January 29, 2014

Ulus Jewish Schools, Istanbul

Interim Report

According to our application which was approved on January 11th, 2013, the Project was to focus on two headings:

1. Improving the level of science and math education, and
2. Building Jewish Identity- Hebrew Immersion program for 6th and 7th grade students with the goal of improving the level of Hebrew language learning.

1. **Improving the level of science math education:**

In accordance with this goal, equipment was purchased to supplement our biology and physics laboratories. Let us indicate that our school has one laboratory for each of the main branches of science (chemistry, biology, physics) each with a classroom capacity of about 25. These three laboratories are used by all three schools (primary, middle school and high school).

Conducting scientific experiments in a lab environment is a tool for active learning. It directly and positively affects the level of understanding. During the lab work conducted with the prep class in high school, the terminology of lab equipment and materials was initially introduced. The general rules to be followed within a lab environment were taught in preparation for the higher classes of high school. In higher classes the students conducted experiments to enhance the theoretical knowledge they had acquired in class. In some instances experimental techniques were used to make the students discover on their own basic scientific principles.

**Supplementing the biology laboratory:** One binocular microscope equipped with an image eyepiece was purchased and used during laboratory sessions with our middle school and high school students. Various organic materials, plant and animal cells were examined under the microscope and the practical knowledge acquired from such experimentation was included into the class material covered within the curriculum.

**Supplementing the physics laboratory:**

On average lab sessions are held once a month for a total of 4 to 5 practical science lessons per term.

Some examples of experiments that were conducted: (equipment used is shown in **bold italics**)

- Finding the mass and volume of objects, using *precision lab balances, overflow cups*
- Measurement techniques, compiling a data list, graphing: using *chronometers, micrometers, digital balances, graph paper*
Free fall experiment, using: **Vacuum tube**

Optics – Reflection and refraction of light, creating an image: using **plane mirrors, concave and convex mirrors, concave and convex lenses, screen, opaque object.**

Solid and liquid (hydrostatic) pressure: using, **dynamometer, wooden blocks, ruler, hypodermic injector, u-tube, graduated cylinder**

Heat: using **glass bulb, thermometer, tripod, alcohol burner, chronometer**

Expansion: using **gravzant ring, tripod, beakers, ruler, copper wire, aluminum wire**

Energy of rotating objects: using, **dynamometer, clamps, micrometer, inclined plane, spherical object**

**FINANCIAL TABLE FOR IMPROVING LEVEL OF SCIENCE -**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>EXPECTED/RECEIVED INCOME</th>
<th>EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected income from MATANEL Foundation</td>
<td>€ 8,000</td>
<td></td>
</tr>
<tr>
<td>Microscope for Biology Laboratory with transfer eye-piece for screen viewing</td>
<td>€ 932</td>
<td></td>
</tr>
<tr>
<td>Experimental material/apparatus for Physics Laboratory</td>
<td>€ 1,915</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>€ 8,000</td>
<td>€ 2,847</td>
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2. **Building Jewish Identity – Hebrew Immersion Program for 6th and 7th grade students:**

As part of our goal to improve the level of Hebrew at the Ulus Jewish School two projects were started simultaneously. For the first time during last summer (dates June 30 to July 19th) a group of 46 students from the 6th and the 7th grades were sent to the Ulpan Kibbutz Hanatton (North of Israel) accompanied by three teachers. The number was kept high on purpose this first year to raise awareness of the program among students and parents. In the following years the focus will be directed to the 7th grade. This was decided after observing the level of learning and the level of maturity of the students that attended this year.

The program consisted of Hebrew Language instruction (by local native Hebrew teachers) in three separate classrooms (three separate levels) in the facilities of Kibbutz Hanatton. The classes focused on
listening and speaking as students repeated their basic knowledge of Hebrew acquired at school, under the guidance of native Hebrew speakers. Hearing Hebrew from native teachers and interacting with local madrichim in Hebrew outside the classroom was the main focus of this kibbutz experience. Classes were from 9:00 to 13:00 with three class breaks during which snacks and refreshments were provided. Afternoon activities included sports, music, art and scouting. Our students were accompanied by local madrichim during all these activities. End-of-week trips were organized to the Golan heights, the Hebrew University, Leket Israel, Tzipori and the Mamilla Mall in Jerusalem. A one day-activity was planned at Madatech (the science museum in Haifa) during which students participated in and were exposed to a series of scientific experiments. Shabbat ceremonies were held at the Kibbutz synagogue. In the evenings, lectures about Jewish identity and Israel were given by the program supervisors. Other activities included Jewish signs workshops, kumsitz (singing around the bonfire), karaoke, movies and a “Synagogues of the World” presentation.

This was the first stage of the “new Hebrew program” aimed at having young students be exposed to native Hebrew in a setting outside their classroom atmosphere. The second stage (which we also initiated this year) consisted of becoming part of the NETA Hebrew Program (developed by the Hebrew College in Boston, under the supervision of the Avi Chai Foundation). This program which covers grades 6 through 12 provides graded teaching of Hebrew with a range of original textbooks, teacher training, constant mentoring and assessment through examinations sent from the NETA center. To this end our teachers were trained in a 10 day seminar by NETA instructors. Mentoring visits and help with exams and assessment will continue.

HARVESTING SQUASH IN THE FIELDS OF KIBBUTZ HANATTON

It is our strong belief that the Kibbutz Hanatton immersion program provided at a young age and followed by the structured teaching provided by the NETA program will provide a basis for strengthening the level of Hebrew in our school.

Below is a graphical representation of the grade distribution for one group of seventh graders for the first NETA exam held in our school this year. The average for these 16 students was 83%. These students are part of the group that attended the Hebrew immersion program at Hanatton.
FINANCIAL TABLE FOR HEBREW IMMERSION PROGRAM –

(Because this was the first year a larger number of students were included. The students only paid for their plane tickets to and from Israel. The balance of the budget for this year was provided from school funds and other private donations to supplement the 12,000€ earmarked for this Project by the MATANEL Foundation.)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>EXPECTED/RECEIVED INCOME</th>
<th>EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected</strong> income from MATANEL Foundation for this part of the project</td>
<td>€ 12,000</td>
<td></td>
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<tr>
<td>Kibbutz Hanatton Ulpan fees 46 students x € 535</td>
<td></td>
<td>€ 24,610</td>
</tr>
<tr>
<td>Other donations + school funds</td>
<td>€ 12,610</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>€ 24,610</strong></td>
<td><strong>€ 24,610</strong></td>
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</tbody>
</table>
Feedback from student -

Deciding to come to Hannaton is one of the best decisions I have made. I only stayed there for 3 weeks but still I experienced a lot of good things. Hannaton was like a home to me and the people were like my family. I tried to help my family as much as I can to make my home a better place and achieving this was glorious. Being part of doing something at Hannaton even washing the dishes or cleaning the floors was amazing. The bonds I have made there with people in three weeks will affect my whole life. I don’t feel sorry about any second I was there.

- David (7th grade)

FURTHER ACTION –

Together with the NETA Hebrew program the school has decided to continue the Hanatton experience this year too. This year 7th graders who have not attended last year’s program will be recruited and the session will be held a little earlier overlapping partly with the end of the school year to give it a more academic “stamp”. Hanatton’s supervisor visited our school recently to plan this year’s program and talk about any improvements that could be made to last year’s schedule. It was decided to use more books/visual material and activities to enhance the level of Hebrew teaching at Hanatton.

CONCLUSION:

The budget allocated by the MATANEL foundation for this past year was 20,000€, from which a 10,000€ advance was received. The second half of the Project allocation has not been received by the school up to this date.

- All of the 12,000€ budget allocated for HEBREW was spent on the Hanatton Kibbutz experience with further funds allocated from the school budget and other donations.
- Of the 8,000€ allocated to SCIENCE, approximately 3,000€ was spent on various laboratory equipment.
- The Hanatton Project will continue this year too, and further equipment needs to be purchased for the improvement of science and math education.