

WHAT IS... KOSHER

This **What is ... Kosher** program was designed by input from several Shluchim/os and developed by the Shluchim Office Hebrew School Dept. It was designed to address the topic of Kashrut for students with little or no exposure to its observance. It is presented in a fun and engaging manner. The **What is Kosher?** unit is based on a theoretical story of three restaurateurs who are attempting to cater to Jewish people.

The objective of this segment is strictly to educate the students with regard to what Kashrut is - the angle that we chose to do this from promotes an objective and informative approach that students of all backgrounds can enjoy. Depending on your specific audience, you may choose to build on this unit at a later date by discussing the reasons why Kashrut observance is beneficial for Jewish people.

This unit is designed to be used together with the accompanying Student Book which includes interactive activities around the topic and theme.

This program can be completed as one unit over the course of a number of weeks. The lessons lend themselves to an incredible amount of hands-on activities. Speakers, demonstrations, and activities will bring the concept of Kashrut alive and engage all types of learners. Included in this overview are a number of suggestions.

Be creative! This is an aspect of Judaism that, though factual, synthesizes so many different layers that appeal to a wide range of interests. With proper preparation and enthusiasm, this curriculum will serve to engage your students and bring color to your classroom.











TOPICS COVERED:

1. Basic Facts about Kosher
2. Foods that are Always Kosher and foods that are Never Kosher
3. Most foods may be Kosher depending on how they are prepared.
4. Which large animals are Kosher
5. Which birds/ poultry are Kosher
6. Special way to prepare meat (Shechita, Bedikah, Melicha)
7. Which animals of sea are Kosher
8. Are bugs and creepers Kosher
9. Separation of Milk & Meat. And Parve
10. What are Kosher Ingredients
11. Processing/ Cooking, eating Kosher food
12. Hechsher

HOW TO USE THIS GUIDE:

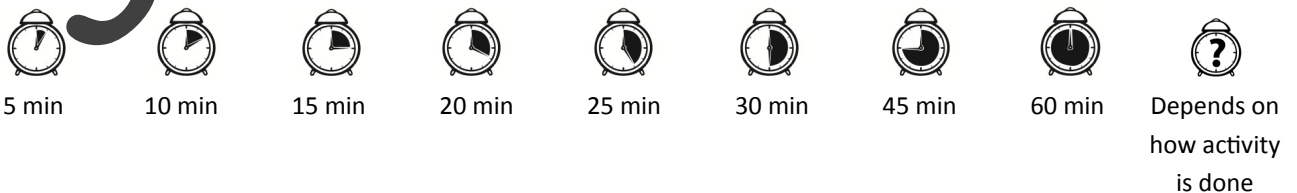
Throughout this Teacher's Guide, you will see icons which will help you as you prepare the lessons.

Activity icons:

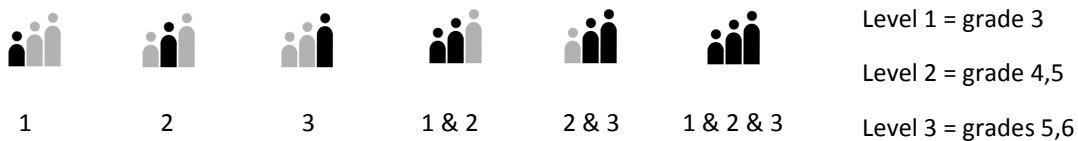
	Quiet Activity This activity is done in their seats or on the floor (not standing or running around).
	Active Activity This activity is done out of their seats, moving around the room or facility.
	Student Book This activity is done in the Student Book (can be reading or writing).
	Discussion This activity is done as an interactive discussion, it might also include some quick activities to better understand the concept.
	Writing This activity includes some sort of writing, not necessarily in the Student Book.
	Game/ Fun Activity This activity is played as a game.
	Song This activity includes listening to or learning a song.
	Crafts This activity includes a craft.
	Computer This activity is either a video or PPT and will need a computer and projector.
	Supplies needed Right below this icon will be a list of supplies needed.

Note: Some activities may have a few icons. This is either because the activity fits in 2 categories (ex: discussion around a song). Or because the teacher can decide if she'd like to do it one way or another (ex: either as a active game or a down game.) This is represented by both icons being beside each other.

Approximate times icons:



Approximate age levels icons:



ABOUT THE ACCOMPANYING STUDENT BOOK:

The accompanying Student Book is designed to support the learning happening in the classroom. Thus, there are some texts section and some activity or writing sections. When the book is completed, it is a great resource about basic Kashrut.

The book also includes some information about Kashrut on adult level for the parents.

Here we describe several recurring components in the student book.

It's in the Torah

The Torah sources of the directives about Kosher foods are included in this book. It is up to the teacher to determine how much if any focus should be given to reading these Torah sources, as appropriate for the particular students.

Words to Know

Several basic words related to Kashrut are highlighted throughout the book. It is worthwhile to make sure your students know these words.

Writing Activities

There are several different writing activities throughout the book. These are designed to support the learning. These generally are more engaging than 'spit back' what was just learned. Allow time for your students to really engage in these activities.

To make writing even more exciting, you can bring into interesting writing materials—colored pencils, gel pens, highlighters, etc.

Brachot page

The last page of the booklet includes Brachot to make on food. This can be used for snack time, etc.

TO CONSIDER:

Kashrut is a very sensitive issue for many parents of Hebrew School students. Choose your words and presentation carefully.

Many schools have used wording such as :

- Traditional Jews eat Kosher, Traditional Jews follow the observance of Kashrut.
- Foods are 'Kosher' or 'Not Kosher' rather than foods that are 'allowed' or 'not allowed to Jews'
- Jews who observe kashrut follow the 'rules' of Kashrut, rather than the 'laws'

Visit to a Kosher Establishment

Visit a local Kosher eatery or factory and request a tour of the facility. The tour guide should point out where Kashrut needs are met in production of food.

Find Kosher at Home

Objective: *Students will realize that they already eat so many different Kosher foods.*

Students can be encouraged to find at least 10 items that have Kosher symbols in their own home.

Kosher Food video

Objective: *Students can make a video about preparing Kosher food. This video can be viewed as a reminder about basic Kosher laws.*

Students can video themselves making a kosher dish – either in school, or at home. To make it more fun, you can add a 'header' piece – ex: "Kosher Food Network"

Kosher Recipe Book

Objective: *To give the children (and their families) some Kosher recipe options so they can make Kosher food at home.*

Students and teachers and anyone from the community can contribute recipes for this cookbook. It would be beneficial to all if they include the kosher brand for each ingredient.

Prepare some Kosher foods.

Objective: *Students should get first hand experience in preparing Kosher food.*

These foods can be used for a Kosher Dine Out, to give to elderly or homebound, or simply for themselves. (Try to include a food that needs eggs – so you can check the eggs with the children; and leafy vegetables – so you can check for bugs.)

Activities:

The overview of this unit

As explained above, this Kashrut Unit is based on a theoretical story of three restaurateurs who are attempting to cater to Jewish people.

From the Student Book: "The owners of the Yum Yum Restaurant thought they figured out how to make tons of money. They were in an area with lots of Jews and lots of Jewish restaurants. All the Jewish restaurants were busy with customers. So they looked online for traditional Jewish recipes, and learned how to make them very well. However, unlike the other Jewish restaurants in the area, their restaurant was not packed with Jews."

The students are here to help the restaurant owners figure out what is wrong with their restaurant and how they can solve the problem to attract Jews to their restaurant.

Important ! Throughout the lessons, constantly refer back to their task of helping these chefs figure out what is a Kosher restaurant.

Through this unit, the students will discover all about Kashrut and what the chefs of this restaurant must know in order to open a Kosher restaurant that Jews will frequent.

Be Creative!

- The teacher can dress up as the head chef that was called in to help them with the challenge.
- The teacher can also bring in aprons, chef hats and other cooking paraphernalia for all.

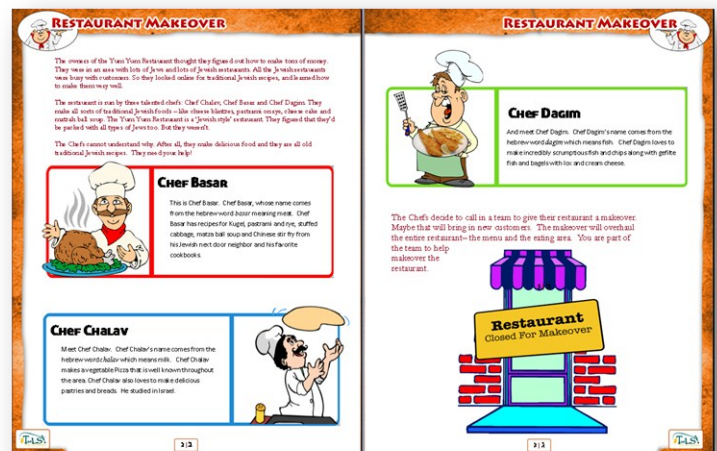
INTRO TO TOPIC:



Student Book



1. Pages 2-4 After explaining the premise (as described above), students should read about the 3 different chefs.



Activities:

Gathering the facts

Objective: The teacher should know what the students know and think about Kosher. It is very important that the teacher recognize what the children already know about Kosher and what misconceptions they may have.

FIND OUT WHAT THEY KNOW



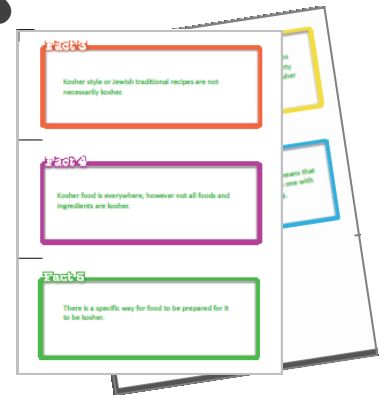
As you go through the information on this page, the students can write down what they know about each fact/ aspect of Kosher – one thought per post-it (use *super sticky* post-its). At the end put all their ideas on a poster board and periodically look at the list and clarify misconceptions, etc.

Activity:

1. **Discuss:** There is a challenge. We must first understand the problem and then look for solutions. Discuss the main problem with the students: while this restaurant serves tradition Jewish foods, it is not a Kosher restaurant. Use the **Jews & Food cards**. You can place them in envelopes, on the board, etc. to make it more exciting.

Student Book:

- **Page 4:** Read fact 1. Discuss, there are many people who eat Kosher. There are many products that are Kosher.
 - Read fact 2. Discuss, what is the meaning of Kosher and what status does it give the food.
 - Read fact 3. Discuss, kosher style is not necessarily Kosher. (They may be lacking Kosher ingredients, Kosher kitchen, etc.)
 - Read fact 4. Discuss, not all food is Kosher. Ask students what they know about this. They should write foods that they know are not kosher on individual post-its/ index cards.
 - Read fact 5: Discuss, food should be prepared in special way for it to be kosher. Ask students what they know about this. Jot down on chart paper (hold onto this for following lessons.) (examples milk/meat separate, proper shechita).
2. **Discuss:** So what is the main problem? The restaurant is not Kosher so that explains why many of the Jews are not coming! *Make sure the students feel that they are a part of this challenge.* The first step is studying the laws of Kosher so that they can come back to the owners of the restaurant with expert advice.



- 1.01.Jews and Foods cards
- Post-its & markers

The Lesson:

Some foods are Always Kosher, some Never Kosher

Foods that are always Kosher, never Kosher, or Kosher depending on how they are prepared

- Many foods are always Kosher in their natural form.
- Most foods may be Kosher depending on how they are prepared.
- Some foods are never Kosher.

Some foods are never Kosher

- All foods that are never Kosher are from the animal family. (We will explore this in depth later.)
- Some examples: certain animals, blood, bugs.

Foods in their natural state are Kosher

- Beyond the foods that are specifically forbidden from the Torah, most other foods in their **natural state** are kosher.
- 'Natural state' means that it has not been processed – it is exactly as Hashem created it. Water from a stream, plants from the ground, etc. That is corn cob, but not corn flakes, corn chips, popcorn, corn syrup, etc. Anything that grows from the ground or from a tree – fruit, flowers (if not poisonous), seeds (ex: sunflower seeds), leaves (ex: tea leaves, mint), nuts, roots (ex: carrots), and the bark (if not poisonous – ex: cinnamon) is Kosher.
- Salt and other chemicals that are needed for the body – such as vitamins, natural minerals are also Kosher.

WORDS TO KNOW:

- Natural state

Hechsher for processed food

MAKING OVER THE RESTAURANT:



Objective: Review the laws of Kashrut. Pinpoint different Kashrut issues in the restaurant and what must be done to resolve them.

Discuss:



1. Students discuss the issues the Yum Yum restaurant faces and how they can be resolved.
2. Use FACT 3 from Jews & Foods Cards or page 2: Kosher style. Some Jewish traditional recipes are not necessarily Kosher.
3. Issues include the Kosher style of the restaurant and that not all the ingredients are Kosher ingredients, milk and meat are not kept separate, and that not all recipes have exclusively Kosher ingredients.
4. Find a solution: most solutions will point to the direction of 'restaurant makeover', including- new recipes, new kitchen, teach the staff about Kosher ingredients and procedures.

Student Book:



1. **Page 18:** The students are not "Kosher experts". Students should prepare statements that they are going to present to the Chefs and the staff at the restaurant with the primary issues they have found and ways in which they can fix these issues.



Recipes for the new restaurant

REVIEW:



Objective: Brainstorm Kosher recipes for different types of foods.

Student Book:



- Pages 19-21.** In these pages, the students will be recommending some recipes to the Chefs, complete with Kosher ingredients and the proper steps that must be taken to prepare these ingredients.
- Working in small groups, the students should write how to make sure the ingredients are Kosher. Write in the boxes. Then each group should present to the class and include why each dish should be included in the new restaurant.
- (If possible, bring in the ingredients so the students can actually touch and check them for hechsher, blood, bugs, etc.)
- See next page for a complete listing of the steps that must be taken for each of the ingredients listed.



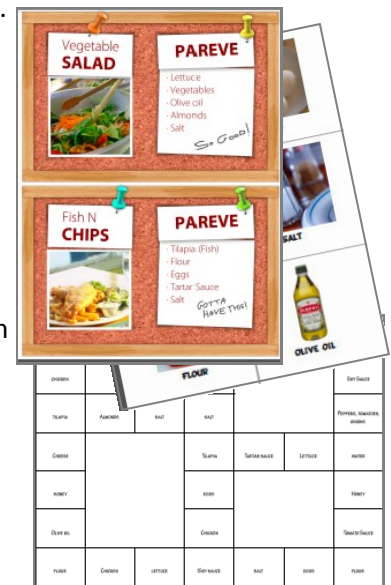
REVIEW GAME:



This game can be played in conjunction with Student Book pages 19-21. (This game has less ingredients than those recipes.)

Prepare:

- Print out **Ingredients cards and recipes**. Cut.
- Create a life size board with the cards.
- Place **Ingredients Cards** on the floor creating a large board. You can use the **Sample Board** (on CD) to help you arrange the pictures around the room.
- Die required.



Activity:

- Divide into teams. Someone from the first group rolls the die first. Move that many spaces on the board. Explain to the 'mashgiach' how the item the student landed on is determined to be Kosher. If the student is correct, that team receives the Ingredient Card.



Recipes for the new restaurant

1. Turn goes to the next group. Play continues until one group has all the necessary ingredients to complete one of the recipes.
2. Once the group has all the ingredients they must also explain how it must be cooked and then eaten so that it is Kosher.

*** We specifically chose these recipes, because between all these recipes, the children can get a good review of all types of food – meat, dairy, vegetables, eggs, honey, processed food, water, spices, etc.



- 1.10. Ingredients Cards and recipes
- 1.11. Sample Board
- Tape
- Pieces to move around the board



Making over the restaurant and designing new menu

THE NEW RESTAURANT:

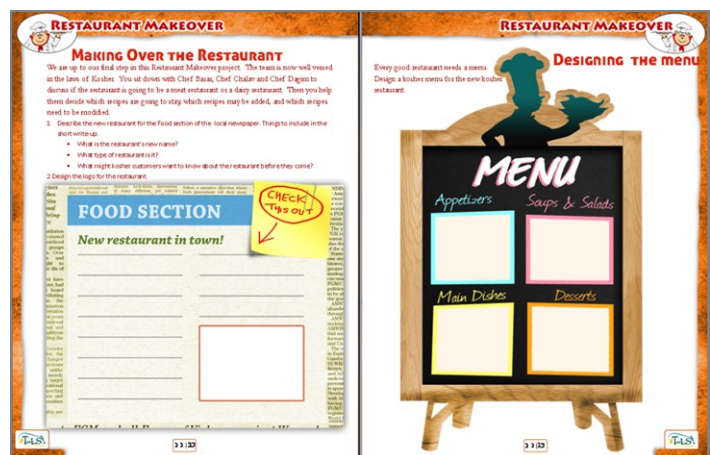


Objective: Create a blueprint for a new and revised Kosher restaurant, while reviewing all of the above material.

Student Book:



- Pages 22-23.** Either in small groups or as a class, students should decide what they are going to do about the restaurant. Will it be a meat or a dairy restaurant? (Most likely one of the Chefs will have to switch his specialties or work only with Parve ingredients.)
- (Note: Even though home kitchens have separate areas for milk and meat due to the working conditions in a restaurant, restaurants typically choose to be either meat or milk.)
- Determine a new name for the restaurant, and a new logo.
- How are the Chefs going to represent/ advertise the restaurant to the public?
- Write up a blurb about the new restaurant in town! Students can design a logo.
- Students can make a menu, based on the type of restaurant it is.



Kosher in your local area

REVIEW:



Objective: Explore local Kosher institutions.

Discuss:



1. It's not so hard to keep Kosher locally.
2. Tell them about local stores that have Kosher food.
3. Show them local listings of Kosher locally—online, in your newspaper.



Student Book:

1. **Page 24:** You can get logos of Kosher supermarkets or supermarkets that have Kosher aisles, restaurants, websites, etc. and add to this page.
2. You can add pictures of local Kosher symbols, etc.
3. You can add the number of the local rabbi, etc.



Shluchim Office