and “read” its message. Learn how to create your own cartoon to deliver a specific message.

Session 3: Personal Voice – Students write a Blog entry where they share and reflect upon the past sessions. Create their own newspaper comic in regards to the issue of Israeli politics, and the conflict between Left and Right political parties.

* Additional advice and resources: Makom

Immigration and “Kibutz Galuyot” through Visual Art

Session 1: Exposure – As a group view several “Ideal” images of Israel through Yom Ha’Atzmaut posters (one or two representing each decade). Discuss the “not so ideal” situation where immigration and racism are concerned, and the way they have evolved throughout Israel’s existence (Ashkenazi vs. Sephardic, Aliyot from Russia and Ethiopia, etc.)

Session 2: Apprenticeship- Meet with Pam Levine (Design and brand consentient: <http://www.levinedesigngroup.com/>) Look at some of her work. Discuss the same questions used on the previous mini-mesters. Discuss the effect of an “ideal image” which neglects certain parts of the “picture”. Discuss critical consumption of art and how to analyze visual messages you’re faced with from

a professional stand point. Learn how to create visual art that can be used to send a message or tell a story.

Session 3: Personal Voice –Students write a Blog entry where they share and reflect upon the past sessions. Students choose a single Yom Ha’Atzmaut poster to work with individually or in couples. Using the “ideal posters” they create a transparent layover poster that will portray the decade in a more objective way.

* Additional advice and resources: Avoda Arts NYC – Carol Spiner

Shahar Gal

Chug Ivrit: Teen Hebrew Learning Circles

Project Goals

- To create a “circle” of teens – engaged, self-motivated, and driven by a peer-group model – that come together around Hebrew and Jewish conversation. A core “circle” will be surrounded by smaller circles of differently engaged teens.
- To build a space that is not Jewishly-affiliated that offers something to food, recreation, and a space for conversation.
- To establish a regular meeting schedule that is not dependent on 100 percent participation of the circle, but emphasizes peer responsibility to keep the conversation moving.
- To put Israel at the center: the meetings are about Israeli culture and engagement on issues around Israel. Sessions are not lectures and more about the questions than answers. Participants should feel that they can come and “make up their mind.”
- To promote Hebrew learning by forming circles according to fluency, providing human, technological, and textual resources to speak Hebrew in a safe environment, reinforcing common vocabulary.
- To draw on a variety of educators from different institutions
- To present participants with options that spring from the circle: spontaneous events, opportunities for further exploration.

Content

The program will create circles of engagement that are guided by educators who will promote the growth and development of the circle both during their meeting and during the “in-between” times. The result is a combination of a peer-mediated social circle and individualized mentorship opportunities.

The strength of the program curriculum will be in creating a balance between the spontaneous and “one-offs” and the regular planned programming (circle conversations).

It is important that participants will come with their own ideas, and their own notion of where they would like to take the program.

Project Design

The Solution: The current structure of Jewish teen engagement is only reaching a fraction of Jewish teens available. By creating a project that “cross-pollinates” from other organizations (and does not pose a threat), we create the opportunity to get their teens involved in a bigger circle that reaches out to others.

Fit within the organization: Shorashim has already established itself as an organization that works successfully in partnership with other community organizations. Many of Shorashim’s goals (creating connections between Jewish teens, using Israeli culture and Hebrew language as a transformative spark) are the same as the projects goals. Moreover by invoking the loyalty of teens who are already involved

in our activities – Hebrew classes visits, community-wide excursion days, congregational school activities and other sporadic projects .

Relationship to other “projects” and “initiatives”

This project is another way to enrich the teens who we already encounter, and so it fits perfectly with the big picture of what we already are doing.

Challenges to implementation

- Getting all the other organization to contribute in getting their teens involved.
- Finding the perfect venue that the most teens would find easy to come time and again.
- Finding the best guides available to run the perfect program –this demands a lot of personal Charisma, knowledge and Hebrew.
- Finding the funds to cover all of the expected pay: advertising, venue, food and drinks, guides, program development and possibly a ride to and from.

Millstones of implementation

- End of September: have, at least, a first successful section.
- December: have 5 successful sections.
- March: have a core group of 20 teens dedicated to the program, that we can rely on for any section and a second group of 10 to 30 teens that have been to more than two sections.
- May: have a project that the teens themselves came up with and want to implement for the end of the year /summer/beginning of next year. Or a group of teens who are committed to leading the circle of next year.

Partnerships

We would work with community Jewish organizations to bring the guides who already have followers, care about the goals of the project, and see this as a supplementary to what they are already doing.

Marketing, advertising, recruiting

A big component of this project is a friend brings a friend , a lot of the participants who are already engaged in a different organization would be persuaded to bring someone that they know would not fit in their organization/ youth group, but would like this circle.

Another component is the idea that the participants do not need to stay loyal to the project but can show up now and again and would be accepted happily , so that they do not need to commit to an extra after school activity.

Key Staff

Shahar Gal, Shaliach and Program Coordinator was a guide for countless Taglit-Birthright Israel programs and the Shorashim High School Program before he came to Chicago and is a fellow of Project Incite. His passion for youth education started as a branch leader in the Hanoar Haoved movement in Israel. In the army, he served as an infantry soldier and worked with detached youth. Shahar is a licensed and accomplished tour educator in Israel.

Personal belief

Teens would come to a fun happy, Hebrew-speaking circle of friends, where they can come on their own terms. And from this engagement we can create a lot of meaning – and they are desperately looking for meaning, real education and mentoring . . . even if they do not admit it. We should make sure we reach as many of them as possible during the teen years, when you can make a big difference.

Rachel Winkler

Hebrew Language skills and knowledge in Israeli culture through online E-Tone program

The Yeshivah of Flatbush devotes extensive resources to continuing professional development, including constant reevaluation of existing programs and development of new programs. The ongoing economic crisis makes these resources harder to come by. Our current interest is in developing and expanding our commitment to integrated curricula, in this case an integrated honors curriculum about Israel that interfaces with science, the humanities, and social studies. We also want our Hebrew curriculum to remain cutting edge, and the E-tone program enables us to utilize media and technology that are part of today's, and particularly teenagers', world. The following programs are being implemented in 2010 for the 9th grade, approximately 180 students.

- Honors program, which involves three teachers from three disciplines for the two Honors classes.
- A new literature curriculum for the all students in the freshman year.
- E-Tone, the Hebrew language program from Ulpan-Or, for all freshmen.

Components of the Honors program

- *Israelis and Arabs in Hebrew Literature*: Ms. Yael Harari, English Department, will develop and teach an 8-week module focusing on analyses of contemporary films and short stories.
- *Israel and Science*: Mr. Paul Cohen, Science Department will develop and teach an 8-week module on science projects in Israel, such as desalination.
- *Social Leaders of Israel*: Rabbi Craig Lubner, Jewish Studies department, will develop and teach an 8-week module focusing on leaders of the State of Israel from various walks of life, including politics, religion and science.

Hebrew Department Literature Program

Hebrew Literature is a basic component of Hebrew Language offerings. We focus on classic writers (such as Bialik, Chernikhovskiy and Peretz) and contemporary writers (such as Haim Hefer, Shai Agnon, Natan Alterman and Rachel). However, it is necessary to reevaluate these offerings and bring in new authors who more realistically reflect current Israeli society.

E-tone

This e-newspaper is published every week, and includes video and aural material as well as Israeli and World current events, and an Israeli commercial. The program is technology oriented; students can download the material to their iPods and MP3 players. E-Tone's Israeli Hebrew media broadcasts use up-to-date grammar and vocabulary that support this project's initiative in developing language and conversation skills that facilitate a comprehensive appreciation for and connection to Israel's land, people and culture.

Initial Results

The Yeshivah is committed to Ivrit b'Ivrit in all Jewish subjects and the Hebrew department provides students not only with the language of instruction and conversation across the broader curriculum, but also seeks to enhance the students' fluency so that an American Hebrew/Jewish History/Tanakh

classroom becomes a more Israeli experience. In the spring semester 2010, we began the pilot project with all freshmen classes (7) with two or three weekly E-Tone based lessons. The teachers, with Ms. Winkler's assistance and supervision, developed an integrated listening and conversation curriculum to help our students achieve greater fluency in modern Hebrew language and increase their knowledge and understanding of Israeli politics, history and everyday life. Students were able to use their new vocabulary and language to comfortably discuss a wide range of topics, from shopping, sports and ceremonies to internal issues and international interests and challenges, effectively transforming using their new Hebrew skills to move from being a "visitor on vacation in Israel" to become a participant in the Israeli experience.

Future

We want to continue to develop this project and to carry it into the sophomore year and beyond. As the premier Hebrew teaching-speaking U.S. school, the Yeshivah receives many requests for curricula and we know that there is interest in what we are doing. Any school that teaches Hebrew language and encourages a close connection to Israel will recognize the value and excitement inherent in our new curriculum.

Rebecca Leibowitz

Involving American Camp Staff as Jewish Educators that Utilize Israel as a Key Component

Goal

Campers will integrate Israel as a core component of their Jewish identity through the mutually beneficial relationship of their American and Israeli counselors. This relationship will occur through the integration of Israeli supervisors into supervision training and curricular facilitation.

Objective

- To provide an Israel-Diaspora frame of reference for on-going leadership, program, and management responsibilities of those at camp that are change agents for staff culture.
- To engage a team of camp leadership in embedding this lens of Jewish leadership into their staff training and culture.
- To create a module of activities/experiences for supervisors to facilitate with their Israeli and American staff to foster this relationship.

Methodology

A curriculum that provides a Jewish lens to supervision and management training will be developed and implemented with teams of two to five supervisors from twenty-five camps. These teams will meet in March to develop an action plan and strategy to enhance their roles at camp with this curriculum. A member of the year-round staff (ideally the Assistant Director) from each camp will lead these teams from each camp to monitor the delivery of the action plan at camp. Additional Israeli and American staff that are not at this March seminar can be brought in via teleconference or social networking as needed.

Components of Program

FJC-ACA Resident Camp Conference

Participating camps will identify a member of the camp's senior professional team who is responsible for the staff experience at camp. This person should be on the year-round team (e.g. Assistant Director) who oversees staff training and supervise staff during the summer. This person will be invited to attend an FJC Seminar two days before the ACA-NY Resident Camp Conference in the early fall 2011. The FJC Seminar will be led by a team of Faculty Advisors and Jewish educators who will provide a curriculum that addresses the Assistant Director's role at camp as a Jewish leader who mobilizes others to build Jewish autonomous space. The Assistant Directors will then attend the ACA-NY private camp tour to support this curriculum. At the end of the conference, the assistant directors will work with a designated Faculty Advisor to begin to develop a strategy for impacting the Jewish culture among the staff, both Israeli and American, at their camp.

FJC-ACA Tristate

Each Assistant Director will select five members of their camp's leadership team to attend the ACA-NY Tristate conference in March. At least one member of this team must be a member of the camp's *mishlach*. This team will come a day early for orientation and to develop a schedule for professional development sessions to attend at Tristate. Throughout the conference and for two days afterward, the assistant directors will lead their team in developing a strategy for impacting the Jewish culture among the staff, both Israeli and American, at their camps.

Project Time-Line

Date	Event	Duration	Location	Attendees
Fall 2010	Application Process	n/a	n/a	n/a
January 2011	Faculty Seminar		Capital Camps (with Cornerstone Faculty)	Faculty Advisors
Summer 2011	Faculty Visits	n/a	All participating camps	n/a
Fall 2011	FJC-ACA-Resident Camp Conference	4-7 days, add-on to ACA Resident Camp Conference	Isabella Friedman? Farm/hotel/campsite in the NYC area	Faculty, Educators, Assistant Directors
Winter 2012	Assistant Director Conference	3 days	Additional learning and cohort building experience for Assistant Directors	
Fall-Spring	Virtual Professional Development and Conference Calls	1 hour per month	Virtually	Assistant Directors
Spring 2012,	FJC-ACA-TRISTATE	1 day before ACA-TRISTATE, 2 days after	Atlantic City	Faculty, Educators, Assistant Directors, Team of Supervisors (including one Israeli), Camp Directors (1 day)
Summer 2012	Camp Implementation and Faculty Visits	n/a	All participating camps	
Fall 2012	Post-Summer Retreat	Long weekend	TBD	Faculty, Educators, Assistant Directors

Curriculum

As Israel education is as a core piece of Jewish identity at camp, there is an opportunity in this supervision training program to make Israel education a relevant topic to American camp staff. Members of the Israeli delegation at camp should be brought into the program to partner with and collaborate with the supervision team to maximize the impact of this program at camp. This curriculum would be divided into three components: Orientation, Education, and Training.

Orientation

The orientation begins with the Assistant Directors at the Resident Camp Conference in the fall and then continues with the leadership team in March at Tri-State. All participating should be asked questions such as the following:

- What is my personal relationship with Israel?
- How did my experiences at camp affect my relationship with Israel? How was Israel presented to me as a camper?
- Why is it important to educate about Israel in our camp? What is the role of Israel within Jewish identity today?
- How is Israel a part of my camp’s mission? How do I see this actualized? What role does Israel play in our camp?
- How do the issues associated with Israel as a dream or a reality manifest themselves in our camps?
- How do I deal with Israel at camp if I’m not an expert? What would I like to know more about? What role could I IDEALLY PLAY in educating about Israel in camp, specifically in the context of my job?
- What role do the shlichim play when it comes to Israel education at camp? Who are my other resources and partners? What are opportunities to work together?
- The issue of Israel being a dream or a reality is an unfinished story.
- What is my role in this story?

Education

A matrix is necessary to take the secular professional skills that the leadership team will be exposed to at Tristate and to provide a Jewish lens to the content. The matrix will be developed like this:

Secular Supervision Skills (Delivered by ACA-TRISTATE)	Jewish Context (Delivered by Jewish Educators)	Israeli-American Lens (Facilitated by Faculty Advisors)
Team-building exercises	Kehillah Kedosha, role of collective within society	Different communities that Israelis and Americans belong to
Staff Meetings: setting expectations and staff contracts	Jewish values of covenants	Declaration of independence in Israel and America
Leadership styles	Jewish leaders	Moses v American Community organizer

Training

Each camp will be assigned a Faculty Advisor to coach them through the process of building a solid team that will incorporate the learning from the conferences into a strategy that can be implemented and measured back at camp. This will require ongoing communication, on-site camp visits, and buy-in from the camp director.

Dana Shakarchy
Health and Wellness through Mind, Body and Soul

I am extremely passionate about wellness, Israel, and my Jewish identity. When dreaming up a project, I wanted to make sure I incorporated these three aspects as I feel mind, body, and soul has everything to do with identity, culture, and religion. My ultimate passion lies in inspiring others, and it was important to me to think of a program that would allow for person growth as a person, as a leader, and as a Jew.

The concept of my project is to inspire a connection to Jewish identity and Israel through the lens of Health and Wellness using aspects of mind, body and soul. Participation in this curriculum will enable students to understand and investigate aspects of "Tikun Olam", Jewish text, Jewish films, Jewish values, and Israel.

The value of Kehillah and K'lal Israel will be an existing theme in this project. Students will embody this value by learning to be catalysts for change in their communities. Through various community service projects related to health and wellness, teens will immerse themselves in their community and understand the importance of meaningful interpersonal exchanges.

This program will have 3 core components:

- Jewish and Health Education
- Community and Personal Change
- Israel Tour and Challenge

Teenagers (15-18 years old) are at a stage in their life where they are questioning their identity, especially as it relates to mind body and soul. The need for this program comes from a lack of participation in Jewish and Israel education after the bnai-mitzvah age. The goal is create an entry-way to teens who would otherwise not be involved, using a means (body and fitness) that consumes their mind daily.

This project would create a transformative opportunity that strengthens knowledge, identity, passion, and sparks future community and personal change. If the program is successful, the major impact would be that "graduates" continue to foster a deep relationship with their bodies mind and soul, Judaism, and Israel.

Ideally, 20 participants would be selected through an application and interview process. Information would be distributed to local synagogues and schools. Teachers and Rabbis would be encouraged to nominate participants for this program. Additionally, recruitment would take place at different fitness, nutrition and cooking classes at the JCC and surrounding centers.

Key staff in this project would include a health expert, a social worker, a Jewish educator, and an Israeli tour guide. Various experts will be brought in as guest speakers and guest facilitators throughout this program. While engaging in both classroom and experiential learning, the fellows would simultaneously be researching and planning for their culminating tour in Israel. The ultimate goal of this component is to have the teenager's travel Israel through a specific lens, where they are able to test their own "wellness" through various physical and mental challenges, and tour the sites through this lens.

Hope Chernak

Teen Ambassador Israel Mo' adon

Students that belong to this Mo'adon will be Israel Ambassadors for the Temple Shaaray Tefila Community (both for the youth and adults)

Description:

Informal education youth group for students that would like to learn about and become more engaged with Israel education, politics, advocacy, and connection to the land of Israel.

Enduring Understandings

- To foster and deepen a student's Jewish Identity, students will engage in an integrated approach to Israel engagement and education
- As Jews, we are part of a long and ancient chain of tradition: the study of Israel through critical and modern lenses will assist in the development and engagement of a connection to Israel.
- Developing and nurturing a relationship with Israel and Israel's history are essential components of a student's Jewish Identity Journey.

Curriculum outline and Essential Questions

Israel & Zionism History

- How has the connection between Jews and the land of Israel been evident over time?
- How have Jews related to Israel in different ways?
- What connects us to Jewish history?

Personal Relationship to Israel

- What/How do you connect to Israel today?
- What are the important components of your Jewish Identity? How can/does Israel play a role?

Zionism & Politics

- How is Zionism defined?
- How has Zionism reinvigorated the connection between Jews and Zionism?
- How do strategic diplomacy, strategic land decisions/political decisions influence the government/state positions?
- How has the relationship with the land of Israel shaped the spiritual, religious, and political experiences of the Jewish people?

Israel Today

- How has Israel's economy evolved?
- What does Israel need to continue to survive and thrive today (in terms of resources and support)?
- How can American Jews support Israel today?
- When or should we criticize Israel?
- What are Israel's challenges?
- How does this affect teens in America today?

Ambassadorship

- How can we support/advocate for Israel education in our community?
- What are the ways we can integrate Israel education and connection into our programming and temple affinity groups?

If a trip to Israel is included**Essential Questions for follow up programming once students have returned from Israel**

- How does experience Israel affect you?
- How does learning about Israel history (and modern history) inform and connect one to Israel?
- How does Israel play a part of your Jewish Identity?
- How can you teach Israel to our synagogue community?

Program overview/Audience

- Mo'adon will consist of teenagers from the synagogue.
 - Group will not be limited to students that have been to Israel
- Mo'adon will meet twice a month (each year will begin with an opening retreat, 24 hours or weekend retreat to build community, provide overview of the program)
- Faculty members will include clergy and educators at Shaaray Tefila, visiting Israeli speakers/educators, and local Jewish and Israeli educators)
- Program could include a 10 day trip to Israel

Lilach Bluevise

Living Bridge - Mission to Israel

Faculty and lay leaders Israel engagement through Israel experience and mifgashim

Background

With the support of UJC-MetroWest, the Solomon Schechter Day School of Essex & Union has over the years built a successful and ongoing partnership with various Israeli communities, particularly Merchavim and its high school. Schechter high school students and their Merchavim peers, through three annual mifgashim (two in Israel, one in New Jersey) and joint curricular projects become true friends for life and personify the concept of a living bridge. Exceeding our expectations, we have found that the connection between students has expanded into areas that we did not anticipate – e.g. a returning Rishonim (Shnat Sherut emissaries from our P2K) staffing our ninth grade Israel trip and the semester long Israel program, and SSDS students working at summer camp in Ofakim. Similarly, we are pleased that our students plan their own visits to their friends in Merchavim, and families have begun to reach out to each other. The concept of people hood is taking root among our students, and has expanded beyond the set mifgashim facilitated by the schools.

Last year we embarked the next step in enhancing our connections with our partner school in Israel and hosted a group of teachers from Merchavim for a week at Schechter in December 2009 and were hosted by Schechter teachers. Teachers from SSDSEU and Merchavim got to know each other as they delve into the subjects of religious pluralism, tikkun olam and People hood. It was clear that the personal connection as well as professional connections between the hosts and guests have formed pretty quickly. Participants reported that their expectations from this part of the mifgash were exceeded. They did not expect to bond so quickly with their counterparts. During the mifgash the groups had worked together and came up with a few joint projects that will continue to be developed in both schools. These projects are intended for different age groups, different disciplines and will involve other staff members from both schools. Plans have been set for the 2 groups to continue to learn the themes they have started exploring together through video conferences, emails, watching movies, readings and text study, and meetings with different speakers.

Proposal

We at Schechter are eager to build on this success. While pleased with the connection between students and the various forms that it has taken, we are cognizant of the fact that students grow up and graduate; the influence of and value of the connections to a large extent exist outside of the current life of the school. Therefore, the next step therefore should be a living bridge connection between the more permanent members of the communities – the teachers and the lay leadership. Just as a delegation from Merchavim visited the school, we believe that it is important to follow up with a “mission” to Israel, the delegation being composed of Schechter teachers and members of the Board of Trustees. Faculty representation includes lower and upper school teachers, general studies and Judaic studies teachers to ensure that this culture of people hood connection will be accepted and internalized at all levels. Only in this way can our vision be realized by a broader segment of the Schechter population and therefore be even more effective.

Similarly, participation at the highest lay level – by members of our Board of Trustees – will ensure understanding and support for the totality of the Israel education here at Schechter. As board members experience an Israel trip as our students do, they too will realize its transformative powers and its

potential to change impressions and influence human connections. Additionally, there is great potential for our lay leaders to return excited and energized – and open to becoming involved in Israel related projects and programs in our community. We therefore aim to connect more closely our leaders with the federation and community through Israel engagement.

By providing our faculty and board members an authentic and rich Israel experience enriched by Mifgash with our partners in Israel they will become stronger supporters of our Israel programs, mainly the Israel experiences during high school. This will help them experience firsthand the impact of these programs on our students and their families, so they will support it and advocate for it in their constituencies. Our teachers will be able to share the sentiments and excitement that our students feel about Israel and their Israeli peers. We plan to use this group of teachers to be role models in supporting Israel programs by participating in the various programs we have in school as well as by chaperoning our Israel trips.

Planning

We work closely with the UJC – MetroWest -- it's Israel Program Center and the People hood committee, as well as keep close connections with our partners in Israel- Merchavim high school and the UJC - MetroWest office in Jerusalem.

This relationship has allowed us to tap into a larger conversation in the community about People hood and Israel engagement.

We successfully met the first challenge by recruiting the right participants to our project. It seems that we were able to attract committed people, who are leaders in their areas in school. We were able to form a group of people from different disciplines, various observance levels and different abilities in Hebrew language. We are excited to be working with this group, who were marvelous hosts to the Israelis and have already began writing their projects and recruiting other faculty members to support it.

Recruits for the first delegation have been asked to participate in pre-mission learning in order to be better prepared for the Israel experience. Participants are studying the themes of people hood as demonstrated by our federation (MetroWest) through the various projects lead by the People hood Renewal Committee of our federation. They study texts and practices related to Jewish pluralism as it is reflected in both communities and reflect on their personal Jewish journey, all while connecting to Israel the land and the people. They will study and experience firsthand the complexity of the Israeli society through various site visits, meeting with Israelis, reading and text study. Topics such as the challenges of the education in Israel, leadership, collective memory, gaps in the Israeli society, IDF and Supreme court as providing opportunities to overcome these gaps, Israeli culture through music, food and art.

While the first part of the Mifgash in NJ took place in December 2009; we look forward to the Mifgash in Israel on February 2011 as well as to the learning and growth period until then.

Our project is highlighted both in our federation and in our school community through our web site and email system, as well as the NJ Jewish News. Participants in our program have been great ambassadors since they have joined the teachers' group by speaking about it outside of school in their communities and synagogues.

We have been working with SIT as well as our MetroWest people on the Israel part of the program, as well as we are focusing on what topics and what forums we will include in our pre mission orientation.

The head of school and the Israel Educator will be travelling with the teachers and board members to be able to observe firsthand how the program is going and to be able to debrief and discuss the process with each group (board and teachers) while in Israel and after it.

The goal is that the teachers continue to foster their personal and professional connections with the Israeli teachers, and for the board members to form connections with Israeli peers. We are already seeing the impact of participating in this delegation on our teachers, when 3 of them hosted the recent 2 visits of Israeli guests from our federation and one headed the SSDSEU contingent to the Israel Day Parade in NYC. Our teacher will become further involved in Israel programs in school, volunteer to chaperone trips to Israel and host Israeli delegations and guests. We believe that through this process the board members will become strong supporters of our Israel programs in providing the budget for it and voicing a positive voice during board meetings. We expect that they help us carry out the vision to send all our faculty members to Israel in future missions and to recruit new faculty members who share our vision.

Evaluation

SSDSEU students will benefit directly from their faculty and board members participation in this program. Supportive lay leadership is even more crucial during tough economic times when cuts are made in so many areas. Our students will continue to enjoy and grow in a school in which Israel is an integral part of. This connection to Israel will not be jeopardized by economy. Enthusiastic leadership will further ensure fund raising and budget allocations to.

Teachers who are a part of the delegation have a language and passion to share with their students. Israel is not just a part of a trip to Israel but is a part of the SSDSEU school life. Teachers and students can relate to their experiences and connect the curriculum to the authentic Israel experience they had. They will have the tools and motivation to incorporate Israel to their disciplines and will be role models to other faculty members who may not completely adopted the school's mission and vision about Israel.

Our Israel engagement programs will enable the school to continue its unique model of Israel education that so many other schools wish to achieve.

SSDSEU members are often invited to share from their experience in the field. Recently, 2 department chairs (Math/Science and Social Studies) took part in a think tank organized by SSDS association and presented our Israel curriculum. The math/science chair is one of the participants in the teachers' delegation- it is noticeable that in a short time we have more ambassadors for our Israel programs who are not Judaic teachers or Israelis. This is a direct result of their participation in our program.

The Influence of Project INCITE

Working with SIT consultant through INCITE project was a valuable experience in articulating and materialization of this project: It provided tools to systematically process ideas and check attributes and values; We used their methods such as RTB to determine what programs can be included in the orientation and what programs should be done in Israel; The Thema Rhama exercise helped us in articulating the goals for each one of our constituencies. We also looked at the evaluation piece with SIT and INCITE staff members and realized there is a need that the head of school to works with the lay leaders and the Israel Educator to works with the teachers on debriefing and processing before, during and after the mission.

The INCITE staff were also instrumental in suggesting feedback on the programs planned, and even suggesting ideas for certain programs and activities from their experience during the December trip on INCITE and their experience in the field, which we will incorporate in our program in February.

Impact on the Field of Israel Education

We are pleased to have developed a comprehensive living bridge model between our school and the partner school in Israel. We are excited that by expanding this to our faculty and lay leadership we are providing the opportunity so more people to take part in our Israel programs and by that to gain better support to our programs. We believe the model we have developed in our school is a model that can be used by other schools. In fact we are approached by other schools with questions about Israel programs and Israel experiences, as we are recognized as leaders in the field of Israel education in North America.

While we point out that a leader to push this should be found inside the school or brought from outside, while enjoying a full support of the administration; there are steps and guidelines to follow that will enable the other schools to take upon themselves this exciting opportunity in Israel engagement that will affect the whole school and wider community. We were also approached by MAKOM to advise them in writing an article that showcases our school as a model for Israel education. We are presenting in conferences of Jewish educators (such as Melton in Hebrew U in December 2009; Ravsak and Schechter in January 2010) and hope to publish the paper we presented in December 2009.

Lily Luzovsky
Ten Hub Project

The Shorefront YM-YWHA in Brighton Beach, Brooklyn is working to unite Russian Jewish teens in America and Israel in the “Teen Hub Project.” Teen Hubs, community-based clubs centered on values of Jewish Peoplehood, Torah Learning and Volunteerism, will create new avenues for local teen engagement and global connection by developing ways to reach out to Russian Jewish teens and others, create informal educational programs and opportunities to connect to peers in Israel. By developing strong community-based centers for teen engagement, the Teen Hub Project will help to strengthen personal Jewish identity while integrating teens into their local Jewish communities and connecting them to the global Jewish people. Teen Hubs will be built on a partnership model that takes a community approach to engagement and surveys local institutions and communal structures to best connect and empower local youth.