

## I.D.F –Israel defense (not only by) force

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**Time:** 65-75 minutes

**Objective:** chanichim will learn about different sides of the I.D.F that are not connected to war, force, and combat.

**Materials:** 8 ropes (about 2 meters each), 20 A4 papers.

**Part Aleph:** "responsibility circles" (10 minutes)

Step 1: In the space we make (using a rope) one big circle and a few more small circles.

Step 2: the big circle represents the "State of Israel" and the small circles represent institutions in Israel (on each circle pasted title): Absorption Ministry, the IDF, the Jewish Agency, the Ministry of Education (schools), and the Ministry of Social Affairs.

Step 3: Inside the circle of the State of Israel will be notes with National Missions like: teaching Hebrew, protection of borders, a preparation for adulthood, integrating minorities, strengthening youths problematic, economic aid families; raising national morale in times of emergency, immigrant absorption and integration of immigrants and children of immigrants, integration young people with disabilities in Israeli society, help and guidance in the labor market integration, conversion, aiding in natural disasters around the world and more ... (if the chanichim ask about what if a mission can be in 2 circles, I will tell them they can cut it to 2 or more, and put it in place)

Step 4: After the division of responsibility, the peulah leader tell them that all tasks addresses within the state, the IDF actually do (in addition to entities that do it also on the civil side)

**Part Bet:** "melting pot" (20 minutes)

Step 1: chanichim will be divided into groups of 4-5 chanichim in each group, each group will receive a "character card" of a soldier enlists in the army with certain characteristics (soldier with criminal backgrounds, a new immigrant, Druze, Ethiopian immigrants child, a soldier with Disabilities [physical / emotional / mental] a soldier who left school in the eighth grade, a soldier his parents do not work), in the information about each soldier there will be his background, thoughts about the army and the main difficulties he will have in the army.

Step 2: Each group should make a 2-3 minutes act (6-8 minutes) how they think will be the soldier's first encounter with the army, what are the difficulties he encounters? What would he feel is rather easy? How he will handle these difficulties? Etc.

Step 3: Each group presents to the rest of the groups the act she made. The chanichim (all of the groups together) after each skit, will throw/think how can the army help those soldiers

Step 4: each group will new get an information card about the ways the army will help the soldier they acted like.

**Part gimmel:** "So how does the I.D.F do it?" (15 minutes)

Each group will tell about the initiative they got information about with help from the peulah leader. The things that the chanichim will talk about in this part "Education Corps" (the only military force in the world that has one), and his leading bases ("Mhava-alon" and "havat hashomer") and courses / areas with which the military achieves those tasks:"Nativ"– conversion, course to pass high school finals, course Amir - Ethiopian integration, basic training for volunteers (soldiers with physical / emotional / mental disability),"havat-hashomer" make it possible for soldiers from problematic backgrounds the serve the army and change their lives. In addition to that there is an array that is designed to give the soldiers with usually economic difficulties solutions such as a place to live, furniture, extra money and more.

**Sicha:**"nation builds the army builds the nation" (15 minutes)

- § What do you think about the special tasks the IDF takes on?
- § Why do you think the IDF took on those tasks?
- § Do you think it is the I.D.F role or should it just do its primary mission?
- § Do you think the IDF should continue those tasks for good?
- § Should Israel invest its tax money for the security budget on initiatives that are not specific to defense and security?
- § Should the military be involved in conversion of soldiers??
- § What does it show about the IDF that it is involved in completing matriculation, conversion, etc., parts that are not related to force and defense?
- § Is it right that the IDF will have an effect on the civic identity of its soldiers?

**Sikkum:** the peulah leader will explain that since the IDF is compulsory army and not an army of volunteers, at some point the military leaders realized that he not only get soldiers who want to serve and are motivated at 100%, so they set up an education units, and the social workers unit to make it possible for all youth in Israel serve in the army.

In Israel, military service (for most people) is the beginning of adult life and for young people how sometimes come from troubled background the army is an opportunity to change their fate and become citizens contributing and productive in society, so the army is investing resources and manpower to provide an opportunity for those soldiers to serve in the army, improve situation and begin their adult lives in a better starting point.

#### **Appendix: Background Information**

Please attach all links, articles, texts and anything else the peulah leader needs to orient them selves with to knowledgeably lead about this topic.

#### **Character card 1**

my name is Adiso, I was born in Ethiopia, when I was 2 years old me and my family came to Israel.

New I am 18 years old and I am about to start my army service, I am concerned because my mom and dad don't knew Hebrew so well, my dad doesn't work and my mom job isn't enough so I helped them, and was working to bring more money home, but new I will have to quit my job.

I am afraid that I wouldn't get a good position because I didn't do so well when I was in the exams that decide in which position I will serve.

#### **Character card 2**

My name is James, I did "aliya" and came to Israel 2 months ago, my family is steel in France, and I came alone.

I don't know anyone in Israel and I don't know Hebrew yet. I really want to be a combat soldier and hope that I will be able to.

#### **Character card 3**

My name is Avi, I was born in Israel, and I am 18 years old.

My dad died (drug O.D.), and my mom was struggling ever since. I dropped out of school at the 6<sup>th</sup> grade, to help bring money home, but no one wanted me, so I started to steal. I was 6 months in Juvenile.

Knew I need to go to the army, I am not so sore it's the thing for me, I am not in listening to authority, and I didn't have any boundaries for many years. I hope that after the army I could finish high school and find a decent job.

## **Information**

Hebrew courses – for new immigrants that don't know Hebrew, 3 months of basic training, Hebrew and Israel studies.

"Nativ" – Jewish identity course – for soldiers that are not considered Jewish by the "halacha", two months of course that talk about Judaism, at the end of the course the soldiers have the option to convert to Judaism.

"Tagat" – high school completion course – for soldiers that dropped out of school, 6 months of course at the end of their service that they do high school finals.

"Amir" – for sons of the Ethiopian community, an empowering course, that help the Integration of the Ethiopian community in the army. Help the soldiers get better positions and fulfill their potential in their army service.

"Sahar" – Basic training for soldiers with Psychological issues, to help them get into the army in an accepting Environment.

"Havat hashomer" – A base for basic training for soldiers that come from problematic background. The point of view that the army service can change their starting point to their mature life and torn them to Contributing citizens.

"THASH" – help for service unit – this unit have soldiers in all the army bases, and they help soldiers manly with economical problems. Help them find an apartment or other places to stay such as in a "Kibbutz", give them extra money to help their family financially, help with needed furniture, sometimes can give special terms of service and more.