

Students Support Haiti

Students Send French Messages of Hope to Haitian Earthquake Survivors

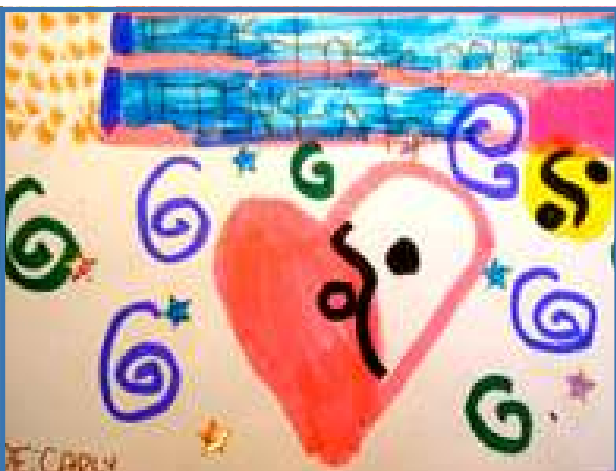


This past week, students crafted messages of hope to orphaned survivors of the Haitian earthquake. Through engaging in this exercise, they will inevitably strengthen their social awareness, global sensitivity and their sense of responsibility as Jewish citizens. Drawing on their French language knowledge, students will write the letters in French since it is one of the spoken languages in Haiti. Students are encouraged to write letters or draw pictures that express support, love and empathy for a similarly aged orphaned child in Haiti. The letters will be addressed "Dear Friend" or "Cher Ami" since there is no list of specific names. The letters will be stuffed into envelopes and distributed by Ve'ahavata's (Canadian humanitarian and relief organization) partner organization, Canadian Feed the Children.



Shoe Drive for Haiti

As part of their involvement with Project Give Back, Grade Five students organized a school-wide shoe drive, collecting new and lightly used shoes to send to Haiti and help with the relief efforts. With the help of Ellen Schwartz, founder of Project Giveback in conjunction with SoftMoc and Soles4Soles, the shoes will be shipped to Haiti by the end of January.



Word of the Month: Thinkers

We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

At Leo Baeck, our students are always thinking! Our school is unique in its combination of IB-inspired inquiry and critical thinking with the Reform ideal of creating a Jewish identity through informed personal choice.

TORAH SCROLLS



Grade 6 students recently completed their unit about Religious Texts which began around the holiday of Simchat Torah. The guiding question of the unit was "How do we honor sacred books belonging to different religions?" After studying some basic aspects about different religions and their sacred books from their philosophies to their physical structures, we concentrated on Judaism and the centrality of our Torah. As part of the study, each student created a Sefer Torah, decorating it with pictures and symbols that were meaningful to them. Students were also encouraged to craft their own message to appear on the inside of their Torah. The final step of the project was an oral presentation (which was videotaped) where students described the rationale of their Torah Scrolls. Both the students and their families enjoyed the process of creating the Torah Scrolls and the final product.

Miriam Glaser



Upcoming Events:

FRIDAY JANUARY 29

2:00 pm 3B leads Kabbalat Shabbat
2:45 pm 7B leads Kabbalat Shabbat

SUNDAY JANUARY 31 AND MONDAY FEBRUARY 1

LBPA Adult Play Baeck 4 More

MONDAY FEBRUARY 1

PD Day - School Closed

THURSDAY FEBRUARY 4

9:00 am Grade 1 Aleph Bet Ceremony

FRIDAY FEBRUARY 5

2:00 pm 2A leads Kabbalat Shabbat
2:45 pm 5A leads Kabbalat Shabbat

TUESDAY FEBRUARY 9

Prospective Parents Open House

FRIDAY FEBRUARY 12

2:00 pm 2B leads Kabbalat Shabbat
2:45 pm Grade 8 leads Kabbalat Shabbat

MONDAY FEBRUARY 15 AND TUESDAY FEBRUARY 16

Midwinter Break - School Closed

FRIDAY FEBRUARY 19

2:00 pm 4A leads Kabbalat Shabbat
2:45 pm 5B leads Kabbalat Shabbat

SUNDAY FEBRUARY 21

3:00 - 5:00 pm Preschool Purim Party

MONDAY FEBRUARY 22

2:30 Early Dismissal

Mazel Tov to the Families of our B'nei Mitzvah

February 6
Adam Satok

February 20
Sydney Greenberg

SK2 brings science to life!

As part of their study of penguins, the students gather in an emperor penguin colony huddle to see how the males and babies stay warm during the very cold Antarctic winters. Once the penguins on the outside are full of snow, they quickly switch places with the penguins on the inside.

Religious Centres Unit

As part of their Religious Centre Unit, Grade 8 students learned about the centrality of a religious centre to everyday communal life. The first stage of their understanding was brainstorming in order to properly define and characterize what a Holy Centre is. After an exploration of different religious centres in Toronto including synagogues of different denominations, churches and mosques, each student studied in depth a specific Jewish community across the globe and constructed their very own synagogue to serve the need of that particular community. The synagogues had to be tailored to a specific community, taking into account its needs and location. Their designs reflected the knowledge they gained throughout the unit using the Beit HaMikdash as a model. The unit helped the students learn to appreciate others' opinions and creations and to respect the creativity of other cultures and understand the significance of Religious Centres.

Leah Mamalider

