

Shalom Learning Week 5
Hachnasat Orchim/הכנסת אורחים/Welcoming Guests
and *Yom Kippur* יום כיפור

In this lesson, students will be introduced to the value of *Hachnasat Orchim*, Welcoming Guests. We will learn the Hebrew letter ך/Gimel corresponding to the English word Guests. Students will continue to learn about the High Holy Day of *Yom Kippur* with a focus on the sounds of the *Shofar*.

Learning Goals:

- Students will learn the Hebrew Letter *Gimel* for Guests.
- Students will understand the meaning of the Jewish value of *Hachnasat Orchim*, the value of welcoming visitors.
- Students will practice greeting, sharing, and helping new friends who visit our community, class or home as ways to welcome them.
- Students will continue to learn about the High Holy Day of *Yom Kippur*, the *shofar* and the concept of *Teshuvah*.

Lesson Overview:

- **Opening:** Review previous letters and Introduce new Hebrew Letter of the Day
- **Holiday Introduction:** *Yom Kippur*
- **Value Introduction:** *Hachnasat Orchim*/הכנסת אורחים
- **Value Practice:** Welcoming guests to the classroom
- Closing

Supplies:

- <https://youtu.be/HoFY2edQQTU> Teshuvah Song from PJ Library (Watch in advance) (2.5 Teshuvah Song from PJ Library)
- Computer/Projector/Speakers
- Shaboom Video:
For Students: <https://www.youtube.com/watch?v=6LA35K09hK4> (2.5 Shaboom Hachnasat Orchim)
For Parents: <https://www.youtube.com/watch?v=yjIIZpIT67U> (2.5 Parents Hachnasat Orchim)



Shalom
Chaverim.mp3

- [Shalom Chaverim Audio Judy Caplan Ginsburgh](#) (2.Intro Shalom Chaverim)
- Craft materials for Shofar
- Brown paper bags
- Glue
- Paintbrush to spread the glue
- Party horn
- Scissors

Hook/Warm Up:

Welcome each child enthusiastically into your learning space that is used during this lesson, using Hebrew phrases of greeting. These phrases might include:

Shalom-Hello

Boker Tov- Good Morning

Tzo'ho'rayim Tovim – Good Afternoon

Bru'chim Ha'ba'im- Blessed are the people who come (means welcome)

Shavuah Tov -A Good Week

Sing *Hinei Ma Tov*

<https://youtu.be/UwEQfDNjgTM>

(2.Intro Hinei Ma Tov)

Review *Modeh Ani* and ask the students what some things that they are grateful for that happened since they last met and what are some things that they are looking forward to today are. This can be done using the IThankYou App and placing leaves on the tree.

Sing *Modeh/Modah Ani*: -

Modeh Ani with Bimbam karaoke video! <https://youtu.be/eNdwdn9uSBE>

(2.Intro Modeh Ani - Prayer Karaoke)

(2.Intro Modeh Ani Bimbam Karaoke)

iThankYou – Modeh Ani App by JewishInteractive. Download the app to use while reviewing Modeh Ani and sharing the things that students are thankful for!

<http://www.jewishinteractive.org/index.html%3Fp=551.html> (2.Intro iThank You)

Optional: Sing *Baruch Atah Adonai*, Thank you God. Have students add into the song what they are thankful for.

Susan Shane Lindner, Thank You God:

<https://www.youtube.com/watch?v=icOp4ilAW8Y> (2.Intro Thank You God)

[Shalom Chaverim Audio Judy Caplan Ginsburgh](#) (2.Intro Shalom Chaverim)

Opening: Hebrew Letter of the Day

The 5th letter the students will be introduced to is the letter ג/*Gimel*. The sound of *Gimel* is the same as the first sound in the word *guest*. In our value lesson today we will be discussing the Jewish concept of *Hachnasat Orchim*, welcoming guests.

Review letters previously learned to this point in the school year. Show each letter and review some words that those letters sound like.

See more Hebrew letter review ideas in the resources folder on www.myshalomlearning.org.

Explain to the students that this week we are going to learn a new letter called ג/*Gimel*. Begin by drawing the letter *Gimel* on the board. Explain to the students that the letter *Gimel* makes the sound similar to the English letter “G”. Ask the students to come up with as many words in English that start with the same sounds as the Hebrew letter *Gimel*. Write each word on the board, replacing the “G” of that word with the letter ג/*Gimel*. Examples include:

גrapes	גoldfish
גum	גoat
גame	גuitar
גate	גirl
גift	גuest

After the students create a list of English words that begin with the same sound as the Hebrew letter *Gimel*, hand out the Grand *Gimel* Worksheet (2.5 Grand *Gimel* Coloring Page) and explain that the word *Guest* starts with the same sound that the Hebrew letter *Gimel* makes. Give the students crayons and/or markers and ask them to color in the Grand Letter *Gimel* Worksheet.

After the students finish coloring their Grand *Gimel* worksheet, ask the students to come up with a list of as many things as they can that are grand.

Yom Kippur and the Sounds of the Shofar

The *shofar* is a ram’s horn that is depicted in the Torah in association with the High Holy Days and is the only ancient Israeli instrument still in use today. The shofar is one of the most recognizable symbols of the High Holy Days. Its four distinct blasts—*tek’iah*, *sh’va’rim*, *teruah* and *t’ki’ah g’do’lah*—are meant to awaken the Jewish people in a spiritual sense, bringing our full attention to repentance and forgiveness.

Bring out a shofar for children touch. Pass it along. Ask children to observe with all of their senses. What does the shofar feel like? What does it smell like? What does it look like?

The shofar tells us to listen up, pay attention and think. *Rosh Hashanah* and *Yom Kippur* are times for thinking about our actions and behaviors, and planning how we can behave properly in the year ahead. How do you plan on helping others in the year ahead? How will you help the world?

There are different types of noises or notes, which we play on a *shofar*. Very soon we're going to meet a boy named Yuval who is learning to blow a *shofar*. Let's listen carefully to his shofar blowing and see if we can learn some of the names and sounds of the different notes.

Play the Shalom Sesame Video

<https://youtu.be/BEcZaYZsDrM?t=53> stop at 2:48 blowing shofar (2.5 Galis New Beginning)

Discussion Questions Following Shofar Blowing Clip

- Do you think it's hard or easy to blow a shofar?

Bring in a shofar to show to the students and allow them to practice blowing (use small alcohol wipes in-between each child's attempt).

- Do you know how many times we blow the shofar on Rosh Hashanah?
- Do you remember the names of any of the notes?
- *T'kiah* _____
- *Sh'va'rim* (3) _____
- *T'ru'ah* (9) _____
- *T'ki'ah G'do'lah*

Play the *T'kiah-Sh'varim-T'ruah* movement game:

Have everyone stand in a row in an open area with plenty of space to move forward. Have one person call out the names of the *shofar* blasts. Each name should correspond with the size of steps to take.

T'ki'ah – One long step

Sh'va'rim – three regular steps

T'ru'ah – nine baby steps

T'ki'ah G'do'lah – a giant step

Keep calling out the blast names until all have reached the finish line. You can also use a real *shofar* to make the sounds for the game.

Kids love musical instruments, and they can connect with the meaning of the ancient shofar by **creating their own**. Cut out a square foot of paper from a brown grocery bag. Using a paintbrush, spread glue over one side of the square. Place a party horn at one corner of the square, with the mouthpiece off of the edge of the paper. Roll the square around the horn into a cone shape, and press it gently so the glue adheres. Bend the wide end of the cone upward to represent the curve of a ram's horn, and let it dry. Once dry, trim the cone's edges to create a round shape, and blow your shofar! (Adapted from "[The Jewish Holiday Craft Book](#)" by Kathy Ross.)



הַכְנַסַת אֹרְחִים
Hachnasat Orchim

Invite the students to sit in a circle in a special learning place in the classroom. Ask students to recall what they heard and saw when they first entered the classroom today.

Discuss with students the process of greeting others.

Discussion questions might include:

- How does it feel when someone greets you?
- Did anyone notice what my face was doing while I was greeting everyone into the room? (Be conscious of a smiling, inviting facial expression during the exercise.)
- When do you hear people greet one another in our community? In your home? Any other places?

Explain to students that today, we are learning about the Jewish value of *Hachnasat Orchim*, which means that we welcome guests and new friends. Hospitality is about welcoming and inviting in guests and showing genuine kindness to help make them feel comfortable in their new surroundings.

- What are some of the ways that we can be welcoming to friends or guests within our community?

Watch the Shaboom video Welcoming Sparks:

<https://www.youtube.com/watch?v=6LA35K09hK4> (2.5 Shaboom Hachnasat Orchim)

Follow-Up Questions

- How do you think Yasmin felt when her cousins were not paying attention to her?
- When have you felt ignored?
- What can you do to make somebody feel special by welcoming them?
- When you invite another child to your house for a play date, do you think that it is important to meet them at the door when they arrive? Why?
- If a new child joins your class at school, what can you do to help him or her to feel welcome?
- How do you feel when friends come over and play with your toys?

Let's practice!

Have students take turns leaving the classroom and re-entering while some students are designated greeters. Encourage the liberal use of Hebrew vocabulary, as appropriate, along with smiling faces and friendly facial and body language.

Invite a guest to come to your classroom. The students will excitedly display how they welcome the guest, offer the guest a place to sit and something to drink and inquire about the guest's well-being, etc.

Additional Activities (optional):

1. Have students go outside and create "Welcome mats" on the sidewalk with sidewalk chalk.
2. Using the *B'ruchim Haba'im* template, color and decorate welcome signs for students to take home and to hang by the front door.

Closing:

Gather all of the students into the learning space one more time. Go around the circle and ask students to share something that they really enjoyed during class and/or something that they learned that was new.

Remind students that we learned that on *Rosh Hashana*/שנת ראש השנה we blow the ram's horn/*shofar*/שופר as a 'wake-up call', as a reminder, to be nice and happy people. We started doing that last week by saying "How Good! *Mah Tov*!"מה טוב about someone at home and have continued to practice this week thinking about *Modeh Ani*/אני מודה what I am going to be thankful for this year

To start the year here right, let's say "How Good! *Mah Tov*!"מה טוב to someone in our class!

Giving some examples of ideas can be helpful:

I like when you shared your crayons with me

I like your sneakers

You tell really funny jokes.

You are a really good at coloring.

Ask a student to share out loud what they like about their friend. After they have shared, ask the student to say to them "How Good! *Mah Tov*!"מה טוב and wish them a "Happy New Year/Shana Tova/שנה טובה." Repeat until each student has shared and said "How Good! *Mah Tov*!"מה טוב and "Happy New Year/Shana Tova/שנה טובה."