

iMMERSE

A project of ISRAEL21c and the iCenter

“Your i on Israel”

ISRAEL21c

Study Guide for

Made in Israel

The “Made in Israel” study guide is designed to give teachers, parents, lay leaders, Jewish professionals and students an opportunity to delve more deeply into the information presented in the video and accompanying article. As the launch project for **iMMERSE** this study guide is being presented to provide an educational lens for Made In Israel.

General Teacher/Leader information:

ISRAEL21c (www.ISRAEL21c.org) is one the richest sources of information on Israel today. There are over 16,000 articles and hundreds of videos available for classroom or informal educational use. This study guide is a template of some the methods you can use in bringing this information to your group of learners. We hope you will use this guide to help inspire your own ideas for sharing these fascinating articles.

We welcome your feedback and look forward to hearing from you.

Goals for Made in Israel:

- To build pride in Israel's achievements in our learners
- To help learners reflect on how Israel is a part of their everyday lives
- To mark Israel's 64th birthday through a celebration of her many achievements
- To increase knowledge about Israel as a center for innovation in the world community
- To learn about the varied products and ideas that are coming out of Israel that are improving lives around the world



Approach #1: Israel as a Start-Up Nation

Target Age Group: High School and Adult

Introduction:

Israel is a country that has harnessed innovation in unique and varied ways. This video will highlight a number of those innovations.

When you watch the video, keep the following questions in mind:

- Are you surprised by any of the products of Israeli innovation?
- Is there one particular product that peaks your interest?
- Which of the items identified do you want to know more about?
- Are you familiar with any particular innovation? If yes, how are you familiar with it?

View Made in Israel video.

Review questions:

A number of the innovations highlighted in this video involve technology. Why do you think Israel has been such a leader in the world in technology? Why do you imagine Israel is successful in this area?

In their 2009 book, Start Up Nation, Dan Senor and Saul Singer explains to the reader how is that Israel—a country only 64 years old, surrounded by enemies, in a constant state of war since its founding, with no natural resources—produces more start-up companies than large, peaceful and stable nations around the world. They argue that Israel is more than just a country, it is a state of mind and it is this state of mind that inspires innovation.

Question:

- What does it mean that Israel is a “state of mind”?

In the chapter entitled “Seeding a Culture of Innovation” the authors try to explain why Israel as a country provides the right culture for innovation.

“[Israeli entrepreneurs] benefit from stable institutions and rule of law that exist in an advanced democracy. Yet they also benefit from Israel’s non hierarchical culture, where everyone in business belongs to overlapping networks produced by small communities, common army service, geographic proximity, and informality.”

Questions:

- How does this statement deepen your understanding of Israel? What questions does it raise for you?

Approach #2: Buy or Boycott?

Target Age Group: High School and Adult

Introduction:

When you shop, how often do you look to see where a product is made? Is the origin of the product important to you? (To your parents?) Have you ever heard anyone say they won't purchase a product manufactured in a specific country? What was the circumstance? What was their justification?

Boycott Background:

Throughout history there have been moments when governments have boycotted entire nations in order to punish them for policies they found abhorrent. Products made in Cuba, most specifically Cuban cigars which are considered to be among the best in the world, have been illegal in the U.S. since 1960 due to the repressive regime under Fidel Castro.

Flash forward to today. Throughout the U.S., in colleges and universities, at Trader Joe's and most recently at the Park Slope Food Co-op, there have been calls to boycott Israeli-made products. The supporters of the boycott believe that by refusing to buy products like hummus they will send a political message to the State of Israel.

Review the following article from the New York Times on the Park Slope Boycott:

<http://www.nytimes.com/2012/03/28/nyregion/park-slope-food-co-op-to-decide-on-boycott-vote.html>

Questions:

- What are the key issues raised in the article? What were the responses of both sides following the vote?

Prior to the vote, the Jon Stewart show created a piece on the boycott. View this video clip:

<http://www.youtube.com/watch?v=1-sCQ3voXtQ>

Questions:

- What are the similarities and differences in the presentations of the arguments in the article and video?
- In your opinion, does the infusion of humor diffuse the serious issues? Can humor ever be a useful tool in addressing serious issues?
- In your opinion, are boycotts an effective tool? Why or Why not? Is it OK, as the comedy reporter in this piece points out, to punish the innocent for the acts of a few? What other examples of this kind of punishment? (10 plagues, Cuban boycott, Current Iranian sanctions).

Approach #3: Made in Israel in Your Home

Target Age: Upper Elementary / Middle School

Introduction:

This lesson is designed to heighten awareness of products Made in Israel. The teacher will want to prepare by finding items easily available in your community that come from Israel.

Create a display of items manufactured all over the world, including a few items made in Israel. (Many GAP items and Pottery Barn Kids bedding are made in Israel, as are Ahava and Just Carrots beauty products. Numerous food products including Sabra hummus, some spices etc come from Israel. For a helpful list, visit www.buyisraelgoods.org)

Set Induction to Video lesson:

How often do we see symbols on products such as food or clothing that indicate, “Made in_____” and how often do you pay attention to them? Some people consider the importance of purchasing items made in countries that are “friends” with the U.S. In some households, Mom or Dad may choose to purchase an item based on the country of origin.

Homework:

Ask your parents if they ever consider where a product is made?

See if you can find something made in Israel. If you can, bring it in to share.

Follow up:

View Made in Israel video.

Questions:

- How many of you saw items or people in the video that you recognized? Who or what were they? Did you know they were “Made in Israel”?
- What of the items that you saw would you like to learn more about?

(Numerous background resources can be accessed at www.ISRAEL21c.org and/or see list supplied.)

Approach #4: What Can Be Created in 64 Years?

Target Age: High School-Adults

Note to teacher/leader:

If you can find photographs of Israel in 1948 and the present, and drawings of the U.S. in 1776 and 1840 (64 years later), it will be a powerful visual tool to show your learners about the remarkable achievements of Israel today.

Introduction:

This year, Jews and non-Jews around the world will recognize Israel's 64th birthday. To put this achievement in perspective, when the U.S. was 64, it was 1840. In America in 1840, there were only 26 states, William Henry Harrison had just defeated the incumbent as President of the United States and Antarctica had just been claimed as a U.S. territory having just been circumnavigated by Captain Charles Wilkes.

The world has clearly changed significantly in the last 160 years. But in order to appreciate the significance of Israel's achievements, one must understand just how young a nation Israel is.

View Made in Israel video.

Questions:

- After viewing the video, what strikes you as an achievement you would not expect in a young nation?
- What do you think are some of the factors that led to these innovations? How are they applicable outside of Israel?

Approach #5: Mad Men Come to Israel

Target Age: High School

Note to teacher/leader:

Disseminate the **Made in Israel Video** to youth group, Hebrew High School classes and Day School students. Suggest they post it to their Facebook Page, or tweet the link to make the video viral in time for Yom Ha'atzmaut.

Discuss the value of sharing this kind of video. What is the importance of getting this kind of information about Israel out to a teen community?

Task:

Create an ad campaign to accompany the video. Create posters to place around your school/synagogue/JCC using the following guiding ideas:

- Who is your target audience
- What do you want to communicate to the audience
- What feelings do you want to illicit from your audience?
- What's your goal for this campaign?
- What action do you want people to take as a result of seeing your campaign?
- What's your slogan?

Conclusion:

- What have you learned as a result of working on this campaign?
- Was it challenging to view Israel as a product? Why or Why not?
- What did you learn from this activity that you will take with you when you leave today?

Approach #6: Four Corners of Israel Innovation

Target Age: Middle School / High School

Introduction:

Leader chooses 4 items highlighted in the video and prepares material on these items/innovations*. Select four teens that become “experts” on these areas and present to the rest of the group in rotations.

Teens are given an option to learn more about two of the 4 items (or all 4 depending on your time frame).

Teens rotate around the room hearing the pitch about each innovation. They conclude by coming together for a brief discussion of what they learned.

Questions:

- Which of the innovations did you find most interesting?
- What about this innovation intrigued you?
- Which of them would you like to learn more about?

* See links below for additional information on innovations



Approach #7: The Greening of Israel

Target Age: Middle School / High School

Introduction:

Israel is respected throughout the world for achievements in the area of innovation. More specifically, Israeli scientists and inventors have focused on green technology as a way of addressing some of Israel's immediate needs.

View Made in Israel video.

Question:

- What of the innovations you saw on the video could be considered “green technology?”

For Leader:

Divide participants into groups, giving each group a link or text on one of the green innovations. (See list below for links to articles and videos on innovations.)

Ask the groups to prepare a presentation to the large group on their innovation.

Questions for large group discussion:

- How do these innovations address Israel's unique needs?
- How can these innovations be translated into a world market?



Approach #8: Do I Lead an Israel Infused Life?

Target Age: Upper Elementary / Middle School / High School

Introduction:

- Ask your students to respond to the question “How is Israel a part of your everyday life?”
- Make a list on the board. Discuss their responses as a group.

View Made in Israel video.

Question:

- How else is Israel a part of your life?

If you have access to technology, have the students surf the ISRAEL21c website having them identify other articles of interest. In pairs or small groups, have the students present to the class what they have learned.



Approach #9: What Does Israel Mean to Me?

Target Age: Middle / High School; Adults

Introduction:

Have the group get into 2 concentric circles. Have them face each other (fishbowl) and ask the following questions:

- When you think of Israel what is the first thing that comes to your mind?
- Name one invention that was discovered in Israel or by Israelis
- Name one Israeli who is famous worldwide.
- How old were you when you got your first cell phone?

View Made in Israel video.

Get back into fishbowl circles and ask these questions:

- Name one thing you learned about Israel's inventions.
- What invention surprised you the most?
- How many forms of Israeli technology do you think you use daily? Monthly?



Approach #10: For Youth Advisors

Send out the link to **Made in Israel video** to your Youth Group along with a message inviting teens to a Yom Ha'atzmaut community event, or youth group event. Ask them to share it on Facebook, or tweet the video as a way of getting the video to more teens and raising teen attendance at the event.

Approach #11: For Senior and Junior Youth Group Combined Program

Have senior youth group members screen the video and then get them ready to show the video to junior youth group members. Senior YG can talk about all of the technologies they use and give younger students time to add to this list. Senior youth group members and/or advisors can also talk about their visits/time in Israel and what the scenario is really like in Israel.

Approach #12: For Lay leaders, Board, Sisterhood, Brotherhood, Religious School Committee, etc.

Show this video in lieu of your D'var Torah and you can ask one or more of the following questions:

- What did you think about the video?
- What is one Israeli product you use at home?
- Have you ever visited Israel?

Approach #13: For School Educators

Run Video in a loop in your lobby before or during Yom Ha-Atzmaut.

Give a prize for students/parents/madrachim who can list the most innovations found in the video

Prize: Israeli Candy

More Information on Israeli Innovations

This list includes products mentioned in the video, as well as similar innovations.

Intel's Sandybridge and Centrino Processors

<http://www.ISRAEL21c.org/news/40-of-intels-revenue-comes-from-sandy-bridge-processor/>

Mobile Phone-Motorola

<http://www.ISRAEL21c.org/technology/introducing-the-invisible-keyboard>,
<http://www.ISRAEL21c.org/technology/israeli-technology-guards-your-mobile-phone-identity>

Oracle Israel and Amazon Kindle

<http://www.ISRAEL21c.org/technology/amazons-kindle-a-made-in-israel-story>

Waze Traffic App

<http://www.ISRAEL21c.org/technology/waze-steers-you-clear-of-traffic>

Magshoe

<http://www.ISRAEL21c.org/technology/airport-security-without-taking-your-shoes-off-video>

ExAblate MRI technology

<http://israel21c.org/news/time-honors-insightecs-focused-ultrasound/>
<http://www.ISRAEL21c.org/health/israels-insightec-hopes-to-ease-the-pain-of-bone-cancer>

Avian flu Vaccine

<http://www.ISRAEL21c.org/health/study-shows-israeli-elderberry-extract-effective-against-avian-flu>

Argo Exoskeleton as seen on GLEE

<http://www.ISRAEL21c.org/behind-the-scenes/a-moment-of-gee-for-ISRAEL21c>
<http://www.ISRAEL21c.org/health/israeli-device-helps-paraplegics-stand-tall>

Brainsway

<http://www.ISRAEL21c.org/health/a-quick-fix-for-addictions-and-depression>

Emergency Bandage

<http://www.ISRAEL21c.org/health/israeli-innovative-bandages-saving-american-lives-in-iraq>

Superbug Detective Kit

<http://www.ISRAEL21c.org/health/israels-superbug-detective-kit>

Lite touch Syneron Dental Lasers

<http://www.ISRAEL21c.org/health/dentists-ditch-the-drill>

Improved Potato Strains

<http://www.ISRAEL21c.org/social-action/the-potato-guy>

Grow Fish Anywhere

<http://www.ISRAEL21c.org/environment/raising-fish-in-the-desert>

Desalination

<http://www.ISRAEL21c.org/environment/quenching-your-thirst-with-the-sea>

Brightsource

<http://www.ISRAEL21c.org/environment/us-homes-look-forward-to-solar-energy-video>

Pythagorous Solar

<http://www.ISRAEL21c.org/environment/solar-window-is-green-game-changer>

Aora

<http://www.ISRAEL21c.org/environment/israels-solar-powered-tulips>

Seambiotic

<http://www.ISRAEL21c.org/environment/food-and-fuel-from-greenhouse-gas>

Ash Poopie

<http://www.ISRAEL21c.org/culture/a-welcome-scoop-for-dog-owners>

Soda Stream

<http://www.ISRAEL21c.org/people/putting-the-pop-back-into-soda-pop>

Max Brenner

<http://www.ISRAEL21c.org/culture/israel-becomes-a-chocolate-heaven>

Paranormal Activity

<http://israelity.com/2009/10/13/afraid-to-go-to-sleep-paranormal-activity-hits-us-cinemas/>