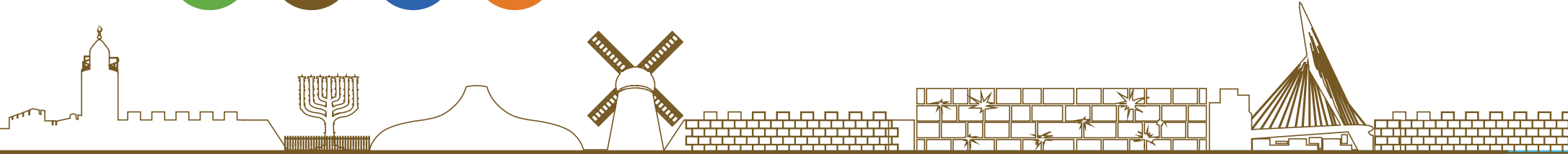












WAYS to JERUSALEM



Educational and value-based content activities booklet
about Jerusalem for a wide range of ages

Produced by the Overseas Department of the Education Division
Forest Line: 1-800-350-550
www.kkl.org.il
www.greenwin.kkl.org.il

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Overseas Department
Education Division
KKL-JNF



Introduction

Dear Shlichim, Teachers, Guides, and Educators,

The International Education Department - the Education Division of the KKL-JNF is happy to present the booklet

“Ways To Jerusalem”

The booklet includes a variety of activities with educational and value-based content, for a wide range of ages: preschoolers, elementary school, teenagers and youth, in both formal and informal educational settings.

Jerusalem, the Jewish People’s eternal capital and a united city, is a multifaceted city hosting a variety of traditions, religions, and cultures.

3,000 years after King David chose to place his capital there, and fifty years after its reunification, Israel’s capital is alive, breathing and developing, and it draws Jews and non-Jews from across the world like a magnet.

The selected topics are diverse and are related to the history of Jerusalem and to the realities of life in the city today. The activity plans utilize a wide spectrum of references to the city’s character, and familiarizes basic concepts like the Kotel (Western Wall), symbols of Jerusalem, and its main sites. It deals with complex questions of remembering and forgetting, and coping with conflicts of past and future, in modern Jewish life.

We hope that in addition to being an educational tool, this booklet will help you create significant personal emotional experiences for your students, and will add an important and significant layer to the development of Jewish identity for those who will take part in the activities it offers.

Sincerely,

International Education Department
Education Division
KKL-JNF



Teenagers and youth



Goals:

1. A renewed up-to-date discussion of the participants' affinity to Jerusalem and its symbols.
2. Familiarization with the process of Jerusalem's increasing importance, and with major events throughout Jewish history.
3. A personal creative and a fun experience.



Duration: 80 minutes



Equipment:

Projector + computer
Paper notes and writing tools
Set of historical event cards x 2
Personal canvas x number of participants, or a large cloth to hang on the wall
Oil paints
Spray
Stamps and drawing utensils



Activity schedule:

Stage one: "If I Forget Thee, O Jerusalem..." introduction to the activity and discussion in a circle (25 minutes)

Stage two: Jerusalem in Jewish History – Chronological timeline competition (25 minutes)

Stage three: Preparing personal graffiti to hang up at home, or at the activity room (20 minutes)

Stage four: Conclusion (10 minutes)



If I Forget Thee, O Jerusalem, Is It Because of Tel-Aviv?

Stage One: "If I Forget Thee, O Jerusalem..." Introduction to the Activity and Discussion in a Circle (25 minutes)

The participants sit in a circle and receive a paper note and something to write with.

The activity leader will project a picture of a graffiti seen in Tel-Aviv*:

"If I forget thee, O Jerusalem, it's because of..."

(*The original sentence ends with "it's because of Tel-Aviv". We purposely omitted the rest of the sentence).

The participants are asked to complete the sentence themselves.

If the participants find it too difficult, we can project on the board these following options for them to choose from. These options express a wide range of responses that can symbolize the spectrum of Jewish attitudes towards Jerusalem in our time.

- "May my right hand forget its cunning."
- No way, I'll never forget it.
- It will show that I am already detached from my Jewish identity.
- Nothing will happen.
- There will be other things to remember.
- It'll be really sad, but maybe that's what needs to happen right now.

The activity leader will review the participants' choices with them, and raise the following questions:

- *Is the memory of Jerusalem a central and important component of Jewish consciousness? Why?*
- *What will really happen if Jerusalem disappears from the individual's/collective's consciousness?*
- *Are there other more important or more central components to Jewish identity today?*
- *Is there danger in this memory? (A religious war? Sanctifying holy places at the expense of material values?)*

Now is the time to reveal the original graffiti with the complete sentence: "If I forget thee, O Jerusalem, it's because of Tel-Aviv." We don't know the artist's identity, but we are aware of the ongoing immigration from Jerusalem to Tel-Aviv. An immigration that may symbolize the choice of life in a young, vibrant city, as opposed to the great complexity of life in a city like Jerusalem a city where there is a continuing religious-political tension, and is becoming increasingly religious, and so it might be less suitable for the secular youth.

Here, we ask: Why did Jerusalem become so central to the Jewish experience over the generations? Why did it become a symbol of the longing for the land of Israel and the unbreakable bond with it, for 2,000 years of exile?



to

JERUSALEM



To answer that, we'll need to go back a little in history.

Stage Two: Jerusalem in Jewish History – Chronological Timeline Competition (25 minutes)

At this stage, we will split the group into two.

Each group will receive a set of cards, of events from Jerusalem's history.

Each group is asked to organize the events in a chronological order. The winner is the group that finishes first

The Order of Events:

- 1750-1550 BC - The Binding of Isaac
- 1000 BC - The Conquering of Jebus by King David
- 10th century - King Solomon builds the First Temple
- 586 BC - Destruction of the First Temple by Nebuchadnezzar, King of Babylon
- 516 BC - Construction of the Second Temple
- 538-455 BC - Aliyah of Ezra and Nehemiah
- 19-4 BC - Expansion of the Temple area by Herod
- 60 AD - Kamtza et Bar Kamtza
- 70 AD - Destruction of the Second Temple by Titus
- 70 AD - Rabban Yohanan ben Zakkai asks for "Yavneh and its Sages"
- 130 AD - Foundation of Aelia Capitolina, a Roman city, on the ruins of Jerusalem
- 132-135 AD - Bar Kokhba revolt

- 691-705 AD - Construction of Al-Aqsa mosque on the Temple Mount
- 1700 - Aliyah of Polish Jews led by Rabbi Yehuda Hassid and the construction of the Hurva synagogue
- 1860 - Exiting the Old City walls with the help of the philanthropist Moses Montefiore
- 1948 - War of Independence
- 1948-1967 - The Old City is taken and ruled by the Jordanians for 19 years
- 1967 - The Six Day War and the reunification of Jerusalem

While reviewing the series of events, you can ask the groups:

- *Was the task simple or complicated? What made it that way? (Education? Connection to Jewish history and Jerusalem's history? Or maybe the lack of prior knowledge?)*
- *In your opinion, what was the pivotal event in the history of Jerusalem? Is it David's choice to establish his capital there? Or the fact that two Holy Temples were built there? Or maybe it's the story of the Binding of Isaac, that made the place holy in the first place, in Gods' commandment, "go to the place that I will show you," which is identified in Jewish tradition as Mt. Moriah, Temple Mount?*
- *What is the importance of a sacred place? Does it strengthen the national identity, or does it do the opposite; causing conflicts and wars?*

Stage Three: Preparing a Personal graffiti to Hang at Home or at the Activity Room (20 minutes)

Inspired by the Tel-Aviv street art, the participants will create a personal graffiti for themselves. Using small canvases (that can be hung at home), or on a large cloth hung on the wall of the activity room, and drawing and coloring implements, each person will complete the sentence for themselves, according to their own interpretations, or use the original phrase: "If I forget thee, O Jerusalem, let my right hand forget its cunning."

While they are busy, we can tell them that ever since the Jews left Jerusalem, and throughout history, they made a special mark or mention of Jerusalem, for example, by leaving one brick not plastered nor painted at home, or by inscribing "East" on the eastern wall of the house (which is the direction Jews pray towards, the direction of Israel and of Jerusalem, the direction of the Holiest of All).



If I Forget Thee, O Jerusalem, Is It Because of Tel-Aviv?

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Stage Four: Conclusion (10 minutes)

At this stage, you can have a go-around and give the participants a chance to share their experience of the activity.

- Did you learn anything new about Jerusalem, and will you share it with the group?
- In what way does the sanctification of a value, or a concept like Jerusalem, strengthen our identity as humans and as Jews?

We'll end with Matisyahu's song, "Jerusalem":
www.youtube.com/watch?v=GYr4Fz14C6w

What is Matisyahu's interpretation of the sentence "If I forget thee, O Jerusalem"?

Is his interpretation similar to what you wrote?

accessories



Jerusalem - Matisyahu

Jerusalem, if I forget you,
fire not gonna come from me tongue.
Jerusalem, if I forget you,
let my right hand forget what it's supposed to do.

In the ancient days, we will return with no delay
Picking up the bounty and the spoils on our way
We've been traveling from state to state
And them don't understand what they say
3,000 years with no place to be
And they want me to give up my milk and honey
Don't you see, it's not about the land or the sea
Not the country but the dwelling of his majesty

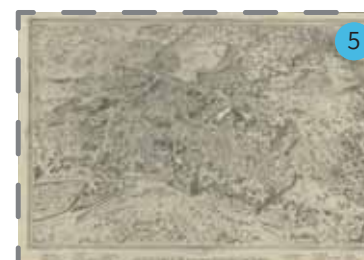
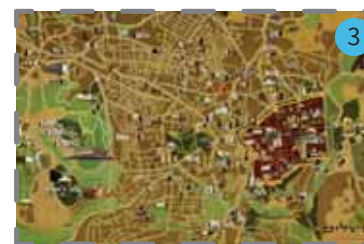
Jerusalem, if I forget you,
fire not gonna come from me tongue.
Jerusalem, if I forget you,
let my right hand forget what it's supposed to do.

Rebuild the temple and the crown of glory
Years gone by, about sixty
Burn in the oven in this century
And the gas tried to choke, but it couldn't choke me
I will not lie down, I will not fall asleep
They come overseas, yes they're trying to be free
Erase the demons out of our memory
Change your name and your identity
Afraid of the truth and our dark history



Maps Tell Stories about Jerusalem

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Teenagers and youth

Goals:

1. Using a map as an artistic learning tool.
2. Familiarization with a variety of perceptions of Jerusalem through the ages.
3. Enriching learning experience about the city of Jerusalem throughout the generations.

Duration: 90 minutes

Equipment:

Maps (there are 5 in the file, more can be downloaded and added)
Information cards
A4 paper
Colors

Activity schedule:

Stage one: Introduction to the activity, division into groups (10 minutes)

Stage two: Familiarization with the maps, in smaller groups (25 minutes)

Stage three: Sharing the information with the entire group (30 minutes)

Stage four: Preparing a personal map + conclusion (15 minutes)

Stage One: Introduction and Division into Groups (10 minutes)

We will ask the group how many of them have been to Jerusalem.

We will hand out paper and coloring pens to all. We will ask all of them to draw an individual map of Jerusalem - from memory by those who have been there, or from imagination by those who have not. The map can include borders, landscapes, important buildings, addresses, figures, foods, or anything else they think about.

At this stage, you can ask if anyone wants to present their drawing, but you can also come back to it towards the end.

The leader of the activity will tell the kids that throughout the generations, people, researchers and especially religious people (Christian) wanted to draw a map of Jerusalem, so they could describe the city to anyone who wanted to go there but could not, mainly due to difficulties with transportation reaching Jerusalem. Sometimes, even those who drew the maps had never visited Jerusalem themselves, but relied on stories of others who had been there, and on the description of Jerusalem in the Bible and in other holy texts. The result was something that may appear funny and amusing to us, today.

In this activity, we will try to learn a little about the city and mainly how it was perceived over the ages.

In order to understand the map better, you can use the timeline that you received, and see who ruled Jerusalem at any given period, and how this may have influenced the drawings in each of the maps.

At this stage, we will divide the group into a number of smaller groups according to the number of maps that are chosen to focus on (our recommendation is at least three groups). Each small group will study a different map, which tells part of Jerusalem's story. At the end, the entire group will re-gather and each smaller group will share its findings.

Stage Two: Familiarization with the Maps, in Groups (25 minutes)

At this stage, each group will focus on one map and will answer the following questions:

- **Make a list, what you can say about the map at first glance?**
- **Which buildings can you identify on the map? (Whether the names are written, or they know anything about them).**
- **Are there any special figures on the map? Who are they? What do you think they represent?**
- **Is there something unusual, or something that doesn't make sense in the map (proportions, a mismatch in the drawing), why do you think it is so?**
- **Who do you think the map was intended for?**

After answering the questions, the leader will give each group an information card about the map that

they have, and asks them to check if they can find answers to the questions, or new information.

Stage Three: Sharing the Information with the Rest of the Group (30 minutes)

At this stage, each group will present the information that it has about their map. They can present it in a creative way: a story, a rap song, a newspaper article, or just a regular presentation.

The activity leader will add information if necessary (from the attached appendix).

Stage Four: Preparing a Personal Map + Conclusion (15 minutes)

At this point, everyone returns to their personal map and decides whether to add things to it, change it, or leave it as it is. Maps can be hung on the walls of the activity room, as an exhibition of maps of Jerusalem.

The activity leader can sum up, saying that cartography, which is the study of map drawing, is a field that changed a lot over the years. In the past, maps were drawn to tell a story, or to relate to stories in holy or religious texts. That is why many ancient maps do not accurately describe the land or the city they claim to describe. For example, in the Bunting Clover Leaf Map Jerusalem was drawn as if it was at the center of the world. The artist chose to describe it like that, as the center of the world, because of its religious importance.

To the same extent, the map found in London in 1770, shows an almost completely imaginary description of Jerusalem, based on the Bible, and one can see that the person who drew it had never visited Jerusalem, but rather based his map on European cities when he drew the city's streets.

Today, maps are intended to give a photographic and objective description of the space they describe, in fact it is a documenting tool, and innovative technologies allow us to reach high resolutions from a distance, from a bird's-eye view, and of larger areas.

There is something nostalgic about old maps. They mainly reveal the emotions of the person who drew them, and their personal view of Jerusalem.

accessories

1. Map of Jerusalem, Amsterdam 1657, based on a copper engraving from 1575 created by Franz Hogenberg and included in a book describing international cities.
2. Clover Leaf Map, 1581, Heinrich Bünting.
3. Jerusalem – The Illustrated Amir Map, 1970. Amir Publishing, Israel.
4. Map of Jerusalem, Christian Kruik van Adrichem, 1584.
5. Map of Jerusalem – a Bird's Eye View, Stephen Illés, drawn between 1872-1879.



The Jerusalem Golden Cab

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Teenagers and youth (best for small groups of up to 20 participants)



Goals:

1. Familiarization with modern Jerusalem.
2. A bonding experience to use as an opening activity or conclusion.



Duration: around 60 minutes



Equipment:

Taxi drivers hat/steering wheel/another
Question cards for the driver
Stickers for "Phone-a-Friend"
Stickers for the Jerusalemite on the street
Hourglass/timer (can also be done with a phone)
Bills of Israeli "money"
Prize



Activity schedule:

Stage one: Introduction, explanation of the game's rules (10 minutes)

Stage two: The game (25 minutes)

Stage three: Conclusion (15 minutes)

Stage One: Introduction, Explanation of the Game's Rules (10 minutes)

The activity leader asks: Who knows the "Cash Cab" program?

Cash Cab is a television game-show where the competitors are a passengers who get on what they think is a cab, and the cab driver is the game-show host who asks the questions. While the cab drives to the passengers' destination, they can win money by correctly answering questions. In our version of the game, the competing passengers can get help twice during the game: one advice, from a friend on the phone or from a person on the street and one hint from the driver. Two wrong answers are allowed, but on their third mistake, the passengers are disqualified and must leave the cab. For each correct answer, the competitors will win a 100 bill. For a correct answer given after receiving help, the competitors will win a 50 bill.

For our game, which naturally will not take place in a cab, the roles will be appointed as follows:

Driver/Person Asking Questions –the activity leader.

Passengers – three people each time.

Phone-a-Friend – 6 participants from the group.

Passerby – 6 notes will be handed out in advance to 6 participants from the group.

The rest – viewers and potential "passengers". When the previous competitors are disqualified,

they can take their replace.

Prize: A small prize, a token that the activity leader chooses.

Stage Two: The Game (25 minutes)

The moderator divides up the group and gives each person a role:

- 3-4 first passengers
- A group of 6 participants as candidates for "Phone-a-Friend".
- A group of 6 participants as candidates for "Jerusalemite on the street".

The rest are viewers, or other potential passengers.

The host puts on the taxi driver's hat and gives the passengers the option to pick their destination:

- To the Knesset – 2 Km – A route that will take you to the Knesset, where you can meet the Knesset members and ministers of the Israeli government. (6 minutes)
- To the Western Wall – 4 Km – A route that will take you to one of the holiest historical sites in Jerusalem. (12 minutes)
- Mahane Yehuda market – 6 Km – A route that will take you to one of the most colorful places in Jerusalem, with authentic smells, tastes and sounds of Jerusalem. (18 minutes)

The time is set according to the destination chosen by the participants.

Each kilometer is considered as 3 minutes of driving. For example, a drive to the Knesset will take six minutes, or terminated sooner if the passengers are disqualified.

Passengers who win "money" and are not disqualified by the end of the route, will get a chance to answer a True/False Double-or-nothing question.

Come on, let's begin...

Stage Three: Conclusion (15 minutes)

Count the bills and figure out who won.

It will be nice to award the winners with a symbolic prize.

You can ask the participants

- **How was the game for you?**
- **Did you feel you knew enough about the city?**
- **Which new things did you learn about Jerusalem?**
- **What question would you like to add to the Cash Cab game?**

Collect these questions and expand the number of questions available for games with future groups.

In conclusion, tell the participants, "I hope you've enjoyed 'riding' in the streets of Jerusalem and that you learned new things about the city."

accessories





The Jerusalem Golden Cab

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Questions

1. Where is the Ein Yael Museum located?

- Nahal Refaim
- Kidron Valley

Hint: The museum is a living museum that presents nature, the environment, and life one hundred years ago.

2. You can take cooking courses and culinary tours at:

- Mahane Yehuda market
- Malcha Mall

Hint: As night falls, the place becomes a bar scene for young people.

3. I am travelling over the Chords Bridge and am sitting in:

- A train
- Bus

Hint: The bridge was built near the time the light rail was built, to solve traffic overloads in the area.

4. In the past, this was a residential neighborhood and now it is a luxury shopping mall:

- Mamila
- Rehavia

Hint: It is near Jaffa Gate.

5. Which park in Jerusalem has a lake?

- University Botanical Garden
- Gan Saker

Hint: : Training and courses for children are conducted in this park.

6. I used to be a leper house and today I am a house for media and technology design

- Hansen house
- The burned house

Hint: The building is located at a walking distance from Jerusalem Theater.

7. f you want to become a teacher, where can you study?

- David Yellin College
- Yad Ben Zvi Institute

Hint: The school is located in Beit HaKerem neighborhood.

8. Which of the following streets is a pedestrian-only street?

- Ben Yehuda
- Jabotinsky

Hint: Named after the reviver of the Hebrew language.

9. Among other things, at Yad Yitzhak ben Zvi you can find:

- Guided Tours of Jerusalem
- An art exhibition

Hint: The Ben Zvi Institute studies and researches the history of the Land of Israel.

10. Where is there a high-tech park in Jerusalem?

- Har Hotzvim Industrial Park
- Givat Shaul

Hint: Teva and Cisco Systems are located here.

11. Do you want to study Graphic design?

- Reidman College
- Bezalel Academy for Art & Design in Jerusalem

Hint: One can study there, among others; Art, Architecture, Ceramic Design, Industrial Design, Jewelry Craftsmanship and fashion.

12. If you want to develop a technological start-up, you can study that at:

- David Yellin College
- Lev Academic Center

Hint: It is near Givat Ram.

13. What does the Jerusalem Film and Television Project do?

- Promotes the creation of films in the city
- Acts to build dozens of movie theaters in the city

Hint: One of the goals of the project is to change the image of Jerusalem in films.

14. Where are the students dorms located?

- Ben Yehuda pedestrian mall
- Next to the Hebrew University in Givat ram

Hint: It is near the city entrance.

15. Which of the following is a designated bike route?

- The light train route
- Train Track Park route

Hint: The route goes through "The First Station Complex".

16. I need building supplies. I should go to..?

- Talpiyot
- Rehavia

Hint: In this neighborhood you can find the largest industrial area in town.

17. The highest judicial authority in Israel is:

- The Knesset
- The Supreme Court

Hint: The head of this institute is called "president" and he has a vice president.

18. A central site for IDF oath ceremonies is..?

- The Western Wall
- Mount Herzl

Hint: Was liberated during the Six Day War.

19. Where is the Israel Museum located?

- Jerusalem's Old City
- Givat Ram

Hint: Near the Knesset.

20. If I want to see rare flowers I can go to..?

- Gan HaPa'am (Liberty Bell Park)
- Botanical Garden

Hint: It is near Israel Museum.

21. If you want to study Film & Television in Jerusalem you can go to..?

- Sam Spiegel School
- David Yellin College

Hint: The place is located in the industrial zone of Talpiot.

22. The Hebrew University centers are located in..?

- Mount Scopus and Givat Ram
- Har Hotzvim and Givat Hamivtar

Hint: One is located close to French Hill, the other near Kiryat Moshe.

23. A scenic overlook point on the Old City, Mount Olives, Judea Desert and western parts of the city

- Armon Hanatziv Promenade
- Ein Karem neighborhood

Hint: Located in the South-East of Jerusalem.

24. Where can I find out about new Israeli inventions?

- The lower level of the Bible Lands Museum
- "Innovation, Ltd. at the Science Museum" exhibition

Hint: The place also exhibits "Fields of Tomorrow", on the topic of smart agriculture in a changing environment.

25. You can study Law at:

- Hebrew University at Mt. Scopus
- Efrata College

Hint: You can study Art History there too.

26. An archeological site where one can walk inside an ancient water tunnel:

- Ein Yael
- Ir David

Hint: In the past, this water tunnel supplied water to residents inside Jerusalem's walls, a critical supply during war.

27. How did they restore the Arab Palace Hotel built 100 years ago (today Waldorf Astoria)?

- Destroying the outer walls and rebuilding them based on past blueprints of the building
- Scanning the entire building with laser beams

Hint: Special efforts were made to restore the historical and unique building.

28. A book I wanted on Jewish Law is out of print. Where can I find a copy of it?

- On the internet by searching "publications"
- At the National Library in Givat Ram

Hint: This place collects books, audio materials and photography of the history of the Jewish people.

true/false questions:

1. The first movie by the Haredi artist Rama Burshtein was filmed in Jerusalem.

Answer: False. Her first film, "Fill the Void," was filmed in Tel-Aviv. Her second, "Through the Wall," was filmed in Jerusalem.

2. In the Six Day War, paratroopers entered through Lions' Gate and reached the Temple Mount and the Western Wall.

Answer: True.

3. The Great Leaders of the Nation's Plot at Mount Herzl National Cemetery in Jerusalem is the place where all heads of state have been and will be buried.

Answer: Faux. Some requested to be buried elsewhere, such as Weizmann, in Rehovot; Begin, on the Mount of Olives; Ben Gurion in the Negev; and others.

4. The battle for Jerusalem took place in the first 72 hours of the war, between the Jordanian Legion and IDF.

Answer: True.

Discovering Jerusalem

WAYS to JERUSALEM



Teenagers and youth



Goals:

1. Familiarization with Jerusalem's main sites.
2. A fun learning experience about the city's past and present.



Duration: 45-60 minutes



Equipment:

Postcards of sites in Jerusalem
Information cards about the sites
An empty plastic bottle
Projector + computer



Activity schedule:

Stage one: Introduction, division into groups (10 minutes)
Stage two: The game itself (35 minutes)
Stage three: Conclusion (10 minutes)

Stage One: Introduction, Division into Groups (10 minutes)

We will divide the group into four smaller groups. Each group will receive four postcards of different sites in Jerusalem (from the Jerusalem poster set). The rest of the postcards become "the bank". We will spread the information cards on the floor.

Stage Two: The Game Itself (35 minutes)

Each group in turn will spin the empty bottle ("Truth or Dare") and pick up the information card the bottle is pointing to.

The group must now decide if the information on the card relates to one of the sites on the postcards. If it does, the group will hold on to their information card.

If not, the information card is returned to the leader, and the turn passes on to the next group.

A group that identifies a site incorrectly receives another location postcard.

The goal of the game: To get rid of the site postcards as quickly as possible, and to get as many information cards as possible. The group that collected more information cards by the end of the game, wins.

Stage Three: Conclusion (10 minutes)

In conclusion, praise the winning group for their knowledge.

It is recommended to screen the film at the following link:

www.youtube.com/watch?v=kQ6yzUMtJ28

The film shows the scenery and sites of Jerusalem, and gives a taste of the residents' feelings for this special city.

accessories

Information cards:

1. Israel Museum

- The largest and most significant museum of the Givat Ram Museum Complex in Jerusalem.
- The largest cultural institution in the State of Israel
- Established in 1965.
- Exhibits around 500,000 items.

2. Bible Lands Museum

- The only museum of its kind in the world.
- Exhibits the history of various lands from the time of the Bible until the period of ancient Christianity.
- Opened its doors to the public in 1992.

3. Museum of Islamic Art

- Located in Katamon neighborhood in Jerusalem.
- Inaugurated in 1974.
- Preserves and exhibits artistic and archeological items that represent Islamic art.

4. Science Museum

- Located in the Givat Ram Museum Complex in Jerusalem.
- Presents rotating exhibitions on science and technology.
- Established in July 1922 by Professor Peter Hillman.

5. Ein Yael Museum

- Located at Refaim River, in Jerusalem.
- The site has ancient terraces, a spring, orchards, a reconstructed ancient Roman street, archeological remains, ancient bath-houses and remarkable mosaics.
- Invites visitors to go 2,000 years into the past.
- During appropriate agricultural seasons, there are active oil-press, wine press for making new wine, and a threshing floor for wheat flour.

6. Cinematheque

- A cinema located in an ancient building at the foot of the Old City walls.
- An International Film Festival is held there once a year, an important and prestigious event.
- It holds the largest film archive in the Middle East, with thousands of films from Israel and the world.

7. Jerusalem Theater

- Located in the heart of Talbiya neighborhood in Jerusalem.
- Has a central role in the Capital's cultural scene.
- Opened its doors in 1971.

8. Jerusalem Khan Theatre

- Located in an impressive and unique 19th-century building, most likely used in the past as a silk factory.
- At the core of its artistic activity, there is a permanent group of actors that present an average of five new productions a year
- The shows include Israeli, European and American plays, both classic and modern.

9. Binyanei Hauma

- An International Convention Center.
- A modern building near the city entrance
- Built in 1950 by the Jewish Agency and the Jewish National Fund.

10. Payis Arena Jerusalem

- The largest and most advanced sports, culture, and entertainment center in Israel.
- It hosts sports events, music performances, special productions, conventions and exhibitions.
- Serves as HaPoel Jerusalem basketball team's home arena.

11. Mahane Yehuda Market

- One of the most vibrant and colorful places in Jerusalem.
- Located between Agrippas street and Jaffa road in the city center
- Alongside shops and stalls there are coffeehouses, restaurants, bars, fashion stores, and vegan food stores.

12. Light Rail

- Public mass transportation system in Jerusalem
- The line has currently 23 stops, the first one is in Pisgat Ze'ev and the last stop is at Mount Herzl.
- It transports an average of 145,000 passengers per day.

13. The First Station

- A Culture and entertainment center.
- Located between Emek Refaim street and Derech Hebron, next to the Khan Theater and Cinematheque.
- Built next to the old railroad tracks.

14. Ben Yehuda Pedestrian-only Street

- One of the city's main commerce and entertainment streets.
- Named after the reviver and renewer of the Hebrew language.
- No access to vehicles.

15. Nahalat Shiva

- The third neighborhood to be built outside the Old City walls.
- Since the beginning of the 1990s, it has been one of the city's entertainment centers.
- One can find many restaurants, pubs, and coffee shops in its narrow streets.

16. The "Mifletzet" (The Monster)

- Playground in the Kiryat Yovel neighborhood, in Jerusalem
- Located on the main road leading to Hadassah Medical Center, Ein Karem.
- In its center is a slide for children with a somewhat scary shape and name.

17. The Billy Rose Art Garden at the Israel Museum

- The garden leads the visitor in the footsteps of 20th century sculpture.
- Among the sculptures are works of foreign and Israeli artists.
- It exhibits a special piece named "Turning the World Upside Down", created by the artist Anish Kapoor especially for the re-opening of the museum.



Discovering Jerusalem

18. Chords Bridge

- A large and noticeable construction at the entrance to Jerusalem.
- Used for light-rail passage.
- Inaugurated on June, 2008.

19. Mishkenot She'ananim

- The first neighborhood built outside the Old City walls.
- A flour mill was built at its center.
- A music center currently operates there.

20. Me'ah She'arim

- The fifth neighborhood built outside the Old City walls.
- The founders of the neighborhood picked its name from a verse in the Torah portion of the week (Parashat Hashavua).
- Today it is one of the most prominent Haredi neighborhoods in the city.

21. Rehavia

- A garden neighborhood first established in the 1920s.
- Many of its former residents were prominent public figures, such as; Menachem Ussishkin, former head of KKL; Yitzhak Ben-Zvi, second President of Israel; Martin Buber, Yeshayahu Leibowitz, and more.
- One of the central locations in the neighborhood is the National Institutions Building that includes the offices of The Jewish National Fund (KKL), of the Jewish Agency and of United Israel Appeal (Keren Hayesod).

22. City of David

- The place was built in Abraham our forefather's time, around the Gihon Spring.

- Circa 3,000 years ago, David turned it into a prosperous and strong capital.
- At this place many of the Bible stories took place.

23. Cardo

- Located at the heart of the Jewish Quarter.
- Main road from the Roman period.
- On both sides of the street there is a colonnade.

24. Windmill

- Located at the entrance to Mishkenot She'ananim neighborhood.
- Built to provide the residents with a source of income, and cheap flour for the poor.
- Named after the British Jewish philanthropist, Moses Montefiore, who financed its construction.

25. Tower of David

- Nickname given to the fortress that protected the city of Jerusalem for thousands of years.
- The citadel is located at the highest point of the Old City, near the Jaffa Gate.
- These days, the Museum of the History of Jerusalem is located there.

26. The Knesset

- The State of Israel's legislature.
- The Government Room is on the second floor of the building.
- Some say that it is similar in shape to the Acropolis in Athens.

27. The President's Residence

- The official residence of the presidents of Israel since 1971.
- When a new government is elected, the traditional photo of government members with the president

is taken there.

- Located on a hill in the Talbiya neighborhood.

28. Supreme Court

- The country's highest judicial institute.
- Architecturally designed by the Karmi brothers.
- It consists of 15 justices. Once appointed, a justice has tenure until the age of 70, unless they step down earlier.

29. Mt. Herzl and Herzl's Grave

- Israeli and Zionist leaders are buried there.
- Israel's main military cemetery is also located there.
- Hosts the Israeli Remembrance Day ceremony and opening events for Independence Day.

30. Safra Square

- The square was built in 1993, as part of the Municipality Building Complex.
- The square is used for various social events.
- Named after known Jewish philanthropists from the Syrian city of Halab, who have done a lot for Jerusalem.

31. Knesset Menorah

- Bronze menorah that resembles the Temple Menorah, a Jewish symbol.
- The menorah is decorated with embossments of biblical figures, and events from Israel's tradition and history.
- Stands at the edge of Wohl Rose Garden, opposite the Knesset building.

32. Jerusalem Forest

- The "green lung" of the capital's residents. In recent years there is a public protest to save the forest.
- The forest has various trees, flowers, and animals, remnants of ancient agriculture and burial caves.
- The JNF built roads in the forest that lead to many quaint spots, and cleared spaces for parking and recreation.

33. The Hebrew University at Mt. Scopus

- The largest and oldest of the four campuses of the Hebrew University.
- Today houses the Faculties of Social Sciences, Law, and the Humanities.
- Schools of Business Management, Social Work, Education, Occupational Therapy, and the International School also operate there.

34. Hadassah University Hospital in Ein Kerem

- University Medical Center in Jerusalem, serving as a hospital.
- Provides advanced treatments for patients from Israel and the world.
- Located next to the Ein Karem neighborhood. Built on 300 acres of land owned by the Jewish National Fund.

35. The Western Wall

- One of the four retaining walls of the Temple Mount.
- 2,000 years old.
- In Jewish tradition it is considered a highly sacred place.

36. The National Library

- Its main purpose is to gather the literary treasures of the Jewish people and to preserve the Jewish and Israeli tradition.
- It holds over five million printed items and an archive.
- Also holds works related to Judaism and the Middle East.

37. Hurva Synagogue

- Located in the Jewish Quarter. First built at the beginning of the 18th century.
- Destroyed by its Arab builders because of unpaid debts. Was re-built in the middle of the 19th century.
- Considered the most important and central Ashkenazi synagogue in Jerusalem until its second destruction, when the Jewish Quarter fell in 1948. Was built for the third time at the beginning of the 21st century.

38. Cinema City

- Opened to the public in 2014.
- It screens many films and hosts conventions and shows.
- Characters from the "Smurfs" and from Disney films, are scattered around inside the building.

39. Sultan's Pool

- Built by the Ottoman sultan Suleiman the First, in 1536
- Between the War of Independence and the Six Day War it was a demilitarized area between Israel and Jordan.
- The space is used as an open amphitheater where various cultural events and

performances are held.

40. Yad Vashem

- This institute is entrusted with the task of commemorating the six million Jews murdered in the Holocaust and lost Jewish communities.
- The Institute is certified to award the title "Righteous Amongst the Nations" to gentiles who acted to save Jews while putting their own lives in jeopardy.
- The name of the institution was taken from Isaiah 56:5: *"Even unto them will I give in My house and within My walls a monument and a memorial better than sons and daughters; I will give them an everlasting memorial, that shall not be cut off."*





Teenagers and youth



Goals:

1. Familiarization with distinctive marks and characteristics of world cities.
2. Creating an experience, and a connection to a range of visual images linked to the city.
3. Developing a creative, original thinking about Jerusalem.



Duration: 60 minutes



Equipment:

Posters of major cities around the world* (photograph of a central and identifiable location)
Markers
Illustrated cards
Information cards
*Rome, New York, Paris, Moscow, Venice, Amsterdam, Los Angeles, San Francisco, Delhi, Istanbul, London, Budapest (leaders can add or remove cities according to need).



Activity schedule:

Stage one: Introduction to the activity, associations of world cities (15 minutes)
Stage two: Working in smaller groups on illustrations related to events in the city (30 minutes)
Stage three: Conclusion (15 minutes)



"Me'orav Yéroushalmi" – Jerusalem Mixed Grill

Stage One: Introduction to the Activity, Associations of World Cities (15 minutes)

The activity leaders will explain that the activity will deal with various metaphors of the city Jerusalem that relate to lesser-known facts about the city. The goal of the activity is not an in-depth discussion of various issues related to Jerusalem, but to expose the participants to the city's different faces and to arouse their curiosity about current and past events in the city. The leader will hang posters of major world cities around the room, and it is recommended to hang a poster of the participants' home city as well. There will be a blank piece of paper by each poster. The participants will look at each poster and write down a word that in their view describes the city.

Activity leader will lead a short discussion using the following questions:

- Which cities were *easy/hard* to identify and describe, and why?
- How did the participants choose to describe a city they have never visited, compared to the city they live in?
- How would they describe Jerusalem in one word? (It can be asked as a go-around question, assuming the following descriptors are said: holiness, complex, ancient, heavy, beautiful, religion, etc.)
- Why did they choose these words to describe Jerusalem?

- What is unique to Jerusalem? (for example: sacred to the three religions)

Stage Two: Working in Smaller Groups on Illustrations Related to Events in the City (30 minutes)

At this point, the leaders will divide the group into two smaller groups. Afterwards, they will present an illustration (comical/caricature) which depicts a fact/event from the history of Jerusalem. Each group is asked to think up a story that describes what takes place in the illustration. Encourage the kids to be creative. The group with the story closest to what actually happened (or the most creative) will receive a card with the true information about the illustration. A representative of the winning group will be asked to read the card out loud for the whole group.

Illustrations and events:

- **A drawing of Herzl standing surprised in the midst of a city's ruins**
Information: Contrary to expectations, when Herzl visited Jerusalem his impression of the city was not favorable, and he wrote in his book: "Jerusalem by daylight was less alluring - shouting, odors, a flurry of dirty colors, crowds of ragged people in narrow, musty lanes, beggars, sick people, hungry children, screeching women, shouting tradesmen.. The once royal city of Jerusalem could have sunk no lower". (Altneuland).



WAYS to JERUSALEM

Herzl decided that Israel's main city should be Haifa!

- **An illustration of food dishes making Aliyah (or flying) to Jerusalem**

Information: There are some special dishes named after the city, such as "Me'orav Yerushalmi" (Jerusalem mixed grill) and the Jerusalem artichoke, but the truth is, the Jerusalem artichoke actually comes from North America.

- **An illustration of people with pictures of panthers marching in the streets of Jerusalem**

Information: Just like in the United States, in the 1960s, a large demonstration was held in Jerusalem by the Black Panthers movement, who protested against discrimination and for equal rights.

- **An illustration of a wrecking ball hitting Jerusalem's Old City's walls**

Information: After the re-unification of Jerusalem in 1967, David Ben Gurion suggested destroying the walls of the Old City, since in his eyes they symbolized the division within the city. His suggestion did not receive much support and the ancient walls were saved!

- **An illustration of a man peeking through trees that are hiding the city**

Information: Information: The State of Israel is among the few countries in the world in which the number of trees grows every year.

Stage Three: Conclusion (15 minutes)

The activity leader will lead a short discussion on the questions:

- What in the illustrations surprised you about Jerusalem?
- Which events did you already know of?
- In what way did the events and facts you were exposed to in the activity influence your view of Jerusalem? (does it distance us from Jerusalem's aura of sanctity and perfection, Or does it make it more accessible to us?)
- Can you think of other interesting and less known stories about the city? Would you like to draw and illustrate them for the next activity?

accessories





Lions in Jerusalem



Children



Goals:

1. Familiarization with the emblem of Jerusalem (the official symbol of the city of Jerusalem).
2. Understanding the significance of the lion in connection with Jerusalem.
3. A creative, artistic experience.



Duration: 45 minutes



Equipment:

A4 paper
Writing and coloring implements
Emblem of the city printed on A3 paper
Craft supplies (modelling clay, stickers, crayons etc.)
Various items
Bible (Old Testament)



Activity schedule:

Stage one: My Jerusalem (20 minutes)

Stage two: Presenting and discussing the emblem of Jerusalem (10 minutes)

Stage three: Preparing an exhibition of lions (30 minutes)

Stage four: conclusion. (10 minutes)

Stage One: My Jerusalem (20 minutes)

We will ask the participants if they visited Jerusalem. We will ask those who visited the city to share a special experience related to Jerusalem, and the others will be asked to share the meaning of Jerusalem for them personally.

Option 1: We hand out papers, coloring implements and craft supplies. Each participant will create a city emblem symbolizing their view of Jerusalem and will get the chance to present their work and explain it.

Option 2: We will place various items around the room, such as; olive branches, a plastic lion, a shofar (ram's horn), a picture of Falafel, a photo of the Old City walls, a picture of a pigeon, a military beret, a flag of Israel and more. We will ask each participant to pick out an item that symbolizes Jerusalem in their eyes. Afterwards, each participant will explain which item they picked out and why.

Stage Two: Presenting and Discussing the Emblem of Jerusalem (10 minutes)

We will introduce the symbol of the city of Jerusalem (attached), and then ask the participants to identify the elements that compose the emblem, and say what they think these elements symbolize.

The elements are: The walls of the Old City, olive branches and a lion. The city walls represent the

history and glorious past of the Jerusalem, an ancient city that exists for 3,000 years already. The olive branches are a symbol of peace. Jerusalem is a city that symbolizes peace and there is hope that people of various religions will live in Jerusalem together, side by side, in peace. The lion, king of all animals, symbolizes strength, power and leadership. The aspiration is that the capital of Israel, Jerusalem, will have these qualities.

Many years ago, King David built the city of Jerusalem. King David was a descendent of Judah, son of Jacob. Judah had 11 brothers, and each of them received a special blessing from Jacob, before he died. Each one of them became the forefather of his tribe.

Jacob gave Judah a special blessing and said: "Judah is a lion's cub". Meaning, Judah is like a lion, the strongest animal, but like a young cub, faster than the older lion. Ever since, the lion has been the symbol of the tribe of Judah. Jerusalem was founded where the tribe of Judah lived, many years ago. Therefore, the lion was chosen for the symbol of the city of Jerusalem, which is built on the land of Judah.

Stage Three: Preparing an Exhibition of Lions (30 minutes)

Craft supplies will be placed around the room.

The children will decorate their lions as they please, and afterwards we will hang the lions in an exhibition

inspired by the exhibition "Lions in Jerusalem".

Stage Four: Conclusion (10 minutes)

Each participant will take a "selfie" with the lion they made and send it to the instructor. These photos will be projected on a screen. Naturally, the instructors can take a group photo with their cellphone.

Concluding remarks - well done to the participants on the beautiful artwork they made.

For older ages – the group will elect the "most favorite lion" and its creator will get a prize.

We can talk about the various lions and what they represent, and then conclude.

accessories

ירושלים



**Children**

**Goals:**

1. Familiarization with Jerusalem through folk tales.
2. Understanding the concepts of love and grace in relation to the city of Jerusalem.
3. Internalizing these values to be embedded into the participants’ daily lives.

**Duration: 35 minutes**

**Equipment:**

The printed story
Play accessories (various hats)
Notes/paper
Writing and drawing implements

**Activity schedule:**

Stage one: Reading the attached story.
Stage two: Basic comprehension questions.
Stage three: Dramatizing the story.

Stage One: Reading the Attached Story.

Stage Two: Basic Comprehension Questions

- Who appears in the story?
- Why did the brothers do what they did?
- Why do you think Jerusalem was built specifically on this spot?

Stage Three: Dramatizing the Story.

We will choose two participants to play the brothers, and ask them the following questions:

What is your name? Could you tell us a little about your daily routine? Where do you live? How do you make a living? What do you think of in the middle of the night? Could you tell us what happened one night?

You can ask them to perform the events of that night, and then ask:

What else can you do to help your brother?

If the activity takes place with parents, you can divide them into pairs of parent-child, and then ask them to think together; what else can be done to help the brother?

The child can draw and the parent can write down the child’s idea.

Afterwards, we will ask them to present what they made (drawing and/or writing) to the group.

accessories

A Tale of Two Brothers

Once there were two brothers who shared a farm. For many years, they cultivated the land together, in brotherhood and friendship. One day, one of them got married, so they divided the farm between them. The married brother built a new house for himself, and moved to live there with his wife, while his unmarried brother lived alone in the old farmhouse. The two brothers continued to work in their blessed fields and reaped profits.

Years passed, and while the married brother had ten children, the other brother remained alone.

One night, the unmarried brother thought to himself: “I have a large and blessed field, I have made an ample livelihood, and I am using it all just for myself. My brother has a large and blessed field too, but he has twelve mouths to feed!” Moving from thought to action, he got up and out of bed in the middle of the night, went to the threshing floor, gathered several bundles of wheat, climbed the hill that separated the brothers’ houses, and placed them upon his brother’s bundles of wheat.

Then, one night, the married brother thought to himself: “What a pity. I have ten children and a wonderful wife, I am fulfilled and happy, while my poor brother is all alone. All he has in life is his wheat". And so, in the middle of the night, he got up and out of bed, went to the threshing floor, gathered several bundles of wheat, climbed the hill, and placed them upon his brother’s bundles of wheat.

Every night the brothers travelled back and forth. Every night they each climbed the hill, crossed the border between their fields, and added wheat to the threshing floor of the other brother, and every morning each would wonder how come their piles of wheat were blessed and seem as if they had not diminished at all.

One night as they were climbing the hill with bundles for each other, the two brothers met at the top of the hill, fell into each other’s arms, wept and kissed.

The story tells that Jerusalem was built where the two brothers met.

Notes in the Kotel

WAYS to JERUSALEM



The entire family



Goals:

1. Familiarization with the concept of "the Kotel" (The Western Wall).
2. The experience of placing notes in the wall.



Duration: 30-45 minutes



Equipment:

A story about the Kotel and Jerusalem
White crepe paper / silk paper / newspaper
Cardboard
Plastic glue
Gray paint
Green crepe paper (for the vegetation on the wall)
Notes to put in the Kotel



Activity schedule:

Stage one: A story about the Kotel and Jerusalem and a short discussion (15 minutes)

Stage two: Arts & Crafts: Building the Kotel wall (10 minutes)

Stage three: Writing notes and placing them in the Kotel's cracks (10 minutes)

Stage One: A Story About the Kotel and Jerusalem (10 minutes)

We open with a story about Jerusalem (attached in the appendix).

Afterwards, we'll ask short comprehension questions:

- Why is Jerusalem important to the Jews?
- What was in Jerusalem?
- Who built the Holy Temple?
- Who liberated Jerusalem?

Stage Two: Arts & Crafts: Building the Kotel Wall (10 minutes)

The Kotel can be prepared in advance, or built together with the children, depending on their age and the available time. For your convenience, we offer a suggestion for building the Kotel:

Prepared in advance by the activity leader:

1. Prepare a cardboard background with a ratio suitable for the size of the stones of the Kotel.
2. Mark the rows of stones on the cardboard, starting with wider ones and gradually narrower. Emphasize the juxtaposition of one stone with the two stones underneath it, as appears in the Kotel.
3. Apply glue to the entire surface of the cardboard.

Let the children:

4. Crush or crumple silk/crepe paper or newspaper, whatever you have, and glue it to each of the "stones".
5. Place the cardboard aside to dry.

Stage Three: Placing the Notes (10 minutes)

At this stage, we will tell the children that Jews not only pray next to the Kotel, but that there is a special tradition that exists for many years, to place notes in the cracks between the Western Wall stones.

Each participant will think of a special wish that they want to make. It can be a personal request, request for the family, or for friends; requests for health, happiness, and more.

While the wall dries, we will assist the children to write their wish notes, that later will be placed in the Kotel.

You can also ask the children if they want to share their wishes with the others, and let them do so.

After the paper dries:

6. Spray or smear the gray paint to emphasize the cracks between the stones.
7. You can add "vegetation" from the green crepe paper or by drawing in green, between the stones.
8. Slit the cracks using an X-Acto knife, as the children's wish-notes will be placed inside them.
9. Taking turns, each child will place a note in the wall.
10. 10. You can also use the Western Wall Heritage website to send an online note directly to the Western Wall in Jerusalem
www.thekotel.org/kotel/send_note/

accessories

A Story about the Kotel and Jerusalem

"Today we will learn about Jerusalem," the teacher said to the children.

"But I want to talk about my birthday. It's almost here," Ariel yelled.

"Do you know why they named you Ariel?" , asked the teacher.

"Yes, because that's one of Jerusalem's names and I was born on a day connected to Jerusalem" Ariel answered.

"I don't understand, why are we going to learn about Jerusalem?" Ariel asked the teacher.

"Jerusalem was always an important city for the Jews. In Jerusalem, there was the Holy Temple, which was built by King Solomon. The Jewish people visited it three times a year, until it was destroyed," the teacher continued the story.

"Since the destruction of the temple, only the Western Wall remained standing, a lone remnant of the wall that surrounded the Holy Temple. For many years, Jews came to pray near the Kotel, until the War of Independence," the teacher added, and the whole class listened.

"Why?" asked Ariel.

"Shush!" shouted the children, who wanted to listen to the teacher.

"During the War of Independence, the Old City fell into Jordanian hands and for 19 years Jews were not allowed to go to the Western Wall (Kotel) and pray. Jerusalem Day commemorates the liberation of the Old City from the Jordanians."

"Ever since, the Jews have once again been able to pray at the Kotel," the teacher finished the story.

"And who liberated Jerusalem?" Ariel asked.

"The paratroopers in the Six Day War liberated Jerusalem, but I will tell you the liberation's story next time," said the teacher.

"If my name is connected to the liberation of Jerusalem, then I'll ask my mother for a birthday cake in the shape of the Kotel, or a paratrooper cake," Ariel said. "And then you'll tell the story of the paratroopers?" he asked.

"Yes," answered the teacher, and smiled.

