

## Short summary of games/events

### KahooTorah Bowl

I wanted the students to learn about three concepts: Melacha, Shvut and Melechet Machshevet. Apart from naming the 3 teams after these 3 concepts, I had the students learn and read small articles about each of these concepts to prepare them for 3 Kahoot quizzes. Teams were awarded points for individual placement (1st, 2nd and 3rd place) and overall team placement. Students who would normally not be motivated to read even simple Halachic articles took leadership roles on their teams, helping to teach the material to their teammates during the prep sessions before the Kahoots! Most of the material that I used was from the Halacha Education Center's Hilchot Shabbat student workbook: [http://www.halachaed.org/en/?page\\_id=141](http://www.halachaed.org/en/?page_id=141)

I also put together a few paragraphs on Shevut, uploaded as the file titled "4\_ Example of KahooTorah Bowl readings"

The links to the Kahoots that I used are included in my entry. The final Kahoot was done on the last day of the course and was a chazara on the first two Kahoots and the many melachot learned through the other events and games played during the week.

### Hungry Hungry Halachic Hippos

This game, a human version of Hungry Hungry Hippos, is one of the more popular games in Color War. Watch this YouTube video to see what it looks like:

<https://www.youtube.com/watch?v=4tGiFis0WKc>. Participants lie face down on a 4-wheeled scooter that is attached to a rope. The participant rolls himself out to the middle of the room and tries to scoop up as many balls/balloons as possible with a laundry basket in 3 seconds before a teammate pulls them back.

For our Hilchot Shabbat version, I easily connected the idea of collecting things in a basket with the melacha of *me'amer* and added in some *halachot* about *muktzeh*.

Different balloon colors were designated as different objects (fruits fallen from tree, fruits already gathered, non-muktzeh items and muktzeh items). I even used real fruit for

some of the games but it got a little messy! Please see the uploaded file titled “5\_Hungry Hungry Halachic Hippos” for the game instructions and *halachic* sources I gave to each team.

### **Iron Shabbat Chef**

Pretending it was Shabbat, students had to make tuna, a salad and salad dressing. They had to research the Halachic issues of preparing these foods on Shabbat, record themselves preparing the food in a Halachically acceptable way and present their foods and the halachot they learned to a panel of judges who awarded points for taste and adherence to halacha. Please see the uploaded file titled “6\_Iron Shabbat Chef” for the game instructions and *halachic* sources I gave to each team. There are also pictures and videos of the event - the videos really show how engaged the students were in learning the Halachot and experiencing them by carefully preparing the food in a Halachically acceptable (and delicious) way.

### **Minute to Win It**

Teams competed head-to-head in 5 timed competitions, where each competition involved a new practical melacha that the students had not been previously exposed to during HMCW. Click [here](#) to view the instructional videos of the actual games that I showed the students, including the 1-minute countdown clock between each video. After watching the instructional video, open the attachment titled “7\_Minute To Win It” to see which melachot were connected to each competition. Students were asked to guess the melacha after watching the instructional video before competing in the event. Links to websites expanding on the melachot learned were shared after the event and students were assessed during the final KahootBT Chazara bowl (see above).

### **Amazing Shabbat Race**

Students competed in a relay race, where each student on each team is assigned to a specific leg of the race where they have to do an action that is related to Hilchot

Shabbat (ex: squeeze orange juice, pop balloons, writing with icing, etc). See the attached file titled “8\_Amazing Shabbat Race” to see the specific legs of the race and the actions each student had to do. There are also pictures and videos of this event attached to my entry.

Students first interacted with the Halachic content of the race when they got to the last leg. The students were given a sheet, attached as a file titled “9\_Chayav Patur Mutar”, where they had to review every single action their team did so far, learn the melacha that the action is related to, and guess if the action they did is chayav, patur, or mutar to do on Shabbat.

Teams would later be presented with the official list and would have to prepare that information for the final KahooTBT Chazara Bowl.

### Other events

- Team Dvar Torah, relating to their team name
  - Example of student Dvar Torah from team “Melacha”:

What makes melacha unique? On Shabbat we can read and play, but we can't use a loom - and everyone knows how teens today love looms.

In the Friday night kiddush we read that God blessed and sanctified the seventh day “ki vo shavat mikol melachto asher bara elokim la'asot.” The two words melacha and bara both represent innovative work, but of different degrees.

Bara is creation work, of the kind that only God can do, fashioning something from nothing. Fittingly, it is the first verb in the Torah.

Melacha is also creative work. This is reinforced by its association with the construction of the mishkan. In other words, it is a kind of creative work that mankind can also undertake, and that humans share with God.

Interestingly, the melacha that leads to the construction of the mishkan also leads to another kind of work. Once the creative work of the mishkan is complete, it becomes a usable means of serving God. Judaism describes this kind of daily service with a third work-related word, avodah. Avodah takes place even on Shabbat in the mishkan and, later, the Temple. It is different from melacha, because in addition to being continuous, occurring every day, it is also routine - the daily sacrifices and rituals are prescribed and don't allow for innovation.

By doing melacha, we in some ways imitate the creative power of God. Because God rested that power on the seventh day of the week, we rest as well. But this does not mean that we can rest from all types of work. Instead, the rest from melacha that Shabbat gives us a chance to focus on our avodah, and to understand that to flourish we need both creative work - melacha - and dedication to routine and continuous effort - avodah - and that both in their different ways bring us closer to God.

- Team Video, that also relates to their team name
- Shabbat Halachic Game Day : students competed in games of Scrabble and Jenga and learned Halachot related to these games, such as boneh/soter, kotev/mochek. They were assessed on this information in the final KahootBT Chazara Bowl.
- Morning huddles to share the schedule with the teams and let them know what we would be doing that day
- End-of-day Debriefs to review what we did and the halachot we learned
  - Emailed debrief sent to students after class one day

Today's performance from the red team shows that even if you are down by a large margin, you can always crawl back into it!



Recap of halachot learned:

- The issurei derabanan of hilchot shabbat = **shvutim**, and why they exist
- what is **melechet machshevet**, and how a melacha can't be assur without it
- cutting toilet paper and the **melacha of kotzair/cutting**
- shaking out tablecloths in the wind/tossing confetti in the air outside and the **melacha of zoreh/winning**. now we know winnowing is a thing!!!!
- carrying things, even on a hat, outside of the eruv, and the **melacha of hotzaa/carrying**. wearing jewelry is not a violation of hotzaa, but wearing a toothbrush on the rim of your hat probably would be!
- sorting cards or cutlery into piles when you're not using them anymore, and the **melacha of borer/separating the bad from the good**. It is allowed when - 1. take good from bad, 2. do it with your hand (and not a borer tool) and 3. do it for immediate use
- building permanent structures (= melechet machshevet) and the **melacha of boneh/building**
- destroying permanent structures and the **melacha of soter/destroying**

**There is always room for error in judging these events, especially when there is one judge trying to watching 3 events at a time. I do my best to make an objective call, but even in professional sports when there are multiple referees and instant slow motion replay, bad calls exist in competitively judged events. Focus on the awesome times we are having together learning halacha, how we're doing crazy things like carrying toothbrushes on baseball hats in an LK class, and how you will probably be getting a 95+ on this HMC bc you're invested so much in this HMCWar. Thanks for being awesome!  
See you tomorrow!**

Rabbi Gordon

