

# THE YAMIM PROJECT

Rethinking how  
we commemorate  
Yom Ha'zikaron and  
Yom Ha'atzmaut

2024 • 5784



M²: THE INSTITUTE FOR EXPERIENTIAL JEWISH EDUCATION



Thank you for joining us today.

The narratives woven into Jewish history and our collective memory are embodied in the rituals we establish.

While the story of October 7 is still emerging, we must establish narratives we can hold on to in order to give us strength and meaning. What stories - and whose stories - will we choose to share? What are the values that are animating those stories? How will we capture the fear, horror, and confusion we have experienced while also lifting powerful moments of goodness, kindness, and light?

Together, let's find the words and craft the narratives to give us strength and meaning as we navigate through the ongoing story of our collective journey.

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## AGENDA



- |                |  |
|----------------|--|
| <b>10:00AM</b> | Grounding                                |
| <b>10:25AM</b> | Education Between Narrative and Memory   |
| <b>11:00AM</b> | The Story You are Compelled to Tell      |
| <b>11:45AM</b> | Break                                    |
| <b>12:00PM</b> | Experience a Resource / Resource Fair    |
| <b>1:15PM</b>  | Lunch                                    |
| <b>2:00PM</b>  | Program Laboratory: Design Your Own Work |
| <b>3:30PM</b>  | Takeaways & Reflections                  |
| <b>4:00PM</b>  | L'hitraot                                |



## THE REAL WORK



"It may be that when we no longer know what to do  
we have come to our real work,  
and that when we no longer know which way to go  
we have come to our real journey  
The mind that is not baffled is not employed.  
The impeded stream is the one that sings."

- Wendell Berry  
(American novelist, poet, essayist, environmental activist, cultural critic, and farmer)



The real work that I hope to get out of today is .....

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## EDUCATION BETWEEN NARRATIVE AND MEMORY



It happened once [on Pesach] that Rabbi Eliezer, Rabbi Yehoshua, Rabbi Elazar ben Azariah, Rabbi Akiva and Rabbi Tarfon were reclining in Bnei Brak and were telling the story of the exodus from Egypt that whole night, until their students came and said to them, "The time of [reciting] the morning Shema has arrived."

Passover Haggadah

מַעֲשֵׂה בְּרַבִּי אֱלִיעֶזֶר וְרַבִּי יְהוֹשֻׁעַ  
וְרַבִּי אֶלְעָזָר בֶּן־עֲזַרְיָה וְרַבִּי עֲקִיבָא  
וְרַבִּי טַרְפוֹן שֶׁהָיוּ מְסֻבִּין בְּבִנְי־בְרַק  
וְהָיוּ מְסַפְּרִים בִּיצִיאַת מִצְרַיִם כָּל־  
אוֹתוֹ הַלַּיְלָה, עַד שֶׁבָּאוּ תַלְמִידֵיהֶם  
וְאָמְרוּ לָהֶם רְבוּתֵינוּ הִגִּיעַ זְמַן  
קְרִיאַת שְׁמַע שֶׁל שַׁחֲרִית.

הגדה של פסח

"People emplot their narratives in a culturally meaningful way so as to draw a configuration out of a simple succession of events...Emplottment has been reflected in people's efforts to adhere to ideologies of normalcy and their resulting sense of difference when all those efforts fail...

Stories are emplotted around the narrator's evolving political beliefs. We see this type of emplottment most often in narratives of resistance to normalizing ideologies when people... state their refusal or inability to comply with normalizing ideologies. Such stories are usually emplotted around an alternative ideology or value with another, for example independence or autonomy. By replacing the rejected ideology with another, the narrator pulls the story back into some semblance of conformity with the social order....

... People try out the possibilities in order to bring satisfactory closure to their stories. At the same time, they anticipate or wish for closure that embraces normalizing ideologies. In doing so, people draw on key constructs such as order, personal responsibility, control over the environment, continuity, and transformation."

- Gay Becker, *Disrupted Lives*

(A researcher and social justice advocate)

According to this text, what is emplottment, and what purpose does it serve?

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When disruption happens, Becker talks about replacing a 'rejected ideology' with another. In relation to October 7, give this idea your own words, by filling in these statements:

I used to believe .....

but now I believe .....

Becker writes" ... People try out the possibilities in order to bring satisfactory closure to their stories" and that they use "key constructs" to help. Although we aren't necessarily in a place of closure, following October 7, what constructs, ideas or sources of strength might give your own experiences a sense of anchoring?

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Reflect on your role as a storyteller during this time. What aspects of being a storyteller inspire you? What aspects feel less comfortable?

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# STORYTELLING PROMPTS



Since October 7, I've been thinking about...

A story that has inspired me since October 7...

Powerful images that have stayed with me...

A person that has stood out to me is...

Something I want my learners to remember about this time...



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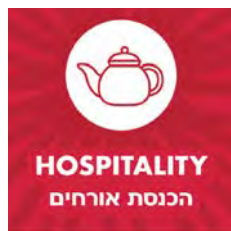
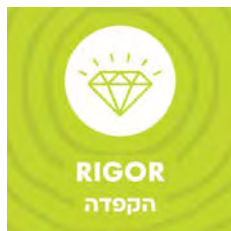
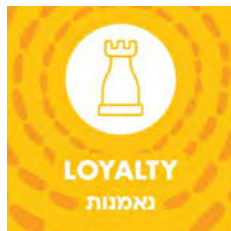
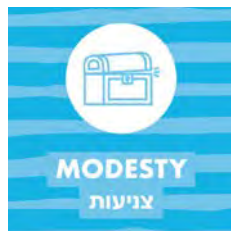
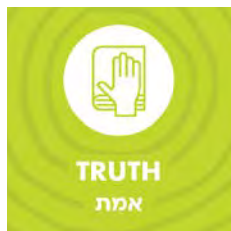
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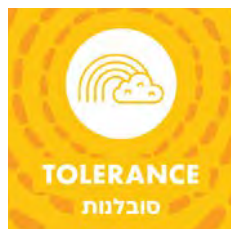
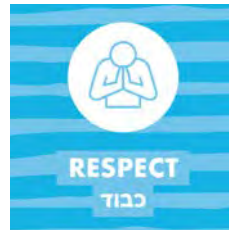
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## VALUES



“We are going to see values as connoting that something is judged to be valuable. We shall assume that the word value is relevant for education whenever we are trying to make up our minds whether a certain course of action or certain subject matter is worthwhile or good or important. We can be more precise if we say that values provide us with rationales for certain courses of action that are chosen over or against others. It is a way of transmitting, through education, what a particular society values most highly.”

- Michael Rosenak, *The Road to the Palace*  
(Israeli philosopher of Jewish education)

**Use the worksheet to begin to flush out the values that have risen to the top for you. If you can, follow it through until the last question, where you'll have a chance to write the theme of story you want to tell.**

**VALUE:** .....



**How is this value related to Israel right now? How does it connect to Yom Ha'zikaron/Yom Ha'atzmaut?**

**Why is it important for your students to engage with this value?**

**What might it look like to center this value in your events and ceremonies on Yom Ha'zikaron and/or Yom Ha'atzmaut?**

**What is the story that you are hoping to tell through this value?**



## ADD, OMIT & TWIST



**Use the space below to analyze the resource that you just experienced:**

Resource name .....

Value/themes explored .....

Central text/s used .....

Methodologies used .....

What would you add? (+) .....

.....  
.....

What would you omit? (-) .....

.....  
.....

How would you use it? .....

.....  
.....

## MEET THE MOMENT RESOURCES



← Scan here or go to [bit.ly/ieje-moment](https://bit.ly/ieje-moment) to view and download all of the Meet the Moment resources.

### SONG AND PRAYER

- » Living in Liminality
- » These are Names: Answer Us!
- » Managing Our Actions
- » Our Secret Weapon
- » The Children's Cry



### INDIVIDUAL STORIES

- » We Can't Do This Alone
- » Special Delivery from the Front Lines
- » Testimony in Time
- » #Emptybeds: Sweet Dreams My Love





### JEWISH TEXT AND MITZVOT

- » Let There Be Light
- » The Mezuzah Test
- » Shabbat: Testament & Promise
- » Finding My Source of Strength



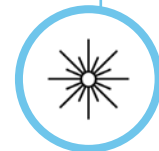
### RESILIENCE AND STRENGTH

- » A Toolbox for Care, Clarity and Confidence
- » Teens Speak Their Truth
- » Playing the Part
- » Standing Strong: Express Your Convictions with Pride
- » Hate is Easy. Love is Hard.



### ARTISTIC EXPRESSION

- » Symbolic Sentiments
- » Laughing Through the Pain
- » Blackout Poetry
- » Let There Be Evening





## HOPE AND POSSIBILITY

- » Music Makes it OK
- » Imagery of Beauty and Pain
- » Jerusalem Civil Command Center
- » What Do I Need in my Thought Bubble?
- » Antisemitism: Between Values and Actions



## GRATITUDE

- » Noticing the Unnoticed
- » A Gratitude Map of Israel
- » Gratitude and Resilience
- » National Rituals of Gratitude
- » Seeing Miracles



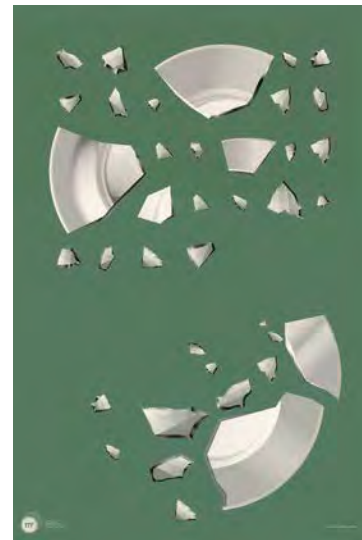


## A PICTURE IS WORTH A THOUSAND WORDS

IMAGES THAT REFLECT ISRAEL SINCE OCTOBER 7TH



Art possesses a unique ability to capture moments and emotions, providing a window into the human experience. Since October 7th, artists have utilized their creativity to reflect the collective sentiments and challenges faced by society. Through paintings, photographs, and other visual mediums, they offer poignant insights into the complexities of trauma, resilience, and hope. These artworks not only serve as a form of expression but also prompt viewers to engage in meaningful dialogue and introspection, fostering empathy and understanding.





**ELI KAPLAN-WILDMANN**

*bit.ly/ieje-moment*



**WRAPPING MEMORY**

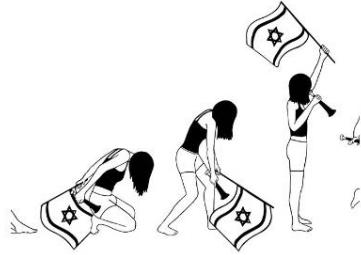
*wrappingmemory.bezalel.ac.il/en*



**ZEEV ENGELMAYER**

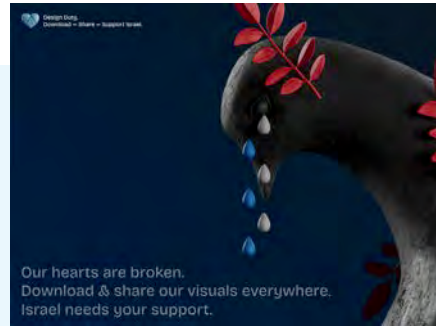
*bit.ly/engelmayer-postcards*





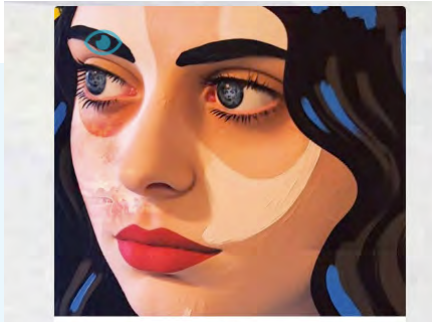
### POST A SMILE

[postasmile.co.il/en/](http://postasmile.co.il/en/)



### DESIGN DUTY

[design-duty.com/](http://design-duty.com/)



### GIBOROT BARZEL

[giborotbarzel.co.il/en](http://giborotbarzel.co.il/en)



### DANA BARLEV

[facebook.com/dana.arditi](https://facebook.com/dana.arditi)





ZOYA CHERKASSKY-NNADI

[bit.ly/zoya-cherkassky](http://bit.ly/zoya-cherkassky)



GUY MORAD

[facebook.com/guy.morad.3](https://facebook.com/guy.morad.3)



SHAY CHARKA

[facebook.com/shay.charka](https://facebook.com/shay.charka)



CURATE & CREATE

[education-en.nli.org.il/curate-create](https://education-en.nli.org.il/curate-create)





## ADDRESSING CURRENT CHALLENGES: ASKING BIG QUESTIONS



Values in Action (VIA) resources help learners move through a compelling values-based experience grounded in Jewish wisdom. Each resource is centered around a particular issue and animating question and an engaging activity and a Jewish anchor, enabling learners to consider how they might take action.



← Scan here or go to [valuesinaction.live/resources/](https://valuesinaction.live/resources/) to view and download all VIA resources.

### SOME RELEVANT AND TIMELY RESOURCES INCLUDE:

How can I best express my convictions with pride? → [bit.ly/via-pride-israel](https://bit.ly/via-pride-israel)

Whose stories do we tell? → [bit.ly/via-tolerance-israel](https://bit.ly/via-tolerance-israel)

How do I know when it's time to break up? → [bit.ly/via-authenticity-israel](https://bit.ly/via-authenticity-israel)

How can beauty help process pain? → [bit.ly/via-creativity-israel](https://bit.ly/via-creativity-israel)

What are my sources of strength? → [bit.ly/via-intentionality-antisemitism](https://bit.ly/via-intentionality-antisemitism)

Responding to Antisemitism: Burden or Privilege? → [bit.ly/via-responsibility-antisemitism](https://bit.ly/via-responsibility-antisemitism)

How do I negotiate safety and risk? → [bit.ly/via-safety-risk](https://bit.ly/via-safety-risk)

How to create a toolbox for clarity and confidence? → [bit.ly/via-resourcefulness-antisemitism](https://bit.ly/via-resourcefulness-antisemitism)



**Where can I find hope?**

*bit.ly/via-hope-israel*



**What does supporting Israel look like?**

*bit.ly/via-israel-solidarity*



**How do I express my Jewish pride?**

*bit.ly/via-pride-antisemitism*



**How do we build community with divergent views on Israel?**

*bit.ly/via-israel-hospitality*



**How does Israel fit with my (changing) Jewish identity?**

*bit.ly/via-innovation-israel*



## REFLECTIVE SPARKS: QUESTIONS FOR PERSONAL PROCESSING



**These stimulating questions will spark thoughts and open a conversation that can lead to new insights and understandings.**

- » What stood out the most for you during this period?
- » What was unexpected and surprising?
- » What did you find challenging and difficult?
- » What is a new perspective you were introduced to during this period?
- » How has this experience landed for you, in your body? How are you experiencing the ideas in a physical way?
- » What image or video that you came across during this period has been particularly powerful for you? Why?
- » What did you learn about yourself that you now carry with you?
- » What are you starting to see differently?
- » How do you think you have changed as a result of the past few months?
- » What is something you can do that you've never done before?
- » What support do you need to try out your new ideas and insights?
- » How will you now act differently? In speech? In thought? In your body?
- » How has your day-to-day life been influenced by this period?
- » What is something you believed before October 7 that you no longer believe?
- » Has your perspective broadened or narrowed since October 7?
- » What gives you hope today?
- » Where do you turn for support? Where do you turn to be challenged?
- » Is there something you are especially proud of doing since October 7?
- » Is there something that you especially regret doing since October 7?



## MARKING THROUGH MUSIC: EXPLORING ISRAELI SONGS



Music is a core element of most commemorations. Israeli music is replete with powerful songs to stimulate emotions and tell stories. This year, a new chapter of Israeli music has been written which you can incorporate in your programs.



NETTA BARZILAI  
NA'ARI SHUVA ELAI - נערי שובה אליי



[bit.ly/netta-barzilai](https://bit.ly/netta-barzilai)

GRIEF

Netta Barzilai gained widespread recognition as the winner of the 2018 Eurovision Song Contest with her captivating performance of the song "Toy." Known for her unique and charismatic stage presence, Netta's victory brought her international acclaim, and she has since become a prominent figure in the global music scene. Her bold and empowering musical style, coupled with her distinctive fashion sense and magnetic personality, has made her a recognizable and influential artist.

Margalit Tza'anani's 1986 song "Naara Shuvi Elai" is a soulful and emotive piece that beautifully captures the essence of longing and love. With poignant lyrics and Tza'anani's expressive vocals, the song invites listeners into a heartfelt journey, conveying the emotions of a plea for a loved one to return.

Go to [bit.ly/naara-shuvi-elai](https://bit.ly/naara-shuvi-elai) to listen to the original piece.

A month after the war in Israel broke out, Netta released this powerful performance to the lyrics of "Naara Shuvi Elai" about the return of the hostages.



## YUVAL SHARABI AND KEREN PELES TODAH



[bit.ly/todah-hakochav-haba](https://bit.ly/todah-hakochav-haba)

GRATITUDE

Yuval Sharabi sings for the return of her father and uncle, hostages in Gaza. Ophir Engel, a former hostage and boyfriend of Yuval, and Yuval's two sisters are there watching. The performance is aired on Kochav Haba (Next Star), Israel's hugely popular vocal talent show that chooses Israel's representative to the Eurovision song contest. The performers are from Kibbutz Be'eri. Keren Peles, one of Israel's most beloved singers, performed in Be'eri in 2016, and sang the song "Thank You" with then 10-year-old Yuval.

In this episode, Keren and Yuval sing the song again in a duet, but this time, it takes on an entirely new meaning.

This heartfelt performance was broadcast during the conclusion of the audition episode, which aired on December 18, 2023. Since the recording, Yuval's father Yossi has been pronounced dead.

The song is about gratitude. Amidst the darkness, it is still important to give thanks and notice the small things that are to be grateful. *Thank you world, thank you That you brought me here To this steamy simmering pot For the right ways you led me Which I didn't choose For the sea of love you poured on me Where I didn't drown...*



## KOOLULAM KIBBUTZ BE'ERI AND HAZERIM



[bit.ly/koolulam-lehaamin/](https://bit.ly/koolulam-lehaamin/)

GROWTH

In January, Kibbutz Beeri, situated near Gaza, faced a devastating attack, resulting in the destruction of homes and the tragic loss of neighbors through murder or kidnapping. Following the destruction, the residents were temporarily relocated to housing in a hotel near the Dead Sea. Subsequently, the kibbutz was offered the opportunity to relocate to Kibbutz Hatzertim, near Beer Sheva. In preparation for the move, members of both kibbutzim came together for a meeting. For a touching glimpse into their gathering, watch this video capturing their rendition of Idan Raichel's inspiring song, "To Believe," symbolizing their unwavering hope and determination amidst adversity.

The song "Leha'amin - להאמין" by Doli & Penn (Featuring Idan Raichel) carries a hopeful message about change, faith, and living in the moment. Its lyrics talk about how things can get better tomorrow and that time can fix what's broken. It also says there are people who look out for the good things in life, waiting for us.

Listen to the original song, here: [bit.ly/lehaamin](https://bit.ly/lehaamin)



## ADDITIONAL MUSIC



HANAN BEN ARI  
**MOLEDET**

→ [bit.ly/moledet-hanan-ben-ari](https://bit.ly/moledet-hanan-ben-ari)



EYAL GOLAN  
**AM YISRAEL CHAI**

→ [bit.ly/am-yisrael-chai-eyal-golan](https://bit.ly/am-yisrael-chai-eyal-golan)



ODIYAH & IZZY  
**HOREF '23**

→ [bit.ly/horef-odiyah-izzy](https://bit.ly/horef-odiyah-izzy)



IDAN RAICHEL PROJECT  
**TACHZOR**

→ [bit.ly/tachzor-idan-raichel](https://bit.ly/tachzor-idan-raichel)



HOMELAND CONCERT  
**HABAITAH**

→ [bit.ly/habaitah-homeland](https://bit.ly/habaitah-homeland)



KOOLULUAM (MADONNA)  
**LIKE A PRAYER**

→ [bit.ly/like-a-prayer-koolulam](https://bit.ly/like-a-prayer-koolulam)



STEPHEN WISE TEMPLE  
**WE ARE WITH YOU**

→ [bit.ly/with-you-stephen-wise-temple](https://bit.ly/with-you-stephen-wise-temple)



MUSICIANS IN A TIME OF WAR  
**VIDEO AND MUSIC LIBRARY**

→ [bit.ly/musicians-in-a-time-of-war](https://bit.ly/musicians-in-a-time-of-war)



BEIT AVI CHAI  
**VIDEO AND MUSIC LIBRARY**

→ [bit.ly/shir-tikvah-bac](https://bit.ly/shir-tikvah-bac)



## CURATED PLAYLISTS

Below are some songs handpicked by The iCenter, each exploring the themes of grief, growth, and gratitude.

### **GRIEF PLAYLIST**



*[theicenter.org/GriefPlaylist](https://theicenter.org/GriefPlaylist)*

### **GRATITUDE PLAYLIST**



*[theicenter.org/GratitudePlaylist](https://theicenter.org/GratitudePlaylist)*

### **GROWTH PLAYLIST**



*[theicenter.org/GrowthPlaylist](https://theicenter.org/GrowthPlaylist)*





## ADDITIONAL RESOURCES



### A COLLECTION OF ISRAELI POEMS

*bit.ly/icenter-resources-crisis*

### WINDOWS TO ISRAEL THROUGH LITERATURE

*korazim.com*

### THEIR FAVORITE DISH: HOSTAGE STORIES AND THEIR FAVORITE DESSERTS

*bit.ly/foodish-favorite*

### STORIES OF INDIVIDUALS WHO WERE LOST

*bit.ly/icenter-voices*

### STORIES OF EVERYDAY HEROES

*bit.ly/icenter-heroes*

### RESOURCES TO RUN A GIVING CIRCLE

*bit.ly/amplifier-israel*

**EVERYONE COUNTS:** Educational resources to learn about the mitzvah of Pidyon Shvuyim (freeing the hostages)

*everyonecounts.live*

## PROGRAM LABORATORY: DESIGN YOUR OWN WORK



Now it's time to put it all together! Over the next 90 minutes, you will have a chance to build out a program for your community based on what we have done this morning. If you get stuck, the faculty is available to you and the resource suq is open for inspiration!

### **LABWORK SCHEDULE:**

**30 Minutes:** Either alone or in a pair, build out your program using the template below.

**30 Minutes:** Either find an individual or another partner: Present your program to them for feedback. Describe the values and run through the program. Ask them for feedback and suggestions. Each person gets 15 minutes.

**10 Minutes:** Revisit your program on your own or with your original partner to make adjustments.

**20 Minutes:** Find a new group of 3 and each person has 5 minutes to share their program with each other.



## 1 - PROGRAM TYPE

Circle the type of event you are planning:

CEREMONY

CONVERSATION

PROGRAM

LESSON

SOMETHING ELSE

Who are the participants? What background information is relevant and how many people will attend?

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What is the duration of the program and where will it take place? How does the location impact the program? For example, is there open space to move around, audio-visual setup, appropriate seating arrangements, staging and production materials, and/or access to the outdoors?

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## 2 - PROGRAM CONCEPT

What is the story you want to tell this year? What is this day about for you? Use the language of values and themes to hone in on the particular focus of the day.

Sample themes include (but are not limited to) 'From Grief to Gratitude to Growth', 'Solidarity and Strength', 'Resilience and Hope'. Use the list of values from the journal to help guide you.

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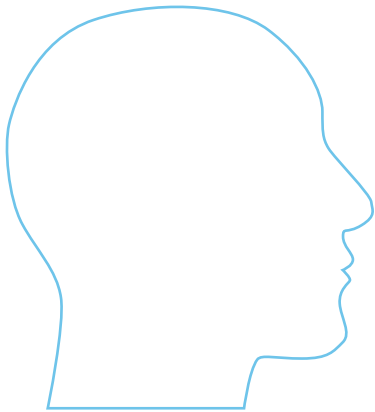
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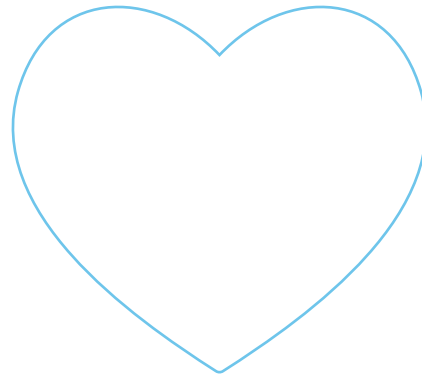


### 3 - OUTCOMES

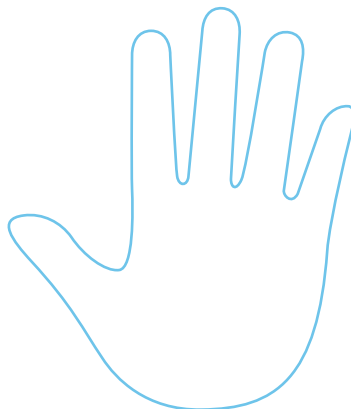
What do you want your participants to walk away knowing, feeling, and being able to do?



knowing



feeling



doing

## 4 - EDUCATIONAL RESOURCES

The program will include a compilation of educational resources like songs, art, questions, prayers, stories, activities or more. Once you've gone through the fair and identified relevant collateral, record which pieces you plan to use and how they fit into the overall narrative.

	<b>What purpose does it serve? What values are behind it or what themes does it enhance?</b>	<b>What do you intend to do with this piece of collateral?</b>
<b>Resource 1</b> .....		
<b>Resource 2</b> .....		
<b>Resource 3</b> .....		
<b>Resource 4</b> .....		
<b>Resource 5</b> .....		



## 5 - FRAMING AND SEQUENCE

**Framing:** To ensure all the pieces fit together and advance your vision for the day, write a one-paragraph synopsis of your program. The description should capture the values and questions that are at the core of the experience and highlight some of the resources that participants will be exposed to throughout the day.

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**Sequence:** Record the sequence of events below:

Time	Description: What will happen?

## ADDITIONAL DESIGN PRINCIPLES TO CONSIDER



### MOVEMENT:

How are people moving around during the program?  
Are they standing at any point?



### SENSES:

How are you incorporating senses? How are you amplifying or reducing them? Are you dimming the lights or elevating sounds? Are they able to smell anything that can elicit a memory?



### ENVIRONMENT:

What are on the walls? How is the room set up? How are the chairs positioned?



### PARTICIPATION:

How are they participating in the ritual? How are they interacting with the material? Is there room for them to write? To create? To sing? To present?



# TAKEAWAYS AND REFLECTIONS



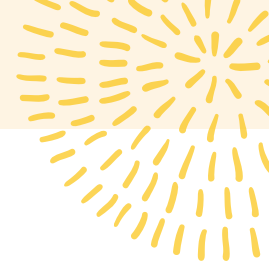
	CHANGE	STAY THE SAME
DO		
DON'T		



A renewed purpose I'm feeling .....

A hope for my learners is .....

A blessing for us, educators, is .....

**SAMPLE PROGRAM:****YOM HAATZMAUT: ISRAEL'S STRENGTH THROUGH ART, HEROISM, AND FOOD**

This program focuses on resilience and unity amidst adversity. Participants explore Israel's resilience through three stations, emphasizing values like hope, pride, and community. The culminating sing along to Idan Reichal's song "To Believe", underscores unity and resilience, emphasizing the importance of the power of coming together in tough times.

**STATION #1: POETRY SLAM****Educational Resource**

- » Blackout Poetry resource from Meet the Moment
- » A collection of poems from The iCenter

**Activity:**

- » Read through three different poems
- » Select the poem that most speaks to you
- » Follow the instructions to create their own poem
- » Share the poems with each other



## STATION #2: HEROES OF THE MOMENT

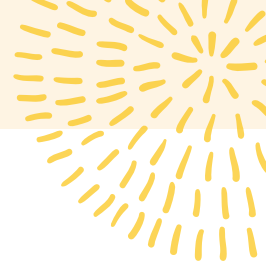
### **Educational Resource**

- » Everyday Heroes

### **Activity:**

- » Each person selects a hero that they want to honor
- » Read their profile
- » Design a Poster: Consider including the hero's name, a brief description of their actions or qualities that make them heroic, and any relevant images or symbols. Include a picture of the hero.
- » Write Messages of Appreciation: Include messages of gratitude or admiration for the hero's contributions. You can write quotes, thank-you notes, or personal messages expressing why they inspire you.
- » Create a Wall of Heroes: Display the posters in a public space





### STATION #3: THEIR FAVORITE DISHES

#### **Educational Resource**

- » Their Favorite Recipes

#### **Activity:**

- » Select a dish to make with your learners
- » Learn about the person whose dish you are making
- » Cook the meal
- » Dedicate the meal to the hostage and their family
- » Say the prayer for the return of the hostages
- » Say a blessing before eating

**SAMPLE PROGRAM:****GIVING TOGETHER: UPHOLDING THEIR LEGACY**

Giving money is not only a means of honoring the dead but also a way to perpetuate their memory through acts of charity and kindness. It is considered an obligation, reflecting the values of compassion, justice, and communal responsibility. By giving tzedakah in memory of a loved one, individuals uphold their legacy and continue their commitment to making the world a better place. Please note, you can also let parents know in advance that you will be doing this and you can ask for some extra tzedakah money to be used towards it.

**Educational Resource**

- » Giving Circle Guide
- » Stories of individuals who were lost:
- » A Collection of Israeli Poems for this moment
- » Recite prayer for the hostages

**Activity:**

- » Break the class into groups of 5
- » Each group is given a name of a person who died since October 7
- » Each group then reads about that person and considers some of their values
- » They then research an organization in Israel that works to promote those values
- » After each group has their organization, each team presents their organization to the class.
- » The class then votes on where they want to donate their funds
- » Once you have selected an organization, write a letter to the organization telling them why you chose that organization and make sure to dedicate the gift towards the person who embodied those qualities
- » End with a prayer – either the mourners kaddish, El Maleh Rachimim, or a poem that honors the dead



### SAMPLE PROGRAM:

## **COMMEMORATING THROUGH RITUAL: HONORING MEMORY, EMBRACING HOPE**

Ceremonies are profound opportunities to honor grief, growth, and reflection. Through readings, songs, and moments of introspection, this ceremony specifically relates to themes of memory and resilience. How can remembering be a gateway to moving forward?

### **Educational Resource**

- » Beit Avi Chai Video - Shir Hatikvah
- » M<sup>2</sup> posters
- » New and old Israeli song
- » A Collection of Israeli Poems for this moment

### **TEKES/CEREMONY OUTLINE:**

#### **Enter:**

- » Each person receives two color postcards as they enter
- » Begin with a siren

#### **Poetry and Reflection:**

- » Read a poem, such as "I Shall Remember" by Yankev Glatshteyn, to evoke deeper reflection on the significance of memory and promise.

**Interactive Sharing:**

- » Prompt participants to write three things that they will actively try to remember from this period on one of the notecards
- » Participants share their memories with someone sitting next to them.

**Candle Lighting Ceremony:**

- » Distribute candles to each participant, each bearing a name or a place that has been affected since October 7.
- » Dim the lights and have each participant light their candle, symbolizing the illumination of memory and honoring those remembered.
- » Play music as you are handing out the candles

**Testimony:**

- » Share a story or video about the importance of remembering and also moving forward

**Expression:**

- » On the yellow notecard, write something that your memory of this time will inspire you to do moving forward.

**Tfillah:**

- » Read or sing a traditional song like Eli Eli or El Maleh Rachamim

**Closing Activity: From grief to growth**

- » Have participants work in small groups to one by one take the posters down off of the walls. Tell them that on the other side, is a puzzle that they have to work together to assemble. Once the groups have assembled it- Have each person share there yellow notecard with someone else.
- » End the ceremony with the symbolic blowing of the shofar, signaling a call to action and renewal as Israel continues its journey of resilience.

THE LAB:

**HOW DO YOU WANT TO EXPERIMENT IN YOUR OWN SETTING?**

A series of horizontal dotted lines for writing.









SPARK NOTES:

**WHAT IDEAS SPARKED SOMETHING IN YOU?**

A series of 20 horizontal dotted lines for writing notes.

Handwriting practice lines consisting of 20 horizontal dotted lines on a white background.





A series of horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice. The lines are evenly spaced and extend across the entire width of the page.





A series of 20 horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice.

# PROGRAM PARTNERS



The Yamim Project is made possible through the generous support of these organizations and funders, as well as an anonymous donor.

## ABOUT US

**M<sup>2</sup>: The Institute for Experiential Jewish Education** was founded in 2016 with the belief that Jewish education can be a gateway to a more diverse, compelling, and vibrant Jewish life.

Through the rigorous professional development programs, creative teaching strategies and diverse resources it offers, M<sup>2</sup> equips educators worldwide with the skills, passion and commitment necessary to strengthen the field of Jewish education and elevate Jewish experiences of all kinds. The network of M<sup>2</sup> trained and inspired professionals is vast and diverse, and is present in all parts of the globe.

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