

Title: Havdallah Candle Making

Time to complete activities: 45 min

Age range for activities: 3rd and 6th grade mixed class

Program Overview & Guiding Questions / Enduring Understanding(s)

This program is an introduction to Havdallah and DIY candle making. Participants will learn about a Havdallah candle and leave with their own candle. Students will leave with an understanding of what renewable resources are.

Guiding Questions:

- 1) What is Havdallah?
 - 2) What makes a Havdallah candle special?
 - 3) Why are we making our own candles today?
 - 4) Where do our materials come from?
 - 5) What are renewable vs. non-renewable resources that we use in our lives?
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Goals:

- 1) Make a braided Havdallah candle
 - 2) Understand why we use a special type of candle on Havdallah
 - 3) Understand how candles are made
 - 4) Begin to understand the difference between renewable and non-renewable resources
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Materials needed: *Beeswax sheets, wicks, scissors, a lighter, a tea light candle (not beeswax)*

Session Plan:

- Light a tea-light candle in the center of the room. Ask students: how many colors can you find in the flame? (3 min)
- Ask students: When do we see light and candles in Judaism? What is the importance of candles in Jewish traditions? Shabbat, Hanukkah, start of all holidays... (5 min)
- Where do we see fire in the torah? Discuss Moses and the burning bush- this is the first time that Moses spoke with G-d. What does fire symbolize in this story? (3 min)
- Pass out beeswax sheets, and have students feel the wax. What does it feel like? What is the difference between the candle that is lit in front of you and this sample beeswax candle? Does anyone know what this tea light candle is made from? Petroleum! What is petroleum (non-renewable resource)? (3 min)

- Is beeswax something that will run out? Or are bees continuing to make more of it? This is a renewable resource! “Renewable resource” = something that is being made at a faster rate than we are using it. What are some examples of renewable resources? Non-renewable? (5 min)
- Who knows where clothes come from? Have students look at the tags in their shirts to see what their clothes are made from and where they were made. Facilitate a discussion about the difference between renewable and non-renewable resources. What is cotton? A plant! What is polyester? A type of plastic, it comes from petroleum. (5 min)
- Today we are making a Havdallah candle out of beeswax, a renewable resource! What is Havdallah and how is this candle special? Multiple wicks remind us of the many uses we have for fire. Havdallah means “separation,” and this tradition marks the separation of shabbat from the new week. (3 min)
- We have to warm the wax before we can make candles. What are some ways we can warm this wax up? I.e. place on back of neck, on belly, armpit, breathe on it, etc. (3 min)
- Make 2 candles, then twist them together. Students can try to make three and braid them if they want. Have other colored wax to decorate the candles. (10 min)

Reflection (6 min):

- Why is it important that we made our own candles today when we could have bought them at the store?
 - It is important to make things so that we can appreciate the process and learn a new skill
- Why should we try to use materials that are renewable, like beeswax?
 - We want future generations to have the same resources that we have, so we need to conserve

Anticipated Outcomes:

Slightly different but based on your goals, take this time to provide a bit more detail about what you anticipate will come out of your activities and discussion. Organize this with bullet points

- Students should have created their own Havdallah candles
 - Students will take home an understanding of the traditions around Havdallah and what makes a havdallah candle special
 - Students will start to question where their things come from
 - Students will leave with a basic understanding of the terms “renewable” and “non-renewable resources”
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