

7:30 Kima
8:15 T'filot
9:00 Breakfast
9:45 Nikayon
10:40 Introduction Skit – counselors come dressed in 60s clothing and hair
10:50 Teach Edah Song
11:20 Rotation: Crazy Hair Contest, Freeze Dance, Coke and Pepsi
12:20 Bunk Hand Motion Contest
1:00 Lunch/Shat Menucha
2:30 Capture the Hairspray
3:15 Integration Activity and Movie Clips
4:15 Bonding Games (to practice integrating)
5:00 Rotation: Blob Tag, Obstacle Course, Freeze and Justify
6:00 Final Clip and Wrap Up
6:30 Dinner

11:20 Rotation

Divide into 3 groups of 18

Crazy Hair Contest

Location: migrash with picnic bench (porch of bunk)

Counselors: Ari, Becca, Hannah

Divide the campers into 3 groups of 6

Each group picks 1 person in their group to decorate their hair as crazy or as accurate to 60s styles as possible

Will be provided with hair gel, hair spray, and hair accessories. Make sure the hairspray cans are saved and that the hair accessories are divided up so there is enough to decorate 9 campers hair without reusing them.

Each group will present at the end of their station and the counselors at that station will judge who is the winner

If time, play a game with them after their hair is decorated.

Freeze Dance

Location: Moadon w/music and outlet

Counselors: Michelle, Yair, Molly

Everyone in the group should dance when the music is playing and when it stops, campers must freeze. If you see them moving they are out. However, they do have an opportunity to get back in if they correctly answer a question dealing with Jewish food laws or blessings.

Questions:

Say the first line of adon olam

Sing Hatikvah

When do you say hamotzi

When do you say borei pre hagafen
When do you say l'hadlik ner shel Shabbat
When do you say al nitilat yadayim

Coke and Pepsi

Location: migrash (mirpesset)

Counselors: Talya, Rachel, Yochai, Yuval

Everyone will get into pairs and play the game coke and pepsi (can play more than once to use up time if time has not run out)

Hair and Spray: (in Hebrew) is equivalent to coke and pepsi

Tracy with Link: run to middle and link arms back to back and lift one person off the ground

Agam: look like you are swimming

Chamesh: run to the middle and high 5

T'filot: look like you are praying

Aruchot: switch sides

Mirpa'ah: coughing, look like you are sick

Bunk Hand Motion Contest and Rehearsal

Bring everyone back to the moadon, rehearse the edah song again and explain instructions. (5 minutes)

Divide up by bunk and have each bunk come up with hand motions that go along with the edah song and will eventually be the official hand motions for our song.

Each counselor should go with their own bunk and help. (10 minutes)

Come back to the moadon and perform your hand motions to the edah while everyone sings the song together. (10 minutes)

Everyone in the edah gets to vote for a group that is not their own to make their motions the official edah song hand motions. (5 minutes)

Write down votes on paper and calculate and teach hand motions to the rest of the edah. (5 minutes)

Make sure to let campers know what to wear when they come back from lunch!!!!

Capture the Hairspray

Location: migrash (dodgeball in the beit am aleph – come together to integrate while playing the game)

Divide the edah into 2 teams and have the campers come ready after rest time in white and blue shirts (top bunks and bottom bunks) and sneakers.

Before lunch give instructions to come back after lunch with correct shirt color and with sneakers.

Boundaries: Upper migrash in front of bunks, divide in middle with caution tape

Jail: Swings on both ends

To get put in jail, must tag with both hands and say "tafoos, tafoos, tafoos".

Need cones to put safe space around the flag. Flag will be located on the opposite corner from the jail.

Counselors should stand around the perimeter to make sure no campers are going out of bounds and are playing fairly.

Integration Activity – think, pair, share- give partner's answer

Location: on migrash (porches)

Oreos will be passed out during the activity to show the mix between black and white

Divide up into 6 groups of 9 with 2 counselors in each group

Each group gets two texts and the counselors should explain the activity in the small group.

1. Explain why we are doing the activity and how it relates to Yom Hairspray.
2. Define Integration and come up with the groups own definition that they should use later on in their skit.
3. Discuss examples of segregation in history or some they have witnessed.
4. Read two texts, one at a time and discuss the texts using questions below and the think, pair, share method. (20 minutes)
5. Watch Movie Clips (15 minutes)
6. Talk about what we can do to enhance integration in our own lives.
7. Make up a skit that shows how we each can enhance integration in our own lives. (10 minutes)
8. Present the skits. (15 minutes)

Movie Clips: Segregated dancing on corny show, seaweed's song, march,

Bonding Games (integrate our edah)

Location: migrash (mirpesset)

Divide the edah into 3 groups of 18 and have all the groups compete against each other to see which group can do it the fastest.

3 counselors for each group

Games: Set up in a line by height without talking.

Set up in a line by birthday without talking.

Human knot.

Hula hoop game (in a circle holding hands)

Link – everyone starts in a circle and one person goes to the middle and says something about themselves. If anyone has that in common with them they yell link and the first person to link arms with the person in the center wins and then they say something about themselves, until everyone is linked together.

5:00 Rotation

Divide into 3 groups of 18

Blob Tag

Location :Migrash (Mirpesset)

Counselors: Talya, Molly

Just like tag except when you are tagged, you must attach yourself to the group as one entity and continue to tag others until everyone is tagged.

Obstacle Course (because there are many obstacles to overcome when dealing with integration)

Location: perimeter of migrash (Beit Am Aleph)

Counselors (station): Michelle (4), Yair (3), Yuval (1), Yochai (6), Rachel (5), Becca (2)

Divide into 2 groups of 9 so each group can compete against each other for the fastest time.

Counselors will assign campers to each station and one counselor will be in charge of their station and making sure the camper does it correctly before moving on to the next station.

After each camper finishes their activity they must run to the next station and tag the camper on their team.

Stations: Draw a map of Israel and label Jerusalem, Eilat, Tel Aviv, Haifa, the Mediterranean Sea, the Dead Sea, the Kineret (1) (at swings)

Braid a friend's/counselor's hair (2) (bunk 8 porch)

Wheel barrow race (2) (sign in front of beit am aleph...wheelbarrow on grass until the end of the building)

Mummy wrap (2) (4 big rocks in front of ed's house)

Sing Edah Song (1) (tent next to gan)

Sing the aleph bet with pretzels in mouth (1) (swings)

Freeze and Justify – Adjusting to a new situation

Location: Moadon

Counselors: Ari, Hannah

How to play: Two people start acting out a scene on a topic that will be given to them.

When a camper sees them in a funny or interesting position, they yell out "freeze".

Then the ones acting will freeze and the freezor will tag out one of the actors and assume his position. He will then start a new different scene based on the position that he tagged into. Repeat as needed.

Integration Activity – think, pair, share- give partner’s answer

Location: on migrash (porches)

Oreos will be passed out during the activity to show the mix between black and white

Divide up into 6 groups of 9 with 2 counselors in each group

Talya and Hannah, Michelle and Yair, Ari and Yuval, Yochai and Molly, Becca and Rachel, Jessie

Each group gets two texts and the counselors should explain the activity in the small group. The goal is to talk about integration in the movie hairspray and relate it to history, Jewish texts, and our lives.

For discussion, try using the think, pair, share method. This is where you have each individual think of their own answer to the question. Then you have the group divide up in pairs and discuss their answer with each other. Then you can ask them to share their partner’s answer to make sure they were listening.

1. Explain why we are doing the activity and how it relates to Yom Hairspray.
2. Define Integration and come up with the groups own definition that they should use later on in their skit.
3. Discuss examples of segregation in history or some they have witnessed.
4. Read two texts, one at a time and discuss the texts using questions below and the think, pair, share method. (20 minutes)
5. Watch Movie Clips (15 minutes)
6. Talk about what we can do to enhance integration in our own lives.
7. Make up a skit that shows how we each can enhance integration in our own lives. (10 minutes)
8. Present the skits. (15 minutes)

Text #1

Rabbi Akiva would say: Beloved is the human for he was created in [God’s] image.

Excessive love is bestowed upon him because he was created in the image, As it is written, “One who spills the blood of another, his blood should be spilled, for In the image of God was the human made.” (Genesis 0:6) (Pirkei Avot Chapter 3 Mishnah 14)

Questions about the text:

What does the text have to do with integration?

What is the main point of the text?

What does this Jewish text not mention?

doesn’t mention Jews, only humans...consequences, all created in God’s image, universal, all human

Text #2

Hillel says: “Don’t separate yourself from the community.” (Pirkei Avot Chapter 2 Mishnah 4)

Questions about the text:

What does the text have to do with integration?

What is the main point of the text?

What do you think is the significance of the passage saying yourself and not others?

community, individual responsibilities not to separate yourself

How do you think integration is also a Jewish value?

Scenarios:

1. During free time a few campers are in the middle of playing a card game while another camper is sitting alone nearby. (Michelle and Yair)
2. Campers are hunting for bugs, but one is allergic to worms. (Talya and Hannah)
3. Campers are talking and the conversation switches to swimming. One camper is scared of the agam and is clearly feeling uncomfortable. (Ari and Yuval)
4. Solelimers are playing Frisbee while Ilanoters watch, but are too scared to join in. (Yochai and Molly)
5. Campers are playing gaga in the moadon. A lot more want to play, but there isn't enough room. (Becca and Rachel)
6. A few campers are walking to omanut chug, but one in a different edah is walking alone to free swim. (Jessie)

Movie Clips: Segregated dancing on corny show, seaweed's song, march,

Integration Activity – think, pair, share- give partner’s answer

Location: on migrash (porches)

Oreos will be passed out during the activity to show the mix between black and white

Divide up into 6 groups of 9 with 2 counselors in each group

Talya and Hannah, Michelle and Yair, Ari and Yuval, Yochai and Molly, Becca and Rachel, Jessie

Each group gets two texts and the counselors should explain the activity in the small group. The goal is to talk about integration in the movie hairspray and relate it to history, jewish texts, and our lives.

For discussion, try using the think, pair, share method. This is where you have each individual think of their own answer to the question. Then you have the group divide up in pairs and discuss their answer with each other. Then you can ask them to share their partner’s answer to make sure they were listening.

1. Explain why we are doing the activity and how it relates to Yom Hairspray.
2. Define Integration and come up with the groups own definition that they should use later on in their skit.
3. Discuss examples of segregation in history or some they have witnessed.
4. Read two texts, one at a time and discuss the texts using questions below and the think, pair, share method. (20 minutes)
5. Watch Movie Clips (15 minutes)
6. Talk about what we can do to enhance integration in our own lives.
7. Make up a skit that shows how we each can enhance integration in our own lives. Use the definition you came up with earlier. (10 minutes)
8. Present the skits. (15 minutes)

Text #3

Heschel opened his speech by returning the present day to biblical history: “At the first conference on religion and race, the main participants were Pharaoh and Moses...The outcome of that summit meeting has not come to an end. In fact, it was easier for the children of Israel to cross the Red Sea than for a Negro to cross certain university campuses.”

<http://www.peaceworkmagazine.org/praying-their-feet-remembering-abraham-joshua-heschel-and-martin-luther-king>

Questions about the text:

What does the text have to do with integration?

What is the main point of the text?

Do you think if there was integration in Moses’ time, would there be segregation today?

still a problem today, not time specific

Text #4

"For many of us the march from Selma to Montgomery was about protest and prayer. Legs are not lips and walking is not kneeling. And yet our legs uttered songs. Even without words, our march was worship. I felt my legs were praying." Abraham Joshua Heschel

Questions about the text:

What does the text have to do with integration?

What is the main point of the text?

How do you think integration is also a Jewish value? What does this say about prayer and different religions?

approaches through prayer and march, unification through prayer

Scenarios:

1. During free time a few campers are in the middle of playing a card game while another camper is sitting alone nearby. (Michelle and Yair)
2. Campers are hunting for bugs, but one is allergic to worms. (Talya and Hannah)
3. Campers are talking and the conversation switches to swimming. One camper is scared of the agam and is clearly feeling uncomfortable. (Ari and Yuval)
4. Solelimers are playing Frisbee while Ilanoters watch, but are too scared to join in. (Yochai and Molly)
5. Campers are playing gaga in the moadon. A lot more want to play, but there isn't enough room. (Becca and Rachel)
6. A few campers are walking to omanut chug, but one in a different edah is walking alone to free swim. (Jessie)

Movie Clips: Segregated dancing on corny show, seaweed's song, march,