



125 Activities for Jewish Classrooms

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Asterisk [] denotes an activity especially useful in Hebrew class.*

READING

- 1 Reading for information—encourage with questions and issues. Avoid assigning whole chapters.
- 2 Reading for pleasure—maintain a classroom library * or use the synagogue library.

WRITING

- 3 Essay—make the subjects personal.
- 4 Biography—seek role models.
- 5 Prayer.
- 6 Radio or TV program—especially for “current” topics.
- 7 School or classroom newspaper—articles, editorials, columns, advertising, and features.
- 8 Letters—synagogue board, pen pals in Israel, members of Congress, newspaper editors, etc.
- 9 Outlines.
- 10 Dictionaries. *
- 11 Quiz or exam questions—students compose their own.
- 12 Case studies.
- 13 Summaries—helps student paraphrase new learning.
- 14 Riddles, jokes, puns—relaxing; instructive.
- 15 Stories.
- 16 Poems.
- 17 Plays.
- 18 Lyrics to songs—use common melodies.
- 19 Ads or television commercials.
- 20 Diary of class, imaginary, or historical events.
- 21 Slogans.
- 22 Lists.
- 23 Book reviews.
- 24 Epitaphs—good for paraphrasing biographies.
- 25 Responsa.
- 26 Ethical wills.
- 27 Telegrams (see above #8).

ORAL WORK

- 28 Reports on reading.
- 29 Descriptions of maps, models, or charts
- 30 Using new vocabulary. *
- 31 Questions and answers—good for review. *
- 32 Round table discussions—students as panelists.
- 33 Committee reports—good for socialization.
- 34 Tape recording—Make tapes as review. *

- 35 Telephonic dialogues (use toy telephones) *
- 36 Tell story—encourage students to be personal.
- 37 Relate historical to current events.
- 38 Interview pupil—class interviews prepared pupil.
- 39 Interview teacher—teacher poses as historical figure.
- 40 Panel of “experts”—seated committee reports.
- 41 Town meetings—teacher raises issues as if class is a town in a particular time and place.
- 42 Conversations—pupils, or pupil and teacher.
- 43 Debates—students prepare both sides.
- 44 Citations—ask students to find quotes in text or sources.
- 45 Round-Robin—ask questions; allow each student one sentence. (Hebrew: short answer questions. *)
- 46 Group-think—class gives single words or brief answers to be recorded on chalkboard.

DRAMATICS

- 47 Drama (written by class or professional). *
- 48 Charades. *
- 49 Mock trials—based on historical trials or debates.
- 50 Puppet shows—for primary grades or prepared by older class for a younger one. *
- 51 Creating sound-tracks—variant of tape recording: used with silent film or slides. Include music.
- 52 Reciting poetry. *
- 53 “Psychodramas” or “Sociodramas.”
- 54 Impromptu plays.
- 55 Pantomimes.
- 56 Pageants—use for holidays. *
- 57 Radio programs.
- 58 Shadowgraphs—use sheet and light bulb.
- 59 Narrated dramas—one student (or teacher) acts as narrator, others take parts in the story. *
- 60 Educational Games—*You Are There, This Is Your Life, What’s My Line?, Password, Concentration, Wheel of Fortune*, etc.
- 61 Reenact true or historical situations—sociodrama. *
- 62 Simulation games.

WORSHIP

- 63 Attending worship services. *
- 64 Conducting services. *
- 65 Preparing sermons.

- 66 Studying basic responses and prayers—prayer book. *
- 67 Rewriting prayers in verse or prose.
- 68 Read and discuss individual prayers. *
- 69 Writing original prayers. *
- 70 Creating pageantry for worship services.

ARTS & CRAFTS

- 71 Drawing (event, story, or poem illustrations).
- 72 Creating classroom murals or friezes.
- 73 Copying from photographs or illustrations from textbook.
- 74 Creating calendars, greeting cards.
- 75 Decorating room for a holiday unit or lesson. *
- 76 Making costumes, especially with dramatics.
- 77 Stained-glass pictures using construction paper.
- 78 Shoe-box dioramas of events or scenes.
- 79 Mobiles.
- 80 Illustrated maps, charts, graphs, or diagrams.
- 81 Creating books and covers for books.
- 82 Painting and making scenery for use in dramas.
- 83 Taking photos (every child has a camera).
- 84 Designing certificates and awards.
- 85 Studying Jewish art and artists (ancient/modern).

MUSIC

- 86 Singing as a group. *
- 87 Listening to Jewish music—from Jewish theater to Israeli, cantorial to folk songs. *
- 88 Studying famous Jewish musicians.
- 89 Creating song parodies.
- 90 Dance—especially good in Hebrew classes. *
- 91 Studying traditional modes, including Four Questions, music for blessings, etc. *
- 92 Choir. *

COLLECTING

- 93 Clippings—from newspapers and magazines, based on subject of study or current events.
- 94 Stamps with Jewish themes. *
- 95 Coins with Jewish themes. *
- 96 Photos—from magazines, albums, etc.
- 97 Objects—create a miniature display or "Jewish museum" in the classroom.

FIELD TRIPS

- 98 Visiting synagogue sanctuary.
- 99 Visiting other synagogues for comparisons.
- 100 Library visits.
- 101 Museum visits (for Jewish and related subjects)—includes Holocaust center visits.
- 102 Attend synagogue ceremonies—Confirmation, Wedding, Consecration, Naming (especially in Hebrew study). *

- 103 Visiting Jewish agencies—housing for seniors, retarded, handicapped, charitable organizations, etc.
- 104 Interviewing guests (reverse of field trips)—prepare class beforehand.

STUDY AND DRILL

- 105 Using textbook—keep text open and refer to it during discussions, quote from it often.
- 106 Prayer drill—for comfort and fluency. *
- 107 Dates—Ask students to remember significant dates and place them in chronological order.
- 108 Map study—use outline maps where possible.
- 109 Jewish vocabulary building—Hebrew and Yiddish words and phrases. *
- 110 Games and quiz contests.
- 111 Worksheets—teacher- or student-made, from workbooks or ditto masters. *
- 112 Quotations—students memorize important quotes. *
- 113 Places—identifying, listing, locating.
- 114 People—identifying, listing, describing.
- 115 Drill Hebrew reading—but not as punishment. *
- 116 Flash cards—of course in Hebrew classes, but also in other subjects. *

MISCELLANEOUS

- 117 Flannelgraph. *
- 118 Conducting surveys—involve home and family.
- 119 Cooking—and don't forget!
- 120 Eating—very important.
- 121 Report cards—opportunity for communication with home.
- 122 Inviting parents to class for review parties, dramas, and other shared activities.
- 123 Creating classroom democracy.
- 124 Tzedakah—alloting, encouraging, creating campaigns and committees.
- 125 Student councils, class officers, etc.—ways of providing positive reinforcements to learning.
- 126 Extra credit work—always effective!



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