

# **INTRODUCTION**

## **The Educational Scope: Themes, Activities and Methodologies**

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The 100<sup>th</sup> anniversary of the Balfour Declaration in November 2017 provides unique and exciting educational opportunities. Each organisation will of course use the occasion and tailor it to their particular values, methodologies and audiences, but this paper aims to outline some broad contours to begin our discussions.

### ***Core Themes***

- Zionism (evolution, successes, challenges, diversity of interpretations, key British figures, non-Jewish Zionists, broader Diaspora link to Israel)
- Jewish engagement with international diplomacy and the British establishment at the time of the Declaration
- Different reactions to the Declaration amongst British Jews (debates in the Board of Deputies of British Jews and the Jewish Press, link to contemporary debates about Zionism within British Jewry, unity without uniformity)
- The British Mandate (history, culture, lasting impact, potentially a link to the conflict)
- British-Israel connection (history, how it has changed, key figures, key events, British Olim, Israelis living in the UK)

### ***Areas of Activity***

- In the UK (Jewish schools, non-Jewish schools, J-Socs and UJS, community centres, youth movements, synagogues and chedarim (all denominations), youth clubs, community-wide educational events)
- In Israel (on Educational Tours, Birthright, Maccabiah 2017, on other Israel trips e.g. Year 9 School Trips, on Gap Years, on other Masa programmes, Olim)
- For communal professionals and lay people (see rest of website for briefing materials)
- Mass-participation events (what is the place of educational programming as part of whatever event is being planned?)
- Academics (academic fora on Balfour and its legacy)

### ***Methodologies***

- Programming – production of generic programming that specific groups are able to “plug into”, and adaptable for different ages and settings
- Resources – documents (primary and secondary), videos, Powerpoints, information packs, character profiles, Walking Tour routes etc, all of



which will need to be easily adaptable to individual Educators' needs (a key concern here is diversity of settings. Any resource needs to be at least vaguely useful for someone planning a youth movement summer camp activity and for a student leader on campus and for a synagogue-based educator planning an adult education class)

- Events – some specific to a particular setting, some cross-communal. As stated above, we need to think carefully about how education is part of wider communal events
- Mass-participation – this will be tricky but is in my view essential. We should aim for everyone who is on an organised Jewish educational programme with any sort of Israel focus to have at least some programming with regards to the Balfour Declaration in 2017. For instance, we should develop a module for all Israel Tours, and a series of lessons for all Jewish schools
- Religious materials – whilst Balfour100 is not a religious event per se, we might consider materials aimed at rabbis giving sermons (perhaps with different emphases for the different denominations)
- Online – there is a wealth of material already out there, and the resources and programmes mentioned above should all be easily hostable online. The major task here will be curation of existing materials rather than creation of online-only programming
- Simulations – the fact that actual debates and discussions were held (within the British Government, within Anglo-Jewry and inside the Yishuv) make the idea of developing simulation-based programming attractive
- Tours/travel – certainly in Manchester and London, we might commission travel educators to develop a series of walking tours or scavenger hunt that can be accessed (ideally without requiring a tour guide to be present) by both individuals/self-organised groups and by centrally-planned communal organisations.



## **EDUCATIONAL ACTIVITIES**

The following educational activities are designed primarily for the Informal Jewish Education Sector – however, they are easily adaptable for other settings.

Informal Jewish Education (also known as Experiential Jewish Education) emphasises a highly creative approach and encourages programme participants to grapple with ideas and values clarification, as well as the meaning and significance of the content itself.

Professor Barry Chazan defines it as:

*Informal Jewish education is aimed at the personal growth of Jews of all ages. It happens through the individual's actively experiencing a diversity of Jewish moments and values that are regarded as worthwhile. It works by creating venues, by developing a total educational culture, and by co-opting the social context. It is based on a curriculum of Jewish values and experiences that is presented in a dynamic and flexible manner. As an activity, it does not call for any one venue but may happen in a variety of settings. It evokes pleasurable feelings and memories. It requires Jewishly literate educators with a "teaching" style that is highly interactive and participatory, who are willing to make maximal use of self and personal lifestyle in their educational work.*

Educators are encouraged to use these programmes in conjunction with the materials presented across this website.

### **CONTENTS:**

#### **Activity 1: 'Don't sign it just yet Mr Balfour!'**

This programme uses the Simulation Game methodology to creatively explore four different responses relating to the formation of the Balfour Declaration.

#### **Activity 2: 'Chaim Weizmann Meets Arthur James Balfour – Palestine, Zionism and the Balfour Declaration'**

It begins with a short stage play of Weizmann in conversation with Balfour with the support of a Narrator. It sets the scene for a further discussion of the issues.

#### **Activity 3: 'Turning Points in History – the moments that shaped the relationship between Israel and Great Britain'**

Uses a History Quiz to explore key points in the relationship and their relative significance.

#### **Activity 4: 'Who's Full of Hot Air?'**

Based on the classic model of a Balloon Debate, this activity explores the roles of key thinkers and responses to the Declaration.

#### **Activity 5: 'Promises, Promises'**

This activity draws upon a range of documents to assess Great Britain's approach to Palestine and the wider Middle East.

#### **Activity 6: 'Balfour or Bust?'**

Uses a play and games for conveying the British reasoning behind the Declaration and the responses to it.

