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Welcome From Steve Freedman
Head of School

Antoine de Saint-Exupery said, “If you want to build a ship, don’t drum up people together to collect wood and don’t assign them tasks and work, but rather teach them to long for the endless immensity of the sea.”

Put another way, motivation derives from wonder, curiosity and the yearning to discover. A more contemporary thinker, Daniel Pink, in his book Drive, similarly believes that motivation is engendered by an intrinsic desire for autonomy, purpose and mastery.

Think about this in your own life. When have you been most interested in learning? When you had the proverbial stick hanging over your head, in the form of grades or acceptance to school, or when you were truly interested in a subject, and had the curiosity and interest to pursue it? Schooling, as opposed to education, takes students through a process of learning skills and content, the mastery of which is more often than not assessed through tests. The majority of students promptly forget most of what was taught soon after the test because the motivation was extrinsic. I am confident that many of you had the same experience; we all have.

In actuality, we tend to learn and retain information and ideas when our pursuit of knowledge is meaningful and authentic. This is usually inspired by curiosity, a special interest, a compelling “essential” question, or because one is seeking an answer to a problem.

Schools committed to student learning -- and not schooling -- are creating environments that foster curiosity, motivate students to answer big questions or solve real problems, and incorporate creativity using skills and strategies that are relevant and transferable to multiple settings well beyond one’s school years!

Hillel Day School is one such school.

Whether it is in Jewish or general studies, this issue of Divrei Hillel gives you a sense of how Hillel is creating a learning environment that fosters a sense of wonder, prompts curiosity, and challenges students to engage in finding answers and solutions to big questions and problems. At Hillel, we want our students to “long for the endless immensity of the sea,” in order to inspire a passion for learning in each child.

Steve Freedman, Head of School

BREAKING NEWS

Hillel has received two major gifts that will facilitate the completion of Hillel’s top-to-bottom renovation. The William Davidson Foundation has awarded the school a $3.23 million grant to renovate the 3-4 and 5-6 wing of the school, and Audrey and Bill Farber and Family have given the school another $2.84 million to renovate the K-2 wing. The gift from the Farbers follows an initial $5.3 million gift in 2014 for the first phase of the school’s renovation, which included an Innovation Hub, greenhouse, and new art, music and science rooms, as well the new miznon (café) and mercaz, or heart of the school. That first gift was followed by another $1.3 million to renovate the upstairs 7-8 wing, which you can read about on page 11. In all, the Farber gift totals $9.24 million.

The timing of the gifts coincided with Hanukkah, a coincidence that wasn’t lost on Steve Freedman, Head of School. “Just as Hanukkah celebrates the miracle of the oil that was supposed to last only one night, so, too, do these incredible gifts remind us that miracles, especially those which require our participation, happen in our lifetimes. With these gifts, we will have transformed all of our learning spaces for K-8, making it possible to create the most effective learning environment for our children, specifically designed to meet the varied learning needs of each age group,” he said.
Have you ever wanted to see a movie after watching its preview?

Students can use their knowledge of a book to create a teaser in a creative and meaningful way. By making book trailers (digital storytelling), computer users become creative storytellers; they reformat books in a way that excites a new reader. To become a digital storyteller, students reimagine the information in a way that relays important elements of literature, while allowing for their own creative expression. Simply put, book trailers visually represent a book in video format. At the end of last school year, I facilitated a book trailer project with the fourth grade. It took several weeks, and as a result, students had creative and informative videos about books that they had enjoyed.

In order to create a book trailer, students determine a book’s central ideas/themes, as well as summarize the important details within the text. The students then write a storyboard or a script. They must choose pictures and music to include, as well as determine the narrative to support their story. The pictures and music enhance the story, and must be copyright-free, which leads to a great discussion on copyright and safe Internet use. Last school year, the students assembled their pictures and music in Microsoft Movie Maker, and used microphones to record their voices reading the narrative, using effective oral speaking skills. Finally, the students compiled their pictures and audio to create the product.

While last year the book trailers were created on PC laptops, having access to iPads this year...
will make the creative process much simpler. This year’s fourth grade will create book trailers using iMovie, an app that has a book trailer option. It provides a scaffolded process for students to create an outline and storyboard while they work, streamlining the process. Book trailers are a creative way for students to apply existing knowledge to new ideas, and I can’t wait to see what the students create this year!
Tower of Learning: Math Blocks Build Skill in Young Learners

By Elizabeth Canvasser and Nancy Cohen, first and second grade general studies teachers

In our first and second grade classrooms, we plan hands-on activities that incorporate student exploration and creativity. It is essential that our lessons encourage risk-taking, open our students’ minds, and allow our students to further discover their surrounding world. After attending a professional conference about technology and STEM products, we have introduced SUMBLOX to help us reach our creativity goal.

SUMBLOX, a mathematical block system, combines the benefit of play with the properties of math. SUMBLOX enriches the classroom with multisensory learning opportunities, sparks curiosity, and meets the individual needs of all students. When our students initially saw these block manipulatives, they enthusiastically screamed, “Cool! We get to build!” After students had sufficient time to explore, they soon discovered that SUMBLOX were numbers of different heights. As they continued to play collaboratively, they noticed how the blocks could be used to model number sentences. For example, they could find different addends to equal the sum of 8. In order to check for accuracy, the addends must stack up to the height of the numeral 8. While working together, students were able to find different equations for the sum of 8 while constructing unique block structures.

During Math Workshop, our first and second graders are thrilled to use SUMBLOX, and we often implement them as a rotational math center. As teachers, we are gratified to see this creative building system help our students learn their math facts in a fun and enriching way. By having time to explore and investigate, our young mathematicians are compelled to talk about their ideas. With their peers, they naturally engage in meaningful conversation about addition, subtraction, and measurement. The introduction of SUMBLOX into our classroom has exceeded our expectations, and we know that it will continue to positively expand our students’ minds as we explore multiple addends, mixed operations, multiplication and even fractions.
New *Siyyum* Class For Eighth Graders Confronts the Big Questions

By Saul A. Rube, dean of Judaic Studies, and Rabbi Jonathan Berger, *Rav Be’It Hasefer*

"Is it really okay to wrestle with God? What if I feel like walking away?"

"Is there more to *Tikkun Olam* than bringing in canned food?"

"How can we balance doing a mitzvah with actually feeling spiritual?"

*Siyyum* (Hebrew for completion) is a new, thematic way for Hillel Day School eighth graders to confront, head-on, these and many other big questions about being a modern, thinking Jewish teenager. Typically, students encounter the classic texts and ideas of our tradition through Tanakh and Rabbinics classes. This year, we sat with Dr. Seth Korelitz and Mrs. Amira Soleimani, members of our Judaic Studies faculty, to create a new class, blending both subjects, and incorporating thematic units based on our Hillel Day School Core Jewish Values.

The class incorporates Biblical, Rabbinic and modern texts from a variety of genres, along with a range of educational activities. For example, during the unit on "V’Aharta-A Personal Relationship with God," we explored texts that included the Sinai revelation, Elijah’s evocative description of the "still, small voice," Abraham’s wrestling with God regarding both Sodom and the binding of Isaac, Jacob’s struggle with the angel (his conscience?) that earned us all the name Yisrael, Primo Levi’s powerful poem "Shema," midrashic excerpts, and more. Students also have elective opportunities to explore more deeply aspects of units that are intriguing to them.

"*Siyyum* is very interesting," said student Jacob Banooni. "It is great to be able to talk with classmates and adults about these big ideas in a safe and organized way."

We recently had the opportunity to discuss Hillel Day School’s new *Siyyum* class with colleagues from Jewish day schools across the country; many expressed interest and asked for assistance in extending this new approach into their schools. With the structured, regular student feedback that is built into the course, we are confident that *Siyyum* will continue to grow and develop into both a great completion, and a strong foundation for further Jewish learning in high school and beyond.
The fifth graders have been studying human body systems to learn how they carry out important life processes. In groups, their goal was to research one human body system, and then prepare a presentation, a lab, an assessment, and a model based on that system. By providing a variety of media to their classmates, students were able to reach the visual, auditory, and tactile learners among their peers. All electronic information for the lesson was prepared using Google Apps.

The Google suite of tools enabled the students to communicate and collaborate with each other and with me. Students were able to simultaneously work on any portion of the project and receive feedback about necessary edits, as well as use these same tools to communicate to their classmates. Their work was then shared through Google Classroom for the students to complete a lab paper and take the assessment. The seamless ability to move between apps and to communicate and collaborate was crucial to their success in this project.

During the research process, students used online and text resources to learn about the human body’s main organs and structures, how an organ works, a disease associated with it, connections to other body systems, a “digging deeper item” of their own choice, and a Jewish connection to the human body system. For example, students studying the urinary system taught their classmates about “Asher Yatzar,” the blessing one says after going to the bathroom. Students documented their research and resources.

Once their research was complete, the students prepared a presentation for their classmates in a manner that made the information visually appealing, easily understandable, and informative, while making sure that their communication was organized, clear, and free of grammatical errors. They were also charged to include an interactive website, which one group used to review the nervous system, a short video, or a song that would keep students engaged in the learning process during their presentation. For example, lyrics in a song about the respiratory system were, “We give oxygen to blood and blood to organs so that they will function with ease.”

After their presentations were complete, the students began to prepare a lab that they could carry out during
their lesson. They could alter existing ideas found online or come up with their own ideas. The only requirements were to use the scientific method, prepare resources to be used in the lab, and prepare a lab sheet for the lab groups to fill out. They were assessed on whether their lab flowed smoothly, was engaging to their fellow classmates, and provided relevant material on the human body system. One group simulated the spread of germs among a group through just one person being infected. They were able to see that the more people that the infected person came in contact with, the more people became infected.

After their labs, students prepared an assessment of what they had learned. It included each of the eight guiding questions from their research, and had to be composed in a way that would accurately reflect student’s knowledge of the questions. The students, as teachers, were responsible for grading their assessments. Finally, students used the maker space to build a model of the main organs of the human body system. Models had to accurately reflect the organs and be labeled properly.

This project allowed fifth grade students to practice a variety of necessary skills for the 21st century. Collaboration, communication, critical thinking, and creativity were all in use as students also displayed character and community as they worked together. As a teacher, it was gratifying to see them learn in a truly engaging experience.

Some things are simply better together.
Puddles and Rainboots
Leaping and Learning
Character and Core Values
Innovation and Identity

2015-2016 ANNUAL FUND
support Hillel today: http://tinyurl.com/zyk2xdf
Meet the Faculty:
Michelle Wolfe, 4th grade science & 5th grade math teacher

Come springtime, 180 yellow daffodils will bloom on Hillel's property in memory of the 1.5 million children who perished in the Holocaust. The bulbs are part of a worldwide effort to preserve the memory of those who died, as well as to raise awareness of continuing human suffering around the globe.

The project comes to Hillel thanks to Michelle Wolfe, a new member of the faculty who teaches fourth grade science and fifth grade math. “It’s a way to commemorate Yom Hashoah in a way that actively involves students, who will do the planting themselves,” she said.

The hands-on project received immediate support from the school’s administration, just one of the many benefits of teaching here, Mrs. Wolfe said.

“Unlike at other schools, where you can confront a lot of red tape, here, passion is respected, and teachers are supported to run with their ideas.”

Wolfe, a former attorney, is a role model for students who want to follow their passions. After raising her four children, she left the practice of law to obtain a master’s in education, and worked as a para professional at Lone Pine Elementary, in West Bloomfield, before joining the Hillel faculty this year.

“I had always wanted to teach, ever since I was a little girl,” Wolfe recalled, “And I couldn’t be happier teaching the curriculum here. It’s so enriching, full of real content, and the students in fourth and fifth grade are really learning to become independent at this age. There’s a lot of hands-on learning they can do.”

For example, in their study of sound waves, fourth graders will conduct a group activity in the maker space to demonstrate their understanding of pitch and vibration.

Two of Wolfe’s own children attended Hillel, so “it’s nice to be here” as a teacher, Mrs. Wolfe said. “With the school’s sense of warmth and community, the minute I walk in the door each morning, I feel at home.”
Flexible Learning Moves Upstairs as 7-8 Wing is Renovated

In the colorful common areas in the newly renovated 7-8 wing upstairs, Jacob Ellenbogen, an eighth grader, sees students collaborating, teachers educating, and a community busy at work. Just a few months ago, he remembers standing at the top of the stairs in anticipation, while Steve Freedman, Head of School, and the Farber family introduced the 7-8 division students to their new space, which was the result of the Farber family’s transformative gift to Hillel Day School, and which responds to students’ desires for self-driven learning and creativity.

“What I saw was breathtaking,” Jacob said. “The new space is amazing. It’s open, there are mobile chairs and tables, booths, couches, monitors, and, of course, lots of color. Each learning studio can easily be arranged to suit the teacher and students on any given day. Each common area has its own special comforts and lots of natural light. It feels like the perfect place to learn. And I love the dry-erase walls!”

“Learning upstairs is a wonderful experience,” eighth graders Nia Kepes and Maya Wolcock concurred. “First of all, learning in open spaces is a great way to encourage creativity and let minds wander. When students are required to do group work, they are not cramped and limited to one classroom. We are able to spread out through the many common areas and open spaces to collaborate.”

The new stylish furniture is exceptionally comfortable and the newer model SMART Boards are particularly easy to use, they added. “Furthermore, most of the colorful walls around the upstairs double as dry-erase boards, so when we need a quick and easy way to jot down ideas, we pull out our markers and write on the walls. Dry-erase walls also allow students and teachers to explain concepts using visuals.”

For teachers, the students surmised, the newly renovated teachers’ office, which is shared by all faculty, is a great new addition. “Teachers are no longer interrupted by pestering students running into their classrooms and disrupting their work or breaks. They can work quietly, and collaboratively, in an environment in which they can form bonds, interact, and work together regularly.”

“I realize just how lucky I am, not just for the space, but to attend a wonderful Jewish school, and to have people like the Farbers who care about our education,” said Jacob. “I’m so excited to enjoy the space for the rest of my Hillel experience!”

Winter 2016
Creative Encounters of the Hillel Kind

By Joan Freedman, Director of Curriculum, and Saul A. Rube, Dean of Judaic Studies

We keep hearing about how important creativity is in the workplace, and in schools, but how should we be teaching creativity skills, and why? We have been on this journey for several years at Hillel, and we decided to zoom in on creativity this year. We believe, based on research by many leaders, that there are a few critical factors necessary for developing students’ creativity. One is the school environment. It must support and encourage creative thinking and work, where risk-taking is encouraged. The other is teaching specific skills and strategies, and assessing them in the context of academic learning.

The Partnership for 21st Century Learning (a coalition bringing together the business community, education leaders, and policymakers to position 21st-century readiness at the center of U.S. K-12 education) lists skills critical for creative thinking:

Idea Generation—Use a variety of strategies (i.e. brainstorming, flexible thinking, elaboration) to think of new ideas;

Work creatively with others—Be open-minded, consider other perspectives, and solicit feedback;

Implement innovations—Bring creative ideas to reality

When creativity is a focus in the classroom, and resources are in place to support creative thinking, students can learn how to be more creative. To truly facilitate authentic creativity, we also need a way to assess it. We need to know what is working, what is not working, and what can work better.

At Hillel Day School, we are in the midst of an important shift from traditional assessments, which relied heavily on tests and similar measurements that, at best, took a snapshot of what a student knew at one moment. Rather, effective assessment is more like a scrapbook of mementos and pictures. The “scrapbook” that an effective teacher-assessor gathers along the way includes performance tasks, written assignments, quiz items, informal checks for understanding, observations and dialogues, and projects. These tasks help to determine student progress, and also help students to develop their own understanding of concepts and skills.

Our membership in EdLeader21, a national consortium of forward-thinking and -acting schools and school districts, gives us access to the latest rubrics specifically designed to assess creativity in the context of performance assessments that are aligned with our educational goals. These are being piloted and implemented in many areas, such as the fourth grade Tu B’Shvat Imaginary Tree, the body systems designed by fifth graders, creation of Rabbinics SmArtifacts that help make abstract concepts more concrete, a Jewish Identity MakerFolio that will be incorporated into the new Siyum class, the personal pieces that eighth graders produce as part of their Exploration, and many others.

Through our amazing creativity-facilitating educational spaces, and the mindful design of lessons that integrate the skills and assessment necessary for creative thinking and doing, Hillel Day School is prepared to graduate authentically creative students who will be well-placed to rejuvenate and enrich the Jewish and broader communities for years to come.

“HILLEL IS PREPARED TO GRADUATE AUTHENTICALLY CREATIVE STUDENTS.”
Hillel Students Give Divrei Torah

Students in fifth through eighth grade present Divrei Torah at the start of board of trustees meetings, and at professional development get-togethers. Here are excerpts from a couple given this year:

By David Nakisher, seventh grader

...Regarding Parashat Vayera, and God’s order to Abraham to sacrifice Isaac: Put yourself in Abraham’s shoes, and say to yourself, “Where would I find someone that I trust so much I would kill my own child for them?” Then put yourself in Isaac’s shoes: “Why wouldn’t I run away when I heard that someone was going to kill me?” The answer to all of those questions is trust and faith, and deep within the both of them, Abraham and Isaac, they were both filled with trust and faith in God.

They each realized in their own way that even in this situation that looked so awful, God would take care of them, and it would somehow work out okay.

While situations at Hillel are not usually as dramatic as Akeidat Yitzhak, we can still learn lessons from this that mean something to us today. We each need to work on building trust with our friends. Also, in some way or another, while being a Hillel Day School student is great in so many ways, at different times we may each need to sacrifice something for it, too. When that happens, we can remember the story of Akeidat Yitzhak, and remember that sacrificing for something we believe in can be a good thing, and we can trust that it will work out well in the end.

By Jonah Leemis, fifth grader

I would like to talk about the similarities between Pharaoh’s daughter/וְכֶלֶד חֳנִית, Sarah, Abraham’s wife, and Moses. All three of them had moral courage and a strong sense of what’s right, even though Moses and Sarah Ð lived many generations after Sarah.

As a baby, Moses went through way too much excitement; getting sent down the river in a basket is really dangerous!! As a boy, he learned from his real mother Yocheved that he was Jewish but he also learned from his foster mother (וְכֶלֶד חֳנִית) how to be an Egyptian. As a man he was a proud prince, until he killed a taskmaster for beating a Hebrew slave, and fled to Midian to get away from Pharaoh.

Moshe demonstrated many leadership qualities. In some ways, he was a born leader, but he did not actually show his desire to stand up for the weak until he was a man. After he reached adulthood, we read in Sefer Shemot that he did so twice. First, when the Hebrew slaves were fighting with the Egyptians and each other, and later on in Midian with the shepherd girls at the well. Moshe had a good role model in terms of standing up for what was right, his Egyptian mother, Bat Paro. I admire her empathy and caring for baby Moses and moral courage to take him in at her own peril.

How can we apply these leadership and moral courage lessons in our lives at Hillel? One way is to stand up for a friend if he or she is going through a difficult time, even if doing so might be scary or difficult; it’s still the right thing to do. Another might be to have empathy, for example, if someone needs cheering up or a friendly face. Even seemingly small acts like this can make a big difference, especially if you were the one being cheered up. Both of these examples demonstrate our Big Idea from TaNaCh: Small Acts Make Big Heroes.
Noah’s Rainbow, Seen through Science

By Aaron Newman, ECC 4-Grade 3 science teacher

The central theme in both the ECC 4 general studies classroom and science is “What a Wonderful World.” All of our lessons tie back into this universal idea. By providing a cohesive theme between both classrooms, students transition to their science experience in a deep and meaningful way. Our approach in ECC science, as it is in all Hillel science classes, is to have as many hands-on opportunities as possible. And having multiple adults in the room during science affords us the opportunity to meet the individual needs of each student.

Just as the Torah begins with creation, we start ECC science by examining how Hashem created us as unique individuals. Students make observations of their fingerprints by using ink pads and magnifying glasses to get a better sense of how we are all special. We examine a few of the common fingerprint patterns and how no two sets of fingerprints are alike. The ECC scientists also investigate using prisms shortly after Parashat Noah. After the flood subsided, Hashem made a rainbow as a sign that He would never destroy the world again. Students learn all about Noah, the ark, and the rainbow in their classrooms, and in science we examine how white light separates into all of the colors in the visible spectrum through a prism. This lesson on prisms and rainbows also leads to a rich discussion on primary and secondary colors. Our ability to provide meaningful hands on lessons that integrate science, math, and Torah help our young scientists develop a love for learning and exploring the world around them. After all, it’s a “Wonderful World.”
ECC Students Learn through Play

By Robin Pappas, director of early childhood center

Learning in the ECC looks and feels different from the K-8 program. What you see is our youngest learners engaged in active learning. It is important to keep in mind that children learn through play, they learn by being engaged, and they learn by experimenting. It is apparent that they are learning when you see arks built in so many unique ways. Or when there are more creative rainbows than you can count. Or when you walk into a class of 2-year-olds and they are singing Shabbat songs loud and proud; you know then that they are learning. It is amazing to sit and listen to our children share their energy and enthusiasm as they investigate their world. Their learning is not always shown in the final project, but in the process it took to get there. This enthusiasm and energy is what we value and nurture in the ECC each and every day.

Zero Hour Ivrit with Ronit

By Ronit Marom, kindergarten Judaic studies teacher

The first bell rings at 8:05 a.m., but four mornings per week, exposure to Hebrew begins at 7:30 a.m. for new Hillel students to work on skills that bring them up to speed with their peers.

Led by teacher Ronit Marom, the class benefits incoming students by accommodating their needs outside of regularly scheduled class time, allowing them extra time to work on reading, writing and conversational Hebrew. In the small setting, students feel comfortable asking questions, and they gain self-esteem in their new environment.

Marom works collaboratively with the students’ teachers to ensure she focuses on skills necessary for their grade level, and she uses a variety of activities and textbooks to achieve their goals.

“I am able to spend quality time with each student while they are engaged and immersed in the Hebrew language,” Morah Marom said. “I am so pleased with the progress these students have made since the beginning of the year. They take pride in their accomplishments and are eager and excited to learn each day.”
New Family Profile: Meet the Liss Family

By Gabriella Burman, communications coordinator

Ilan and Zachary Liss like to say they had their first kiss when they performed together in their Hillel Day School eighth grade musical, Bye Bye Birdie. Both graduates of the class of 1994, the couple are now married with three daughters. Lily, a first grader, and Eden, an ECC 4-year old, both attend Hillel. Ruby is seven months old.

“We both had positive experiences at Hillel, and wanted the same for our kids,” Ilana said. “We have strong Jewish ties, and it’s easier to reinforce what’s going on at home when the kids are in a Jewish day school. I mean, I grew up in Windsor, and my parents schlepped me across the border to get to school. Now we live in Birmingham, how could I not do the same for my kids?”

As much as Ilana, Director of Strategy for Schechter Wealth Management, and Zachary, a physician, both enjoyed Hillel, they find the school even more impressive today. “The school really offers the whole package, different and better than you will find in other schools. The secular education and the facility is better than ever, plus the Jewish values component, teaching your kid to be a mensch. I really can’t stop raving!” Ilana said.

For Lily, especially, the transition to first grade has been “smooth sailing,” as the family returned recently from a two-year stint in Cincinnati, where Zachary completed a fellowship in pediatric urology.

“Ohio was nice, but while we were there we were reminded of how special Hillel is, and how much we wanted to return to Detroit,” Ilana said.

Lily’s teachers “know when she needs help or extra challenge, and with two teachers in the classroom, they really are in tune with her, academically and socially. And Eden also has had a wonderful start to the school year,” Ilana said.

“What more can I say?” she added. “We’re really pleased and proud to be here.”

SAVE THE DATE - Hillel Day School Presents: Disney’s Mulan

The show has been cast! 22 talented Hillel students in fifth through eighth grades will entertain audiences in Disney’s Mulan this spring. The show will be performed on Thursday, March 31, 2016, at 7:30 p.m. and Sunday, April 3, 2016, at 2 p.m. in the Blumenstein Gymnasium.

“Disney’s Mulan gives students the chance to perform in multiple roles and situations,” said Michael Brody, Hillel’s drama director. “There is also a very strong female leading role. She learns to believe in herself, and her ability to help her family and her country. This is a great example for all young people today!”

So if you’re in the mood for beautiful sets, costumes, and great acting and singing, save the date, and support Hillel’s budding thespians!
Staying Safe on the Digital Playground

By Marnie Diem, coordinator of technological adventures

I don’t know about you, but when I grew up, my playground was grass-lined and sky-covered. Its metal slides and wooden climbing structures made me feel like the tallest person in the world. I loved those days! Playgrounds have changed drastically since then. Not only have the metal slides and wooden structures been replaced by PVC, and BPA-free plastic, but the playground has also gone digital.

Kids now play with Instagram, Facebook, SnapChat, Twitter, Oovoo, texts, emails, and dozens of other tools that have become a part of their everyday play. Kids don’t consider it play, they consider it life. It’s we, the adults, who sometimes don’t quite understand why kids are always playing with their devices! While we might never fully understand our child’s connection to these playground items, it is important for us to learn how to help our kids play safely.

At school, all of our children experience age-appropriate lessons on how to be positive digital citizens. Youngest learners focus on safely handling and interacting with technology. Middle grades begin exploring how to make good choices online. Older grades learn to discriminate between “good” factual information and any inaccuracies that may cross their screens.

The emphasis is on empowering our students to make smart choices, both on and offline. A phrase we like to use is, “If you wouldn’t want your Bubbe, Zadie, Mom, or Dad to read it, then don’t put it online!”

It can be challenging for kids to understand that the digital playground is a permanent one. Unlike the playgrounds of days before, where slides can be torn down, anything we play with online is there forever, even if we think we deleted it. By approaching digital citizenship from an empowerment angle, we are showing kids that they have an element of control over their digital world. And just as their choices in life have consequences, there are consequences to their online behavior. But instead of scaring kids to stay safe, and to avoid the “strangers” who prowl online, we are teaching them to play smart.

Parents can also help children make good choices online. Remind them that unplugging is important, and that turning off one’s device can be one of the gifts of Shabbat. Be a good role model, too. Avoid posting things online yourself that could hurt others. Most importantly, help children to understand that just like in the real world, if something doesn’t feel right, like a website that asks for too much personal information, then they should tell an adult. Whether they are six or 16, everyone can enjoy the digital playground, as long as they know how to play together safely!
Participating in intramural or interscholastic sports offers a wealth of learning opportunities for participants of all ages and abilities. A strong foundation of athletic skills is taught during classes, which can be easily be learned and transferred into a team setting. Our coaches are well-versed in their given sports, and they guide our athletes with derekh eretz and teamwork in mind. Whether our student athletes are practicing, competing, or enjoying an intramural, they will benefit from the physical activity and positive experiences.

Our fall interscholastic season involved nearly 80 students this year, a substantial increase over previous seasons. The turn-out brought new excitement and enthusiasm to our program, allowed for a variety of skill levels to participate, and in some circumstances allowed students to participate in a team sport for the first time! In many cases, returning players took leadership roles, helping younger, less experienced teammates. The camaraderie and team climate was astounding.

Our four competitive fall teams included coed cross country, boys’ soccer, boys’ tennis, and girls’ volleyball. Our cross country team was led by our veteran coach, PE teacher Nancy Croitoru. She has been with the team for 18 years. Joining her this season was Coach Floyd Jolliff. He brought his collegiate coaching experience and encouraging approach, which added greatly to the coaching dynamics. The team had a wonderful season. Top runners were fifth grader Elyssa Biederman, and eighth grader Jacob Ellenbogen.

The boys’ soccer team was led by PE teacher Brad Freitag, who returned to the team for his 12th season. Coach David Venning returned as well, bringing to the field his personal soccer experience and positive relationship with the players. It was a great season tinged with a bit of sadness as after the season, the team said goodbye to five eighth graders who will be moving on at the end of the school year. We wish Will Bloomberg, Raphael Ifraimov, Ben Klein, Ethan Mostyn and Jacob Schlussel well in their high school athletic endeavors.

Coaches Laura Gittleman and Stephen Maiseloff of the boys’ tennis team welcomed a large turnout as well, with nearly double the players from last fall. Both David Hermelin and Eli Grey led our team with strong singles competitions. Our girls’ volleyball team, led by returning coaches Steve Jones and Tony Sanders had a fantastic season full of growth and skill development. The coaches could not be happier and look forward to next year, with many student-athletes returning. We wish our three eighth grade players, Nia Kepes, Hanna Lapovitch, and Erin Mattler, well, and hope that they continue their athletic participation in high school.
The Combined Power of Word and Image

By Trevett Allen, director of innovation

This summer, Hillel teachers were deep in the Pennsylvania back country studying the integration of Arts and Judaics. Dr. Seth Korelitz, Adam Kellert and I were there to learn from world-celebrated Jewish artist David Moss, his daughter Elyssa Moss-Rabinowitz, and Rabbi Matt Berkowitz. We were also joined by a team of rabbis and educators from Legacy Heritage Foundation, teacher teams from Houston, Boca Raton, Chicago, and St. Louis, as well as Yehuda Roothner, Director of Camp Stone. Teachers created Jewish-themed art and learned new methods of teaching others how to think creatively, and then applied their learning through instructing the many talented campers in new techniques.

Judaism is a religion of the word, and yet, visual metaphors and visual representation lend it great richness and meaning. They are especially powerful to ensure that we reach the unique minds of all of our students and community members. The combined power of word and image leads to deeper understanding and innovative actions.

Hillel faculty looks forward to implementing these new techniques to revitalize our study and celebration of hagim among our fifth through eighth grade students. These new techniques not only integrate art but also use our Farber Family Idea Collective and collaborative education practices, leading to discovery and joy in service of learning.
In a change of pace, this year’s Annual Gala will take place in Hillel’s beautifully transformed facility, on Sunday, May 22, 2016. We will honor Beverly and Arthur Liss with the Dream Maker Award, and Norma and Michael Dorman with the Rabbi Jacob E. Segal (""l") Award. Please save the date, and join us in celebration of our honorees and our Hillel community!

The gala will also acknowledge the recipients of this year’s Distinguished Alumni Awards, arts patron, Elanah Nachman Hunger (class of 1988), Pulitzer Prize winning journalist, Charles Ornstein (class of 1988), and Director of Clinical/Translational Research, Department of Radiology, University of Illinois Hospital & Health Sciences System, Dr. Ron Gaba (class of 1990).

We have listened to our parent community and have implemented many family-friendly events for our parents and students this year. In doing so we have raised funds and built community, all to support educational programming, and the development of our faculty.

Hundreds attended the Family Shabbat Dinner and Hanging and Hayride events in the fall, and our Movie and Munchies event this winter. More events are scheduled for this spring, including our annual favorite, the Israel Independence Day Carnival, and the Annual Gala.
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Dream Maker Award
Honorees Beverly and Arthur Liss

Hillel Day School is pleased to announce that this year's annual Dream Maker Award honorees are Beverly and Arthur Liss, dedicated communal leaders. In addition to their strong support of Hillel Day School, as both past parents and current grandparents, Beverly and Arthur have been involved in numerous organizations and activities in the Jewish and greater community.

Over the years, Beverly, originally from Corpus Christi, Texas, and a graduate of the University of Texas, has served in multiple leadership roles including Campaign Chair and President of Federation's Women's Department, Chair of the Jewish Women's Foundation, Vice-president of Jewish Federation of Metropolitan Detroit, Chair of Federation's Alliance for Jewish Education, Co-Chair of Federation's Family Mission, Co-Chair of the Jewish Education Visioning Committee, President of Adat Shalom Synagogue, Chair of the Penny B. Blumenstein Leadership Institute, Chair of Federation's Annual Campaign, Chair of Gleaners Power Breakfast, and Board of Trustee for Hillel Day School. She has served on the National Young Leadership Cabinet, is a member of JESNA (Jewish Education Service of North America) and the National Women's Philanthropy Board. Beverly received the Sylvia Simon Greenberg Young Leadership Award.

Arthur, a native Detroiter, and graduate of Wayne State University's Law School, has specialized in litigation for 35 years, and has tried cases in numerous states. He has been admitted to practice in many courts, including the Supreme Court of the State of Michigan, and the United States Supreme Court. He has received many honors in the legal community, including being recognized in the “Best Lawyers in America” and being a Fellow of the “Million Dollar Advocates Forum.” He has authored and lectured in his area of specialty (catastrophic no-fault) throughout the state of Michigan.

Arthur has served on the boards of Adat Shalom Synagogue, Project Otzma (National Board – Local Chair for 8 years), Jewish Federation of Metropolitan Detroit Board of Governors, the Anesthesia & Critical Care Research Foundation, University of Chicago, Beaumont Foundation, Royal Oak, Michigan, and the Executive Board of the Michigan Trial Lawyers Association. He was also President of Hebrew Free Loan Association.

Beverly and Arthur are very proud of their children Stephanie and Jeremy Liss, Lindsey Liss, and Ilana and Zachary Liss, all graduates of Hillel Day School. They are adoring grandparents to Micah and Max Liss, Jesse, Levi, Georgie, and Tate Gell, all students at BZAEDS in Chicago, and Lily, Eden, and Ruby Liss, all students, and a future student, at Hillel Day School.

Please Join us for our Annual Gala...

Celebrate our honorees Beverly and Arthur Liss & Norma and Michael Dorman and Distinguished Alumni Award winners Dr. Ron Gaba, Elanah Nachman Hunger and Charles Ornstein
Rabbi Jacob E. Segal (z”l) Award Honorees Norma and Michael Dorman

If you’re a Hillel parent whose student ever attended the fifth grade Shabbaton, you have Norma Dorman to thank. A longtime parent at the school, she created the program when her daughter, Tedi, was a student. It soon became the first of the annual Shabbatonim for fifth through eighth grade students, helping them build community and celebrate Shabbat together.

Norma’s involvement was vast and her impact everlasting. She cooked for countless school events, created school cookbooks, volunteered for just about every program, including the Yom Ha’atzma-ut Carnival, faculty welcome breakfasts, the Torah and Siddur parties, and much more.

In Detroit’s larger Jewish community, Norma’s impact has been equally powerful. She has served on the executive board of Adat Shalom Synagogue, where she was also the Sisterhood President, served as the co-chair for the Detroit region of the Jewish Theological Seminary, Education Vice President of Federation’s Women’s Department, and on the Frankel Jewish Academy’s PTO. She is a member of Federation’s Partnership 2000 Steering Committee, and the Jewish Women’s Foundation, and has supported American Friends of Magen David Adom, Michigan Friends of the IDF, and Federation Women’s Philanthropy. She is the 2014 recipient of the JTS Shin Award, and a 2010 Shalom Street Mitzvah Hero.

Michael Dorman is chairman of the Department of Dermatology at Huron Valley-Sinai Hospital. In addition to memberships in several medical societies, he is active in the Jewish community on behalf of AIPAC, and as a board member of the Maimonides Society of the Jewish Federation of Metropolitan Detroit. He is currently secretary/treasurer for the Adat Shalom Synagogue Men’s Club, and the Jewish Senior Life Foundation. He is also a past board member of Hillel Day School.

In addition to Tedi, now 21, Norma and Michael are the proud parents of Hillary, 23, and twins Hershel and Pearl, 18. All are graduates of Hillel Day School and the Frankel Jewish Academy.

For their commitment to strengthening Jewish life and education, we are honored to give the Rabbi Jacob E. Segal (z”l) Award to Norma and Michael Dorman.

Sunday, May 22, 2016
at Hillel Day School
Donor Profile

David Farbman

By Gabriella Burman, communications coordinator

avid Farbman is deepening his Jewish attachment and attending to his children’s education with the same gusto he brings to his worklife as CEO of HealthRise Solutions, founder and chairman of Carbon Media Group and a principal in NAI Farbman. The bestselling author of *The Hunt: Target, Track and Attain Your Goals*, Farbman, along with his wife, Nadine, is now making Hillel central to his philanthropic priorities, as well.

“With three boys (Hunter, 2nd grade, River, Kindergarten, and Fischer, ECC 3) in the school, by nature, Hillel has become very important to me. I run my companies by core values, and the school’s core values are being instilled in the kids,” Farbman said.

“But that,” he continued, “Jewish education is the number one most important force in the preservation of a strong Jewish future. And with the boys being at Hillel, the entire family’s inner selves are being strengthened. The time I spend now in temple, or the way I spend Shabbat, it’s so much more meaningful to me.”

Had Hillel’s curriculum not emphasized the importance of being a mensch, Farbman might have made another choice, he said. A native of Huntington Woods, Farbman himself grew up “without many ties to Judaism, and I didn’t give it a lot of thought.” An avid hunter and fisherman, Farbman only began to think about his “neshama” after hitting it off at a Friday night dinner with Rabbi Avraham Cohen, with whom he began to study.

“I call him my shrabi – a combination of shrink and rabbi,” Farbman said with a laugh. “When I don’t study with him, I feel my neshama taking a step back!”

In all seriousness, Farbman gets emotional when he thinks about having discovered “a core that’s been there my whole life that I just didn’t see.”

Hillel is doing the same for his children, he said. And this has spurred him and Nadine to give a leadership level gift to the Annual Fund last year, and to be the Games & Bounce House and Dinner Sponsor of the Israel Independence Day festival on May 12, 2016.

“When you think about the role Hillel plays in the community, and the way the school tailors education for each child within the larger context of delivering this Jewish and general studies curriculum, it’s important to contribute,” he said. “I think that for those who have the ability to give, it’s an incredible cause.”
Ami Abramson (class of 1988, ninth grade) welcomed his fourth child, a son, in October, 2015.

Ronit Feldman (class of 1995) welcomed a baby boy.

Alyse Grossman Schwartz (class of 1999) welcomed a baby boy.

Rachel Lasser (class of 1999) co-owns Mary B’s, the first cupcake store in Tainan, in southern Taiwan.

David Kurzmann (class 2000) has moved back to Detroit to be executive director of the JCRC (Jewish Community Relations Council).

Fashion designers Matthew (class of 2000) and Alex (class of 2002) Orley were nominated for the 2015 CFDA Swarovski Award for Menswear and shortlisted for the 2015 LVMH Prize.

Gavriel Savit (class of 2002) is the author of the new young adult novel, Anna and the Swallow Man, and made his Broadway debut this year, acting in the new musical, Amazing Grace.

Second Lieutenant Jared Anstandig (class of 2003), who is finishing his last year of Rabbinical school at Yeshiva University, is a chaplain in the U.S. Army.

Debbie May (class of 2007), graduated from Central Michigan University in May 2015 with a degree in Religion, and a minor in American Sign Language. Debbie was one of only eight applicants accepted to the Master’s Program at Boston University in Deaf Studies, and she was awarded an academic scholarship by BU.

Jennifer Peysakhov (class of 2008) married Eli Abraham.

Aidan Folbe (class of 2011), has a mobile app, FoodShare, which partners with restaurants to donate a meal to those in need, and which is a finalist for the Mobileys, honoring entrepreneurs in mobile innovation.

Conor Tukel (class of 2011) runs 313 Energy, an energy drink company.

Frankel Jewish Academy finished ninth in the state in Division 4 tennis. The team included many Hillel alumni including Solomon Kahn, Jonathan Grey, Craig Tarnopol, Carter Altman (class of 2012), Tyler Presser, Josh Zack, Jacob Martin, Garret Smith (class of 2013), and Jacob Bean, Jed Weinstein, Seth Kahan, Ilan Elrom, and Noah Kahan (class of 2014).

Max Feber (class of 2013) is the founder of BRUW, a cold brew coffee mason jar, a new product to brew cold coffee.

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BY: The Matzkin-Bridge Family
Emily Kaplan & Ishai Paddawer’s Marriage
BY: Lisa & Danny Kurzmann

THE MORRIS D. BAKER LIBRARY FUND
In Honor Of:
Edith and Edward Broda
BY: Maxine & Robert Garson

THE MARCIA AND MORRY BEDNARSH FAMILY ENDOWMENT FUND
In Memory Of: Dr. Easton Broda
Bruce Schlussel
Norman Sorensen
Katherine “Kate” Zuck
BY: Marcia & Morry Bednarsch

In Honor Of: Nicholas Koffler receiving his beret in the IDF
BY: Marcia & Morry Bednarsch

Speedy Recovery To:
Rachel Siegel
BY: Marcia & Morry Bednarsch

THE BLECHMAN SCIENCE FUND
In Memory Of: Marc Mazman
BY: Sharon & Marty Gene

THE COHN, MAGY AND HADDOW MUSICAL INSTRUMENT FUND
In Memory Of: Jennifer Lanzner
BY: Rochelle & Dr. Aaron Lupovitch
THE SHERI TRAISON DEVRIES, PH.D. SCHOLARSHIP FUND
In Memory Of:
Marcel Behar
BY: Danielle & John Sprecher
Jennifer Lanzner
BY: Janice Traison
Meyer Arbit
Irene Gaisdon
Ilene Karson
Dr. Raymond Lederman
Jack Shenkmann
Margit Taub
Renée Tarsig
BY: Barbara & Larry Traison
In Honor Of:
Barbara and Larry Traison’s 60th Anniversary
BY: Arlene Carris
Lori Cohen
BY: Lori Oraider
BY: Lori & David Lerner and Family
Speedy Recovery To:
Sheila Goldberg
BY: Barbara & Larry Traison

THE PHILIP A. DISKIN MEMORIAL SCHOLARSHIP FUND
Yarzeit Of:
Irving Diener
BY: Dorothy Diskin Menuck & Allen Menuck

THE ARNOLD AND LOUISE FISHER FAMILY SCHOLARSHIP FUND
In Memory Of:
David Weinstein
BY: Danielle & John Sprecher
George Dovas
Mayer S. Subrin
BY: The Vieler Family

THE RONA AND HERBERT FREEDLAND FUND FOR THE PERFORMING ARTS
In Memory Of:
David Lochhead
BY: Jennifer & Stuart Freedland and Family
Dr. David Schwartz
BY: Jennifer & Stuart Freedland and Family
Roehm, Bob & Ben Canvasser

THE RUTH & NATHAN FREEDLAND FUND
In Memory Of:
David Schwartz
BY: Karen & Jim Berger and Family

THE STUART GUTTENTAG MEMORIAL SCHOLARSHIP FUND
In Memory Of:
Esther Brenner
Sherry Medisker
Barbara Schubiner
BY: Elyse Guttentag Schostak

THE STANLEY ICZKOVITZ MEMORIAL SCHOLARSHIP FUND
In Memory Of:
Ilene Nemser
BY: Rochelle Iczkowitz
In Honor Of:
Harry Lifschitz’s Special Birthday
BY: Bonnie, Mark, Rebecca & David Kowalsky

ISAACS CHILDREN’S AUTHOR FUND
In Memory Of:
Shirley Kremer
BY: Karen & Allan Lvinger
Ilene Nemser
BY: Bonnie & Mark Kowalsky

THE KAUFMAN FAMILY ATHLETIC AND ENRICHMENT FUND
In Memory Of:
David Schwartz
BY: Leslie & Larry D’Asenzo
Dr. Jack Portnoy
Albert Ryder
BY: Sue & Alan Kaufman

In Honor Of:
Benny Shaevsky’s Bar Mitzvah
Andi & Larry Wolffe
BY: Sue & Alan Kaufman

THE JUDGE GEORGE AND MRS. JENNIE KENT ENDOWMENT FUND
In Memory Of:
David Schwartz
BY: Anna & Yale Levin
Mark Webber
Uri Zechori
BY: Beverly Kent & Mickey Goldenberg

In Honor Of:
Anthony Dzuibua’s Bar Mitzvah
Eti & Gadiel Goldenberg’s Anniversary
Paul Kules - Happy Father’s Day
Pelli Mechina
Ari Rubin and Kate Hinden’s Marriage
BY: Beverly Kent & Mickey Goldenberg

THE EDITH AND LARRY KOWALSKY MORNING MINYAN FUND
In Memory Of:
Edith & Larry Kowalsky and Rema Bark
BY: Sarah & Sidney Heisler
Easton Brodsky
BY: Julie & Jeff Kowalsky

In Honor Of:
Mark Cohen’s induction into the Michigan Jewish Sports Foundation
Marisa Kowalsky and Dan Myer’s Marriage
BY: Julie & Jeff Kowalsky

THE MILGROM FAMILY MUSIC FUND
In Memory Of:
Robert Lifshy
BY: Marianne & Robert Bloomberg and Family

In Honor Of:
Jacqueline & Myron Milgrom’s 60th Wedding Anniversary
BY: Gert Margolis & David Roberts

THE MIKE AND MARY MUST CULTURAL EVENTS FUND
In Memory Of:
Dorothy Marilyn Wichenhorn
BY: Madelon & Lou Seligman and Family

THE PEARL AND ABE OLSIK SCHOLARSHIP FUND
In Honor Of:
Anarith Bernard’s Birthday
BY: Betsy & Mike Winkelman

THE EVAN TYLER OTIS MEMORIAL SCHOLARSHIP FUND
In Memory Of:
Michael Jeffs
Jack Aaron Shaye
BY: Beverly & Arnold Lantor

In Honor Of:
Bonnie Otis’ Birthday
BY: Diane Otis

THE JAYNE RUDY SCHOSTAK MEMORIAL FUND
In Memory Of:
Barbara Schubiner
BY: Evelyn & Harvey Goldsmith

CANTOR MAX SHIMANSKY FUND
In Memory Of:
Jennifer Lanzner
BY: Jason Gordon
In Honor Of:
Jennifer Friedmann
Gary Ioz
Melissa Michaelson
BY: The Gordon Family

THE CHARLOTTE TESSLER FUND FOR ALUMNI AFFAIRS
In Memory Of:
Beverly Agden’s grandfather
Cathy Castenada
Scott Cranis
Daniel Gilber

Chava Goldstein’s mother
Carol Henriques’ father
Dorothy Konstanin
Levy family’s father & grandfather
Ruth Metzger
Richard Taber
Sara Tarjon
Ron Polster’s mother
Bj Yudelson
BY: Rabbi Asher, Rachel, Shanya, Cara, Judah, & Gideon Lopatin

Easton Brodsky
Michael Bruder
Beverly Canvasser
Candy Davidson
Dr. Myron Gerber
Marjory Golob
Steven Frohlich
Ruth Diker Kroll
Jennifer Lanzner
Robert Lifshy
Sylvia Pearlman
Evelyn Plotnick
Otto Pretsfelder
Michael Mintz
Joel Shapiro
Jack Shenkmann
Ela Shirman
Mimi Traurig
Ettel Warren
Mark Webber
Rabbi Dr. Michael Weiss
BY: Warren Tessler

In Honor Of:
Alex Levy’s Bar Mitzvah
Andy Martin’s Special Birthday
Mr. and Mrs. Henry Rubin’s 60th Wedding Anniversary
Rabbi Sarit Horwitz & Mr. Abe Schachter-Campel’s Marriage
Dr. and Mrs. Noah Stern
BY: Warren Tessler

TO MAKE A TRIBUTE CONTACT: The Advancement Office
248-851-6950 or visit: www.hillelday.org/supporting_hillelday

SAVE THE DATE
EVENING ECC-GRADE 4 FAMILY OPEN HOUSE
Wednesday, February 3, 2016 at 5:30 p.m.

ISRAEL INDEPENDENCE DAY CARNIVAL
Thursday, May 12, 2016 at 3:30 p.m.

ANNUAL DREAM MAKER GALA
Sunday, May 22, 2016 at 5:00 p.m.

SUMMER SEND-OFF SHABBAT DINNER
Friday, June 3, 2016 at 6:00 p.m.
RECIPE
Garden Vegetable Soup
Yield: serves 8

ingredients:

2 T. Canola or Salad Oil
1 Onion, medium, diced
2 Carrot, diced
2 Celery, diced
2 Garlic, sliced thin
8 C. Vegetable Stock
1 can Crushed Tomatoes (28 oz.)
2 Rosemary sprigs, 6” each
2 Bay leaves
1 t. Black Pepper, freshly ground
1 Zucchini, halved and sliced ¼”
1 Yellow Squash, halved and sliced ¼”

directions:

• In a stock pot add the first set of ingredients, along with a good pinch of salt, and cook over medium heat. Sauté until the onions are translucent, about 5 – 10 minutes.

• Add the garlic and cook for about a minute.

• Add the stock, tomatoes, rosemary, bay leaves, and pepper. Add enough salt to taste.

• Bring to a boil then lower to a simmer for 10 minutes.

• Add the zucchini and squash and cook for 5 minutes.

• Remove the bay leaves and rosemary sprigs. The leaves will fall off the rosemary. You want that.

• Adjust the seasoning with salt and pepper to taste and serve.

From the Kitchen at Hillel Day School
Chef Kyle of FLIK
Visit us online: hillelday.org