

ETGAR

TEACHERS' GUIDEBOOK

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Etgar

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Introduction

The Etgar Teacher's Guide has been created by teachers for teachers. It contains ideas that have been tested in the classroom and found to work again and again.

The ideas in the book can be applied to many different aspects of the Etgar curriculum - we have given just one example of how each idea can be applied in practice.

We have also included a section on Digital Tools which contains the favourite apps and websites of teachers. If you are not yet comfortable with digital tools, we hope this section will inspire you to try one of them out.

This guide has been made possible by the very generous contributions of Rachel Coleman, Chananiah Engelsman, Justin Kett, Chaya Rubens and Eliezer Segal who all gave of their time and ideas freely.

We greatly value the feedback of everyone who teaches Etgar. So, if you have any comments on this guide or any suggestions for new ideas, we would love to hear from you.

Jo Rosenfelder
Adam Taub

5777/2016

Contents

Section 1 - Games

1.1 Challenges & Quizzes

Question of the Week	4
Quiz Quiz Trade	5
Mastermind / University Challenge	6
Brainbox	7

1.2 Team Games

Silent Relay	8
Find Your Group	9
Face Off	10
Jigsaw Relay Race	11
Taboo	12
Charades	13
20 Questions	14

1.3 Board Games, Card Games & Puzzles

Bingo	15
Snakes and Ladders	16
Trivial Pursuit	17
Snap / Memory Game	18
Tarsia / Dominoes	19

Section 2 - Visual Aids

2.1 Wallcharts & Posters	21
--------------------------	----

Section 3 - Performance

3.1 Music and Movement

Rhymes, Raps and Songs	23
------------------------	----

3.2 Drama & Presentations

Hot Seat	27
----------	----

Presentations	28
---------------	----

Section 4 - Digital Tools

4.1 For creating games and quizzes

Ji Tap	30
--------	----

Kahoot	31
--------	----

Kubbu	32
-------	----

Quizlet	33
---------	----

4.2 For creating mind maps

Popplet	34
---------	----

4.3 For creating and assessing assignments

Showbie	35
---------	----

Nearpod	36
---------	----

4.4 For creating presentations and videos

Flipbook	37
----------	----

Book Creator	38
--------------	----

iMovie/Windows Movie Maker	39
----------------------------	----

1.1 Games: Challenges and Quizzes

Question of the Week (QOTW)

Overview

QOTW gets children to think about topics outside formal teaching times.

How to Play

At the beginning of every week, put up on the board a QOTW to which the children can respond for the chance to win a small prize. Put an envelope or some means of collection below the question for the children to submit their responses. Towards the end of the week pick out responses from the envelope until you find a correct one and then award that child a small prize.

Examples

- Which day did God call 'very good'?
- Why did people build the Tower of Babel?
- Why did *Avraham* and Lot split up in the desert?
- List all of the Fast Days.

Variation

- **Image** – display an image and ask children what they think it is:
 - Close up of a pair of *tefillin*
 - Close up of the Western Wall
- **Creative challenge** – ask for a creative response:
 - Write an advertising slogan for *matzot*
 - Write a rap about *mezuzah*
 - Design a *ketonet passim* (striped coat) for Joseph
 - Design a new stamp for the State of Israel



1.1 Games: Challenges and Quizzes

Quiz, Quiz, Trade

Overview

Quiz, Quiz, Trade is a great game for children to revise material in a dynamic way by getting them to test each other.

How to Play

Prepare a series of cards each with a single question and answer on it. Give each child in the class one card. The children then walk around the room. When they meet another child, they each ask their question to the other. When they have both answered their questions (and heard the answers if they didn't get it right), they trade cards. In this way, the children hear each question and answer twice and so the knowledge is reinforced. Then they each take their new card around the room and ask the question to another child.

Examples

Q: What were the names of the sons of Noah?

A: Shem, Cham, Yaphet

Q: What are the six books of Mishnah?

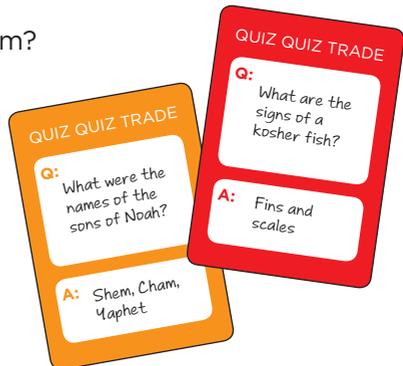
A: Zeraim, Moed, Nezikin, Nashim, Kodshim, Taharot

Q: Who was the father of Avraham?

A: Terach

Q: What are the signs of a kosher fish?

A: Fins and scales



1.1 Games: Challenges and Quizzes

Mastermind / University Challenge

Overview

Television quiz show formats are a great way to test children in an exciting way.

How to Play

- **Mastermind** – individual children have to answer as many questions as they can in two minutes. Sit them in a special chair in front of the class to add dramatic impact.
- **University Challenge** – two teams of four compete against each other which enables eight children to compete at one time.

Variation

- **Divide the class into two teams**, allowing all the children to compete (although this loses some of the drama).
- **Get the teams to set questions for each other** – this is a very effective way for children to review what they have learnt as they try to come up with difficult questions to stump the other team!



1.1 Games: Challenges and Quizzes

Brainbox

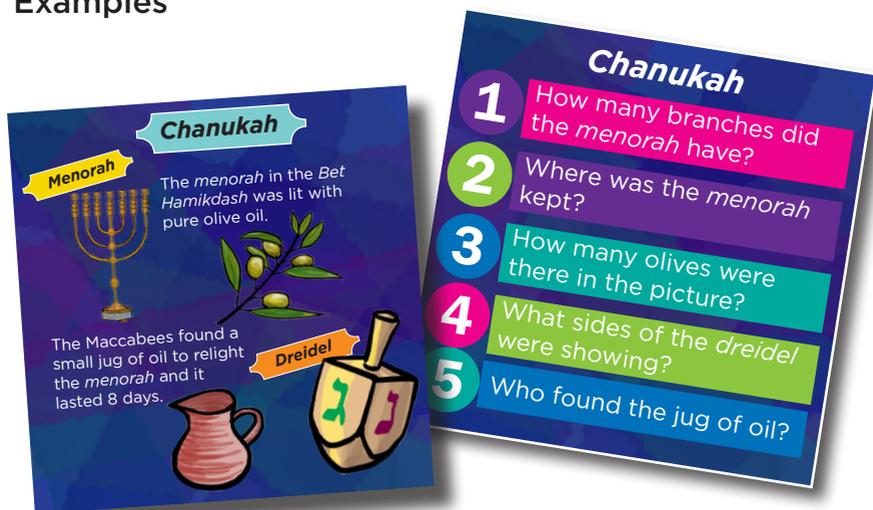
Overview

Brainbox is a card-based general knowledge quiz game that children can play by themselves or in groups.

How to Play

Prepare quiz cards with pictures and words on one side (e.g. picture of a chanukiah and some dreidels). On the reverse of the card are a series of questions based on the picture. The child has 10 seconds to look at the card. Then they turn it over and try to answer the questions. You can leave box sets around the room for children to practise when they want.

Examples



Variation

- Provide pre-cut blank cards – which the children can use to make their own brainbox puzzles.

1.2 Games: Team Games

Silent Relay

Overview

Silent relay is a great way to introduce or summarise a topic. It allows students to show what they know and to fill gaps in their knowledge without embarrassment.

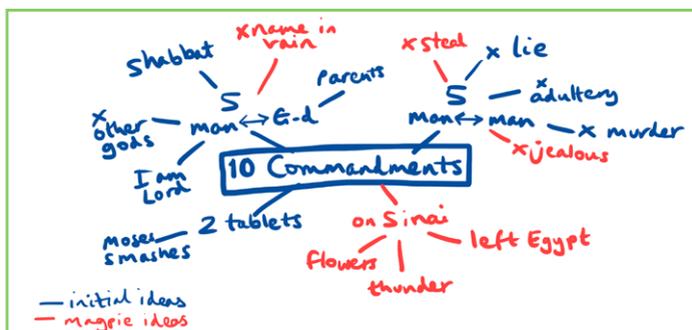
How to Play

Divide the class into groups of 4-6 children. Each group has a large piece of paper and some colour markers. The groups are given 5 mins to create a mind map of a particular topic - e.g. the 10 commandments, Moses, Shabbat, *Bereishit*, *Kashrut*. Throughout the task the groups must all work silently.

When the 5 mins are up, everyone can wander around the classroom and look at the work of the other groups. They can see what they may have missed or connections that they did not make.

The groups are then given a further 5 mins to add new ideas to their mindmap but in a different colour, still in silence. They end up with a sheet filled with ideas about the topic.

By using different colours, the teacher can quickly see what each group knew and what they needed to be reminded of.



1.2 Games: Team Games

Find Your Group

Overview

This active game gets children to identify the link between different characters or objects.

How to Play

Give each child a card with a name of a Jewish character or object on it. The children have to find their pair or group. Tell the children how many in a group. You can make it easy or hard to identify the link between the different cards.

Examples

Pairs

- Jacob - Esau
- Vayakhel - Pikudei
- Yonah - Whale
- Noah - Ark



Groups (3)

- Candle - Wine - Spices
- Avraham - Yitzchak - Ya'akov
- Yom Kippur - Tisha b'Av - Shiva Asar b'Tamuz
- Pesach - Shavuot - Succot

Groups (4)

- Sarah - Rivka - Rachel - Leah
- Wise - Wicked - Simple - Does not know how to ask
- Lulav - Etrog - Hadassim - Aravot
- Matzah - Marror - Dipping twice - Leaning



1.2 Games: Team Games

Face Off

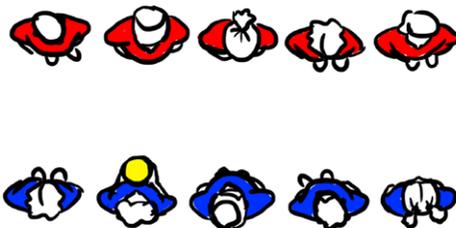
Overview

Face Off is a high energy game which is great for engaging kids whose concentration levels might be flagging.

How to Play

Divide the class into teams of up to five children. Each team stands opposite another team approximately 1.5 metres apart.

e.g. Red Team and Blue Team:



One child is given a ball. The teacher calls out a topic (e.g. *kashrut*) and the child holding the ball has to call out a word/phrase related to that topic (e.g. *chalav*) and throw the ball to a child on the other team. That child has to call out a relevant word/phrase and throw the ball back to someone on the first team.

Each child has 5 seconds to come up with an idea - if they fail to do so in the time, they are out and the game starts again with a new topic.

Each round lasts for a fixed time set by the teacher e.g. 2 minutes. The child holding the ball when the buzzer goes off is out. Alternatively, if all of the children keep going for 2 minutes everyone stays in for the new topic.

1.2 Games: Team Games

Jigsaw Relay Race

Overview

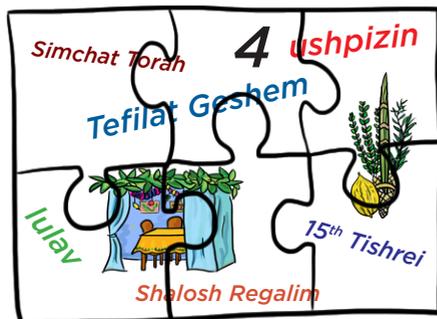
Jigsaw Relay Race combines a race with a general knowledge quiz.

How to Play

The game is played in a large space. Divide the class into teams of 5-6 children. Each team has to build a jigsaw puzzle which has pictures, numbers and symbols relating to a specific topic. The teams line up on the starting line. On the whistle, the first child from each team runs to the opposite side of the space and collects one piece of the jigsaw. As the child gets back, they tag the next child in their team who runs across to get the second piece and so on until they have collected all the pieces. They then assemble the jigsaw.

As soon as they feel they have memorised the information on the jigsaw, they cover it up and a member of the team runs to the other side of the space to collect a list of questions based on the jigsaw. The first team to write down the correct answers is the winner.

Example



- On *Succot*, what special prayer do we say about the weather?
- On what day of the year does *Succot* occur?
- *Succot* is one of the three _____ ?

1.2 Games: Team Games

Taboo

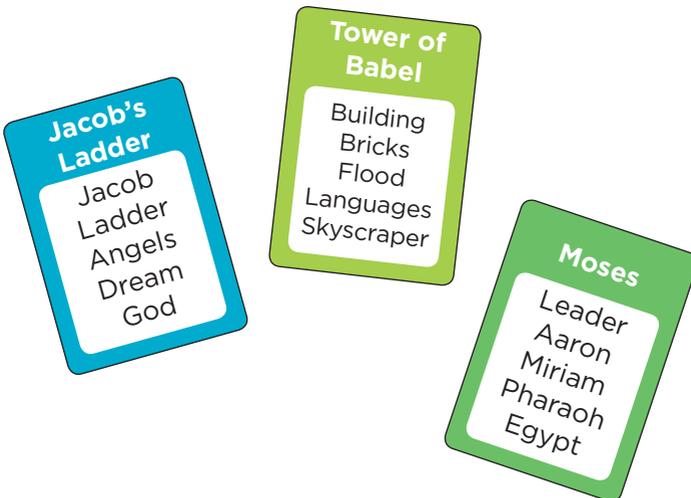
Overview

This game helps children to remember ideas and become more articulate.

How to Play

The game can be played in pairs, in teams or one child standing in front of the whole class. The child has 60 seconds to describe a particular object without using the name of the object or certain key words. The object and the excluded words are listed on a card. The cards can be made easier or harder by the choice of the excluded words

Examples



1.2 Games: Team Games

Charades

Overview

An acting game that gets children to guess ideas that should be familiar to them.

How to Play

Invite one child up to perform in front of the class. They have 60 seconds to act out a charade for the class to guess. Prepare a list of charades in advance which might include characters in Tanach, names of Festivals, cities in Israel.

Examples

- **Easy**

- Moses
- Abraham
- Isaac
- Menorah
- Torah
- Candlesticks
- Shabbat

- **Hard**

- Chavah
- Ishmael
- Joshua
- Red Heifer
- High Priest's Turban
- Judah Maccabee
- Shavuot



Variation

- **The children choose** – whether they want to try a hard charade for double points or take an easier one.
- **Divide the class into two teams** – each team takes turns to send a member up to do the charade. If the team can't guess it within the time limit the other team can guess.

1.2 Games: Team Games

20 Questions

Overview

20 Questions gets children to review what they have learnt – it makes a good, quick break in the classroom.

How to Play

The children have to guess an object or a person by asking a maximum of 20 questions to which the answer can only be 'yes' or 'no'. The children can work together to guess what the teacher is thinking of. Alternatively, they can take turns to stand in front of the class and use an idea given by the teacher or one of their own.

Examples

Easy:

- The Burning Bush
- The Golden Calf
- Joshua
- Joseph
- Frogs
- Tower of Babel

Hard:

- Moses' staff
- Ezekiel
- *Hallel*
- *Seder Zeraim*
- David Ben Gurion
- Beersheba



1.3 Games: Board Games, Card Games & Puzzles

Bingo

Overview

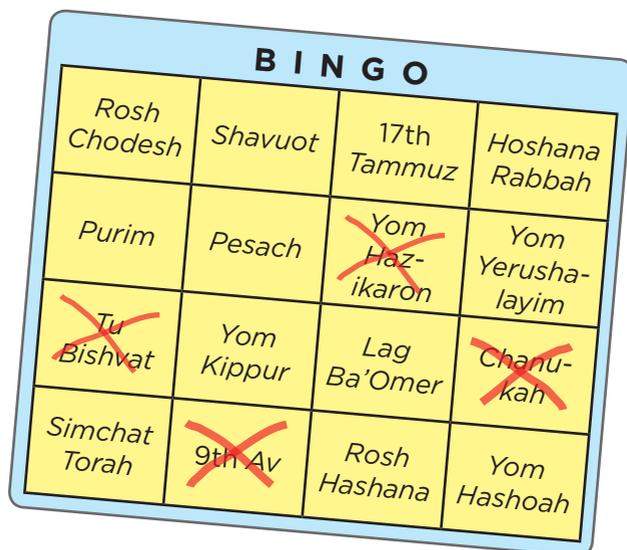
Bingo is a good game for testing knowledge in a gently competitive atmosphere.

How to Play

The children are each given a bingo-style grid containing various terms and have to cover the squares when the appropriate clue is called out. As the children grow in confidence, increase the speed of calling out to put them under pressure.

Examples

- **Hebrew** - the words in the grid might be Hebrew and the words called out are in English in order to test their Hebrew knowledge.
- **Matching game** - the words in the grid might be festivals and the teacher reads out things that we do on those festivals.



1.3 Games: Board Games, Card Games & Puzzles

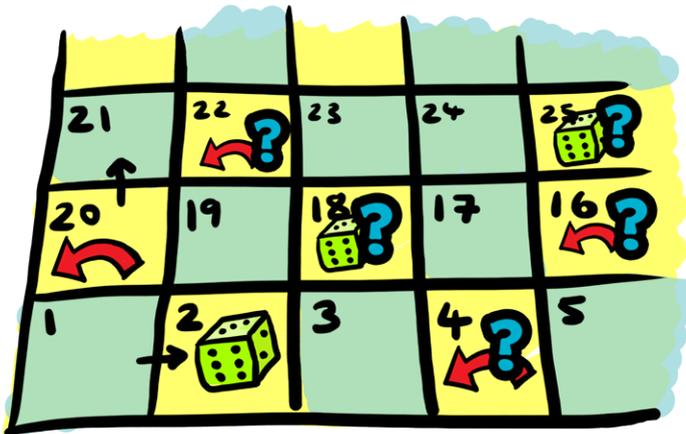
Snakes and Ladders

Overview

A well-known board game that can be adapted for testing Jewish General Knowledge.

How to Play

The game can be played in groups of 2-4 with the players taking turns to roll the dice and answer questions depending on the square on which they land.



- Key:
-  Roll again
 -  Miss a turn
 -  Answer question correctly to roll again
 -  Answer question correctly or miss a turn

1.3 Games: Board Games, Card Games & Puzzles

Trivial Pursuit

Overview

Trivial Pursuit is a general knowledge board game that can easily be adapted for the classroom.

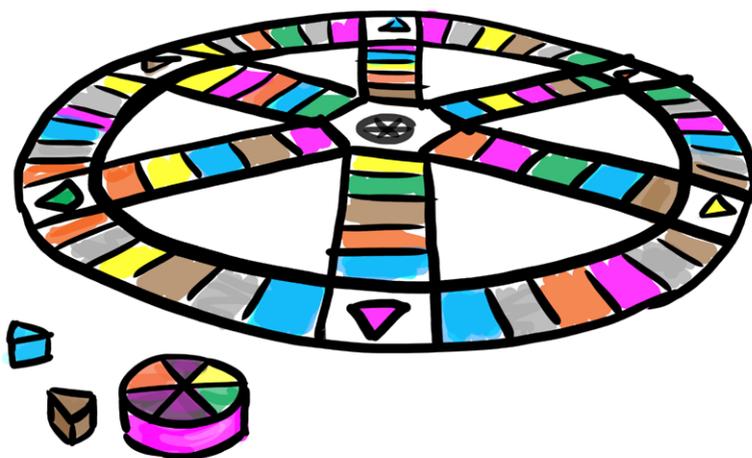
How to Play

The game is played in groups of 2-6 players. The challenge is to collect six pieces by correctly answering six questions.

The six categories we suggest are: Jewish Year, Jewish History, Israel, Jewish Practise, *Tanach* and Lucky Dip (which covers all remaining pages including Numbers).

Variation

One of the other players creates a question on the spot based on the category of the square on which the player lands.



1.3 Games: Board Games, Card Games & Puzzles

Snap / Memory Game

Overview

Snap is a simple matching game that can be used to reinforce knowledge.

How to Play

The game is played in groups of 2-4 children.

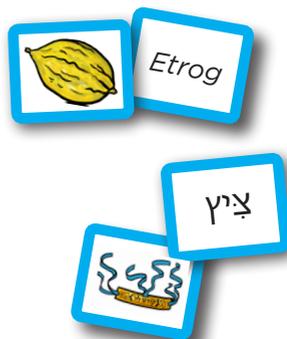
Create a pack of cards in which there are pairs of images. Shuffle the cards and divide them between all the players. All the players lay the top card from their deck on the table simultaneously. If two cards match, the child who shouts “snap” first wins all the cards on the table.

An alternative version is “Memory Game”. The cards are all dealt face down and players take it in turn to turn over two cards. If the two cards match, the player keeps them and has another turn. If not, the cards are turned faced down again and it is the next player’s turn. The winner is the player with most cards at the end.

Variation

- **Match images with words**
 - the pairs are made up of an image and a description in words.
- **Match Hebrew with English**
 - the pairs are made up of a Hebrew word and an English word and the children have to match them.

Examples



1.3 Games: Board Games, Card Games & Puzzles

Tarsia / Dominoes

Overview

Tarsia is a jigsaw puzzle in which the player has to match questions and answers along the faces of cards.

How to Play

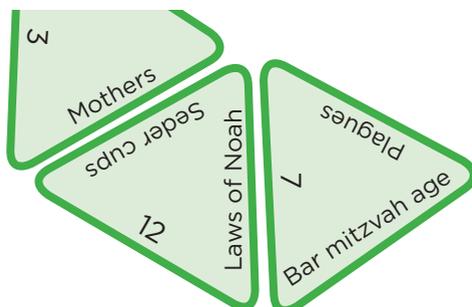
Tarsia can be created in different formats – triangular or hexagonal for complex puzzles and dominoes for simpler one.

Variations

- **Giant Tarsia** – make up giant tarsia that can be used on the floor.
- **5 Mistakes** – give them a finished puzzle with five mistakes that the students have to spot. This approach means that you don't have to cut out pieces, saving you lots of time.
- **Design your own** – get students to design their own Tarsia puzzles and swap them with friends.

Online

- **Tarsia Formulator** is an excellent program (free to download) that allows you to produce Tarsia jigsaws in various shapes and sizes



2 Visual Aids

Wallcharts and posters

Overview

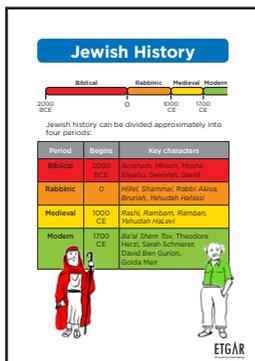
Wall charts and posters are an excellent way to capture and remember information.

How to Play

You can print out poster-size versions of pages from the Etgar handbook by visiting www.etgar.co.uk/resources

Variations

- **Removable labels** – using magnets, velcro or blu tak. For example, with the map of Israel you could have labels for cities towns, lakes and seas. You can time the students and create a competition or league table.
- **White board** – allows you to project the image on screen and play games like ‘identify the place’.
- **Create your own** – ask the children to create posters on specific themes:
 - Jewish History
 - Jewish Festivals
 - Jewish Heroes & Heroines



3.1 Performance: Music and Movement

Rhymes, Raps & Songs

Overview

Rhymes, raps and songs are a powerful way to remember things – especially when they have no clear connection to each other, like lists of names or places.

How to Play

Most of us can remember rhymes and songs we learnt as young children and using a familiar tune helps greatly. Performing the piece in front of parents or making it into a video can produce something of which the children are really proud.

Variations

- **Write their own rap** – ask the class to write and perform their own raps. This form of poetry is quite easy to write and the children love performing them.
- **Images on screen** – visual images can help children to remember songs. For example, the 10 plagues or even all 54 sidrot.
- **Putting actions to the song** – actions can make a song more memorable. The actions can involve anything from clapping in time to the music to touching parts of the body like ‘Heads, Shoulders Knees and Toes’.
- **Youtube clips** – playing clips with which the children can join in - e.g. Maccabeats do great versions of popular songs, especially around the festivals

3.1 Performance: Music and Movement

Days of 10 Plagues Rap (Matt Bar)

(See Youtube version)

CHORUS

Moses at the red sea, like “who’s gonna follow me?”
Pharaoh’s in the tide, we gonna ride, to our destiny.
In back of me, so sad to see,
them bodies in the Red Sea
Chariots get buried, b-b-buried in the Red Sea

VERSE 1

Pharaoh sat and laughed
when a staff became a snake,
Too long we’ve been your slaves,
just let us go and pray,
Said “don’t make this mistake,”
No pardon his heart was hardened,
So started what we regard
as the days of 10 plagues...

One: blood in the river gonna shiver, gonna freak out
lips take a sip now there’s blood in your mouth

Two: frogs in your house on your beds on your plate
don’t matter what’s for dinner better like frog legs

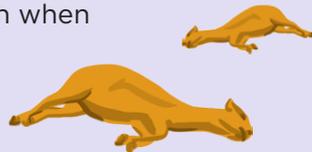
Three: gnats buzz buzz watch the dust turn to bugs
itch itch hard to think with all the lice in your mugs

Four: beasts roam your streets when you step
outside

there’s a tiger on your tail nowhere to hide

Five: death of your livestock, flesh dries up
b-b-bodies in your barn Pharaoh when
you gonna wise up?

CHORUS



3.1 Performance: Music and Movement



VERSE 2

Six: boils on your flesh no less than torture
careful of the ash in the air it'll scorch ya

Seven: hail rains down beats your brains down
like a message from the heavens
better lay our chains down

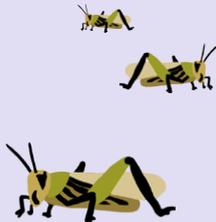
Eight: locusts from the coast
you can hear their wing click
eating crops eating trees til they're used as toothpicks

Nine: darkness, dispatch, 3 days pitch
remember when this started
and you thought it was just witchcraft

Ten: Death of the first born how did it come to this?
ten is what it took so we all would remember this

CHORUS

Moses at the red sea, like "who's gonna follow me?"
Pharaoh's in the tide, we gonna ride, to our destiny.
In back of me, so sad to see,
them bodies in the Red Sea
Chariots get buried, b-b-buried in the Red Sea



3.1 Performance: Music and Movement

Mishnah Rap

A long time ago, round 200 CE
Lived a man by the name of *Yehudah Hanassi*.
He saw that the Jews were forgetting their past
And the laws they'd been given were fading fast.

So he had an idea, an ambitious plan
A huge undertaking for just one man.
He sat and he wrote all the *mishnayot*
In six big books so they'd never be forgot!

The first is *Zeraim* – that's 'seeds' to you.
It's all about farming and the things we do
To grow the food and ease our cares
And thank *Hashem* with our blessings and prayers

Moed means 'chag' – and we've got a lot!
Like *Pesach*, *Succot* and *Shavuot*.
Nashim is about our family life
How a man should love and respect his wife.

Nezikin is the money that you have to pay
If your ox gets loose and eats my hay
Kodshim is about the foods we eat
And separating all our milk from meat

Taharot means pure, just like the rain,
It's a holy state that is hard to explain.
One careless touch and it's gone like that...
But a dip in a *mikvah* can bring it back.

So these are the books that the *Nasi* wrote
And together they make the *mishnayot(e)*
2000 years on and for every Jew
They remain at the heart of all we do.



3.2 Performance: Drama and Presentations

Hot Seat

Overview

A character from Jewish history (e.g. Moshe) is questioned by the children in the class. It can be done with or without preparation and is a good way to develop understanding of a character and improving the children's questioning skills.

How to Play

One child is given the role of a character from Jewish history and sits in the 'hot seat' in front of the class. The other children take turns asking questions about his or her background, behaviour and motivation. The child in the 'hot seat' answers the questions in character.

Example

Moshe:

- What were the names of your parents?
- How did you feel receiving the ten commandments?
- Why did you hit the rock?



3.2 Performance: Drama and Presentations

Presentations

Overview

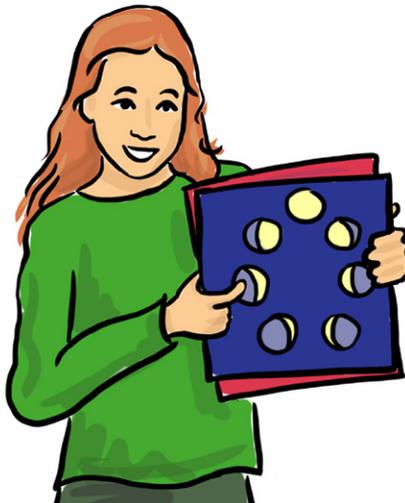
Giving a presentation is one of the best ways of learning a subject and it helps to develop confidence.

How to Play

Ask the children to prepare a short presentation on a particular subject – they can use PowerPoint or video if they want. You can let them work in groups but each group should be no more than four children.

Examples

- The 10 Plagues
- A History of the State of Israel
- Where *arba minim* come from
- *Megillat Rut*
- How to make *matzah*



4.1 Digital Tools: for creating games and quizzes

Ji Tap

jitap.jewishinteractive.org

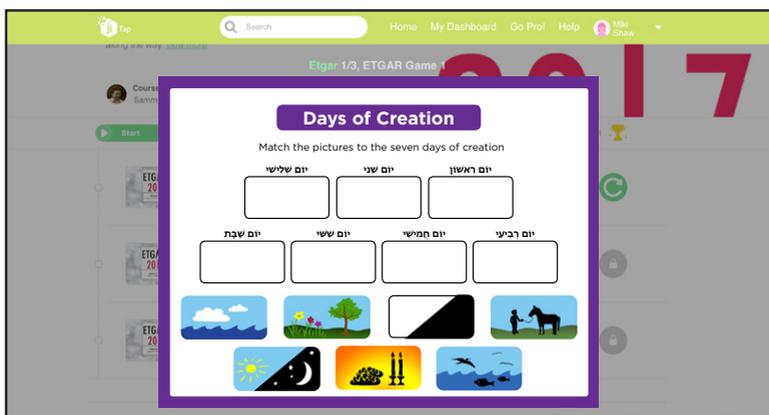
Overview

Jewish Interactive have created a dedicated platform, called Ji Tap, that enables teachers and students to create games. Some teachers have already started creating their own Etgar games – see if you can find them! Jewish Interactive also offer teacher training courses for Ji Tap and other digital tools. For more information see <http://jewishinteractive.org/training/>

How to use

- Use games templates, pictures, as well as full Hebrew and English alphabets and frequently used words, to create interactive games.
- Students fill in the blank spaces to play the games.

Example game



4.1 Digital Tools: for creating games and quizzes

Kahoot

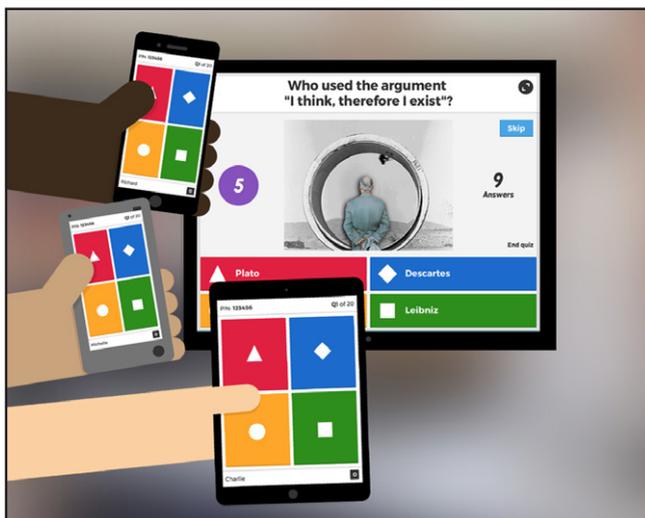
www.getkahoot.com

Overview

Kahoot enables you to create multiple choice quizzes. You can add videos, images and diagrams to the questions to make the activity more engaging.

How to use

- Players answer questions on their own devices while the games are displayed on a shared screen displayed to the whole class.
- You can play with classes at other locations.



4.1 Digital Tools: for creating games and quizzes

Kubbu

www.kubbu.com

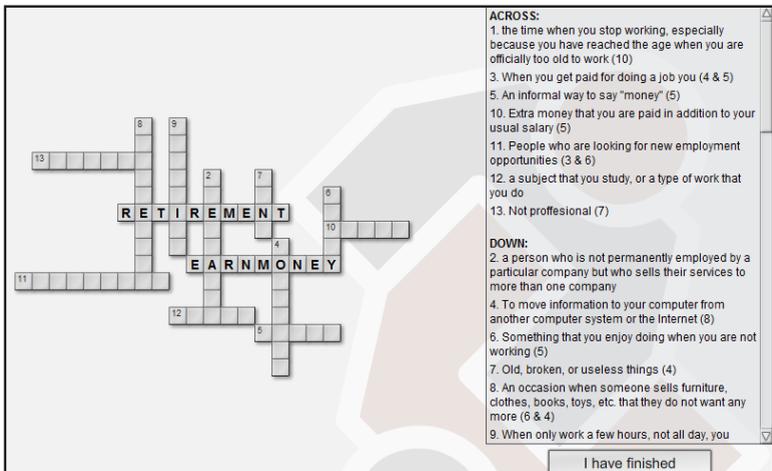
Overview

Kubbu lets you create simple games, quizzes and crosswords. It is less visually-interesting than TinyTap and Kahoot but the questions are marked automatically which makes it a very teacher-friendly tool.

How to use

- Use 'matching' problems to teach definitions and categories
- Create crossword puzzles
- Create quizzes quickly

Example game



ACROSS:

1. the time when you stop working, especially because you have reached the age when you are officially too old to work (10)
3. When you get paid for doing a job you (4 & 5)
5. An informal way to say "money" (5)
10. Extra money that you are paid in addition to your usual salary (5)
11. People who are looking for new employment opportunities (3 & 6)
12. a subject that you study, or a type of work that you do
13. Not professional (7)

DOWN:

2. a person who is not permanently employed by a particular company but who sells their services to more than one company
4. To move information to your computer from another computer system or the Internet (8)
6. Something that you enjoy doing when you are not working (5)
7. Old, broken, or useless things (4)
8. An occasion when someone sells furniture, clothes, books, toys, etc. that they do not want any more (6 & 4)
9. When only work a few hours, not all day, you

I have finished

4.1 Digital Tools: for creating games and quizzes

Quizlet

www.quizlet.com

Overview

Quizlet offers several different learning games based on flashcards. It is good for learning things by heart like vocabulary or anatomy.

The screenshot displays the Quizlet website interface for a flashcard set titled "Flashcards: Basic French Adjectives". The main content area shows a flashcard with the English word "light (not heavy)" and the French word "léger". Below the flashcard are buttons for "Study", "Learn", "Test", "Play Games", "Scatter", and "Space Race".

On the left side, there are sections for "Share these flashcards" (Facebook, Twitter, Email), "About these flashcards" (Created by frenchandy on July 18, 2010; Subjects: french, adjectives; Description: For the first test; Groups: AHS French 1 Class web; Access: Accessible by anyone, editable by frenchandy), and "Discuss" (Pop out; frenchandy: this is great!).

On the right side, there are sections for "Set Champions" (Scatter Champion: 26.3 secs by frenchandy; Space Race Champion: 1,870 points by frenchandy; Most Right Answers (Test & Learn): 75 answers by jenfernguyen19464 (You: 42 answers)), "Completed 'Learn' mode" (jenfernguyen19464, frenchandy), and "Most missed words" (1. faible weak - 5 misses; 2. fort strong - 5 misses; 3. beau handsome; beautiful (m) - 5 misses; 4. léger light (not heavy) - 5 misses; 5. court short - 3 misses; 6. lourd heavy - 3 misses; 7. grand large, tall - 2 misses).

At the bottom, there is a section for "All 16 terms" with a table of French and English words:

French	English
léger	light (not heavy)
lourd	heavy
grand	large, tall
jeune	young
vieux	old (m)
vieille	old (f)
âgé	elderly
beau	handsome; beautiful (m)
belles	beautiful (f)

4.2 Digital Tools: for creating mind maps

Popplet

www.popplet.com

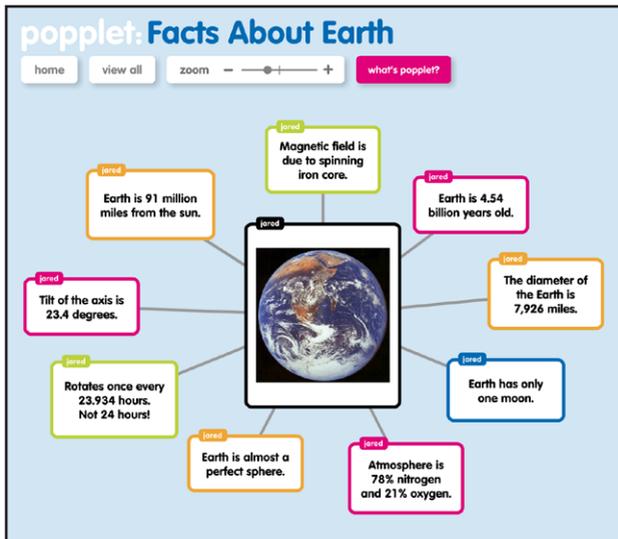
Overview

Popplet is a mind mapping tool that lets students capture facts, thoughts, and ideas and map the relationships between them. Students can even add images and movies.

How to use

- Use Popplet as a class exercise to explore a subject
- Get students to use Popplet to create their own map of a subject or project

Example



4.3 Digital Tools: for creating and assessing assignments

Showbie

www.showbie.com

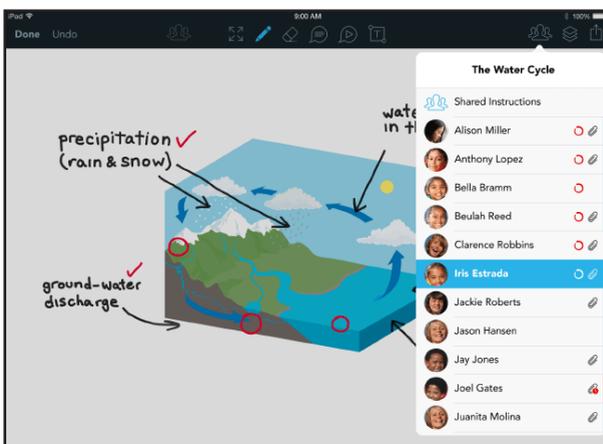
Overview

Showbie is a program for setting and assessing assignments. It allows teachers to track the performance of every child in the class.

How to use

- Create assignments using text, drawing, images and video.
- Add instructions or record a voice note.
- Students submit assignments and questions online.
- Teachers grade assignments, provide comments and answer questions online

Example



4.3 Digital Tools: for creating and assessing assignments

Nearpod

www.nearpod.com

Overview

Nearpod is similar to Showbie, enabling teachers to create assignments and assess students' work online. The site contains many assignments that have been created by teachers that are free use - but there are no Jewish Studies lessons.

How to use

- Create assignments using text, drawing, images and video.
- Add instructions or record a voice note.
- Students submit assignments and questions online.
- Teachers grade assignments, provide comments and answer questions online

Example



4.4 Digital Tools: for creating presentations and videos

Flipbook

www.flipbook.tv

Overview

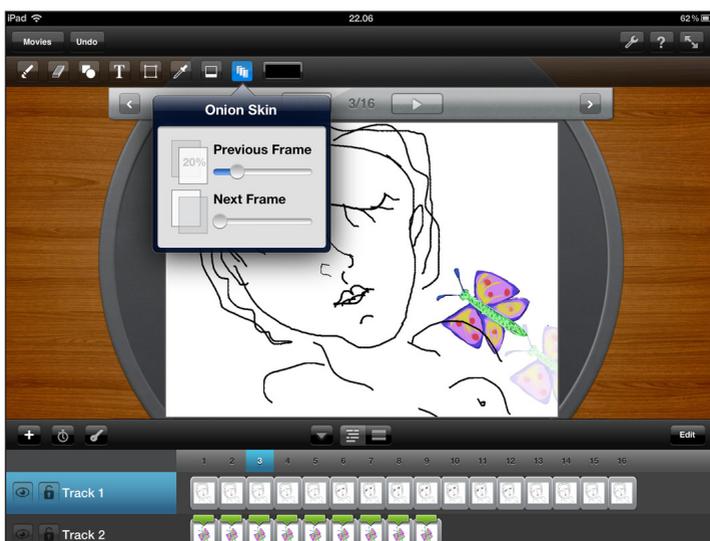
Flipbook is an easy way to create digital flipbook animations.

How to use

The Flipbook app is an ideal tool for telling simple stories or conveying bold ideas, for example:

- The story of Noah and the Flood
- How to tell if an animal is kosher
- What was it like at Mount Sinai?
- My grandmother's life.

Example



4.4 Digital Tools: for creating presentations and videos

Book Creator

www.bookcreator.com

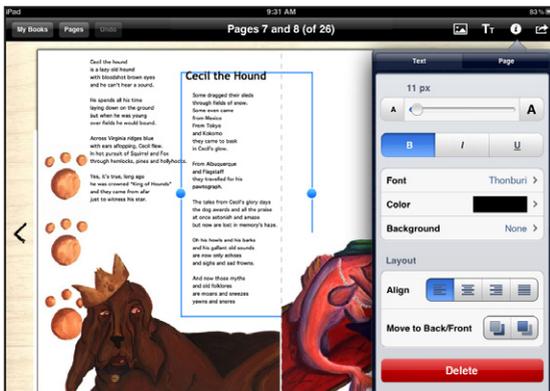
Overview

Book Creator is a simple way to make picture books, comic books, photo books and journals. It is ideal for individual and group projects.

How to use

- Use Book Creator for team or individual school projects
- Show examples of books at pinterest.com/bookcreator to stimulate ideas.
- Projects might include:
 - Noah and the Ark
 - Moses and Pharaoh
 - The most beautiful *menorot*
 - How to write a *Sefer Torah*

Example



4.4 Digital Tools: for creating presentations and videos

iMovie / Windows Movie Maker

Overview

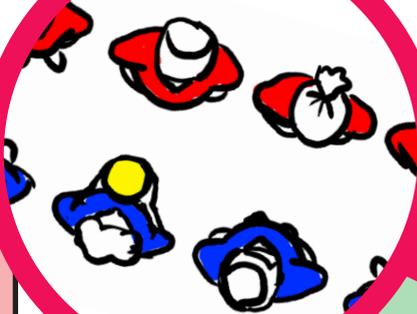
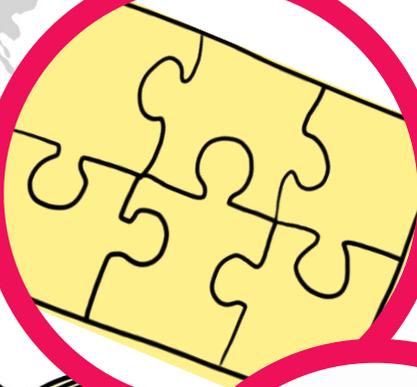
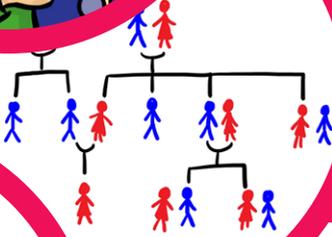
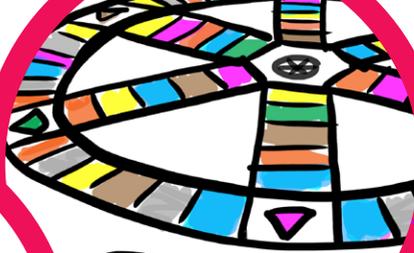
iMovie / Windows Movie Maker provide all the tools to edit movies, add effects and create a powerful soundtrack.

How to use

- The programs are excellent for creating newsreels, documentaries, interviews and 'how-to' films.
- Children can work individually or in small groups. They can even film on a smartphone and upload the footage.
- Film-making is time consuming and takes planning. The children should create a detailed storyboard before they start filming, which will save time in the end.
- When the films are complete, it is great to have a 'premiere' to celebrate.

Example





www.etgar.co.uk

