

Grab 'n' Go Lesson Kaima

Good People Grab 'n' Go Lessons are designed so educators have all of the education materials needed in one document to teach a 60-90 minute lesson on a specific topic. Some Grab 'n' Go Lessons will require photo copies while others will require internet access and a projector and speakers; some will require markers while others will require post-it notes each one is unique. We encourage educators to adapt the materials to their environment and learners.

(Note: All stock graphics are free on <http://www.freedigitalphotos.net>)

SUPPLIES: Set(s) of plastic food(s) <http://products.lakeshorelearning.com/search#w=food>; brown paper lunch bags; markers, pens, blank paper; internet, cell phones/laptops/tablets; copies of the Good Person Profile; projector/screen/speakers; copies of the Kaima news article; Jewish values texts

7-12 minutes Arrival Activity Part One

1. Place a large variety of plastic play food on a table.
2. As people arrive, give each person a brown paper lunch bag as their "shopping bag"
3. Have them go "shopping" to put together a meal they would enjoy.
4. Give them a marker and on the outside of the bag, they should write:
 - a. Where are all the places you would go shopping to get the items in this bag?
 - b. How close/far are these stores to your home?
 - c. How close/far from your home do you think these items are made/grown/manufactured?
5. When a few people have completed the task, have them sit together and share their meals and their answers.

Then as a large group, talk about some of the findings.

- Do you think we take for granted food in our community, culture, society? Why or why not?
- Do you think we take for granted the people who produce our food? Why or why not?
- Take out the fruits and vegetables from your bags – let's think about how these items get to us – what path do they take (be sure the group thinks about the soil even before the seeds/trees get planted – who preps the soil?)
- How do we think people learn the skills of farming? (many will say it is passed through families, some might say a trade school or internship/apprentice)

5-7 minutes Set Induction

Explain to your participants that today we are going to learn about a program in Israel that uses the skills of organic farming to teach a trade to young people (ages 15-18) who might be struggling with school, home and the law.

- Ask them what they know about organic farming or have them Google it –what are the steps and components? Make a list on flip paper or on the board.
- How might learning all of this help a young person in their lives and in their future? (sense of accomplishment, getting future jobs, being able to farm to feed themselves/family, build a network/community of co-learners and teachers, problem solving, teamwork)

8-12 minutes The Good Person Profile: YONI YEFET-REICH

Read aloud Yoni's story or copy and distribute to participants (handout for copying below)

Some people are lucky — they grow up in suburban neighborhoods, surrounded by green grass and nearby parks. Others spend their youth in the big city, learning to travel on buses and trains. For **Yoni Yefet-Reich**, founder of Kaima Organic Farm, the playground of his youth was on the Israeli *moshav* (village) known as Beit Zayit, situated on ancient Biblical land just outside of Jerusalem.



In Beit Zayit's rocky clime, nature is outstanding and for Yoni it was always a source of peace and calm. It is no wonder that today Yoni has made Beit Zayit home to his program – Kaima. Kaima (Aramaic for *sustainability*) is a program that is open to the 10-15% of Israel youth between the ages of 15-18 who have who have lost their way and, for many reasons, cannot succeed in traditional school settings.

So why does Yoni care about these struggling teens? Yoni has always loved working with kids. He “gets” them and they relate to him. Before he began Kaima he helped students run a soup kitchen that fed hungry neighbors and he brought other teens to Eastern Europe each year where they restored the broken and often vandalized tombstones in Jewish cemeteries.

When you think about Yoni's early years spent in the natural setting of Beit Zayit and combine that with his professional experiences working with youth, it should be no surprise that he and some friends created Kaima where drop-out youth who are referred by local organizations and welfare authorities come together to work the land on a sustainable organic farm. An integral part of the farm is a CSA, or Community Supported Agriculture component. More than 200 local people have signed on to the CSA and agree to purchase a weekly basket of the beautiful produce grown at the farm. At Kaima the kids make the decisions, together they work the land (and even enjoy a lunch prepared with the harvested produce), they problem solve, they develop projects, they fill orders. In the process they learn responsibility, build community and begin to dream that even they might have a future. To date, more than 60 kids have been through the Kaima program and are on their way to brighter futures.

If you ask Yoni what the secret is behind Kaima's success he will tell you, “When you work with youth it's all about trust. And to gain their trust you have to be there with them.”

Discuss:

- Why do think it is important that someone pay attention to struggling youth?
- How do you think living and working together at Beit Zayit-Kaima changes the mood and emotions for these teens?
- What do you think most motivates Yoni?

7-15 minutes Getting to Know Kaima

Watch this video to 2:07 http://youtu.be/WyS2qD_PKBQ and **Watch this video:**
<https://www.youtube.com/watch?v=8DEbEnLH-4E> (2:03)

(note the end of the first video is a financial plea which is why we recommend you stop it at the 2:07 mark)

Read this article: <http://www.israel21c.org/headlines/dropout-teens-blossom-at-unique-organic-farm/>

If you have access to computers, cell phones or tablets and the internet, you can have the group do some research about Kaima by looking at these references:

- Website: <http://www.kaima.org.il/#!home/mainPage>
- Facebook Page: <https://www.facebook.com/Kaima.BeitZait?fref=ts>

Discuss:

- Who else in the community benefits from Kaima?
- How is Israeli society benefitting from Kaima?
- What passions, besides teens and the land, might Yoni and his team have?
- The name of the organization – Kaima – means “sustainability” – what aspects of this program lend itself to this name?

10-18 minutes What's Jewish About Yoni and his work?

Included in this Grab 'n' Go is a Jewish Values Text Study sheet for your use. Depending on the age of your participants, you may want to choose one Jewish value to explore via a projector, a few values via posters, or provide them with the entire text sheet. For advanced learners, you may want to provide them a *Tanach* for access to some of the original texts.

These Jewish Values are organized into a few sub-categories:

Yoni and his team:

- Rachamim - Compassion
- Z'rizut – Taking Initiative
- Ezer – Helper/Helping
- Ahavath Eretz Yisrael – Love for the Land of Israel

The participants:

- D'veyikut & Hatmadah – Tenacity & Perseverance
- Hitpatchut – Personal Growth
- K'vod Habriyot – Dignity
- Malchah – Work/Industriousness

Kaima:

- L'avdah u'leshomrah, B'al Taschit – Protecting and Caring for Environment
- V'shinatam L'vanecha – To teach the children

One method for engaging these texts:

1. Divide your participants into small groups of 3-4 people.
2. Give each group a set of the texts – each text on a slip of paper.
3. Give them the three categories: Yoni/Team; Participants; Kaima and have them divide the values into the three categories.
4. Bring the entire group back together and have them report where they put each value and why.
5. Compare and contrast the lists the small groups made allowing for debate and consideration that some values might fit into multiple categories.
6. Ask them if they feel any specific Jewish values they know are missing from this list and where they would add them.

Some questions for consideration:

- Is there one sub-category of texts you feel is the most important in guiding Kaima's work? Why or why not?
- Where in our Jewish text sources do some of these values originate? Does the original source matter in considering the value this ethic has on us today?
- Where in their lives do the participants see themselves embodying some of these values?
- While Yoni is not the actual parent of these youth, how is he still responsible for their education (V'shinantam L'vanecha)? Who else is responsible if their own families have abandoned them?

4-8 minutes The Good People Making a Difference with Kaima

The Good People Fund supports Yoni's work at Kaima because he and his team have created a multi-layer approach to improving our world. Kaima participants connect with the land while gaining income, employable skills, leadership training and important community building experience. Kaima also fosters environmental stewardship in a safe and supportive setting. As demand has increased for Kaima's program and products, our grant has allowed Yoni to develop additional land for the farm.

Here are a few examples of our work with Yoni and Kaima:

Kaima's Program profile on our website:

<http://www.goodpeoplefund.org/program/kaima/>

A thank you letter from Yoni to The Good People Fund:

<http://www.goodpeoplefund.org/sustaining-youth/>

Getting to Good

Depending on the time you have, this can either be a short conversation about some options to get involved or can be a hands-on project adjusted to your needs. Here are some hands-on ideas:

- Research programs in your community that train under-employed or otherwise disadvantaged people in farming or gardening (For example in Atlanta: <http://atlantataaskforceforhomeless.org/roof-top-garden-watch-us-grow/>) Contact this organization and ask them if you can arrange a site visit. Determine if there is an opportunity for your group to get involved hands-on.
- Find an area of land on your property where you can build an organic garden. Contact a local at-risk youth program and invite them to come learn how to garden with your participants. Ask a local organic farming expert to donate his/her time to the training. Ask a local gardening store to donate supplies.

Your group's tzedakah donations can be contributed to The Good People Fund and earmarked for our work with Kaima <https://www.goodpeoplefund.org/mitzvah-donate/>.

Why donate to The Good People Fund to distribute your tzedakah?

Shulhan Aruch, Yoreh De'ah 249:6

One able to motivate others to contribute, receives greater reward than the giver.

Shulhan Aruch Yoreh De'ah 249:7

A person should not contribute to a tzedakah fund unless he knows that its management is reliable.

Shulchan Aruch, Yoreh Deah 256:1

Every Jewish community is obliged to appoint charity administrators, respected and reliable individuals who will collect from each person what they are able to contribute ...and give to each poor person sufficient for their needs for the week.

Mishnah Peah 8:7

A public fund needs to be collected by no less than two people, and distributed by no less than three people.

For a copy of our Annual Report, visit: tinyurl.com/2014GPFReport



Grab and Go Lesson

Kaima

Jewish Values Resources

Yoni and his team:

***Rachamim* - Compassion**

feeling sympathy, care or concern for others; compassion, especially for those who are disadvantaged or vulnerable (Zechariah 7:9; Hosea 2:21; Sabbath 151b; Bezah 32b; Sotah 14a).

***Z'rizut* - Taking Initiative**

We should look for occasions to contribute to society and be alert for those opportunities. However, there is a difference between passion and over-zealousness.

***Ezer* - Helper/Helping**

The basic concept of taking care of others and meeting their needs. In Genesis, God recognizes that it isn't good "for man to be alone" so he creates for him a "helpmate (ezer kenegdo)." Throughout Torah, the word Ezer is used often when talking about God saving or protecting.

***Ahavath Eretz Yisrael* – Love for the Land of Israel**

The Jewish people have always felt a deep connection to the land of Israel and love for the land of Israel. This love began with God's promise to Avraham to give the land to him and his descendants, and continues as the Jewish people rebuild the land of Israel today.

The participants:

***D'veyikut & Hatmadah* - Tenacity & Perseverance**

The value of not giving up before trying and trying again. Perseverance is anchored in hope and having a purpose (vision) in life.

***Hitpatchut* - Personal Growth**

Judaism attaches tremendous value to the concept and practice of self-improvement. The Torah requires each person to strive for perfection and not to be satisfied with their personal status quo. Having the chance to experience progress and advancement; pursuing new skills and self-awareness

***K'vod & K'vod Habriyot* - Dignity and Respect**

Each person possesses infinite value and is entitled to infinite respect and concern.

***Malchah* - Work/Industriousness**

Work makes us better people because it keeps us from being lazy and allows us to take care of ourselves while building dignity and pride.

(turn over)



Kaima:

L'avdah u'leshamrah (Shomrei Adamah) - Protecting the Environment

God not only gave humans dominion over the environment, but also commanded us to protect and care for it. Early in the first book of the Torah, Genesis, we read, “The Lord God took the man and placed him in the garden of Eden, to till it (l’avdah) and tend it (ul’shomrah).” (Genesis 2:15) The Hebrew root avad, “till,” also means to work and serve God—directly linking the earth with God’s creation. The root shamar, “to tend,” can also be translated as to guard, or watch over, reminding us that the land does not belong to us, it is entrusted to us.

V'Shinantam L'Vanecha - Teach Your Children

The mandate to teach and transmit the Torah (and its lessons) to one’s children, one of the most important tasks of any Jewish parent or role model (Deuteronomy 6:7; Maimonides - Laws of Talmud Torah).

For more texts related to this topic, visit on1foot.org

The Good Person Profile YONI YEFET-REICH & KAIMA

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Kaima Organic Farm-2014-2015

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