

A woman with curly hair, wearing sunglasses and face paint, is smiling broadly while holding a large Israeli flag. She is surrounded by other people at an outdoor festival, with another person in a white shirt and hat visible to her right. The background shows a clear sky and palm trees.

# *The Homecoming Dance*

*Bayit, Home and Homeland – Israel  
Independence Day*



## YOM HA'ATZMAUT, ISRAEL INDEPENDENCE DAY

*Home and Homeland*

*Israel is our homeland, our bayit. It is also the ecosystem of the Jewish soul! It is the rhythm of our psyches; filling us with clarity and confusion, with inspiration and aspiration, with quests and questions! Many feel it as a kind of marrow-deep recognition in our bones. How many of us on the Momentum trip stepped off of that airplane and within moments felt that overwhelming sense of “coming home”? How many of us cried, our souls perspiring endlessly as we walked those streets, stood at the Kotel, lit our candles... shopped in the shuk? How many of us swore to bring our families, to hold bat and bar mitzvahs here... to return? Even though each of us comes from such diverse communities and cultures, what united all of us in this way?*

Adrienne Gold Davis

How do we create nurturing homes for our children? How do we foster belonging in our communities? How do we have a relationship with a country that sometimes may feel like home and at other times may feel foreign to us?

Through texts and song, we will discuss how to create strong, loving, realistic relationships within our homes and with the Land of Israel. We'll think about how we can strengthen our families, our communities, and our homeland.

What might we learn from the Israeli concept of *bayit*?

### Some questions to ask yourself as you move through this unit:

- *Where do I feel at home? What is my relationship with the place where I currently live?*
- *What is my relationship with Israel? What is my relationship with the concept of Homeland?*
- *What do I do that makes my family and community “homey” for its members? Is there more I’m drawn to doing?*
- *How can I build strong relationships with my family, community, and Israel?*

## HOME

*What Does Home Mean to You?*



The Hebrew word *bayit* can mean “house,” “home,” and “homeland.” The Israeli dairy company and the telecommunications company created commercials for Israeli television that play on this multifaceted idea of *bayit*.

The Tnuva commercial has no Hebrew dialogue; it portrays a little girl who runs away, but ends up returning because “there is one taste that always feels like home.”

In the Celcom commercial, the father asks, “How was practice today?” The commercial ends with the words, “You don’t need to change when you get home.”

We encourage you to watch these commercials. They contain very little Hebrew and are quite understandable. As you watch them, think about the role that home, *bayit*, plays in these commercials and in your own life. Every family has both challenging and nurturing moments. What do different members of your family do that contribute to making your family homey for the others?

*Tnuva* commercial: I went to find a new home –  
הלכתי לחפש בית חד [bit.ly/3aAA8q5](https://bit.ly/3aAA8q5)

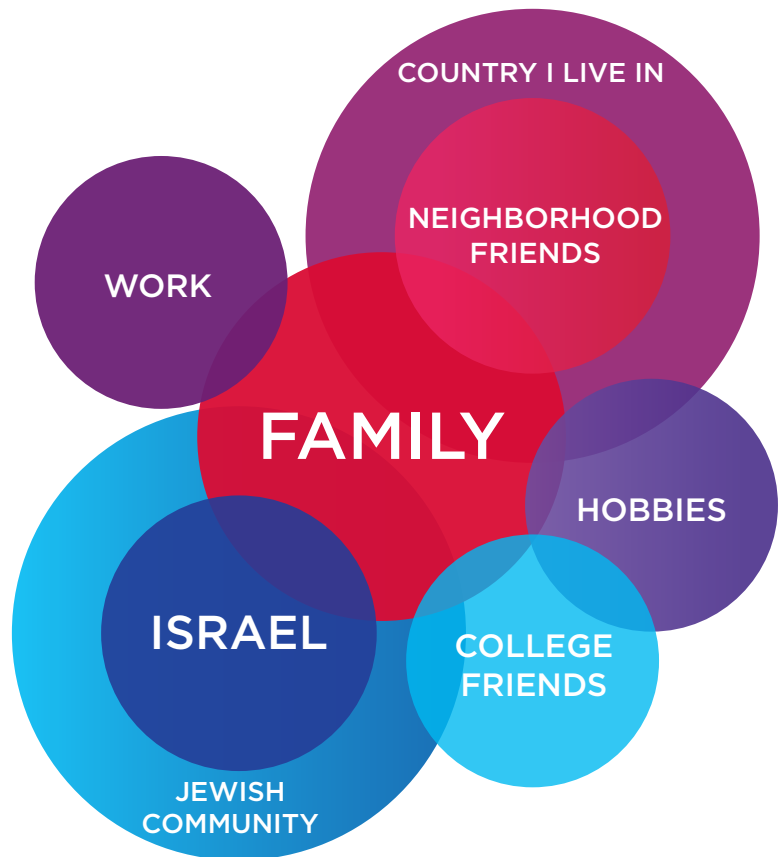
Celcom commercial: You don’t need to change  
when you get home – לא צריך להשתנות כשמגיעים הביתה –  
[bit.ly/2NIm4Ss](https://bit.ly/2NIm4Ss)

### Activity

We each have different circles within which we experience a sense of belonging. Reflecting on these and sharing them with our sisters in itself builds community and belonging. Consider different circles where you “feel at home.” This may include different branches of your family, friends, colleagues, communities, countries, and other affiliations.

How do your different circles of belonging relate to each other? How might you schematically sketch your circles of belonging? Would they be concentric circles? Would some partially overlap? Are some separate, standalone islands?

Using paper and markers, make a quick sketch; no art skills needed. Then take turns sharing your sketches in smaller groups of three or four, or if the gathering is small, share with the full group.



## CAN YOU BE BOTH AT HOME AND A STRANGER?

Can we truly be at home in places where we have reservations, criticism, or even feelings of estrangement?

When Abraham negotiated with the people of Chet for a burial place for his wife, Sarah, he described himself as being both a resident and a stranger. Rabbi Joseph Ber Soloveitchik points to the fact that these seem to be mutually exclusive terms. He explores the ways in which Jews throughout history have felt both like “residents,” participating and immersed in the general culture, and like “strangers,” distanced from the general population and without a sense of complete belonging. Rabbi Soloveitchik’s language can sometimes be difficult. Read the passage slowly, a few times, to absorb his message:

Our first patriarch, Abraham, already introduced himself in the following words: “I am a stranger and a sojourner [resident] with you – *ger v’toshav anochi imachem*” (Genesis 23:4). Is it possible to be both *ger v’toshav* [stranger and resident] at the same time?

Is not this definition absurd since it contravenes the central principle of classical logic that no cognitive judgment may contain two mutually exclusive terms?

And yet, the Jew of old defined this time-honored principle and did think of himself in contradictory terms. He knew well in which area he could extend his full cooperation to his neighbors and act as a *toshav*, a resident, a sojourner, and at what point this gesture of cooperation

and goodwill should terminate, and he disengage as if he were a *ger*, a stranger.

– Rabbi Joseph Ber Soloveitchik, “Confrontation,” *Tradition: A Journal of Jewish Thought* 6:2 (1964)

**Rabbi Joseph Ber Soloveitchik (1903–1993)** was a rabbi, Talmudist, and modern Jewish philosopher. As the head of Yeshiva University’s rabbinical school, he ordained close to two thousand rabbis.

### Writing Exercise

Take 5–10 minutes to write down your answers to the questions below. Writing in silence allows your thoughts to flow freely, unedited. When you are finished writing, discuss with another sister some of the issues and ideas that came up for you in this exercise.

- *When and where am I “at home” in the country where I was born?*
- *When and where am I “a stranger” in the county where I was born?*
- *When and where am I “at home” in Israel?*
- *When and where am I “a stranger” in Israel?*
- *Where do I want to be more at home? Where do I need to step back and gain more perspective as an outsider?*
- *In celebrating Yom Ha’atzmaut, Israel Independence Day, to whose perspective should we listen to help foster unity without uniformity in our community?*

## WHERE YOU FOCUS MAKES A DIFFERENCE

Have you ever been to a place where you thought you should feel a sense of belonging but didn't? The late Israeli poet, Yehuda Amichai, reflects on tourists to Israel, and offers an insight for us all.

In this excerpt from his poem, "Tourists," Amichai emphasizes the importance of Israel as home rather than a collection of historical relics.

### Tourists

Once I sat on the steps by a gate at David's Tower,  
I placed my two heavy baskets at my side. A  
group of tourists  
was standing around their guide and I became  
their target marker.

"You see that man with the baskets? Just to the  
right of his head there's an arch from the Roman  
period. Just to the right of his head." "But he's  
moving, he's moving!"

I said to myself: redemption will come only if  
their guide tells them,

"You see that arch from the Roman period? It's  
not important: but next to it,

left and down a bit, there sits a man who's  
bought fruit and vegetables for his family."

- *According to Amichai, what is the most remarkable part of touring Israel?*
- *Was there a time on your Momentum trip when you made a personal connection with Israel or Israelis? In what ways did those moments help Israel feel like home?*
- *Where in your life might you want to remind yourself to focus on people and relationships?*

**Yehuda Amichai (1924–2000)** is recognized as one of Israel's greatest poets.

## OUTLOOK

What outlook fosters belonging? Rabbi Abraham Isaac Kook acknowledged that there were flaws with regard to the nascent Jewish nationhood, and yet in his writings, he maintains: “You are entirely beautiful!” What can we glean from his outlook?

“You are entirely beautiful, my beloved, you are without blemish” (Song of Songs 4:7). The great love which we have for our nation will not blind our eyes from scrutinizing her flaws. But we find her essence – even after the most unrestrained scrutiny – to be clean of any flaw. “You are entirely beautiful, my beloved, you are without blemish!”

“כולך יפה רעייתי ומום אין בך-האהבה הגדולה שאנו אוהבים את אומתינו לא תסמא את עינו מלבקר את כל מומיה, אבל הננו מוצאים את עצמיותה, גם אחרי הביקורת היותר חופשית, נקיה מכל מום. כולך יפה רעייתי ומום אין בך!”

**Rabbi Abraham Isaac Kook (1865–1935)** was a Torah scholar and mystic, fervent Zionist, and the first Ashkenazic Chief Rabbi of British Mandatory Palestine.

- *How could Rabbi Kook see the flaws in the Jewish nation, and yet also see it as entirely beautiful?*
- *Think of a relationship that you have with a child or partner. Are you able to see their flaws, yet still deeply love them and see them as “entirely beautiful”?*
- *What are your hopes and dreams for the State of Israel? How do you react when you see its imperfections? How could Rabbi Kook’s vision of a relationship that both acknowledges flaws and yet sees total beauty influence you as you continue to develop your relationship with Israel?*

## CONTRIBUTING TO SACRED SPACE



Some places give a wonderful feeling when you walk into them, while some places leave you feeling cold. How do we cultivate a special, warm feeling in our homes? What nurtures sacred space in a family, a group, or a community?

Israel as home and homeland was set apart in the Torah as sacred land. During their wandering in the wilderness after the Exodus, the Israelites were commanded to build the *Mishkan*, Tabernacle, a tangible, sacred place for the Divine presence to dwell in the very midst of the community. To build the *Mishkan*, the Israelites were given two almost contradictory injunctions. They were instructed to donate from their resources, and simultaneously that the giving needed to be voluntary – from one’s heart:

### Exodus 25:2

Tell the Israelites to bring Me contributions. Accept contributions for Me from each person whose heart is moved to give.

דָּבַר אֶל בְּנֵי יִשְׂרָאֵל וְיִקְחוּ לִי תְרוּמָה מֵאֵת כָּל אִישׁ אֲשֶׁר יִדְבְּנוּ  
לְבוֹ תִקְחוּ אֶת תְּרוּמָתִי

- *How might each person’s contributing help to cultivate sacred space?*
- *Why were the contributions both voluntary and required? What about that makes sense?*
- *How might you apply this to your home? How does it play out in your Momentum group?*
- *The Israelites gave so generously, morning after morning, that eventually Moses had to tell the people to stop. What are you most passionate about contributing to?*

President Harry Truman said, “I had faith in Israel before it was established, I have faith in it now. I believe it has a glorious future before it – not just as another sovereign nation, but as an embodiment of the great ideals of our civilization.”

- *What vision of sacred space in Israel resonates with you?*
- *How can you contribute to that vision?*
- *What is a next step toward finding something your group can do together to contribute to Israel even if your visions are not the same?*

## LEARN WITH YOUR FAMILY

### *Mekonen: The Journey of an African Jew*

The film *Mekonen: The Journey of an African Jew*, follows the backstory and personal journey of Mekonen Abebe, a young, African-Israeli Jew, once a young shepherd in Ethiopia and now a commander in the Israel Defense Forces. Born and raised in an Ethiopian village, Mekonen was a 12-year-old shepherd when his father died suddenly, less than a day before his family was to move to Israel. After a difficult adjustment period in Israel, Mekonen was fortunate to attend the Hodayot High School, which educates children from troubled backgrounds and helps integrate them into Israeli society. Mekonen became a decorated officer in the IDF while staying true to his Ethiopian roots and culture. The film accompanies Mekonen to Africa on an emotional journey back to his birthplace. He explores his roots, makes peace with his past, and embraces his future in Israel.

### Family Discussion Questions

In the film, Mekonen struggles to overcome great obstacles in order to fulfill his and his father's dream of moving the family to Israel. Yet the same challenges helped to shape the man he would become.

Mekonen's friends and commanders in the Israeli Defense Forces committed to supporting his success and, in doing so, offer living examples of the power of Jewish peoplehood – the unity that undergirds a sense of belonging to and a shared responsibility for the extended Jewish family.

- *In what ways does your childhood shape who you are?*
- *How do your past experiences influence your behavior and choices today?*
- *What personal characteristics of Mekonen play a role in the success of his personal journey?*
- *What did you notice Mekonen's friends and commanders doing that encouraged and enabled him to continue striving for his goals?*

- Can you think of times when your friends and family supported you and made you feel strong enough to face challenges?
- How is Jewish peoplehood similar to a large extended family?

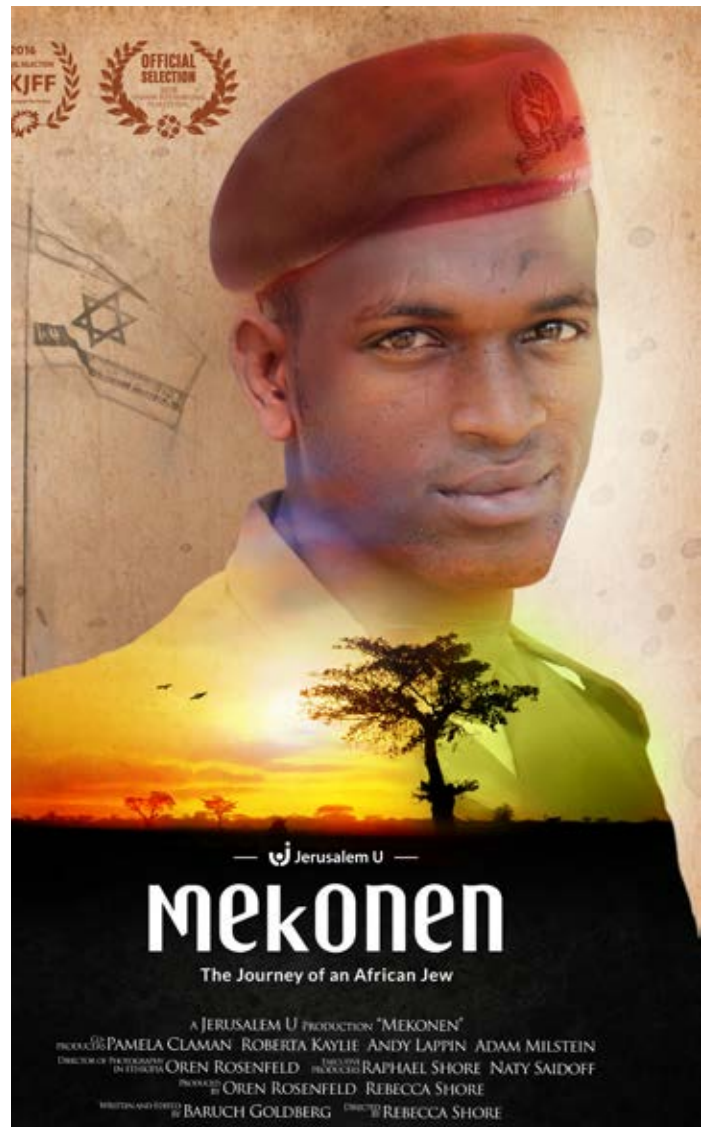
Learn more about the Ethiopian Aliyah with these resources:

**“Ethiopian Aliyah,”** an article on the Jewish Agency website, provides an overview of various waves of Ethiopian Jewish immigration to Israel from the 1950s through today.

***Rescue: The Exodus of the Ethiopian Jews,*** a book by Ruth Gruber, details the long and perilous road to Israel traveled by 15,000 Ethiopian Jews prior to Operation Moses, which airlifted thousands more to the Jewish homeland.

***Operation Solomon: The Daring Rescue of Ethiopian Jews,*** a book by Stephen Spector, details the 1991 airlift of 14,000 African Jews to Israel in just a day and a half.

*Mekonen: The Journey of an African Jew,* a film by Imagination Productions, is available for a low rental fee via Amazon, Pluto Film, Roku, tubiTV, and XUMO.



## LEARN WITH YOUR SISTER

### *Spotlight on Israel: An Israeli Perspective on the Momentum Trip*

By Ayela Meroody

Director of Human Resources

Alexander Muss High School in Israel

What can an Israeli citizen possibly learn from traveling around Israel with non-Israelis? People may be surprised to learn that many of us Israeli moms are also looking for inspiration and connection.

When I was on the Momentum trip in November 2016, people asked me why I came and what I, as an Israeli, was hoping to find that I couldn't find on my own living in Israel. It was difficult to explain what it was like living in a Jewish country but being a completely secular Jew. What does it mean to be Jewish when living in Israel? What can I connect to in my Judaism that isn't overrun with political issues and speaks to me in a way that I haven't heard before?

It's not like I don't have any experience in connecting people to the Land of Israel; after all, I work for Alexander Muss High School in Israel, a program that prides itself on giving high school students an in-depth study of and love for Jewish and Israeli history. At AMHSI I work behind the scenes with the executive staff, bringing groups of international high school students to study up to a semester in Israel. Similar to Momentum, we give our students a once-in-a-lifetime opportunity to connect to Israel and to their Judaism, and to begin to better understand themselves.

Coming on Momentum as a student myself allowed me to see Israel and my Judaism in a



new light. On one of our first mornings, Nili gave a speech about relationships in which she discussed the issue of “keeping score” in a marriage, and how we have to view relationships not as giving 50–50, but as giving all that we can. Marriages can be difficult, and her words really spoke to me and altered the way I see my relationship with my husband. From that moment on, I opened myself up to the possibility that this trip really would change my worldview in the same way it does for those coming from outside of Israel.

One of the most important things I discovered on the Momentum trip was the sense of sisterhood. Being able to experience Israel through the eyes of women experiencing it for the first time made me see my country in a whole new light. I think that those of us who live in Israel can get bogged down with the conflicts and the politics, and sometimes forget

to simply look around at the amazing home we have made for ourselves in this young country of ours. Surprisingly, Momentum gave me a stronger sense of the feeling of belonging here in Israel, and allowed me to tear down some of the artificial walls that I had built between myself, as a secular Jew, and the concepts of Judaism.

I have started turning off my phone on Shabbat and embrace the chance to truly connect with my children and my husband. I know that the Israeli women who came with me on Momentum also feel a stronger connection to their homeland, and we often discuss the concepts and issues that were raised during group discussions on the trip. Momentum allowed me to better understand my Judaism, to understand its values in such a beautiful light, and to open my mind and heart to all that Judaism can teach me.

For more information about Alexander Muss High School in Israel as an opportunity for your teen or a teen you know, visit our website at [www.amhsi.org](http://www.amhsi.org).

- *What resonates with you from Ayela's reflections?*

Photo of Ayela Meroddy and Bryan Knapp, son of Momentum Co-founder and Founding Board President Jeanie Milbauer



## TRY IT OUT

### PRACTICAL TIPS AND RESOURCES FOR FAMILIES

*Ideas for bringing the value of Bayit, Home and Homeland, into your family life*

#### For Yourself or with a Partner

- Check out the podcasts, videos, and articles on [MomentumUnlimited.org](http://MomentumUnlimited.org).
- Select a phrase that inspires you, write it on a card, and place it where you'll see it. Repeat the phrase to yourself a few times each morning with enthusiasm. Phrases you could consider:
  - I focus on people
  - I make my family “homey” for all its members
  - I’m building relationships with Israelis
  - I can contribute to Israel as the homeland of the Jewish people
  - I can deepen belonging while maintaining perspective

#### For Families with Children of All Ages

- Israeli cuisine is as diverse as its people! Internalizing that Jews ingathered from Yemen and Syria, Egypt and Ethiopia, allows us to develop a broader, more inclusive sense of our peoplehood. Why not gather recipes from different regions and ethnicities of Israeli culture and make “theme” Shabbat dinners, or integrate these healthy and delicious foods into your day-to-day cooking? This is a wonderful family activity that

engages kids of all ages, and will bring back the “taste” of our trip to your home.

- Allocate a different Israeli charity each month for your family’s *tzedakah* dollars. Learn about the organizations, and meet as a family to decide together where you will send your *tzedakah*.
- Purchase trees through JNF as gifts for others at [www.jnf.org](http://www.jnf.org).
- For children ages 4–13: Learn about Yossi Leshem, an Israeli boy who dreamed of flying with birds. As a family, watch the short video on the iCenter website, “The Man Who Taught Me to Fly,” and learn how Yossi turned this dream into a career as one of the world’s leading experts on birds.
- There are many colorful birds in both the United States and Israel. There are likely many birds to see in your own neighborhood. Take a look at these helpful websites for more information on bird-watching techniques you can use near your home:
  - In North America: <https://bit.ly/2edJZn5>
  - In Israel: <http://www.israbirding.com>
- Transform your kitchen into an Israeli *shuk*, an outdoor marketplace. Give each child some shekels to spend on Israeli foods such as pita chips, hummus, oranges, and snack foods like Bamba and Bisli. After eating in

the “café,” they can take a stroll down “Ben Yehuda Street” to admire and shop for Judaica items. Be creative. Some music and simple decorations go a long way to making young children feel truly transported.

- Organize an Israeli culture night. Download some popular Israeli songs and music, and/or watch a wonderful Israeli film (like *Ushpizin* or *Fill the Void*).

### For Families with Young Children

- For children ages 3–8: Watch Sesame Street characters visit Israel in videos on the Shalom Sesame website. To learn more about Israeli towns and cities, Google the Shalom Sesame series, “Postcards from Grover.”

### For Families with Older Children

- To watch a set of short videos designed for teens and adults about Israel’s history, Google “Unpacked YouTube.”
- Download podcasts about Israel. The English-language podcast, Israel Story ([www.israelstory.org](http://www.israelstory.org)), tells everyday stories by and about diverse individuals in Israel.
- Find a set of resources about Israel by Googling “iCenter and resources.” You’ll find Hebrew slang, Israeli music playlists, posters

of Yom Ha’atzmaut celebrations over the years, and more. Check out this link: <https://www.theicenter.org/compilation/modern-israeli-society>.

- Explore with your children how fallen soldiers are remembered in different cultures. In Australia and New Zealand, for example, Anzac Day, marked on April 25, honors lost soldiers. The Australia/Israel and Jewish Affairs Council (AIJAC) website has an article about how this holiday parallels Yom HaZikaron, Israel Remembrance Day.
- Watch *Crossing the Line 2: The New Face of Anti-Semitism on Campus*, with your college or older high school age children, email the link to them, or watch it yourself. This 30-minute documentary, which is available on the OpenDor Media website, exposes the rise of anti-Semitic activity on North American college campuses. Hear from the students themselves as they share their experiences and the challenges they face with the proliferation of the BDS movement.
- **BDS Discussion Guide**  
This guide answers frequently asked questions about the Boycott, Divestment, and Sanctions movement against Israel: <https://bit.ly/2YJyWYS>.





## FACILITATOR'S GUIDE

*In this session we explore the value of bayit, home and homeland*

### The guiding questions in this unit are:

- *Where do I feel at home? What is my relationship with the place where I currently live?*
- *What is my relationship with Israel? What is my relationship with the concept of Homeland?*
- *What do I do that makes my family and community “homey” for its members? Is there more I’m drawn to doing?*
- *How can I build strong relationships with my family, my community, and Israel?*

### Meaningful Vocabulary

<i>Yom Ha'atzmaut</i>	יום העצמאות	Israel Independence Day
<i>bayit</i>	בית	house/home/homeland
<i>tikvah</i>	תקווה	hope the Israeli national anthem is called Hatikvah, “the hope”

### Facilitating the Session

#### 1. Seek Participant Input

Well before the session invite a few sisters to take a small role in leading it. For example:

- Planning an activity to accompany the study session (see **Extra! Program Ideas**)
- Hosting the session
- Hosting an Israel movie night
- Co-facilitating a discussion about Yehuda Amichai’s poem “Tourists” (p. 329)
- Encouraging participants to bring in their trip journal to reflect on memories, and/or to bring an artifact from Israel to decorate the space for your session

**Involving participants helps them take ownership over their learning, and prepares them to take the lead in their family and community!**

#### 2. Choose Your Session Activities (in advance)

Remember: You know what will best engage your participants, and we encourage you to tailor the session to their interests and needs. **Soul Sparks** activities carry a particular power, and we encourage you to include them where possible!

### 3. Prep Your Space

Before the session begins, prepare the room, for example by arranging the space with Israeli artifacts. Think about what materials you will need, and make sure you have everything prepared.

### 4. Welcome and Warm-Up

Make a ritual of transitioning your participants from their hectic, everyday lives to your safe space of learning and growth. Consider engaging participants in a short stretching exercise, or have them focus on taking deep, relaxing breaths. Invite a few women to share how they brought home the learning from the previous session.

#### ***Reminder! Sisterhood Safe Space***

Remind everyone that they are in the Sisterhood Safe Space of confidentiality and compassionate listening, free of judgment and unsolicited advice.

### 5. Intro and Inspiration

In advance, ask the women to review their Momentum Trip Journals, and to look for favorite memories and points of personal connection they made with Israel. Ask them to bring the journals with them to the session, and encourage each one to share a memory or connection they made with the larger group.

#### ***After participants have shared, discuss the following questions:***

- Every trip to Israel is different. What did it feel like to land in our Jewish homeland as part of the Momentum trip?
- What did it feel like to explore sites sacred to our shared history and culture?
- What did it mean to you to experience Israel with other Jewish women from your communities?
- What did it mean to you to interact with Jews living half a world away?

Talk about how Israel is the Jewish homeland: that Jews around the world, regardless of nationality, level of religiosity, or political affiliation have a deep and abiding connection to Israel, a connection that has endured for thousands of years. Ask the women what it means to have a homeland aside from their current homes. What does it mean to visit this homeland, but not live there? How do they think about Israel and the places they live now? Now that they've been on the Momentum trip, what place does the Jewish homeland hold in their hearts?

After everyone has shared, consider together which themes, longings, and conflicts emerged. Make a note for yourself about which of these themes you can explore in this session, and which you would like to follow up on in future meetings.



## 6. Soul Sparks Activities

There are different activities you can try that will encourage learning and growth; we suggest choosing one or two for your session. Below are some of our favorites:

### ***Home: What Does Home Mean to You?***

Show the Israeli commercials for the dairy company Tnuva and the telecommunications company Celcom (p. 326). Don't worry that the commercials are in Hebrew! They are mostly action-based rather than dialogue-based, and are understandable even to non-Hebrew speakers. Discuss with participants the ideas about home that emerge from these commercials, and how they compare to their own country's views of home. Tell participants that in Hebrew there is one word for house, home, and homeland: *bayit*.

The activity for this section (p. 327) provides detailed instructions for guiding participants through reflection and conversation about circles of belonging.

### ***Can You Be both at Home and a Stranger?*** (p. 328)

Refer back to the sketches that the participants created (p. 327) that showed, among other things, where they feel "at home." Rabbi Joseph Ber Soloveitchik adds another dimension: He

says that sometimes we can feel both "at home" and like a stranger in relation to the same place.

Discuss these two aspects of a Jew's relationship to the world with participants, and then invite them to engage in personal writing reflections on their own relationship to the place where they live and to Israel. When they are finished writing, invite them to share with the group something that emerged from their writing reflections.

### ***Outlook (p. 330)***

How can you build a relationship with family members, communities, and a homeland that contain imperfections? When Rabbi Abraham Isaac Kook wrote about the nation of Israel, he said that he saw its flaws but that its essence is "without blemish."

Think together about the relationship with a child or a partner, where you see their imperfections and still think of them as totally perfect, and how we can extend this kind of approach to our relationship with our communities and Israel. How can being cognizant of imperfections and yet believing in the essential perfection of a person or entity help us when we encounter difficulties in developing relationships with them? How do we share these ideas with others?

## 7. Reflection and Closing

Recall the main ideas explored in the session, and create an opportunity for reflection.

**Reflection Suggestion:** Ask participants to reflect on the following: “What is one takeaway you’ll be going home with after our session today?” or “I’d like to begin connecting to Israel with my family by doing the following...”

Invite the women to respond to the prompt by writing, drawing, or thinking silently. After individual reflection time, you may ask them to partner and share their reflections, which can be followed with group (voluntary) sharing.

Direct the women’s attention to the “**Try It Out: Practical Tips and Resources for Families**” section (pp. 336–337). These suggestions will help them bring home to their families the learning they have done today, in fun and interesting ways. Encourage them to choose at least one thing they will do with their families and to report on how it went at the next session. Give a brief overview of the rest of the unit.

Provide participants with the opportunity to schedule a time with their learning partner before they leave the session today (see “**Learn With Your Sister**,” pp. 334–335). Let participants know when you’ll be meeting again and what theme will be explored. Encourage them to continue sharing with each other how they plan to bring the concepts of Home and Homeland into their lives.

## Extra! Program Ideas

Consider this idea:

- Plan an Israel Movie Night for the wider Jewish community, using the film *Mekonen: The Journey of an African Jew*. You could show the film, and then have a talk-back session with someone in your community about Israeli immigration and absorption or the Ethiopian experience in Israel. Alternatively, place discussion questions around the room and have members of the audience walk over to the questions that interest them, and engage in discussion with other members of the community who are similarly interested in those issues. Some examples of discussion questions can be found in the “Learn With Your Family” section of this session (pp. 332–333).
- Spouse-children activities: While sisters engage in their learning, plan separate activities for the rest of the family. Use “Try it Out: Practical Tips and Resources for Families” (pp. 336–337). Following the session, bring all the Momentum families together for a screening of *Mekonen*.





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We'd value hearing from you about how you are using *Year of Growth*. You can share ideas and suggestions at <https://momentumunlimited.org/year-of-growth>

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