

כנפי רוח

On Wings of Spirit

Back-to-School Activity Kit



Dear colleagues and fellow educators,

As we open a new school year, we do so with great hope and a prayer for a year of calm, growth, and good news. The past two years have posed profound challenges, left many of us with a sense of heaviness, and sharpened our collective need to strengthen spirit, resilience, and hope. In response to the needs, we have dedicated this year's opening kit to the theme:

כנפי רוח ~ On Wings of Spirit

The expression, coined by Rabbi Abraham Isaac Kook, calls us to uncover the inner strength within each of us and to lift ourselves even in the midst of difficulty. "Wings of Spirit" symbolize the human capacity to rise above obstacles, to find lightness and freedom even when the ground trembles, and to transform today's challenges into a springboard toward a better future.

The activity kit designed as a flexible, modular toolbox. It enables to select activities suited to different age groups: kindergarten, elementary, and middle school, and includes a detailed proposal for a community ceremony that brings all parts of your community together.

The activities includes movement, music, creativity, and guided conversation. Their purpose is to spark dialogue about personal resilience, mutual support, and the power we hold individually and collectively to shape our reality.

We hope this kit will inspire you and help you open the school year with a sense of strength, hope, and belonging, and to educate each child in accordance with their unique path.

Whishing us all a year of good news,
The Center for Education & Leadership Team

What's in the kit:
On Wings of Spirit
Kindergarten back-to-school
Lesson plan for Grades 1-3
Lesson plan for Grades 4-6
Lesson plan for Middle School
Community ceremony

חנוך לזיון, מתוך המחזה "עקובי ולידנטל"
 וככה עובר הזמן,
 אביב וקיץ, וסתו וחרף,
 פריחות ושלכות.
 וכל עונה כל כך מתאימה לחיות בה.
 כאלו הכין לך מישהו,
 ציור תקע נהדר לאשר שלך.
 ועכשו רק קום והיה מאשר.



“On Wings of Spirit” Activity Plan Kindergarten Back-to-School

Background & Central Idea

“On Wings of Spirit” is a beautiful expression that symbolizes freedom, the ability to overcome obstacles, and to go far. Like a bird spreading its wings and gliding with ease, children can also go above challenges and reach new, exciting places.

For kindergarten-aged children, this meaning connects naturally to the feelings of a fresh start, the excitement, curiosity, and growth that accompany the beginning of the year. It’s an invitation to spread their “Wings of Spirit”: to learn new things, make friends, discover talents, and feel capable of success.

Lesson Objectives

- Introduce the expression “Wings of Spirit” in a playful, experiential way
- Connect the expression to positive feelings of a new beginning and capability
- Create an encouraging, empowering atmosphere for the year ahead
- Foster age-appropriate self-expression and recognition of personal strengths

Materials Needed: Craft paper, crayons/markers, stickers, music

Part One: Opening, Setting Intention with Movement and Music

Play the song “Knafey Ruach – Aleh Ma’alah Aleh” ([YouTube link](#)) in the background.

Invite the children to imitate bird movements with outstretched arms.

After the game ask: What does it mean to fly?

How did you feel while you were “flying”?

Which parts of your body helped you fly?



What do we call the part a bird uses to fly (wings)?

Part Two: Discovering the Expression Through a Story

Today we will discover what "Wings of Spirit" are: wings you don't see with your eyes but feel in your heart.

Itai the Rabbit's Secret Wings by Tal Kedmi

In a green, sun-drenched forest clearing, lived a small, cute rabbit named Itai. Itai had long ears, a pink nose, and a round tail. But Itai also had a little secret that no one knew: sometimes, when he felt really scared or really sad, he felt as if he had small, invisible wings on his back. He called them "Wings of Spirit."

כנפי רוח

One day, all the forest animals decided to have a long jump competition over a small, clear stream. Everyone was excited. Dani the bear practiced running, Rina the fox stretched her legs, and even Zvika the tortoise tried to do tiny little jumps in place.

But Itai the rabbit hid behind a large bush. His stomach fluttered with fear. "I'll never be able to jump over the stream," he whispered to himself. "What if I fall into the water? Everyone will laugh at me." The more he thought about it, the more he felt his "Wings of Spirit" shrinking and becoming small and weak.

His good friend, Gili the squirrel, saw him hiding. She jumped down from the tree and approached him. "Itai, why aren't you practicing with us?" she asked in a cheerful voice.

"I... I'm scared," Itai stammered. "I'm a small rabbit, and the stream looks so big."

Gili looked at Itai with a warm smile and said: "But Itai, you have the bounciest legs in the whole forest. I see you hopping among the flowers every day. You just don't believe in yourself." She handed him a small, beautiful acorn.

"Hold this tight. It's a courage acorn."

And every time you feel scared, think about all the good things you know how to do, and remember that we, your friends, are cheering for you."

Itai looked at the acorn, and then at his friends who were calling for him to join them. He took a deep breath and closed his eyes. He thought about how he loves to run fast, how he manages to find the tastiest carrots, and how Gili always smiles at him.

And suddenly, he felt something strange. His "Wings of Spirit" on his back began to swell and grow strong. They weren't real wings with feathers, but a warm, pleasant feeling of strength from within. He felt as if he could fly. It was Itai's turn to jump. He approached the edge of the stream, held Gili's courage acorn, and heard all his friends shouting: "Go Itai, you can do it." He took a running start, ran as fast as he could, and jumped. For a moment in the air, Itai felt as if his "Wings of Spirit" were carrying him forward. He landed softly on the other side of the stream, farther than anyone else.

All the animals cheered with joy. Itai couldn't believe it. He did it. He won the competition.

But his biggest victory wasn't the medal. The real victory was that he discovered the secret of the "Wings of Spirit." They weren't ordinary wings, but wings made of belief in yourself, the love of friends, and the courage to try, even when you're a little scared.

And from that day on, every time Itai faced a new challenge, he remembered the feeling, spread his "Wings of Spirit," and knew he could do anything he wanted.

Ask some of the following questions:

- Why was Itai the rabbit initially afraid to enter the jumping competition? (This sparks a discussion about fear and apprehension of new things).
- What was Itai's secret? What were his "Wings of Spirit"? Were they real wings with feathers?

(Who helped Itai overcome his fear? And how did Gili the squirrel help him? To emphasize the power of friendship and mutual help).

What happened to Itai's "Wings of Spirit" when he was scared? (They shrank, weakened). And what happened to them when he started to believe in himself? (They grew, strengthened, carried him).

When can our "Wings of Spirit" help us? (When we need to try something new, when we're dealing with a fight, when we're a little sad).

Have you ever been afraid of something, but in the end, you tried and succeeded? (You can give a personal example: I was afraid to climb the tall playground equipment, but I tried slowly and succeeded).

Itai remembered that he was good at hopping and finding carrots. Let's go around, and everyone will say one thing they are really good at or love to do. (After each answer, you can say: "Wow, I can feel your Wings of Spirit growing as you talk about that.").

Who is the friend that helps your "Wings of Spirit" grow? What do they say or do that makes you feel good?

Part Three: The Courage Path and On Wings of Spirit Activity

Central Idea: The children will physically experience crossing a small, symbolic obstacle, where success depends not on physical ability but on "charging" their "Wings of Spirit" with the help of their friends, just like in the story.

Required Materials:

A long blue cloth or several hoops placed in a row (to simulate the "stream").

Optional: Pebbles or acorns that can be collected from the yard and called "courage stones."

Activity Flow:

We will gather the children in the yard and explain: "Now we're going to be like Itai the rabbit, who was afraid to jump over the stream, and like his friends, are cheering for you."



We've built our 'Courage Path' here (we'll point to the blue cloth/hoops). Our mission is to cross from one side of the path to the other. Just like Itai needed his 'Wings of Spirit' to succeed, we need them too. And as we learned, what gives power to our Wings of Spirit?" (Wait for answers from the children, such as "friends," "kind words," "believing in ourselves").

Every child who wants to cross the Courage Path will undergo a "group charging." Before the child begins, all the other children in the kindergarten will stand around and take on the role of Itai's "encouraging friends." Together, they will shout words of encouragement to him/her: "Go, you can do it. You have strong Wings of Spirit."

The children will cross by jumping, jogging lightly, or spreading their arms like wings however feels right to them.

After everyone has finished, we will gather them for a short sit-down on the grass and ask:

How did you feel when all your friends encouraged you?

Did it give you strength in your heart, like 'Wings of Spirit'?

We will summarize: Just like in the story, we discovered that our greatest strength is in being together.

When friends encourage us and when we remember the good things about ourselves, our 'Wings of Spirit' grow, and we can do anything. This year in kindergarten, we will be those kinds of friends to each other.

Part Four: Personal craft to conclude the activity

Materials Needed:

- Wing shapes cut from cardstock (can be prepared in advance to save time), or a sheet with wing outlines on both sides
- Crayons/colored pencils, markers, pastels
- Glue
- Additional decorations: stickers, glitter, scraps of colored paper

כנפי הרוח שלי



Instructions:

- Give each child a sheet with wings and ask them to draw themselves in the center of the page (between the wings). This can be a full-body drawing or just the face. (The aim is to place the child at the center of the wings.)
- Glue the wings onto the page so they sit on either side of the child's figure. Remind the children that these are our "Wings of Spirit," like Itai the Rabbit's, and invite them to fill the wings with all the things that give them strength and help them "fly."
- Allow the children to freely decorate the wings and background with colors, stickers, and glitter to add a sense of magic and joy.

Wrap-up & Display:

At the end, each child may present their artwork and share one element they chose to include. You can display all the pieces together on a central classroom wall under the title: "Kindergarten Spreads Its Wings for the New Year."



“On Wings of Spirit” Activity Plan for Grades 1–3

Background & Central Idea

“Wings of Spirit” is a beautiful expression that symbolizes faith, the power of choice, lightness, freedom, the ability to overcome obstacles, and to go far. Like a bird that spreads its wings and glides with ease, we too can overcome challenges and reach new and exciting places.

For students in Grades 1–3, this meaning connects naturally to the fresh start of a new school year the excitement, curiosity, apprehension, and growth it brings. It’s an invitation to spread their “Wings of Spirit”: to learn new things, make friends, discover hidden talents, and feel capable of succeeding in whatever they choose.

This activity kit is intended for Grades 1–3 at the beginning of the school year, with the aim of connecting learners to the meaning of “Wings of Spirit” in the context of learning and development.

Objectives

- Introduce the expression “Wings of Spirit” and its meaning.
- Connect the expression to feelings of a new beginning, excitement, hope, and capability.
- Encourage reflection on each student’s personal strengths and reinforce them.
- Create a positive, supportive atmosphere for the school year.
- Promote self-expression and creativity.

Part One: Musical Opening & Intention-Setting

Play the song “Knafey Ruach (Aleh Ma’alah Aleh)” ([YouTube link](#)) and write

“On Wings of Spirit” on the board. You may also teach students the sign language motions for the song ([link to for this song](#)).

Explain: Have you ever thought about a bird flying high in the sky? What helps it fly?

That's right, its wings. Wings help it rise above the ground, pass over tall mountains, and reach places. There is something very special inside us, within our hearts and our thoughts called "Wings of Spirit."

"Wings of Spirit" are not something real you can see or touch. They're a feeling of inner strength, like a secret superhero inside us. These wings help us "fly" over challenges and difficulties.

We will ask: When do you think we use our "Wings of Spirit"?

Examples, if needed: when a math exercise is hard and our inner voice says, "Don't give up try again"; when we want to make a new friend but feel a bit shy, and our inner strength helps us say "hello"; when we need to stand in front of the whole class and present something.

"Wings of Spirit" are our courage to try, our belief in ourselves, and the knowledge that we can handle anything even if it seems a bit hard at first. This year, we will discover and strengthen the "Wings of Spirit" within each and every one of us.

The expression "Wings of Spirit" comes from the writings of a major thinker and rabbi who lived about a hundred years ago Rabbi Avraham Yitzhak HaCohen Kook (Rav Kook). In one of his books, Orot HaKodesh, he wrote a passage meant to inspire a person and give them strength to believe in themselves.

The song we heard at the start of the activity is drawn from this passage: "Human being, ascend ascend higher. For you possess great power. You have Wings of Spirit, the wings of mighty eagles. Do not deny them, lest they deny you. Seek them and they will be found by you at once."

(Orot HaKodesh I, p. 65, §24)



Rav Kook wanted to remind each of us that we have tremendous power inside like the wings of strong eagles. He tells us: "Don't forget you have these wings. If you simply ask to use them, you'll discover they are there for you, ready to help you soar upward."

We will ask: What are you most looking forward to this year? (Learning multiplication? Going on a field trip? Taking part in a ceremony?) Which "Wings of Spirit" will help you succeed?

What is one "strength" you bring with you to this year? (For example: "I'm a good friend," "I have a big imagination," "I know how to help others," "I'm funny.")

How can we, as a class, help one another strengthen our "Wings of Spirit"? Which words can give a friend a good feeling and the strength to keep trying? (For example: "Nice try.", "I believe in you.", "Let's try together.")

Part Two:

Materials Needed:

- Pre-cut cardstock wing shapes (may be prepared in advance to save time), or a sheet with wing outlines on both sides
- Crayons/colored pencils, markers, pastels
- Glue
- Additional decorative materials: stickers, glitter, scraps of colored paper

כנפי הרוח שלי

אני רוצה ללמוד

במה אני טוב...ה...



Instructions:

- Distribute a sheet with wings to each child and ask them to draw themselves in the center of the page (between the wings). This can be a full-body drawing or just the face. (The goal is to place the child at the center of the creation.)
- Glue the wings onto the page so they sit on either side of the child's figure. Remind the children that these are our "Wings of Spirit," like Itai the Rabbit's, and invite them to fill the wings with all the things that give them strength and help them "fly."
- Right wing: Ask children to draw or write (depending on age and writing/drawing ability) what they are good at their strengths. Examples: a heart (because I'm a good friend), a ball (because I love to play), a paintbrush (because I love to draw), etc.
- Left wing: Ask them to write or draw something they would like to happen this year something new they would like to learn or try during the coming school year.
- Then allow the children to decorate the wings and background freely with colors, stickers, and glitter to add a sense of magic and joy.

Wrap-Up & Display

At the end, each child may present their artwork and share one element they chose to include. You can display all of the pieces together on a central classroom wall under the title: "Kindergarten Spreads Its Wings for the New Year."



Back-to-School “On Wings of Spirit” Activity Grades 4–6

Activity Objectives

- Introduce the concept of “Wings of Spirit” as a symbol of lightness, freedom, and the ability to overcome obstacles
- Cultivate belief in one’s personal ability to reach new and exciting horizons
- Evoke a sense of freedom and independence for the year ahead

Part One: Opening Stepping into the New Year

Play the song “Knafey Ruach (Aleh Ma’alah, Aleh)” ([YouTube link](#)). You may teach students the sign-language motions for the lyrics ([link to sign-language version](#)). It is recommended to project or write on the board the text:

בן אדם, עלה למעלה, עלה. כי כח עז לך. יש לך כנפי רוח, כנפי נשרים אבירים. אל תכחש בם,
פן יכחשו לך. דרוש אותם – וימצאו לך מיד.

Orot HaKodesh I, p. 65 - 24

After playing the song, we will explain the phrases:

“בן אדם, עלה למעלה, עלה. כי כח עז לך.”

Rav Kook is not telling us to climb a ladder. He is addressing each of us, calling us to aim high, to develop, and to grow. He reminds us: remember that you possess immense inner strength and vast potential.

“יש לך כנפי רוח, כנפי נשרים אבירים...”

Ask: Why eagles specifically? What is special about an eagle? (Pause for student responses: it flies the highest, it is strong, it has sharp vision.)

Explain: Rav Kook teaches that our inner power our “Wings of Spirit” are not just any wings. They carry the might and capacity of an eagle: to see far (set goals), soar above difficulties, and remain strong.



“אל תכחש בם, פן יכחשו לך” - Do Not Deny Them

“Do not deny them” means: do not dismiss, ignore, or say “this isn’t for me.”
Rav Kook warns that if we ignore our strengths and talents, they will, in a sense, “deny” us in return. Think of it like a muscle: if you don’t train it, it weakens. If you have a talent for drawing but never draw, that talent won’t develop. Our Wings of Spirit need practice.

“דַּרְשׁ אוֹתָם – וַיִּמָּצְאוּ לְךָ מִיד”

Seek them – and They will be Found for you Immediately

And what is the practice? To “seek them.” Here, “seek” means not only to ask but to act to use them. At the decisive moment, when it’s hard, when we’re afraid we make the brave choice and say to ourselves: “I know I have Wings of Spirit, and now I will use them.” This power is not hidden far away; it is immediately accessible the moment we turn to it and decide to activate it.

We will ask: Which “muscle” in your Wings of Spirit do you think you’ll need to train especially this year? Is it the patience muscle for longer assignments, the courage muscle to ask questions, or the creativity muscle for writing tasks?

We will ask: What happens to our Wings of Spirit when we try something and don’t succeed? Do they break, or, like a muscle in training, do they get a tiny “scratch” that actually strengthens them for next time?

Part Two: “On My Wings of Spirit” Activity

Purpose

Making the “On Wings of Spirit” idea tangible: set an intention for the year, identify personal strengths, practice empowering language, and take a first step right now.



Location: Classroom / schoolyard

Materials: Sticky notes, marker(s), masking tape, two ropes or chalk to mark a short course, an A3 sheet/poster board titled "Sky."

Set-Up & Flow

Hang the poster board on the wall with the heading "Sky of Goals." Mark two lines on the floor (rope/chalk) to create a short route. Place sticky notes at stations along the route.

Explain: We will move through a course with stations, each station connects to a different phrase from Rav Kook's teaching.

Station 1: "עלה למעלה, עלה." "Ascend higher, Ascend." (Intention for the Year)

Each student writes on a sticky note a small goal for the coming week (focused and short: "Ask one question in math," "Read 10 minutes each day," "Introduce/invite a friend to play").

Students post their notes on the Sky board.

Station 2: "ש לך כנפי רוח, כנפי נשרים אבירים" "You have Wings of Spirit, On Eagles Might Wings" (Inner Strengths)

Slow walk between two marked lines with arms as "wings." Pause midway for two breaths. At the end, each student chooses two uplifting words (e.g., perseverance, curiosity, friendship, responsibility) and writes them on a sticky note.

Station 3: "אל תכחש בם" "Do not deny them" (From Weakening Self-Talk to Empowering Language)

Each student selects a slip with a typical weakening sentence: "I'm not good at this," "I'll be embarrassed to ask," "I always get it wrong."

Task: Convert it into an empowering, action-oriented statement on a sticky note: "I'm practicing and improving," "I'll try to ask once," "A mistake is a way to learn."

Station 4: דרש אותם - וימצאו לך מיד "Seek them - and They will be Found for you Immediately" (Act Now)

Each student chooses one small step to take today: write a genuine question for the next lesson, write and deliver an encouraging note to a peer, or solve a short exercise/logic riddle you prepared.

Part Three: Affirmation Activity

This activity gathers the intentions, strengths, and personal statements from the station work and unites them into a shared class force. It demonstrates, physically and symbolically, that each person's wings grow stronger when they are part of a flock.

Procedure:

After students complete the station route, ask them to hold the sticky note with the empowering sentence they wrote for themselves (from Station 3). Form a large circle and explain: each of us has just taken a small personal journey. We filled the sky with goals, identified our strengths, and transformed weakening thoughts into empowering ones. Now let's see how our individual wings can connect into one strong class force.

Part Three: Affirmation Activity

This activity gathers the intentions, strengths, and personal statements from the station work and unites them into a shared class force.

It demonstrates, physically and symbolically, that each person's wings grow stronger when they are part of a flock.

Procedure:

After students complete the station route, ask them to hold the sticky note with the empowering sentence they wrote for themselves (from Station 3). Form a large circle and explain: each of us has just taken a small personal journey. We filled the sky with goals, identified our strengths, and transformed weakening thoughts into empowering ones. Now let's see how our individual wings can connect into one strong class force.

Go around the circle: in turn, each student reads aloud the empowering sentence on their note (e.g., "I practice and improve," "A mistake is a way to learn," "I have the courage to ask").

Option if a whole-class share is difficult:

Students can write their sentence on a note, fold it so only their name is visible, and share in pairs.

Back-to-School Activity: "Wings of Spirit", Grades 7-9

Activity Objectives

Experience the concept of "Wings of Spirit" through shared, experiential activities
Strengthen the class community and mutual responsibility
Build awareness of the group's collective power and shared potential
Create a positive, empowering collective memory for the start of the year.

Part 1: Opening

Begin with the song "Knafey Ruach (Aleh Ma'alah, Aleh)" (YouTube link). You may teach students the sign-language motions for the lyrics (link to a signlanguage version of the song). It is recommended to project or write on the board the text:

"בן אדם, עלה למעלה, עלה. כי כח על לך, יש לך כנפי רוח, כנפי נשרים אבירים. אל תכחש
בם, פן יכחשו לך. דרוש אותם וימצאו לך מיד."

Orot HaKodesh I, p. 65, §24

After the song, unpack the phrases:

"בן אדם, עלה למעלה, עלה. כי כח על לך..."

Rav Kook is not telling us to climb a ladder. He is addressing each of us, calling us to aim high, to develop, and to grow. His message: always remember you possess immense inner strength and extraordinary potential.

"... יש לך כנפי רוח, כנפי נשרים אבירים."

Ask: Why eagles specifically? What is special about an eagle? (Invite responses: it flies highest, it is strong, it has sharp vision.)

Explain: Rav Kook teaches that our inner power, our "wings of spirit", are not just any wings. They have the might and capacities of an eagle: to see far (set goals), to soar above difficulties, and to stay strong.

“אל תכחש בם, פן יכחשו לך.” - Do Not Deny Them

“Do not deny them” means: do not dismiss, ignore, or say “this isn’t for me.” Rav Kook warns that if we ignore our strengths and talents, they will, in a sense, “deny” us in return. Think of it like a muscle, if it isn’t trained, it weakens. If you have a talent for drawing but never draw, that talent won’t develop. Our Wings of Spirit need practice.

“דרוש אותם - וימצאו לך מיד”

Seek them – and They will be Found for you Immediately

And what is the training? To “seek them.” Here, derosh means not only to ask, but to act, to put them to use. At the decisive moment, when it’s hard, when we’re afraid, we make the brave choice and tell ourselves: “I know I have Wings of Spirit, and now I will use them.” This power isn’t hidden far away; it’s immediately available the moment we turn to it and decide to activate it.

Explanation: We just listened to a song and a quotation written about a hundred years ago. At your age, it’s easy to hear “Wings of Spirit” and dismiss it as a childish cliché. But let’s break it down and see why it may be one of the most relevant ideas for life in middle school. “Wings of Spirit” are both a good feeling and self-belief and an inner operating system we can learn to manage. Think of them as a combination of three elements:

1. Potential (the hardware): the talents, intelligence, and abilities each of us has, the engine.
2. Mindset (the software): the inner voice, the programming. Is it a constant critic (“You’ll probably fail,” “What will people think?”) or a personal coach (“Okay, we fell, how do we get up?”, “Let’s try a different angle”)?

The “do not deny them” part is essentially the work of challenging that inner critic.

Action (the execution): the courage to take your potential and mindset and do something with them in the real world. “Seek them” doesn’t mean wait for inspiration; it means initiate and choose.

In middle school you choose friends, manage your time, face tests, and shape your identity.

To “spread your wings” is to dare to join a new club, handle conflict maturely, choose not to go with the flow when it feels wrong, and learn how to get back up after a disappointing grade. Wings of Spirit are the toolkit we use to navigate that complexity.

Part Two: Experiential Activity , “Flight Simulator: Middle School Flight Scenarios”

Core Idea

Rather than speaking about challenges in the abstract, we’ll place students in a “simulator” where they must handle realistic middle-school scenarios (“flight conditions”) and design a group flight plan using their Wings of Spirit.

Materials Needed

- Scenario cards (pre-printed; 4-5 different scenarios)
- Poster boards or large sheets (A3), one per group
- Markers

Instructions

Divide the class into groups of 4-5 students. Each team receives a challenging “flight scenario” drawn from middle-school life. Their task is to analyze the problem, decide which Wings of Spirit they need to activate, and build an action plan.

Each group receives one scenario card and a poster sheet. On the poster, they should write responses to three questions.

Sample Scenarios

Scenario 1 (Social): A close friend begins behaving hurtfully toward another student in the class. You feel it's wrong, but you're afraid to confront your friend and risk getting hurt yourself.

Scenario 2 (Academic): You studied hard for an important exam and received a grade far below your expectations. It feels like a total failure, and your first thought is, "I'm just not good at this."

Scenario 3 (Peer Pressure): A popular group invites you to hang out, but you discover they plan to do something that goes against your values (for example, ostracize someone or spread a rumor).

Scenario 4 (Identity & Courage): You really want to join the sports team or theater track, but you're afraid you won't be accepted, worry about what others will say, or think it isn't "cool" enough.

Group Task

- **Situation Analysis:** What is the core challenge? What are the risks and the opportunities?
- **Required "Wings of Spirit":** Which specific "wings" must you activate? (e.g., the Wing of Integrity, True Friendship, Emotional Resilience, Courage to Be Different).
- **Flight Plan:** What 2–3 concrete actions would you take in this situation?

After group work, each team will briefly present the scenario, the wings they selected, and their primary solution.

Part Three: Conclusion

Explain: Today we stepped together into a “simulator” of middle-school life and discovered important things about ourselves and the power we carry within.

Ask: What did we discover in the simulator?

Explain: You are the pilots, not the passengers. We saw that for every scenario, complex or simple, there is more than one course of action. You analyzed the situation, chose the tools, and decided on a “flight plan.” We learned that life is not merely something that happens to us; it’s something we can actively navigate.

“Wings of Spirit” are a toolkit for integrity, resilience, and more. We learned that the wisdom lies both in knowing we have wings and in choosing the right wing for the right moment.

How do we take this forward into the new school year?

We suggest adopting a brief mental checklist before every “takeoff” into a challenging situation. The next time you feel pressure, confusion, or fear, pause and ask yourself three questions:

- **Situation Identification:** What is really happening here? What am I feeling?
- (e.g., “I’m afraid to share my opinion in the group because I’m worried they’ll laugh.”)
- **Wing Selection:** Which “wing” do I most need to activate right now?
- (e.g., “I need the ‘Courage to Be Myself’ wing more than the ‘Everyone-Should-Like-Me’ wing.”)
- **One Small Action:** What is the single small, doable step I can take right now to start moving? (For example: “I’ll prepare what I want to say and try to say at least one sentence of it.”)

Community Ceremony: Aleh Ma'alah, Aleh / Ali Ma'alah, Ali

Suggested Props for Different Parts of the Ceremony

- Light scarves in bright/soft colors (white, light blue, gold)
- Small bells or maracas
- Cards with song/prayer lyrics
- Cards with instructions for simple breathing exercises

Part A: Opening Prayer with Movement

This ceremony guides us through a shared journey of centering, of connecting to what is and expressing gratitude for what we have. From that quiet, steady base, we can access inner strengths for the start of the school year, strengths we may not have realized were there.

The facilitator invites the group or class to stand in a circle of unity, each person holding hands with the person next to them.

Opening Movement , "Release Breath"

Play in the background: Prayer of Gratitude , "Kol HaDvarim HaYafim Be'emet" (All the Truly Beautiful Things) by Daniela Spector ([YouTube link](#)).

Guide participants with the following cues:

- Stand with feet shoulder-width apart.
- Take a deep inhale, raising the arms up toward the sky.
- Long exhale, lower the arms and open them out to the sides.



המרכז
לחינוך
ומנהיגות



כל הדברים

(שאיפה עמוקה הרמת ידיים מעלה לשמיים)

היפים באמת

(נשיפה ארוכה)

מתגלים בזמנם

(שאיפה עמוקה)

האיטי, הבלתי מתחשב

(נשיפה ארוכה להוריד את הידיים ולפרוש את הזרועות לצדדים)

האוהב

(שאיפה עמוקה)

הפועם

(נשיפה ארוכה)

בקצבו של הלב

(שאיפה עמוקה מגע עדין על הלב)

All the things

(Deep inhale , raise hands up toward the sky)

that are truly beautiful

(Long exhale)

reveal themselves in their time,

(Deep inhale)

the slow, the unhurried,

(Long exhale , lower the arms and open them out to the sides)

the loving,

(Deep inhale)

the pulsing

(Long exhale)

to the rhythm of the heart.

(Deep inhale , gentle hand over the heart)

Let's linger for another moment with this feeling, with gratitude for all the beautiful things already present in our lives and with the quiet rhythm of our hearts. Let us ask ourselves: What am I grateful for right now?

Give a few moments of silence, and invite anyone who wishes to share what they are grateful for.

Part B: Healing Movement , "Wings of Spirit"

Explain: Rav Kook teaches us about Wings of Spirit.

Ask: What does "Wings of Spirit" mean to you?

"Wings of Spirit" are both a positive feeling and self-belief, and an inner operating system we can learn to manage. Think of them as a combination of three elements:

1. Potential (the hardware): the talents, intelligence, and abilities each of us possesses, the engine.
2. Mindset (the software): the inner voice, the programming. Is it a constant critic ("You'll probably fail," "What will they think of you?") or a personal coach ("Okay, we fell, how do we get up?", "Let's try a different angle")? The work of "Do not deny them" is essentially the practice of challenging that inner critic.
3. Action (the execution): the courage to take your potential and mindset and do something with them in the real world. "Seek them" is not waiting for inspiration, it is choosing to initiate.

We are continually making decisions and facing challenges that shape our identity. To "spread our wings" is to dare to join a new club, handle a conflict with maturity, choose not to go with the flow when it doesn't feel right, and learn how to rise after a disappointing grade. Wings of Spirit are the toolkit we use to navigate this complexity.

Distribute scarves to participants and play the song “Knafey Ruach” (Hila Ben David version) ([YouTube link](#)). You may teach the group simple sign-language motions for the lyrics ([link to a sign-language version](#)). It’s recommended to project the lyrics or write them on the board.

Invite participants to create a community visual artifact for the new year a map symbolizing the community’s shared journey: it begins with the solid ground of gratitude (connecting to Part A), continues along a path of empowering thoughts (mindset), and reaches potential and goals (action).

Materials

- Large poster board or a long sheet of paper laid out on the floor/wall
- Markers and coloring supplies
- Sticky notes in two colors (e.g., green and yellow)

Explain: We began this ceremony with grounding and gratitude, because we can’t fly high without a steady ground to lift off from. Let’s build our community’s “ground of gratitude.”

Give each participant a green sticky note. Ask them to write one thing from the past year, or from their life right now, that they’re grateful for (a small success, a good friendship, a lesson learned). Participants come up, one by one, and post the green notes along the bottom of the poster, creating a dense green base that symbolizes the community’s nourishing ground.



We will conclude the ceremony with the blessing

"May God bless you and keep you,"

composed by Rabbi Tamar Duvdevani.

May God bless you and keep you

(gentle press on the shoulders)

Let my feet go to the place my heart loves

(make eye contact with the person next to you)

Open my heart to love the place

(lift your head toward the sky)

to which my feet are going

(group hug)

נסיים את הטקס בברכת יברכך ה' וישמרך

שחיברה הרבה תמר דבדבני

יברכך ה' וישמרך

(לחיצה עדינה על הכתפיים)

הנח לרגלי ללכת למקום שלבי אוהב

(מבט עין בעין עם השכן)

פתח לבי לאהוב את המקום

(הרמת ראש לשמיים)

אליו רגלי הולכות

(חיבוק קבוצתי)