

Who are we and what do we stand for?

Question(s) of the week: Who am I? What do I want to get out of this class? Where do I see myself at the end of the year? How will I accomplish that goal? Why am I here?

In our first meeting since the long summer break we will endeavor to:

- Goal: Recalibrate ourselves to the rhythm of school
Objectives:
 1. Develop and agree to classroom procedures (making a community brit – beginning the group Torah)
 2. Initiate weekly routines (e.g. Tzedakah collection; Opening (sharing) circle and closing (processing) circle; Think, pair, share relating to the 'Question of the Week')
- Goal: (Re)introduce ourselves to our teacher and classmates
Objectives:
 1. Learn the names of our peers
 2. Share about ourselves and find commonalities
- Goal: Reinvigorate our passion for learning
Objectives:
 1. Articulate some of our learning goals and objectives
 2. Preview next week

Materials: Booklets for journaling about Questions given throughout the year; Pencils; Markers for writing on the board; Speaker for set induction; Paper for values activity (individual sheets and butcher paper)

Set induction: (12 minutes including snack and attendance):

(5 minutes) Students will begin with 5 minutes to eat (snack should be arranged beforehand on desks) and personally respond to the questions of the day (each student should sit at a workspace with a booklet and pencil ready for them). *Play The Who's "Who are you"

(3 minutes) Students will share what they've written in chevritaiuh (pairs) with a prompt when half the time has passed

(4 minutes) Students will bring chairs to center of the room and make a circle and be encouraged to share if there was any overlap in their responses to the questions – commonalities will be recorded on the board.

Game: OMG Gam Ani (12 minutes)

Students will start sitting in the circle of chairs (Define the two terms: OMG "Oh My God/Gosh/Goodness"; Gam Ani "me too") – one student will be selected to stand in the center. The chosen student will begin by saying their name and continue by talking about their themselves and their summer break, when they mention something which another student can relate to that student will say "OMG Gam Ani" and take the hand of the student in the middle. This will continue until everybody is standing and holding hands in the middle of the circle.

(Note: encourage the sharing of what students consider to be the most unique details first then move to more general) At the end see if anybody can identify everybody in the classroom.

“What are our values?” Activity (12 minutes)

(2 minutes) Students move chairs back to their desks and fold a piece of paper into fourths, in the first quadrant the student will make a list of 10 values that they think should guide the class in making their disparate parts into a community.

(3 minutes) Students will be divided into pairs where each group will have to produce a list of 10 values using their own lists, they will record the shared values in the second quadrant

(3 minutes) Each group joins another group and repeats the process recording the results in the third quadrant.

(4 minutes) All groups join together and make a final list, these 10 values will be written on a large piece of paper to be hung in the classroom, students will sign the paper and be held accountable to acting in accordance with the class values.

In the fourth quadrant of their paper students will respond to the following prompt:

What gets me excited about Jewish history? What is something I’ve always wanted to know more about?

In the remainder of the time students will reform circle in the center of the room and each be given the opportunity to say their names again as well as indicate one subject or event in Jewish history they are particularly interested to learn more about (Facilitator should make a list of what everybody is interested in to ensure that these topics are covered throughout the year)

Before leaving the space: Model giving tzedakah; Help students with clean up; give time for procedural questions; Preview next week’s lesson with the take home assignment “Where does Jewish history begin? Think about what it takes to be an effective innovator (somebody who improves on a preexisting idea), come next week prepared to discuss.”