



לבריאות!

TO OUR HEALTH AND WELLNESS

A Camp Program Guide for Jewish Values-Based Resilience Building

Adapted from The Jewish Education Center of Cleveland's
La-bri'ut Curriculum for Foundation for Jewish Camp

The FJC La'bri-ut Summer adaptation is made possible through the generosity of The Marcus Foundation as part of the Yedid Nefesh: Nurturing Mental, Emotional, Social, & Spiritual Health at Jewish Camp initiative.

K'HILLAH

Session 1

SUMMARY:	Campers will explore the difference between a (sometimes circumstantial) group and a <i>k'hillah</i> , an intentional community. They will also consider different roles someone could take on within a <i>k'hillah</i> .
TOPIC(S):	<i>K'hillah</i> - An Intentional Community Judaism finds holiness in community, and being with others is a value. It is a principle of care to help people find others who care about them and ensure they feel like they belong.
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to distinguish between a (sometimes random) group and a <i>k'hillah</i>, an intentional community. <input type="checkbox"/> Campers will be able to identify different roles members of a <i>k'hillah</i> can take on. <input type="checkbox"/> Some campers will be able to distinguish between someone being “in” or “out” of <i>k'hillah</i>.
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> 1-2 Large sheet(s) of paper (or post-it notes) <input type="checkbox"/> Bold writing utensil (a couple of different colors) <input type="checkbox"/> See chart below for more materials
SET-UP DETAILS:	<p>Print Out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> This program guide <input type="checkbox"/> OPTIONAL: RESOURCE SHEET A - Place in a protective sleeve <p>For “Story - Roles in a <i>K'hillah</i>” AND “<i>K'hillah</i> Role Playing”:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Print Out RESOURCE SHEET B <p>For “Making Play Dough”:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set up play dough making station – put off to the side until ready to use

SESSION TIMELINE & OUTLINE:

TIMELINE

00:00-00:05 Set Induction

00:05-00:15 Group or *K'hillah*?

00:15-00:35 Roles in a *K'hillah*

00:35-00:45 Closure

OUTLINE

SET INDUCTION:

- ❑ Favorite Activity Charades
 - Start by saying, “*Shalom, k'hillah*” (we will refer back to this if someone asks what this means!)
 - Ask: What is your favorite activity to do with a group of people? (These can be camp or non-camp activities)
 - » Instead of verbally sharing their favorite activity, ask each camper to come up with a way to act out that activity - No talking and no props
 - » The rest of the group has to figure out what they are acting out
 - » Write out these activities in a list on a large sheet of paper (or a whiteboard) after the group guesses them
- ❑ Ask: Why are these activities better to do in groups?
 - Does it matter what type of group - people you know, don't know, at camp, with a sports team, at school, your family?
- ❑ Remind campers that you started today by saying, “*Shalom, k'hillah!*”
- ❑ Ask if anyone knows what either of those words mean
 - *Shalom* = hello, goodbye and peace; In this case, it means “hello!”
 - *K'hillah* = community
- ❑ Explain that today you'll be exploring: What makes a *k'hillah*? What is the difference between a *k'hillah* and a group of people?

GROUP OR K'HILLAH? A SORTING ACTIVITY:

- ❑ On another large sheet of paper (or using post it notes) create a list of all of the different kinds of groups the campers belong to
 - Give each camper the opportunity to share 1 or 2 groups
 - Examples of groups could be: sports teams, clubs, activity groups at camp, groups in their families, a specific bus they take regularly, appropriate social media groups (Facebook, FlipGrid), lunch/recess group at school, religious school group, etc.
 - Feel free to add any groups of your own
- ❑ Ask campers to identify similarities and differences between the groups they put on the list. Ask questions like:
 - How different does it feel when you play a game with children your age on the playground for only one afternoon, and when you are on a sports team for a few months?
 - » How are these groups the same and how are they different?

- What is the difference between acting out a skit at camp for 1 quick activity and rehearsing for a month or two for a performance?
 - » How are these groups the same and how are they different?
- Which of the groups mentioned by campers/put on the list ask members to help each other?
 - » If you join others in a synagogue together on Shabbat, do you have any responsibilities to each other?
 - » If you are part of a tight-knit class, how do you help each other out?
- Explain: A “group” is a collection of more than 1 person that does things together. A *k'hillah* is a special kind of group. It is an intentional community with 4 ingredients:
 - Members feel like they belong
 - Members feel connected to other members (like if you saw them at the store you would wave or say “hi” or tell your family you knew them)
 - Members help each other
 - They are together for a reason
 - Show RESOURCE SHEET A OR Write these out on another large sheet of paper for campers to see
- Go back to the list you created together for this activity – Sort through the list and decide: Is this a group or an intentional community, a *k'hillah*.
 - Go through all of them or about 5
 - » Try to balance “regular group” with “*k'hillah*”

ROLES IN A K'HILLAH:

Pick 1 or 2 activity(ies) from the chart.

CLOSURE:

- What makes a *k'hillah* different from a group?
- What are different roles people might play in a *k'hillah*?
- How is a *k'hillah* better than a group?
- How is our group at camp like a *k'hillah*?
- What happens if you don't have one of the members of the *k'hillah*, one of the ingredients of the play dough?
- If the play dough is a different color is it still part of the *k'hillah*?
- If the play dough is separated into two or more balls, is it still part of the *k'hillah*?
- Question for further thought: What are some ways we can become even more like a *k'hillah* throughout the rest of the summer?

DESCRIPTION OF ACTIVITY

- Explain that you're going to share a story with the campers, and while you're telling the story, campers should pay close attention to try to answer the following question: What is each character's **ROLE** in this story?
- Read "The Youth Group Fundraiser" on RESOURCE SHEET B
- After sharing this story, help guide campers to see how the different board members and volunteers took on the following roles:
 - Alex (they/them) - **PLANNER**: comes up with the idea of planning an activity for the *k'hillah* to do. Also plans how.
 - Max (she/her) - **LEADER**: makes sure everyone knows what to do and how to do it.
 - » NOTE: Alex was also a leader in that he's the newly elected President of the Youth Group
 - 3 Volunteers - **DO-ERS**: jumps in and do what is needed
 - Eli (he/him) - **SUPPORTER**: offers help and assistance to anyone who needs it. Sometimes the support is just with words – they explain "how"– and sometimes it is hands-on, showing "how."
 - Sasha (he/him) and Tatiyana (she/her) - **ENCOURAGERS**: say "good job" and "you can do it" and keep everyone moving along.

ACTIVITY**STORY - ROLES IN A K'HILLAH**

This activity could serve as an Intro to either of the following 2 options or on it's own.

MATERIALS

- This program guide - Printed
- RESOURCE SHEET B - Printed

WHY CHOOSE THIS ACTIVITY

- Practice Active Listening
- Introduce campers to the idea that different people in a *k'hillah* can play different roles
- No food - don't need to worry about possible allergies

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DESCRIPTION OF ACTIVITY

Explain that we're going to talk about a k'hillah like a recipe by making play-doh!

Make sure that everyone is doing the steps at approximately the same times to really talk through this metaphor.

Use this recipe for 1 cup of play dough per camper or your favorite play dough recipe:

- Each camper will need:
- Area to knead their play dough
- 1 medium-large mixing bowl
- 1 mixing spoon
- 1 microwave safe liquid measuring cup (1 cup minimum)
- Measuring cups/spoons:
 - 1 cup
 - ¼ cup
 - 1 tablespoon
- 1 cup flour
- ¼ cup salt
- ¾ cup mixture of water/lemon juice (fresh or store bought) (this will get heated)
 - 3 tablespoons lemon juice
 - Fill to the ¾ cup line with water
- 1 tablespoon oil (any kind of oil will work)
- OPTIONAL
 - Colored drink mix (like Kool Aid – for scent and color), enough for 2 quartz of the drink (aka 1 packet)
 - Food coloring (for color)
 - Gloves
 - Apron/Smock
- TO STORE FINISH PLAY DOUGH
 - Marker to label play dough bags
 - Each camper will need a zipper seal bag
 - OPTIONAL: Wrap the play dough in plastic wrap, in addition to putting it in a zipper seal bag, to further keep air off the play dough, preventing it from drying out

Continued on next page.

ACTIVITY**MAKING PLAY DOUGH****MATERIALS**

Enough for each camper:

- Flour
- Salt
- Water
- Lemon juice
- Oil
- Mixing bowls (medium/medium-large)
- Mixing spoons
- Measuring cups/spoons:
 - 1 cup liquid measuring cup
 - 1 cup dry measuring cup
 - 1 tablespoon
 - ¼ cup dry measuring cup
- Area to knead play dough
- Zipper seal plastic bags
- Label Marker
- OPTIONAL:
 - Enough for each camper:
 - » Apron/Smock
 - » Gloves
 - » Plastic wrap
 - » Colored/Flavored drink mix (such as Kool Aid)
 - » Food coloring
- Enough for room:
 - Disposable Tablecloth(s)

WHY CHOOSE THIS ACTIVITY

- Artsy
- Hands-on
- Concrete example of how different ingredients, each with their own purpose, come together to make something new

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ACTIVITY CONT.**MAKING PLAY DOUGH****INSTRUCTIONS**

KEY: *Italic Text/Square Bullet* = Explanations

Regular Text/Solid Bullet = "Cooking" Directions

- First, start with the dry ingredients. These will create the bulk of the play dough. Their jobs are to hold the play dough together.*
 - In a mixing bowl, mix flour and salt.
- Next, the first wet ingredients. These will bring the dry ingredients together, getting them to actually combine into play dough. Water as the main liquid and the lemon for some added freshness and activation.*
 - Measure 3 tablespoons of lemon juice into a microwave safe liquid measuring cup.
 - Fill the cup to the $\frac{3}{4}$ cup line with water.
 - Microwave the liquid mixture until just boiling – approx. 2.5 minutes (BE CAREFUL! It's HOT!)
- If adding ingredients to provide scent OR color:*
 - If using drink mix, SLOWLY add the drink mix to the liquid and stir
 - If using food coloring, add it to the liquid mixture (after drink mix)
- Now, it's time to get these various ingredients to work together to actually form the play dough k'hillah*
 - Slowly pour the liquid mixture into the mixing bowl with the dry ingredients
- The action that actually gets them to work together comes from you! The stirring!*
 - Stir until it begins to form a dough
- Next, add in the ingredient that adds a level of flexibility and softness to the play dough:*
 - Drizzle in oil.
- Back to you and your stirring!*
 - Stir until it becomes a ball.
- The final touches of the play dough come from a little trial and error. It needs some extra work to really get the play dough to form into its k'hillah form, and you may find out it needs a little extra stabilization:*
 - Once it is cool enough to do so, take the play dough ball out of the bowl and knead it on the table with your hands
 - It will feel a bit sticky at first, but DO NOT add more flour.
 - The more it cools, the thicker/less sticky the dough will become
- Once the dough is cooled, you may begin to add more flour 1 tablespoon at a time for more stabilization until desired consistency.

If extra time, allow the campers to play with their new *k'hillah* play dough!

- TO STORE FINISH PLAY DOUGH

OPTIONAL:

Wrap the play dough in plastic wrap to further keep air off the play dough, preventing it from drying out

- Put play dough in a zipper seal bag and write campers name on the bag

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DESCRIPTION OF ACTIVITY

- ❑ Counselors have scenarios (RESOURCE SHEET B) and each camper gets a character.
 - Counselors will tell each camper important information about their character without giving too much away
- ❑ Campers act out the scenarios as their character in a semi-improv style, and after each scene, each person has to say whether their character was “In” or “Out” of the *k'hillah*.
 - If they were “in,” what kind of role did they have in the *k'hillah*?
 - If they were “out,” what told you that your character was “out”?
- ❑ OPTIONAL - Add an additional level to this activity: Make it fully improve!
 - Each camper creates their own character and doesn't tell anyone else who/what they are
 - Someone shouts out a place/activity at camp
 - No matter what anyone says the rule is “Yes, and...”
 - » Example:
 - ◆ Place/Activity at Camp: High Ropes Course
 - ◆ Camper 1 says they've never done the high ropes course before
 - ◆ Camper 2 can't disagree and say, “yes you have. You did it last year.”
 - ◆ Camper 2 CAN say, “Oh that's right, you were sick the day we did it” – or something like that
 - After a few minutes of improvising the scene, counselor yells “SOF!” (meaning “END!”) and everyone stops
- ❑ After each scene, talk about:
 - Was there a *k'hillah* in this improvised scene?
 - If there was a *k'hillah*, what was it?
 - » Who was “in” the *k'hillah* and who was “out”?
 - » Of those that were “in,” who were playing what kinds of roles?
 - If there wasn't a *k'hillah*, why not? What kind of group was it? What makes you think that?

ACTIVITY**K'HILLAH ROLE PLAYING****MATERIALS**

- ❑ This Program Guide - Printed
- ❑ RESOURCE SHEET B - Printed

WHY CHOOSE THIS ACTIVITY

- ❑ Get campers up and moving
- ❑ No food - don't need to worry about possible allergies

INGREDIENTS OF A K'HILLAH

1. FEEL LIKE THEY BELONG TO THE K'HILLAH



2. FEEL CONNECTED TO OTHER MEMBERS



3. FEEL LIKE THEY NEED TO HELP EACH OTHER



4. ARE TOGETHER FOR A REASON. THERE IS SOMETHING TO DO OR ACCOMPLISH



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ROLES IN A K'HILLAH

FOR: STORY

“THE YOUTH GROUP FUNDRAISER”

It's the Hebrew year 6794 (secular year 3033) and Alex (they/them) just got elected President of their synagogue's youth group. Their new board consists of Max (she/her), Eli (he/him), Sasha (he/him) and Tatiyana (she/her).

The first of event of every year is the Youth Group's Board Game Fundraiser. They transform the synagogue yard into a giant human-sized board game with places to play mini-games and buy snacks and swag, with all of the proceeds going toward the synagogues robust Food Pantry that started back in 2020. As the President, Alex knows they need to make sure this event gets organized, set up, that it goes well, and that everything gets cleaned up afterward. However, they also know they don't have to do this all by themselves. Max volunteers to be Alex's co-chair.

As the co-chair, Max knows she has to help make sure everything goes smoothly on the day-of. Part of her job is to be the MC of the day, to help ensure Alex can take care of a lot of the background things without too many people asking them about what's coming next, how to play various mini-games and how to access the snack bar. For all of those day-of how-to's, folks will go to Max.

The rest of the board members, Eli, Sasha and Tatiyana, along with a team of 3 other volunteers, will run all of the booths/stations throughout this massive board game. Additionally, Eli is the go-to person for any additional help people need throughout the day that their MC Max doesn't answer or that people need more clarification on. While Sasha and Tatiyana both serve as the cheer squad throughout the day. Sasha even spent some time coming up with cheers specific to the board game theme that year, Jewish Pokémon, and he can't wait to share it with everyone at the big fundraiser!

The day comes for the big Jewish Pokémon Board Game Fundraiser! Alex is finalizing all of the details; Max is gearing up to MC throughout the day; Sasha gets to premiere his new cheer with his board; Eli is making sure he really knows all of the ins-and-outs of everything to provide clarification throughout the day; and Tatiyana is already cheering on the board and the 3 volunteers!

They have a GREAT turnout at the event! They made enough money to buy enough food for the food pantry for 5 families for 5 months!

What made this event go so well?? What role did each person play?

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ROLES IN A K'HILLAH

FOR: K'HILLAH ROLE PLAYING SCENARIOS

DIRECTIONS FOR THE COUNSELORS:

Announce to the group the “Scenario” then secretly tell each camper about their individual “character description”

SCENARIOS

SCENARIO 1: A group of campers talking about their favorite camp activity/chug

Character descriptions:

- 1 camper is in horseback riding and always takes attendance
- 1 camper is in horseback riding and always makes sure everyone is wearing their helmets
- 1 camper is in horseback riding and cheers everyone on
- 1 camper is not in horseback riding; they are in another activity

SCENARIO 2: Campers talking about their end of day activity from the day before

Character descriptions:

- Campers in Bunk A who played mad-libs with their counselors:
 - One camper was the writer first
 - One camper offered up a lot of funny words
 - One camper got to be the reader
 - One camper got to be the writer second
- 1 camper is in Bunk B, and they played a fun/silly prank on 1 of their counselors (with permission from the unit head, of course!)

SCENARIO 3: Talking with friends at the lunch table

Character descriptions:

- Tell each camper that they are friends with everyone at the table
- They are all talking about a game of Gaga they played earlier
 - One camper won twice
 - One camper was good at dodging the ball
 - One camper was good at hitting the ball
 - One camper was good at getting out
 - One camper didn't really want to play that day, but had fun shouting tips/tricks to their friends

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SCENARIO 4: Shabbat at camp**Character descriptions:**

- Some campers are from one unit/age grouping
- Some campers are from another unit/age grouping
- NOTE: There are no specific roles in this scenario, rather campers have to try to figure out who belongs where by talking about their favorite Shabbat at camp activities (People who talk about similar activities are in 1 group, people who talk about another activity are in another group.)**

SCENARIO 5: Playing a video game online**Character descriptions:**

- Some of the players play this game online together every week on a “team”:**
 - One player is the team leader this week
 - One player is the navigator (in charge of the map)
 - One player is the medic and helps heal the other players
- Some of the players are single players in the game:**
 - One player is a sphinx (presents the “team” with a riddle they have to solve to move on in the game)
 - One player is wandering around the virtual game world, trying to understand how to play the game at all
 - One player is looking for someone specific but can't find them

K'HILLAH

Session 2

SUMMARY:	<p>Campers will learn about/reflect upon what it means to share responsibility within a <i>k'hillah</i>. Campers will then tie-dye items together to represent and strengthen their sense of <i>k'hillah</i>.</p>
TOPIC(S):	<p><i>K'hillah</i> - An Intentional Community</p> <p>Judaism finds holiness in community, and being with others is a value. It is a principle of care to help people find others who care about them and ensure they feel like they belong.</p>
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to explain what is possible in a <i>k'hillah</i> that one person couldn't do alone. <input type="checkbox"/> Campers will be able to describe what it means to "share responsibility." <input type="checkbox"/> Campers will be able to build stronger connections within their camp <i>k'hillah</i>.
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> RESOURCE SHEET A – Photos of <i>Leket</i> Volunteers <input type="checkbox"/> RESOURCE SHEET B – Script of <i>Leket</i> Volunteers from a Video (13 copies) <input type="checkbox"/> Each camper will need a white item to tie-dye <input type="checkbox"/> Fabric markers <input type="checkbox"/> Tie-dye supplies <ul style="list-style-type: none"> • Water • Buckets • Ink • Rubber bands • Gloves
SET-UP DETAILS:	<p>Print Out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> This program guide <input type="checkbox"/> RESOURCE SHEET A - Place in page protectors <input type="checkbox"/> RESOURCE SHEET B (enough for each character) <input type="checkbox"/> Counselors will want to set up the tie-dye station/colors ahead of time according to their camp's tie-dye material directions

SESSION TIMELINE & OUTLINE:

TIMELINE

- 00:00-00:05 Set Induction
- 00:05-00:15 Sharing Responsibility in a *K'hillah*
- 00:15-00:35 *K'hillah* Strengthening Project
- 00:35-00:45 Closure

OUTLINE

SET INDUCTION:

Ask the campers:

- What does it mean to be responsible for something?
- What are some examples of things you are responsible for?
- Can you think of an example of people who share responsibility?
- What are some examples of things for which you share responsibility with someone else?

SHARING RESPONSIBILITY IN A K'HILLAH:

- Remind campers that one of the characteristics of a *k'hillah* is that the members are there for a reason; they work together for a common purpose.
 - Ask campers to name the other ingredients:
 - » Members feel like they belong
 - » Members feel connected to other members
 - » Members help each other
- Explain that you're going to explore shared responsibility in a *k'hillah* by looking at Israel's national foodbank, called *Leket*.
 - "*Leket*" is the Hebrew term that means "gleaning." In the Torah, it says that farmers are to leave food for people in need: their gleanings (the food that falls during harvest or is not gathered on the first picking). *Leket* uses massive numbers of volunteers to gather food that would go to waste and delivers it to those in need.
- Share some photographs of *Leket* volunteers from RESOURCE SHEET A.
- Invite a few volunteers to read through the script from a *Leket* video on RESOURCE SHEET B or summarize the story if you have younger campers (pre-readers)
 - As others are watching/listening (and those acting), ask them to think about: How are these families sharing in the *Leket* responsibilities?

K'HILLAH STRENGTHENING PROJECT: TIE DYE!

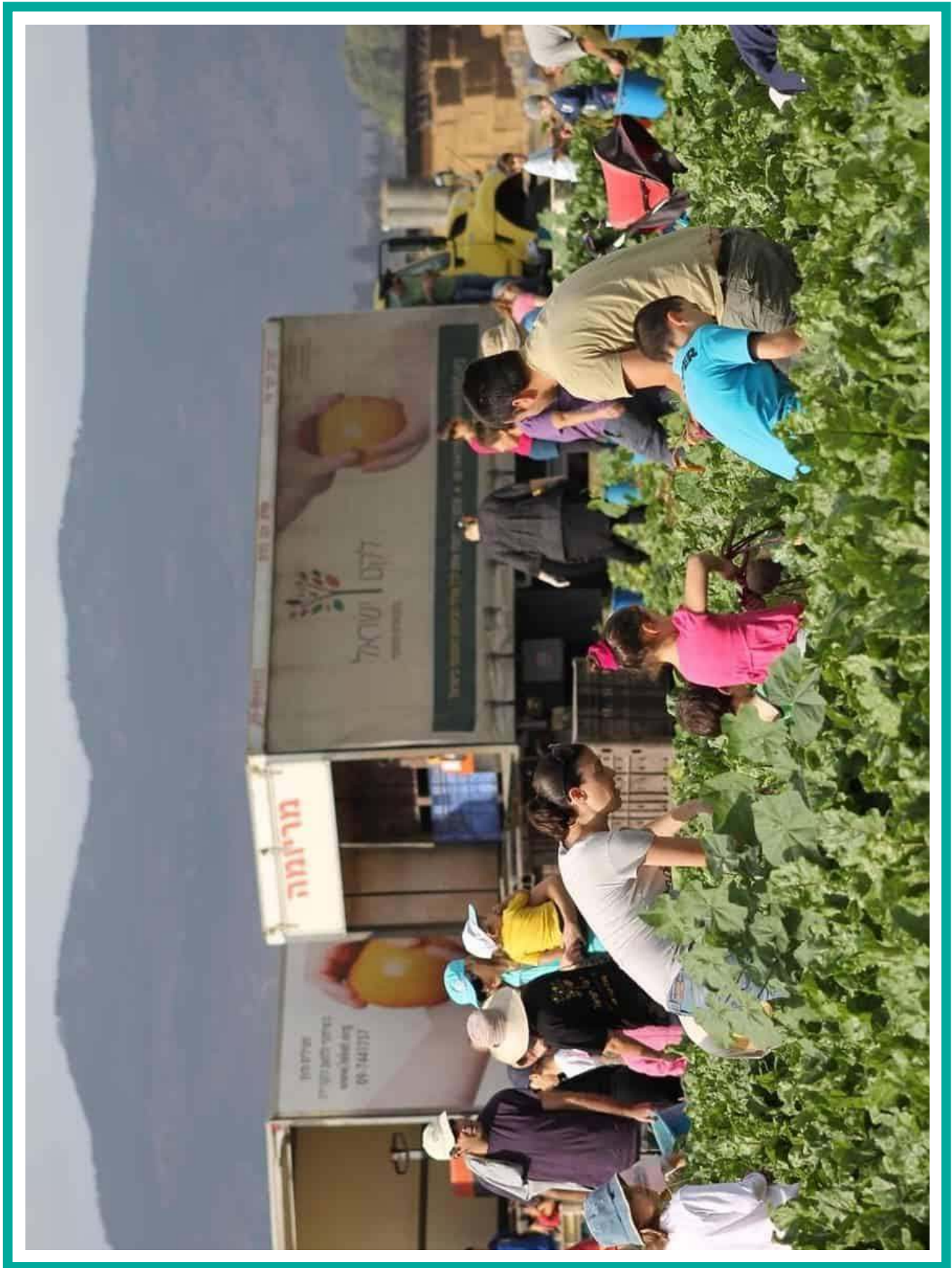
(NOTE: If Tie dye is not available: a group mural or other type of group art project also works)

- To help your group form stronger *k'hillah* bonds, you will all tie dye a swag item together!
- BEFORE TIE-DYEING:

- If all of your tie dye items are blank, everyone should draw/write the group name of your *k'hillah* and/or logo (cabin name, group logo, camp logo, "Summer 2021")
- ❑ Tie Dye your items according to the packaging of your camp's tie dye materials
 - Some campers may need help creating different tie-dye designs
- ❑ AFTER TIE DYING/After drying:
 - If possible/safe, have everyone in your small group *k'hillah* sign each other's tie-dyed item.

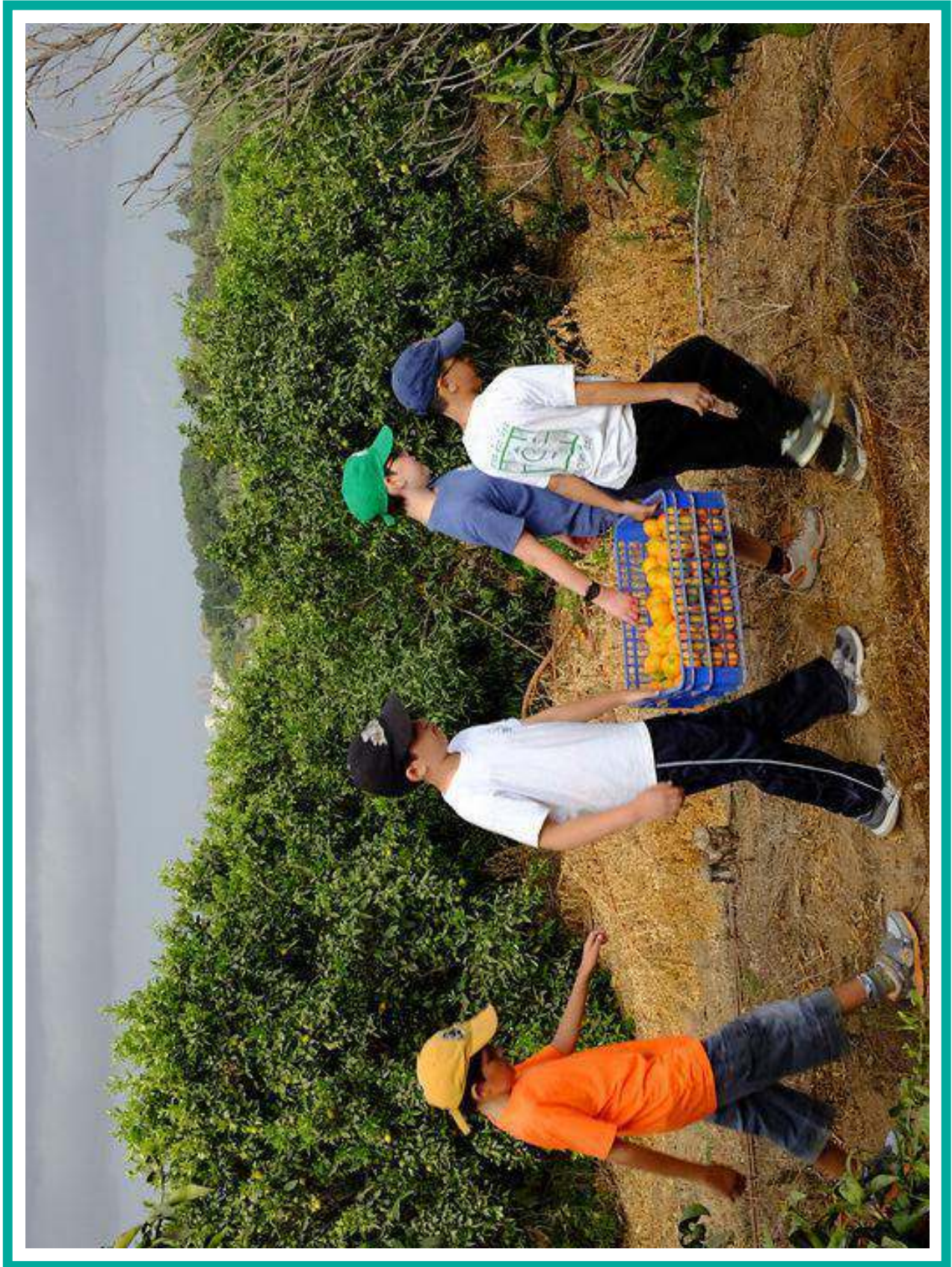
CLOSURE:

- ❑ Explain: *The individual tie-dyed designs on our items represent the uniqueness each of us brings to our k'hillah. The written words on our items (our camp name, k'hillah name and year) represent our k'hillah as whole. Once all of our items are dry, we are all going to sign each others' items to remind us of the shared responsibility we have in our k'hillah.*
- ❑ Discuss the following questions:
 - What are some of the shared responsibilities we have with each other?
 - How can we help each other work towards these shared responsibilities?
 - This is a great opportunity to reflect on your group *La-bir'ut Brit*, think back to different ways you help each other create *sukkat shalom* (shelter of peace), ways you help each other engage your *ometz lev* (inner strength) and ways you help each other remember your various kinds of *g'vurah* (power/strength to do good).
 - What else can we do throughout the rest of the summer to continue to build and strengthen our sense of *k'hillah* with each other?



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Activities adapted by Foundation for Jewish Camp as part of the Yedid Nefesh initiative through the generosity of The Marcus Foundation. Original curriculum created by Jewish Education Center of Cleveland with support from The Covenant Foundation.



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LEKET VOLUNTEERS SCRIPT

Based on *Leket* Video: <https://tinyurl.com/y4l9ghcy>

KEY

Green, Italicized words under character are stage directions.

Regular font words are the speaking parts.

CHARACTERS:

- | | | |
|---|--|--|
| <input type="checkbox"/> News Anchor 1 | <input type="checkbox"/> Parent 1 | <input type="checkbox"/> Older Sibling 2 |
| <input type="checkbox"/> News Anchor 2 | <input type="checkbox"/> Parent 2 | <input type="checkbox"/> NOTE: Any parts labeled 1-3 can be combined into 1 role. Feel free to combine any other roles, as needed. |
| <input type="checkbox"/> Senior 1 | <input type="checkbox"/> Little Kid | |
| <input type="checkbox"/> Senior 2 | <input type="checkbox"/> <i>B'nei Mitzvah</i> Person 1 | |
| <input type="checkbox"/> Senior 3 | <input type="checkbox"/> <i>B'nei Mitzvah</i> Person 2 | |
| <input type="checkbox"/> Head Volunteer | <input type="checkbox"/> Older Sibling 1 | |

Scene: Arutz Sheva (Channel 7), the Israeli national news network, is covering a story about Leket, the national food bank of Israel. The News crew is on the scene as volunteers of Leket are harvesting fruit to be delivered to Leket families who need it.

NEWS ANCHOR 1:

Using a microphone

Welcome to *Arutz Sheva*, Channel 7, *Arutz Sheva*. Today we are on the scene as volunteers for *Leket*, Israel's national food bank, are harvesting food for *Leket* families. We're here to learn more about the work *Leket* does, and how this organization really forms a *k'hillah*. I'm [name]...

NEWS ANCHOR 2:

Using a microphone

...and I'm [name]. Let's begin by speaking with a few of the volunteers.

Turning to speak to Senior 1

So, how are you doing?

SENIOR 1:

Pretend to pick grapefruits off of a tree.

Great! That's my third basket. We're doing this for people who could use some help, who need some food, and it's a mitzvah.

NEWS ANCHOR 1:

Speaking to the camera

There are many ways to give, to give *tzedakah*, to help. You could put money in the *tzedakah* box, but there's also another way to help, to do something with your hands, and that's by going out into the fields and picking fruits and vegetables, and that's what these volunteers are doing

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here today, and they're doing that with *Leket*.

Turn to speak to Head Volunteer

Tell us more about this process at *Leket*.

HEAD VOLUNTEER:

We have farmers and packing houses from all over the country who call *Leket*, and they have all of this produce that's not going to make it to the supermarket shelves. *Leket* comes and gleans, harvests, this produce, and instead of it going to waste, this excess produce gets into the hands of people in need all over Israel.

NEWS ANCHOR 2:

Speaking to Parent 1 and Little Kid

Tell us about what you're doing.

PARENT 1:

Pretend to pick grapefruits off of a tree.

We're part of a group that's gleaning grapefruits from the fields, and all of the fruit is passed on to needy people all over Israel.

LITTLE KID:

Pretend to dump a basket of grapefruits into a larger wagon

We just picked all of these grapefruits, and now we're putting them in this wagon to make it easier to get them to the trucks outside of the grapefruit grove.

NEWS ANCHOR 2:

Speaking to B'nei Mitzvah Person 1

And how many families does *Leket* help out?

B'NEI MITZVAH PERSON 1:

Leket supports 175,000 needy people on a weekly basis.

NEWS ANCHOR 1:

Wow! That's amazing!

Turn to speak to Senior 2

We hear *Leket* is like a *k'hillah*. Can you tell me about that?

SENIOR 2:

Sitting, unable to pick grapefruits, but smiling and cheering people on

We have three generations here all working together! Those of us in our Golden Years (aka us old folks) give a lot of enthusiasm and care and share how this is *tzedakah*. And even though some of us can't do all of the physical labor, like our kids and grandkids can, we're all here to work towards bringing food to people who need it. We're all here to support each other.

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NEWS ANCHOR 2:*Speaking to Senior 3*

The fact that you know the kids, your children and your grandchildren, are working the land as part of this giving, it's different than any other giving. Is that correct?

SENIOR 3:*Pretend to pick grapefruits off of a tree.*

It's very different! It's much more direct, and we know that we're going to be helping people who are hungry.

PARENT 2:*Talking directly to News Anchors.*

It's good for the kids to actually connect with the land. Back home, in the cities, kids don't spend that much time around farms; they don't spend much time outside doing things like this.

They are busy eating, but they don't really get a sense of where their food comes from.

B'NEI MITZVAH PERSON 2:*Talking directly to News Anchors.*

There are different types of *zedakah*, but the most rewarding is actually doing something.

OLDER SIBLING 1:*Talking directly to News Anchors.*

When you get to *B'nei Mitzvah* age, that's when you know it's time to really start helping everyone else. You take on the *mitzvot* of the Torah for yourself. It's no longer your parents' responsibility to make sure you follow the Torah; it's up to you now, and one of the main ideas in the Torah is making sure you work together with others to build a better world.

OLDER SIBLING 2:*Talking directly to News Anchors.*

Yea, and what's cool about Leket is we're all connected to this idea of working together to help each other. We're a community in that we're all working towards bringing food to people who need it; we support each other throughout all of the steps and stages from harvesting the food, to cooking the food into meals and then delivering the food to the people who need it. And when you're with your Leket people, you really feel like you belong.

NEWS ANCHOR 1:*Speaking to the camera*

Well, there you have it, folks. The *Leket K'hillah* doing some of its fine work to feed people who need food all across Israel, and doing so in a way where everyone can play a part. I'm [name]...

NEWS ANCHOR 2:

...and I'm [name]. Thank you so much for joining us, and if you want to learn more about *Leket* and how you could become part of this meaningful *k'hillah*, you can visit their website at www.leket.org. This is *Arutz Sheva*; have a great day!

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