



## 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](http://www.gratz.edu/NEXT) or [NEXT@gratz.edu](mailto:NEXT@gratz.edu) or (215) 635-7300 ext. 135.



## What's NEXT?

The Professional Learning Program for  
Supplementary School Teachers

New Excellent Teacher Training

## Welcome to our summer series of courses!

We are pleased to present this semester's high-quality, intensive learning opportunities for Supplementary School teachers. All our courses are online and asynchronous – meaning that teachers log in and participate in the class for ANY two hours a week that you choose, night or day.

## 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

(4<sup>th</sup> – 7<sup>th</sup> 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  
(3<sup>rd</sup> – 12<sup>th</sup> grades)**

**Jewish Education  
Through  
Musical Play  
(Pre-k – 2<sup>nd</sup> grades)**

**Teaching  
Holocaust  
Through Film  
(7<sup>th</sup> – 12<sup>th</sup> 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 partner's 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.

**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: Emily Aronoff Teck, Ed.D in Jewish Education from Gratz College, Founding Director [www.JewishLearningMatters.com](http://www.JewishLearningMatters.com) and Creator, [www.MissEmilyCelebrates.com](http://www.MissEmilyCelebrates.com)**

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 that 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.

**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

(7<sup>th</sup> – 12<sup>th</sup> grades)

# Boot Camp for New(ish) Teachers

(and those with minimal formal training)

(All grades)

# 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: 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.**

**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

**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.

# Exploring God and Spirituality in Developmentally Appropriate Ways

(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: Emily Aronoff Teck, Ed.D in Jewish Education from Gratz College, Founding Director [www.JewishLearningMatters.com](http://www.JewishLearningMatters.com) and Creator, [www.MissEmilyCelebrates.com](http://www.MissEmilyCelebrates.com).**

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.**

# Hebrew Reading is FUNdamental!

(3<sup>rd</sup> – 12<sup>th</sup> 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: Dina Maiben, MAJS, Author of *Alef Bet Quest & Ready, Set...Go Alef Bet!*; co-author: *Z'man-L'Tefilah*; teacher, educational consultant and doctoral student at Gratz College**

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 you 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!

"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

# Prepare to Rock: Jewish Music Specialists' Guide to Curriculum & Instruction

(PreK – 6<sup>th</sup> 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: Emily Aronoff Teck, Ed.D in Jewish Education from Gratz College, Founding Director [www.JewishLearningMatters.com](http://www.JewishLearningMatters.com) and Creator, [www.MissEmilyCelebrates.com](http://www.MissEmilyCelebrates.com).**

If you teach music in a supplementary school, this class will prepare you to maximize your time with your students while minimizing the prep time needed for planning, organizing, and finding resources to utilize in your work.

Pedagogic principles, a better understanding of developmentally appropriate practices, and a strategic approach to curricular planning will help you address common challenges. **At the end of this course, you will be prepared to design learning experiences, find new repertoire for students with diverse abilities and preferences.**

**Participants will learn ways to facilitate Jewish education through music by holistically engaging your students through singing and listening and also through writing, reading, art, movement, games, and more.** We also will explore ways to utilize technology in Jewish music education.

Participants will examine the role they play in their school's community and assess their satisfaction with their own efforts. This class is designed for educators who have some experience leading or teaching music in Jewish environments, so be prepared to share your expertise and experiences so that we can learn from each other.

## Using Rabbinic Texts to Generate Lively Discussions

(3<sup>rd</sup> – 12<sup>th</sup> grades)

## Engaging Parents: Transforming Drop-Off to Drop-In

(All grades)

## Hebrew Through Movement

(K – 6<sup>th</sup> 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.

“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

**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.**



*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](http://www.Hebrewthroughmovement.org)



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



## REGISTRATION AND FEES

Through the generosity of the Macks Center for Jewish Education (CJE), all NEXT programs are subsidized up to 75% for Jewish educators in the Baltimore City/ Baltimore County area.

In order to qualify for the subsidy, you must attend at least one in-person session (dates to be determined and with educator input) at the CJE.

Upon completion of the course, you can apply for a stipend from Charles Crane Family Foundation for reimbursement of up to 50% of the cost by saving the receipt from the course and submitting it with a completed downloadable form available at <https://www.cjebaltimore.org/grants>. Scroll down to “Crane Professional Development Grants” and click on the Application link.

In addition to the Crane reimbursement, once you have attended an in-person session at CJE, CJE will reimburse you for 50% of the remaining cost of the course. To learn more, contact CJE at (410) 735-5000 or [info@cjebaltimore.org](mailto:info@cjebaltimore.org)



Through the generosity of the Macks Center for Jewish Education and the Charles Crane Family Foundation, all NEXT programs are subsidized for Jewish educators in the Baltimore area.



Jewish Federation of Greater Philadelphia

Auerbach Family Foundation