



Lesson Plan (50 minutes)

The Kibbutz: Israel's Collective Utopia

Step 1: Start with the goals/questions

Goals:

What are the goals of this lesson?

Affective – Students should appreciate the impact kibbutz values had on the State of Israel.

Behavioral – Students will apply kibbutz values, such as the importance of community and shared decision-making to their own lives.

Cognitive – Students should understand the advantages and challenges of communal living.

Essential Questions/Big Ideas:

What deep questions and enduring understandings do we want students to be grappling with?

1. How can an organization adapt to modern challenges while still retaining its core values and ideals?
2. Should the needs of the community be prioritized over those of individuals?
1. Kibbutzim served as living laboratories for Israel's ideology
2. The communal aspect of Kibbutzim merged important values with practical ways to build a new country.
3. Successful countries adapt over time to reflect their changing needs.

Step 2: Learning Plan

Hook/Trigger: (5 minutes)

Will I use a UED video, question, scenario...

Kibbutz candy game: Before students come into the room, divide up a bag of candy into different bowls. Some should have more and some should have less. Hand each student a bowl of candy randomly as they enter and tell them not to eat it yet. Once everyone is seated, welcome everyone to the Kibbutz, and announce that it is going to be time to eat the candy, but we must do it according to communal rules. Walk around with a bag and have everyone pour their candy in it. Then, with students' help, divide the candy equally amongst all the students and invite them to eat it.

Debrief:

- Did you end up with more or less candy than you had at the beginning?
- Did this system seem fair to you? Why or why not?
- Is there value in everyone getting the same amount of candy?

Learning Activity: (35 minutes)

What am I using from UED resources (video, discussion question, game, debate)? Do these materials fit the unit goals/essential questions?

1. **Video and Kahoot: (12 minutes)** Watch the [Kibbutz video](#) and play the [Kahoot](#)/review questions.
2. **Discussion: Choose 1 question (5 minutes)**
 - a. **Pros and cons of communal living**

Kibbutzniks did everything together, sharing communal responsibilities and even profits. What were some of the positive aspects of such extreme communal living, especially during the early years of the State? What were some of the negative aspects?
 - b. **Were kibbutzim fair?**

One member of a kibbutz might have been a doctor, making good money outside of the kibbutz, while another member did the kibbutz's laundry. They both would receive the exact same provisions. Does this seem fair to you? Why or why not? (You can connect this to the candy game played at the beginning)
3. **Learning activity: Choose 1 activity (18 minutes)**

a. **Kibbutz game of life**

Play [“the kibbutz game of life”](#) with your students. This game allows students to experience what life was like on a kibbutz in a fun and interactive way, and how its residents dealt with the many challenges of communal living. Make sure to debrief with them using the included questions at the end.

b. **The great debate**

Announce to the students that they are members of a kibbutz experiencing a crisis. Israel’s climate is shifting from a focus of socialism to individualism and younger members are leaving the kibbutzim to move to cities. Members are demanding change! Divide the class into two groups where each must argue whether their kibbutz should adapt as a result of these changing needs or remain the same.

Questions to consider:

- i. How might the kibbutz balance adapting to change without losing its core values?
- ii. What changes, if any, need to be made?
- iii. Some communities are shifting [from kibbutz to moshav](#), where aspects of communal living still exist, but families can make their own decisions and keep separate finances. Is this an adequate compromise? What would still be lost?
- iv. How much should external pressures (younger people are leaving the kibbutz, it seems outdated) influence a community to change its core values (communal living and working)?

Reflection: (5 minutes)

How can I help students connect with the material on a deeper and personal level?

Choose 1 question:

1. Life on a kibbutz

Imagine living on a kibbutz.

- In what ways would your life be the same and in what ways would your life be vastly different?
- What would you enjoy about kibbutz life? What would be challenging for you?

- It may feel like summer camp, with living in a bunk and eating in a communal *chadar ochel* (dining hall), but would you want that experience all year round?

2. Adapting to change:

Many kibbutzim adapted and changed in response to the challenges of the 1980s. Were they correct to adopt these changes or were they abandoning their core values?

- Share a time where you felt that you personally, had to adapt and make significant changes. What was difficult about it? Was it the right decision? Why or why not?
- Educators can also introduce the question of religious kibbutzim and how they adapt to the modern challenges of observing Shabbat and shemita (see Further Learning section for resources).

Step 3: Assessment

Checking for Understanding: (5 minutes)

Were my learning goals met?

Ask students to respond to one of the following prompts at the end of class:

1. List one positive and one challenging thing about living on a kibbutz.
2. Would you choose to live on a kibbutz? Why or why not?

Are kibbutzim relevant in Israel today or should they adapt to more modern models?

What to think about when lesson planning:

- Is my lesson being driven by the goals/essential questions?
- Is the UED video the hook or the learning activity?
- Do I have to adjust for the age levels of my students (excerpts, simplify the questions...)?