

CORNERSTONE 2016 RESOURCE

How to be a Jewish Time Traveller!

FJC Knowledge Center Resource

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SUMMARY:	Participants will explore ways to make ancient Jewish events more vivid and personal through art and drama
TOPICS:	Communication Skills, Visual Arts, Drama, Jewish History
LEARNING OBJECTIVE:	Participants will find ways to connect to their Jewish Heritage regardless of their level of personal educational background
AUDIENCE:	12 and up but can be modified for younger audiences.
LENGTH:	60-90 Minutes
APPENDICES:	
MATERIALS NEEDED:	Dixit game cards Prepared slips of paper with the relevant clues written down a) Exodus from Egypt b) Respecting Parents / Elders c) Tzekada / Charity d) Torah Study e) a visit to Jerusalem
SETTING SUGGESTED:	Large open space

STEP 1: Everyone is to sit in circle. Ask: If you could have dinner with anyone from ancient Jewish History who would it be. It must be someone whose story you are familiar with, so you could ask real questions to. Can be a very well known person or relatively obscure. Everyone is to share their name, camp and the person they chose to have dinner with.

STEP 2: Break up into groups of 4-5. The person whose birthday is next in each group is selected to be the director. Have all directors stand up. Declare to the directors: "I want you to think of a moment in Jewish History that you would have loved to be a witness to and see for yourself. You are gifted with these fine props – referring to the other people in your group and anything else you see in the room to create a Tableau or 'Freeze Frame" of that moment in history. Explain your moment in time and your vision to your group and prepare the tableau. Once ready – the other groups will have a chance to guess what the scene is that is being portrayed.

STEP 3: Give 3 minutes to prepare the tableau and then do the go around where they guess each other's. Then the next person whose birthday it is, is the next director

STEP 4: In the same groups give out the Dixit cards – 5 per person. Each group also gets 5 slips of paper face down. The five slips read:
a) Exodus from Egypt
b) Respecting Parents / Elders

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- c) Tzekada / Charity
- d) Torah Study
- e) a visit to Jerusalem

STEP 5: The third person whose birthday is next becomes the Judge (whoever is next after the director game) chooses a slip and reads it out. Each person in the group - EXCLUDING the judge is to choose a card from their hand that best suits that slip title. Each person then takes a turn explaining why their card is the best fit for the title. The judge then decides which the best fit is and they get a point (like apples to apples)

Then the fourth person becomes the judge and repeat step 5. Repeat again for the 5th person.

STEP 6: Cocktail party

Everyone is to resume the seat in the big circle and is told to think back to the person they wanted to meet for dinner. Now think of a particular important or challenging moment in their lives

Close eyes - What are you thinking - feeling -

Take on the thoughts and feelings of that person

The participants should walk as their character. The facilitator will then freeze the participants. After ensuring by raised hands that everyone in the group has picked a character and a moment the facilitator will ask the participants to continue walking.

As they walk, the facilitator will ask the participants to find a partner. Once everyone has a partner the participants should interview each other, find out who the other person is and when and what is going on with them. The facilitator should then – after about 5 minutes of interviewing goes on – quiet the group and move from pair to pair asking each participant to introduce his/her partner to the group, and the facilitator should ask leading questions as if he/she is a talk show host

STEP 7: In conclusion – Point out how for the most part the content was generated here by everyone's previous knowledge of the Jewish sources. This can be modified to use newly learned content. For the most part though, this program is designed to enable participants to access their creativity and apply it to material that otherwise may have been taught in a more mainstream manner.