



לב JFS Lev



provided by AMHSI



IMPORTANT DATES:

APPLICATION DEADLINE:	FRIDAY 3 MAY 2019
BURSARY APPLICATION DEADLINE:	FRIDAY 3 MAY 2019
RESPONSE TO APPLICATIONS:	JULY 2019
LEV 1 PARENTS MEETING:	SEPTEMBER 2019
SCHEME START DATE (TBC):	SUNDAY 5 JANUARY 2020
SCHEME END DATE (TBC):	MONDAY 30 MARCH 2020





Dear Parent(s)

YEAR 9 ISRAEL RESIDENTIAL SCHEME: LEV JFS לב JANUARY – MARCH 2020

I am delighted to welcome you to the launch of our new Israel Residential Scheme for January 2020. This scheme has been part of the unique opportunities on offer at JFS for over 40 years. During that time the scheme has undergone various adaptations including location, duration and provider as the needs of the school and students has changed.

Every so often the school is required to review the objectives of the scheme and as a result retender the programme. We have recently undergone that process and have selected the Alexander Muss High School in Israel (AMSHI) to be our partners in this programme and to host an updated programme for 2019/20. As you will read in the enclosed booklet and hear at our launch meeting, the new programme includes significant changes that take due regard of the recent increasing costs, quality of educational provision and other important considerations.

'לב' / 'LeV' means heart and Israel is at the heart of JFS. Our long term Israel Residential Scheme is at the heart of our Jewish Education programme. Additionally the acronym 'לב' stands for Lomdim Ba'Aretz – learning in the Land (of Israel). We can't wait for the start of לב in January 2020! This is an exceptional opportunity for our students and represents a truly immersive and educationally enriching opportunity for those lucky enough to attend. All Year 8 parents who would like their children to be considered for the scheme are invited to apply via a link on our website that will be emailed to all Year 8 parents later this evening.

The closing date for applications and completed bursary forms is **Friday 3 May 2019**. Following the application there is a rigorous internal selection process and you should expect to have a response to the application by the start of July. Please be aware full payment for the scheme will need to be complete prior to the end of December 2019.

If you would like to be considered for a bursary towards the cost of the AMHSI scheme, please request a bursary application form from Mrs Collis, collis@jfs.brent.sch.uk. This is an exciting time for our Israel education programmes at JFS and **LEV JFS לב** promises to revolutionise our provision. We look forward to seeing the success of this programme over the coming months.

Yours sincerely

Rachel Fink



Dear JFS Parents

I am delighted to share information with you about Alexander Muss High School in Israel (AMHSI) and the special partnership developed between JFS and AMHSI for the JFS Israel Residential Scheme.

AMHSI is a study abroad programme in Israel, offering a transformative educational experience to Jewish high school students, where the land of Israel is a living classroom. AMHSI sees itself as JFS's extension in Israel and promotes the values and ethos of JFS including the ideals of Zionist Modern Orthodoxy. Committed to academic excellence in both General Studies and Jewish Studies, AMHSI fosters lifelong connections to Israel and its people, inspiring Jewish leaders for generations to come, in a way only an academic experience at AMHSI can offer.

We are very proud of our partnership with JFS. Selected students have the opportunity of a lifetime; studying abroad in Israel, while keeping pace with their peers back home. Our programme enables our students a seamless transition for when they return to school in London.

AMHSI is a place of exploration and discovery that empowers our next generation's Jewish identity, peoplehood, and continuity. Our graduates are instilled with a passion for our people's history, homeland and heritage. Students develop a deeper sense of pride and attachment to their Yidishkite and connection to Israel. Students also gain skills to become more mature, worldly, independent and self-aware. They also gain Israel literacy, invaluable knowledge about Israel. Many alumni refer to our programme as the single greatest experience of their life.

No less important are the amazing friendships and the new bonds forged by the students on this outstanding academic Israel programme.

I look forward to warmly welcoming your teen to campus.

Bvracha,

Mordechai Cohen
AMHSI Head of School



An AMHSI Academic Programme is Special

AMHSI has distinguished itself with an educational approach that unfolds the living drama of Jewish history using the land of Israel as its classroom. The aim of the Lev JFS programme is not merely going to see sites and have experiences. Our students engage in a journey of discovery that weaves visits and experiences into a comprehensive historical narrative, as well as an internal journey that teaches students about themselves, their place in Jewish history today and strengthens their connection to Israel - Torat Israel, Am Israel, Eretz Israel, Medinat Israel and (the Torah, nation, land and state of Israel).

We seek to educate the whole teen; the teen heart, the teen mind, and the teen neshama (soul). The Lev JFS programme enables our students to confront contemporary issues and encounter role models that have shaped Jewish history and Jewish life. We encourage students to draw conclusions relevant to their own lives that reflect the ethos and values of JFS. We believe that the historical narrative method has proven immeasurably more effective than the conventional arrangement of experiences in a thematic, modular format or traveling around the country based on geography. As our tiyulim (hikes) are chronological, they enable us to tell the story of the Jewish people and provide students with not only a journey throughout the land of Israel but also a journey through Jewish history and culture.

In addition, our students understand and interact with the contemporary Israel that they are now living in. Lev JFS grounds our students in the remarkable narrative of the Jewish people, with Israel at its centre, and inspires our students to become the next link in the chain. They are to become leaders. They are to craft the future chapters of our people's story from a sense of deep pride and knowledge and ensure that we don't merely survive, but that they are the trail blazers to ensure we thrive.

AMHSI takes the Israel Studies classes very seriously. Students have different assessments of their learning and the goal is that students will be able to master both the details of any given historical period as well as the national meta narrative of Am Israel from Briat HaOlam (creation of the world) till today. AMHSI is excited to integrate the teaching of the core skills from Britain's National Curriculum of the subjects Geography and History as part of this course alongside textual skills and Jewish Studies content from the JFS curriculum.



Our Priority, Student Welfare, Safety and Security

The AMSHI campus has a registered nurse, who staffs an on-campus student health centre, and a licensed paediatrician that visits three days each week. Our medical insurance provides students with health care just like Israeli citizens. They have access to doctors' clinics a few minutes away from campus, house calls, specialists, urgent care centres, a network of 'kupot holim' clinics throughout the country and hospitals as well. Our students have all their medical needs and services coordinated by our nurse, which includes regular communications with parents.

In addition to having a secure campus, all of our trips are vetted by the Israeli security authority, Moked Teva, which is part of the same body that is responsible for the safety and security of all of the Israeli public school trips through Misrad Hachinuch, Israel's Ministry of Education. Through our security authority, we are in constant communication with both the IDF and the Israeli Police. We stringently follow our security authority's directives and guidelines and have medics and armed guards accompany our students as per their requirements. We contract with one of Israel's most well-known companies which supplies professional medics and guards, according to our specifications. We are proud of our track record of running safe and secure programmes for over 45 years. This is not due to luck but rather due to a commitment of being most diligent to student wellbeing, safety and security. Our commitment to you is if we ever believed we could not ensure a safe and secure programme we would immediately evacuate our students or cancel the trip before their arrival. We have done this during both Gulf Wars and refunded unused funds.





Our Beautiful Campus: A Home Away From Home

The students on the LevJFS programme will live on our lovely and secure high school campus in Hod HaSharon, about 25 minutes north of Tel Aviv and adjacent to Raanana. Thanks to the Jewish National Fund (JNF), our facilities are upgraded regularly. Our campus is equipped with comfortable and modern dormitories with student lounges (moadonim). When students return from trips and arrive back to campus they often say, "its good to be home". The home they mean is their dorm room. We are proud that they feel so connected and happy on campus. Additionally, our campus includes a modern educational centre of 15 classrooms equipped with computers and projectors. Our campus features: wireless internet (that turns off at night), a special music room with instruments, a professional internet radio broadcasting studio, certified kosher dining hall (we can and do cater to vegetarians, celiacs and students highly allergic to certain foods etc.), large grass areas and beautiful foliage, basketball court, indoor and outdoor gyms with free weights, laundry services, and a Beit Kneset. Our campus is gated, secured and guarded 24 hours a day, every day and our campus security is approved by the Israeli Ministry of Education. We also share our campus with an Israeli high school, which provides a wonderful opportunity for our students to practice their Hebrew language skills, and to informally be part of Israeli high school culture.





Our Israel Studies / Jewish Studies /Jewish History Educators

The key to our educational programmes are our educators. They are inducted through extensive training to AMHSI's educational methodology of teaching according to chronology and creating a meta-national narrative with our students and Israel intertwined in the story. Additionally, and of equal importance, are the significant discussions our educators facilitate, where participants search to find their own voice and learn to articulate their unique insights in Israel, consequently forging a strong and positive relationship with the Jewish State, all while promoting the ethos and values of JFS and its commitment to Modern Orthodoxy that the teachers model. No less significant is that our educators are experts at helping our students debrief their experiences by reflecting and processing their adventures, both individually and collectively. By doing this, our educators enable students to cement the key themes and values into their consciousness, and provide them with a more thoughtful and deeper educational experience.

General Studies Faculty

Our General Studies educators often hold advanced degrees, including doctorates, and all have many years of experience teaching curricula in English to visiting students. AMHSI is fortunate to have Rachelle Sevitt as our Dean of General Studies. Rachelle grew up in London and is familiar with the English school system and the British National Curriculum. As an experienced educator, she is our point person working with JFS on all curricular General Studies matters. Rachelle ensures that JFS students are ready to rejoin their peers in London, fully prepared to continue their studies. As a senior member of the administration at AMHSI, Rachelle is fully cognizant of the balance needed between an immersive Israel experience while maintaining the academic standards of JFS.

Madrichim (Counsellors)

Our students live with madrichim, who are appointed in conjunction with JFS. They sleep in their own private rooms in the dorms and provide supervision as well as becoming the students' big brothers and sisters, while providing insight into Israeli society and role modelling an Orthodox religious way of life. The madrichim plan the informal activities and accompany the students on the trips along with the educators. The madrichim and their coordinator are supervised by Polly Hyams. Polly is our Dean of Students. She is a British born registered nurse midwife, who has the specific responsibility, along with the rest of the administration, for caring and ensuring the emotional and physical well-being of all our students.



Staying in Touch

We provide a weekly (sometimes more frequent) email update that highlights the students' experiences. Parents appreciate the feeling they get when they read the updates and learn about all the exciting activities and experiences of their children. We also upload pictures on our web site and to social media and the students have the opportunity to write online blogs as well.

Religious Observance

Tefilot, Shabbat observance, appropriate attire and the study of Torah are integral elements of the programme. Our goal is to create a positive religious experience which will infuse the students with a love of Judaism and pride in their Jewish identity. Students must understand that the programme is religious in nature and that full participation and respectful conduct is expected at all times.

Shabbat at AMHSI

Shabbat on the Lev JFS programme will be an a special experience. Shabbatot will be spent on campus and will be enhanced by participation from UK gap year students. They will work alongside the madrichim and educators, helping to create a wonderful Shabbat atmosphere filled with engaging educational programmes. We will also welcome guest educators from Tribe in Israel to enhance our Shabbat programmes.

Some shabbatot will involve home hospitality in modern orthodox communities of British olim such as Rannana, Bet Shemesh and Modiin. JFS students will stay in pairs with Anglo-Israeli families (some of whom are JFS alumni) and gain a deeper understanding of communal life for those who moved from the UK, meeting their counterparts from Israel.

Additionally there are shabbatot spent in Jerusalem, Tzfat and the Negev that will form part of the Tiyul curriculum providing cherished memories.



Sample Daily Schedules – Tiyyul Day and On Campus Day

Tiyyul Day

6:00	Wake Up
6:30 – 7:00	Tefila
7:00 – 7:30	Breakfast
7:30 – 18:00	Depart
	Study and/or hike on-site
	Lunch on-site
	Study and/or hike on-site
18:00	Return to campus for dinner or DOTS (dinner on the street)
21:00	In Rooms
21:30	In Dorms
22:00	Bedtime/Lights out

On Campus Day

Israel Studies in AM and General Studies (GS) following (this can be flipped)

6:45	Wake up
7:15 – 7:45	Tefila
7:45-8:15	Breakfast
8:15-11:15	Israel Studies/Jewish Studies/Jewish History with breaks
11:30-12:30	Science
12:30-13:30	Lunch Break
13:30-14:30	Maths
14:35-15:35	English
15:40-16:40	Ivrit
16:40-18:00	Break – sports - madrichim peulot
18:00-18:30	Dinner
18:30-21:00	Break / sports/ madrichim peulot / homework / possible outings
21:00	In Dorms
21:30	In Rooms
22:00	Bedtime/Lights out



KEY: Israel Studies = Israel Studies + Jewish Studies + Jewish History

GS = General Studies = Maths, English, Science, Ivrit

JFS ITINERARY (TBC) Please see description of tiyulim on following pages

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jan 5, 2020 Depart England Arrive Israel o/n Campus	Jan 6 Orientation Israel Studies o/n Campus	Jan 7 Israel Studies G.S. 10th of Tevet o/n Campus	Jan 8 Israel Studies Gezer o/n Campus	Jan 9 Israel Studies G.S. o/n Campus	Jan 10 G.S. o/n Campus	Jan 11 Campus o/n Campus
Jan 12 Israel Studies G.S. o/n Campus	Jan 13 Israel Studies G.S. o/n Campus	Jan 14 Gilboa o/n Yerushalayim	Jan 15 Sataf/J-M First Temple o/n Campus	Jan 16 Israel Studies G.S. o/n Campus	Jan 17 General Studies o/n Yerushalayim	Jan 18 Yerushal iym o/n Campus
Jan 19 Megiddo o/n Campus	Jan 20 Israel Studies G.S. o/n Campus	Jan 21 Israel Studies G.S. o/n Campus	Jan 22 Israel Studies G.S. o/n Campus	Jan 23 Israel Studies G.S. o/n Campus	Jan 24 Unit Test1 Israel Studies o/n Raanana homes	Jan 25 Raanana Hospitality o/n Campus
Jan 26 Israel Studies G.S. o/n Campus	Jan 27 Israel Studies G.S. o/n Campus	Jan 28 J-M Second Temple o/n ANA Masada	Jan 29 Massada o/n Campus	Jan 30 Israel Studies G.S. o/n Campus	Jan 31 General Studies o/n Campus	Feb 1 o/n Campus
Feb 2 Israel Studies G.S. o/n Campus	Feb 3 Bar Kochba o/n Campus	Feb 4 Bet Shearim Tzipori o/n Campus	Feb 5 Israel Studies G.S. o/n Campus	Feb 6 Israel Studies G.S. o/n Campus	Feb 7 General Studies o/n Malon Ron	Feb 8 Tzfai o/n Malon Ron



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Feb 9 TZFAT o/n Malon Ron	Feb 10 Hike at Mt. Meron Tu B'Shvat o/n Campus	Feb 11 Israel Studies G.S. o/n Campus	Feb 12 Israel Studies G.S. o/n Campus	Feb 13 Israel Studies G.S. o/n Campus	Feb 14 Unit Test 2 Israel Studies o/n Campus	Feb 15 Campus o/n Campus
Feb 16 Israel Studies G.S. o/n Campus	Feb 17 Israel Studies G.S. o/n Campus	Feb 18 Israel Studies G.S. o/n Campus	Feb 19 Negev Tiyul o/n Han Hashayarot	Feb 20 Negev Tiyul o/n ANA Mitzpeh Ramon	Feb 21 Negev Tiyul o/n ANA Mitzpeh Ramon	Feb 22 Mitzpeh Ramon o/n Campus
Feb 23 Israel Studies G.S. o/n Campus	Feb 24 Kehilla Chesed Day o/n Campus	Feb 25 Zion Sem G.S. o/n Campus	Feb 26 Rural Day o/n Campus	Feb 27 Israel Studies G.S. o/n Campus	Feb 28 General Studies O/N home hospitality Ramat Beit Shemesh	Feb 29 Ramat Bet Shemesh Hospitality o/n Campus
Mar 1 Israel Studies G.S. o/n Campus	Mar 2 Shoah o/n Campus	Mar 3 Yad Vashem o/n Campus	Mar 4 Atlit Acco o/n Campus	Mar 5 Israel Studies G.S. o/n Campus	Mar 6 General Studies o/n Campus	Mar 7 Campus o/n Campus
Mar 8 Urban Day Tel Aviv o/n Campus	Mar 9 Israel Studies G.S. Fast of Esther o/n Campus	Mar 10 Purim o/n Campus	Mar 11 Israel Studies G.S. o/n Campus	Mar 12 Israel Studies GS o/n Campus	Mar 13 General Studies o/n Yerushalayim	Mar 14 Jerusalem o/n Campus



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Mar 15 Israel Studies GS o/n Campus	Mar 16 Israel Studies GS o/n Campus	Mar 17 Givat Haviva Usefiye o/n Campus	Mar 12 Israel Studies G.S. o/n Campus	Mar 13 Israel Studies G.S. o/n Campus	Mar 14 Unit Test 2 Israel Studies o/n Campus	Mar 15 Campus o/n Campus
Mar 22 Bnei Netzarim /Halutza Sderot o/n Campus	Mar 23 Israel Studies GS o/n Campus	Mar 24 Israel Studies GS o/n Campus	Mar 19 Negev Tiylul o/n Han Hashayarot	Mar 20 Negev Tiylul o/n ANA Mitzpeh Ramon	Mar 21 Negev Tiylul o/n ANA Mitzpeh Ramon	Mar 22 Mitzpeh Ramon o/n Campus
Mar 29 Final Exam o/n Campus	Mar 30 Symbolic Day Return					





Description of Field Trips (Tiyulim)

1. **Tel Gezer** This is a trip to an archaeological site located between Tel Aviv and Jerusalem. Students learn about archaeology and its importance in understanding history. In addition, they also learn about Canaanite civilization and its relationship to the earliest texts of the Tanach.
2. **Settlement of Israel 1st Day** On this day students retrace the footsteps of the Shoftim of Israel and Shaul, the first king of Israel. From the summit of Mt. Gilboa the students have a good view of the Emek Yizreal and Har Tavor and develop a greater appreciation for the settlements of the shvatim and for the stories of Devorah and Gidon. A hike down the mountain enables the students to retrace Shaul Hamelech's final battle against the Pileshteim in which he lost his life. The hike ends at the beautiful springs and pools of Sakhne where the students stop for lunch and a separate swim for the boys and girls. Driving through the Bekat HaYarden they conclude the day with a ceremony on Har Hatzofim from which they view Jerusalem for the first time.
3. **Settlement 2nd Day and Bayit Rishon Jerusalem** Students learn how the early Israelites settled the land and made it their own. The focus is on the Sataf spring in the Harai Yehuda where the students learn about the ancient water system, terrace farming and the challenges of nation forming. Text study includes Megilat Rut. After a dramatic overview of Jerusalem they go to the City of David to see the archaeological remains of Jerusalem's water system and David's palace. They conclude the day with a visit to the Kotel.
4. **Megido and Har Carmel** Students continue their archaeological explorations at the ancient city of Megido. Here they will see and contrast the gates of Canaanite and Israelite periods, and grapple with questions of dating the site. The main topic of study, over and above the idea of Megido being a garrison town on a major crossroads will be the struggle between Eliyahu and King Achav. This includes a textual look at the story of Keren Navot in the Tanach. They will also walk through the sophisticated water tunnel dug when Achav fortified the town against the Aramean threat. The next part of the day is a serious hike to the top of Har Carmel. After a 2 hour climb up the mountain, students will sit viewing the Jezreel Valeey below and study the text relating to Elijah's struggle with the Priests of Baal that took place on the side of the mountain and in the valley below. This episode ends with the "still small voice – Kol dimmah daka" and Elijah "turning the reign" of prophecy over to Elisha, his successor.
5. **Bayit Sheni - Jerualem - Massada** This is a two-day trip focusing on the period (444 B.C.E. - 73 C.E.) of Bayit Sheni. The first half of this trip consists of visiting archaeological sites in Jerusalem from this period. Students will see the model of the Second Temple at the Israel Museum and learn about the Essenes at the Shrine of the Book. They will visit the remains of Saducee homes in the Herodian Quarter Museum, today in the Jewish quarter of the Old City, and then learn about the Bet HaMikdash at the Davidson Archaeological gardens in the area of Har Habayit (we do not ascend). This day usually includes time to shop in the Jewish Quarter as well as a meditation session in the Judean Desert on the way to Masada. The second day is spent climbing Masada, exploring the remains of the mountain fortress and discussing the lessons to be learned from this most dramatic story. The next stop of the day is a recreational float (boys and girls separately) in the Dead Sea.



6. Bar Kochba The students will visit caves which were prepared in the last century B.C.E. - 2nd century C.E. and learn about the Bar Kochba Revolt. In Dio Cassius's description of the revolt he speaks about how the Judean rebels hid in underground caverns. One of the caves students visit was used by the rebels during the revolt. The second part of the day is spent at a Roman Amphitheatre in Bet Guvrin. This is one of the many Gladiatorial arenas the Romans had in Eretz Yisrael. It was in a theatre like this one that Rabbi Akiva and the other nine rabbis were put to death following the Bar Kochva revolt. Here the students discuss the aftermath of the revolt and choices faced by the Jews of Israel in the face of the Hadrianic Decrees.

7. Bet Shearim and Tzipori Bet Shearim is in the Lower Galilee. It was the home of Rabbi Yehuda Hanasi, redactor of the Mishna and Nasi of the Sanhedrin. The site has the ancient Synagogue/Beit Midrash, as well as a famous Jewish Necropolis. Here students delve into the writing of Torah Shebaal Peh, and deal with the idea of continual life in Eretz Yisrael.

Tzipori was a thriving mixed town of Jews and non-Jews for many centuries. Students see the coexistence of peoples through exploring the archaeological remains. Tzipori boasts one of the better preserved 4th century mosaic tiled synagogue—zodiac and all, the famous Nile Mosaic, and the “Mona Lisa” of the north mosaic. The students will learn how the Jews adjusted to lack of independence, examine the important cultural achievements of this period and engage in a discussion of acculturation versus assimilation.

8. Belvoir/Tzfah On this day students travel to the Galilee to learn about 2 major historical episodes of the Middle Ages. We go to a well preserved Crusader castle to learn about the Crusader period in Israel and its effect upon the Jews. Our next stop is Tzfah where a Jewish community of mystics – students of the Kabbala developed further in the 16th century. This is an important opportunity to learn about the Jewish community of the exiled Sephardic Jews and the Kabbalah. A nature hike or swim is also a part of this day.

9. Kehilla (Chesed day) This tiyul is dedicated to understanding the Jewish Community and its institutions. The day begins at Life Line to the Old. In the afternoon the students may visit and volunteer in community institutions such as soup kitchens or package food for the needs at Pantry Packers. In addition, the students will visit sections of the Israel Museum. All of this will enable the students to focus on the institutions developed by the traditional Kehilla.

10. Rural Day On this day students travel to the Galilee to learn of the return of the Jewish people to the Land of Israel with emphasis being placed on the rural development and resurrection of the land. Students also visit Tel Hai or the Hashomer Museum— (the museum dedicated to the Watchmen, the organization that protected the early settlements and is considered the “grandfather” of the IDF) at Kfar Giladi to learn about the tradition of defending the land. Students will learn about the Kineret training farm where many of the early pioneers learned how to farm and experimented with communal living. At the nearby cemetery the students will learn about many leaders of the Zionist movement and about Rachel Blaustein, the poet who expressed the Second Aliya. Students may also visit an early kibbutz. A nature walk in the Galil is part of this day. Throughout the day the students will learn about the leading ideologists, dreamers and heroes who transformed the barren land and prepared the ground for the founding of the State of Israel.



11. Yad Vashem At Yad Vashem students are guided by specially trained Yad Vashem docents for three hours. At the museum they will see choice exhibits with explanations and stories. The students will also learn about some Righteous among the Gentiles and go to the children's memorial. The day ends with a reflective discussion about their Holocaust studies.

12. Hebrew Resistance Day This day deals with the various Jewish underground movements during the period of the British Mandate and the various aspects of the struggle to establish the Jewish State. Students usually start the day at a beach to learn about clandestine immigration and then re-enact the arrival of a boat and capture of its passengers. They then follow the Olim to the Atlit Detention Camp to see where those captured by the British were held and understand what it must have meant to a Holocaust survivor to again be behind barbed wire. The students will visit the Acco Fortress, once the maximum security British prison where many of the Jewish underground leaders and fighters were held. Here they will learn about the organizations and struggle with moral and ethical questions related to membership in the various groups. The tiyul will also include a visit to Rosh Hanikra, the beautiful grottos on the Mediterranean coast near the border with Lebanon.

13. Urban Tiyul Students will visit Tel Aviv to learn about its history as the first Hebrew City. Tel Aviv will enable the students to understand the emerging culture and lifestyle of the modern State of Israel. The students will begin in the ancient city of Jaffa, now part of Tel Aviv. The students will visit the original neighborhoods of what became Tel Aviv to understand the goals and aspirations of these "urban" pioneers and how they affected the history of Israel. They will also visit Independence Hall where Israel's independence was declared. Then the students go out into the streets of Tel Aviv with the task of interviewing Israelis. At the end of the day a class is held in which the results of the interviews are shared and processed. This class is usually held at Rabin Square, where the students will learn about the assassination of Yitzhak Rabin.

14. Givat Haviva This is a seminar devoted to the Arab-Israel conflict in general and to relations between Jews and Arabs in Israel. The seminar includes a tour of an Arab village named Bartaah. The seminar allows our students to go into greater depth on the Arab/Jewish issues. Students also meet and speak with an Arab citizen of Israel and learn about demographic and cultural issues.

15. Ussefiya is a Druze village. A local resident hosts the students. They learn about this religious ethnic group. The Druze are an offshoot of Islam founded in Egypt in the 10th century. Much of the religious principles of the Druze is a secret known only to the initiates of people. One of their principles is loyalty to whatever state they live in. As such, the Druze are loyal to the State of Israel and serve in Israel's armed and security forces. Discussing the Druze and how they have integrated into Israeli society enabled the students to understand the relations between Jews and other minority groups living in Israel. The students eat dinner (kosher of course) and enjoy the authentic Druze music.



16. Modern Israel This tiyul is designed to introduce our students to issues and challenges facing contemporary Israel. The major issues of the day are being pioneers on the land and Israel's security challenges and life on the border near the Gaza strip. The students will visit the city of Sderot, look at Gaza in the distance, see how Israel has protected homes, schools, and other public places, get a feel for what it must be like to live in the region. They will also go to a huge indoor playground funded by the JNF that enables children to play indoors, without fear, and protected from the surrounding dangers. They will also visit Halutza and Sderot. Halutza is located in the northwest area of the Negev, but in reality, it is in the middle of nowhere. This region was founded in 2005 by a group of people evacuated from their homes during Israel's disengagement from Gaza. These families decided to rebuild their lives in an area of the desert that had never been inhabited or farmed, and immediately assumed the challenge of making its barren soil flourish. This is an incredible story of pioneers, who followed in Ben Gurion's vision, and the students saw these values in action. Determination was a word used a lot on. JNF (Jewish National Fund) is a major partner with the residents in Halutza helping them achieve their vision. The students saw the accomplishments of the partnership, beautiful new homes, acres of fields filled with organic crops, and numerous buildings under construction in what was nothing but sand and more sand for as far as one can see. More than 250 families are already living in their newly constructed houses in the three towns of the Halutza region, Nave, Bnei Netzarim, and Shlomit. The group met with a young farmer in Bnei Netzarim, and heard about how JNF (Jewish National Fund) is helping these young farmers learn new technology to grow different foods in the harsh climate of the Negev. Our students did not just learn and hear, but went into the fields and started picking onions that they are now growing there.

17. Golan This is a two-day trip to Israel's north. The theme of the trip is to understand the history of the region and the present security situation of the State of Israel on both our Syrian and Lebanon borders. There is also a lesson understanding the issues involved in the peace process with Syria—today made more difficult by the civil war taking place there. Students visit a border kibbutz and when possible, an Israeli military installation. One or two nature walks are part of the trip. At the end of the second day we pull together all of what we have learned in a discussion which is held in a pre-1967 Syrian army bunker on Israel's Golan heights.

18. Symbolic Day Our last field trip is a day spent in Jerusalem saying good-bye in a symbolic way to the country. On the way to Jerusalem students plant a tree in honour or memory of relatives or friends, visit the national cemetery on Har Herzl, and have some last time at the Kotel before driving to the airport for their departure.



Key AMHSI staff:

Rachelle Sevitt, Dean of General Studies

For issues regarding General Studies classes

Polly Hyams R.N., Dean of Students

For issues relating to student life and all health related issues (e.g. dormitory life, relationships with peers and/or madrichim (counselors), personal matters/counseling)

David Mitchell, Dean of Israel Studies

For issues relating to the Israel Studies / Jewish History curriculum and student discipline

Elana Lubka, Student Communications and Alumni Liaison

Cheryl Rabin, RN, PhD, Nurse

For all health related issues

Mordechai Cohen, Head of School

For time sensitive matters please call my cell.

Orit Rome, Co-CEO +972-52-327-0617

We look forward to warmly welcoming your child to the Lev JFS programme at AMHSI!



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Testimonial

Having the revelation that all of the discrete Tanach stories I had heard in my childhood are part of a comprehensive and compelling national narrative that continues to this day was so powerful. AMHSI tied up so many of the confusing bits and threads of Jewish history and peoplehood I had learned but never fully been able to place in context or understand how they related to each other, or to me. After weeks filled with fun and chronological study on AMHSI, I finally had a coherent sense of the thousands of years of Jewish history, and a deeper understanding of major themes, including the importance of Israel in the masterpiece of Jewish heritage. Maybe most importantly, I was able to discover parts of myself that I had yet to learn about in this amazing tapestry and connect so much deeper to my Judaism and contemporary Israel. My teacher also taught by personal example, passionately sharing his commitments and inspiring me by living timeless principles, despite the challenges. I would so strongly recommend AMHSI to anybody even remotely interested. It's an outstanding experience. I wish I could do it all again.

Former AMHSI Student

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Israel Campus

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