

Yom HaAtzmaut Riddles

**Inter-class activities proposed by
Claude Strouk, primary school teacher**

📍 Toulouse, France



General



The Escape game belongs to the category of puzzle rooms.



The goal is to complete the tasks within 60/70 minutes, in groups of 6 to 8 people per 'room,' with up to 40 people in total.



Participants will need to solve the riddles corroboratively using logic and critical thinking.



Teams need to be unified in how they work.

Preparation:

Make the items that will need to be collected by each group in each room:



2 weeks before the beginning of the game, classes will prepare the objects which will be given to each group after solving the riddle.



Objects: refer to Appendix 1 to find the tutorials on how to create these items, and to Appendix 2 for the images to be printed:

- 5 magnets (Israeli flag)
- 5 objects made of salt dough (Menorah)
- 5 cardboard paintings (Kotel)
- 5 keychains (Magen David)
- 5 drawings cut into strips (seaside)



5 Magnets

sticker on one side and magnet
on the other side



5 objects

made of salt dough

[Youtube video](#)



5 keychains

Material required : shrink plastic /
creative sheets/ hole punch / key
ring / pencils / markers / pen /
pair of scissors

[Youtube video](#)



Rules of the Game:

- ✓ The teacher carefully forms groups of 6-8 students divided to achieve homogeneity.
- ✓ A team leader is appointed.
- ✓ Each group must go from space to space in order.



Rules of the Game:

In each room, the group must solve a riddle involving 5 subject categories:



Jewish history
(Avraham's journey)



Culture and
society



History of the
creation of the
state of Israel



Geography



Science

In each room, the group has a set time limit (12 minutes maximum) to solve the riddle presented to them.

Rules of the Game:



If the group solves the riddle, they receive the object that was crafted during the previous activity. They can then move to another room.



If the group does not solve the riddle within the time limit, they will have to leave the room without the object and will be able to try again later if they have some remaining time.



After 70 minutes (12X5 for the game and 2X5 to join the room) the game ends. The winning team is the one that has collected all the objects.



In case of a tie, the winner is the fastest team.

Examples

Some examples of riddles that can be suggested in different rooms:
Below is a suggested route, feel free to design another route, and suggest other questions or riddles.





Jewish History

- Using several texts (to be defined), trace Avraham's journey and place it on the map of Israel (appendix 3).
- The map can be projected onto the board in case the room has a digital whiteboard.
- The students trace using a slate pen.
- If necessary, suggest a plastic-coated map in the educational kit so that students can draw on it.





Abraham's journey in the Torah

Here are some verses from the Torah that mention the places in Abraham's journey:

Ur of the Chaldeans: "Terah took his son Abram, his grandson Lot son of Haran, and his daughter-in-law Sarai, the wife of his son Abram, and together they set out from Ur of the Chaldeans to go to Canaan. But when they came to Harran, they settled there." (Genesis 11:31)

Sichem: "Abram traveled through the land as far as the site of the great tree of Moreh at Shechem. At that time the Canaanites were in the land. The Lord appeared to Abram and said, "To your offspring I will give this land." So he built an altar there to the Lord, who had appeared to him.
(Genesis 12:6-7)

Egypt: "Now there was a famine in the land, and Abram went down to Egypt to live there for a while because the famine was severe." (Genesis 12:10)

Hebron: "So Abram went up from Egypt to the Negev, with his wife and everything he had, and Lot went with him. Abram had become very wealthy in livestock and in silver and gold. From the Negev he went from place to place until he came to Bethel, to the place between Bethel and Ai where his tent had been earlier and where he had first built an altar. There Abram called on the name of the Lord." (Genesis 13:1-4)

Sodom and Gomorrah: "Lot looked around and saw that the whole plain of the Jordan toward Zoar was well watered, like the garden of the Lord, like the land of Egypt. (This was before the Lord destroyed Sodom and Gomorrah.) So Lot chose for himself the whole plain of the Jordan and set out toward the east. The two men parted company: Abram lived in the land of Canaan, while Lot lived among the cities of the plain and pitched his tents near Sodom."
(Genesis 13:10-12)

Mount Moriah: "Some time later God tested Abraham. He said to him, "Abraham!"
"Here I am," he replied.
Then God said, "Take your son, your only son, whom you love—Isaac—and go to the region of Moriah. Sacrifice him there as a burnt offering on a mountain I will show you." (Genesis 22:1-2)





Culture and society

5 pictures of the cities of Israel are displayed (choose cities dispersed geographically as they will be reused in the geography section).



Examples



The 5 symbols are displayed



Jerusalem



Tel Aviv

Examples



The 5 symbols are displayed



Haifa



Masada



Eilat

Examples



The 5 symbols are displayed

The students must match the symbol with the city.

- Jerusalem -----> the beth hamikdach
- Tel Aviv -----> a building
- Haifa -----> a palm tree
- Masada -----> a stone
- Eilat -----> a fish



Examples





History of the creation of the State of Israel

In this room, children discover 5 portraits of key figures in the construction and the development of Israel, along with 5 short texts.

They must place the short texts under the appropriate portraits.





Theodor Herzl : Father of Zionism (1860 -1904)

In 1902, he publishes Altneuland (the Old-New Land), a novel in which he depicts a Zionist utopia. He describes a Palestine transformed into a State of Jewish entity, while being democratic, in which non-Jews would have the same fundamental rights.



Golda Meir: Israel's grandmother (1898-1978)

"We are the only people in the world for whom religion and citizenship are one and the same. Citizenship and religion are inseparable."

"To be Jewish is to have absolute faith in one's religion, in one's homeland, in one's nation."

"Anti-Semitism has not disappeared." Returning to the creation of the State of Israel, "our tragedy," she says, "is that from the moment we returned to our land, we have been and still are and always have been at war."



David Ben Gurion: the little giant of Israel (1949-1963)

Self-taught man, he commits himself to political activism and works towards the unification of the workers' movement in Palestine, a goal achieved in 1930. Five years later, he becomes the leader of the Jewish agency, the quasi-government of the Jews of Palestine.

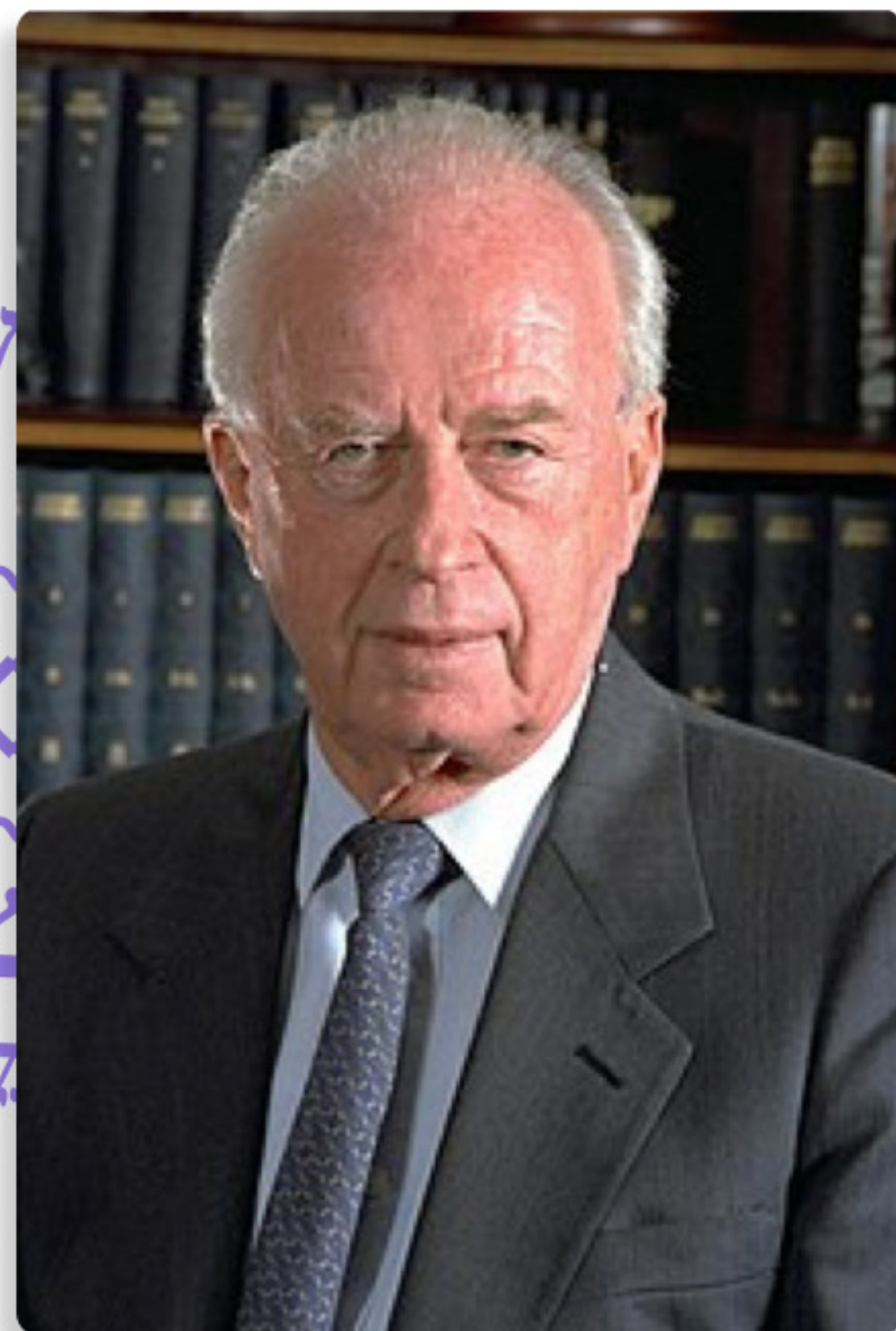
As of the end of the Second World War, he engages in the fight against the British who relinquish their mandate over Palestine.

He then declares the establishment of a sovereign Jewish state on 14 May 1948. He serves as the Prime Minister of the State he helped create until 1963.



Menahem Begin: a relentless opponent (1913 - 1992)

He inaugurates his first months at the head of the government by a spectacular gesture: on 19 November 1977, he welcomes the Egyptian President Anwar al-Sadat to Israel. This visit opens a period of intense negotiations which will lead, two years later, to the signing of the first peace treaty between Israel and an Arab state; earning both men the Nobel Peace Prize.



Yitzhak Rabin : the soldier of peace (1922 – 1995)

To achieve this major diplomatic success, earning him the Nobel Peace Prize in 1994 along with Shimon Peres and Yasser Arafat, he accepted to break a taboo: he recognized the Palestine Liberation Organization (PLO) as the representative of the Palestinian people, while Yasser Arafat recognized the right to the existence of the State of Israel



Geography

In this room, the teacher projects or hangs up a map of Israel. Or failing that, pinned the map on the board.

The children receive 5 cardboard sheets. The name of a city is labeled on each sheet (it is possible to keep the same cities as the ones used in the culture and society room, along with their illustrations).



Examples



The goal of the game is to place the cities on the map of Israel.

To this end, students discover geolocation clues located on the back of each card.





Science

In this room students must reconstruct 4 puzzles around the cultures one can find in the country.

As a strategy, they can separate and work in pairs in order to go faster.

Once the puzzle is completed, they must name what they see and read in the attached descriptive sheet.





The first puzzle represents a cotton field.

Cotton: the yield of cotton cultivation in Israel is considered one of the highest in the world. Cotton has become a very popular farming. Currently, cotton is grown on an area of 30,00 acres and exports exceed 100 million dollars. Such farming is entirely mechanized.





The second puzzle is a citrus fruit basket

Citrus fruits: Israel is a major producer and exporter of citrus fruits, with a high production of oranges, grapefruits, mandarins and pomelos. Citrus fruits, along with other fruits such as avocado, kiwi, guava and mango are mainly cultivated in the coastal plain.



Examples



The third puzzle is a prickly pear cactus in the middle of the desert

Exotic products: Israel significantly cultivates exotic produce such as prickly pears, persimmons, Japanese loquats and pomegranates. The country is therefore the top producer of Japanese loquats after Japan.





The last puzzle is the flower crop

Flowers: flower cultivation has become the main sector for exporting fresh agricultural products in Israel. New varieties and species of flowers are created every year, resulting in a wide selection of flowers. Israel is currently considered the third-largest exporter of flowers in the world.



Cool-down

- ✓ After 70 minutes, the teams are gathered again. The team leader speaks and shares the impressions of their group.
- ✓ They also announce whether the team has successfully completed the mission or not.
- ✓ The teacher reviews the riddles posed in each room.
- ✓ Finally, the winning team is declared, and a medal ceremony organized.



Thanks!

