SUMMER 2018 COURSES

Beginning the week of June 18, 2018:
• Active Learning: Wake Up Your Students
• Israel Education Through Food
• The Jewish Life Cycle: Innovative Ideas for Teaching Our Traditions
• Havruta in the Classroom: Using an Ancient Technique to Enrich Contemporary Learning
• Teaching Holocaust through Film
• Prepare to Rock: Jewish Music Specialists’ Guide to Curriculum & Instruction

Beginning the week of July 23, 2018:
• The (Jewish) Pursuit of Happiness – Positive Psychology and Teens
• Boot Camp for New(ish) Teachers
• Jewish Holidays through Jewish Values
• Engaging Parents: Transforming Drop-Off to Drop-In
• Using Rabbinic Texts to Generate Lively Discussions
• Exploring God and Spirituality in Developmentally Appropriate Ways
• Planning Your Year: for Supplementary School Music Specialists
• Hebrew Reading is FUNdamental!

Rolling Admission:
• Hebrew Through Movement

Registration and more information can be found at www.gratz.edu/NEXT or NEXT@gratz.edu or (215) 635-7300 ext. 135.

Through the generosity of the Orloff Central Agency for Jewish Education of Broward County, Florida, all NEXT courses are subsidized for Jewish educators in Broward County. More information on the last page.
Active Learning: Wake Up Your Students
(All grades)

Course begins June 18, 2018
and will be four weeks long. All
sessions will be asynchronous. Plan
to spend two hours a week on the
course, although you may choose
any two hours that suit you.

Instructor: Anita Block, MSECEA,
MAJS, has served as a
supplementary school principal
and consultant, as well as principal
of a day school and director of
multiple Jewish early childhood
programs.

Knowing that the more we involve
students in their own learning, the
more invested they are and the better
they integrate information. Active
Learning captures students’ attention
and keeps them highly engaged.
Hallmarks of Active Learning include:
techniques that stimulate student
discussion and debate; games that
keep them jumping and rooting;
and activities that let them unearth
meaningful connections for themselves.

Mastering a repertoire of these
teaching techniques will keep
students’ bodies bustling and their
brains humming. If you want to
“amp up” the level of your students’
engagement, you are sure to get a
lot out of this class.

Israel Education Through Food
(All grades)

Course begins June 18, 2018
and will be four weeks long. All
sessions will be asynchronous. Plan
to spend two hours a week on the
course, although you may choose
any two hours that suit you.

Instructor: Samantha Vinokor-
Meinrath, MAEd, Manager, Teen
Engagement & Philanthropy, Jewish
Federation of Greater Washington,
doctoral student at Gratz College

In this class, we will leap past current
events and straight to the heart (and
stomach) of Israel! We will use food to
tell stories of Israel’s history, diversity,
and modern culture. Students of all
ages will enjoy a sensory experience
of Israel while cooking with you in
North America! As we explore Israel
through food and cooking, we will
identify ideas and tools for using
food and cooking to reach learners
of any age and stage.

We will also consider logistical
considerations such as cooking
when you don’t have a kitchen at
your disposal, developing an activity
budget and supply list, and building
food-based lessons that balance
content, food prep and time to clean
up within limited spans of time.

By the end of this course, you will
have experienced the sweet, spicy,
and savory of Israel, and be ready
to embrace cooking as a key
teaching modality.

No cooking skills required.

The Jewish Life Cycle: Innovative Ideas for
Teaching Our Traditions
(4th – 7th grades)

Course begins June 18, 2018
and will be four weeks long. All
sessions will be asynchronous. Plan
to spend two hours a week on the
course, although you may choose
any two hours that suit you.

Instructor: Laurie Fisher, MAJEd;
MAJS; Religious School Educator
and Former Director of Education at
Mizpah Congregation; Doctoral
student, Gratz College

The ways we Jewishly mark life
milestones with family and community
members continues to evolve. When
our students have a real understanding
of life cycle customs, rituals and their
meaning, those events become
meaningful Jewish experiences.

In order for us to teach about rites of
passage in ways that will resonate with
our students, we need to understand
them through a contemporary lens.
Let’s explore new ways of
celebrating, mourning, and marking
time throughout a Jewish life.

The four sessions will include the
following topics: Birth: More Than Just
a Bris; B’nai Mitzvah: Coming of Age in
the 21st Century; Marriage: Expanding
Definitions of Tradition; Death and
Mourning: Kaddish and Beyond.

“I found the material very interesting
and helpful. Unlike other workshops
I’ve attended in the past, I definitely
finished the course with some new
tools in my toolbox. It was definitely
worth my time and effort.”

– Michelle Taylor
Ohev Shalom of Bucks County
Richboro, PA
Havruta in the Classroom: 
Using an Ancient Technique to Enrich Contemporary Learning 
(3rd – 12th grades)

Course begins June 18, 2018
and will be four weeks long. All sessions will be asynchronous. Plan to spend two hours a week on the course, although you may choose any two hours that suit you.

Instructor: Mindy Gold, MAT, 
Certificate in Jewish Education; Founder and Lead Consultant at EdtechMMG, LLC

In educational theory, the ideal 21st century classroom is filled with creative and collaborative activities in which students work together to create meaning for the group and for themselves. Traditional Havruta study, which has existed since at least the 6th century CE, facilitates our contemporary learning priorities.

Havruta study is a teaching technique that is ready-made to enrich supplementary school learning today. Students work with partners to carefully explore the meaning of a text, reflecting upon the author’s context and intent as well as each partners’ perspective and life experience. The richness and relevance of Jewish texts becomes uniquely vivid through this creative process. We will identify core characteristics of havruta learning, a range of implementation strategies, and a variety of print and digital media text sources and create learning activities to share with our students based on our work together.

No prior experience with text study or Hebrew is necessary. The instructor will facilitate the partner-finding process during the first week of the course. We will also provide technology tool options to make synchronous and/or asynchronous havruta study viable. Since you will be asked to study a text with a classmate each week, consistent participation will be imperative.

Jewish Education Through Musical Play 
(Pre-k – 2nd grades)

Course begins June 18, 2018
and will be four weeks long. All sessions will be asynchronous. Plan to spend two hours a week on the course, although you may choose any two hours that suit you.


In this course, you will learn ways to engage your students in joyful Jewish learning through musical play. Like them, you will explore songs and sound, consider content, and engage in self-expression through listening, singing, moving, playing instruments, creating, and talking about musical experiences. You will learn how musical play looks different at each stage of development with improvisation, reflection, conversation, imagination, and imitation as part of the mix. The strategies presented support different learning styles and personal preferences so that you can engage in learning in the way that you choose.

You will emerge from this course with methods that incorporate art, writing, movement, technology and more with music. You will learn how music can be used across the curriculum; increase your song repertoire and knowledge of learning theories that support the effectiveness of musical play as a learning platform. We will explore music that represent a variety of styles and topics including holidays, Torah, prayer, and values, as well as more specific topics selected by participants.

No musical talent or training is necessary to succeed in utilizing music as a tool to teach.

Teaching Holocaust Through Film 
(7th – 12th grades)

Course begins June 18, 2018
and will be four weeks long. All sessions will be asynchronous. Plan to spend two hours a week on the course, although you may choose any two hours that suit you.

Instructor: Boaz Avraham-Katz, MAJS; Hebrew Instructor, Elon University; Doctoral student, Gratz College

The medium of film provides us with access to the historical events of the Holocaust and also to the psychology and behavior of both victims and perpetrators. Integrating film into our curriculum can become an important educational tool and enhance our understanding of this period.

Although students might have been exposed to the Holocaust in their secular school environment, we have the opportunity to enhance the Jewish viewpoint and focus on it in more depth. In this course, you will learn how to utilize film as a tool to enhance your students’ understanding of the Holocaust in meaningful and appropriate ways. There is an extraordinary array of Holocaust films that are appropriate for children in a myriad of contexts, including the short amounts of time allotted in most supplementary schools. Considering specific film genres, we will explore the guiding concepts that you will need to help you select appropriate and compelling Holocaust films to share with your students. Together we will identify appropriate themes for different age groups that will ultimately serve as criteria for selecting the most suitable films for your class.

This course is appropriate for anyone teaching the Holocaust to children.
The (Jewish) Pursuit of Happiness – Positive Psychology and Teens
(7th – 12th grades)

Course begins July 23, 2018 and will be four weeks long. All sessions will be asynchronous. Plan to spend two hours a week on the course, although you may choose any two hours that suit you.

Instructor: Samantha Vinokor-Meinrath, MAEd, Manager, Teen Engagement & Philanthropy, Jewish Federation of Greater Washington, doctoral student at Gratz College

Teens today are busy, busy, busy. Competing with all of the real-life and virtual distractions that their lives and smartphones have to offer is no small challenge. To successfully connect with our teens and keep them Jewishly-connected we implicitly need to convince them of the “value-add” of engaging with Judaism and Jewish community.

Positive psychology – the study of what makes life most rewarding and fulfilling – offers wonderful insights into designing activities and programs that will engage Jewish teens in compelling ways. The principles of positive psychology align well with core Jewish texts and values. By identifying the points of intersection, we will position ourselves to more consistently create gratifying opportunities for our teens.

At the end of the course, Jewish teen educators will have a foundational understanding of positive psychology and a series of tactics for applying its wisdom to the feat of successfully engaging Jewish teens.

Boot Camp for New(ish) Teachers (and those with minimal formal training)
(All grades)

Course begins July 23, 2018 and will be four weeks long. All sessions will be asynchronous. Plan to spend two hours a week on the course, although you may choose any two hours that suit you.

Instructor: Anita Block, MSECEA, MAJS, has served as a supplementary school principal and consultant, as well as principal of a day school and director of multiple Jewish early childhood programs.

Every new teacher wakes up in the middle of the night worrying about setting up a classroom, planning for the first day, organizing lessons, and keeping everything engaging.

This class will help you jump into Supplementary School teaching without feeling overwhelmed and offers you a solid introduction to many core aspects of teaching in a part-time Jewish educational program.

Topics include: Kehillah (community building), classroom management, learning styles, special needs, child development, as well as syllabus, unit & lesson planning, instructional strategies, engaging students by asking the right questions.

“[This course was well structured, the content was on-target and the feedback was positive and helpful. I learned a great deal and enjoyed the process.]”

– Lisa Stone
Congregation Emanu El
Houston, TX

Jewish Holidays Through Jewish Values
(All grades)

Course begins July 23, 2018 and will be four weeks long. All sessions will be asynchronous. Plan to spend two hours a week on the course, although you may choose any two hours that suit you.

Instructor: Jodi Gross, MAJD, MAJCS, Director of Adult Learning and Youth Engagement at Adat Shalom Synagogue in Farmington Hills, Michigan

Teaching about Jewish holidays while we sit in classrooms with our students can make them seem abstract and irrelevant. This is especially true when our students’ families may or may not observe each holiday. Mitzvot (literally ‘commandments’ but also used to mean Jewish good deeds) and middot (values) are woven into the fabric of each holiday and into all aspects of Jewish living. When we anchor holiday lessons in middot and mitzvot, we open a new entry point for our students’ Jewish experiences and identity. Uncovering the meaningful aspects of the holidays makes them more compelling and relevant and may even have an impact on how their families celebrate throughout the year.

This pluralistic exploration of middot and mitzvot will teach us where and how they are embedded in specific holidays. Together, we will explore how designing holiday lessons with Jewish values at the forefront can spark more creative and engaging ways to approach the task of teaching each holiday. You will design holiday lessons that are fresh and dynamic, allowing your students to form deeper connections to both Jewish holidays and Jewish values.

We will focus on the fall holidays, but the framework will be applicable year-round. The content is appropriate for all teachers.
Little kids (and not-so-little kids!) ask big questions that relate to God, faith, and the universe. We know many teachers are uncertain how to navigate those deep, important conversations. This course –which will be taught from a pluralistic Jewish perspective – won’t give you generic answers to recite to your students about what Jews believe. Instead, we will prepare you to introduce and explore profound questions in intentional and developmentally-appropriate ways that encourage ongoing reflection and dialogue.

The ways our children understand faith and experience holiness is intricately tied to their verbal, emotional, and cognitive development. In this class, we will consider the concept of faith development and its practical implications for how we shape our lessons. We will explore a wide range of books, songs and activities that will help you open the gates of spirituality for your students at each stage of their faith development. You will feel prepared to cultivate your students’ sense of wonder, to respond to their existential questions and to help them explore the spiritual dimensions of Judaism at all different ages and stages.

In the years following the primer, Hebrew reading instruction presents unique challenges to teachers in supplementary schools. In this four-session course we will explore general methods for improving prayer recitation as well as specific games and activities that will infuse energy into your classes.

From techniques for reviewing basic skills and practicing fluent phrase reading to ideas for teaching meaningful siddur (prayer book) Hebrew, you will learn what specific approaches motivate students to participate more actively. We will also examine the causes of the problems that are particular to teaching Hebrew and identify ways to solve them. Get ready to put some FUN into the fundamentals of reading!

“If this NEXT course not only provided me with great resources and recommendations that will enhance my teaching, but also allowed me to interact with other enthusiastic and thoughtful educators!”

– Rachel Eaton
Adat Shalom Religious School
Pittsburgh, PA
Using Rabbinic Texts to Generate Lively Discussions
(3rd – 12th grades)

Course begins July 23, 2018 and will be four weeks long. All sessions will be asynchronous. Plan to spend two hours a week on the course, although you may choose any two hours that suit you.

Instructor: Laurie Fisher, MAJEd; MAJS; Religious School Educator and Former Director of Education at Mizpah Congregation; Doctoral student, Gratz College

In this class we will read and study four stories in the Talmud, the large corpus of rabbinic discussions of law (halakhah) and stories (aggadah). The stories will include topics of friendship, constructive conflict, speech and language, and the place of Torah in our lives. Among the benefits of learning Talmudic stories is their ability to provide the context for important conversations across a range of ages. You will learn how to use this aspect of the Talmud to generate lively discussions about ethics and living Jewishly.

Using different modalities such as video, storytelling, and project-based learning we can learn how to introduce our students to the world of Talmud. Take away fresh ideas to explore with your students and immerse them in the engaging world of Jewish text study.

Engaging Parents: Transforming Drop-Off to Drop-In
(All grades)

Course begins July 23, 2018 and will be four weeks long. All sessions will be asynchronous. Plan to spend two hours a week on the course, although you may choose any two hours that suit you.

Instructor: Terri Bernsohn, MA in Religious Education; former Religious School Director at Jewish Reconstructionist Congregation in Evanston, Illinois. She currently is developing programs for Jewish families not affiliated with congregations.

One of the best things we can do for our students is to get their parents to park their cars and come be part of a shared Jewish educational experience. How do we go beyond class Shabbat dinners, family Hanukkah programs, and Purim carnivals to really make parents our partners?

In this course, we will consider the challenges to getting parents fully engaged as individuals and as a group. Together, we will develop a multi-pronged approach to overcoming the impediments, beginning with ways to use communication and materials to extend your impact into the home. We’ll identify a variety of opportunities for parents to join the class, as learners, as teachers, and as welcome guests.

By the end of this course, you will have a parent communication strategy, as well as detailed plans for at least two intergenerational programs that will leave parents feeling competent and connected.

Hebrew Through Movement
(K – 6th grades)

Offered in collaboration with the Jewish Education Center of Cleveland

Online course with rolling admission.
Ten hours of learning that can be completed at any pace.

Hebrew Through Movement, which is both a curriculum and a technique, is widely recognized as one of the single best tools available to Supplementary School teachers who want their students to effectively and enthusiastically learn Hebrew. When you learn how to use Hebrew Through Movement, you will be able to create a more positive and joyful Hebrew learning experience for your students in just 15 minutes per session.

Additionally, your students will build enough vocabulary to comprehend core segments of common prayers or rituals. The curriculum is fun for both students and teachers. Students are engaged and enjoy learning Hebrew!

Hebrew Through Movement is an online course offered by the Jewish Education Center of Cleveland. By special arrangement, NEXT is making this innovative course available to Philadelphia Supplementary School teachers.

For more information about Hebrew Through Movement visit www.Hebrewthroughmovement.org

“I enjoyed connecting with other teachers from around the country to share experiences teaching students with different abilities.”

– Cheryl Cooperstein
Beth Shalom Congregation
Columbia, MD
REGISTRATION AND FEES

Tuition is $100 for a four week course.

Orloff Central Agency for Jewish Education is subsidizing $35 towards the cost of all NEXT programs, contingent on support from the Broward County institution in which a teacher works. This subsidy is made possible through a grant from Jewish Federation of Broward County.

By accepting the support of Orloff CAJE, you are agreeing to attend a meet-up with all participants, where you will present your reflections about NEXT and its impact on you as a successful Jewish educator. You are to apply for the subsidy prior to taking courses, and with the approval of your educational director. Upon completion of the course, you can apply for reimbursement from Orloff CAJE by submitting completed downloadable form, which can be found at: http://orloffcaje.org/educational-resources/professional-development.

To learn more, contact Judy Levenson, Director of Educational Excellence and Teen Initiatives, Orloff Central Agency for Jewish Education at switlin@orloffcaje.org or 954-660-2076.

Through the generosity of the Orloff Central Agency for Jewish Education of Broward County, Florida, all NEXT courses are subsidized for Jewish educators in Broward County.