

# Yitzhak Rabin ז'ל

# A series of meetings for world jewry  
Towards the 30th year



# In Rabin's Footsteps: Leadership, Zionism, and Hope

## A Program Series Honoring Yitzhak Rabin's 30-Year Legacy

The assassination of Yitzhak Rabin represents a tragic historical low for Israeli society and the Jewish people, reflecting a profound crisis. It tore the fabric of Israel's shared social life and shook the foundational principle, once universally upheld, that political disagreements, no matter how intense, must remain within the bounds of mutual respect and not undermine Israeli democracy.

Every significant event in Israel, particularly one of this magnitude, profoundly affects Jewish communities worldwide, shaping their self-perception and connection to Israel. This booklet presents a series of three educational modules, designed to sequentially explore Rabin's life and vision. These programs inspire dialogue around his legacy and values, focusing on social processes in Israel and the World Jewry, the role of the individual within the collective, leadership, and hope. Yitzhak Rabin's story provides a foundation for examining identity, values, and personal skills, as well as Israeli society's social and national processes and their potential resonance for global Jewry.

From the broad range of topics surrounding Yitzhak Rabin, we have chosen to focus on three key themes. These themes not only explore Israel's reality before and after October 7th, but also invite participants to reflect on their personal connections to Rabin's legacy, leadership, community responsibility, Jewish identity, and bond with Israel and global Jewish communities.

### **The series includes:**

Session I: Yitzhak Rabin—An introduction to his life and legacy.

Session II: Leadership and Responsibility—How and where these values manifest within us and in our surroundings.

Session III: Zionism and Hope—Then and now.

Each theme includes program modules tailored for two audiences:

1. Younger audiences (teenagers and young adults).
2. Adult audiences (community members).

Every session includes a shared foundational activity. Each discussion segment includes a range of questions, allowing flexibility based on participants' ages and the character of the group or community. Additional resources are available for more advanced or mature audiences. If the full series cannot be conducted, sessions can be adapted or combined to meet your specific needs.

We invite you to explore, reflect, and engage in meaningful dialogue through this inspiring series, rooted in the values that Rabin himself exemplified.

The Halutz Team - HaMidrasha at Oranim

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# Summary of Life Events

This year marks the 30th anniversary of the assassination of Israeli Prime Minister Yitzhak Rabin, which took place on November 4, 1995.

Yitzhak Rabin served two terms as Prime Minister: from 1974 to 1977 and again from 1992 to 1995. He was assassinated on the evening of November 4, 1995 (12 Heshvan 5756), at the conclusion of a mass rally titled "Yes to Peace, No to Violence." Yigal Amir, an Israeli Jew opposed to Rabin's political agenda, shot him in the back, intending to derail the peace initiatives Rabin was pursuing.

In the years leading up to his assassination, Rabin led groundbreaking efforts that included direct negotiations with the PLO (Palestine Liberation Organization). Established in the 1960s, the PLO served as an umbrella organization uniting several Palestinian nationalist movements. Until the late 1980s, the PLO engaged in armed conflict against Israel, receiving support from Arab countries, primarily Tunisia and Libya. Initially based in Jordan, the organization later relocated to Lebanon, with the 1982 Lebanon War partially spurred by PLO-led terrorist activities.

Rabin famously stated, "You make peace with enemies," and pursued this vision through the Oslo Accords, a multi-phase peace process. His efforts earned him the Nobel Peace Prize, shared with Shimon Peres, later Israel's president and a key architect of the accords, and Yasser Arafat, chairman of the PLO.

While Rabin garnered widespread support for his efforts, his peace initiatives also faced fierce opposition. In Israel, protests against the Oslo Accords were marked by harsh incitement against the prime minister, with chants like "Rabin is a murderer" and "Death to Rabin," echoing language from historical Jewish rebellions, such as "With blood and fire, we will expel Rabin."

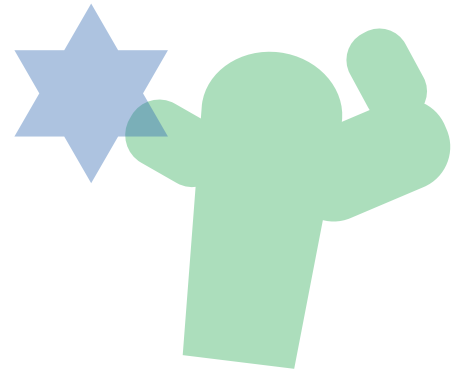
Many argue that this incitement not only fueled animosity but also legitimized the assassination. In the wake of this devastating event, Israel amended its Penal Code to explicitly prohibit incitement to violence.

This tragic and pivotal event, along with the circumstances that preceded it, sadly continues to resonate in Israel and around the world. Such incidents underscore the enduring need for educators and community leaders to engage in meaningful conversations about political discourse, democracy, coexistence, leadership, responsibility, connection to Israel, a shared sense of belonging within the global Jewish community, and more.

The following pages offer a concise overview of Yitzhak Rabin's life milestones, along with links to articles, videos, and other resources for further exploration.



# Yitzhak Rabin – Milestones in His Life



## Childhood

Yitzhak Rabin was born in Jerusalem in 1922 (Hebrew year 5682) to Rosa and Nehemia Rabin, pioneers of the Third Aliyah (immigration to pre-state Israel). His father, Nehemia Rubitzov, was born in 1886 in Sydorovychi, Ukraine, and emigrated to the United States in the early 20th century. In 1917, Nehemia immigrated to the Land of Israel with volunteers from the Jewish Legion who fought to liberate the Land from Ottoman rule, driven by a steadfast determination to settle in the land.

Yitzhak Rabin's mother, Rosa, was born to the Cohen family in Mogilev, White Russia. Her father, a rabbi, opposed the Zionist movement, and sent Rosa to pursue her general education at a Christian girls' high school in Gomel. In 1919, she immigrated to Israel aboard the Ruslan, a ship emblematic of the Third Aliyah. After initially settling near the Kinneret, she moved to Jerusalem, where she met Nehemia Rabin. They married in 1921.

When Yitzhak was about one year old, the family relocated to Haifa and later to Tel Aviv. His sister Rachel was born in 1925. The Rabin household was steeped in a culture of public service, with both parents actively engaged in community and volunteer work, fostering a strong sense of civic responsibility.

Rabin's mother, Rosa, was an active member of the "Haganah," and served on the Tel Aviv City Council as a representative of the Mapai political party. She passed away from illness when Yitzhak was just fifteen years old.

Reflecting on his upbringing, Rabin wrote: "In our home, there was a sense of a working-class household... It was not a religious home, but rather one with a secular outlook, and was filled with pride in Judaism... There was always a prevailing sense in our home of mission... Work was regarded as a value in its own right." (Service Notebook, Vol. 1, p. 15).

As a child, Rabin attended the "Labor Children's School" in Tel Aviv for eight years. Founded in 1924 by the Histadrut (General Organization of Workers in Israel), the school aimed to instill a love of the land in urban youth and nurture a generation of agricultural pioneers. Students were educated on the values of responsibility, cooperation, involvement, and social awareness. Rabin described the school as follows:

*"My second home, I believe, was the Labor Children's School. Most of all, I was influenced by one teacher and educator who taught me from fourth to seventh grade—Eliezer Smoli. He succeeded in instilling in me an appreciation for the landscapes of the land, for nature, for agricultural life, and for communal living. As a good educator, he did not achieve this through lectures or words, but rather through hikes, firsthand experiences, and stories. He brought these values to life through examples, pointing out real-life figures and actions. This is how he instilled in us a love for the land and its scenery. Looking back, I think that during those formative childhood years, which were not the easiest but were very meaningful, I developed a sense of responsibility for my role, a love for the land*



and its landscapes, and a deep sense of camaraderie." (In *My Father's House*, p. 39).

After completing his studies at the Labor Children's School and spending two years at the regional school at Kibbutz Givat HaShlosha, Rabin enrolled in the Kadoorie Agricultural High School. Many of Kadoorie's alums later became senior commanders in the IDF and state leaders. The school emphasized values such as respect, trust, and integrity. Reflecting on his time there, Rabin wrote:

"Adapting to life at the Kadoorie boarding school was a challenge. We lived in a large dormitory with 20 students...The atmosphere was good, though privacy was limited. A shared standard of self-respect was universally upheld. Cheating during exams was unthinkable. Teachers would leave the room during tests, and trust was reciprocated with trust, respect with respect. We were held to high standards of effort, yet there was a sense of freedom because internal affairs were managed by a student council. We strove to bring out the best in ourselves."

(Service Notebook, Vol. 1, p. 17).



קרדיט: לע"מ

## Military Service

At the age of 18, in 1941, Yitzhak Rabin joined the Palmach, the elite strike force of the Haganah, the pre-state Jewish defense organization.

On "Black Sabbath" (June 29, 1946), Rabin was arrested by the British and detained in a prison camp for five months. In 1947, after six years of service in the Palmach, Rabin expressed a desire to leave military service and pursue his long-held dream of studying water engineering at the University of California, Berkeley. However, the Palmach command denied his request. Yigal Allon, then commander of the Palmach, persuaded Rabin to stay and appointed him commander of the Second Battalion of the Palmach's standing brigade in late 1946, just as the War of Independence was approaching.

On the eve of the war, Rabin commanded the Second Battalion of the Palmach, stationed in the Negev. Due to his extensive experience, he was appointed commander of the Harel Brigade, where he played a pivotal role in fierce battles along the road to Jerusalem and within the city itself. During the war, he married Leah Schlossberg.



As the war continued, Rabin served as the operations officer for the central front and later for the southern front. At the war's conclusion, he participated in the Rhodes Armistice negotiations, which formalized ceasefire agreements between Israel and Egypt.

Between 1956 and 1959, Rabin served as Commander of the Northern Command. From 1959 to 1963, he headed the Operations Directorate (Agam) and subsequently served as Deputy Chief of Staff.

Rabin reached the peak of his military career when he was appointed the seventh Chief of Staff of the Israel Defense Forces (IDF). He led the IDF during its historic victory in the Six-Day War, which saw Israel capture Gaza, the West Bank, the Western Wall and East Jerusalem, the Golan Heights, and the Sinai Peninsula.

In late 1967, after 26 years of service—including seven years with the Haganah and Palmach, and 19 years in the IDF—Rabin retired from the military to pursue a career in public and political service.

### **Public Service**

After retiring from the IDF, Rabin was appointed Israel's Ambassador to the United States in February 1968, a role he held for five years. Upon his return to Israel in 1973, Rabin joined the Labor Party.

### **Prime Minister • First Term**

In January 1974, he was elected to the Knesset and appointed Minister of Labor. Following the resignation of Prime Minister Golda Meir in June 1974, Rabin was chosen as her successor.

Rabin's first term as Prime Minister, which lasted three years, was marked by significant domestic and international challenges. On the diplomatic front, his government negotiated interim agreements with Egypt and Syria in the aftermath of the Yom Kippur War.





## Minister of Defense

From 1977 to 1984, Rabin served as a Member of Knesset, and from 1984 to 1988, he held the position of Minister of Defense. In this role, he oversaw a reduction of the Israeli military presence in Lebanon, confining operations to the southern region.

At the end of 1987, the First Intifada broke out—a civilian uprising among Palestinians in Gaza and the West Bank. The Intifada began during Rabin's visit to the United States. Initially, he underestimated its significance and chose not to cut his trip short. Once the magnitude of the events became clear, Rabin sought to suppress the uprising through military force.

In 1988, a second National Unity Government was established under Prime Minister Yitzhak Shamir. Rabin continued to serve as Minister of Defense in this government until its dissolution in 1990.

## Prime Minister - Second Term

In 1992, following the Labor Party's victory in the 13th Knesset elections, Yitzhak Rabin was once again elected Prime Minister. He led the signing of the Oslo Accords with the Palestinians, a groundbreaking agreement that earned him the Nobel Peace Prize, shared with Shimon Peres and Yasser Arafat.

"We are turning today toward a better future, toward days without worry and nights without fear, toward a growing economy and a society free of want. If and when peace arrives, as we so fervently desire, our lives will change drastically. We will no longer live by the sword alone," declared Rabin while signing the agreement in the Knesset, noting that he was fully aware of the risks the agreement entailed.

On October 26, 1994, Rabin signed a peace treaty with Jordan, achieving another historic milestone in his quest for regional peace.

## Rabin and His Approach Toward World Jewry

As described by Isaac "Bougie" Herzog (a complete quote is available in the second part of the first activity): "Yitzhak Rabin, Z"l, placed great importance on the bond between the State of Israel and the Jewish people in the World Jewry, whom he regarded as Israel's most steadfast and loyal ally. In his eyes, Israel as a Jewish state disconnected from the Jewish communities abroad would fail to fulfill its destiny.

Rabin believed that the key to sustaining Jewish communities was focusing on youth and deepening their connection to Jewish tradition and to Israel.... He understood that, in order to achieve the true mission for which the State of Israel was established, the circle must be widened, and a shared narrative must be woven together."

## The Assassination of Yitzhak Rabin

On November 4, 1995, at 9:40 PM, following a peace rally in support of the Oslo Accords at Kings of Israel Square in Tel Aviv, three shots were fired at Yitzhak Rabin as he walked toward his car, unprotected by a bulletproof vest. He was rushed to Ichilov Hospital, where he succumbed to his injuries 40 minutes later.

# ➔ Additional Resources

The following articles, videos, and additional materials are available for further exploration about Yitzhak Rabin:

Journey Along Rabin's Path (with English subtitles):

<https://www.youtube.com/watch?v=t5OPijp0MnM>

Journey Along Rabin's Path (with Spanish subtitles):

<https://www.youtube.com/watch?v=szJz8Rtl31I>

Journey Along Rabin's Path (with Russian subtitles):

<https://www.youtube.com/watch?v=z1wtKg4fZV0>

Milestones: The Life and Times of Prime Minister Yitzhak Rabin (1922–1995):

<https://www.youtube.com/watch?v=w9PGIOWDt1o>

Article about Rabin's life through songs written about his legacy (Hebrew):

<https://e.walla.co.il/item/3395678>

Article about Rabin's life (English):

<https://en.idi.org.il/articles/3917>

English Resources on Yitzhak Rabin (Israeli Ministry of Education):

[https://pop.education.gov.il/tchumey\\_daar/english/chativat-beynayim/study\\_topics/rabin-remembrance-day/](https://pop.education.gov.il/tchumey_daar/english/chativat-beynayim/study_topics/rabin-remembrance-day/)

Biography of Yitzhak Rabin with English subtitles:

<https://www.youtube.com/watch?v=cnJG76K1aUk>

Yitzhak Rabin: A Life of Public Service

<https://artsandculture.google.com/story/yitzhak-rabin-a-life-of-public-service-yitzhak-rabin-center/sgURhaHlrh4A8A?hl=en>

Who Was Yitzhak Rabin?

<https://www.myjewishlearning.com/article/yitzhak-rabin/>



קרדיט: לע"מ צלם: סער יעקב


# Session I: Yitzhak Rabin – Introduction to His Life and Legacy

For a Young age group

## Session Objectives:

- Introduce participants to the life and character of Yitzhak Rabin.
- Identify key values demonstrated in Rabin's actions and explore how these values resonate with participants' personal identities.
- Strengthen participants' sense of belonging to their group, community, Israel, and the Jewish people.

## Session Schedule:



Time	Activity	Required Materials
00:00–00:05	Opening: Word Association Game	Whiteboard, dry-erase marker
00:05–00:20	Guided Viewing of a Short Video Clip	Pens, paper, projector, screen, computer, speakers
00:20–00:40	Group Sharing and Discussion	None
00:40–00:50	"My Values Backpack" – Sharing in Pairs	"Backpack" worksheet (See Appendix 1), pens, projected or printed list of values. (Example in Appendix 1)
00:50–01:00	(Continuation of previous activity) Plenary: Our Values and Rabin's Values	Projected video of Rabin's words
01:00–01:20	Memorial Poster Activity in Groups Presentation	Presentation of posters for Rabin Memorial Day from the Rabin Center website; Poster boards, markers, and art supplies for poster design
01:20–01:30	Summary	Word cloud app, slide with a quote about Yitzhak Rabin

## Opening Activity:

### Association Game for the Word "Shalom"

Write the word "Shalom" on the board and invite participants to share, in one or two words, the first thought that comes to mind when they hear the word "Shalom." Note: In this case, the intended definition for the prompt word "Shalom" is "peace." However, for participants who speak Hebrew, the word might also evoke associations like "hello" or "my grandfather's name."

### Summary:

As we can see, this word is rich with meaning, carrying emotions, memories, and personal reflections. In Israel, one of the most significant leaders associated with the concept of "peace" is Yitzhak Rabin, Z"l. Rabin spoke about peace and used the term throughout his work. Tragically, he also gave his life in the relentless pursuit of peace.

## Part A: Rabin and His Legacy

Discussion Prompt: What do you know about Yitzhak Rabin?

We will now watch a short video illustrating the life and legacy of Yitzhak Rabin. The video is approximately four minutes long (depending on the selected clip).

If you choose options B or C, please note: Parts of the video are in black and white, while others are in color. Keep in mind that these videos are older, slower-paced, and are not reminiscent of today's fast-paced social media content.

This will be an "active viewing" exercise. While watching, you will be asked to take notes about moments or details that resonate with you. Look for moments that move you, frustrate you, remind you of something, clarify something for you, scare you, or spark a sense of connection—or even disconnection.

### Videos:

- Option A: Watch up to 3:38 (the section afterward focuses on the Rabin Museum):  
[https://www.youtube.com/watch?v=\\_q6ZwLLNdD4](https://www.youtube.com/watch?v=_q6ZwLLNdD4)
- Option B:  
<https://www.youtube.com/watch?v=VcLbAX2-mto>
- Option C:  
<https://www.youtube.com/watch?v=cnJG76K1aUk>





### Group Sharing:

Select questions that suit the group's age and dynamics. The discussion may naturally focus on one question, or you may need to introduce additional ones to encourage further dialogue. Aim to connect Rabin's life and values with the participants' experiences—here, now, and in the present day.

### Suggested Questions:

- Would anyone like to share a feeling they experienced during a specific moment or throughout the entire video?
- Did you connect with anything in particular?
- Was there something that resonated with you or caught your attention?
- What impressions do you have of Rabin as a public figure?
- From the video, can you identify what motivated him or the values that guided his actions?
- Did you notice themes or events in the video that seem to echo in today's world?
- How does that make you feel?
- Why do you think it's important—or is it important—to learn about Rabin and his legacy, as someone who lives here, in a Jewish community outside of Israel?

## Part B: From the Values That Shaped Yitzhak Rabin to Our Own Personal Values

My Values Backpack (See Appendix 1) We invite you to engage in personal reflection and a discussion about the values that have shaped you as individuals. Together, we'll explore the similarities and differences in the values that guide each of you.

Each participant will receive a sheet featuring a printed illustration of a backpack (an example can be found in the Appendix)

**Step 1:** Participants will fill their backpacks with six values they consider most important, selecting them from the "equipment list" projected on the screen. Participants are also welcome to add any values they find meaningful that are not included in the list.

**Step 2:** Participants are invited to walk around and connect with others in the group who share one or more of the same values. Whether they find matches or not, they will then pair up to discuss the values they selected and how these values manifest in their lives.

### "Equipment List" to be Projected on the Screen:

Responsibility, faith, humanity, freedom, leading by example, fairness, achievement, listening, perseverance, friendship, beauty, individuality, respect, commitment, excellence, family, generosity, loyalty, cleanliness, tolerance, patience, social involvement, equality, pluralism, justice, ambition, optimism, inclusion, modesty, patriotism, Zionism, volunteering, honesty, helping others, self-discipline, efficiency, sincerity.

### Recommended Visual for the Summary:

Use a Word Cloud (a collection, or cluster, of words depicted in different sizes ) to display all of the selected values on the screen. This provides a visual representation of the group's choices, highlighting the most frequently selected values by enlarging them. It creates a clear and engaging way to reflect on everyone's input.

### Plenary Summary:

- Which value was mentioned most frequently in the group?
- How was it expressed by the person you spoke with? Was their interpretation similar to or different from yours?
- What are the shared values of our group?
- Which of these values do you think were shaped by your family, and which were influenced by this community or the one in which you grew up?
- Have your values changed over time? Is there a value that has become less significant or one that has grown to play a larger role in your life?
- How are the values that matter to you upheld in the community where you live?
- Do you see any connection between your personal values and the values of peace and democracy that guided Yitzhak Rabin?
- Is there a thread linking Rabin's legacy to your life today, here and now?
- Do you think values shift depending on the country, community, or religion you are part of?

### Poster for the Anniversary of Rabin's Assassination - Creative Group Activity

Following the assassination of Yitzhak Rabin, a center was established in Israel to commemorate his legacy. Each year, the center creates a poster that reflects the social and educational themes of that year

We'll begin by exploring some of these posters on the center's website:

<https://www.rabincenter.org.il/%d7%97%d7%99%d7%a0%d7%95%d7%9a-%d7%9b%d7%a8%d7%96%d7%95%d7%aa/>

Take note of how each poster communicates a social idea and can be interpreted in in depth.

After viewing several examples, participants will work in small groups to brainstorm and design a concept for a poster commemorating the 30th anniversary of Yitzhak Rabin's assassination.

Once the groups have completed their ideas, reconvene to present the proposed posters and discuss the thoughts and values behind each one.



### Summary:

We'd like to conclude with the words of Israel's current president, Isaac "Bougie" Herzog, as he described Yitzhak Rabin's attitude toward you—the Jewish World Jewry. His words serve as a kind of a will, a request, and a timeless blessing to you from Rabin.

"Yitzhak Rabin, Z"l, placed great importance on the bond between the State of Israel and the Jewish people in the World Jewry, whom he saw as Israel's most steadfast and loyal ally. In his view, a Jewish state disconnected from Jewish communities abroad would not fulfill its destiny.

For Rabin, the key to preserving Jewish communities was focusing on youth and strengthening their connection to Jewish tradition and Israel. He gave significant backing to the Naale program (initially aimed at youth from the former Soviet Union who immigrated to Israel without their parents and now open to Jewish youth worldwide). He also laid the groundwork for Zionist initiatives such as Taglit-Birthright and Masa. Rabin understood that to fulfill Israel's true purpose, the circle must be widened, and a shared story woven together."

(President Isaac Herzog, Rabin Memorial Day, 2020)

### Closing Question:

What did you take away from this session, and how do you feel about this spiritual legacy?



# Session I: Yitzhak Rabin – Introduction to His Life and Legacy

For Adults / Community Members

## Session Objectives:

- Introduce participants to the life and character of Yitzhak Rabin.
- Identify key values demonstrated in Rabin's actions and explore how these values resonate with participants' personal identities.
- Strengthen participants' sense of belonging to their group, community, Israel, and the Jewish people.

## Session Schedule:



Time	Activity	Required Materials
00:00–00:05	Opening: Word Association Game	Whiteboard, dry-erase marker
00:05–00:20	Guided Viewing of a Short Video Clip	Pens, paper, projector, screen, computer, speakers
00:20–00:40	Group Sharing and Discussion	None
00:40–00:50	My Values	Pens, printed list of values, or memo sheets
00:50–01:00	Discussion in Pairs: Personal Values	Projection of a quote by Rabin on the board/screen or distribution of the text in print
01:20–01:30	Summary	Slide featuring Isaac "Bougie" Herzog's words about Rabin



## Opening Activity:

### Association Game for the Word "Shalom"

Write the word "Shalom" on the board and invite participants to share, in one or two words, the first thought that comes to mind when they hear the word "Shalom." Note: In this case, the intended definition for the prompt word "Shalom" is "peace." However, for participants who speak Hebrew, the word might also evoke associations like "hello" or "my grandfather's name."

### Summary:

As we can see, this word is rich with meaning, carrying emotions, memories, and personal reflections. In Israel, one of the most significant leaders associated with the concept of "peace" is Yitzhak Rabin, Z"l. Rabin spoke about peace and used the term throughout his work. Tragically, he also gave his life in the relentless pursuit of peace.

## Part A: Rabin and His Legacy

### Discussion Prompt:

- What do you know about Yitzhak Rabin?
- What do you remember about Yitzhak Rabin?
- Do you recall any connection between your community and Yitzhak Rabin or his actions?

To refresh our memories, we will now watch a short video illustrating the life and legacy of Yitzhak Rabin. The video is approximately five minutes long (depending on the selected clip).

If you choose options B or C, please note:

Parts of the video are in black and white, while others are in color. Keep in mind that these videos are older, slower-paced, and are not reminiscent of today's fast-paced social media content.

This will be an "active viewing" exercise. While watching, you will be asked to take notes about moments or details that resonate with you. Look for moments that move you, frustrate you, remind you of something, clarify something for you, scare you, or spark a sense of connection—or even disconnection.

### Videos:

- Option A: Watch up to 3:38 (the section afterward focuses on the Rabin Museum):  
[https://www.youtube.com/watch?v=\\_q6ZwLLNdD4](https://www.youtube.com/watch?v=_q6ZwLLNdD4)
- Option B:  
<https://www.youtube.com/watch?v=VcLbAX2-mto>
- Option C:  
<https://www.youtube.com/watch?v=cnJG76K1aUk>

### Group Sharing:

Select questions that suit the group's age and dynamics. The discussion may naturally focus on one question, or you may need to introduce additional ones to encourage further dialogue. Aim to connect Rabin's life and values with the participants' experiences—here, now, and in the present.

### Suggested Questions:

- Would anyone like to share a feeling they experienced during a specific moment or throughout the entire video?
- Did you connect with anything in particular?
- Was there something that resonated with you or caught your attention?
- What impressions do you have of Rabin as a public figure?
- From the video, can you identify what motivated him or the values that guided his actions?
- Did you notice themes or events in the video that seem to echo in today's world?
- How does that make you feel?
- Why do you think it's important—or is it important—to learn about Rabin and his legacy, as someone who lives here, in a Jewish community outside of Israel?

## Part B: From the Values That Shaped Yitzhak Rabin to Our Own Personal Values

### Option A:

Distribute small note cards (memo sheets) to participants. Each participant will write down six values they consider most important—values that shaped their upbringing or that guide how they raise their own children.

### Option B:

Provide participants with a printed list of values. Each participant will mark the six values they feel are most meaningful to them.

### List of Suggested Values:

Responsibility, faith, humanity, freedom, leading by example, fairness, achievement, listening, perseverance, friendship, beauty, individuality, respect, commitment, excellence, family, generosity, loyalty, cleanliness, tolerance, patience, social involvement, equality, pluralism, justice, ambition, optimism, inclusion, modesty, patriotism, Zionism, volunteering, honesty, helping others, self-discipline, efficiency, sincerity.

### Partner Discussions in Pairs (Chevrutot):

- Share your list of values with your partner.
- Discuss the significance of these values in your life, noting points of similarity and difference.
- Work together and try to identify six values you agree on as a pair or group.

## Plenary Summary:

### Group Reflection:

- Which value was mentioned most frequently in the group?
- What are our shared values?
- Have your values evolved over time? Is there a value that has diminished in significance or one that has grown to play a larger role in your life?
- To what extent are the values that are important to you preserved within your community?

## Connecting Personal, Group, and Yitzhak Rabin's Values

Project or distribute a printed version of the text Yitzhak Rabin wrote about his childhood, and reflect on how this connects our personal values to our role within a community, society, group, or nation.

*"I think the most important thing I received from home was the willingness to do what needed to be done, without asking many questions. It wasn't about seeking personal gain but about personal identification with the cause. It may sound grandiose, but I believe this is the truth I lived by—the truth I saw before me, which was reflected in our daily life at home, and is one of the main factors that shaped who I am. The second thing I learned at home is that great things are not accomplished by one person alone, they must be the result of the work of many people, a collective effort, and the need to unite a large group around a shared willingness and common denominator. I believe this also shaped my approach to work. The third thing is... that one can always strive to align personal considerations with the greater good, not to get confused, and not to forget that there is a cause larger than yourself."*

(My Father's House, p. 5)

- What does this text reveal about Yitzhak Rabin?
- What do you think he meant by saying that some causes are larger than yourself?
- Are there things "bigger than you" that you are actively working toward? What are they? (If it's difficult to answer, consider things like volunteering in different places or taking active steps for your group/class/community...)
- What is challenging about such a commitment? What can you gain from it? (A sense of fulfillment, meaning, belonging)
- What can we infer about Rabin's personality based on his upbringing?
- Does the text clarify what motivated him to put the needs of the state and society above his personal life?
- What values do we recognize in Rabin after watching the video and reading the text? (Love for the homeland, leadership, humanity, commitment, teamwork, obedience, seeing the bigger picture, humility, etc.)
- Do you see any connection between your personal values and the values of peace and democracy that guided Yitzhak Rabin?
- Do you see any link between Rabin's character and your life today, here and now?
- Do you think these values change depending on the country, community, or religion you belong to?

## Summary:

Israel's President, Isaac "Bougie" Herzog, described Yitzhak Rabin's relationship with you, the Jewish World Jewry, as a will, a request, and a timeless blessing from him to you.

*"I had great affection for Yitzhak. Rabin formed a deep connection with Jews around the world. His years of service in the United States provided him and his wife, Leah, Z"l, with insight into the diverse and challenging world of the Jewish people, their strength, and their success. He maintained brave relationships with Jewish leadership everywhere and treated them with respect. I accompanied him to numerous meetings with organizations and communities from around the globe.*

*"Yitzhak Rabin, Z"l, placed great importance on the bond between the State of Israel and the Jewish people in the World Jewry, whom he saw as Israel's most brave and loyal ally. In his view, a Jewish state disconnected from Jewish communities abroad would not fulfill its destiny.*

*He consistently sought to deepen the connection between the World Jewry and the land of Israel, share Israel's experiences with global Jewish communities, involve them in contemplating the nation's future, and address the future critical challenges the Jewish people would face in the years ahead. He was deeply committed to encouraging aliyah to Israel.*

*For Rabin, the key to preserving Jewish communities was focusing on youth and strengthening their connection to Jewish tradition and Israel. He gave significant backing to the Naale program (initially aimed at youth from the former Soviet Union who immigrated to Israel without their parents and now open to Jewish youth worldwide).\* He also laid the groundwork for Zionist initiatives such as Taglit-Birthright and Masa. Rabin understood that to fulfill Israel's true purpose, the circle must be widened, and a shared story woven together."*

(Isaac "Bougie" Herzog, Rabin Memorial Day, 2020)

## Plenary Discussion:

- What is your perspective on this legacy?
- Does this legacy have practical relevance in today's world?
- What actions can we take today to uphold or carry forward this legacy?



קרדיט: לע"מ צלם: חיים צח



# Session II: Leadership and Responsibility

For a Young age group

## Session Objectives:

- Explore different types of leadership.
- Delve into the significance of leadership as a value.
- Highlight the impact of civic leadership—private leadership initiatives that emerged this year in response to the war.
- Inspire participants to take a stand and take initiative.

## Session Schedule:

Time	Activity	Required Materials
00:00–00:15	Opening and "Leaders on the Back" Game	Stickers, markers
00:15–00:30	Discussion on Leaders	None
00:30–00:45	Nir's Letter - Responsibility	Projector, screen, computer, speakers
00:45–00:55	My Sources of Strength	Power worksheets for distribution, pens
00:55–01:25	Leadership and Civic Responsibility Post 7/10 (2 approaches)	Display sheets, poster boards, markers
01:25–01:30	Summary	None

## Opening Activity:

In our previous session, we explored Yitzhak Rabin's life, the pivotal moments that defined him, and the values that guided his actions. We also reflected on the values in our own "backpacks" - those that we acquired at home and within the communities where we grew up.

In this session, we will focus on two words that are often used—leadership and responsibility—and examine how these values manifest in our lives, at our age, within the circles we move in, and perhaps even a bit beyond them, or exceedingly beyond them....

### Opening Game - "Leaders on the Back"

Each participant receives a rectangular sticker and a marker. Think of a leader who inspires you—someone others in the group are likely to recognize. These should be "big" figures, well-known individuals who have left a mark. They can be prominent figures from the social or political world, film, music, animation, great global leaders, someone younger or older, living or deceased, who has made a lasting impact.

Write the leader's name on the sticker without letting anyone else see it. Then, place the sticker on the back of the person sitting to your right.

Now, we'll play a brief guessing game.

Each participant must figure out who the leader on their back is. Move around the room and ask "yes or no" questions to gather clues about the leader written on your back. Once you guess correctly, move the sticker to the front of your shirt and continue helping others by giving them clues about the leaders on their backs.

### Guessing Game Summary:

- Were there any leaders mentioned that you hadn't heard of? If so, share your thoughts, and the person who chose them can explain in a sentence or two why they selected that leader.
- Are there any figures you recognize but feel don't deserve to be called "leaders"? Why?
- What, in your opinion, makes a leader a good leader?
- What builds trust in a leader?
- Can individuals who don't hold official leadership roles still make an impact and drive change in their environment?

The term "**leadership**" is broad and multifaceted. From the leaders you selected here, it's clear that leadership comes in many forms. It also highlights how many individuals who weren't officially appointed as leaders still became leaders in their own right. With leadership comes the concept of responsibility.

**The following is a letter written by a 15-year-old boy after the assassination of Yitzhak Rabin. (Display this text on the screen):**

Nir Weiner, Age 15, Holon

*"I, Nir Weiner, am shocked, horrified, and grieving over the assassination of Prime Minister and Defense Minister Yitzhak Rabin, Z"l, as is all of Israel.... The moment I heard Eitan Haber's announcement, that very moment my world went dark! Everything collapsed! We lost our country! I have never experienced a more difficult moment. I didn't believe it then, and even now, I cannot fully comprehend the despicable murder of such a beloved man.... In recent days, I have cried as I have never cried before, and the tears won't stop.... What has happened to us? What have we come to?*

*I, who have always supported peace, believe we are all to blame for this horrific murder. We, who saw the right-wing demonstrations and the incitement, who saw the writing on the wall, behaved like blind, deaf, and mute fools. We did nothing. We stayed silent and stood idly by.... We saw it, and we said nothing...."*

### **Questions for Discussion:**

- What do you think Nir meant by "we saw it, and we said nothing"?  
(If participants lack context, show the video:  
[The Incitement Leading to the Assassination of Yitzhak Rabin](#))
- What do you think could have been done differently at the time?
- Can you think of recent events that reflect or echo what Nir wrote about?
- What tools do we have today that weren't available in 1995? (e.g., social media)
- How can social media be used to drive change or express opinions?
- What actions would you consider "acts of leadership"?
- How involved are you in social or community issues? How involved would you like to be, if at all?

In the next section, we'll explore leadership initiatives launched by citizens in response to the attacks of October 7th. But before doing so, let's take this opportunity as an active community or group to reflect on our sources of strength

### **My Sources of Strength - Individual Reflection**

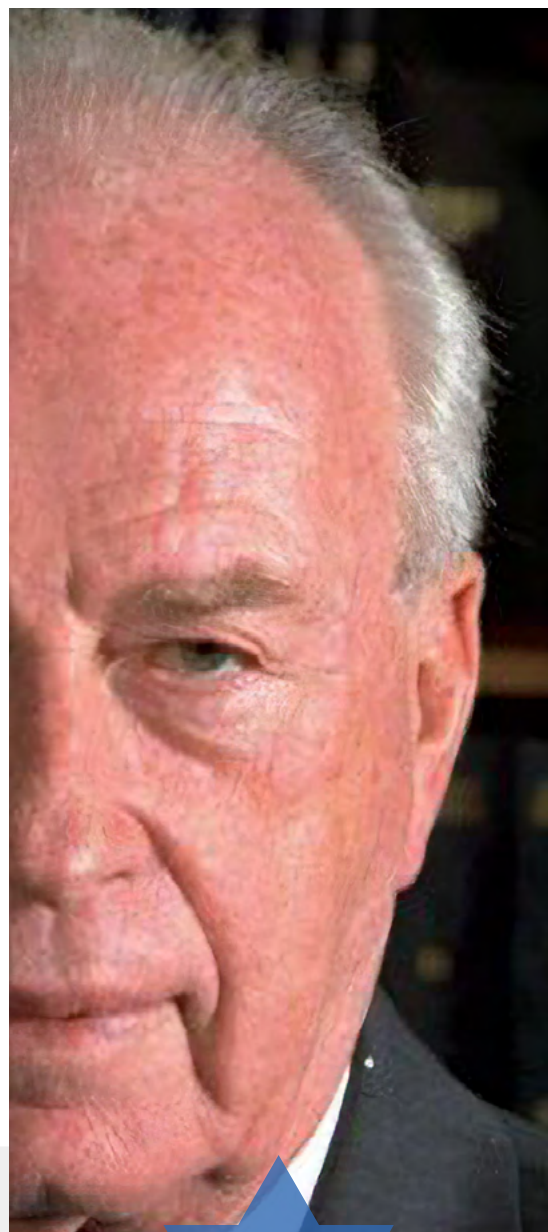
This is an opportunity to identify the strengths and abilities within each of us that can help achieve personal and social goals.

Each of you will receive a sheet with a list of traits. Highlight the ones you feel best represent you—qualities that will help you lead and make an impact on the issues that matter most to you. If you're unsure, take a moment to think: If I asked a friend to describe you, what would they say?

Feel free to add any additional traits not listed on the sheet.

### My Traits and Sources of Strength

Diligence	Love for others	Wisdom
Perseverance	Giving	Understanding
Effort	Support	Beauty
Craftsmanship	Kindness	Ambition
Responsibility	Compromise	Drive
Determination	Calmness	Seriousness
Humility	Honesty	Curiosity
Frugality	Integrity	Creativity
Simplicity	Reliability	Originality
Adaptability	Cleanliness	Friendliness
Shyness	Initiative	Caring
Aesthetic sense	Order	Loyalty
Sense of justice	Organizational skills	Connections
Business sense	Physical fitness	Joy of life
Control	Problem-solving	Enthusiasm
Sense of humor	Stability	Warmth
Respect	Decision-making	Sensitivity
Faithfulness	Accepting help	Gentleness





# Leadership and Civic Responsibility Following October 7th

In the wake of the tragic events of October 7th, inspiring initiatives of volunteerism and support emerged across Israel and Jewish communities worldwide, encompassing a broad spectrum of ways to help and make a difference.

- Are you familiar with or do you recall any of these initiatives?
- Has anyone here been involved in these initiatives?

## Option 1: Creating a Poster

Participants will split into groups of 2-4.

In their groups, participants will watch a 60-second video (on a shared screen or their personal devices) showcasing examples of the incredible civic assistance that transpired in Israel immediately following the events of that devastating Shabbat.

Each group will select one of the examples from the video and do a bit of research on it using their phones. They will then create a visual poster with a suitable slogan to encourage others to help, join the initiative, or raise funds for this important cause.

If multiple groups choose the same example, encourage them to explore other areas to ensure a variety of topics.

Following the activity, the posters can be displayed in a public area.

Short Videos on Volunteering in Israel After October 7th:

- [Since October 7th Israeli Civilians are Volunteering Wherever Needed](#)
- [Israelis donate blood and volunteer to help victims](#)

## Option 2: Talking Walls

Display posters around the room showcasing civic initiatives from the past year, both in Israel and abroad.

Participants are invited to walk around, explore the posters, and stop at one that resonates with them.

- Share with others what specifically moved you about the initiative you chose.
- Reflect together (or in a plenary discussion): How might you actively contribute to similar efforts in your community or another group with which you are affiliated?
- Can anyone share additional ideas for actions or initiatives that could be implemented in your community?
- Would you be interested in working together as a group to launch a joint initiative?

## Posters and Links to Matching Images:

- On October 7th, as reports of terrorist attacks on civilians in Israeli communities began to spread, residents from across the country dropped everything and rushed to provide assistance.

### Image Link:

[https://images.maariv.co.il/image/upload/f\\_auto,fl\\_lossy/t\\_ArticleControlTransformaionFaceDete ct/871520](https://images.maariv.co.il/image/upload/f_auto,fl_lossy/t_ArticleControlTransformaionFaceDete ct/871520)

### Image Caption:

*Rami Davidian, an Israeli civilian, saved dozens of lives during the surprise attack on Israel on October 7th, 2023, by evacuating people from the massacre at the Nova Festival. In recognition of his heroic actions, he was selected to light a torch at Israel's 76th Independence Day ceremony.*

- At the onset of the war, donation stations for food and supplies were quickly established for soldiers, drawing crowds of people who immediately came forward to contribute.

### Image Link (Donation Stations):

[https://images.maariv.co.il/image/upload/f\\_auto,fl\\_lossy/c\\_fill,g\\_faces:center,h\\_470,w\\_690/871944](https://images.maariv.co.il/image/upload/f_auto,fl_lossy/c_fill,g_faces:center,h_470,w_690/871944)

- Rescuing animals that were left behind amid the rubble in impacted communities.

### Image Links (Animal Rescue Operation):

<https://img.haarets.co.il/bs/0000018b-f70c-d330-a9bb-ffded8800000/92/62/4eda0905422cb2bb30707dafab25/54286007.JPG?precrop=1600,930,x0,y225&height=1116&width=1920>

[https://ynet-pic1.yit.co.il/cdn-cgi/image/f=auto,w=740,q=75/picsrver5/crop\\_images/2023/10/12/HkSX7BrZa/HkSX7BrZa\\_0\\_0\\_3000\\_2000\\_0\\_x-large.jpg](https://ynet-pic1.yit.co.il/cdn-cgi/image/f=auto,w=740,q=75/picsrver5/crop_images/2023/10/12/HkSX7BrZa/HkSX7BrZa_0_0_3000_2000_0_x-large.jpg)

- Civilians who joined the Hostage Families Headquarters and became leaders in the campaign for their return.

### Image Link (Protests):

[https://images.maariv.co.il/image/upload/f\\_auto,fl\\_lossy/c\\_fill,g\\_faces:center,h\\_470,w\\_690/875890](https://images.maariv.co.il/image/upload/f_auto,fl_lossy/c_fill,g_faces:center,h_470,w_690/875890)

- The President of the United States immediately stepped in to support Israel, declaring unwavering solidarity with the country.

### Image Link (President Biden):

[https://img.mako.co.il/2023/10/18/in\\_beidennnnn\\_re\\_autoOrient.mxf\\_1\\_re\\_autoOrient\\_i.jpg](https://img.mako.co.il/2023/10/18/in_beidennnnn_re_autoOrient.mxf_1_re_autoOrient_i.jpg)

- Cross-continental volunteering following the departure of thousands of foreign workers from Israel. Volunteers from North America stepped in to support national morale and assist with agricultural work on Israeli farms.

### Image Link (American Youth Volunteers):

[https://images.maariv.co.il/image/upload/f\\_auto,fl\\_lossy/c\\_fill,g\\_faces:center,h\\_470,w\\_690/844110](https://images.maariv.co.il/image/upload/f_auto,fl_lossy/c_fill,g_faces:center,h_470,w_690/844110)

- Major Celebrities including Michael Rapaport, Jerry Seinfeld, Montana Tucker, and Gal Gadot stepped up to advocate for Israel.

### Image Link (Celebrities):

[https://mobile.srugim.co.il/\\_next/image?url=https%3A%2F%2Fwww.srugim.co.il%2Fi%2Fwp-content%2Fuploads%2F2024%2F05%2FF231216AVS206-scaled\\_w570h350q80.jpg&w=3840&q=75](https://mobile.srugim.co.il/_next/image?url=https%3A%2F%2Fwww.srugim.co.il%2Fi%2Fwp-content%2Fuploads%2F2024%2F05%2FF231216AVS206-scaled_w570h350q80.jpg&w=3840&q=75)

[https://images.wcdn.co.il/f\\_auto,q\\_auto,w\\_1200,t\\_54/3/6/4/0/3640851-46.jpg](https://images.wcdn.co.il/f_auto,q_auto,w_1200,t_54/3/6/4/0/3640851-46.jpg)

[https://images.maariv.co.il/image/upload/f\\_auto,fl\\_lossy/c\\_fill,g\\_faces:center,h\\_400,w\\_711/910328](https://images.maariv.co.il/image/upload/f_auto,fl_lossy/c_fill,g_faces:center,h_400,w_711/910328)

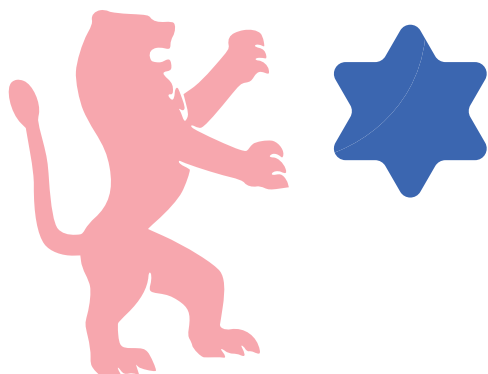
- Emergency Agricultural Initiative (Tzav 8 for Agriculture), a civilian-led project, mobilized approximately 22,000 Israeli volunteers to assist farmers.  
**Image Link (Israeli Agricultural Volunteers):**  
<https://www.galilole.org.il/wp-content/uploads/2023/10/%D7%90%D7%91%D7%95%D7%A7%D7%93%D7%95%D7%95%D7%95.jpg>
- German Soccer Team "Werder Bremen" actively advocates for the release of hostages, prominently displaying banners during matches calling for their immediate freedom. The players voiced their solidarity with Israel, dedicating special attention to soccer fan Hirsch Goldberg-Polin, who was abducted to Gaza. Outside the team's stadium, a banner reading "Free Hirsch" was displayed. Following the heartbreaking news of his murder, the banner was replaced with "Rest in Peace, Hirsch."  
**Image Link (Stadium Banner):**  
<https://photo.one.co.il/Image/GG/7,1/1763535.webp?width=700>  
  
[https://ynet-pic1.yit.co.il/cdn-cgi/image/f=auto,w=740,q=75/picserver5/crop\\_images/2024/01/27/BJXmHgmcp/BJXmHgmcp\\_0\\_0\\_3000\\_2000\\_0\\_x-large.jpg](https://ynet-pic1.yit.co.il/cdn-cgi/image/f=auto,w=740,q=75/picserver5/crop_images/2024/01/27/BJXmHgmcp/BJXmHgmcp_0_0_3000_2000_0_x-large.jpg)

### Summary:

Today, we explored the concepts of leadership and responsibility. We encountered different types of leaders—some holding official roles and others who stepped up in moments of crisis, driven by an inner fire and a profound sense of responsibility.

It's important to remember that each of us has the potential to be a leader. Within every one of us lies a unique combination of skills, experiences, and talents that we can share with others. Even abilities that might seem small or insignificant to us can have great value and meaning for someone else. This is a mindset worth carrying with us wherever we go.

To conclude, consider ending with a "One-Word Reflection Round," where each participant sums up the session in a single word—a feeling, a concept they learned, or a thought that stayed with them.



# Session II:

# Leadership and Responsibility

## For Adults / Community Members

### Session Objectives:

- Explore different types of leadership.
- Delve into the significance of leadership as a value.
- Highlight the impact of civic leadership—private leadership initiatives that emerged this year in response to the war.
- Inspire participants to take a stand and take initiative.

### Session Schedule:

Time	Activity	Required Materials
00:00–00:15	Opening - Inspiring Leaders	None
00:15–00:30	Discussion on Leaders	None
00:30–00:45	Nir's Letter - Responsibility	Projector, screen, computer, speakers
00:45–00:50	Video: Civic Leadership After October 7th	None
00:50–01:05	Text Reading in Pairs (Chevrotot) - "A Soldier in the Army of Peace"	None
01:05–01:20	Plenary Summary	None

## Opening Activity:

In our previous session, we explored Yitzhak Rabin's life, the pivotal moments that defined him, and the values that guided his actions. We also reflected on our own values – those that we acquired at home and within the communities where we grew up.

In this session, we will focus on two words that are often used—leadership and responsibility—and examine how these values manifest in our lives, at our age, within the circles we move in, and perhaps even a bit beyond them, or exceedingly beyond them....

### Circle Share: For Me, a Leader is...

Think of a leader who inspires you—someone others in the group are likely to recognize. These should be “big” figures, well-known individuals who have left a mark. They can be prominent figures from the social or political world, film, music, animation, great global leaders, someone younger or older, living or deceased, who has made a lasting impact.

We invite you to share in the circle who your chosen leader is and, in one sentence, explain why you view them as a leader.

### Questions for Discussion After the Circle Share:

- Was there a leader mentioned that stood out to you or resonated with you more than others?
- What do most of the leaders shared here have in common, and what differences set them apart?
- In your opinion, what qualities make someone a good leader?
- What factors inspire us to trust one leader over another?

The term “**leadership**” is broad and multifaceted. From the leaders you selected here, it's clear that leadership comes in many forms. It also highlights how many individuals who weren't officially appointed as leaders still became leaders in their own right. With leadership comes the concept of responsibility.





The following is a letter written by a 15-year-old boy after the assassination of Yitzhak Rabin. (Display this text on the screen):

Nir Weiner, Age 15, Holon

*"I, Nir Weiner, am shocked, horrified, and grieving over the assassination of Prime Minister and Defense Minister Yitzhak Rabin, Z"l, as is all of Israel.... The moment I heard Eitan Haber's announcement, that very moment my world went dark! Everything collapsed! We lost our country! I have never experienced a more difficult moment. I didn't believe it then, and even now, I cannot fully comprehend the despicable murder of such a beloved man.... In recent days, I have cried as I have never cried before, and the tears won't stop.... What has happened to us? What have we come to?*

*I, who have always supported peace, believe we are all to blame for this horrific murder. We, who saw the right-wing demonstrations and the incitement, who saw the writing on the wall, behaved like blind, deaf, and mute fools. We did nothing. We stayed silent and stood idly by.... We saw it, and we said nothing...."*

Watch Eitan Haber's announcement about the assassination of Prime Minister Yitzhak Rabin here:

<https://www.youtube.com/watch?v=CTbKks5PP3c>

### Questions for Discussion:

- What do you think Nir meant by "we saw it, and we said nothing"?  
(If participants lack context, show the video:  
[The Incitement Leading to the Assassination of Yitzhak Rabin](#))
- What do you think could have been done differently at the time?
- Can you think of recent events that reflect or echo what Nir wrote about?
- How can social media be used to drive change or express opinions?
- How involved are you in social or community issues? How involved would you like to be, if at all?
- What is the most pressing issue for you right now that you would like to address using the resources available to you?

In the next section, we'll explore leadership initiatives launched by citizens in response to the October 7th attacks. But before doing so, let's take this opportunity as an active community or group to reflect on our sources of strength.

# Leadership and Civic Responsibility Following October 7th

In the wake of the tragic events of October 7th, inspiring initiatives of volunteerism and support emerged across Israel and Jewish communities worldwide, encompassing a broad spectrum of ways to help and make a difference.

- Are you familiar with or do you recall any of these initiatives?
- Has anyone here been involved in these initiatives?

## Short Videos on Volunteering in Israel After October 7th:

- [Since October 7th Israeli Civilians are Volunteering Wherever Needed](#)
- [Israelis donate blood and volunteer to help victims](#)

## "A Leader's Speech" - Learning in Pairs [Chevruta - A small group of students (usually 2-5) analyze, discuss, and debate a shared text]

Participants are invited to form pairs or small groups of three. Together, they will read the attached text, an excerpt from Yitzhak Rabin's speech, and reflect together on key points. This speech was delivered to the U.S. Congress in Washington, D.C., on July 26, 1994.

For the full speech in English:

[https://www.jewishvirtuallibrary.org/address-by-prime-minister-rabin-to-the-u-s-congress#google\\_vignette](https://www.jewishvirtuallibrary.org/address-by-prime-minister-rabin-to-the-u-s-congress#google_vignette)

## Excerpt from Rabin's Speech

"...Mr. Speaker,

*The debate goes on: Who shapes the face of history - leaders or circumstances?*

*My answer to you is: We all shape the face of history. We, the People. We the farmers behind our plows, the teachers in our classrooms, the doctors saving lives, the scientists at our computers, the workers on the assembly line, the builders on our scaffolds*

*We, the mothers blinking back tears as our sons are drafted into the army; we, the fathers who stay awake at night worried and anxious for our children's safety. We, Jews and Arabs. We, Israelis and Jordanians. We, the people, we shape the face of history.*

*And we, the leaders, hear the voices, and sense the deepest emotions and feelings of thousands and millions, and translate them into reality.*

*If my people did not desire peace so strongly, I would not be standing here today. And I am sure that if the*

children of Amman, and the soldiers of Irbid, and the women of Salt and citizens of Aqaba did not seek peace, our partner in this great quest, the King of Jordan, would not be here now, shaking hands, calling for peace.

We bear the responsibility. We have the power to decide. And we dare not miss this great opportunity. For it is the duty of the leaders to bring peace and well-being to their peoples. We are graced with the privilege of fulfilling this duty for our peoples. This is our responsibility.

The complex relations between Israel and Jordan have continued for a generation. Today, so many years later, we carry with us good memories of the special ties between your country, Your Majesty, and mine, and we carry with us the grim reminders of the times we found ourselves at war.

We remember the days of your grandfather, King Abdullah, who sought avenues of peace with the heads of the Jewish people and the leaders of the young State of Israel.

There is much work before us. We face psychological barriers. We face genuine practical problems. Walls of hostility have been built on the River Jordan which runs between us. You in Amman, and we in Jerusalem, must bring down those barriers and walls, must solve those concrete problems. And I am sure that we will do it.

Yesterday we took a giant step towards a peace which will embrace it all: borders and water, security and economics, trade without boycotts, tourism, the environment, and diplomatic relations. We want a peace between countries, but above all between human beings.

Beyond the ceremonies, after the festivities, we will move on to the negotiations. They will not be easy. But when they are completed, a wonderful, common future awaits us. The Middle East, the cradle of the great monotheistic civilizations – Judaism, Christianity, and Islam; the Middle East, which was a valley of the shadow of death, will be a place where it is a pleasure to live.

We live on the same stretch of land. The same rain nourishes our soil; the same hot wind parches our fields. We find shade under the same fig tree, and savor the fruit of the same green vine. We drink from the same well, and the laughter of a baby in Amman can wake the sleepy citizens of Jerusalem. Only a seventy-minute journey separates these cities, Jerusalem and Amman – and forty-six years. And just as we have been great enemies, so can we be good and friendly neighbors.

Since it is unprecedented that in this joint meeting two speakers will be invited, allow me to turn to His Majesty.

Your Majesty,

*We have both seen a lot in our lifetime. We have both seen too much suffering. What will you leave to your children? What will I leave to my grandchildren? I have only dreams: to build a better world – a world of understanding and harmony, a world in which it is joy to live. This is not asking for too much.*

*The State of Israel thanks you: for accepting our hand in peace; for your political wisdom and courage; for planting new hope in our hearts, and in the hearts of your subjects, and in the hearts of all peace-loving people. And I know that you enjoy the highest esteem of the United States – this great America which is helping the bold to make peace of the brave.*

*From this hall, which represents freedom, liberty and democracy, I would like to thank,  
President Clinton and the former Presidents of the United States,  
Secretary of State Christopher, former secretaries of state,  
and administration officials,  
Mr. Speaker,  
Mr. Vice President,*

*And we are more than thankful to you,  
Distinguished Members of Congress, the representatives of the American people,  
And to you, the wonderful people of America.*

*I do so, because no words can express our gratitude to you, for the years of your generous support, understanding, and cooperation which are all but beyond compare in modern history.*

*Thank you, America. God bless America.*

*Tomorrow I shall return to Jerusalem, the capital of the State of Israel and the heart of the Jewish people. Lining the road to Jerusalem are rusting hulks of metal – burnt-out, silent, cold. They are the remains of convoys which brought food and medicine to the war-torn and besieged city of Jerusalem forty-six years ago.*

*For many of Israel's citizens, their story is one of heroism, part of our national legend. For me and for my comrades-in-arms, every scrap of cold metal lying there by the wayside is a bitter memory. I remember, as though it were just yesterday.*

*I remember them. I was their commander in war. For them this ceremony has come too late. What endures are their children, their comrades, their legacy.*

*Allow me a personal note.*

*I, Military I.D. No. 30743, Retired General in the Israeli Defense Forces, consider myself to be a soldier in the army of peace today.*

*I, who served my country for 27 years as a soldier, I say to you, Your Majesty, the King of Jordan, and I say to you, our American friends:*

*Today we are embarking on a battle which has no dead and no wounded, no blood and no anguish. This is the only battle which is a pleasure to wage: the battle of peace.*

*Tomorrow, on the way up to Jerusalem, thousands of flowers will cover the remains of those rusting armored vehicles, the ones that never made it to the city. Tomorrow, from those silent metal heaps, thousands of flowers will smile to us with the word of peace – "Shalom."*

*In the Bible, our Book of Books, peace is mentioned in its various idioms, two hundred and thirty-seven times. In the Bible, from which we draw our values and our strength, in the Book of Jeremiah, we find a lamentation for Rachel the Matriarch. It reads:*

*"Refrain your voice from weeping, and your eyes from tears:*

*for their work shall be rewarded, says the Lord."*

*I will not refrain from weeping for those who are gone. But on this summer day in Washington, far from home, we sense that our work will be rewarded, as the Prophet foretold.*

*The Jewish tradition calls for a blessing on every new tree, every new fruit, on every new season,*

*Let me conclude with the ancient Jewish blessing that has been with us in exile, and in Israel, for thousands of years; and allow me to do it in Hebrew:*

*"Blessed are You, O Lord, who has preserved us, and sustained us, and enabled us to reach this time."*

*God, Bless the Peace.*

*Thank you."*





**Questions for Reflection:**

- How does this speech resonate with you in today's context?
- What emotions does it stir in you?
- What leadership qualities in this speech contributed to its fame and enduring impact?
- Which concepts in the speech have evolved, disappeared, or been redefined over time?
- Without engaging in political debate, discuss how this speech relates to today's world and the idea of leadership as we've explored it.

**Plenary Discussion:**

Participants reconvene to reflect together.

We began this session by exploring leaders who inspire you. We then delved into the concept of responsibility and examined contemporary civic initiatives. Finally, we revisited a pivotal moment in our recent history to gain perspective and a reminder of another time, different or similar to our present-day reality.

You're invited to share your thoughts or feelings about today's discussions as a whole, and in particular about the ideas of leadership and responsibility.

**Summary:**

Today, we explored the concepts of leadership and responsibility. We encountered different types of leaders—some holding official roles and others who stepped up in moments of crisis, driven by an inner fire and a profound sense of responsibility.

It's important to remember that each of us has the potential to be a leader. Within every one of us lies a unique combination of skills, experiences, and talents that we can share with others. Even abilities that might seem small or insignificant to us can have great value and meaning for someone else. This is a mindset worth carrying with us wherever we go.

To conclude, consider ending with a "Japanese round," where each participant sums up the session in one word—a feeling, a concept they learned, or a thought that stayed with them—in a single word.

**Alternate Option:**

Participants can watch the following video, featuring Yitzhak Rabin's speech at the signing ceremony of the Oslo II Accords:

Address at the Israeli-Palestinian Interim Agreement Signing Ceremony, Delivered on September 28, 1995, in Washington, D.C.:

<https://www.americanrhetoric.com/speeches/OsloII/yitzhakrabinosloII.htm>

# Session III: Zionism and Hope – Then and Now

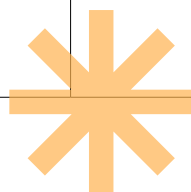
For a Young age group

## Session Objectives:

- Engage in a discussion on Zionism and its evolution through history.
- Strengthen participants' sense of Jewish peoplehood and connection to Zionism.
- Deepen the personal, communal, and collective connection to Israel and the Jewish people, especially in today's context.
- Inspire action as a meaningful way to cultivate belonging and sustain hope.

## Session Schedule:

Time	Activity	Required Materials
00:00–00:05	Opening – Zionism and Hope	None
00:05–00:15	Zionism – True or False	Facilitator's Choice: A Kahoot quiz or presentation (to be prepared in advance), or reading from the session materials
00:15–00:25	My Zionist Identity Pie – Ingredients	Example of "My Zionist Identity Pie" (Appendix 2), modeling clay (various colors), markers, paper
00:25–00:45	Plenary	None
00:45–01:00	From Spirit to Substance – Video Screening	Screen, projector, computer, speakers
01:00–01:20	Hope and Action – Discussion Following the Video	None
01:20–01:30	Summary	None



## Opening Activity:

We continue our series of sessions inspired by Yitzhak Rabin and his enduring legacy.

Today, we'll focus on two concepts that are often heard but may feel overused, distant from us, or even irrelevant: Zionism and hope.

Yitzhak Rabin—whether as Prime Minister, Defense Minister, or IDF Chief of Staff—placed great importance on the individual. He believed deeply in the value of each person in Israeli society and around the world, recognizing their contributions to the nation's security and strength. Rabin trusted in people and their ability to uphold Israel's inner strength, unity, and fortitude—both within its borders and on the global stage.

His life, filled with significant public roles, reflects his profound dedication and love for the State of Israel and the Jewish people. It demonstrates his belief that civic action is a vital resource, essential for the resilience of Israeli society, the Jewish people, and the hope for building an exemplary society.

Today, we'll bring these idealistic ideas closer to home, exploring how these concepts of Zionism and hope take shape in our own community.

## Part A:

We'll begin with a quick game: "Zionism - True or False."

This activity should be relatively fast-paced, aiming to engage participants and set an energized tone for the session. There will be no pauses for discussion during the game, as a video explaining Zionism will follow, providing context for a deeper discussion afterward.

*The facilitator can prepare a Kahoot quiz in advance or read questions aloud from the session materials—whichever suits the group best.*

## Prompts:

### 1) Theodor Herzl is considered the father of modern political Zionism.

- True
- Herzl convened the First Zionist Congress in 1897 and is credited with shaping modern Zionism.

### 2) The First Zionist Congress took place in Tel Aviv.

- False
- The First Zionist Congress was held in Basel, Switzerland, in 1897.

### 3) Modern Zionism began as a response to rising anti-Semitism in Europe.

- True
- Modern Zionism emerged in the late 19th century largely in response to increasing anti-Semitism in Europe and the desire for Jewish self-determination.

#### **4) Zionism ended with the establishment of the State of Israel in 1948.**

- False
- While the establishment of Israel was a major achievement, Zionism continues as a movement focused on maintaining and supporting the Jewish state, ensuring its security, and fostering a connection with Jews worldwide.

#### **5) Zionism today is only concerned with Jews living in Israel.**

- False
- Zionism still connects to Jews in the World Jewry, fostering ties between Israel and Jewish communities worldwide

#### **6) World Jewry Jews have no role in shaping Zionism today.**

- False
- World Jewry Jews remain deeply involved in supporting Israel, influencing Zionism through philanthropy, politics, and advocacy.

#### **7) Kibbutzim were collective agricultural communities established by early Zionists to build the land of Israel.**

- True
- Kibbutzim were founded as part of Zionist efforts to develop and settle the land.

#### **8) Zionism played a role in reviving the Hebrew language as a modern spoken language.**

- True
- Zionism, particularly through figures like Eliezer Ben-Yehuda, helped revive Hebrew as a modern spoken language in the context of the Jewish state.

## **My Zionist Identity Pie (See Appendix 2):**

### **Question:**

What shapes your Zionist identity? What are its foundations, and what is it built from? (For those who don't identify as Zionists, this is an opportunity for dialogue. Zionism is a dynamic and evolving concept that differs from person to person and over time).

Let's explore this question in a creative way:

Participants are invited to individually create a visual representation of the elements that make up their Zionist identity. They can use colorful modeling clay, markers, magazine clippings, or any other materials they choose.

## Instructions:

Create a "pie" or diagram—using drawing, crafting, or collage—that represents the elements of your Zionist identity.

**Color Key** for Zionist Identity Components (or any other colors available):

- **Red:** Home and family
- **Green:** Educational frameworks
- **Blue:** The State of Israel
- **Yellow:** The Land of Israel
- **Purple:** My Judaism
- **Brown:** Knowledge, history, literature
- **White:** Other components

Once everyone has finished, place your creations on the tables. Take time to walk around and explore the works before moving into the Plenary.

## Plenary:

- What stood out to you in the works?
- What similarities and differences did you notice?
- Would your representation have looked different a year ago?
- Has the past year shaped your perspective on Zionism? Your connection to Israel? To the Jewish people? To Jewish groups in your community?
- Are there differences between Zionism in the past and Zionism today?
- What role does your Jewish identity play in shaping the elements of your Zionism?
- If you were to map the evolution of Zionism as a timeline, what would it look like?

## Optional Addition to the Discussion:

Here's a short excerpt from a speech by Yitzhak Rabin addressing the Jewish World Jewry and its connection to Israel. We'd love to hear your thoughts on his words:

### What Will You Tell Your Children?

*"You will return home tomorrow or the day after, to the countries where you live. What will you tell your families? What will you say to your children? What message will you bring from this week in Jerusalem, from this congress, from the State of Israel?"*

*Tell them that you were home—that you came to visit your home. Even if you've lived for years, or even generations, in Buenos Aires, Melbourne, New York, Los Angeles, London, or Brussels—this is your home.*

*We shared your sorrow in our times of hardship, and we felt your pride during our moments of victory and achievement... As a member of the Jewish people who dreamed for thousands of years of returning to the land of their ancestors, as a son of a nation exiled from its homeland during the Holocaust, I am part of a people for whom the image of the boy with raised hands in the Warsaw*



*Ghetto returns in the night.*

*The Western Wall is, for me, the focal point of the Jewish people's longing. Its silent stones, which served as the cement and glue of our nation through the generations, spoke to me in those moments—beautiful and sorrowful—beyond any dream or song."*

(Yitzhak Rabin, Excerpt from his remarks at the conclusion of the Zionist Congress, Jerusalem, July 30, 1992.)

## Part B: Action and Hope

### Question:

What is the connection between Zionism, action, and hope? How does this relate to us personally?

The following video will help shed light on this connection: Spirit to Substance:

<https://www.youtube.com/watch?v=AW4k1x6A2fg>

### Discussion Questions Following the Video:

- What emotions did the video evoke in you?
- Do you have any thoughts or reflections you'd like to share after watching?
- Did the video provide you with any new insights or perspectives?
- How do you think the video connects to the idea of hope?
- In your opinion, what fosters hope?
- Have there been any events in the past week that sparked a sense of hope for you?
- Do you see yourself becoming more actively involved in your connection to Israel and the Jewish community?
- If not, why? If yes, in what ways?
- How do you think Zionism manifests today, and where would you like to see it headed?

### Summary:

Today, we explored our shared history as a people, from the origins of modern Zionism to the challenges of our present time. We observed how Zionism has evolved, much like we continue to grow and change. We encourage you to keep reflecting on how Zionism connects to your daily life, strengthens your sense of belonging to your community, your country, and the Jewish people, and how you can express this connection through actions that foster hope.

### **A Meaningful Conclusion:**

End this session with one of the following videos:

- [One Nation](#)
- [Hanan Ben Ari - Moledet \(Homeland, with Hebrew and English subtitles\)](#) (For Israeli audiences)

### **Additional Exploration on Zionism:**

Screen the following video about Zionism (in English):

<https://youtu.be/ZXEAnZ5HqYY>

### **Discussion Questions Following the Video (choose those suitable for your audience):**

- What is the concept of Zionism?
- Why, after many years of Jewish dispersion around the world, did a Zionist movement arise, focusing on settlement in Israel, establishing a state, and more?

For further explanations, click this link:

<https://www.thejewishstar.com/stories/zionism-101-just-the-facts,22823>

- What different positions of Zionism can be seen in the video?
- What surprised you? What did you already know?
- Do you feel a connection to Zionism? If so, how?

# Session III: Zionism and Hope – Then and Now

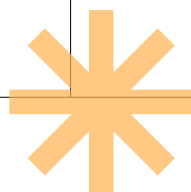
## For Adults / Community Members

### Session Objectives:

- Engage in a discussion on Zionism and its evolution through history.
- Strengthen participants' sense of Jewish peoplehood and connection to Zionism.
- Deepen the personal, communal, and collective connection to Israel and the Jewish people, especially in today's context.
- Inspire action as a meaningful way to cultivate belonging and sustain hope.

### Session Schedule:

Time	Activity	Required Materials
00:00–00:05	Opening – Zionism and Hope	None
00:05–00:15	Zionism – True or False	Facilitator's Choice: A Kahoot quiz or presentation (to be prepared in advance), or reading from the session materials
00:15–00:25	My Zionist Identity Pie – Ingredients	Example of "My Zionist Identity Pie" (Appendix 2), modeling clay (various colors), markers, paper
00:25–00:45	Plenary	None
00:45–01:00	From Spirit to Substance – Video Screening	Screen, projector, computer, speakers
01:00–01:20	Learning in Pairs (Chevruta): Hope and Action in Today's Reality	None
01:20–01:30	Summary	None



## Opening Activity:

We continue our series of sessions inspired by Yitzhak Rabin and his enduring legacy.

Today, we'll focus on two concepts that are often heard but may feel overused, distant from us, or even irrelevant: Zionism and hope.

Yitzhak Rabin—whether as Prime Minister, Defense Minister, or IDF Chief of Staff—placed great importance on the individual. He believed deeply in the value of each person in Israeli society and around the world, recognizing their contributions to the nation's security and strength. Rabin trusted in people and their ability to uphold Israel's inner strength, unity, and fortitude—both within its borders and on the global stage.

His life, filled with significant public roles, reflects his profound dedication and love for the State of Israel and the Jewish people. It demonstrates his belief that civic action is a vital resource, essential for the resilience of Israeli society, the Jewish people, and the hope for building an exemplary society. Today, we'll bring these lofty ideas closer to home, exploring how these concepts of Zionism and hope take shape in our own community.

## Part A:

We'll begin with a quick game: "Zionism - True or False."

This activity should be relatively fast-paced, aiming to engage participants and set an energized tone for the session. There will be no pauses for discussion during the game, as a video explaining Zionism will follow, providing context for a deeper discussion afterward.

*The facilitator can prepare a Kahoot quiz in advance or read questions aloud from the session materials—whichever suits the group best.*

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#### 5) Zionism today is only concerned with Jews living in Israel.

- False
- Zionism still connects to Jews in the World Jewry, fostering ties between Israel and Jewish communities worldwide

#### 6) World Jewry Jews have no role in shaping Zionism today.

- False
- World Jewry Jews remain deeply involved in supporting Israel, influencing Zionism through philanthropy, politics, and advocacy.

#### 7) Kibbutzim were collective agricultural communities established by early Zionists to build the land of Israel.

- True
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#### 8) Zionism played a role in reviving the Hebrew language as a modern spoken language.

- True
- Zionism, particularly through figures like Eliezer Ben-Yehuda, helped revive Hebrew as a modern spoken language in the context of the Jewish state.

## My Zionist Identity Pie (See Appendix 2):

### Question:

What shapes your Zionist identity? What are its foundations, and what is it built from? (For those who don't identify as Zionists, this is an opportunity for dialogue. Zionism is a dynamic and evolving concept that differs from person to person and over time).

Let's explore this question in a creative way:

Participants are invited to individually create a visual representation of the elements that make up their Zionist identity. They can use colorful modeling clay, markers, magazine clippings, or any other materials they choose.



## Instructions:

Create a "pie" or diagram—using drawing, crafting, or collage—that represents the elements of your Zionist identity.

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- **Yellow:** The Land of Israel
- **Purple:** My Judaism
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Once everyone has finished, place your creations on the tables. Take time to walk around and explore the works before moving into the Plenary.

## Plenary:

- What stood out to you in the works?
- What similarities and differences did you notice?
- Would your representation have looked different a year ago?
- Has the past year shaped your perspective on Zionism? Your connection to Israel? To the Jewish people? To Jewish groups in your community?
- What role does your Jewish identity play in shaping the elements of your Zionism?
- Which parts of the pie might conflict with one another or have more complex interactions?
- Can you share situations when parts of your identity have clashed or where one part overshadowed the others?
- Are there differences between Zionism in the past and Zionism today?
- If you were to map the evolution of Zionism as a timeline, what would it look like?
- Where would you place yourself and your family on this Zionist timeline?

The following is an excerpt from a speech by Yitzhak Rabin, addressing the Jewish World Jewry and its connection to Israel. Consider these questions, inspired by his words and your creations:

Optional Addition to the Discussion:

- Is Israel a home for you?
- Are his words still relevant today?
- Which "ingredients"/elements of your "pie" do these words relate to?
- What emotions do these words evoke in you?
- Following October 7th, one of the strongest sentiments expressed in Israel was that "our home was broken into." Can you relate to this feeling? How did you experience it?

## What Will You Tell Your Children?

*"You will return home tomorrow or the day after, to the countries where you live. What will you tell your families? What will you say to your children? What message will you bring from this week in Jerusalem, from this congress, from the State of Israel?"*

*Tell them that you were home—that you came to visit your home. Even if you've lived for years, or even generations, in Buenos Aires, Melbourne, New York, Los Angeles, London, or Brussels—this is your home.*

*We shared your sorrow in our times of hardship, and we felt your pride during our moments of victory and achievement... As a member of the Jewish people who dreamed for thousands of years of returning to the land of their ancestors, as a son of a nation exiled from its homeland during the Holocaust, I am part of a people for whom the image of the boy with raised hands in the Warsaw Ghetto returns in the night.*

*The Western Wall is, for me, the focal point of the Jewish people's longing. Its silent stones, which served as the cement and glue of our nation through the generations, spoke to me in those moments—beautiful and sorrowful—beyond any dream or song."*

(Yitzhak Rabin, Excerpt from his remarks at the conclusion of the Zionist Congress, Jerusalem, July 30, 1992.)

## Part B: Action and Hope

### Question:

What do you think is the connection between Zionism, action, and hope? How does this relate to us personally?

The following video will help shed light on this connection: Spirit to Substance:

<https://www.youtube.com/watch?v=AW4k1x6A2fg>

### Discussion in Pairs: Is Zionism Racism?

Over the past year, the term "Zionism" has taken on additional meanings, with some using it as a basis for accusations of hatred or even genocide carried out in the name of Zionism.

The following article, published in the LA POST, explores Zionism from its origins to the present day. Participants are invited to form small groups, read the article, and engage in a Plenary. We encourage you to focus on the second half of the article, which addresses the question: "Is Zionism racism?"

<https://www.latimes.com/world-nation/story/2024-05-22/zionism-disagreement-over-a-word-in-use-for-125-years>

### Questions:

- How did the article make you feel?
- Is this a reality you experience firsthand, or does it feel distant—something you only hear about?
- Can you see or understand both sides and the complexities of the situation?
- How do you think Zionism manifests today, and where would you like to see it headed?

### Plenary Discussion:

- What insights or ideas came up in your groups?
- Where would we like to see Zionism directed?
- Do you consider contributing to Israel an act of Zionism?
- Is supporting an organization that raises awareness of Israel's delegitimization considered Zionist in your view?
- What other opportunities for action do you see, both as individuals and as a community?
- Who are the partners you'd like to engage with moving forward?

### Summary:

Today, we traced our shared history as a people, from the birth of modern Zionism to the complexities of our present. We explored how Zionism has evolved over time, transforming as we continue to grow and change. In a speech we reflected on during our previous session, Yitzhak Rabin said:

*"What legacy will I leave for my children? I have no material wealth to pass on; I have only dreams: to leave future generations a better, more peaceful world—a world worth living in."*

(Yitzhak Rabin, speech to the U.S. Congress before the signing of the Israel–Jordan peace agreement, July 26, 1994)

We encourage you to keep reflecting on your dreams for the future of Zionism. How does it manifest in your daily life? How does it strengthen your sense of belonging to your community, your country, and the Jewish people? Think about how you can embody this connection through actions that inspire and sustain hope.

### Optional - Additional Exploration on Zionism:

End this session with the following videos:

- [One Nation](#)
- For Israeli audiences: [Hanan Ben Ari - Moledet \(Homeland, for Hebrew Speakers\)](#)
- Video about Zionism (in English): <https://youtu.be/ZXEAnZ5HqYY>



### **Discussion Questions Following the Video (choose those suitable for your audience):**

- What is the concept of Zionism?
- Why, after many years of Jewish dispersion around the world, did a Zionist movement arise, focusing on settlement in Israel, establishing a state, and more?

For further explanations, click this link:

<https://www.thejewishstar.com/stories/zionism-101-just-the-facts,22823>

- What different positions of Zionism can be seen in the video?
- What surprised you? What did you already know?
- Do you feel a connection to Zionism? If so, how?

### **Additional Present-Day Articles on Zionism:**

- <https://www.washingtonpost.com/nation/2024/05/03/zionist-definition-explained-protests/>

### **Are the Following Actions Considered Zionist?**

- A \$500 Million Campaign for Israel  
<https://www.jewishfederations.org/fedworld/jewish-federations-launch-500m-campaign-to-support-israel-450176>
- Supporting an Organization Raising Awareness of Israel's Delegitimization  
<https://www.adl.org/about/adl-and-israel/support-israel-jewish-and-democratic-state>
- Raising Awareness of Zionism and Racism  
<https://www.adl.org/about/adl-and-israel/anti-israel-and-anti-zionist-campaigns>

### **Additional Resources:**

Hope is the desire for a certain outcome to materialize. It is an inseparable part of individual lives and the collective experience of nations. Hope has always been, and remains, a driving force for social, national, and economic change among societies and nations.

Hope carries within it the power to assign optimistic meanings to human lives and the future of nations. However, human and social history demonstrates that relying on hope alone, without taking action to achieve the desired outcome, will not yield the fruits of that hope.

In A Song for Peace—the final song Yitzhak Rabin sang just minutes before his assassination—the lyrics state: "Don't say the day will come—bring the day." Hope is a source of optimism, but on its own, it will not create the change we wish for. In recent weeks, we have witnessed extraordinary civic engagement from many citizens of Israel, who are coming together to contribute to the future of society and the state, rebuilding and strengthening the nation's resilience through shared effort and partnership.

(Taken from the Yitzhak Rabin Museum website)

# Shifts in Israeli Society Following the Assassination of Yitzhak Rabin

## For the Facilitator

In the years since the assassination of Prime Minister Yitzhak Rabin, we have witnessed significant, value-driven shifts in Israeli society. Some of these changes are directly linked to the assassination, while others reflect the broader universal trends of the era. It is difficult to isolate a single influence, though it is certainly possible to identify notable changes that have occurred during this period.

## The Shift in Attitudes Toward Peace – From Peace as a Moral Ideal to Peace as Pragmatic Agreements:

The Jewish people in general—and Israeli society in particular—have always pursued peace. Deeply embedded in Jewish sources, the concept of shalom (peace) is a central moral and divine imperative, calling for individuals to embody and promote peace. From the Declaration of Independence, which extended a “hand of peace,” to children’s literature, songs, and television programs, peace is a defining ethos in Israeli identity, reflected in the collective consciousness and cultural expression.

In the years following the assassination of Yitzhak Rabin, alongside the decline of the Oslo Accords (amid ongoing debates about whether the Accords themselves were flawed or whether their implementation and systematic undermining led to the current reality), the Israeli perspective on peace became more so a pragmatic necessity—economic and security-driven— and less so an ethical or moral imperative. The Abraham Accords represent the pinnacle of this pragmatic approach.

This change in attitude can be interpreted as a form of maturity and sobering realism, but it can also be viewed as a loss of direction.

## Villa in the Jungle – From Moral Superiority to Military Superiority

The perception of Israel as a “villa in the Middle Eastern jungle” has always existed, albeit with varying intensity. Though in the state’s early years, this concept was rooted in Israeli society’s aspiration for moral superiority, over time, the focus shifted significantly toward military superiority. While both ideals have coexisted throughout Israel’s history, the balance between them has changed dramatically.

It was always clear to Israeli society that a strong military was essential. Yet, the foundational ethos of having “the most moral army in the world” defined the narrative, long before the Israeli Air Force became the most powerful in the Middle East.

## The Perception of Conflict – From Resolving to Managing the Conflict

As peace waned as an aspirational ideal and agreements became the primary tool for resolving disputes, a new concept gained traction in Israeli society: "managing the conflict." This approach assumes that "we will forever live by the sword," suggesting that the conflict cannot be fully resolved. Instead, it focuses on creating conditions that allow for a controlled and managed state of ongoing conflict.

It's important to note that this approach to conflict management has not proven successful in any other historical context. History shows that an unresolved, active conflict will inevitably escalate over time.

## The Role of Leadership – From Guiding to Representing

Israeli leadership has traditionally been characterized by a strong emphasis on state-driven leadership. Leaders were elected to use their public mandate to make decisions critical to the country's present and future. This often meant responding to public demands, but at times, it required challenging the public. Leadership took the initiative and guided the nation.

Over the past 30 years—and especially in the last 20—this role has shifted from leadership to representation. Leaders have increasingly become representatives of their voter base rather than stewards of the entire Israeli society. Responsibility toward Israeli society as a whole has been replaced by responsibility toward the leader's partisan voter base. The "ideal leader" has become someone voters can more easily see themselves reflected in through their behavior and rhetoric. Sectoral interests have taken center stage.

As with previous cases, this reflects a shift in balance. Leaders have always prioritized their voter base. However, Israeli society used to reward or punish its leaders for inappropriate behavior, waste of public funds, bribery, and fraud. Today, Israeli society tolerates leadership behaviors that in the past would have led to public punishment. All of this is tied to the rise of populist tendencies in Israeli leadership. This may be attributed to the characteristics of the leaders themselves, but it could also explain how leadership has consolidated and retained power in the aftermath of Rabin's assassination and the decline of earlier discussed values.



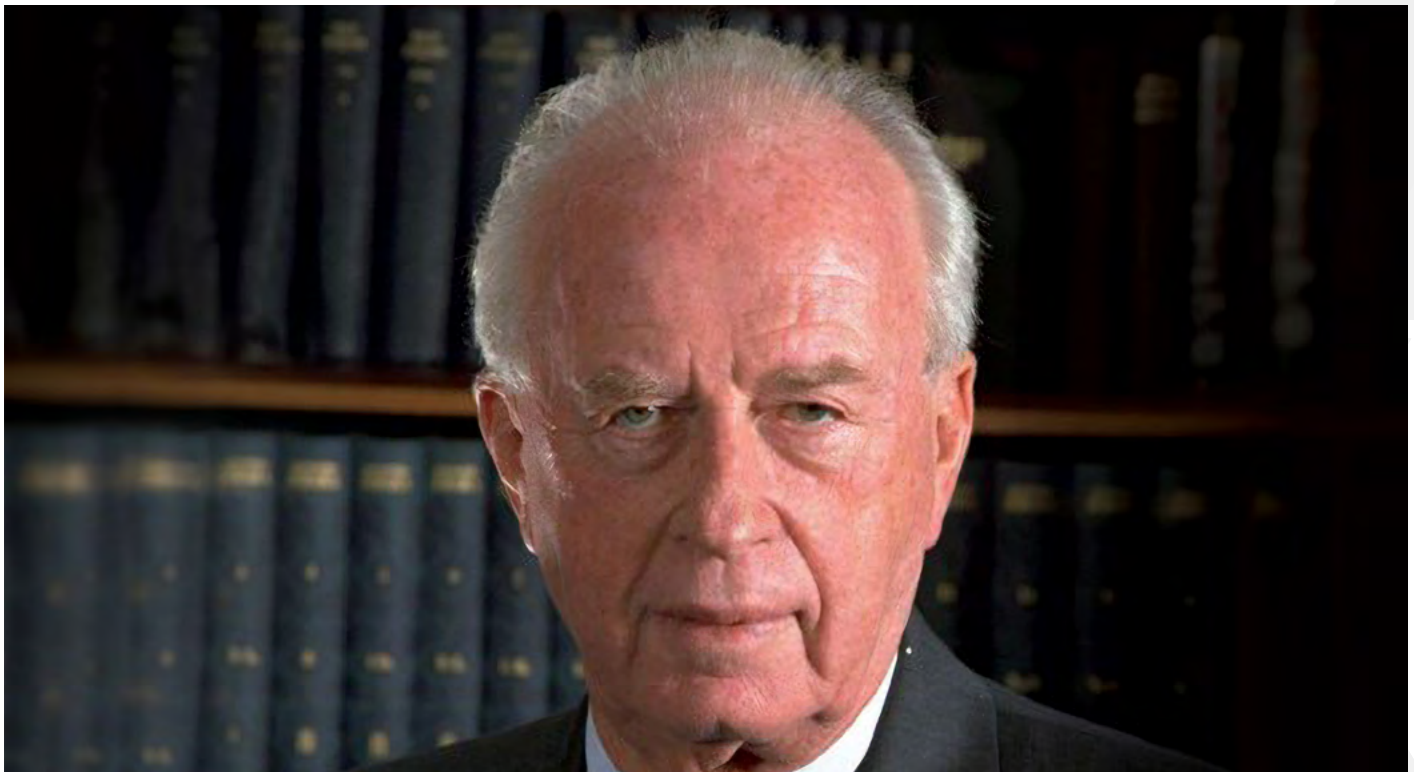


# Summary for the Three Sessions / Condensed Single Session:

Since Saturday, October 7th, 2023, Israel has faced the most devastating event in its history: a violent Hamas attack that claimed the lives of approximately 1,300 people, injured thousands, and left us all in shock, anger, and mourning. As we grieve, we also pray for the safe return of over 100 hostages to their families.

In the midst of this profound sorrow and a state of war, we have also witnessed extraordinary acts of solidarity, unity, and collective strength. Against this backdrop, we turned to the legacy of Yitzhak Rabin, reflecting on his role as an inspiring leader who embodied the values of Zionism and its implementation. Together, we explored the values each of us holds personally and those we share as a group. We discussed how we can promote these values and be filled with hope—a force that gives us the strength to face circumstances and strive to overcome them. Hope empowers groups and communities to overcome challenges by enabling them to look beyond their difficulties toward a better future. As such, it is an essential element for life, growth, transformation, and resilience.

We hope this series of activities has encouraged reflection and, more importantly, inspired action. We encourage you to take an active role in realizing your dreams and creating a world where you feel safe and free to express your values and identity.



# Additional Resources

- The Mount Scopus Speech  
[https://www.tiktok.com/@national\\_library\\_israel/video/7297657879488761090](https://www.tiktok.com/@national_library_israel/video/7297657879488761090)
- The Final Speech  
<https://www.youtube.com/watch?v=umGd8wEUDQo>
- The Final Speech (Alternate Link)  
<https://www.youtube.com/watch?v=CNjKh2akh8U>
- Sources from the Shitim Institute  
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- Recent Article on the Cancellation of Rabin Ceremonies Amidst the War  
<https://www.israelhayom.co.il/news/local/article/14786079>
- 12 Essential Qualities of Effective Leadership – Micela Leis, Stephanie Wormington  
<https://www.ccl.org/articles/leading-effectively-articles/characteristics-good-leader/>
- The Rabin Assassination as a Turning Point in Israel's History, Itamar Rabinovich  
<https://www.jstor.org/stable/10.2979/israelstudies.23.3.05>



# Appendix 1 – The Backpack:

Activity #1 for Young age groups

Yitzhak Rabin – Introduction to his Life and Legacy



# Appendix 2 – My Zionist Identity

## Activity for Zionism and Hope – Then and Now Ingredients/Elements of My Zionism

**Color Key for Zionist Identity Components (or any other colors available):**

- **Purple:** My Judaism
- **Brown:** Knowledge, history, literature
- **White:** Other components
- **Red:** Home and family
- **Green:** Educational frameworks
- **Blue:** The State of Israel
- **Yellow:** The Land of Israel

