



THE ELECTRONIC EDUCATOR-
A weekly update of information for you and your school!
A service of the NJ Region USCJ Dept. of Education
Michelle Rich, Director of Education and Youth Activities
Nita Polay Levin, Field Worker
Lisa Harris Glass, Executive Director

UP-COMING TEACHER TRAINING MINI-COURSES

Only 2 more courses left this semester!

COURSE # 8: DEVELOPING A SENSITIVITY TO CHILDREN WITH SPECIAL NEEDS (for *Religious School teachers*)

INSTRUCTOR: WENDY DRATLER

Wendy Dratler, our Special Needs consultant who taught our *New Jewish Child Left Aside* course, will aid educators to "feel what it is like to be disabled," allowing for empathy for these individuals and the experiences they struggle with the mainstream. Participants will have hands-on experiences, benefit from sensitivity lessons that are tied to Bible stories, how Torah tells us to treat the disabled, and how to make students with disabilities feel like the star of the class.

DATE: Sunday, November 2 , 12:45 - 2:15 p.m. >**Note the correct date**

LOCATION: Temple Israel, Ridgewood

COURSE 9: B'TZELEM ELOKIM: DEVELOPING A COMMUNITY OF MENSCHEN (for *religious school teachers*)

INSTRUCTOR: DR. SHOSHANA SILBERMAN

Learning to treat each other with respect and dignity in the way in which Judaism teaches is a reflection of God. In this Mini-Course, participants will learn how to develop a cohesive community of students exhibiting *menschlichkeit* behavior, understanding that we are all created in the image of God.

DATE: Sunday, November 23, 9 - 10:30

LOCATION: Temple Beth Torah, Ocean

First for the Winter/Spring Semester:

Preschoolers and Israel: Perfect Together !

INSTRUCTOR: LINDA RIPPS, VETERAN TEACHER

Due to the popularity and timeliness of the topic, Linda will reprise her workshop that she facilitated in Montville at the beginning of September.

Young children are not developmentally capable of conceptualizing the global map or of a place that is not in their daily lives. This would make it seemingly useless to teach them about another country far away, and yet, it is never too early to introduce a love for Israel as the special place of the Jewish People, which is different from learning about other cultures and countries. By using some Hebrew, the Israeli flag, videos and story books about Israel, we begin to plant the seeds that will bloom as they get older. Linda, who has taught preschool and is an expert in

resources about Israel, will show you how to introduce the concept of kibbutz and other aspects of the country to young children.

DATE: MONDAY, JANUARY 19 (MARTIN LUTHER KING DAY), 2009 (A.M. : TIME TBA)

LOCATION: GLEN ROCK JEWISH CENTER

If you are interested in attending any of these courses, contact Michelle Rich at Rich@USCJ.org. As a benefit of your synagogue's membership in United Synagogue, all courses are free for teachers affiliated with a USCJ school or anyone who is a member of a USCJ congregation.

We are ready to take requests for in-service teacher training workshops for the Winter/Spring semester. If you would like to have a Mini-Course for your religious school or preschool, contact Nita at Levin@USCJ.org

Preschool Corner

Hello all!

We have our monthly call tomorrow, Wednesday October 29, at 3:15 NY time (2:15 Central, 1:15 Mountain, 12:15 PST). The call in number is 270-696-1500, and the code is 32845#. Topics may include making Thanksgiving Jewish, anxious parents, stressed teachers, positive and supportive strategies as children move through the school (year by year). Please let me know if you will be able to join us. This is our October/November call, due to the holidays and NAEYC.

Talk to you soon,
Max

Maxine Handelman
Consultant for Early Childhood Education
United Synagogue of Conservative Judaism
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I'd stop eating chocolate but I'm no quitter.

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Preschool November Shiur

Good morning!

Below is the November shiur, which focuses on chesed (kindness) and the story of Rebecca, which we read on November 22. Enjoy, and remember, I always love feedback!

If you will be at NAEYC next week, I hope you will join me for dinner on Wednesday, November 5. If you have not yet signed up for dinner, please contact me at handelman@uscj.org.

B'Shalom,
Max

Maxine Handelman

15 And it came to pass, before he had done speaking, that, behold, Rebekah came out, who was born to Bethuel the son of Milcah, the wife of Nahor, Abraham's brother, with her pitcher upon her shoulder. **16** And the damsel was very fair to look upon, a virgin, neither had any man known her; and she went down to the fountain, and filled her pitcher, and came up. **17** And the servant ran to meet her, and said: 'Give me to drink, I pray thee, a little water of thy pitcher.' **18** And she said: 'Drink, my lord'; and she hastened, and let down her pitcher upon her hand, and gave him drink. **19** And when she had done giving him drink, she said: 'I will draw for thy camels also, until they have done drinking.' **20** And she hastened, and emptied her pitcher into the trough, and ran again unto the well to draw, and drew for all his camels.
Genesis 24:15-20

Questions for discussion:

1. Chapter 24 of Genesis tells the whole story of how Rebecca becomes Isaac's wife. If you had been in Rebecca's place, would you have made the same decisions?
2. The importance of chesed is found in many of our texts. In Pirkei Avot it is written that the world is founded on three things: Torah, avodah (prayer), and gemilut chasadim (acts of loving-kindness). The rabbis also taught, "In three respects are gemilut chasadim superior to charity: Charity can be done only with one's money, whereas gemilut chasadim can be done with one's person and one's money; charity can be given only to the poor, whereas gemilut chasadim can be done for both the rich and the poor; charity can be given to the living only, whereas gemilut chasadim can be done both for the living and the dead [by attending to funeral needs]." (Tractate Sukkah 49b) How can we show chesed without feeling overwhelmed by the many ways we might be of help? How do we model chesed, both giving and receiving it?
3. Rebecca is known for her kindness, based on her actions in the text above. Chesed (kindness) is, of course, a significant Jewish value and behavior we strive to nurture in the children we teach. We see Rebecca fulfill her responsibility to help take care of the world by providing chesed to another person. What do you think your children will respond when you ask them why they think Rebecca did what she did? What acts of chesed have you done recently? What acts of chesed have others done for you? What acts of kindness have you seen your children do? What would they say if you asked them what acts of chesed they've done recently?

The story of Rebecca is in Parashat Hayyei Sarah, which we read on November 22, 2008.
Maxine Segal Handelman
Consultant for Early Childhood Education, United Synagogue of Conservative Judaism
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Dear Colleagues,

November 9th-10th marks the 70th anniversary of *Kristallnacht*, the pogrom against the Jews of Germany and Austria under Nazi rule in 1938. I am including select links for you to use in your classrooms to mark this anniversary.

United States Holocaust Memorial Museum

<http://www.ushmm.org/museum/exhibit/focus/kristallnacht/?tr=y&auid=4108866>

Yad Vashem

http://www1.yadvashem.org/exhibitions/kristallnacht/home_kristallnacht.html

I would also like to share a recent experience I had while participating in a program called *Germany Close Up*. While attending this ten-day program in Berlin, I had the opportunity to see many Jewish institutions, including synagogues. As I passed one synagogue, I noticed it was guarded by two German police officers. Almost instinctively I shuttered at the thought of these armed German men guarding synagogues that in 1938 were set ablaze by the SA Storm Troopers. After voicing this concern, the director of the program Dr. Dagmar Pruin suggested that I approach these officers and ask them how they feel about guarding a Jewish institution. When I AL

She returned and told me that the officers had told her to tell me the story of Wilhelm Krützfeld. Here is his story.

The Police Officer Who Saved A Synagogue

Although the Nazis assumed power in Germany in 1933, the police department continued to function as it had before. On the night of November 9-10th 1938 in Germany and Austria, the Nazis permitted the destruction and burning of Jewish synagogues. This night is known in Germany as *ReichsKristallnacht*.

As the SA began setting fires and destroying synagogues, the German firefighters all over the Reich were told not to extinguish any synagogue that was set on fire that night.

The following story was documented and recorded by police authorities, eyewitnesses, and the SA troops.

This is the story of police lieutenant Wilhelm Krützfeld and his actions that night in November. It is a story which many people have forgotten, some have remembered, and most have never heard. Here is his story.

The SA was a group of street thugs, who were loyal to the Nazis. They terrorized neighborhoods and people and were identifiable by the brown shirts they wore. They are known as the Brown Shirts. When the SA were about to destroy the Oranienburger Strasse Synagogue, some of the neighbors called the police. It was police lieutenant Wilhelm Krützfeld, who answered the call that night. When Krützfeld heard that the SA was planning to burn down the synagogue, he explained that the synagogue had been a protected historical landmark and cultural monument for decades. With his gun in his hands, he told them that he would uphold the law requiring the synagogue to be protected. Krützfeld put the synagogue under police protection, and because the police had the authority to give orders to the firefighters and the SA, Wilhelm Krützfeld called in the fire department to extinguish the blaze. Wilhelm Krützfeld saved the synagogue.

A day after that incident Wilhelm Krützfeld was called to the German authorities and asked to explain what had happened. He told the authorities that the synagogue was protected by the Kaiser's law and since the Nazis hadn't changed that law it was still in effect. The Kaiser was a past ruler of Germany.

Krützfeld not only saved the synagogue, he also warned Jews whose names appeared on lists of people to be deported. He told them that they need to leave Germany and emigrate. Some of these Jews survived because of the decisions he made. Today, the synagogue is still standing tall on the streets of Berlin.

Perhaps as we retell the story of the horrors of *Kristallnacht* to our students, we might consider including the story of the heroic act of Wilhelm Krützfeld.

Emily Amie Witty

Director, Manhattan Educational Resource Center

Board of Jewish Education of Greater New York

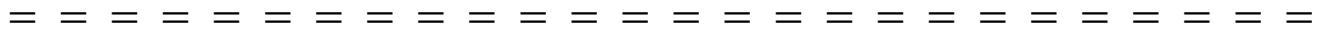
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[Click here to download the JEA flyer to distribute to your teachers](#)

Join us for the

NJ Jewish Educators Assembly TEACHER WORKSHOP

Wednesday, November 5th
5 - 7 PM

Program Schedule

Workshop with
Dr. Miller

Location

Cost and
Dinner

RSVP

See who is
Registered

Wrestling with Jacob: The Conservative Congregational School Student

New Ideas to Help
Teachers Face the Challenges
in the 21st Century Classroom

Dr. Deborah Miller

Associate Director of the Melton Center for Jewish
Education at the Jewish Theological Seminary
& Project Director of MaTok,
the Bible curriculum for Solomon Schechter Day Schools

Location

Adath Shalom
841 Mountain Way
Morris Plains, NJ 07950

Dinner (optional)

	Chinese Buffet Dinner by Chopstix
	1-5 Educators \$50, 6-10 Educators \$75
	RSVP by October 31st
	Reservation before October 31st a <u>MUST</u> by Religious School ONLY JafOranges@aol.com
	Schools Registered
	Adath Shalom, Morris Plains
	Shomrei Emunah, Montclair
	Summit JCC, Summit

Combing Through My Files

1. **FOR PRESCHOOL AND EARLY ELEMENTARY:** My Bracha Book: A book in the shape of an ice cream cone, *brachot* are prewritten. Each page has a *bracha* in English and Hebrew, explanation of when to say the *bracha*, and a rudimentary illustration. You can cut out the ice cream cones and color them in, or have the kids color them.
2. **WRITING REPORT CARDS:**
 - a. Appropriate Descriptive Phrases for Writing Report Cards
 - b. *Report Cards, Shmeport Shmards?*
3. **Teaching about Shabbat:**
Discussion lessons, crafts, puzzles, Mad Lib, large group activities with stations, challah recipe(s): **for all ages**
4. **Teaching about Havdalah:** activities, crafts, games

Nita Polay Levin

Here are some interesting ideas:

WATERTIGHT

Put lesson messages or props in watertight containers such as plastic bags or 35 mm film containers. Label them in the order you will need them for the lesson (a, b, c, or 1, 2, 3....) and place them in a pail of water. Call on individual students to pull the containers out of the water, open them, and share their contents with the class.

QUESTION/VOCAB BOX

Take an empty square tissue box and trace each side (including the open top) onto a plain piece of paper. Cut the out and on each, write a question that deals with your lesson or a vocabulary word they are studying. Toss it to the students and when they catch it, they have to answer the question/translate the word.
