

Lesson Plan: The Hope התקווה


In-Person or Online Class

Grades 5-7

This lesson is about strengthening the connection to Israel, fostering a greater understanding of the main theme of the Israeli anthem, “*Hatikvah*” התקווה – **The Hope**, deepening the understanding of the role JNF takes in supporting Israel’s *Tz’micha* צמיחה – **Growth** and celebrating Israel’s Independence Day.

Class Materials:

All the materials and links that you need are provided in this lesson plan. In order to gain the most out of this lesson make sure the following materials are prepared in advance:

-  Worksheets:
 - 1) Hope- Discussion Activity, 2) The Hope- lyrics, 3) Israel bringing hope to the world, and 4) Plant My Way to Israel
- Firefighter Friends Template
- Israel-themed cake/cupcakes and other celebration items
- Playlist: https://www.youtube.com/watch?v=GIV0h4JPid0&list=RDGIV0h4JPid0&start_radio=1

Essential Questions:

- In what Year was the State of Israel established?
- What makes Israel a growth mindset nation?
- What is unique about the song “*Hatikvah*”?
- How does Israel bring hope to the world?
- How can we support Israel and bring more hope to country?

Enduring Understandings:

- Israel is a growth mindset nation, always working towards the improvement of itself and the world.
- “*Hatikvah*” is a unique national anthem – it started as a song of hope before Israel was established as a modern country.
- Israel brings hope to the world by being first responders in crises around the world and by providing many technological inventions that promote global well-being to people and the planet.
- JNF is an organization that brings hope to Israel and creates a bridge for us to connect to Israel while being able to positively impact Israel’s growth.



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Your Voice in Israel



Orienting yourself in the document

A quick view so you can focus on the content that you need most!

Activity title → **Teacher's Activity Guide**

Core activity information → **Hope (הִיוֹתָ) Discussion Activity** (10 minutes)

Worksheet needed at this point → **Worksheet 1: Hope - Discussion Activity**

Notes to review during preparation for the class.
These are not needed for the class itself.

Additional texts, examples, and explanations that you might need during the class.

Teacher's Activity Guide

Introduction: Explain the context of this class

- What:** Yom Ha'atzmaut is the official Israeli Independence Day, celebrating the foundation of the State of Israel in 1948.
- Where:** Yom Ha'atzmaut is an Israeli national holiday but is recognized and celebrated by Jews around the world.
- When:** On the Hebrew calendar, its official date is the 5th of Iyar. This year, Yom Ha'atzmaut falls out on the evening of Wednesday, May 5, 2022, until the following evening.

Explanation: Basic definitions and using the value conflict method

Understanding the idea of *growth vs. inflexible mindset*:

- Explain what an **inflexible mindset** is when something is **good because it's never-changing** – you can count on it to always stay the same.
- A **growth mindset** is when something is **good because it is evolving** – you can always count on it to improve.

Write on a shared screen or board: students' examples for both mindsets. Make sure the examples stay visible so students can refer back to them in the next worksheet activity.

Examples of inflexible mindset/experiences:

- Every Friday night the whole family goes over to the grandparents for **Shabbat dinner**.
- Seasons that repeat themselves are good for the planet.
- A **bedtime routine**, such as, always having your parents kiss you goodnight before you go to sleep.
- Walking your dog** every morning.
- Persistence in **practicing skills** so your art/sport keeps improving.

Examples of a growth mindset/experiences:

- Trying **new foods** to see what else you might like to eat.
- Changing extracurricular activities so you have the opportunity to **learn new things**.
- Your parents allowing you to be more **independent** and make more choices.
- Science and inventions keep **solving new problems** in our lives/in the world (like how to turn ocean water into drinkable water – an Israeli invention example).

Conflicting Groups of Hope: Divide students into two groups (5 minutes)

Objective: Understand how these two conflicting mindsets are both, in some way, beneficial to the land of Israel and the Jewish people.

Each group will **define one of the terms an inflexible mindset of Hope or a growth mindset of Hope** and give examples that support their definition. Examples can be based on their own experience of Jewish life or related to the country of Israel.

The groups will **alternate sharing their definition** and examples.

Gamified option: Give points for each example they give that is uniquely related to Israel, the Jewish people and the value of Hope.

Examples of inflexible mindset of Hope:

- Personal:** Persisting through adopting a new daily habit that can improve my life – like going for a daily run or making sure my bedroom is always clean before I go to bed.
- Israel:** Israel was established on the same land God promised the Jewish people.

Examples of a growth mindset of Hope:

- Personal:** Finding solutions to forgetting to do my homework and finding time 'holes' in my schedule – like waking up earlier or using the drive back home to do my homework.
- Israel:** Considering the establishment of Israel in other locations around the world.

Note: The value conflict method uses a contradiction between two positive but opposing sides of the same value as a way to explore a topic from new perspectives. *For example:* Is Israel's Hatikvah a symbol of an inflexible or a growth mindset? Each side has a positive element to it – something that supports Israel. An inflexible mindset allows for continuity and keeping to tradition and Jewish history, while a growth mindset sets Israel up as a global leader in innovation and contributions.

Note: If students get stuck refer to the list of general examples you wrote down earlier.

Worksheet 1: Hope - Discussion Activity

Teacher's Activity Guide

התקנה Discussion Activity (10 minutes)

Introduction:

Explain the context of this class

- **What:** Yom Ha'atzmaut is the official Israeli Independence Day, celebrating the foundation of the State of Israel in 1948.
- **Where:** Yom Ha'atzmaut is an Israeli national holiday but is recognized and celebrated by Jews around the world.
- **When:** On the Hebrew calendar, its official date is the 5th of Iyar. This year, Yom Ha'atzmaut falls out on the evening of Wednesday, May 5, 2022, until the following evening.

Explanation:

Basic definitions and using the value conflict method

Understanding the idea of *growth* vs. *fixed mindset*:

- Explain that a **fixed mindset** is when something is **good because it's never-changing** – you can count on it to always stay the same.
- A **growth mindset** is when something is **good because it is evolving** – you can always count on it to improve.

Write on a shared screen or board students' examples for both mindsets. Make sure the examples stay visible so students can refer to them in the next worksheet activity.

Examples of Fixed mindset/experiences:


- Every Friday night the whole family goes over to the grandparents for **Shabbat dinner**.
- **Seasons** that repeat themselves are good for the planet.
- A **bedtime routine** such as always having your parents kiss you goodnight before you go to sleep.
- **Walking your dog** every morning.
- Persistence in **practicing skills** so your art/sport keeps improving.

Examples of a growth mindset/experiences:

- **Trying new foods** to see what else you might like to eat.
- Changing extracurricular activities so you have the opportunity to **learn new things**.
- Your parents allowing you to **be more independent** and make more choices.
- Science and inventions keep **solving new problems** in our lives/in the world (like how to turn ocean water into drinkable water – an Israeli invention example).

Conflicting Groups of Hope:

Divide students into two groups (5 minutes)

 **Worksheet 1:**
Hope Discussion Activity

Objective: Understand how these two conflicting mindsets are both, in some way, beneficial to the land of Israel and the Jewish people.

Using **Worksheet 1**, each group will **define one of the terms in their own words**, a **fixed mindset of Hope** or a **growth mindset of Hope** and give examples that support their definition. These can be based on their own experience of Jewish life or related to the country of Israel.

The groups will **alternate sharing their definition** and examples. *Gamified option:* Give points for each example they give that is uniquely related to Israel, the Jewish people, and the value of Hope.

Examples of Fixed mindset of Hope:

- **Personal:** Persisting through adopting a new daily habit that can improve my life, like going

Examples of a growth mindset of Hope:

- **Personal:** Finding solutions to forgetting to do my homework and finding time holes in

Note: The **value conflict** method uses a contradiction between two positive but opposing sides of the same value as a way to explore a topic from new perspectives. *For example:* Is Israel's "Hatikvah" a symbol of a fixed or a growth mindset? Each side has a positive element to it – something that supports Israel. A fixed mindset allows for continuity and keeping to tradition and Jewish history, while a growth mindset sets Israel up as a global leader in innovation and contributions.

Note: If students get stuck refer to the list of general examples you wrote down earlier.

for a daily run or making sure my bedroom is always clean before I go to bed.

- **Israel:** Israel was established on the same land God promised the Jewish people.

my schedule – like waking up earlier or using the drive back home to do my homework.

- **Israel:** Considering the establishment of Israel in other locations around the world.

Optional

Digging deeper into

examples of fixed and growth mindsets of Hope (JNF/Uganda)

- **Option 1:** A brief history of the creation of Jewish National Fund.
Tell briefly the history or [click here](#) to watch a short clip (1:14 minutes, Hebrew with English subtitles).
Ask students: In what ways does the JNF hold a fixed or growth mindset of Hope?
- **Option 2:** Give a brief explanation of The Uganda Scheme.
Using a Padlet map ([Click here](#) to access and **REMAKE** the map for use with your students)

The Uganda Scheme was a proposal presented at the 6th World Zionist Congress in Basel in 1903 by Zionism founder Theodor Herzl to create a Jewish homeland in a portion of British East Africa. He presented it as a temporary refuge for Jews to escape rising anti-Semitism in Europe.

Ask students: Who in this situation has a *fixed mindset* and who has a *growth mindset* of hope for Israel?

Possible answer: A growth mindset of hope in support of Uganda: Herzl and his supporters saw there was growing anti-Semitism and felt it was urgent to create a temporary place of refuge for the Jewish people.

Possible answer: An fixed mindset of hope against Uganda: Those who believed that the only place for the Jewish people to establish their own country was in Israel, as it was the promised Jewish land since the days of the bible.

Note: If the video is too fast for your students you can change the speed of the video by clicking on the setting icon of the video

Note: to learn more about the Uganda Scheme in preparation for your class, or as a recommended learning for families in your program, [click here](#) and listen to a Jewish Unpacked podcast episode.

Note: Use *the video in option 1* only if you are confident that it's suited for your students (it refers to singing "Hatikvah" in death camps during the Holocaust).

So, what is התקווה — "Hatikvah" for Israel? (10 minutes)

History of "Hatikvah"

Use the following options, separately or in combination.

Option 1: History of "Hatikvah" for older kids.

[Click here](#) to watch the video and stop at 4:44 minutes.

Option 2: A Padlet History of "Hatikvah"

- **REMAKE** the Padlet and share the link with your students.
- Ask students to go to the ["Hatikvah History Padlet"](#)
- Guide students through the activity using the following prompts:
 1. Find along the timeline something that makes you wonder and want to know more about it.
 2. Add a comment: What did it make you think about? Do you have any further questions about it?
 3. Review other students' thoughts and questions and like the things that are also interesting to you.
 4. Focusing on the questions and items that got the most likes, open those comments up to further discussion and questioning.

Note: [Click here](#) for background about the history of "Hatikvah." This short article will allow you to expand your student's knowledge beyond the basic Padlet facts.

התקוה—“Hatikvah” Text and Song? (10 minutes)

Part 1

Reading the text
(up to 5 minutes)

 **Worksheet 2:**
“Hatikvah” lyrics

Using **worksheet 2** (as a handout or on a shared screen), read the lyrics of “Hatikvah” and:

- Try to identify a phrase or sentence that might point toward a calling for change and growth (*a growth mindset of hope*).
- Try to identify a phrase or sentence that might point toward what should stay unchanged (*a fixed mindset of hope*).

Example of fixed lyrics— what should stay unchanged:

- אֶרֶץ צִיּוֹן וִירוּשָׁלַיִם
Israel created in the same land
- הַתִּקְוָה בְּתִשְׁנוֹת אֲלֵפִים
Based a promise to our people that was made over 2000 years ago (positive and fixed).

Example of growth lyrics— looking forward to a better future:

- עֵין לְצִיּוֹן צוֹפֶיָה
Even if we are not actually in Israel and are only looking in that direction (as Jews around the world do).

Note: You can ask your students to stand up while watching and/or singing along to “Hatikvah.”



Part 2

Singing “Hatikvah”
(the remaining time
up to 10 minutes)

- [Click here](#) and use the Padlet to have students **upvote** for the version of the song they wish to listen to. Be sure to REMAKE the Padlet for your students’ use.
- Listen or sing along to the video that received the most votes.
- Ask students to share a few words (online students can use the chat box) about **how listening to that version of “Hatikvah” made them feel**.

Israel giving הַתִּקְוָה to the world (10 minutes)

Reading the text
(up to 5 minutes)

 **Worksheet 3:**
Israel bringing hope to the world


Objective: Students will become familiar with and internalize the variety of contributions Israel gives the world.

Summarize:

- Israel has a history of looking toward its creation with hope.
- That historic hope is guiding Israel to keep improving itself, as a Jewish nation and as a country for all who live there.

Explain:

As a growth mindset nation, Israel is also continuously trying to **improve the planet** and **bring hope and progress to the whole world**. *Let’s focus on four ways Israel does this through the work of the Jewish National Fund:*

1. Community Building:

- Israel welcomes people from many countries.
- Israel is a leader in offering support and services to nations outside of Israel when the need arises.

2. Forestry and Green Innovations:

- Israel is an environmental powerhouse with innovation in ecological development that has helped afforestation and fire prevention in Israel.
- Israel shares its ecological skills, teaching, and resources with other countries as well.

3. **Water Solutions:**

- Israel's water solutions are implemented globally, including my backyard garden, offering sustainable farming for my families and neighborhoods.

4. **Global humanitarian aid:**

- Israel provides emergency humanitarian aid after natural disasters, in any country around the world, even countries that are not at peace with Israel.
- Israel has many humanitarian projects to support longer-term recovery in emergencies and provides solar power, medical aid, access to water, and teaches locals to establish their own systems.

Note: *Worksheet 3 can be done individually or as a group activity and can be given as a handout or using a shared screen.*

Note: *Select, ahead of time, which video is most suitable for your students. If your time is short, you can skip the videos altogether.*

Worksheet 3:

Israel bringing hope to the world

Worksheet 3: Choose one of the options below and write examples of the type of help Israel gives in each one of the categories.

Option 1: Doing the activity with a video

Choose ONE video ahead of time and ask students to complete the worksheet while watching the video.

- IsraAID: 20 Years of Humanitarian Aid ([click here](#)) and watch at most until 5:58.
- Innovation: Africa's Humanitarian Work 2018 ([click here](#)) - *Innovation: Africa (iA) has been providing communities across Africa with access to light, solar energy, and clean water for twelve years. Since its founding in 2008, iA has impacted over 1.7 million people across ten countries and completed over 300 solar and water projects.*
- IDF 2019 – Albania ([click here](#))
- IDF 2017-2018 – yearly impact overview ([click here](#))
- IDF 2017 – Texas, Florida, Caribbean, and Mexico Overview ([click here](#))

Note: [Click here](#) to watch a short clip that will help you prepare a response to potential questions about humanitarian aid to the Palestinians and in Gaza.

Option 2: Doing the activity without video

Using the list of contributions (WORKSHEET 3A), students will try to identify where each contribution falls in the Venn diagram.

Discussion

(the remaining time up to 10 minutes)

Guiding questions for discussion

- Do some of the examples fit in more than one category? Which ones?
- What other examples might fall into more than one category?
- Are these examples only about bringing hope to the world?
- Are these examples about bringing hope only to people outside of Israel?
- How do you think Israelis feel when they know they are helping in such a global way?
- How would you feel if your family, school, or community helped in such a global way?

JNF Giving Israel התקנה (15 minutes)

Introduction

Remind: Before Israel had independence: JNF started collecting money to buy lands in the area.

Ask: Now that Israel is over 70 years old: What is the role of JNF in supporting Israel and the Zionist vision?

Answer: JNF helps with raising funds for many different projects.

Let's see one example:

Israeli Firefighters

Explain: In Israel firefighters keep people safe, just as they do in the USA and Canada: They respond to **any emergency call** (a fire in a building, a forest fire, or a car accident).

Unfortunately, Israeli firefighters don't have as much equipment or protective gear as firefighters in the USA and Canada.

Through JNF we can provide Israeli firefighters with the tools and equipment they need.

By helping JNF, we can bring more hope and help to Israel.

Write to an Israeli Firefighter

(5 minutes)

 **Firefighter Friends Template**

Using the [Firefighter Friends Template](#), draw pictures and/or write letters to Israeli firefighters and fire scouts.

Bind the pages into a book and send it to an Israeli firehouse.

To contribute and beyond!


To contribute and beyond!

Remind: In Passover we said "Next year in Jerusalem."

Ask: Who here meant it and really wants to go to Israel? Ask students to raise their hands or vote via Zoom reactions.

Explain: JNF has a very cool fundraising project: **Plant Your Way to Israel**. It is a unique tool to help you fundraise for Israel AND for your trip to Israel at the same time!

[Click here](#) to watch the explanation video.

 **Worksheet 4**
Plant My Way to Israel

Using **Worksheet 4** help the students create a vision for their Israel trip.

Objective: This worksheet is meant to take home and review with their parents, to see if each student can set up their own fundraiser now or in the future.

Note: For information on where to send your books/letters, contact JNF at education@jnf.org

Note: [Click here](#) to learn more about **Plan Your Way to Israel**.

Note: Make sure you email the video for **Plant Your Way to Israel** to parents.

Israel's 74th Birthday Celebration! (Remaining time)

Party time!

End the class with music and a dance party: [Click here](#) for a YouTube playlist.

In-person: Serve an Israel-themed cake or cupcakes.

Extension Activities (optional)

- **As a post-lesson assessment tool:** Students can record themselves practicing singing “*Hatikvah*” using an online voice recorder such as [Vocaroo.com](#), and post their videos to a designated online class folder.
- Record the whole class/school singing “*Hatikvah*” together and upload the recording to your preferred social media platform to share with friends and family.

This lesson was created by ShalomLearning in partnership with Jewish National Fund, USA in honor of Israel's 74th birthday with credits to author and designer Sari Wisenthal-Shore.

For more information about this lesson or any other ShalomLearning programs, please contact info@shalomlearning.org or visit our website www.shalomlearning.org.



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WORKSHEET 1

HOPE – התקווה – DISCUSSION ACTIVITY

Is Israel's Hatikvah (The Hope) a symbol of a fixed mindset or growth mindset?

WHAT DOES A FIXED
MINDSET MEAN?

WHAT IS AN EXAMPLE OF
A POSITIVE WAY THAT
FIXED MINDSET SHOWS
UP IN YOUR OWN LIFE?

WHAT IS AN EXAMPLE OF
A POSITIVE WAY THAT
FIXED MINDSET WOULD
BE LIKE FOR ISRAEL?

WHAT DOES A GROWTH
MINDSET MEAN?

WHAT IS AN EXAMPLE OF A
POSITIVE WAY THAT
GROWTH MINDSET SHOWS
UP IN YOUR OWN LIFE?

WHAT IS AN EXAMPLE OF
A POSITIVE WAY THAT
GROWTH MINDSET WOULD
BE LIKE FOR ISRAEL?



WORKSHEET 2

THE HOPE – התקווה – LYRICS

Is Israel's Hatikvah (The Hope) a symbol of a fixed mindset or growth mindset?

Circle the lyrics that you think show a call for change and growth or a description of what should stay unchanged.

TODAY'S HATIKVAH ~ ISRAEL'S OFFICIAL NATIONAL ANTHEM ~ התקווה

As long as deep in the heart	Kol od balevav p'nimah	כל עוד בלבב פנימה
The soul of a Jew yearns,	Nefesh Yehudi homiyah	נפש יהודי הומיה
And forward to the East	Ulfa'atey mizrach kadimah	ולפאתי מזרח קדימה
To Zion, an eye looks	Ayin l'tzion tzofiyah	עין לציון צופיה
Our hope will not be lost,	Od lo avdah tikvatenu	עוד לא אבדה תקותנו
The hope of two thousand years,	Hatikvah bat shnot alpayim	התקווה בת שנות אלפים
To be a free nation in our land,	L'hiyot am chofshi b'artzenu	להיות עם חופשי בארצנו
The land of Zion and Jerusalem	Eretz Tzion v'Yerushalayim	ארץ ציון וירושלים



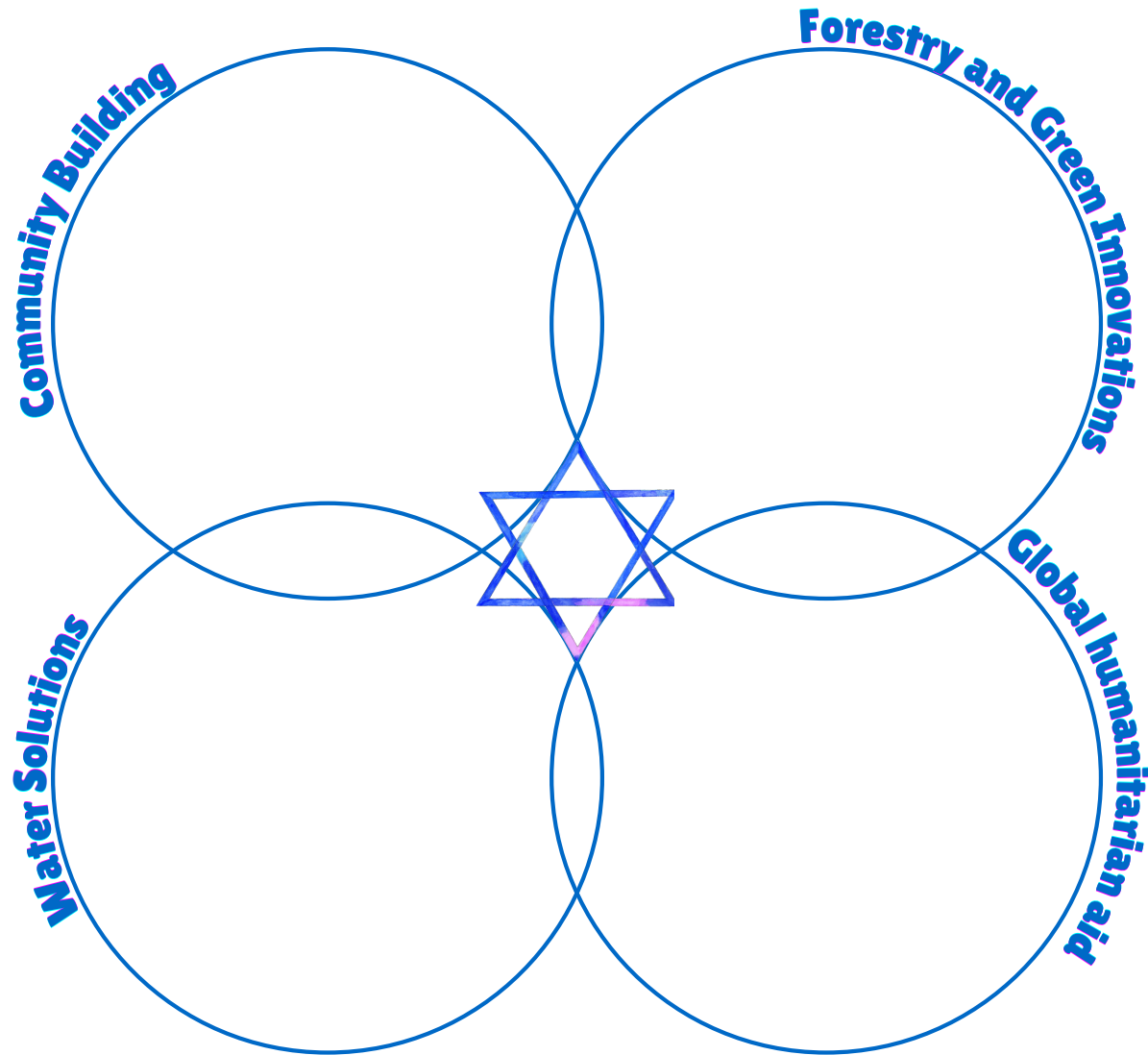
ISRAEL GIVING תְּקוּוּהָ (HOPE) TO THE WORLD

Israel is continuously trying to improve itself and bring hope and progress to the whole world.

HOW DOES ISRAEL SPREAD HOPE AROUND THE WORLD?

Write examples of the type of help Israel gives in each one of the categories.

An example can belong in multiple categories -it is up to you to decide where you think it belongs the most.



ISRAEL GIVING תְּקוּוּהָ (HOPE) TO THE WORLD

Israel is continuously trying to improve itself and bring hope and progress to the whole world.

A LIST OF CONTRIBUTIONS AND AID ISRAEL GAVE THE WORLD



International Humanitarian Aid

- Supporting Ukrainian Refugees
- Respond to emergencies worldwide
- Access to clean water in natural disasters
- Clean up and rebuild
 - with the community after a disaster
- Education focusing on disaster risk reduction
- Health and medical care

Innovation: Africa

Using Israeli Solar and water technology to deliver clean water and light to more than 3 million people across 10 African countries.



Israel Defence Force Humanitarian Aid

Medical treatment for earthquake relief

Food and supplies for countries suffering during war or a natural disaster (food, clothes, equipment, medical care, clothing, hygienic products)

Help with search and rescue

Repairing structural damage to building



WORKSHEET 4

PLANT MY WAY TO ISRAEL

JNF has a very cool fundraising project: a unique tool to help you fundraise for a Israel AND for your trip to Israel at the same time!

WHAT YEAR DO YOU PLAN TO GO TO ISRAEL?

WHAT ARE SOME OF THE THINGS YOU WOULD LIKE TO SEE OR DO IN ISRAEL?

For more information go to jnf.org/YH5782

**HOW MUCH MONEY
WOULD YOU LIKE TO
RAISE FOR YOUR
ISRAELTRIP?**

