

Back to the Menorah

An Activity, Ceremony, Learning and Discussion Kit for the 76th Independence Day of the State of Israel

"And I have seen, and behold, a Menorah all of gold..."
Zechariah 4:2



המרכז
לחינוך
ומנהיגות

התנועה
הרפורמית
יהדות ללא מחיצות



Dear Educators,

This Year's Independence Day, marking the 76th Independence Day of the the State of Israel, finds us in a sad, challenging, and complex reality. The events of October 7th and the subsequent war shook Israel and the entire Jewish world, altering our lives and the lives of Jews worldwide in many ways, not all of which are yet fully known or even clear to us. The pain of the murdered and the victims, the kidnapped and those who have lost their homes is immense. Nevertheless, in recent months, we have also witnessed numerous instances of mutual support, assistance, humanity, and solidarity, both in Israel and throughout the global Jewish community, filling our hearts with strength and hope.

As we approach Independence Day in this complex time, we seek to tread cautiously between pain and hope, sorrow and joy. We aspire to allow ourselves to celebrate, acknowledge our existence, and rejoice in the bravery, spirit, strength, and achievements of the State of Israel and the Jewish people. Yet, we won't ignore the pain and difficulty; we will feel them when they come, standing alongside those who have lost everything in recent months.

This year, on Independence Day, we return to the symbol of the Menorah, a symbol that has accompanied the Jewish people from ancient times to the present, integrating within it the pain of destruction and the joy of independence and rebirth. The seven-branched Menorah that once lit the Tabernacle and the Temple was taken by the Romans with the destruction of the Temple, appearing on the Arch of Titus in Rome as a symbol of that tragedy. With the establishment of the State, it became the symbol of independent and sovereign Israel. As a symbol, the Menorah combines the rich Jewish history with the pain of destruction, along with light, hope, and the aspiration for peace.

We, too, will approach the Menorah this year, where pain and joy are intertwined within us. We will draw strength and insights from it to continue building, creating, and hoping for beautiful days, days of happiness and peace, for the State of Israel and the entire Jewish people. We will rejoice and pray for the well-being of each and every individual, body and soul, and for the safe return of all the kidnapped.

May the words of Isaiah be fulfilled within us: "And they shall beat their swords into plowshares and their spears into pruning hooks; nation shall not lift up sword against nation, neither shall they learn war anymore" (Isaiah 2:4).

What's in the kit?

- A program for Independence Day inspired by the Menorah symbol for grades 4-6.
- A program inspired by the Menorah symbol for grades 1-3.
- Proposal for an Independence Day ceremony inspired by the Menorah symbol for schools, synagogues and communities.



"Not by might nor by power, but by My spirit" (Zechariah 4:6): The Menorah as a Symbol of Independence - and of Destruction, Rebirth and Hope.

Program for Grades 4-6

Activity Duration: 3 learning units, each lasting 45 min.

Rationale:

Through studying the symbol of the Menorah, its historical evolution, and the symbols surrounding it, we will seek to offer a Jewish educational vision of hope that does not ignore destruction and difficulty, while simultaneously helping us also rejoice in our achievements and raise our eyes to the future. We will clarify what a "national symbol" is and what makes the Menorah symbol unique. We will learn about the historical incarnations of the Menorah symbol, and write blessings inspired by it for the State of Israel, towards the 76th Independence Day since its establishment. The blessings written can be read during a celebratory ceremony we will hold at school or in the community towards Independence Day.

Objectives:

- Becoming acquainted with the meanings of the Menorah as one of the symbols of the State of Israel and the Jewish people.
- Examining the meanings that the symbol for us today, and the message embedded within it for us, towards the 76th Independence Day of the State of Israel.
- Preparing for a ceremony/celebration of Independence Day in the community, inspired by the symbol of the Menorah.

Lesson Plan:

Lesson #1: What is the symbol of the state of Israel?

A. Opening: What is a national symbol? (30 mins).

We will ask the class: What does the symbol of the State of Israel look like? We will hand out papers and pencils and ask the class to draw the state symbol from memory. Together we will examine:

- What do we remember from the symbol?
- What symbols does it contain within it?
- What meaning can we understand from these symbols?

Place various national symbols from countries around the world (see appendix) throughout the classroom and observe them collectively. Explore:

- What images do the national symbols contain? (e.g. animals typical of the country, motifs from its history, symbolic representations of its characteristic landscape).
- Now that we understand the meaning of a "national symbol" and characterized its components, what elements do you think should appear in the symbol of the State of Israel?



We will write the ideas raised by the students on the board and return to them later.

Provide a historical context: When the state symbol was chosen in 1949, nine months after the establishment of the State of Israel, a competition was conducted among designers and illustrators who were tasked with submitting proposals for the state symbol. The conditions stipulated were relatively straightforward and open: the proposals had to include the blue and white colors (and any additional color chosen by the designers), the seven-branched Menorah, and the seven stars from the flag proposed by Herzl as the state flag.

Place some of the proposals submitted to the competition throughout the classroom (see appendix) and observe them together. Prompt discussion:

- What symbols are present in these proposals, and what do they signify?
- Do they align with the proposals we suggested for suitable elements and images for the symbol of the State of Israel?
- Why do you think these proposals were not accepted?
- Are there any proposals that resonate with you, and would you have chosen them?

B. The selection of the symbol of the State of Israel (15 min.).

Now, after understanding the meaning of a national symbol, and also observing the proposals that were rejected, we will examine the proposal that was ultimately accepted, the proposal of the graphic designer brothers Gabriel and Maxim Shamir.

(You can read more about the considerations that guided the brothers in designing the symbol, in Hebrew, [here](#).)



We will ask:

- What is unique about the symbol of the State of Israel, compared to most other national symbols we saw? (Note how much simpler it is, and it contains relatively few elements compared to most other national symbols! What is the reason for this, in your opinion?)
- What symbols and images does the symbol contain?
- What is their meaning?
- Do they faithfully represent the State of Israel today, in your view? Explain!

To summarize: In this lesson we learned what a state symbol is in general, and what characterizes it, and what the symbol of the State of Israel is. In the next lesson, we will explore the reasons for choosing specifically the menorah, its meanings as a symbol of the Jewish people, and its historical transformations.

Lesson # 2: The Historical Incarnations of the Menorah, the Symbol of the State of Israel: Learning and Discussion (45 mins)



We will explain:

The brothers Gabriel and Maxim Shamir chose the symbol of the Menorah, which is the symbol that has accompanied the Jewish people for many generations. The Menorah appears among the vessels prepared for the Tabernacle, the first holy place that the Israelites made for the worship of God, during their wanderings in Egypt.

Let's read the verses from the book of Exodus:

"Make a pure gold lampstand. The lampstand and its base, its stem, its cups, its buds, and its blossoms shall be of one piece with it. Six branches shall go out from its sides, three branches of the lampstand out of one side of it and three branches of the lampstand out of the other side of it; three cups shaped like almond blossoms, each with a bud and a blossom on one branch, and three cups shaped like almond blossoms, each with a bud and a blossom on the other branch—so for the six branches going out of the lampstand. [...] And you shall make seven lamps for it. The lamps shall be set up so as to give light on the space in front of it."

Book of Exodus, Chapter 25, Verses 31-37.

Now, let's go through the text and explain the challenging words:

- "Pure gold": Made from a single piece of pure gold.
- "Bud": Ornament in the shape of a bud.
- "Blossom": Ornament in the shape of a blossom.
- "Almond blossoms": Adorned with flower patterns resembling almond blossoms.
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Questions to be asked:

- From which materials is the Menorah made? What is the significance of choosing these specific materials, in your opinion?
- Why is it important to describe its decorations?

Explanation:

The Menorah, like the entire Tabernacle and its utensils, was made from contributions gathered by the Israelites in the desert from the few ornaments and valuables they brought with them when leaving Egypt. The unity of the Israelites, who contributed their best, allowed them to create a magnificent Tabernacle, including a beautifully adorned golden Menorah that would illuminate their surroundings continuously, as stated in the Torah: "And you shall command the people of Israel that they bring to you pure beaten olive oil for the light, that a lamp may regularly be set up to burn." (Exodus 27:20).

The most esteemed materials express the great importance the Israelites attributed to the Menorah and the Tabernacle as a whole, as a sacred and significant place for them.

When the First Temple was built in Jerusalem, it contained ten golden Menorahs (1 Kings 7:49-50). In the Second Temple, a golden Menorah with seven branches was placed, and according to tradition, it was taken to Rome by Titus's soldiers after the destruction. Interestingly, when the Shamir brothers first designed the Menorah, it was slightly different, but the committee that chose the winning design requested them to change it to one more similar to the Menorah depicted on the Arch of Titus in Rome. This arch symbolizes the Romans' victory over the Jews, their destruction, and exile.





Jewish captives, subjected to Rome, are carrying the Temple Menorah, a scene depicted on the Arch of Titus in Rome

This suggests that the Menorah symbol within the symbol of the State of Israel also represents the Tabernacle and the Temple, and the history of the Jewish people and the Jewish religion. It encapsulates their most significant and powerful moments: the Exodus from Egypt, the construction of the Tabernacle, the building of the Temple, and its dedication. Simultaneously, the Menorah also symbolizes the destruction and the most difficult and frightening moments in Jewish history, as manifested in the destruction of the Temple and the exile to Rome. Just like the recent months, where we oscillate between joy in our country, the State of the Jewish people, and great sorrow, perhaps even fear of destruction. The Menorah can offer us both, allowing us to remember the good and the strength, as well as connect with the pain and acknowledge it.

The Menorah has become a symbol of the Jewish people, appearing in the adornments of synagogues and sacred places, on holy artifacts, inscriptions, Hanukkah decorations, amulets, and more.

The Shamir brothers added two olive branches to the Menorah's design, likely inspired by the verses from Zechariah:

"And the angel who talked with me came again and woke me, like a man who is awakened out of his sleep. And he said to me, 'What do you see?' I said, 'I see, and behold, a lampstand all of gold, with a bowl on the top of it, and seven lamps on it, with seven lips on each of the lamps that are on the top of it. And there are two olive trees by it, one on the right of the bowl and the other on its left.'" (Zechariah 4:1-3)

We will go through the meaning of the verses and explain the difficult words. We will ask:

- How can we understand the final verse: "Not by might, nor by power, but by my Spirit, says the Lord of hosts"?



After the class offers some suggestions, we will explain: Traditional commentators saw this prophecy as a vision of the return of the people to the Land of Israel and the rebuilding of the Temple, which would happen not through physical force, but rather by spirit. The phrase "the spirit of God" can be understood in many ways. We can suggest here that perhaps the verse refers to redemption, meaning good and beautiful times of peace and unity, not arriving through the use of force, but rather by preserving the **spirit**. Thus, we can see an additional meaning in the symbol of the Menorah, calling on us to preserve the spirit in our lives, and not to abandon it, even in difficult times.

To summarize: Our study of the historical transformations of the menorah illustrates how many different meanings it has, as a symbol of both strength and destruction, of ruin and exile - but also of recovery and rebirth.

Lesson #3: Writing Blessing inspired by the Menorah.

A. The Blessing in the Menorah: Writing Blessings for the State of Israel Inspired by the Menorah (30 minutes).

As we have seen, the symbol of the Menorah holds many meanings for the people of Israel and the State of Israel. Now, approaching the 76th Independence Day of the State of Israel, let's think together about how we want to bless Israel and the Jewish people, in light of the symbolism of the Menorah. We can allow students to freely choose the field they want to write about or divide them into groups, defining the area each group will write about, and provide each group with a card stating the field they will write about and a brief explanation for writing, as shown here. We can organize the blessings according to the seven branches of the Menorah, where each branch symbolizes a different area in our lives.

Inspired by the Torch-Lighting Ceremony planned in Israel this year, we will choose 7 areas of "Israeli heroism", and the students will write blessings for the state inspired by them. Here are 7 examples:

1. Heroism in Mutual Aid, Volunteering, and Community Contribution:

Israeli citizens dedicated themselves to mutual giving this year—cooking, driving, laundering, volunteering in agriculture, contributing time and money. Choose one or more areas where you observed or were influenced by this giving, tell its story, express gratitude, and acknowledge those who contributed.

2. Heroism in the Battlefield:

IDF soldiers have been continuously fighting since October 7, for many months, on the southern and northern borders. Consider what you want to thank them for and how you want to bless them as we approach the 76th Independence Day of the State of Israel.

3. Heroism in Health, Rescue, and Firefighting:

Magen David Adom and United Hatzalah paramedics, doctors, nurses, firefighters, and police paramedics have fought relentlessly for months to save lives and collective health. Consider what you want to thank them for, how their heroism manifested, and how you want to bless them for the 76th Independence Day of the State of Israel.

4. Heroism of the Jewish People in Jewish communities across the world:

The Jewish people in the diaspora have experienced difficult moments of sadness, fear, and been the object of antisemitism, alongside concern and difficulty facing events in Israel.



Yet, they stand up alongside Israel, supporting it, offering help, mutual assistance, and support within their communities. Consider why it is essential to thank Jewish communities worldwide, how we want to express gratitude towards them, and how to bless them for the 76th Independence Day of the State of Israel.

5. Heroism in Global Public Awareness, Media, and Social Networks:

In recent years, and especially in recent months, a real battle has been waged over the presentation of Israel in the global media and on social networks. Numerous men and women, journalists and influencers, as well as private citizens, fight tirelessly for Israel's image through articles, statuses, posts, and heated discussions with people from all over the world. Why is it important, in your opinion, to do this? What do we want to thank those engaged in this for, and how do we want to bless them for the 76th Independence Day of the State of Israel?

6. Heroism in Education during Wartime:

Teachers in Israel and in Jewish communities across the world have maintained an educational routine throughout the war, providing students with a classroom to return to and a space to grow and thrive securely. Thousands of teachers taught throughout Israel, throughout the war, in shelters, hotels, and even in tents, enabling all students to continue learning even when conditions seemed impossible. What do we want to thank our teachers for? How do we want to bless them for the 76th Independence Day of the State of Israel?

7. Heroism in Spiritual Leadership, Creativity, and Art during Wartime:

Many spiritual leaders, rabbis, and artists, such as musicians, painters, and writers, traveled across Israel and held numerous performances and workshops voluntarily to support evacuees and anyone in need of support. What do we want to thank these individuals for? Why are they important, in your opinion, in our lives? How do we want to bless them for the 76th Independence Day of the State of Israel?

D. Lesson Summary: What Have I Learned from the Menorah? (15 min.)

To conclude the lesson, we'll gather the class and ask everyone to share the blessings they've composed for the country. Afterward, we'll review the suggestions for elements to symbolize the state, as written on the board at the beginning of the lesson. We'll also revisit the final choice for the symbol and all the meanings of the Menorah we explored during the lesson: holiness, eternal light, purity, importance (represented by pure gold), collective cooperation and contribution that yields a whole greater than the sum of its parts, the Temple, redemption and independence, as well as destruction and exile. We can write all these meanings on the board or distribute them on cards throughout the classroom. Each student will be asked, for the summary, to choose one meaning that resonates most with them and explain why.

Summary:

The Menorah symbolizes some of the strongest moments in Jewish history, such as the construction of the Tabernacle, to which all the Israelites contributed, and the establishment of the Temple. Simultaneously, it symbolizes the destruction of the Temple and the exile of the Jewish people. Within this duality, there can be a connection for us, Jews who seek to celebrate the 76th Independence Day of the State of Israel, being in difficulty and sorrow yet finding joy and expressing immense gratitude.



"Menorah and Olive Branches": Independence Day 76 with the Symbol of the Menorah Learning and Creative Activity for Grades 1-3

Duration: 45 minutes.

Rationale: Through the Menorah symbol and creation inspired by it, we will prepare for Israel's 76th Independence Day in a way that allows us to find joy in our lives, express gratitude for what we have alongside acknowledging the pain, difficulty, and complexity of recent times.

Objectives:

- Introduce and learn about the Menorah as one of Israel's symbols.
- Engage in creative activities inspired by the Menorah.
- Prepare for an Independence Day ceremony/community celebration symbolized by the Menorah.

Lesson Plan:

A. Opening: What is the National Symbol of Israel? (10 mins)

Begin the lesson by asking the class who is familiar with the national symbol of Israel. What is depicted in it? You can invite those who are familiar to draw what they remember on the board.

Ask:

- Why does a country need a national symbol?
- What is the significance of the national symbol?

Examine one or two national symbols from other countries worldwide (see attachment). It is recommended to choose a country that is relatively familiar to the class, perhaps one that some students have visited. Check together: What appears within the chosen national symbols? (For example, typical animals for the country, motifs from its history, symbolic representations of its characteristic landscape).

Now that we understand what generally composes a national symbol, ask:

- What elements can or should appear in the symbol of the State of Israel, in our opinion? (For example, if we follow the examples of other countries, maybe we will add the Jordan River, the mountains of Eilat, the Mediterranean Sea, typical Israeli birds, or other animals characteristic of Israel, and maybe even foods like oranges or Falafel?)

Write down all the examples given by the students on the board, and revisit them later in the lesson.



B. "Menorah and Olive Branches": Reading Levin Kipnis's story and discussion (15 minutes).

Let's read or enact Levin Kipnis's story, "Menorah and Olive Branches"

When the State of Israel was established, they came to the Menorah and said to her, 'You shall be the symbol of the state!'

The Menorah said, 'Many were the sacred vessels in the Holy Temple, all of them pure gold. Why did you choose me?'

They answered her, 'Because you provide light. Where there is light, there is joy; where there is light, there is happiness!'

The Menorah asked, 'I cannot be a symbol alone. Bring to me the olive tree, which gives me good oil to light my candles.'

They went to the olive tree, saying, 'Olive tree, olive tree, come to the Menorah and together be the symbol of the state and give light, joy, and happiness to Israel!'

The olive tree said, 'Many are the trees in Israel, with which the land boasts. Why did you choose me?'

They replied, 'Because you provide good oil for the light. Where there is light, there is joy; where there is light, there is happiness!'

The olive tree gave two branches from its foliage to both sides of the Menorah, becoming the symbol of the state, and for Israel, a source of light, joy, and happiness."

Questions for discussion in class:

- Why was the Menorah chosen as the symbol of the State of Israel?
- Why were olive branches added to it?
- In what way is the symbol of the State of Israel similar to the symbols of other countries we've seen?
- How is it different?
- Is the symbol satisfactory in our opinion? Should something be added from the elements we wrote earlier on the board?
- Will we feel "light, joy, and happiness" this Independence Day, like every Independence Day? Or maybe this year will feel a bit different?
- Let's invite the students to share: What might be different this Independence Day?

In summary, this Independence Day will undoubtedly be imbued with sorrow for all those who were murdered, abducted, or lost their loved ones or homes in recent months. We will all feel the difficulty and sorrow, yet we will allow ourselves to rejoice in our portion, celebrate our country and home, and celebrate our strength and courage to face the difficulties of the past months.

C. Blessing in My Menorah: Creative Activity (15 minutes).

Now, let's create, using the coloring and crafting sheet of the Menorah (see appendix), a blessing for the 76th Independence Day of Israel. We can incorporate additional symbols from the ones we suggested earlier on the board, decorations, and greetings for Israel.

It is recommended to prepare various and diverse crafting materials: markers, colorful pencils, clay, olive branches, and natural materials. Also, prepare cardboard or a sturdy base on which we will later affix the works to display in the classroom.



D. The Menorah and Independence Day: Summary (5 minutes).

We will ask the students to explain, in turns, the blessings they prepared: what they chose to decorate the Menorah, what they added to it, and which blessing they think Israel needs most right now. The blessings for Israel will be hung on the classroom walls as decorations.

To summarize, we'll say that the Menorah, a symbol of the Jewish people for thousands of years, can also serve us on Independence Day this year. It reminds us that we have a long and ancient tradition, strengthening us even when we are sad or afraid of the future.

Eternal Menorah - Eternal Light

Proposal for the 76th Independence

Day Ceremony for the State of Israel 5784 (Hebrew Calendar).

During the ceremony, we will combine the lighting of the seven-branched lamp according to the chosen themes, prayers and blessings, and a collective singing of Israeli songs. The options presented here invite you to create an independent ceremony, embodying the spirit of your school and community, celebrating Independence Day within the challenging days of pain and difficulty. You can choose from the suggested sections, mix them, and compose from them the ceremony that best represents your community and school.

Lighting the Seven-Branched Menorah with the Spirit of Contemporary Heroism

In this part of the ceremony, the students can read the blessings they composed for the Israel during the pre-ceremony lesson. Each student will read a blessing, and afterward, they will light a large candle organized in the form of the seven-branched Menorah, or candelabras, similar to the candle lighting ceremony held on Mount Herzl every year.

Another option is to choose seven students, or educational staff members, and other community figures, to read the attached texts and light a candle or torch. After each of the texts, students can recite one or two blessings they composed during the preparatory activity.

A. Mutual guarantee, Volunteering, and Contribution to the Community

On these days of Independence, I light this candle to remember the tens of thousands of men and women who immediately enlisted to help their brothers and sisters, the wounded, the kidnapped, the broken, and the uprooted. They provided shelter, a warm bed, hot meals, emotional and spiritual support, financial assistance, and above all compassion, inclusivity, and love. May we all act like these citizens who one day left everything behind to harvest fruits and vegetables in the fields, collect eggs from the coops, transport soldiers to the front, cook, clean, and be a warm and embracing home for those who lost their loved ones or their homes. Let us hold in great esteem all those who endured throughout the war, supporting their families, neighbors, and communities, feeding, caring, and nurturing, standing steadfast in unity within Israeli society during months of challenges.



B. Courage of Soldiers in the Battlefield.

On the 76th Independence Day of the State of Israel, I light this candle for all the soldiers of the ground, air, and sea forces, in regular and reserve service, who fought courageously for our common home, risking their lives to ensure a life of safety and peace for all of us. May they all return safely to their homes, complete in body and soul, strong in spirit, and continue their lives in peace, happiness, and safety. May the verse be fulfilled in all of us: "Pray for the peace of Jerusalem; may those who love you be at peace. Peace be within your walls, tranquility within your palaces" (Psalms 122:6-7).

C. Courage of Healthcare, Rescue, Firefighting, and Police Personnel.

On the 76th Independence Day of the State of Israel, I light this candle for all those who courageously serve Israel in the police force; in the healthcare field on the battlefield, in clinics, and hospitals; in firefighting and the Disaster Victim Identification Unit (ZAKA). May they all continue their sacred work with wisdom, dedication, and the devotion they have shown throughout the long months, and may they be filled with a spirit of wisdom (Exodus 28:3) that will guide them through the challenges that still lie ahead.

D. Courage of the Jewish Diaspora and the World.

On the 76th Independence Day of the State of Israel, I light this candle to express gratitude and blessings to the Jewish diaspora that mobilized to assist the State of Israel in its difficult time, with open hearts and endless generosity. Thanks to all the people who organized demonstrations of support worldwide, collected donations and supplies, or worked in the field of communication and social networks. We thank everyone whose hearts are open to their brethren, those who preserved and maintained the warm Jewish connection across the seas. Let us strengthen all those who experienced and still experience difficult and frightening incidents of anti-Semitism worldwide, and let us remember that we are one people, whole and loving, across all corners of the earth.

E. Courage in the Global Public Awareness, Communication, and Social Networks.

On the 76th Independence Day of the State of Israel, I light this candle to express gratitude to all the heroes and heroines of the keyboard, camera, and studio who worked tirelessly to bring the pain of the murdered, kidnapped, and injured, and everyone who suffered, into the global public. We strengthen their hands and promise them that their struggle is not in vain, and the mutual support, compassion, and dedication they reveal and demonstrate are visible to us all, and we all acknowledge them with immense gratitude.

F. Educational Courage.

On the 76th Independence Day of the State of Israel, I light this candle to acknowledge the courage of women and men in educational teams: teachers, principals, educators, and countless support staff in both formal and non-formal education. We thank all educators for returning to their important educational work, even amid great uncertainty, pain, and fear. They provided our students with a deep sense of security, emphasizing that they have a place in the world, and that their spirit and education are the cornerstone of our collective resilience. We express gratitude to those who taught in shelters, tents, hotels, improvised schools, and in classrooms during emergencies, facing sirens and attacks, and preserving educational home for everyone.



Prayers

Prayers

Prayer for the Peace of the State
By Rabbi Ayala Ronen-Samuels

Rock of Israel and its Redeemer,
Please bless the State of Israel
in times of trembling and threats to its foundations,
and illuminate the brilliance of its sky.
Guard it with your abundant kindness
from those who seek to undermine it
and from its enemies lurking in its distress.
Send forth Your light and truth to its leaders,
judges, and elected officials,
to those who struggle to defend its foundations,
to its citizens who cry out to preserve it,
those who go out to fight for the soul of its existence.
Strengthen the hands of the defenders of our holy land.
Please bestow blessings on our brothers and sisters
in all the lands of their dispersion,
so they may join our cry
and contribute to the protection
of the State of the Jewish people.
Open our hearts to listen
to the pain of our neighbors, and to their hopes.
Teach us to renew constantly
the creation of the country's well-being.
Remove from our midst hatred and enmity,
jealousy and wickedness,
and plant in our hearts love and empathy,
peace and friendship.
Grant peace in the land
and eternal joy to its inhabitants.

*The Prayer for the Peace and wellbeing of the State of Israel was composed near the founding of the state by Rabbi Yitzhak Isaac Halevi Herzog and Rabbi Ben Zion Chai Uziel. The additions and adjustments here were made towards the 75th Independence Day of the State of Israel by Rabbi Ayala Ronen Samuels.

תפילה לשלום המדינה

הרבה אילה רונן סמואלס

צור ישראל וגואלו
ברך נא את מדינת ישראל
בעת זעזוע אמות ספיה
והשחרת זיו שמייה.
הגן עליה ברב חסדך
מהפועלים לערער את מוסדותיה
ומאויביה, האורבים לה במצוקתה.
שלח ארר ואמתך לראשיה,
לשופטיה ולנבחריה,
לנאבקים על הגנת מוסדותיה,
לאזרחיה, הנזעקים לשמור עליה,
היוצאים להאבק על נשמת אפה.
חזק ידי מגני ארץ קדשנו.
פקד נא לברכה את אחינו ואחיותינו.
בכל ארצות פזוריהם,
למען יצטרפו לזעקתנו
ויטלו חלק בשמירת
מדינת העם היהודי.
פתח את לבנו להקשיב
לכאבם של שכנינו ולתקותם.
למדנו לחדש בטוב תמיד
את מעשה בריאת המדינה.
הסר מקרבנו שנאה ואיבה
קנאה ורשעות
וטע בלבנו אהבה ואחוה
שלום ורעות.
תן שלום בארץ
ושמחת עולם ליושביה.



Prayer for the State of Israel, its security forces, and the hostages

Rabbi Yair Tobias

May it be Your will that the State of Israel be a home in which all its residents can live with love, solidarity, peace, and friendship.

May it be a place of security, serenity, and trust, where the spirit of generosity and loving kindness flourishes.

May hate, animosity, fear, terror, and indifference find no place in it.

May all its leaders and officials be blessed with wisdom, integrity, and fairness.

Guard, protect, and give courage to all who serve and defend the State of Israel. May its soldiers, reservists, police, health, rescue, and security forces return home in sound body and mind.

May we witness the safe return, in body and in soul, of all of the captives and the missing, as it is written: "For in joy you will go forth and be guided in peace. The mountains and hills will exalt before in you in joyous song." (Isaiah 55:12)

Bless all the residents who keep the country functioning through hard work, love, and commitment so that we may see better days and the prophecies fulfilled:

"No longer will violence be heard in your land." (Isaiah 60:18)

"I will grant peace in the land, and you shall lie down untroubled by anyone; I will give the land respite from vicious beasts, and no sword shall cross your land." (Leviticus 26:6)

"And they shall beat their swords into plowshares, and their spears into pruning hooks: nation shall not take up sword against nation; they shall never again know war." (Isaiah 2:4)

And let us say Amen.

תפילה לשלום המדינה, כוחות הבטחון, החטופים והנעדרים

הרב יאיר טוביאס

יהי רצון שתהא מדינת ישראל בית ראוי לחיים טובים לכל בניה ובנותיה.

שירבו בה אהבה, אחוה, שלום ורעות שירבו בה בטחון, שקט, אמון, ורוח העשייה

וההתנדבות

וירחקו ממנה שנאה, איבה, פחד, חרדה וקהות חושים.

נשלח נא ברכה ואור לראשיה, שופטיה ובכריה שיתקנו בעצה טובה, בשכל טוב, הגנות ודרך ישרה.

נבקש על חייהם ושלמם, כוחם ואמץ לבם של כל השוקדים על בטחון המדינה. חילים וחילות, אנשי מלואים,

שוטרים אנשי כוחות הבטחון וההצלה באשר הם - שיצאו בשלום וישובו בשלום בגוף ובנפש.

מי יתן ונראה את כל השבויים והנעדרים שבים בשלום בבריאות ושלמות הגוף והנפש.

כמו שכתוב: תצאו ובשלום תובלון ההרים

והגבעות יפצחו לפניכם רנה (ישעיהו נה 12)

נברך את תושבי המדינה המקימים את המדינה ברצון ואהבה, וביגיע כפיים וזעת אפים.

שגדע ימים טובים מאלה, ויתקיים בנו מקרא שכתוב:

לא ישמע עוד חמס בארצך: שד ושבר בגבולך (ישעיהו ס, 18)

ונתתי שלום בארץ ושכבתם ואין מחריד והשבתי חיה רעה מן הארץ וחרב לא תעבר בארצכם

(יקרא כו, 6)

וכתתו חרבותם לאתים וחניתותיהם למזמרות לא ישא גוי אל גוי חרב ולא ילמדו עוד מלחמה.

(ישעיהו ב 4)

ונאמר: אמן סלה



"Mi Shbeirach" for days of war

By Ofer Chizik

May the One who blessed our ancestors,
Bless all the wounded of your nation and your
world.

All your captives, return them swiftly, in our
days.

May He establish peace in His land and in His
universe,

May He guard the soldiers of the IDF

And every pure soul you have given.

Grant us joy,

Grant us prayer,

Grant us gratitude,

Grant us strength and grant our us faith,

On the day of resurrection.

Amen.

מי שברך לימי מלחמה

עופר צ'זיק

מי שברך אבותינו ואמותינו,
הוא יברך את כל חולי עמך ועולמך.

את כל שבוייך ושבויותיך,

שישובו במהרה בימינו.

הוא ישים שלום בארצו ובעולמו,

הוא ישמר על חילי צה"ל

ועל כל נשמה טהורה שנתת.

תן בנו שמחה,

תן בנו תפלה,

תן בנו הודיה,

תן בנו חסן ותן בנו אמונה -

ביום תקומה.

אמן.



"All Hadvash Ve'al Hoketz" - על כל אלו

[.Lyrics](#)
[.Melody](#)

Halleluya - הללויה

[.Lyrics](#)
[.Melody](#)

Noladeti Lashalom - נולדתי לשלום

[.Lyrics](#)
[.Melody](#)

Shir Baboker Baboker - שיר בבוקר בבוקר

[.Lyrics](#)
[.Melody](#)

-And we will conclude with Israel' national anthem, Hatikvah

התקווה

[.Lyrics](#)
[.Melody](#)



Appendix :National Symbols for example



Bahamas



Botswana



Germany



United States



Surinam



Greece



Iceland



Australia



Russia



Thailand

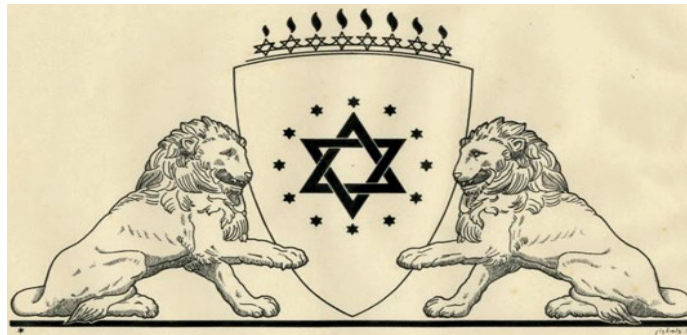


Switzerland



Cyprus

**Additional proposals submitted for the 1948
:State Symbol competition that did not win**



My Menorah Blessing

Blank writing area with five horizontal lines for a personal blessing.

