

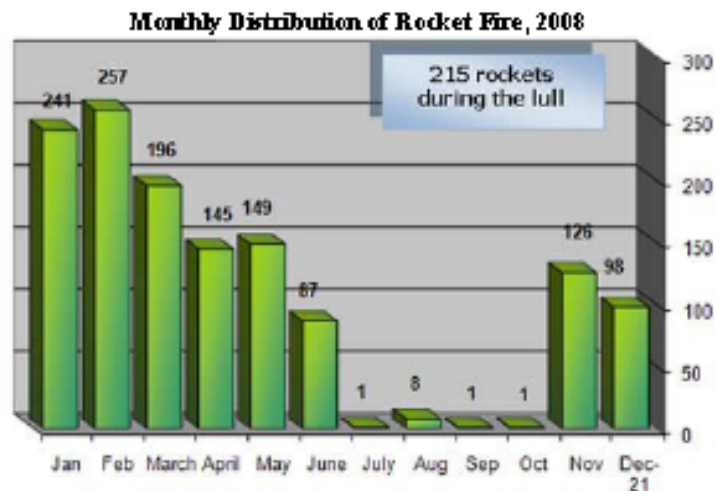


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Israel: **Connecting with our** **Heads, Hands, Hearts!** Gaza 2009 Version

Over the last eight years over 10,000 rockets have been launched against Israel's population. Most affected has been the southern town of Sderot – its population's lifestyle has been turned upside down, with constant fear of attack from rockets launched from Gaza by the terrorist group, Hamas. On hearing a warning siren indicating that a rocket has been fired, Sderot citizens have had only 15 seconds to run to cover before an explosion occurs.

In mid-June, 2008, Israel and Hamas agreed to a six month ceasefire mediated by Egyptian President Hosni Mubarak. However, the ceasefire was never fully realized (formally, Israel calls it a "lull"), for even during that time, over 200 rockets were launched against Israel.



NOTE: "Lull" refers to the six months spanning June 19th – December 18th

Source: Israeli Embassy, Gaza-Hamas Fact Sheet (12/22/08)

On December 19, 2008, Hamas officially ended the cease-fire, claiming that rocket attacks over the border to Israel were justified because Israel had continued to seal its border crossing with Gaza. Indeed, during *Hanukkah*, approximately 80 rockets were fired on Israel on one day. Before the end of the holiday period, Israel launched

“Operation Cast Lead,” striking back against Hamas in Gaza. Israel's Defense Minister Ehud Barak stated that Israel's key goal for this action was to bring a cessation of rocket attacks against Israeli citizens.

The operation began with an air assault and almost a week later, Israel entered Gaza with ground troops. While Israel has tried as carefully as possible to hit only Hamas rocket launchers and military equipment, Hamas had planted itself amongst the civilian Palestinian population of Gaza. Daily news reports showed that among the wounded and dead were Palestinian civilians.

Israel has committed itself to limiting non-combatant casualties in Gaza, often putting its own soldiers at greater risk to minimize the risk to civilians. Palestinian statistics show that the vast majority of fatalities are combatants, not civilians. Even so, Israel and its citizens mourn any pain caused by the fighting to innocent people. Even while battling Hamas, Israel has facilitated caravans of trucks bringing humanitarian supplies to the Palestinian civilian population in Gaza.

It is upon us as Jewish educators to consider the ways we can help our students and families join with the larger Jewish community in supporting Israel and its citizens. Over and over again, Israel states that it seeks peace with its neighbors, but that it must defend its citizens as every country would do; this is a key point to be made in any discussion regarding the current conflict. For those who have strong connections to Israel, the situation in Gaza probably has been an ongoing conversation at home and with others. Still, these committed families may feel caught with the tension between Israel's need to defend its citizens and the humanitarian issues that arise in any situation of physical conflict. For those whose connections to Israel are more tenuous, the conversations are even harder, for the foundation is wobbly to begin with.

This Response Curriculum offers three ways for Jewish educators to help their students connect to Israel:

- With their heads – intellectually
- With their hands – actively
- With their hearts – emotionally

Without a personal, even emotional connection to Israel, information on the conflict and its aftermath will flow over the heads of our Jewish students. Without understanding the situation, even in its simplest terms, personal actions will not take place. Unfortunately, there are no easy answers within this response curriculum's pages; it is up to educators to locate the material most appropriate to their students, clarify information, and open discussion.

Where others have written or created materials, this guide simply directs Jewish educators to those sources; re-inventing the wheel wasn't necessary. So much out there is good, but it hides among various pixels of the Internet.

May all of us find ways to help our heads, hands and hearts – and those of those with whom we work - be with Israel in its hour of need!

Curriculum Resources Department
Jewish Education Center of Cleveland

Operation Cast Lead: What does it mean?

Israel has taken to naming special times of rescue or war with the words: Operation _____. Some examples include:

- Operation Magic Carpet (1949-1950): The rescue of Jews from Yemen
- Operation Thunderbolt (1976): The rescue of travelers on an Air France plane (including Israelis and Jews) taken as hostages to Uganda by terrorists in 1976
- Operation Peace of the Galilee (1982): The original name given to the first Lebanon War
- Operation Moses (1985) and Operation Solomon (1990): The rescue of Beta Yisrael Jews from Ethiopia
- Operation Grapes of Wrath (1996): The action against Hizbollah in Lebanon

In like fashion, Operation Cast Lead is the name given to the Israel Defense Force's (IDF) offensive against the terrorist group Hamas that has been shooting missiles into Israel from Gaza. For us not steeped in Israeli culture, the name seems quite odd, but it actually has great significance.

Hayim Nahman Bialik, Israel's national poet, wrote a *Hanukkah* poem called "For *Hanukkah*." The words are:

My father lit candles for me,
Like a torch the Shamash shone.
In whose honor, for whose glory?
For *Hanukkah* alone.

My teacher bought a big dreidel for me,
Cast of solid lead, the finest known.
In whose honor, for whose glory?
For *Hanukkah* alone.

My mother made a pancake for me,
Hot and sweet and sugar-strewn.
In whose honor, for whose glory?
For *Hanukkah* alone.

My uncle had a present for me,
An old penny for my own.
In whose honor, for whose glory?
For *Hanukkah* alone.

So what's the connection? Hanukkah is a holiday celebrating the Jewish triumph over Antiochus IV and his army. As a result of the bravery of the Maccabees and their followers, The Temple in Jerusalem was cleaned and rededicated on the 25th of the Hebrew month of Kislev. Jewish life returned to normal... at least for awhile.

So what are the connections that Bialik's poem helps us make? Over 2000 years later, Israel's offensive against Hamas began on the sixth day *Hanukkah*. The name, Operation Cast Lead, takes us to Bialik's poem and the dreidel he talks of that was "cast of solid (cast) lead." Consider, though, the words on every dreidel made in Israel: *Nes gadol hayah poh* – A great miracle happened HERE.

Operation Cast Lead represents liberation from Hamas' reign of terror on its citizens, in many ways another example of a great miracle happening here (or in our case, "there")...in Israel.



LINKS:

To Bialik's poem in Hebrew: http://www.benyehuda.org/bialik/bia_chds52.html

To one version of the poem set to music:
http://zemer.co.il/FlashPlayer/player.asp?version_id=13

Israel: With Our Heads ... The Intellectual Connection

With our daily news media flooded with images of gun battles, rockets hitting their targets and of children being rushed to hospitals, the situation in Gaza has the potential to present confusing messages to Jews and non-Jews alike. Gaining **current information about the conflict** and its underlying issues is a crucial educational step for all students old enough to understand world news. In particular, Jewish students look to their teachers for gaining a perspective on Israel when it is in the news, especially in not so good a light.

The resources below offer a wide variety of current information on the situation in Gaza. They help students of differing ages to learn "with their heads," building understandings and knowledge.

- **Educate yourself (as Jewish teacher/educator) on the issues and current developments, deciding which information and issues are appropriate to share with your students**
 - For an overview of the historical interaction between Israel, Gaza and Hamas
 - <http://www.jewishagency.org/JewishAgency/English/Jewish+Education/Compelling+Content/Eye+on+Israel/Current+Issues/> Click on the first article, with background
 - <http://www.jewishvirtuallibrary.org/> and search for Gaza and/or Hamas
 - For general information about the current crisis, check out
 - *The United Jewish Communities*
<http://www.ujc.org/gaza> This site includes background, maps and continual updates. Consider clicking on the Video Link for a non-print way to gain information.
 - *Jewish Agency for Israel (JAFI)*
<http://www.jewishagency.org/JewishAgency/English/Jewish+Education/Compelling+Content/Eye+on+Israel/Current+Issues/> This site is continuously updated by Israeli educators. It includes background information, blogs and other helpful resources.
 - *Jewish Virtual Library: Operation Cast Lead*
<http://www.jewishvirtuallibrary.org/jsource/Peace/castleadtoc.html> There is general information in print form, as well as video links; be sure to preview any videos if you choose to show them to your students.
 - *Israel Advocacy and Israel Education on Campus*
<http://israeloncampuscoalition.org>
 - *The Anti-Defamation League (ADL) website's Israel section*
http://www.adl.org/israel/advocacy/online_resources.asp It includes a list of Israel government resources, Israeli news sources, Arab news sources, think tanks and research institutes
 - *The Israel Project*
<http://www.theisraelproject.org> This is an international non-profit

organization that provides journalists and leaders accurate information about the Middle East.

- *StandWithUs*:
<http://www.standwithus.org> StandWithUs is an international education organization that works to ensure that Israel's side of the story is told.
- For talking points (i.e., a message on the current situation that has been crafted by leaders in the Jewish community), check:
<http://www.ujc.org/page.aspx?id=190915>
- For posters on the Gaza situation you can download and print, go to the website of the Anti-Defamation League: <http://www.adl.org/israel/posters/>
- **Analyze with students differing perspectives on Israel and the current crisis.**
 - Locate blogs that offer personal perspectives on Israel and its current situation. Some resources include:
 - From ORT high school students living in Israel: *Eye 2 Israel*
<http://www.israel1.org>
Click on the sections related to Operation Cast Lead
 - From Rabbi Daniel Gordis
<http://www.danielgordis.org/>
Click on "Dispatches" at the bottom of the page
 - From Rabbi Barry Leff
http://www.neshamah.net/reb_barrys_blog_neshamah/
Scroll down to see titles of recent blog posts on the far right
 - Locate political cartoons that offer differing perspectives. Consider using the lessons on political cartoons developed by the BJE of San Francisco:
<http://www.israelcentersf.org/education/in-the-classroom.asp>
 - Listen to or read some of the talk shows that have guests with differing perspectives. These include:
 - *World Have Your Say* (a BBC show broadcast on local NPR stations):
<http://worldhaveyoursay.wordpress.com/>
 - *Democracy Now* (as one example, see the transcript located here)
http://www.democracynow.org/2009/1/5/a_debate_on_israels_invasion_of
- **Check out Israel information and updates from the various religious movements:**
 - Jewish Reconstructionist Federation: <http://www.jrf.org>
 - The Orthodox Union: <http://www.ou.org>
 - Union for Reform Judaism: <http://www.urj.org/israel>
 - United Synagogue of Conservative Judaism: <http://www.uscj.org>

- **Locate position statements on Israel from different organizations and groups. While not all groups have posted statements at the time this document went to press, here are some examples:**
 - *Hillel:*
<http://www.hillel.org/israel/default>
Click on the policy statement on Israel, as well as some of the links around the site on the current situation
 - *The Reform Movement's Leadership Statements:*
<http://www.urj.org/israel/>
Click on the statements by Yoffie, Orkand and Davids.
 - *United Synagogue for Conservative Judaism's Statement of Support.*
http://www.uscj.org/United_Synagogue_Sta7906.html

- **Help students learn to be critical consumers of media, carefully evaluating the veracity and slant of the news about Israel.**
 - Check out the JECC's IsraelNOW Solidarity Curriculum, available at <http://www.jecc.org/Curriculum/Response-Curriculum.htm> (scroll down, and click on IsraelNOW). Choose some texts and activities from Focus #3 ("Critical Consumer of Information") that would fit your students from either of these sections.
 - Read, "Lies in the Library," by Andrea Rapp (*Reform Judaism Magazine*, Summer 2005). Go to http://reformjudaismmag.org/Articles/index.cfm?id=1038&pge_id=1090 for an analysis of misinformation in books on the Israeli-Palestinian conflict.
 - Cleveland schools may ask the JECC for a copy of their bulletin board, "Lies in the Library," based on the article. It includes excerpts from actual books available in the Ratner Media and Technology Center, with the challenge to find the inaccurate information. Or, make a similar board yourself.
 - Introduce students to information provided by CAMERA: Committee for Accuracy of Middle East Reporting in America (<http://www.camera.org>) or HonestReporting (<http://www.honestreporting.org>).

- **Stay up-to-date on the ever changing situation.**
 - Read news about Israel, from Israel. For an annotated listing of news sources, go to: <http://www.dailyearth.com/IntnNews/israel.html>
 - Sign-up for information alerts from newspapers and other organizations, for instance:
 - *Ha'aretz:*
<http://haaretz.com> (scroll down to the information on RSS feeds and/or SMS)

- Jerusalem Post:
<http://jpost.com> (scroll down to the information on RSS feeds)
 - JTA:
<http://jta.org> (on the right click on the RSS button next to Breaking News)
 - Y'diot Ahranot:
<http://my.ynet.co.il/EmailRegister/>
- Send students to places they are used to visiting including YouTube, Facebook and Twitter. Currently there are Facebook groups popping up like: *I Support the Israel Defense Forces In Preventing Terror Attacks From Gaza.* There are recent reports, however, that Facebook's internal flagging system (where facebookers generally flag sites for inappropriate content) is making it hard for some posters to include information using key words: Gaza or Palestine.
 - The Israel Defense Forces (IDF) has a YouTube site:
<http://www.youtube.com/user/idfnadesk>
 - *Israel Consulate*: <http://twitter.com/IsraelConsulate> Yes, now on Twitter! [Teens will know what this is if you don't!]
- **Update the current Israel curriculum used in your classroom to help students better understand the modern state, the complexity and dynamic of life, with a focus on Jewish connections and issues.**
 - Check out the JECC's collection of newer Israel curricula and materials available from the Curriculum Department:
<http://www.jecc.org/Curriculum/CURMATLSNONAFFILbygrade.doc>
 - For a large collection of educational materials, check out the Israel Education Resource Center on the UJC website:
http://www.ujc.org/content_display.html?ArticleID=38208
 - ARZA has posted to its website resources for children as well as adult learners:
http://www.arza.org/crisis_in_gaza/
 - A relatively new program called *Israel Interactive* is available for use by schools that have a SmartBoard, or a digital projector that connects to a laptop. For more information go to <http://www.israelinteractive.com>.

Israel: With Our Hands ... The Active Connection

So much in our Jewish heritage tells us to take action. *Pirke Avot*, a collection of sayings by rabbis who lived a couple millennia ago, has two statements we must take to heart in light of the current situation in Israel:

- It is not incumbent upon you to finish the work, but neither may you desist from it. (*Pirke Avot 2:21*)
- If not now, when? (*Pirke Avot 1:14*)

In this spirit, world Jewry is beginning to step up to the plate in light of the recent conflict in Gaza. Most immediate are the funds to help Israel take care of social needs and rebuild in the coming months and years. But advocacy and personal actions are also needed. The ideas in this section offer ways to help students of all ages, and community members, step forward in Israel's time of need.

- **Study with students before deciding how to take action.**

Choose some texts and activities from Focus #6 ("Solidarity With Israel") in JECC's IsraelNOW Solidarity Curriculum, available at <http://www.jecc.org/Curriculum/Response-Curriculum.htm> (scroll down, and click on IsraelNOW).

- **Choose action steps appropriate to your students.**

The items below were adapted for formal and informal educational settings from UJC's original posting, "Ten Ways You Can Help Israel." (http://www.ujc.org/content_display.html?ArticleID=188250).

Give.

Donate class or youth group *tz'dakah* money to your local community's Israel Emergency Campaign. Funding is needed to address growing humanitarian and social needs among the 900,000 Israelis living under the threat of missile attacks from the Gaza Strip. A newly established United Jewish Communities (UJC) Israel emergency campaign of \$10 million will cover the following needs: case workers to 25,000 elderly and disabled residents; expanding consulting to municipalities such as Ashkelon and Sderot to bolster emergency preparedness; expanding trauma prevention and relief for children; reinforcing networks of emergency volunteers; fortifying security structures for the elderly; boosting local small businesses impacted by the ongoing violence; providing 23,500 children with respite trips away from the missile zone; purchasing computers for children so they can continue school work; providing supplies such as blankets and toys for bomb shelters; and providing counseling and therapy at absorption centers.

Talk to your educational director or clergy for more information about your school or community's campaign details.

Connect.

Write to children and families in Israel who live in the south. Or, write to children and families in your Partnership 2000 community; contact your Federation for information how to make the connection. Your Federation can also provide addresses of Israeli soldiers who would appreciate a letter. Or, pick up the phone or send an e-mail to family and friends – tell them that you are in solidarity with them, that they are not alone, and that American and world Jewry continue to strengthen our relationships with them as One People. Such contacts lift their spirits, and ours!

Buy.

Buy Israeli commercial products. Visit <http://www.buyisraelgoods.org> to see which local stores carry Israeli products. Shop online at <http://shopinisrael.com> or <http://israelexport.com>. Consider ordering from Israel and perhaps sending gifts to friends and relatives in Israel. Those who can understand Hebrew may purchase goods from the Sderot area, from a project supported in part by Israel's Ministry of Industry; see: www.moital.gov.il/moked-sderot

Travel.

Travel, travel, travel to Israel. By plane, by hang glider, by kayak, anyway, anyhow you can get there, and bring others with you. Encourage teens to participate in youth programs to Israel and especially encourage young adults ages 18-26 to apply for *birthright israel* (go to <http://www.birthrightisrael.org>)

Read.

Read Israeli publications - subscribe or log-on to their websites (English and Hebrew versions are available). Visit www.haaretz.com, www.jpost.com, www.ynetnews.com or www.globes.co.il. And respond. Monitor and respond to the media, especially smaller outlets (free weeklies, alternative press, local radio shows and cable access channels, etc.).

Read books about Israel and the Middle East. The JECC has a very comprehensive bibliography it created in honor of Israel@60 – it may be found here: <http://www.jecc.org/RatnerMediaCenter/What'sNews.htm>. Check what your synagogue or public library might recommend for adult reading, but here are some starting points:

- Bard, Mitchell. *The Complete Idiot's Guide to the Middle East Conflict, 3rd Ed.* Alpha, 2005.
- Bard, Mitchell and Moshe Schwartz. *1001 Facts Everyone Should Know About Israel.* Rowman and Littlefield, 2005.
- Dershowitz, Alan. *What Israel Means to Me: By 80 Prominent Writers, Performers, Scholars, Politicians and Journalists.* Hoboken, NJ: John Wiley and Sons, Inc., 2006.

- Rosenthal, Donna. *Israelis: Ordinary People in an Extraordinary Land*. NY: Free Press, 2003.

Stay current on the situation in Gaza. This weblink provides access to a large number of print media on Israel <http://www.dailyearth.com/IntnNews/israel.html> .

Write.

Write letters in support of Israel's right to defend itself, and express appreciation to those who provide steadfast support for Israel. Remember that it is important to maintain a balance between letters urging action, letters expressing disappointment, and "thank yous." Letter writing tips may be found at: http://www.jewishcleveland.org/content_display.html?ArticleID=191267.

Some important addresses are:

- President of the U.S.
<http://www.whitehouse.gov/contact/>
- Secretary of State
http://contact-us.state.gov/cgi-bin/state.cfg/php/enduser/std_alp.php
(contact information is on the left of the page)
- Members of Congress (you can locate your members of congress on the websites, below)
Senators <http://www.senate.gov/>
Representatives <http://www.house.gov/>
- UN Secretary General Ban Ki-moon at:
The Honorable Ban Ki-moon
Secretary General of the United Nations
United Nations
New York, NY 10017
- Your local newspaper's "Letters to the Editor" page.

In addition, HonestReporting.com has posted a video to its website, showing coverage on Operation Cast Lead from a variety of print/internet media sources. The video ends by asking viewers to sign a petition to the national media asking that a balanced view of the situation be presented.
http://www.honestreporting.com/a/breaking_point.asp

Educate.

As a Jewish educator, this is an everyday action!

- Be conscious about opportunities to integrate Israel into your regular curriculum, and be open to exploring with students questions that arise.
- Feel free to contact your local Jewish Community Relations' Council for the name of an Israeli who can come to your class or group and

relay first-hand the mood in Israel, as well as the facts of what is happening.

- Help your students learn to talk to their friends about Israel and/or respond to issues that might arise in public or private school classrooms. Teach students about an “elevator speech” (a statement that would be short enough to tell someone in the quick ride of an elevator) and help them shape some Israel advocacy statements that are to-the-point. Help them also learn to respond back to the “yeah buts” of those they might engage in conversation. These are important life skills!
- Create an Israel Action Center in your classroom or building. This is basically a one-stop-shop where people can pick up information and take immediate action (sign postcards to elected officials, sign a petition to the United Nations, write a letter of support to an Israeli soldier, etc.).
- Organize an Israeli awareness day.

Pray.

In your synagogue and religious schools, say prayers for the safety of all innocent people affected by the conflict, for Israel’s soldiers and for Israel. Prayers for Israel may be found in prayerbooks, as well as some posted online. For instance, check out www.uscj.org where there’s a link from the homepage to a prayer for Israel, or this page from the Reform movement: <http://urj.org/israel/prayers/>. Young Israel has posted this: <http://www.youngisrael.org/content/pdfs/tefilla.pdf>.

National Council of Young Israel has also created, “Operation *T’fillah*, Torah and Troops.” Each person who takes part in this takes on the responsibility to say *t’efillot* (prayers), learn Torah, and do special acts of *hesed* (kindness) on behalf of that soldier. There are different ways to request a name: by email to the office of Rabbi Kook maortmo@gmail.com, by phone to 212-929-1525 x100, or fax to 212-727-9526.

Advocate.

Take action in a variety of ways. Especially talk to others about the situation from an informed point of view. For updated messaging and legislative alerts go to: <http://www.jewishpublicaffairs.org>, then write or call your representatives! Also, consider writing a letter to the editor of your local newspaper.

Act.

Every action – big or small – counts. Tie a blue ribbon around a tree or mailbox in front of your home to raise awareness and demonstrate your solidarity with the People and the State of Israel. Participate in rallies. Attend classes. Help your students take action steps.

- **If you are connected to a specific organization or movement, check out any action steps it is promoting to its members. For example:**
 - United Jewish Communities (your local Federation): <http://www.ujc.org>
 - Union for Reform Judaism: <http://urj.org/israel/>
 - United Synagogue for Conservative Judaism: <http://uscj.org>
 - Hillel: <http://www.hillel.org/israel/default>

- **Check out resources that explain the process of advocacy, along with information details important to the Israeli conflict:**
 - *Israel Advocacy* and *Israel Education on Campus* found at <http://israeloncampuscoalition.org> (scroll down the left column)
 - *The Anti-Defamation League (ADL)* website's Israel section, found at: http://www.adl.org/israel/advocacy/online_resources.asp It includes a list of Israel government resources, Israeli news sources, Arab news sources, think tanks and research institutes.
 - Contact your local Jewish Community Relations Council to participate in a training session to learn how to better improve Israel's image in the public eye and media. [Remember that your students may need to respond to Israel-issues in discussions at school, on the playing field and in clubs; JCRCs can help.]

- **Find ways to connect others to Israel and to take steps on her behalf. Most important is reaching out to college students on campus.**
 - Send your "favorite" college students Internet postings, videos and podcasts that help explain the situation.
 - Make sure that any college students whose parents are affiliated with a congregation are signed up to receive any e-mails and mailings sent by the rabbi, educator, and/or a parent volunteer group.
 - Help college students make Jewish connections on campus – Hillel, Israel groups, and even Jewishly-focused college courses.

Israel: With Our Hearts ... The Emotional Connection

While Judaism has long stood on a tripod of God, Torah, Israel, in American classrooms, “God” and “Torah” seem to take precedence over “Israel.” Yes, most educational programs have a class or two that concentrates on Israel, and youth groups often have an Israel-focused event, but so many other natural opportunities are not taken.

To open the door for conversations about “what’s next” for Israel and our responsibility as world Jewry to work hand-in-hand supporting Israel’s relief efforts, our students have to **connect emotionally** with Israel. The listing of “With our Hearts” is not about the recent conflict, but rather about more normative life and connections. The activities below offer multiple entry points for Jewish institutions and their educators to increase Israel connections and learning for their members.

- **Bring visual images and auditory sounds of Israel into places and spaces of learning and meeting.**
 - Hang posters. Make your own or order from any of the following:
 - <http://israeloncampuscoalition.org> (Search Resources, then Guides and Materials)
 - <http://www.drybonesproject.com/fun.html> (Scroll down)
 - <http://flickr.com> (Search Israel and create a poster using any images that YOU like. Note that these are personal photos of Israel on a relatively unmoderated site, but most are wonderful)
 - <http://www.judaicaposters.com>
 - <http://israeliposters.co.il>
 - <http://www.allposters.com> (Search for Israel)
 - <http://www.jecc.org/TeacherCenter/TeacherCenter.aspx> (Login and search for Israel)
 - <http://www.davidproject.org> (Click on Resources and scroll down for posters)
 - Create at least one bulletin board with an Israel theme
 - The JECC has a number of bulletin boards whose elements may be printed off in its Teacher Center. These include:
 - *Attendance Board* (with photos of different trees that grow in Israel; each student’s name goes on a tree)
 - *The Many Faces of Israel* (photos of different Israelis, with short information about each; these are fictional)
 For more information, contact fox@jecc.org. Also, check out the JECC Teacher Center’s online catalog: <http://www.jecc.org/TeacherCenter/TeacherCenter.aspx>. Log in and then click on Israel.
 - Create a bulletin board with Israeli news clips. These may be cut from your city’s English newspaper or from Israeli newspaper websites:
 - <http://jpost.com>

- <http://ynetnews.com>
 - <http://haaretz.com>
 - Create a bulletin board of Israel travel, tour and learning opportunities for students of all ages. Include website addresses and brochures for the taking.
- Post a current map of Israel
 - Very cool but needing a projection device are:
 - <http://www.eyeonisrael.com/> (an untraditional map)
 - <http://earth.google.com> (will provide a satellite view of Israel that you can even “fly” through)
 - More “normative” maps can be found at:
 - <http://nationalgeographic.com> (these are printable for the classroom)
 - For Clevelanders: The JECC Teacher Center (these can be printed, or even projected so that you can trace them onto a large sheet of bulletin board paper for posting). Contact rfox@jecc.org.
- Bring Israeli sounds and images in your classrooms and buildings
 - Play current Israeli music in classrooms and public spaces before programs begin
 - From CDs
 - From Israeli radio (choose from <http://www.kol-israel.com>)
 - With the help of your Jewish Community Federation, participate in a phone call with others from your Partnership 2000 community.
 - Ask students, families and/or members to send digital photos of their trips to Israel and create a slide show which can be on a continuous loop
 - Download photos from <http://flickr.com> (search: Israel) and place these into a slide show
 - Project videos of Israel in the entryway of your building, either with the sound on or off. Check your synagogue or public library for some options. Cleveland schools may contact the JECC’s Ratner Media and Technology Center to borrow locally (call Heather at: 216-371-8288).
- **Integrate Israel more strongly into your current curriculum**
 - Bring stories with an Israeli setting or theme into your lessons. Use the search engine of Jewish Values Finder to locate appropriate books for your students: <http://www.ajljewishvalues.org> Ask your librarian for help, as well.
 - Use modern Israeli music to complement your lessons. Ask your cantor or music specialist for help in locating songs that are appropriate.
 - If teaching Bible, bring photos of the Land, making connections with the Biblical narrative and the modern land of Israel.
 - For photos related to the Bible see <http://www.bibleplaces.com> (click on the links on the left of the page)

- If teaching Jewish holidays, add a focus on the historical connections to the Land of Israel.
 - If teaching Jewish values (like *Tikkun Olam*), look to Israel for examples of
 - work by Israeli organizations and/or
 - quotes by Israelis
 that help make your point. [A Google search can often uncover these, as would a conversation with a community *shali-ah* or other in-touch Israeli.]
- **Create lessons or programs that focus on creating an emotional connection to Israel**
- Check out the JECC's IsraelNOW Solidarity Curriculum, available at <http://www.jecc.org/Curriculum/Response-Curriculum.htm> (scroll down, and click on IsraelNOW). Choose some texts and activities that would fit your students from either of these sections:
 - Focus #1 – Israel is a special place for Jews worldwide
 - Focus #2 – Just as we stand by a friend in times of trouble, the Jewish community stands by Israel at this difficult time
- **Introduce to your students age-appropriate magazines and/or articles that touch on Israel topics.**
- For upper elementary, check out: *Babaganewz*. This has a great teacher guide, as well as an interactive website. <http://www.babaganewz.com> [Note that the magazine itself is no longer being published.]
 - For teens, check out:
 - *JVibe*. Search for “Israel” on the website and in current issues. <http://jvibe.com>
 - *Israel Highway*, a weekly email newsletter featuring an in-depth article on a relevant topic, articles by American and Israeli students describing activities in their schools, as well as their experiences on Israel programs. Visit the website to read current and archived issues, and to subscribe to the free email: www.israelhighway.org
 - The Jerusalem Post's *D'ash* magazine. This very engaging Israel-focused magazine is available by subscription, only. Libraries and school offices may have a copy for teacher use. *D'ash* is a Hebrew acronym for *d'rishat shalom*, meaning “give my regards to...”. It rhymes with “mosh,” as in “mosh pit” – “*d'ash*.” Ordering information (though no articles) may be found here: <https://secure.jpost.com/Subscribe/dash.html>
 - *Eye 2 Israel*, a multi-language website written and compiled by high school students around Israel. There are insights into Israeli life, written by teens for teens. Find it here: <http://www.israel1.org>.