

YOM SOLE-LEMUR

SCHEDULE

8:45-9:35 TEFILLOT

9:45-10:25 NIKAYON

10:30-11:00 Opening Program

11:05-11:25 Lemur Snack

11:30-12:10 Gender Equality Peulah

12:10-12:45 Lemur Relay Race

12:45-1:35 ARUCHAT TZOHORAYIM

1:45-2:40 MENUCHA

2:50-3:20 Raft Building

3:30-4:00 GLIDAH GLADNESS

4:15-4:40 Smelling Peulah (and Sole-sole-lemur)

4:45-6:20 Madagascar Movie

6:30 ARUCHAT EREV

7:30 Food Chain Tag

10:30-11:00 Opening Program

- Introduce yom
- Pass out lemur tails
- Lemur call to get quiet

11:05-11:25 Lemur snack

- Materials (from chadar ochel if possible)
 - Apples
 - Bananas
 - Plums
 - Oranges
 - Peaches
 - Pears
 - Sunbutter
- *Lemurs eat primarily fruit and plants. They also eat flowers, seeds, and leaves.*
- Fruit-off (5-8 min)
- Eat a few kinds of fruit and talk about the blessings for them as well
 - Ha'etz
 - Apples, oranges, peaches, plums, raisins, pears,
 - Ha'adama
 - Bananas, sunflower seeds
- Let each kid start by taking 3 kinds of fruit, pass out rest as seen fit.

11:30-12:10 Gender Equality Activity

- *Lemurs are matriarchal, meaning that their society is female-led. This differs from the society in which we live, as it is patriarchal. We will use this as a jumping off point for a discussion on gender roles.*
- Materials: Very large sheets of easel paper (preferably several sheets taped together), markers, masking tape
- Madrichim should facilitate the discussion, making sure that kids are staying on task and keeping it appropriate, while also letting the chanichim be honest
- 1. Take two large sheets of easel paper (or several sheets taped together), and draw a large box in the center of each, leaving plenty of room to write or draw inside the box and outside of the box. At the

top of half of the sheets, write “boys,” and on the other half, write “girls.”

2. Half of the groups will get sheets labeled “boys” and the other half, “girls.” Give writing implements.
3. Give the following instructions:
 - a. “Inside of the box, we are going to write or draw as many things that you can think of that most people in the world would say are ‘appropriate’ or ‘okay’ for the group listed on your sheet. Think of activities, toys, games, emotions, colors, ways of behaving, ways of expressing themselves, etc. The idea here isn’t to write what you think is ‘appropriate’ or ‘okay,’ but what you think most people would say. Take five minutes and brainstorm as many as you can think of, and we will write all of them inside of the box, but not outside the boxes just yet.”
4. Give participants five minutes to complete this activity.
5. When they’ve finished, ask them to trade sheets with the other group. Give the following instructions:
 - a. “Now you have the other group’s sheet. Take a minute or two and read everything that the other group has written in the box about what they think most people would say is appropriate or okay for their population.”

“Think about what happens to members of the population on the sheet that you’re looking at now when they step outside of that box. What names do they get called? What might happen to them physically? Socially? Emotionally? In public? In private? Write everything that you can think of that is said to or that happens to people who step outside of the box in the area around the box on your paper. Take five minutes, and come up with as many ideas as you can.”
6. Give participants five minutes to complete the activity. After they’ve finished the activity, ask participants to post their completed sheets on the wall. Ask participants to look at both (or all) of the sheets, and to identify the patterns, trends, and commonalities.
7. Some questions for discussion, in small groups:

- a. What did you notice? What do different groups of individuals have in common when they step outside of their socially-prescribed gender boxes?
- b. How do young people and adults get messages about what's "okay" or "appropriate," and what's "not okay" or "inappropriate?" (Where in your life did you get some of those messages?)
- c. What are some of the ways we react when we're told that we don't fit into our prescribed boxes?
- d. What might be different about the responses within and outside of the boxes if we were talking about adults ("men" and "women") instead of children ("boys" and "girls")?
- e. In your experience, what are some of the ways that Judaism reinforces the boundaries of these boxes? What are some of the ways that Judaism has fostered opportunities for you to transgress these boundaries?
- f. What are some of the ways that you have lived inside of the box? What are some of the ways that you have stepped outside of the box?
- g. How does the acceptance and reinforcement of these boxes impact both individuals and communities? Alternately, what is the impact of the destruction of the boundaries established by these boxes? Be sure to consider the negative and positive impacts of both.

12:15-12:45 Lemur Relay

- Combine groups into larger ones with two groups per large group. Each large group has a course to run.
- Location: Upper Migrash
 - Rain plan: BAA or BAG
- Materials
 - 8 benches
 - Cones if possible, to mark starting lines
- Madrich roles
 - Be at different stations overseeing them

- Keep Chanichim engaged and enthusiastic while waiting in line
- Instructions
 - *Lemurs move in a variety of ways based on species. We will have a relay race which demonstrates these varieties.*
 - a. Start by spinning in place three times
 - b. Long, catapulting jumps to first bench
 - c. Climbing over bench quickly
 - d. Slow-mo walking between benches
 - e. Climbing over bench slowly
 - f. "Dance-hopping" back to the line to tag next person
 - *Vertical leaping and jumps.* Using their long, powerful back legs, they catapult themselves into the air and land in an upright posture on a nearby tree, with both hands and feet tightly gripping the trunk. Some move by standing upright and hopping sideways with the arms held to the side and waving up and down from chest to head height, presumably for balance. This is sometimes described as a "dance-hop".
 - slow arboreal quadrupedal locomotion
 - fast arboreal quadrupedal locomotion
 - terrestrial quadrupedal locomotion
 - sloth-like suspensory locomotion

2:50-3:20 Raft Building

- *20-60 million years ago, lemurs and other small animals traveled to the island of Madagascar, where they live now, across the ocean on natural rafts. We are going to therefore build our own rafts.*
- Materials
 - a. Large Popsicle sticks (100-150)
 - b. Sticks
 - c. Twine (two rolls)
 - d. Paper
 - e. Markers (3 per group)
 - f. Glue or tape (
 - g. Pompoms and pipe cleaners to make little lemurs
 - h. Some sort of water vessel
- *Instructions:*
 - a. *Explain why we're building rafts*
 - b. *Give groups 3-5 minutes to brainstorm how they want to build their raft*

- c. *Spend 15 or so minutes building the rafts. If groups say they finish early, have them name their raft, decorate their sail, or build lemurs to ride the raft*
- d. *Have each group pick one aspect of their design and explain it*
- e. *Race rafts! Can't touch, only blowing allowed*
- Try and get them to float. Racing?

4:15-4:40 Smelling Activity (and Sole- sole- solelemur)

- *Lemurs have incredible senses of smell. To get in touch with this aspect of lemur life, we are going to be doing a smell test activity.*
- Materials
 - a. Ketchup
 - b. Bbq sauce
 - c. Chips
 - d. Rolos
 - e. Apple
 - f. Stick
 - g. Pinecone
 - h. Grass
 - i. Wet towel
 - j. Paper towel
 - k. Other fruit
 - l. Siddur
- Instructions:
 - a. Madrich roles
 - Get items for your group to smell and keep track of how many they get right.
 - b. Each group will line up, and the person in the front will be blindfolded, or just have their eyes closed. Each group will have a different item each round, and they have to smell it and try and guess what it is. Each correct round is a point. Group members are not allowed to give hints or assist their groupmates. Items can be reused within groups as long as it's not for the same person twice.

4:45-6:20 Madagascar movie

6:30 ARUCHAT EREV

7:30 Food Chain tag

- Say : *As we learned earlier, Lemurs eat mostly plants, and also bugs. We are going to play tag to explore this food chain.*
- Assign about $\frac{1}{2}$ the edah to be plants, $\frac{1}{4}$ to be bugs, $\frac{1}{4}$ to be plants, and 1 person (maybe a madrich) to be the sun. Feel free to do this based on existing groups.
 - Plants keep their arms to their side and try to avoid being “eaten” (tagged) by the bugs. If “eaten” by a bug, converts to bug.
 - Bugs should put their hands to their heads like antennae and try to “eat” (tag) the plants and avoid being “eaten” by the lemurs. If “eaten” by a hawk, converts to a hawk.
 - Lemurs hop around and try to “eat” (tag) the rabbits and avoid being tagged by the sun. If tagged by the sun, converts to plant.
 - The sun can tag the lemurs and convert them back into plants. The sun puts their hands up like in Or Hadash, and remains the sun for the whole time.
- Feel free to run indefinitely, or have a few different rounds. Switching out the sun once in a while is a good idea as well.

יום סוללימר YOM SOLE-LEMUR

8:45-9:35	תפילות TEFILLOT	מועדון Moadon
9:45-10:25	ניקיון NIKAYON	צריפים Tzrifim
10:30-11:00	פעילות Opening Program פתיחה	מועדון Moadon
11:05-11:25	פעילות אוכל Food Activity	מועדון Moadon
11:30-12:10	פעילות Sitting Activity ישיבה	מועדון Moadon
12:10-12:35	פעילות Running Activity ריצה	
12:45-1:35	ARUCHAT TZOHORAYIM ארוחת צהריים	צד אלף Tzad Aleph
1:45-2:40	מנוחה MENUCHA	צריפים Tzrifim
2:50-3:20	פעילות Sitting Activity ישיבה	מועדון Moadon
3:30-4:00	חטיף מיוחד Special Snack	אוח O'CH
4:15-4:40	פעילות Sitting Activity ישיבה	מועדון Moadon
4:45-6:20	סרט Movie	מועדון Moadon
6:30	ארוחת ארב ARUCHAT EREV	Chadar Ochel חדר אוכל
7:30	פעילות Running Activity ריצה	Beit Am Bet בית עם ב"ת



Green - Yarok

1. **Roi**
2. Ivry
3. Jake
4. Hadar
5. Alex
6. Ayelet
7. Flora
8. Shaya
9. Noam
10. Cati

Purple- Segol

1. **Hadar**
2. **Bo**
3. Noah B
4. Micah
5. Aaron
6. Boaz
7. Abbie S
8. Miriam
9. Jaqui
10. Sara

Yellow-Tzahov

1. **Naftaly**
2. **Sarah C**
3. Rafi
4. Zach G
5. Simon
6. Nathan
7. Sari
8. Dalia
9. Kaitlyn
10. Ellie B

Orange- Katom

1. **Adi**
2. **Zach**

3. Elijah
4. Noah F
5. Moshe
6. Zach P
7. Shira O
8. Eve
9. Abby B
10. Hannah Stoll

Blue- Kachol

- 1. Smond**
- 2. Liam**
3. Gaius
4. Cooper
5. Oscar
6. Jack
7. Eliana S
8. Shira S
9. Avital
10. Alexa
11. Gabi

Pink- Varod

- 1. Ari**
- 2. Josh**
3. Reuven
4. Sam C
5. Joseph
6. Sam S
7. Raya
8. Daisy
9. Hannah Shtern
10. Zoe