

## Kol Yisrael Areivim ze la ze

### 1. Have an Edah space beautification day

One day a week take some time after peulat erev, or during peulat tzrif to make your Edah's moadon prettier. Clean it up, add decorations, anything you can think of. Remind the campers that it is their responsibility to take care of their Jewish community and that can be everything from moral support to a little behind the scenes work to make the community a little nicer.

### 2. Thinking about your bunk mates:

The purpose of these activities is to help and support one another while participating in a team building bunk activity that relates to working together as a community. These few programs involve games in which bunkmates have to agree and coordinate with one another, a skill that is much needed in life and making a life in as a community successful. When helping someone else, you are making the world a better place.

#### Turn the Blanket

The group sits on a blanket. The blanket can be folded so that there is only enough room for all players (increases difficulty of game). Now the group must turn the blanket without getting off of it.

Purpose: Helping and supporting, agreeing and coordination.

#### Sit on Laps

Everyone stands facing in the same direction in a circle. Everyone then tries to sit on the lap of the person behind him. Everyone stands facing in the same direction in a circle. Everyone then tries to sit on the lap of the person behind him. This is not too easy and the circle can fall apart anywhere.

Purpose: Working together, trust

#### Untying Knots

1. Take a long rope and tie one knot about every three feet. There should be one knot for each person. If you got more than six in the group, you might want to have two ropes.
2. Lay the rope on the ground or a table in a straight line.
3. Have each player stand by a knot on the rope.
4. Have the players pick up the rope making sure each player has one hand on either side of the rope.
5. They have to untie the knots without letting go of the rope.

Usually it will take some time to figure out how to untie the knots. Some groups end up with more knots before they figure it out! Give them time to solve the challenge.

Life is full of challenges and solutions work best when people work together.

### 3. How do we support other's weaknesses?

At beginning of activity (you pick – playing spud, basketball, writing stories, whatever it is), either assign to kids yourselves, or have them pick out of a hat, strengths and weaknesses (or all weaknesses). They can be emotional (like feeling homesick), physical, etc. The kids have to find their pair – their strength or weakness, without talking. (For example, you could have a kid who is given the strength “good use of arms” and a kid who is given the weakness “not allowed to use arms” has a pair. Or, you could have the weakness “can't use arms” and “can't use legs” as a pair). Then, do whatever activity or game it is that

you want, and even though it is an individual activity, the kids with the strengths need to look out for those with the weaknesses (or the weaknesses have to look out for their opposite weakness). For instance, if at some point in the activity they have to throw a ball, the kid who can use his arms has to run over and help the kid who can't. They have to remember throughout the game to keep an eye open for those who need extra help. Also, if you do it as strengths and weaknesses, then the kids with weaknesses should also learn the lesson of how to ask for help, rather than complaining, etc.

If you're doing an activity like this that is somewhat educational, or has a point, it is always good to do some sort of "debriefing" so the kids get the point you want them to get. You can do it right after the activity, but also tying it into a *harga'ah* could also be beneficial, and a good way to wrap things up for the day.

Pick your activity (in this case, decorating the bunk). Partner up the kids, and have them share strengths and weaknesses with each other (specific to your activity – for instance, maybe one kid isn't good at drawing, and one is good at bubble-letters, etc). Then, come back together as a group, and have them share their partner's strengths and weaknesses with everyone. As they do the activity, they have to keep in mind what everyone's strengths and weaknesses are. Try to do the activity without making the connection for the kids, but you can remind them to keep in mind what they learned about each other. Afterwards, or at *harga'ah* or something, debrief the activity with them, and see if they get the lesson out of it. They should try to keep the things they saw in mind for the future. Good way for them to learn about each other and know how they can help each other in the future.

#### **4. Thinking of future bunk mates**

Start off by reading the story of Honi and the Carob Tree or asking what they know about the story.

Talk about how the story discusses how important it is to help others. The old man planted a carob tree even though it wouldn't bloom for 70 years, after he was long gone. But, it would benefit his grandchildren. He said that someone planted a tree for him and now he wanted to plant a tree for someone else.

Then have the campers write letters to future campers who will live in their bunk. Suggest that they write about themselves and their experiences at camp and suggest that they give advice to the future campers about helping others or life in general. Put the letters in an envelope and hide it in the bunk for future campers to find.

The goal of this *peulah* is to emphasize the value of helping others without seeking any reward

#### **5. Connecting with Israel Soliders. They take care of our home, how do we take care of them?**

##### **Connecting with Israeli Soldiers**

*Kola Israel Are vim Zen Laze- Every one of the Jewish people is responsible for each other.*

IDF soldiers work hard to defend out Jewish homeland every day. How can we connect our campers to these soldiers?

Combine discussion and letter writing:

"Over 9,000 personal letters to Israeli soldiers have been received from Jewish children, youth and students in response to a worldwide campaign initiated by the Jewish Agency to give Diaspora youth the opportunity to connect and identify with Israel's soldiers." (<http://www.iafi.org.il/agenda/2001/english/vk3-179.asp>)

Open up this activity by talking about the IDF.

## Here are some sample questions:

What is your image of an IDF soldier?

What are the struggles an IDF soldier faces?

What do you know about the *Ruach Tzahal*? (The Ethical Code of the IDF)

\*\*\* Attached is a copy

Pick a part of the Ethical Code of the IDF and discuss its implications and challenges?

Moral struggles that come along with being a IDF soldier?

### Share personal stories:

Do your campers know anyone in the IDF?

If so have they spoken to them about their experiences?

Can they talk a bit about what an IDF soldier experiences?

\*\* you may want to bring in a member of *Mishlachta* to tell stories about their experiences.

### Multimedia:

You may want to print out some pictures of soldiers or war scenes from Israel (depending on the age of your campers)

## KOL YISRAEL AREIVIM SE LAZEH?: Implementation

Now is the time to talk to your campers about how "every one of the Jewish people is responsible for each other."

What is our relationship (as Americans) to the IDF?

How can we support the IDF from over seas?

**Action plan:** write letters to support the soldiers who defend the Jewish people.

Have your campers write letters to Israeli soldiers.

Campers can draw pictures or write letters to show their support for the soldiers.

All campers should include their name and address in their letter in order to allow the soldiers to answer.

Tip: you may want to play Israeli music while the campers write/draw.

### Sending the letters:

Letters may be sent (handwritten or typed) to: Letter for an Israeli Soldier, The Jewish Agency for Israel, 633 Third Avenue 21<sup>st</sup> Floor, New York, NY 10017 □ They may also be sent as attachments via email to [LetterToSoldier@jazo.org.il](mailto:LetterToSoldier@jazo.org.il) or to fax 972-2-621-6133 or 972-2-621-6214.

If you need assistance talk to:

Rachel Buonaiuto

Nivonim counselor

## 6. Delving deeper: experientially understanding Kol Yisrael

Divide the bunk into pairs. Give each of the pairs a part of the sentence "Kol Yisrael Arevim Zeh La Zeh." Then when you scream count-off, they scream their word back to you in order. Explain to the bunk the meaning of the sentence. Blindfold one of the two pairs. Take the bunk on a trust walk into the woods.

Explain to the kids that "you are completely responsible for your blindfolded partner, and you need to take it seriously. Walking through the woods blindfolded is dangerous. etc."

Have one counselor lead, and the other allow for a lot of space in between each pair. Make sure the kid who can see knows to leave plenty of space between them and the partner in front of them. Every so often, the counselor in front screams "count off." After 15 minutes, have the kids switch blindfolds with their partners. Do a few more countoffs. Gather them together in the woods and debrief. Ask them questions about how it felt to be blind in the woods. Ask them about the importance of being responsible and what it means to be responsible. Explain the connection to the main concept of "Kol Yisrael Arevim Zeh La Zeh."

## **7. Show and Tell and Trust Walk**

**Goal:** the goal of this pe'ulat tzrif is to emphasize the value of helping others in need in counter-intuitive situations. These two pe'ulot offer two ways to practice over-helping others with different strengths and weaknesses.

**Note:** One is generally an indoor pe'ulah and the other an outdoor option. Can you say built in rain plan!

### **"Show-and-Tell"**

*Part 1:* Tell each camper to plan something that they can teach their bunk mates that probably many of their friends have never learned before. Offer suggestions such as tying a shoe with one hand, making a lanyard, or spinning a basketball on one finger. Give them about five minutes to think about this and look around their areas for ideas because it may be hard to think of something of the tops of their heads.

*Part 2:* Either strategically pair campers (if you want to use this to work on bunk dynamics) or allow them to choose a partner. Then ask each of them to decide between themselves if they would rather lose their hearing or their vision—they must each have a different answer. Next have the campers teach each other their special skills. Here's the catch—blindfold the camper who's was chosen to lose their vision while it is his or her turn to learn and do not speak to the camper who lost their hearing when it is his or her turn to learn. The success of teaching the campers obviously varies a lot depending on what skill they are being taught and their given handicap. If teaching the planned skills seems difficult, encourage them to stick it out and try hard to get a bit of the tasks across to their partners.

*Part 3:* Have all of the campers come back together and ask them what challenging about this pe'ulah. Hopefully, the teaching perspective will teach them patience for the strengths and weaknesses of others and the learning perspective will show them the difficulties others have learning and understanding from others.

### **"Trust Walk"**

*Part 1:* Either strategically pair campers (if you want to use this to work on bunk dynamics) or allow them to choose a partner. Then ask each of them to decide between themselves if they would rather lose their vision or become mute—they must each have a different answer. Blindfold the partner chosen to lose vision and have the mute camper guide them by touch. The blinded camper can still ask questions of the mute partner although they cannot answer in words. Lead the group on a walk to an unexpected destination around camp (I recommend the path behind Mosquito Lake). At some point have them take their blind folds off and hopefully they will be surprised where they have been led to. Feel free to switch up the blindfolded and mute campers if you have time.

*Part 2:* Same prompt as for the above discussion—Yay! Have all of the campers come back together and ask them what challenging about this pe'ulah. Hopefully, the blindfolded campers can say something about their feeling of being lost and confused and the mute campers thought about new ways to communicate. As a bunk they've hopefully learned about the needs of different members of a community with different needs and have gained communication and reasoning skills.