

m<sup>2</sup>

# YAMIM 2026

TRAINING AND RESOURCES FOR  
EDUCATORS FOR THE YAMIM AND BEYOND

**VISIONS**

**&**

**VALUES**

**“We in Israel are at a crossroads. We are bruised and battle weary, not just from the outside in, but from our inside rifts; that is beyond dangerous, and it cannot be an option.”**

- Rachel Golderg Polin

**“It is difficult to establish a state but remember that it is even more difficult to maintain a state.”**

- Menachem Begin,

Radio Address to the Nation One Day After Israeli Independence,  
May 15, 1948, quoting former Czech President Tomas Masaryk

# WELCOME TO YAMIM!

Thank you for joining us today.

As educators, we are often caught in the noise of the moment, responding to news and notifications as they arrive. This is a day for slowing down. It is an invitation to put aside the “pings” to consider the visions and values that anchor your relationship with Israel.

For inspiration and historical grounding, we invite you into a conversation with past visionaries who held diverse ideas of what it means to build a Jewish state. We look to them because they lived inside uncertainty and were searching for creative visions for the future. Their visions were often contested and imperfect, but they can provide us with a blueprint for how to uphold enduring commitments toward ideas and actions.

- What are the commitments that anchor your teaching?
- Toward what goals do you aim to lead your learners?

In this journal, you will find prompts, workshop materials, and resources to support your Yamim programming and beyond.

We hope you find today meaningful and useful.

**Your fans at M<sup>2</sup>**

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# EIN LI ERETZ AHERET

## אֵין לִי אֶרֶץ אַחֶרֶת

אֵין לִי אֶרֶץ אַחֶרֶת  
גַּם אִם אֲדַמְתִּי בּוֹעֶרֶת  
רַק מִיִּלָּה בְּעֵבְרִית חוֹדְרֶת  
אֶל עוֹרְקֵי, אֶל נִשְׁמֹתֵי  
בְּגוֹף כּוֹאֵב, בְּלֵב רָעֵב  
כָּאֵן הוּא בֵּיתִי  
לֹא אֶשְׁתַּקֵּה, כִּי אֶרְצִי  
שִׁינְתָה אֶת פְּנֵיהָ  
לֹא אֲוֹתֵר לָהּ,  
אֲזְכִּיר לָהּ,  
וְאֶשִׁיר כָּאֵן בְּאֹזְנֶיהָ  
עַד שֶׁתִּפְקַח אֶת עֵינֶיהָ  
אֵין לִי אֶרֶץ אַחֶרֶת  
עַד שֶׁתַּחַדֵּשׁ יְמֵיהָ  
עַד שֶׁתִּפְקַח אֶת עֵינֶיהָ

**LYRICS:** Ehud Manor

**MUSIC:** Corinne Al

## I HAVE NO OTHER COUNTRY

I have no other country  
even if my land is aflame  
Just a word in Hebrew pierces  
my veins and my soul  
With a painful body, with a hungry heart,  
Here is my home.  
I will not stay silent, as my country  
changed her face  
I will not give up on her  
I will remind her  
And will sing in her ears  
until she opens her eyes  
I have no other country  
until she renews her days  
Until she opens her eyes



SCAN HERE TO LISTEN TO  
CORINNE ALLAL PERFORM



SCAN HERE TO READ MORE  
ABOUT THE BELOVED ANTHEM

# “I HAVE NO OTHER COUNTRY, AND SO I STAY IN THE RELATIONSHIP.”

What does this statement mean to you? What does it mean in your role as an educator?

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If this doesn't resonate with your worldview, how would you rewrite the text to describe your relationship towards Israel in this moment?

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# AHAD HA'AM: CULTURE RADIATING OUT

## PROGRAM OVERVIEW

In this interactive, gamified session, students explore Ahad Ha'am's vision of Israel as a "Cultural Center" for the Jewish people. Using a Eurovision-style competition, learners will analyze past Israeli entries to see how culture "radiates" from the land to the world. Students will act as judges and creators, eventually pitching their own "Cultural Submission" that represents the heart of Jewish identity today.



**FACILITATOR GUIDE & MATERIALS**

SCAN THE QR CODE

## A.D: GORDON: FOR THE LOVE OF LABOR

### PROGRAM OVERVIEW

In this sensory and art-based session, we explore the shift from "working the land" to "work as a holy act." We begin with A.D. Gordon's "Religion of Labor," the belief that the Jewish people would be healed through physical connection to the soil. We then move to Mordecai Kaplan, who expanded this vision, seeing all meaningful labor as a way to experience the Divine. Learners will analyze vintage posters from Israel to decode the values of the early pioneers and connect them to their own sensory experiences of holiness in nature. Finally, we will use Kaplan's unique framework to draft a "Blessing for Labor," turning our own work into a spiritual practice.



**FACILITATOR GUIDE & MATERIALS**

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# RABBI BEN-ZION MEIR HAI UZIEL: SUKKAT SHALOM

## PROGRAM OVERVIEW

Can a state be both a fortress and a Sukkah? Rabbi Ben-Zion Meir Hai Uziel, the first Sephardic Chief Rabbi of Israel, believed that the "Enduring Commitment" of the Jewish State must be the pursuit of peace—both within the Jewish people and with our neighbors. He envisioned a society that was halachically grounded yet radically pluralistic and open. In this session, we dive into Rabbi Uziel's unique metaphor of the Sukkah: a home that is open on all sides, embracing vulnerability as a path to peace. Through a series of modern Crossroads Case Studies, we will test this vision against the harsh realities of security and disagreement, asking ourselves: When peace and security clash, which way does our North Star point?



**FACILITATOR GUIDE & MATERIALS**

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## HENRIETTA SZOLD: IF YOU BUILD IT, THEY WILL COME

### PROGRAM OVERVIEW

Henrietta Szold was a practical dreamer and organizer. Influenced by her American background, her "Enduring Commitment" was to the physical and social welfare of the people, founding Hadassah and building the hospitals and schools that became the backbone of the country. She abhorred militant nationalism and believed in a binational state. In this session, we will use Crossroads Case Studies to see how Szold's focus on practical needs (such as building a hospital) often collided with her political ideals. We will explore what happens when other priorities are necessary for sustaining the country and our deepest commitments, and how we, as educators, can teach the complexity of a vision that was both deeply practical and radically idealistic.



**FACILITATOR GUIDE & MATERIALS**

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# THE FIGURINE COUNCIL: FINDING YOUR PIECE OF THE STORY

## PROGRAM OVERVIEW

How do we help students move from being critics of the news to stakeholders in a story? This tactile, hands-on session uses Piece of History figurines to turn abstract history into a personal encounter. In this session, learners meet historical characters and uncover the facts of their lives to decode their unique visions for a Jewish state. By exploring these diverse paths, students are challenged to articulate their own unique vision for a relationship with Israel today.

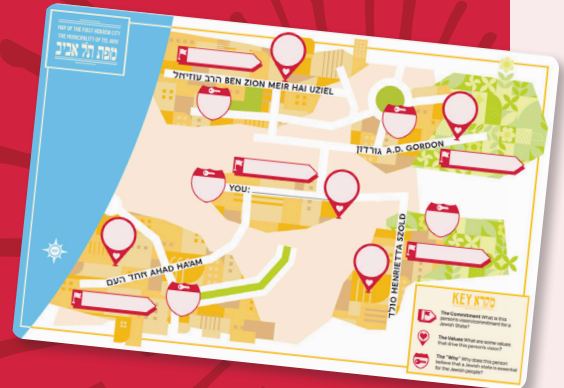


**FACILITATOR GUIDE & MATERIALS**  
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# THE INTERSECTION OF IDEALS: A TEL AVIV STREET MAP ACTIVITY

## PROGRAM OVERVIEW

In this session, students move from being tourists of history to residents of the Jewish story. Using a replica map of Tel Aviv, learners will learn about four visionary figures and will grapple with scenarios in which their different visions represent competing values. The lesson will end with participants naming their own street and identifying the personal crossroads they will face as they follow their own commitments.



**FACILITATOR GUIDE & MATERIALS**  
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# STICKERS OF MEANING

## PROGRAM OVERVIEW

October 7 and the subsequent war claimed the lives of thousands of civilians and soldiers. It has become a tradition among Jewish Israeli families and friends to create a memorial sticker in honor of their loved ones. Many of these include a personal motto or phrase that held special significance to the individual. This program explores these mottos through the stories of fallen soldiers. Students will learn about their lives, reflect on their slogans and messages, and engage in a creative activity using stickers to express what these soldiers' legacies mean to them.



**FACILITATOR GUIDE & MATERIALS**

SCAN THE QR CODE

# A LITTLE BIT OF LIGHT GOES A LONG WAY

## PROGRAM OVERVIEW

In times of loss, we search for ways to hold onto memory, to give meaning to a life lived, and to ensure that a legacy continues. Savyon Chen Kipper, an artist, designer, and IDF soldier who was killed on October 7, left behind more than just words—she left a font, a piece of art that carries her essence, her creativity, and her love of language. This session explores the power of letters, words, and typography as vessels of memory and invites participants to physically build lightboxes to showcase the messages around Israel that they wish to carry forward.



**FACILITATOR GUIDE & MATERIALS**

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## ADDITIONAL RESOURCES AND CULTURAL COLLATORAL

Please see below for links to other resources and cultural artifacts that you can use in your Yamim planning and beyond.



**JOURNEY OF HOPE**



**ART**



**M<sup>2</sup> RESOURCES**



**MUSIC**



**WEBSITES & NONPROFIT INITIATIVES**



# THE SANDBOX

Imagine you have a small pouch to take things home from today. What are three specific "scraps" (an idea, a quote, a feeling, or a technique) you're putting in the bag?

**Item 1:** .....

**Item 2:** .....

**Item 3:** .....



Pick one piece from today and play with it.

How could you twist it, change it, or apply it to your context?



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Consider a program or resources that you already use for the Yamim or for a lesson in Israel education. How can you integrate something from today into it?

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# YOUR VISION & VALUES

Returning to where we started the day: The song Ein Li Eretz Aheret reminds us that even when the land is "afame" or in turmoil, the connection can remain. Think about your own relationship and reflect:

I stay connected because: .....

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The specific anchor (memory, text, person, or hope) that keeps me from turning away is: .....

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The connection I hope to build for my learners is: .....

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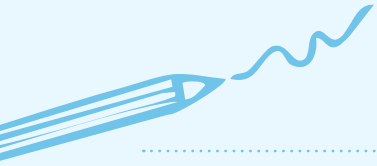
A specific way in which I do that is: .....

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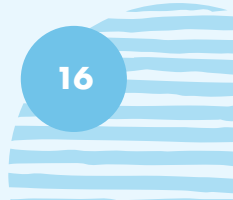
*"We can be more precise if we say that values provide us with rationales for certain courses of action that are chosen over or against others. It is a way of transmitting, through education, what a particular society values most highly."* - Michael Rosenak, The Road to the Palace (Israeli philosopher of Jewish education)

- |  |   |   |
|--|---|---|
|  Truth          |  Safety          |  Justice           |
|  Peace          |  Tradition       |  Pride             |
|  Gratitude      |  Faith           |  Curiosity         |
|  Modesty        |  Growth          |  Peoplehood        |
|  Free Will      |  Hospitality     |  Freedom           |
|  Happiness      |  Humility        |  Responsibility    |
|  Knowledge      |  Innovation      |  Repentance        |
|  Human Dignity |  Family         |  Courage          |
|  Remembrance  |  Ambition      |  Tolerance       |
|  Loyalty      |  Respect       |  Awe             |
|  Friendship   |  Generosity    |  Loving-Kindness |
|  Community    |  Contemplation |  Belonging       |
|  Rigor        |  Hope          |  Sanctity        |
|  Integrity    |  Compassion    |  Joy             |

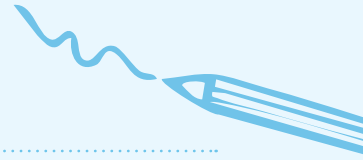


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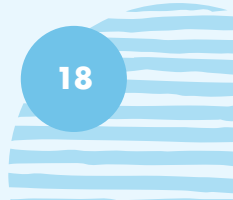
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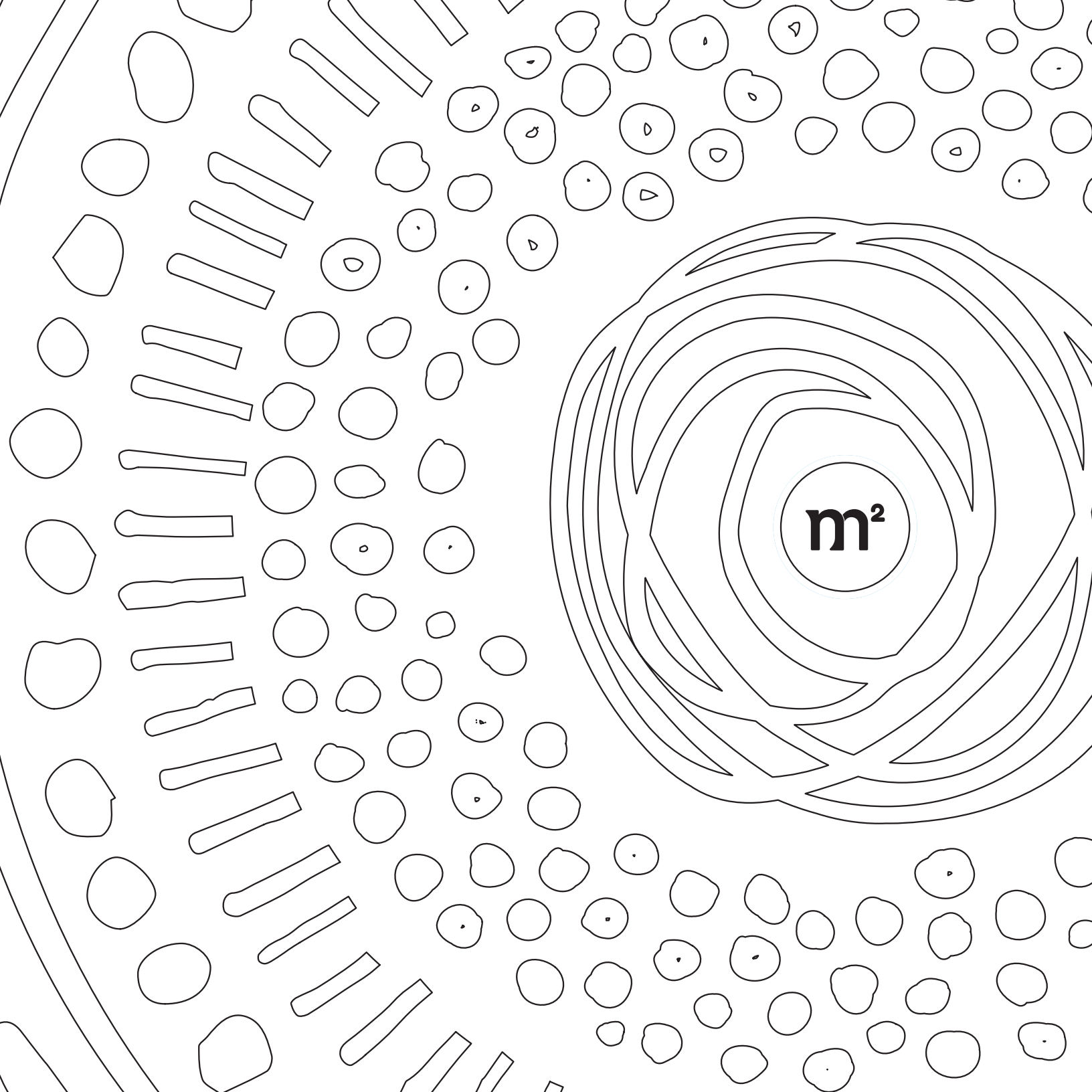




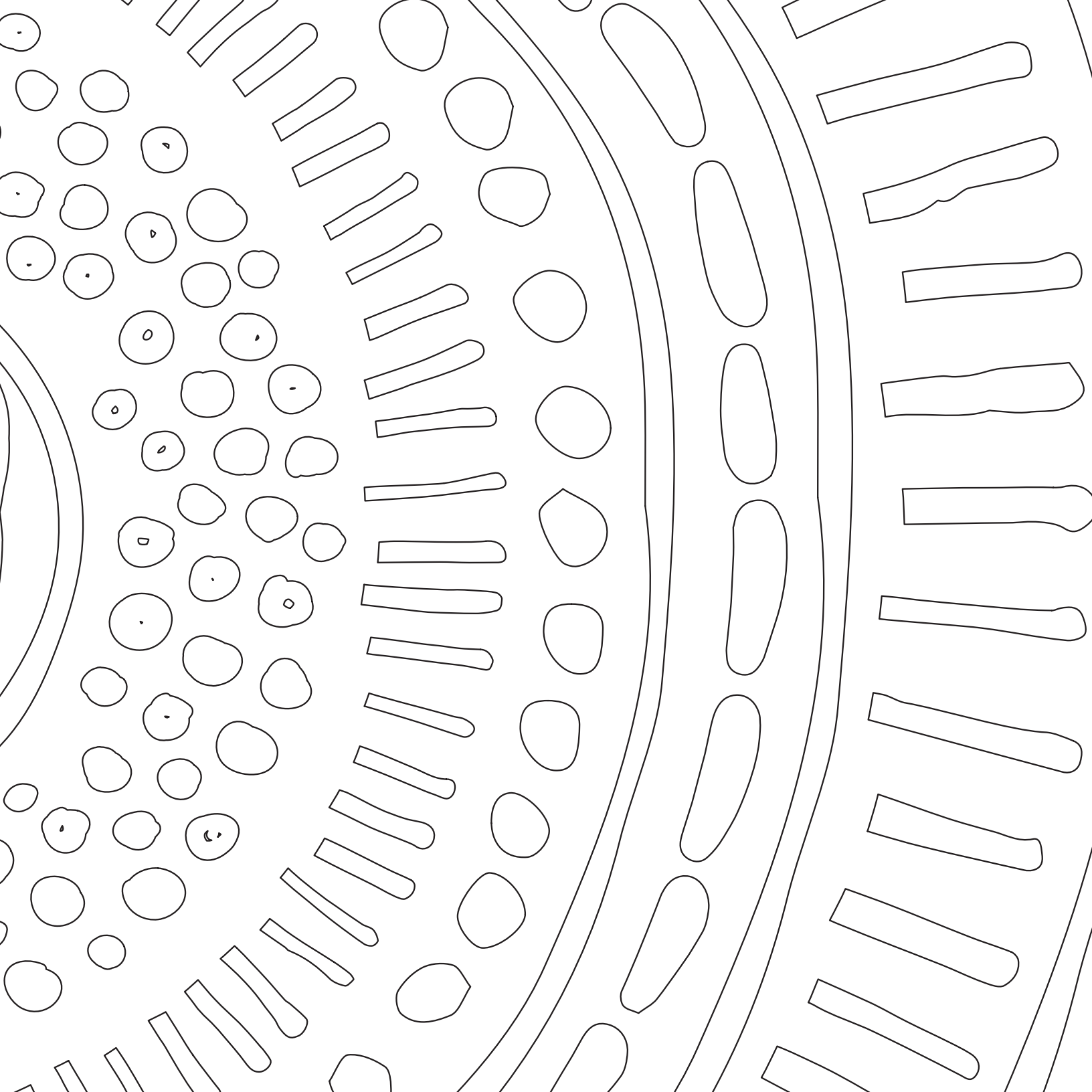


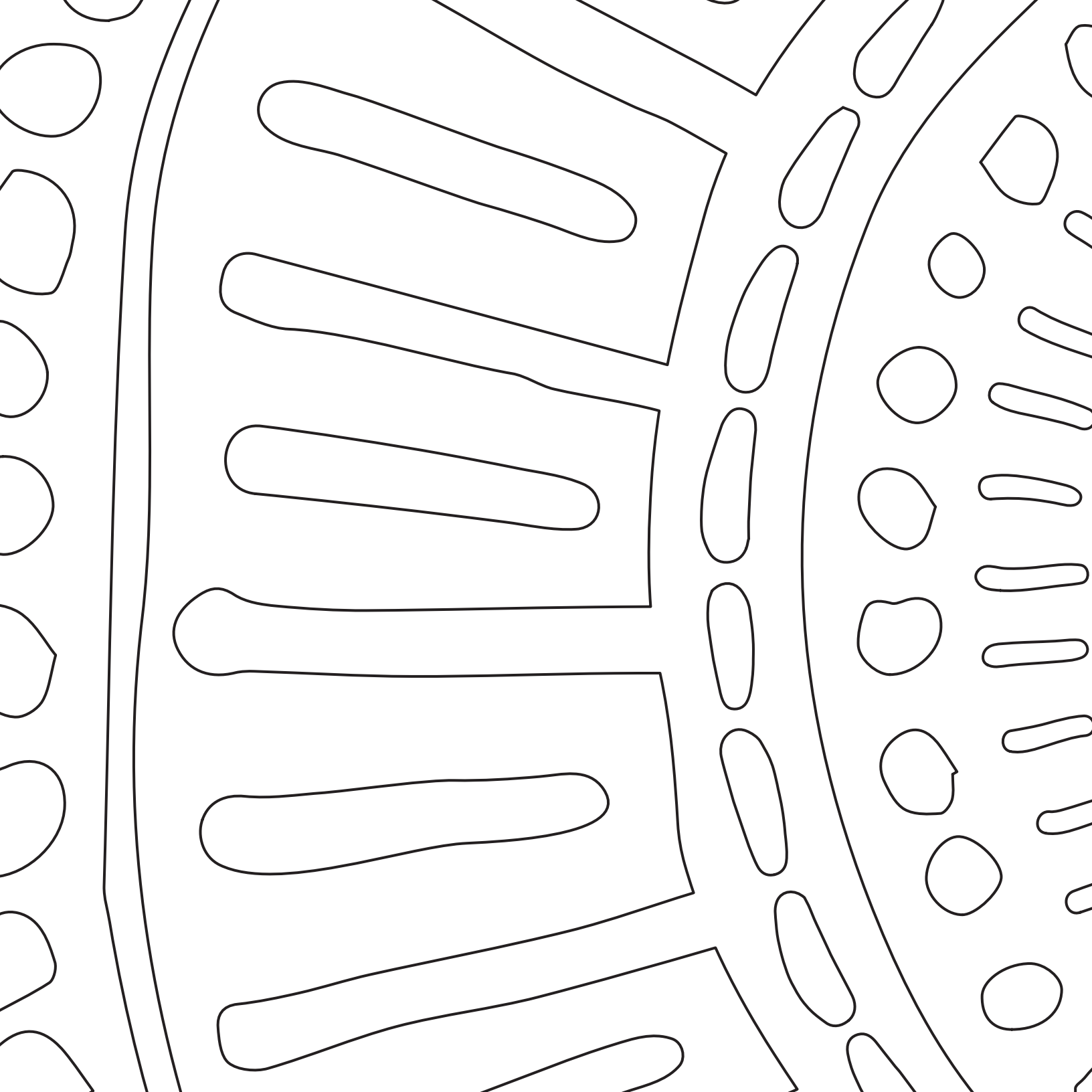
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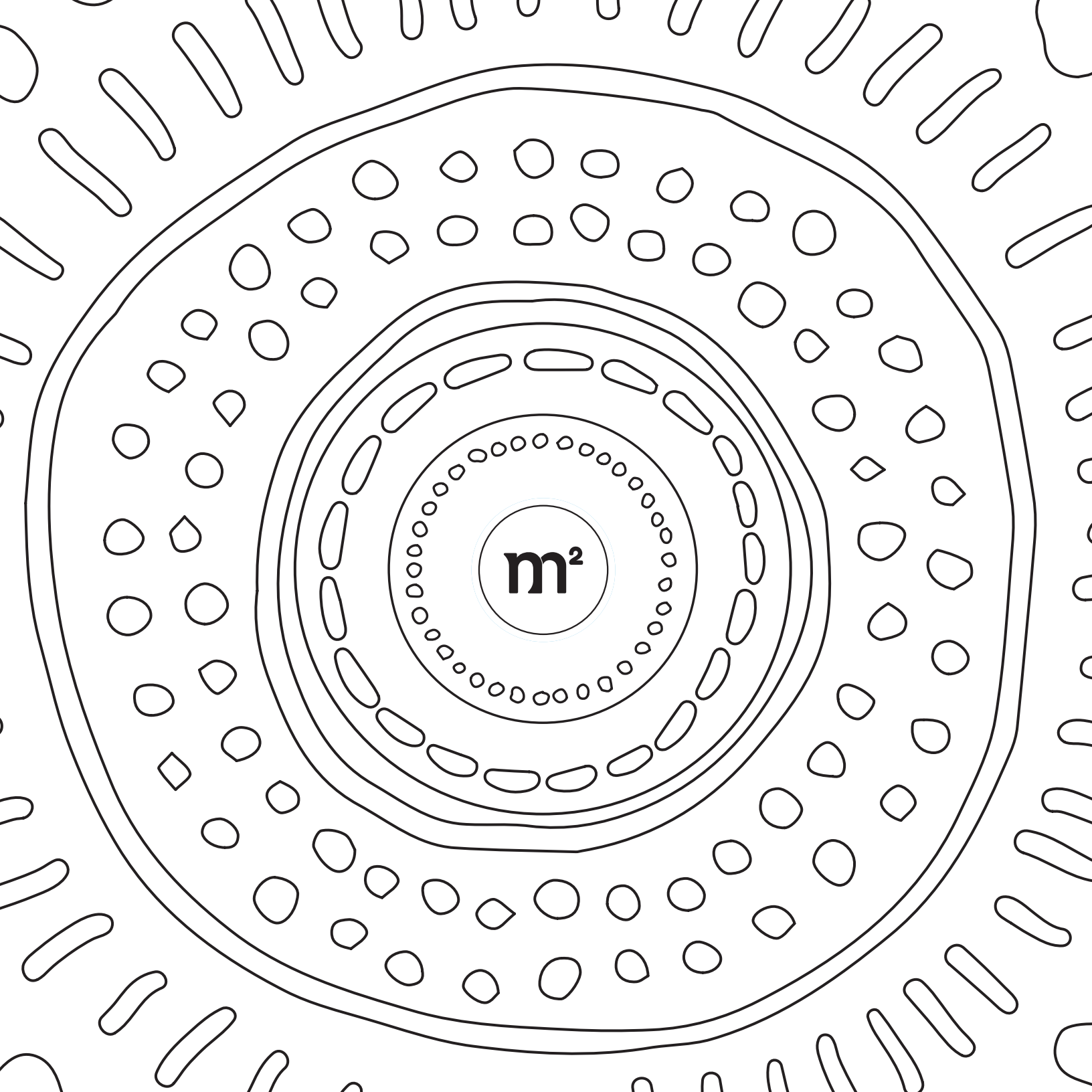




**m<sup>2</sup>**









# ABOUT US

M<sup>2</sup>: The Institute for Experiential Jewish Education was founded in 2016 with the belief that Jewish education can unlock meaningful and purposeful Jewish living. By offering cutting-edge professional development programs, innovative educational frameworks, and tailored consulting services, M<sup>2</sup> empowers educators and organizations to create impactful Jewish experiences. Its global network of alumni and partners continues to inspire and expand the reach of impactful Jewish education worldwide.

[www.ieje.org](http://www.ieje.org)

## PROGRAM PARTNERS

