**Name of Lesson Plan**  
**Lag B’Omer Haircuts on Mt. Meron**

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| Introduction of Lesson  (for lesson homepage and top of lesson) | Lag B’Omer is a festive holiday that is celebrated around the Jewish world. The largest celebration takes place on Mt. Meron in northern Israel. One of the traditions of the day is the *Halakeh,* the celebratory first haircut of three-year-old boys.  In this lesson, students learn about the origins of Lag B’Omer and how it is celebrated on Mt. Meron. |
| Enduring Understanding | * The largest celebration of Lag B’Omer is on Mt. Meron. * One of the customs of Lag B’Omer is the first haircut of three-year old boys on Mt. Meron. |
| Learning Outcomes | * Students will be able to explain the holiday of Lag B’Omer and some of the common traditions associated with the day. * Students will be able to analyse a photograph. |
| Age Group | * Pre-school * Primary school |
| Length of Activity | * One lesson |
| Materials, Equipment, and Preparations | * Printed version of the slideshow <link to document> * Lag B’Omer haircut photograph printed out and made into jigsaw puzzles (one per group)  **OR**  Computers with [link](https://www.jigsawplanet.com/?rc=play&pid=2adab093b506) to online puzzle * Printed copies of the Lag B’Omer haircut photograph  **Or**  [Link](http://beta.nli.org.il/en/archives/NNL_ARCHIVE_AL004033063/NLI) for projecting the photograph in the classroom |
| Primary Sources from the NLI collections | * Lag B’Omer Haircut, 1992, <http://beta.nli.org.il/en/archives/NNL_ARCHIVE_AL004033049/NLI> |

<Attached files - for NLI use >

1. <**What is Lag B'Omer**- <link>
2. <Halaka image <link>**Lesson Plan**
3. **Introduction**  
   Explain to the students that Lag B’Omer is a festive holiday that is celebrated around the world with the largest celebration takeing place on Mt. Meron in northern Israel. In this lesson, they will learn about the origins of Lag B’Omer and how it is celebrated on Mt. Meron.
4. **Class Activity – What is Lag B’Omer?**
   * Introduce the festival of Lag B'Omer.   
     Explain the counting of the Omer, the origin of the festival and and explain the various customs of the day, including bonfires and cutting hair for the first time.
5. **Individual or Group Activity – First Haircut Puzzle**
   * **With computers**  
     Students assemble the jigsaw puzzle [online](https://www.jigsawplanet.com/?rc=play&pid=2d572b8bc48b) and answer the question below. The difficulty of the puzzle can be adjusted on the website.
   * **Without computers**   
     Students assemble the jigsaw puzzle that the teachers have prepared and answer the question below.   
     Alternatively, the students each create a jigsaw puzzle and give it to another student to assemble.

After completing the puzzle, tell the students to write down as many details about the photograph as they can remember.

1. **Class Discussion – Analysing the Photograph Together** Hand out copies of the photograph or project the photograph on the board. Lead a class discussion on the photograph.   
   **Question Suggestions**
   * What caught your attention when you first looked at the photograph?
   * What are the people in the photograph doing?
   * How old do you think the boy is?
   * Where do you think he’s getting his haircut?
   * How do you think the boy in the photograph feels about having his haircut publicly among a large group of people?
2. **Creative Activity –**

Students write an imaginary report of the event. Include:

* An interview with the boy in the photograph
* An interview with his parents or grandparents
* A description of the ceremony and its location

Information about the ceremony and about the location

<image 1 – logo   
 - <http://beta.nli.org.il/en/archives/NNL_ARCHIVE_AL004033049/NLI>>

