






# Supplementary Activities and Handouts

 <b>ACTIVITY</b>	 <b>DESCRIPTION</b>	 <b>HANDOUT</b>
<ul style="list-style-type: none"> <li>Remembering The Good Times (p 2)</li> </ul>	<ul style="list-style-type: none"> <li>Activity for Improving Relationships with Adult Children</li> </ul>	<ul style="list-style-type: none"> <li>"Our Jewish Past"</li> </ul>
<ul style="list-style-type: none"> <li>Holiday Role Play (p 5)</li> </ul>	<ul style="list-style-type: none"> <li>Activity for Celebrating Holidays in Participants' Adult Children's Homes</li> </ul>	
<ul style="list-style-type: none"> <li>Play Jewish (p 7)</li> </ul>	<ul style="list-style-type: none"> <li>Activity for Nurturing Jewish Identity in Very Young Children</li> </ul>	<ul style="list-style-type: none"> <li>"Play Jewish"</li> </ul>
<ul style="list-style-type: none"> <li>Make it Memorable (p 9)</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary Holiday Worksheets for Session 4: Make it Memorable</li> </ul>	<ul style="list-style-type: none"> <li>"Making the Holidays Memorable: Rosh Hashanah and Sukkot"</li> <li>"Making the Holidays Memorable Purim"</li> </ul>
<ul style="list-style-type: none"> <li>Making a Family Tree (p 12)</li> </ul>	<ul style="list-style-type: none"> <li>Activity for Getting to Know Your Participants</li> </ul>	<ul style="list-style-type: none"> <li>"My Family Tree"</li> </ul>
<ul style="list-style-type: none"> <li>Remaining Optimistic (p 14)</li> </ul>	<ul style="list-style-type: none"> <li>Activity for Remaining Optimistic</li> </ul>	<ul style="list-style-type: none"> <li>"A Legend Looks Back: A Visit With Kirk Douglas"</li> </ul>

## NOTES TO FACILITATOR:

The following activities and handouts supplement the five primary sessions of Grandparents Circle The Course. These activities will help you adapt the curriculum to the needs of your participants. Taking those needs into account will help participants to gain the full value of the Grandparents Circle. When incorporating supplementary activities and handouts into the curriculum, you may choose to follow one of the below strategies:

- Include an extra session (or sessions) in The Course, and shift the activities listed in the other five sessions to accommodate the supplementary activities;
- Increase the length of each session from one and a half hours to two hours to make time for the supplementary activities;
- Replace activities that will not resonate with your group of participants from the primary sessions with the supplementary activities.



## REMEMBERING THE GOOD TIMES

(Up to 40 minutes)

*Activity for Improving Relationships with Adult Children*

- ➔ **Participants' relationships with their adult children will vary. Use the information provided to you on the "Preprogram Questionnaire" to evaluate whether all or some of your participants would benefit from an extra activity and discussion helping them to improve their relationships with their adult children. In some cases, it may be appropriate to invite a therapist or mental health professional to facilitate such a discussion for participants who have particularly challenging relationships with them.**

### Identifying Challenges

Let participants know that the better their relationships are with their adult children, the easier it will be to create and nurture strong relationships with their grandchildren. Participants that have challenging relationships with their adult children need to identify the sources of the difficulties. Once they have a better sense of the challenges in their relationships, they can separate them from the relationships they are nurturing with their grandchildren. Grandchildren will not be able to fulfill the disappointments that participants have with their adult children, specifically those that have to do with their adult children's lack of Jewish involvement. The Jewish identities of participants' adult children should not be measured by whom they married. Hold a discussion with participants enabling them to communicate why they are having difficulties relating to their adult children. Use the following questions to provoke conversation:

- What are your challenges regarding your relationship with your adult children?
- ➔ **Enable participants to use this conversation to articulate their struggles with their adult children. Some participants may just need their voices to be heard by like-minded peers.**
- Do you have outstanding tensions related to your child's wedding or marriage?
- ➔ **Some participants may view their adult children's intermarriages as a rejection of their value system. If this is the case, why do they think that their adult children are rejecting it? Help participants work out some of the struggles and frustrations that limit their relationships with their adult children.**

- Have you tried to resolve these challenges and tensions? How?
- ➔ **Remind participants that the first step to repairing their relationships is talking to their adult children. Communication can clarify and resolve what are many times misunderstandings between parents and their adult children. Most participants will find that their adult children's choice of spouse(s)/partner(s) has nothing to do with their parents.**

## Using positive memories

Participants can help facilitate better relationships with their adult children by remembering why those relationships are so important (outside of their wanting to have positive relationships with their grandchildren). Reminiscing about positive memories that they have with their adult children will help participants attain a mindset that can lead them to improve their relationships with their adult children.

- ➔ **Distribute  "Our Jewish Past" and pens.**

Ask participants to take a few minutes to complete the "Our Jewish Past" worksheet. Discuss their answers to the questions posed on "Our Jewish Past":

1. List a positive Jewish memory that you have with your adult child from her/his childhood. This may be a shared Jewish holiday experience, a Jewish ritual such as saying the *Shema* at bedtime or a Jewish cultural activity.
  - ➔ **This exercise will help participants remember uncomplicated positive Jewish experiences with their children. Some participants may have to use memories from when their children were very young, and others may have more recent memories to share. Ask participants what made these memories special or significant.**
2. Do you have ritual objects, photos, artifacts or heirlooms associated with this memory?
  - ➔ **Participants who have objects or photos related to these memories can share what they are with the group. How does the object or photo perpetuate the memory? How can the object or photo be shared with their adult children?**
3. How can you remind your adult child of this memory?
  - ➔ **These sorts of memories are souvenirs of not only participants' Jewish pasts but of their adult children's Jewish pasts. How can participants recreate these memories with their adult children? If there are objects or photos involved, especially if they are meaningful ritual objects or heirlooms, participants may want to give them to their adult children. By engaging their adult children in Judaism, even if it is through their Jewish pasts, participants can help their adult children feel more comfortable and less alienated by Judaism.**



# Our Jewish Past

Please take a few moments to complete this worksheet.

Name \_\_\_\_\_

1. List a positive Jewish memory that you have with your adult child from her/his childhood. This may be a shared Jewish holiday experience, a Jewish ritual such as saying the *Shema* at bedtime or a Jewish cultural activity.

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2. Do you have ritual objects, photos, artifacts or heirlooms associated with this memory? If so, what are they?

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3. How can you remind your adult child of this memory?

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## HOLIDAY ROLE PLAY

(25 minutes)

*Activity for Celebrating Holidays In Participant's Adult Children's Homes*

### The right way to celebrate

When participants celebrate holidays in their adult children's homes, no matter if the holiday is Jewish or not, they may encounter difficult situations and arguments with their adult children. Often, these situations arise out of unfulfilled expectations that participants may have for holiday celebrations. Participants must separate their expectations for the celebrations from their adult children's way of celebrating. Participants need to be able to enter the situation in an optimistic manner and be the best guests possible.

In order to help participants understand that their ways of celebrating a holiday may be totally different from their adult children's, ask participants, "What is the right way to celebrate a holiday?" Ask a few participants to share how they celebrate a particular Jewish holiday. You may choose to ask about Hanukkah or Passover since they are commonly celebrated or a holiday that is timely to this session. Some participants may describe their way of celebrating as big and elaborate while others may have small and simple celebrations. Use these examples to illustrate to participants that there are many ways of celebrating holidays and that no one way is the only way to celebrate. It will be helpful for participants to manifest this attitude when celebrating holidays in their adult children's homes.

### What is your role?

Participants can feel more at home at their adult children's holiday celebrations if they have a particular role to fill. What types of guests would they like to be? Ask a few participants to share their experiences of being guests in others' homes. Do they assist in the preparation of holiday meals, or are they hands-off guests?

Ask participants to what aspects of their adult children's Jewish holiday celebrations can they contribute?

➔ **List participants' answers on the flip chart or white/chalkboard.**

**Some possible (general) answers are:**

- **Preparing holiday foods;**
- **Bringing ritual items;**
- **Helping with decorations;**

- **Leading part of the festivities, such as a prayer or song;**
- **Bringing holiday music and/or books.**

For participants whose adult children are celebrating holidays that are not Jewish, participants may feel less comfortable taking on a role in those celebrations. Ask participants if they have taken part in these types of holiday celebrations, and what their roles have been? For participants who are struggling with the concept of their role in their adult children's celebrations, ask them what it was like to hold a holiday celebration for their parents or in-laws? Did they encounter any difficulties? Even in the most tenuous of relationships, participants will benefit from a conversation with their adult children about their roles during the celebration and in their home before the celebration takes place.



## PLAY JEWISH

(25 minutes)

*Activity for Nurturing Jewish Identity in Very Young Children*

### The way you play

Very young children (under two years old) can benefit from Jewish play. Participants can Jewishly engage the smallest ones in their families with a variety of play activities. Ask participants how they play with their very young grandchildren.

➔ **List their answers on the flip chart or white/chalkboard. Answers will vary but may include:**

- **Singing to them;**
- **Dancing with them;**
- **Talking to them,**
- **Reading to them;**
- **Participating in movement activities, such as lifting them;**
- **Dress-up play;**
- **Visual play, such as mobiles and hand gestures.**

Explain to participants that these activities should be viewed the same way as they view the interests of older grandchildren; by incorporating Jewish elements into these activities, participants can help their grandchildren begin learning about and absorbing Judaism from a very early age.

### Making play Jewish

➔ **Distribute  "Play Jewish" and pens.**

After participants have completed the worksheet, ask participants how they can make their play activities with their grandchildren Jewish. Give each participant the opportunity to list one or two ways that they can make their current play activities with their grandchildren Jewish.

➔ **List their answers on the flip chart or white/chalkboard next to their answers for how they play with their grandchildren. For example, grandparents who sing to their grandchildren can sing Jewish or Hebrew songs or prayers, such as the *Shema*. Participants who take part in visual play with their grandchildren may choose to make or purchase a mobile with Jewish shapes and objects and watch it with their grandchildren.**



# Play Jewish

Please take a few moments to complete this worksheet.

Name \_\_\_\_\_

**1. List the three play activities in which you engage your very young grandchildren:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**2. How can you make each play activity listed above Jewish?**

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_







## **MAKE IT MEMORABLE**

*(20 minutes)*

*Supplementary Holiday Worksheets for Session 4*

- ➔ **Depending on how Session 4: Making Jewish Memories coincides with the Jewish calendar, you may choose to substitute the “Making the Holidays Memorable: Passover and Hanukkah” handout with “Making the Holidays Memorable: Rosh Hashanah and Sukkot” or “Making the Holidays Memorable: Purim.” Distribute the appropriate handout to participants, and facilitate the discussion using the suggested questions listed in Session 4, substituting the name of the upcoming holiday for Passover and Hanukkah.**

**Alternatively, you may choose to distribute all of the “Making the Holidays Memorable” handouts regardless of the time of year to provide participants with guidance for celebrating several Jewish holidays with their grandchildren.**



# Making the Holidays Memorable: Rosh Hashanah and Sukkot

ROSH HASHANAH	SUKKOT
<p><b>Make Cards.</b> Prepare for Rosh Hashanah by making New Years cards with your grandchildren that you will then send to your friends and family. Use this opportunity to teach your grandchildren about the upcoming holiday.</p>	<p><b>Create Decorations.</b> Make fruit, vegetable and other harvest-themed decorations for your sukkah or home with your grandchildren. These decorations will make the holiday more festive and help your grandchildren feel included in its preparations.</p>
<p><b>Go Apple Picking.</b> Take your grandchildren to an apple orchard or farmer's market where you can pick apples and bring them home to dip in honey.</p>	<p><b>Build a Sukkah.</b> Involve your grandchildren in actually building and decorating your sukkah, if you choose to build one. Alternatively, you can bring your grandchildren to your local synagogue's or JCC's sukkah building or decorating event.</p>
<p><b>Bake Challah.</b> Teach your grandchildren the art of shaping dough into a round challah. Sweeten the experience by adding raisins and honey to the dough.</p>	<p><b>Make Edible Sukkahs.</b> Use graham crackers, frosting and small fruit candies to form (and of course, eat!) edible sukkahs with your grandchildren. You can also make "lulav" shakes by combining green (e.g., mint) ice cream and leafy garnishes in a blender.</p>
<p><b>Give Back.</b> Participate in a food drive or donate to a local shelter. The High Holidays are an especially important time to think of others, so take a trip to the grocery store or clean out your pantry with your grandchildren.</p>	<p><b>Visit a Farm.</b> Celebrate the Jewish harvest festival with a visit to a local farm or farmers market.</p>
<p><b>Blow a Shofar.</b> Practice blowing the shofar with your grandchildren as a way to welcome the New Year.</p>	<p><b>Sleep in the Sukkah.</b> Make Sukkot into a camping adventure by inviting your grandchildren to go camping in your back (or front) yard.</p>
<p><b>Throw a Party.</b> Invite your grandchildren to a festive Rosh Hashanah meal complete with a round challah, apples and honey and other sweet treats. You can even have a shofar blowing contest!</p>	<p><b>Shake Shake Shake...</b> the lulav. Put on some music and throw a lulav shaking dance party for your grandchildren.</p>
<p><b>Make Memories Last.</b> Send your grandchildren home from any Rosh Hashanah activities with souvenirs, such as photographs, apples, honey sticks and recipes for special Rosh Hashanah dishes.</p>	<p><b>Plan Ahead.</b> Save memories and photographs of this year's Sukkot adventures to use as decorations for next year's sukkah.</p>





## Making the Holidays Memorable: Purim

- 1 Dress Up.** Encourage your grandchildren to celebrate Purim in their favorite costumes. Share in the fun by dressing up with them.
- 2 Make Masks.** Use cardboard, paper maché or fabric to create masks with your grandchildren.
- 3 Bake Hamantaschen.** Bring your grandchildren into the kitchen to bake hamantaschen with you. Use creative fillings, such as small candies and chocolate spread, to compliment the traditional jams and jellies.
- 4 Visit a Music Store.** Take a trip to a local music store to find alternative means of noisemaking, such as instruments and CDs. You may also choose to make noisemakers with your grandchildren out of wood, cardboard or metal.
- 5 Send a Package.** If your grandchildren do not live near you, send them a package with hamantaschen, noisemakers, masks and other festive Purim accouterments.
- 6 Yell, Scream, Shout.** Let your grandchildren make use of their “outdoor” voices by inviting them to a megillah reading. Teach them about the Purim story and prepare them to make noise whenever they hear Haman’s name.
- 7 Put on a Play.** Teach your grandchildren about the traditional idea of the Purim shpeil with a silly play about your adult children or other important people in your grandchildren’s lives.
- 8 Capture Memories.** Take photographs of your grandchildren in their costumes and display them in your home and in photo albums. Include photos of your adult children and/or you dressed up for Purim over the years.





## MAKING A FAMILY TREE

(15 minutes)

*Activity for Getting to Know Your Participants*

- ➔ **This activity should take place during Session 1: Welcome to the Grandparents Circle as a means of enabling participants to get to know each other better. This exercise will also help you to understand some basic information regarding participants' adult children and grandchildren. This activity should take place in addition to the "Pre-Program Questionnaire."**

Tell participants that in order to better get to know each other, they will each complete a family tree.

- ➔ **Distribute  "My Family Tree."**

Explain to participants that the relatively blank format of the worksheet enables them to fill out as much or as little family information as they choose. You only ask that they fill in at the very least the first names, locations, religions, and if they are comfortable, ages of people on the tree, including their children and their grandchildren. Participants should draw lines and arrows to reflect the connections their adult children have to their partners/spouses and to their children. Participants should feel free to draw additional boxes where needed. You may choose to offer participants colored pencils or markers to color-code and decorate their worksheets.

After participants complete the worksheets, ask them to post them around the room. Give participants a moment to walk around and view the family trees. Encourage participants to discuss among themselves the similarities and differences they find in each others' family trees.

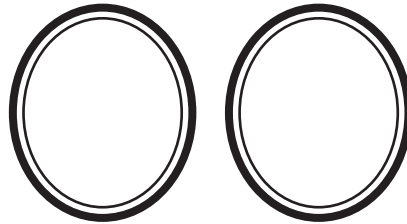
- ➔ **Following the session, please collect the "My Family Tree" worksheets and share them with the Jewish Outreach Institute.**



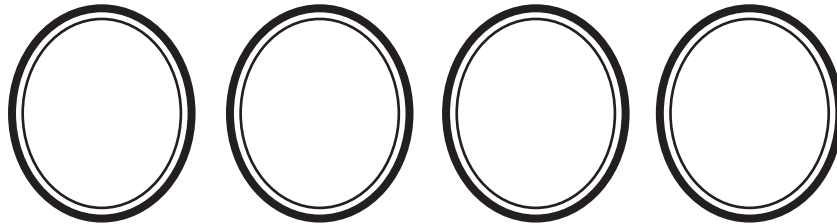
# My Family Tree

Please take a few moments to complete your family tree by providing information about you, your children and grandchildren, and drawing arrows to connect your children to their children and spouses/partners. Include the **NAMES, LOCATIONS, RELIGIONS**, and if you feel comfortable, **AGES** for those family members. Feel free to draw additional boxes where needed.

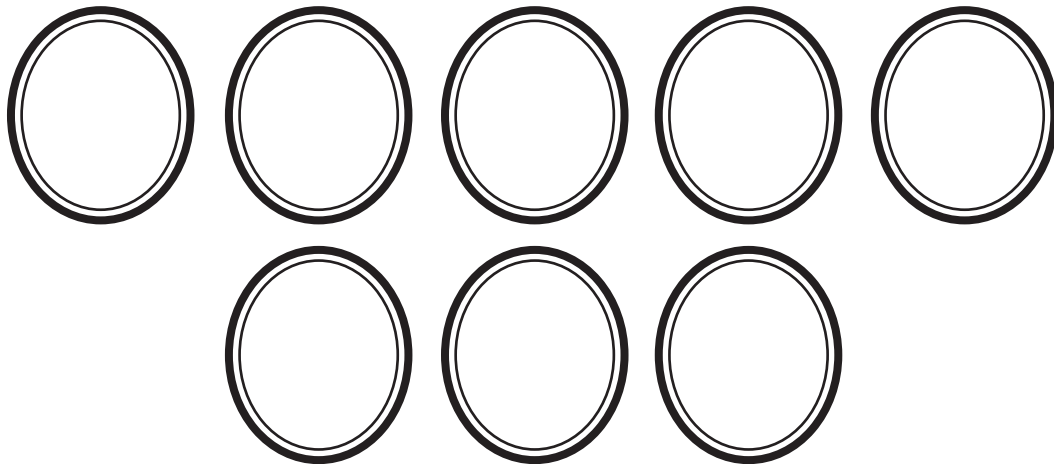
Name \_\_\_\_\_



you      your spouse/partner



your children and their spouses/partners



your grandchildren





## REMAINING OPTIMISTIC

You may choose to use the article “A Legend Looks Back: A Visit With Kirk Douglas” from the July 18, 2007 issue of *The Forward* to help inspire hope in participants. Distribute it during the final session of the Grandparents Circle as a means of helping them remain optimistic. You can remind participants that Kirk Douglas chose to intermarry and not raise Jewish children, yet he has reconnected to Judaism in the later years of his life. Now, some of his grandchildren have chosen Judaism!



*The Forward*  
**A Legend Looks Back:  
A Visit With Kirk Douglas**  
Interview

Rebecca Spence | Wed. Jul 18, 2007 (*reprinted with permission*)

LOS ANGELES—Over the course of an illustrious Hollywood career spanning more than five decades, Kirk Douglas has played many parts: Vincent Van Gogh, Spartacus and boxer Midge Kelly, to name just a formidable few. But the one character he has never played—to his deep regret, he now says—was that of Issur Danielovitch, his own former self.

Douglas revealed this, and much more, when he opened his Beverly Hills, Calif., home to the *Forward* for a wide-ranging chat in advance of his newly released memoir, “Let’s Face It: 90 Years of Living, Loving, and Learning” (John Wiley & Sons). Wearing a pale-green cotton sweater, khaki pants and tan canvas Vans, the cleft-chinned former Adonis of the silver screen chatted with us about the importance of living a good life, how to sustain a marriage and, yes, sex. But Douglas reserved his most ardent feelings for a topic that has become close to his heart: the renewed state of his Jewish identity. “Now...,” he writes in his book, “I feel guilty for abandoning Issur Danielovitch.”

It was clear from Douglas’s desire to share his reflections on life—both in person, with a reporter, and on the printed page—that he is painfully aware he is nearing his end. The book, in fact, reads like a self-conscious swan song: a final burst of thoughts and opinions on everything from Jimmy Carter’s recent tome on the Israeli-Palestinian conflict to the tragic death of Douglas’s son Eric three years ago from a drug overdose. But the book also showcases the vitality and verve still fueling the man who helped break the Hollywood blacklist when he hired Dalton Trumbo to pen the film “Spartacus”: It is sprinkled with a hefty smattering of salacious anecdotes from Douglas’s salad days as a young Hollywood buck—the days when he was known to most women under 30 as something other than Michael Douglas’s father.

Indeed, though it might be easy to forget, Douglas once had a reputation that surpassed his son’s. He writes in stunning detail about his youthful sexual exploits, including one with a German stewardess who would yell in wanton moments, “I’m a Nazi!” cuing him to slap her. Asked if he ever bedded Jewish women, Douglas responded, “I never discriminated.” In fact, he added, in a line sure to make the Jewesses of the world swoon with delight, “I’d say my Jewish ‘friends’ were on the whole more passionate.”

*“[Douglas] reconnected with his roots, and had a second bar mitzvah at the age of 83.”*

With slightly slurred speech—the result of a stroke he suffered in 1996—Douglas waxed poetic about more serious topics, as well, including his own history. The child of Russian immigrant parents, he grew up in a Yiddish-speaking home in Amsterdam, N.Y., a small upstate town, where he endured daily run-ins with a

street gang who pelted him with pebbles wrapped in women’s stockings and called him such names as “Jew bastard” as he walked home from Hebrew school. He was also a promising student of the Torah who had to beat back his community’s efforts to ship him off to yeshiva.

Douglas first rediscovered Judaism after being in a helicopter crash in 1991. He reconnected with his roots, and had a second bar mitzvah at the age of 83. Now he studies weekly with Rabbi David Wolpe, a Conservative rabbi who occupies the pulpit at Los Angeles’s Sinai Temple. Douglas has also emerged as a committed Jewish philanthropist, giving money to rebuild playgrounds in Israel—in both Arab and Jewish neighborhoods—and to a multimedia theater at Jewish outreach organization Aish HaTorah’s World Center in Jerusalem, where visitors learn about the history of the Western Wall.





Because Douglas married two non-Jewish women, none of his four sons is technically Jewish, nor were they taught any of the customs and traditions. While Douglas contends in his book that he is not bothered by the fact that his children aren't Jewish, saying he cares only that they do good in the world, in person he is more candid.

When I asked, sitting in his sprawling front parlor in front of an abstract Robert Rauschenberg painting that contains the word "kosher" in bold letters, whether he is truly remorseless about not having Jewish offspring, he back-pedaled. "That's half-correct," Douglas admitted. "You see in the entrance to my home that I have a mezuzah," he said, pointing to the front door. "In it, it says you should teach your children. I never did that."

But if his sons Peter, Michael and Joel do not practice his religion—Eric was eventually bar mitzvahed during a stint in rehab—they are, he said, acutely aware that their father is Jewish. Resting on a bookshelf, above a copy of Leon Uris's Holocaust tale, "QB VII," prominently displayed in the inner sitting room, is an ornate menorah with violet- and peach-colored flower buds for candle holders—a gift from Michael on the occasion of his father's 90th birthday. "They've given me so many menorahs, I have to laugh," Douglas said, referring to his children. (For his 86th birthday, he added, Michael had 86 trees planted in Israel in his father's name.)

*"Kelsey decided without any prompting that she wanted to have a bat mitzvah.... now, her 11-year-old brother is talking about having a bar mitzvah."*

But it is Douglas's German-born wife of 53 years, Anne, who may have given him the biggest Jewish-themed gift of all: On the occasion of their "second wedding," commemorating their 50th anniversary, Anne announced that she was converting.

Judaism may have even skipped a generation in the Douglas line: His 14-year-old granddaughter, Kelsey, decided without any prompting that she wanted to have a bat mitzvah. Douglas said that at first he wasn't

convinced of her seriousness, thinking that she just wanted the extravagant party, but he was proved wrong. She studied hard to learn her Torah portion, he said, and now, even her 11-year-old brother, Tyler, is talking about having a bar mitzvah.

Douglas's final book—his ninth in a slate that includes two novels—is dedicated to his seven grandchildren. He worries, he said, that they are poised to inherit an intractably troubled world.

"Let's face it, the world is in a mess," he said. "Horace Mann, a great educator, once said, 'Be ashamed to die before you do something for humanity,' and as I get older, I see how correct that is."

*Rebecca Spence is a staff reporter at the Forward.*

