

IsraelExperts Resources in Response To Israel's Operation Cast Lead in Gaza

As Jewish and Israel educators, we have asked ourselves, and have been asked by others, how best to approach the current difficult situation in which Israel now finds herself, and which surely did not start on December 27. (We remember only too well the eight years of rocket fire – almost 10,000 missiles – which fell on Sderot and other places in the South.) How can we open the door for our children – both our students and our own children of various ages – when we haven't yet quite figured out ourselves how to react as Jews with a very real connection to Israel? How can we help Israel in a meaningful way that is right for us as individuals? How do we nurture the connectedness to Jewish peoplehood not just in a philosophical way, but by action?

And so, we at IsraelExperts have created and compiled these **Resources in Response** at this confusing and challenging time in order to give some structure in our search for answers. First, we need to learn about the issues, not the sensational headlines, but what's behind them; and then, at least as important, we must study what various Jewish sources throughout the ages have said about currently relevant issues as divergent as our connection to the Land of Israel; self defense; the proper way to act towards one's enemy, to name but a few. The second step is to find a way to enable our students to become involved, as we all "want to do something" for ourselves as Jews and for Clal Yisrael of which we are each a part.

At IsraelExperts we pride ourselves on approaching issues in a thoughtful and open-minded way, believing that all Jews must be able to find ways to become involved that are appropriate for them. We hope that the ideas and discussions contained within these pages are helpful; hopefully they will lead you and your school, community or family to develop some additional ways of becoming involved that are right for you!

IsraelExperts
Education Division
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Quick Ideas to get Involved

FOR YOUNG CHILDREN (5 – 10)

- Draw pictures in all kinds of age-suitable media to be sent to shelters and to soldiers. Encourage students to draw pretty, peaceful subjects, and not bombs bursting in air; explain why.
- For kids who have already learned how to write or print: Write letters to children in shelters; or to soldiers.
- Make hand made get-well cards for injured soldiers and civilians.
- Learn a Hebrew song that kids might be singing in their shelter.
- Teach ten new Hebrew words that are items that might be in a shelter (bed, ball, book, etc.); label the items in Hebrew.

Please note: Pictures, letters, cards can be sent via IsraelExperts; if your community has a partnered community via Partnership 2000 or by another arrangement, they may well have a means of sending these items as a unified package from your community.

FOR OLDER CHILDREN + TEENAGERS (11 – 17)

- Attend pro-Israel rally in your community; help set up, carry banners, etc.
- Read about the issues and/or discuss Israel's position with your rabbi or teacher or parent so that you have some sound basic knowledge. Then, open up a discussion about Israel on Facebook, Twitter, etc. Maybe you'll be able to change someone's attitude from apathy to support for Israel.
- Write to teenagers in shelters in Israel. Try to write some Hebrew!
- Try to find an extra odd job (an additional lawn-mowing or babysitting or dog-walking gig) and earmark the money earned from that job for Israel, either towards fixing up a shelter, or else to one of the many fine social-welfare organizations whose needs are now greater than ever.
- Set up a reading group with some Jewish friends; decide together that the group is going to read one specific book each month about Israel or the Jewish world. Meet and discuss the book, then decide what book to read for next month.

FOR ADULTS

- If your community has not yet had a rally in support of Israel, help organize one! Don't forget to utilize the teenagers in town.
- Respond intelligently to letters about Israel in the press and on the net.
- If you know someone who is a great speaker and is knowledgeable about Israel, ask him/her to come and speak. Then enlist everyone you know to come hear this person, not just your like-minded friends who already support Israel. Knowledge is the best tool Israel has going for her.
- Visit Israel – if a picture is worth a thousand words, a visit is worth more than all the pictures you'll ever see!

All the IsraelExperts group programs are continuing as normal and all our groups are fine. The IsraelExperts staff monitors the situation constantly with the various security institutions, and is in contact with all the group leaders. Should changes in group plans be necessary, we act accordingly. Safety and security are our top priorities.

AND FOR EVERYONE...

- Come to Israel. IsraelExperts can help you plan an quality program that meets your educational and financial needs.
- Collect/donate money for purchase of items for a shelter. It's important to explain to kids why you're sending money instead of items they purchase and send themselves – customs taxes, postage, not knowing exactly what is needed at any particular moment.

Get Out of Town!

A lesson for elementary age children.

Read the following story to the students:

My name is Steve and I live at Kibbutz Gezer, halfway between Tel Aviv and Jerusalem. I'm 44 years old and have been living in Israel about 12 years with my wife, Varda; two children, Micah & Gabi (Micah is 7 and Gabi is 6), and Kitty-the-Dog.

I have a friend who lives next door named Nadav (he's 5 years old). He and I have a game we've been playing for years. Whenever we see each other I tell him he's a "nut" and he tells me to "get out of his yard" Then I tell him that this is my yard too and I'm not going anywhere. He tells me I'm a nut and that it's his neighborhood – and that I've got to go. I calmly tell him he's a nut – and that this is my neighborhood and my kibbutz – and he has to go! We continue like this for a bit - the conversation lasting about 3 minutes each time we see each other.

Nadav and I are only playing and being silly. We actually like each other and like living together in the same community.

But what if we were serious? What if we really didn't like each other? What if I really believed that it was "my town" and that I really wanted Nadav to leave? And what if Nadav really believed that it was his town and really wanted me to leave? What would we do?

Discussion & Activities

1. Have students discuss different possible reactions.
2. Take the story above and adapt it to something relevant to your class.
 - o What if we wanted to use the gym or library or playground – and another group did too?
 - o What if one person wanted to watch a particular movie or play with a toy – and someone else did too?
3. Read the story "The Very Last Ladybug War" and discuss. This is especially good for grades K-3.
4. Ask the students to share what they have heard and already know about the current conflict in Israel.
5. Connect the story to what's going on in Israel – how peoples and countries sometimes have conflicts just like individuals.

Remembering Personal Conflicts

From <http://www.teachablemoment.org/elementary/conflict%20and%20win-win.html>

Introduction: Since conflicts are a part of life and everybody has them, class members will think about conflicts they have experienced.

1. Tell a story about a conflict you have had recently with another person. Include concrete details of where the conflict happened, who was involved, what happened, how it ended, and how you felt about it in the end.
2. Then ask students to raise their hands if they can remember a time they have had a conflict. Call on a few to describe their conflicts.
3. Divide the class into pairs. Ask students to take turns telling their partners a story about a conflict they have had including who was involved, how it started, how it ended, and how they felt when it ended. Write the words "where," "who," "what," "end," and "feel," on the board as a reminder of what the story is to include. Time them for two or three minutes each.
4. Ask some volunteers to tell their stories to the class. Ask, what happened? Who was involved? How did it turn out? How did you feel?
5. Summarize: Point out that conflicts can end in different ways. Sometimes one person ends up feeling good and the other feeling bad. Sometimes both people end up feeling bad. Sometimes both people end up feeling good. Everybody has conflicts. Conflicts are part of life.

Media Action Plan

For Middle & High School Students

Report a story

1. In class ask three or more small groups of students each to write a brief article reporting on a particular event that your students are familiar with. The event does not need to be related to Israel. Best to pick a story or topic that lends itself to different opinions. Could be related to music, culture, sports, current events, politics...
2. Have different groups share their stories – and look for differences in how they are reported.

Media Action Plan

1. Assign different students to research how a particular media outlet covers a particular story. (Jerusalem Post, Haaretz, JTA, The Jewish Forward, CNN, Fox News, MSNBC, Al Jazeera, New York Times, local press...). Students should work individually or in small groups.
2. Present in class how the event is portrayed by the different media outlets.
3. They should consider the following:
 - What are the key words of the headlines?
 - What emotions are generated?
 - What biases are reflected?
 - How “sensational” is the story?
 - What photos do they use?
 - Who are the people about whom personal stories are told?
 - What types of responses or “talkbacks” do they have?
4. Create a presentation for other students, parents, etc., showing what they have learned. This could be an online website, PowerPoint presentation or bulletin board in the school.
5. Have students write letters to one source or more with questions about how the story was reported.
6. Invite a reporter to speak with the class – and ask students to prepare challenges for the reporter.

Remember: Every news outlet and reporter has a bias. There's no such thing as neutral reporting. The reporter processes the information based on his/her life experience, availability of information, time restraints, need for ratings, and what s/he believes the readers and publisher want.

HELPFUL MEDIA-RELATED LINKS

www.idf.il Israel Defense Force web site
www.isranet.org news from the Canadian Institute for Jewish Research
www.jcpa.org/ Daily **Jewish** news from major sources around the world
www.mfa.gov.il - Official Israeli government web site
www.haaretzdaily.com Haaretz newspaper in English
www.jpost.com The Jerusalem Post, daily newspaper
www.jreport.org The Jerusalem Report, bi-weekly magazine
www.cnn.com
www.foxnews.com
www.nytimes.com
www.aljazeera.com
www.ynetnews.com
www.bbc.com
www.msnbc.com
www.abcnews.com

MEDIA MONITORS

http://www.adl.org/media_watch

This site scrutinizes the media for anti-Israel bias and then mobilizes readers to complain directly to the news agency involved.

www.camera.org

The Committee for Accuracy in Middle East Reporting in America is a nondenominational, educational organization devoted to promoting balanced coverage of Israel.

<http://cms.hillel.org/Hillel/Israel/Israel+on+Campus/Take+Action/MediaWatch.htm>

Israel media monitor for college campuses.

www.honestreporting.com

This site scrutinizes the media for anti-Israel bias and then mobilizes readers to complain directly to the news agency involved.

<http://www.imw.org.il/english/> - Israel media watch

www.memri.org Middle East Research Institute analyzes media from the region

www.mideastweb.org

Web site devoted to coexistence in the Middle East. Provides news, commentary and cultural information.

An Approach to Israel Education by Steve Burnstein

Many of my strongest memories of synagogue, Judaism and Jewish education center around Israel. Israel Independence Day celebrations; the Israeli Scout performances; blue JNF Tree Certificates and Tzedakah box displays; and photos and stories from my grandparents, cousins, sister, father and brother after their visits to Israel. I grew up anxiously waiting until I would be old enough to go to Israel.

For many of my generation Israel was an exotic, exciting, mystical and spiritual place where the collective soul of the Jewish people resided. A place that somehow seemed just a bit closer to God than Kansas City. The first generation in 2000 years to live with a vibrant Jewish State in Israel, every subject we learned in “Hebrew School” somehow connected to this magical place. The stories of the Torah and Holidays take place there. Hebrew is spoken there. Our prayers express our yearning to return there. Israel is the spiritual and cultural center of Judaism and the Jewish people. Israel is an integral part of our Jewish identity – a rallying point and source of tremendous pride for the world Jewish community.

However, in recent years “the attachment of American Jews to Israel has weakened measurably” notes sociologist Dr. Steven Cohen of the Melton Center for Jewish Education of the Hebrew University. North American Jewish teens today don’t remember the Six-Day War. They don’t even remember the assassination of Yitzhak Rabin. But they do know about the intifada, “separation wall” and “occupation.” They have little understanding of the history of Israel, and minimal personal connection to her. They question the role and relevance of Israel in their lives. My programs represent a step toward the positive Israel engagement of the North American Jewish community.

A primary goal of Israel education is to explore the centrality of the Land of Israel in our lives as Jews. This does not mean to say that Israel is the only place one may legitimately choose to live a Jewish life. Nor does it mean we cannot be critical of particular policies and actions of the Israeli Government. But this project does seek to provide a framework and system for developing a deeper connection, understanding and love of the Land of Israel. To teach about Israel means to confront the anxiety, hostility, confusion and disappointment we often feel toward the State of Israel. However, I believe we must first teach a love for the Land of Israel. In this way we can approach our issues and concerns regarding the modern state and political challenges from a loving and compassionate perspective, appreciating the symbolic, historical and spiritual meaning of Israel in our lives. At the same time, we must recognize the challenges and faults in the life and history of Israel vis-à-vis: the history of modern Israel, women’s rights, and the divide between Jews & Arabs, Ashkenazi & Sephardi, Religious & Secular.

We cannot limit our involvement with Israel to Tu B’Svat or Yom HaAtzmaut celebrations. Rather, we need to be actively engaged with Israel on an ongoing basis and provide an integrated approach to Israel education. We need to re-evaluate our approach to Israel education in favor of a systemic paradigm that regards Israel as an integral part of Jewish life in the congregation.

Why Focus on Israel?

The Land of Israel is inseparable from Jewish life. You can take the Jew out of the Land, but you can't take the Land out of Judaism or the Jew.

Several times each day Israel comes up in our prayers. We pray for the rebuilding of Jerusalem. We pray for peace in Israel. We pray for the restoration of Zion. Our Jewish consciousness cannot remain a Jewish consciousness if we exclude Israel from our thoughts and deeds.¹

The traditional reading for the second paragraph of the Shema reflects a deep connection to the Land of Israel.

If you truly listen to my biddings, as I bid you now – loving The Fount of Life, your God, and serving God with all your heart, with every breath – then I will give you rain upon your land in its appointed time, the early rain and later rain, so you may gather in your new grain, wine, and oil.

Deuteronomy 11:14

The “land” here is Eretz Yisrael, the Land of Israel, the collective land of the Jewish people. Israel is the direction we pray. Israel is the spiritual, historical, and cultural center of the Jewish people. Jews all over the world add a special prayer during the winter months for rain in Israel. Even in the Diaspora, Jews have always lived according to the calendar of Israel, celebrating the spring and harvest when Israel celebrated its spring and harvest. When we gather in the grain, wine and oil mentioned above, we are harvesting three of the seven species.² Every Shabbat and Holiday Jews all over the world light candles (oil), bless wine (grapevine), and give thanks for “bringing bread from the earth” (wheat – new grain). When we recite these blessings we join Jews from all times and places in the affirmation of our connection to the Land of Israel.

Eretz Yisrael is not merely a piece of land. Rather, it is the heart and soul of 3000 years of Jewish history. Were Judaism rooted in Antarctica, every Friday evening Jews all over the world might bless the snow and ice. However, we say: ***Borei p'ri hagafen, l'hadlik ner shabbat, hamotzi lechem min ha'aretz*** **Because our Jewish roots, no matter where we live, are in the Land of Israel. The Jewish story is a journey to and relationship with the Eretz Yisrael.**

¹ Teutsch, David. “Israel and the Diaspora: A Reconstructionist Reconsideration of Zionism.” p. 48-54. The Reconstructionist. Volume 62, #2, Spring 1998.

² Seven Species indigenous to the Land of Israel which appear frequently in the Bible, liturgy and ritual. A *land of wheat and barley, of vines, figs, and pomegranates, a land of olive oil and honey.* Deuteronomy 8:8

Gaza Strip
قطاع غزة
רצועת עזה

Largest city	Gaza
Official Language	Arabic
Government	Islamic Socialist State <i>de facto</i> led by Hamas
Prime Minister	Ismail Haniyah
President	Mahmoud Abbas
Organized	September 13, 1993 <u>Oslo accords</u>
Signed	PA took partial control in May 1994; full control in September 2005; Hamas control since 2007 (Israel retains control of airspace and offshore maritime access)
Total Area	360 Square Kilometers 139 Square Miles
July 2007 population estimate	1,481,080
Density	4,118/km ² or 10,665/sq mi
Gross Domestic Product	estimate
Total	\$770 million
Per capita	\$600

Historical Facts:

1. Gaza has been a major center of trade, and a stop on the Nabatean trade route for thousands of years.
2. Egypt first occupied Gaza around the 15th century BCE.
3. Philistines settled Gaza in the 12th century BCE, becoming one of their central cities.
4. Gaza was captured by Arabs in the mid 600s CE and is believed to be the site where the Prophet Muhammad's great grandfather was buried. Accordingly, Gaza became an important Islamic center.
5. Christian Crusaders conquered Gaza in the 12th century.
6. Muslims returned to control Gaza in 1187.
7. Gaza was conquered by the Ottomans in the 16th century.
8. The British conquered Gaza in World War I (1914 – 1918) and Gaza became part of the British Mandate for Palestine.
9. Gaza fell under the control of Egypt after the first Arab Israel war in 1948.
10. Israel occupied Gaza in June of 1967, the result of the 1967 Six Day War.
11. Israel unilaterally disengaged from Gaza (and the entire Gaza Strip) in August of 2005.
12. December 2008: *Operation Cast Lead* against Hamas.

Build-Up To Operation Cast Lead

In June 2007, the Civil War between Hamas and Fatah intensified. Hamas routed Fatah after winning the democratic election, and by 14 June 2007, Hamas effectively controlled the Gaza Strip and proclaimed itself the government of the Palestinian National Authority (PNA). Palestinian President Mahmoud Abbas responded by declaring a state of emergency, dissolving the unity government and forming a new government without Hamas participation. PNA security forces in the West Bank arrested a number of Hamas members. After the takeover, Israel closed its border crossings with Gaza. Following the refusal by Israel and its allies to recognize the democratic election of Hamas, the EU Border Monitors at the Rafah Crossing were unable to perform their functions under the Agreement, citing security concerns, resulting in the Rafah Crossing being mostly closed. The only land access into the Strip to Israel was via the Erez and Karni crossings. Meanwhile, Israeli and Egyptian security reports claimed that Hamas continued smuggling in large quantities of explosives and arms. Egyptian security forces uncovered 60 tunnels in 2007.

Conditions after the Hamas take-over

After Hamas' June victory, it started ousting Fatah-linked officials and strove to enforce law by progressively removing guns from the hands of peripheral militias, clans, and criminal groups, and gaining control of smuggling tunnels. According to Amnesty International, under Hamas rule, newspapers have been closed down and journalists have been harassed. Fatah demonstrations have been forbidden or suppressed. A large demonstration on the anniversary of Yasser Arafat's death resulted in 7 deaths. Hamas and other militant groups continued to fire rockets into Israel. According to Israel, between the Hamas takeover of the Gaza Strip and the end of January 2008, 697 rockets and 822 mortar bombs were fired at Israeli towns. In response, Israel targeted Qassam launchers and military targets and on 19 September 2007, declared the Gaza Strip a hostile entity, to make it possible to cut fuel and electricity supplies. In January 2008 the situation escalated; Israel curtailed travel from Gaza, the entry of goods, and cut fuel supplies to the Strip on 19 January 2008, resulting in power shortages. This brought charges that Israel was inflicting collective punishment on the Gaza population, leading to international condemnation. Despite multiple reports from within the Strip that food and other essentials were in extremely short supply, Israel countered that Gaza had enough food and energy supplies for weeks. In early March 2008, air strikes and ground incursions into the Strip by the IDF led to the deaths of over 110 Palestinians and extensive damage to Jabalia. The Egyptian border continues to remain closed with no significant pressure to open it.

Legal Status



The Gaza Strip southern limit is the border with Egypt, while Israel is to the north and to the east of the strip. It is important to note that the Palestinians living in the Gaza Strip were not part of the Israel – Egypt peace treaty, signed in 1979. It is generally accepted that the boundary between the Gaza Strip and the State of Israel is the Green Line representing the armistice line under the armistice agreements of June, 1949, which brought an end to the Arab-Israeli war of 1948 (Israel's War of Independence). When declared, the Green Line was to be armistice lines and not an official international border. Between 1949 (War of Independence) and 1967 (Six Day War), the Gaza Strip was occupied by Egypt. The Strip was never annexed by Egypt and the residents of the Gaza Strip, both indigenous and refugee populations were never granted Egyptian citizenship. "Palestinian" began to be applied as the term relating to residents of the Gaza Strip only after Israel's victory in the Six Day War of 1967. Consequently the terms "Palestinian territories" and "occupied Palestinian territories" became widely used.

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Who is Right??

Roll Play & discussion of the Israeli-Palestinian Conflict

Objectives

- learn facts about the Israeli-Palestinian conflict
- learn about the complexity of the conflict
- see different view points of the different parties involved
- learn more about Israel
- think and be challenged by the complexity

Materials

- card of character for each group (total of 6) 6 cards of characters- one for each group

Procedure

Divide the class into 6 groups (pairs or more), give each group a character card. Give them about 10 minutes to prepare a roll play presentation of their character's point of view. Then have each group present their character to the group. You can suggest that they dress up as the characters, think of how to act it out, etc, but also make sure to make their point clear.

After all groups have spoken, open a discussion about this dilemma, some points you can use:

- who do you think is right and why?
- is there one "right" person here?
- who did you emphasize with the most?
- who do you feel closest to and why?
- what do you think is the solution to the conflict, if any?

Cards of 6 characters:

1. Palestinian mother in Gaza
2. A child from Sderot
3. A "Peace Now" activist
4. Settler from Gush Katif who was moved to Nitzan
5. Israeli soldier
6. Hamas soldier/terrorist?

1. Palestinian mother in Gaza

My name is Naima, I am 30 years old, I was born in Gaza, married in Gaza, and my 4 children were born here, in Gaza. Ever since I was born, I remember living in poverty, and I've never left the Gaza strip, it is so difficult to go to visit our relatives in Ramallah, in the West Bank. Israel is so strict about crossing the border, and I've never qualified. In the last elections I voted Hamas, because they promised us life would be better. But now, Israeli combat airplanes have destroyed my house, luckily we were all in a shelter, but I am very angry with the State of Israel, and I don't think we can ever live in peace, with them fighting us like this and controlling us with force.

2. A child from Sderot

My name is Elad, I am 11 years old, and I live in Sderot, in Israel. Sderot is located north of the Gaza strip, and for 8 years now, almost ever since I remember, we have suffered ongoing bombing of our city and the whole area, by Hamas. Can you imagine what it's like, to every-so-often hear a siren, and to run for your life into a shelter, hoping this time the "BOOM" won't be close to you? Can you imagine waking up in the middle of the night to a siren and to have to run to the nearest shelter half asleep?? Can you imagine living like this for 8 years, and not knowing when or if it will end? I hate it and I am afraid. Every day I pray that this will stop. Hamas only wants to destroy us, I think we have to fight them with force, because force only understands force, and I just want to live a quiet life, like any other child anywhere, is that too much to ask?

3. A "Peace Now" activist

My name is Oren, I'm 24 years old, and I live in Tel Aviv and am active in Peace Now. We believe that Israel should try harder to make peace with all of its neighbors; that solving problems by war does not lead to anything good. I think Israel should go back to the 1967 borders, which means giving back a lot of land - the West Bank & Gaza to the Palestinians, and the Golan Heights to Syria. I think this war in Gaza is a crime against the civilians there, and I am protesting against it. I wish we could accept each other, and have two states for two people, find a way to compromise and live in peace. It is very sad and scary that we will have to fight, and our children will have to fight, it's a circle of violence with no end, only compromise can stop it, not war.

4. Settler from Gush Katif who was moved to Nitzan

My name is Hodaya, I'm an 18 years old orthodox Jewish woman. I used to live in a beautiful settlement called Neve Dekalim (which means "an oasis of palms"). It was located in an area called Gush Katif (meaning: "area of fruit-picking"). But in August 2005, the State of Israel forced us to leave because of a decision to give up all areas in the Gaza area. Ever since then, we are living with many of our friends and relatives, in trailers, in an improvised settlement called Nitzan. We live like refugees, and don't see when the future will look better. We want to go back to our homes in Neve Dekalim. And now, this war proves us right: we warned everybody that this will happen, that giving up land will let the Hamas in Gaza feel we are weak, and create an escalation, and now all I can say is "I told you so!" Since we left Gush Katif, there are a lot more bombs. I believe we must take back Gaza, and never leave Israeli land again!!

5. Israeli soldier

My name is Daniel, I'm 19 years old, and I serve in the Israeli military as a paratrooper. We fought in Gaza, and I saw how much hatred the Hamas people have for us, and I believe that we will always have to fight each other, I don't see how we can ever achieve peace. And if so, then Israel should ignore any criticism the world might have against it, and keep maintaining a strong, excellent military, to defend itself.

6. Hamas soldier/terrorist?

My name is Omar, and I am 22 years old. I am a soldier in Hamas' Az Adin El Kasam troop. I fight for the liberation of my country, Palestine, and the destruction of the Jewish entity - the international criminals, Israel. We would be happy to have Jews living in the Palestinian State, as Muslims have always hosted Jews in their countries. The Middle East was Muslim, and the Jews cannot just appear here and expect a State of their own. We will never accept this. We've lived in Palestine for thousands of years, and where were they all this time? This is why I will fight them as long as I live, or as long as their state is here, and I will willingly die for the cause, as a SHAHID, because there is no better way to die, in honor for protecting the Muslim Nation.

Israel Related Links

Educational Links:

1. The Jewish Education Center of Cleveland website has many interesting activities and information <http://www.jecc.org/Curriculum/Response-Curriculum.htm>
2. Jewish Agency for Israel www.jafi.org.il
3. Makom Israel Resources on Israel Engagement www.makomisrael.org and <http://makom.haaretz.com>

Media

- Ha'aretz (Daily Newspaper) www.haaretzdaily.com
- Jerusalem Post (Daily Newspaper) www.jpost.com
- The Jerusalem Report (Biweekly) www.jrep.com
- Jewish Telegraphic Agency (Digest) www.jta.org
- Israel Radio www.israelradio.org
- Israel FM www.israelfm.com
- Canada Institute for Jewish Research www.isranet.org

Government

- Israel Defense Forces <http://dover.idf.il/IDF/English/>
- Israel Ministry of Foreign Affairs www.mfa.gov.il
- Palestinian Ministry of Information www.minfo.gov.ps
- The Knesset website (Israel's Parliament) www.knesset.gov.il

Political Parties

- Jewish Virtual Library's guide to political parties www.us-israel.org/jsource/Politics/partytoc.html

Non-profit / Other

- Alternative Information Center www.alternativenews.org
Palestinian-Israeli Information Organization disseminating information and analyses on the Middle-East conflict.
- B'tselem Human Rights organization www.btselem.org
Israeli Information Center for Human Rights in the Occupied Territories.
- MidEast Web for Coexistence www.mideastweb.org
Gateway to information on the peace process including maps, history, religion, education, poetry, culture and dialogue links from both Israeli and Palestinian perspectives.
- Peace Now (*Shalom Achshav*) www.peacenow.org.il/site/en/homepage.asp
- Americans for Peace Now www.peacenow.org
- The Jewish Council for Public Affairs (JCPA) www.jewishpublicaffairs.org
- United Jewish Communities (UJC) www.UJC.org
- Israel Advocacy Initiative (IAI) of the UJC and JCPA www.jewishpublicaffairs.org
- Yale University Avelon Project www.yale.edu/lawweb/avalon/avalon.htm
Yale University – official documents in law, history and diplomacy
- JR's Israel Hotsites <http://www.jr.co.il/hotsites/israel.htm>
- The Concept Wizard: Visual Media about Israel & Middle East (pro Israel) <http://www.conceptwizard.com/info.html>
- Hillel the foundation for Jewish Campus Life: <http://www.hillel.org/index>
- Anti Defamation League (ADL) www.adl.org

Meet Some of Your IsraelExperts Team

Joe Perlov, Founder & CEO

Joe has worked extensively with Diaspora organizations and communities, establishing programs in Israel and Europe. In addition, he was the first Israel emissary to BBYO, North America and Central Emissary for JAFI educational programs in Great Britain. Joe works extensively with Partnership communities and educators throughout the world.

Steve Jaffe, Operations Director

A recognized leader in Israel's travel industry, Steve has worked in all spheres of travel and served as the Director of Operations of Israel's leading tour operators for over twenty years before joining IsraelExperts™ in 2002.

Steve Burnstein, Center for Israel & Diaspora Education Director

Steve was the Israel Education Consultant at the Auerbach CAJE in Philadelphia during his rabbinic studies at RRC. He coordinated Israel Education for their NACIE/ MAKOM Project. Steve has an MA in Jewish Ed. from JTS. He was Director of Ed. at Cong. Beth Torah in Kansas City and for many years was the Associate Director of the Pinat Shorashim Seminar Center at Kibbutz Gezer.

Bill Frankel M.Ed., Taglit Birthright Israel Director

Bill holds a Masters degree in Counseling Psychology and has over 2 decades of experience in informal Jewish education and development of leadership programs. Bill has been involved in Jewish camping for over 20 years as the director of a JCC residential camp; he has also been a university Dean of Students, and a producer of major educational events.

Roslyn Roucher, Senior Education Consultant

Ros made Aliyah from Milwaukee where she was Coordinator of Adult Learning at Cong. Sinai and Partnership 2000 Director for the Jewish Federation. Prior to that Ros lived in Israel and Los Angeles where she held positions in Jewish education. Ros has an MA in Jewish Ed. from HUC in Los Angeles and a BA from Brandeis University.

Hili Agin, Senior Education Consultant

Hili has 20 years experience in informal education. In the Israeli military she served as an educational guide for soldiers. She worked with SPNI, NFTY and others. Hili taught in Jewish schools around the SF Bay Area while working at the Israel Center of the Jewish Federation dealing with Aliyah and community trips to Israel. Hili's MA thesis is in environmental education.

Adele Perlov, Senior Education Consultant

Adele came on Aliyah over 35 years ago; was an Aliyah Shlichah in England; worked for 20 years preparing perspective olim for their Aliyah. Adele was the Jewish Agency director of the Tzahar region partnership. She develops educational programs in the field of informal Jewish & Israel education; prepares delegations for overseas encounters; and moderates steering committees.

These team members are supported by some 20 additional IsraelExperts staff members who work around the clock to ensure the success and smooth running of your Israel program.

What Can ISRAEEXPERTS™ Do For You?

Israel-Diaspora Relations

Our team of professional facilitators and trainers works with dozens of communities and partnerships on strengthening their Israel-Diaspora relationships. Programs include:

- ▶ Strengthening, renewing, rebuilding & rejuvenating partnerships
- ▶ Strategic planning for steering committees
- ▶ Mentoring for lay and professional leaders
- ▶ Cross-cultural facilitation
- ▶ Selection and training for delegations
- ▶ Design and facilitation of cross-cultural encounters

Israel Travel

We'll help you create a long-term, strategic approach to Israel travel to help you bring more members of your community to Israel. IsraelExperts provides custom services for all your Israel travel needs including:

- ▶ First timers & frequent visitors
- ▶ Professional & leadership tracks
- ▶ Family & bnai mitzvah tours
- ▶ Study seminars
- ▶ School & teen trips
- ▶ Taglit-Birthright Israel
- ▶ Teacher training & professional development programs
- ▶ Congregation, community & individual travel experiences
- ▶ Trip extensions to Petra, Egypt, Europe and the world

Israel Education

Our professional Israel educators have extensive experience working in congregations, federations, and schools. We understand the reality, challenges and opportunities in Jewish education. We distinguish between Israel advocacy and Israel education. We provide:

- ▶ Israel education training for teachers, school directors and Jewish professionals
- ▶ Curricular consulting and Israel infusion for schools
- ▶ Pre- and post- trip programming to help you make the most of your Israel travel experiences
- ▶ Israel engagement for synagogues
- ▶ Seminars, workshops, scholars-in-residence for adults, families, schools and congregations