



INTRODUCTION TO 4HQ



THE 4HQ OF IT...

In this introductory session the learners are introduced to the framework that runs throughout this course. The Four Hatikvah Questions (4HQ) are the four fundamental questions that liberal Zionism attempts to answer.

AIMS

Learners will:

- Experience where the 4HQ framework is relevant to their lives, not only to Israel
- Explore how the 4HQ framework allows them to better understand Israel's tensions and intentions
- Discuss Israel through questions and not through answers

INTRODUCTION

This is the key lesson on which all the others are built. It's worth spending time not only reading through the session, but actually practicing the "Big Reveal" before doing it live in front of your learners. It makes all the difference!

1a. OPENING FOR LEARNERS LESS FAMILIAR WITH ISRAEL

- Split learners into small groups
- Give out the factoid cards
- Give out a blank card to every participant



INSTRUCTION:

In your groups I'd like you to read out each one of the cards, and together put each one into four piles: Interesting and new to us; Interesting and we knew about it; Not interesting and new to us; Not interesting and we knew about it.

Hold on to these cards. We'll be coming back to them, and sorting them in an alternative way.

1b. OPENING FOR LEARNERS FAMILIAR WITH ISRAEL

Hand out a pen and three different colored post-its to each learner.

INSTRUCTION:

Before we get started, I'd like you to write down on the yellow post-it one thing you love about Israel, on the green post-it one thing that frustrates you about Israel, and on the red post-it one thing that confuses you about Israel.

I'd like you to do this on your own, for yourself right now. Later on we'll be sharing these post-its, but not right now.

Take five minutes.

2. THE GATHERING AND THE BIG REVEAL

Now let's jump beyond ourselves.

What is bothering you about the world you live in? What is going on in the world that you feel is important and is not being addressed in the way you would like?

Have learners call out issues and events that are bothering them about the world they live in. Rule out anything directly connected to Jews and to Israel.



Write them on the whiteboard in a seemingly random fashion like [on the video here](#), and follow the run of the video until minute 11.

THE UKRAINIAN EXAMPLE



Project or stick a [4HQ "postcard"](#) on to the wall.

While pointing to the four quadrants, address the choices available to the Ukrainian people and leadership in March 2022.

President Putin of Russia explained that the Ukraine was actually a region of Russia (LAND), that ought to be ruled from Russia (FREEDOM), because Ukrainians were actually Russians at root (PEOPLE).

President Zelenskiy rejected this idea. He said that the Ukrainians were their own nation (PEOPLE), ruling themselves through a democracy (FREEDOM), living in their own territory separate from Russia (LAND).

As Russian amassed troops on Ukraine's border, it became increasingly clear that the Ukrainians had a choice to make. Either give up on their PEOPLE, FREEDOM, AND LAND, or risk their lives in a war with Russia (TO BE).

The Ukrainians chose to risk their security (TO BE) in order to try to hold on to their freedom as Ukrainians in the land of Ukraine.

Sometimes a nation is faced with this kind of stark, black and white choice. Other times, the choices are now about “whether” to be a people free in our land, but about HOW? And these are the important values we are going to explore vis a vis Israel.

- How should Israel best maintain its security?
- How should Israel allow Jewish peoplehood to play itself out?
- How should our freedoms be decided and distributed?
- And how should we define, defend and live within our borders?

3a. OWNING THE FRAMEWORK

FOR LEARNERS LESS FAMILIAR WITH ISRAEL

So as to make sure you all have a hold of this framework, I’d like you now to split into groups

Divide back in to the same groups that worked with the factoid cards.

Give each group a tabloid print-out of the 4HQ postcard.

Now I’d like you to take each factoid, no matter from which pile, and place them in the 4HQ location you think is appropriate. For example, you might decide that the factoid about the Dead Sea is primarily to do with the land of Israel, so you might place it in the bottom-right quadrant.

You don’t need to agree about what is written on the post-its – we’re doing this exercise to begin to own the 4HQ framework.

3b. OWNING THE FRAMEWORK

FOR LEARNERS FAMILIAR WITH ISRAEL

Divide into groups.

Give each group a tabloid print-out of the 4HQ postcard.

Now I’d like you to take each of your three post-its, and stick them on the 4HQ location you think is appropriate. For example, you might have written on your yellow post-it that you love the Negev area of Israel. So you might post it in bottom right Land quadrant. Have everyone place their post-its, and then have a conversation about whether you all agree over their location. (For example, someone might say that for them, the Negev post-it should be in the top-right People quadrant, because they have family there, and love the people who live in the Negev...)

You don’t need to agree about what is written on the post-its – we’re doing this exercise to begin to own the 4HQ framework.

4. GATHER QUESTIONS AND TROUBLESHOOTING

5. CONCLUSION

What we're saying is that four things that are really important in the world, four things we value, we might say – four values – are security, collective identity, freedom, and territory. To Be a People Free In Our Land.

We might say that every time Israelis vote in their General Elections, they are voting for better answers to these four value-questions.

Pretty much every tension you may feel about Israel – within Israel, within the Jewish community, throughout the world – these tensions tend to be about how Israel is or isn't embodying these four values. And throughout this course we are going to be exploring different aspects of Israel's "answers" to these value-questions, and how they meet us as US Reform Jews.