



קשר KESHER

פרשת עקב

Friday 31 July 2026

י"ז אב תשפ"ו

Stages of the Yavneh Journey

Shula Lazar, Principal

On Monday our delicious prep children celebrated 100 days of prep! A full 100 days! 100 days of learning to read and write in two languages, learning anew about parsha and chaggim, learning how to navigate friendships and classrooms. And they are doing it all so well! What I love about the hundred days of prep, even more than the fairy bread, is that there are always children who dress up as something "100" by coming dressed up as an "old person." They put talcum powder in their hair to make it grey, put on a knitted vest, and find something that resembles a walking stick. And I guess they're not far off. If someone lives to be 100, please G-d with another 20 years, they would indeed be grey and very old!

But the 100 days of prep, while it seems like so many days to the prep children (because 100 is a very big number!), is really just "keheref ayin" (a blink of an eye) in their school journey. And while they are celebrating 100 days of prep, the Year 12s are doing their own countdown, almost at 100 days till graduation! I look at our Year 12s, all grown up, almost ready to fly the nest, and I think it wasn't that long ago that they were eating their own fairy bread in their prep classroom with talcum powder in their hair.

This last Motzash, so many of our Year 12 (and Year 11) students joined our Senior Kinder families for a beautiful, musical Havdalah evening.

Taking a short break from their VCE studies, our almost-graduates spent part of their Motzaei Shabbat singing and dancing with some of the youngest members of the Yavneh family. Our Year 12s came because they wanted to contribute, because they care about their school, and because they understand that they are part of something larger than themselves. (And because it was one more time they could do a Yavneh musical Havdalah.....)

In one room, we got to see two beautiful stages of the Yavneh journey; our little students, and our very big students. (As well as farewell the Ben Porath family as they set off on their Aliyah journey! More Yavneh nachas!)

פרשת עקב

Shabbat Times



Light candles 5:13pm

Shabbat ends 6:14pm

Stages of the Yavneh Journey, continued ...

But looking at our Year 12s I was thinking, what enables Yavneh to produce such outstanding graduates? Each one of them mature, kind, committed and inspired! Well, for one thing, we definitely get a head start by having the best ingredients! Just look at our little ones and their families — how could they not end up excellent?!?

But the other thing at play is that both our teachers and parents understand the message of this week's parsha, from the second paragraph of the Shema.

וְלִמְדָתָם אַתֶּם אֶת־בְּנֵיכֶם לְדֹבֵר בָּם בְּשִׁבְתְּךָ בְּבֵיתְךָ וּבְלֶכְתְּךָ בְּדֶרֶךְ וּבְשֹׁכְבְּךָ וּבְקוּמָךְ:
 You shall teach them to your children, to speak of them when you sit in your home, when you travel on the way, when you lie down and when you rise.

We don't teach our students / children in the classroom with frontal style lectures. We teach them in and with everything we do; our children are always watching what we do; How we behave in our homes, outside our homes, when we travel, how we are when we get up in the morning and before we go to sleep at night.

In everything we do we are role modelling for our children. There was a study showing that children are more likely to enjoy and engage with reading if there are books in the home, even more so than if their parents read to them when they were young. If there are books in the home, it usually means the parents are readers.

This is another reason why we run the 'Yavneh Academy'. When children see their parents engaging in learning, they are likely to emulate that. (And those who missed out on Yavneh Academy this week with Rabbi Dr Levi Cooper should have major FOMO. It was brilliant!)

So as much as children want us to think they don't want to be like us "oldie" parents, they actually do want to be like us, or they end up like us anyway, because they learn so much from the way we behave.

This passuk is also written in the plural, a shift from the singular first paragraph of the Shema a few parshiot ago (שְׁמַע יִשְׂרָאֵל יְהוָה יְחִיד (בָּם) וְלִבְנֵיךָ וְלִבְנֵיךָ וְלִבְנֵיךָ (בְּשִׁבְתְּךָ בְּבֵיתְךָ וּבְלֶכְתְּךָ בְּדֶרֶךְ וּבְשֹׁכְבְּךָ וּבְקוּמָךְ)).

I think that's really because it takes a village to raise children, or in our case, a strong partnership between school and parents. We are in this journey of parenting / teaching / role modelling together. And it is a wonderful journey! because even if there are some bumps along the way, our kids turn out like our beautiful Year 12s.

So coming back to the 100 days of prep learning and prep cuteness, I wish for all of us to be blessed a hundredfold, as Yitzchak was.

"וַיִּמְצָא בְּשֵׁנָה הָהוּא מֵאָה שְׁעָרִים וַיְבָרְכֵהוּ ה' "

He produced a hundredfold in that year, and Hashem blessed him." May our brachot be a hundredfold in all aspects of our lives, from small to big, from now and always!

Shabbat Shalom
Morah Shula

Yavneh ELC news

Yael Lewis, Co-ordinator of Jewish Studies (ELC)

On Motzei Shabbat the ELC held a Senior Kinder Havdalah evening. Children came wearing pyjamas, with the biggest smiles on their faces and excitement in their eyes.

The atmosphere was incredible as Rav Sendor made Havdalah together with some of our amazing year 11 and 12 students. This experience was organised to mark the beginning of the Havdalah bags in Senior Kinder. Each week two children will have the opportunity to take home the Havdalah bag and enjoy making Havdalah at home with their family and then share their experiences with the class through the Havdalah Journal.

As our Senior Kinder children and their families sang and danced together this past Motzei Shabbat there was such a special Yavneh family atmosphere in the room, filled with yiddishkeit, warmth and unity.

A very big thank you to Rav Sendor and the year 11 & 12 students for helping to make it such a meaningful Havdalah for everyone.

We can't wait to start sending home the Havdalah bags in the coming weeks, and seeing our families enjoy this experience.



A Covenant of Love

[illegible]

At first glance, this seems an unusual place to find the language of love. Parshat Eikev is filled with mitzvot, obligations and consequences. We might have expected words such as justice, obedience or covenant. Instead, the Torah speaks of a covenant of love.

Rabbi Sacks zt"l notes that this is far from accidental. In fact, "the entire book of Devarim is infused with the language of love." The Hebrew root a-h-v appears only twice in Shemot, twice in Vayikra, not at all in Bamidbar, yet twenty-three times in Devarim.

Why?

After all, love is hardly a new idea in the Torah. Bereishis is filled with stories of love. Avraham loves Sara, Yitzchak and Yishmael. Yitzchak loves Esav. Rivkah loves Yaakov. Yaakov loves Rachel. Rachel loves Leah. Yaakov loves Yosef. It then goes downhill from there. The first book of the Torah is many things, but a guide to uncomplicated family relationships it is not.

Yet if you read and understand these stories, you find out something striking: almost every one of these loves is accompanied by tension, jealousy or conflict. We have a love triangle between Avraham, Sara and Hagar. Brotherly tension between Yaakov and Eisav. Leah is jealous of Rachel. Rashi points out that Yosef's brothers literally hate him and can't bear to speak nicely around him. (It is safe to say that the brothers were not modelling productive conflict resolution.) So Bereishis actually gives us a heads up that whilst love unites, it can also divide. Loving one person can sometimes mean excluding another.

This insight feels especially relevant today. We often think of love as the solution to all human problems. If only people loved more, there would be less conflict. Yet history suggests otherwise. Families who love one another can still argue. (Jewish families have been providing evidence for this claim for several thousand years.) Communities bound by strong loyalties can become suspicious of outsiders. Love, on its own, is not necessarily enough.

The great achievement of Sefer Devarim is that it joins love with justice.

The God who loves Israel is also the God who "defends the cause of the orphan and widow" and "loves the stranger." Love is no longer merely a private feeling directed toward those closest to us. It becomes a moral responsibility that extends beyond our natural circle of affection.

The philosopher Harry Redner describes the Torah's vision as a "supremely altruistic love... to love one's neighbour as oneself means to act for them as naturally as one would for oneself." Judaism asks us to expand the boundaries of our concern, caring not only for those we love instinctively, but also for those who might be different from us, vulnerable or easily overlooked.

Perhaps this is why Devarim, the Torah's great book of law, is also its great book of love. The mitzvot are not intended to replace love. They are intended to shape it. They teach us how to transform love from an emotion into a way of life. Love that remains a feeling is beautiful but fragile. Love expressed through responsibility, kindness, justice and compassion becomes something enduring. It becomes capable of building families, communities and societies.

In the Shabbos following Tu B'Av, perhaps this is the message we most need to hear. Judaism does not measure love by how intensely we feel it. It measures love by how far it reaches. Does it stop with the people who are easiest to love, or does it extend to the stranger, the outsider and the person who needs us most? That is the challenge of Devarim. Not simply to feel love, but to let it shape the way we live. Because the true test of love is not whether we say "I love you." It is what the people around us experience because we do.

Good Shabbos :)



Tu B'Av

Making Music in Year 4: Learning the Recorder

Sarah Finch, Music And Primary Jewish Studies Teacher

This year, Year 4 has taken on the rewarding musical challenge of learning to play the recorder. Beyond just learning a new instrument, playing the recorder helps students develop essential musical foundation skills, including pitch recognition, reading rhythm notation, and playing in time with others.

During our weekly music lessons, students focus on developing their note knowledge, fingerings, and breath control techniques. Getting the finger placements precise to produce a clear tone can be challenging, but our Year 4 students have shown impressive persistence and focus. Each lesson begins with a warm-up of combined-note exercises, allowing students to consolidate what they have learned over the past terms and build strong muscle memory.

When playing together as a group, the ensemble sounds wonderful. Year 4 should be very proud of the dedication they have shown to their music studies this year so far.



The Power of Writing in Hebrew: Finding a Voice Through Language

Sharon Samuni, Head of Hebrew Primary & Secondary
& VET Trainer

At Yavneh College, we believe that learning Hebrew is about much more than learning vocabulary and grammar. Hebrew connects our students to Jewish history, culture, traditions, and identity. It enables them to communicate with family, engage with Israeli society, and deepen their connection to the language of the Jewish people. While speaking often receives much of the attention in language learning, the development of writing skills is equally important and deserves a central place in every student's Hebrew journey.

Writing in a second language is one of the most powerful tools for language development. Unlike conversation, which happens spontaneously, writing encourages students to think carefully about what they want to say and how they want to say it. Students must organise their ideas, select appropriate vocabulary, apply grammatical knowledge, and communicate clearly with a reader. This process strengthens language proficiency while also developing critical thinking, creativity, and self-confidence.

For many students, writing in Hebrew can initially seem very challenging. They may hesitate as they search for the right word or worry about making mistakes. However, growth occurs when students are willing to take those risks. Every sentence written represents a step forward, every paragraph demonstrates progress, and every completed piece of writing reflects determination and perseverance. Over time, students begin to see that successful writing is not about perfection but about communication.

At Yavneh College, we place great importance on helping students become confident users of Hebrew across all language domains. Reading, listening, speaking, and writing work together to build proficiency, but writing occupies a special place because it allows students to develop their own voice. Through writing, students are given the opportunity to reflect, explain, persuade, describe, and share personal experiences. It is often through the written word that they discover how much they are truly capable of expressing in Hebrew.

This year, our Year 6 students have worked exceptionally hard to strengthen their writing skills. Throughout the year, they have gradually developed their ability to communicate more independently and effectively in Hebrew. What began with carefully constructed sentences evolved into longer and more detailed pieces of writing, allowing students to express increasingly complex ideas with confidence.

At the beginning of Semester Two, students began exploring the topic of Responsibility. This meaningful theme encouraged them to think deeply about the responsibilities they have at home and the important role they play within their families. To introduce the topic, students watched a video about the importance of being a responsible person from a young age. The video generated thoughtful discussions and encouraged students to reflect on how responsibility helps young people develop independence, trust, and maturity.



Following the video, students participated in class discussions where they shared the many different responsibilities they have at home. Some spoke about helping with household chores, others described setting the table, cleaning their rooms, caring for younger siblings, feeding pets, or assisting their parents in various ways. These conversations allowed students to make personal connections to the topic while developing their speaking skills in Hebrew.

Students were then introduced to the structure and features of a blog, a new text type that built upon the work they had completed in Semester One when they learned how to write personal letters. Learning different forms of writing is an important part of language development, as it helps students understand how language changes depending on purpose and audience.

To support their learning, students read both an article and a blog about the responsibilities of teenagers at home. These authentic texts exposed them to new language structures, useful expressions, and topic-specific vocabulary. Building a strong vocabulary is essential for successful writing, so considerable time was devoted to learning and practising new words related to responsibility and family life.

To consolidate their learning, students completed two spelling tests and participated in a range of speaking activities. These activities allowed them to practise using their new vocabulary in meaningful contexts and helped reinforce their understanding of the language before moving on to the writing stage.

Preparation for writing was a collaborative and engaging process. Together, the class participated in brainstorming activities, generating ideas connected to responsibility at home. Students discussed examples from their own lives and contributed ideas that could be used in their writing. As a class, we created lists of nouns and verbs related to the topic, providing students with a valuable bank of vocabulary to support them throughout the writing process.

The Power of Writing in Hebrew: Finding a Voice Through Language, continued

Then came the exciting challenge of writing their first blog. Faced with a blank page, students began transforming their thoughts into written Hebrew. They reflected on their personal experiences, organised their ideas, and carefully selected language that would communicate their message effectively. Each student brought a unique perspective to the task, describing the ways they contribute to their household and support their families.

What makes this achievement particularly meaningful is the effort behind it. Writing in a second language requires patience, concentration, and resilience. Students must draw on everything they have learned while remaining willing to review, edit, and improve their work. The finished blogs are not simply examples of language learning; they are evidence of commitment, persistence, and growth.

As teachers, one of the most rewarding moments is witnessing the pride students feel when they realise that they have successfully communicated an idea in Hebrew on their own. There is a sense of accomplishment that comes from looking at a completed piece of writing and recognising that every sentence was created through personal effort and determination. It is often in these moments that students begin to view themselves not just as learners of Hebrew but as users of Hebrew.

The value of writing extends far beyond the classroom. Strong writing skills enable students to communicate effectively, think critically, and express themselves with clarity. They provide students with tools that will benefit them throughout their academic journeys and beyond. More importantly, writing in Hebrew gives students another pathway through which they can engage with the language and strengthen their connection to Jewish life and heritage.

At Yavneh College, we are proud of the emphasis we place on both speaking and writing. Oral communication allows students to interact confidently with others and plays a vital role in language acquisition. At the same time, writing encourages careful thought, organisation, creativity, and reflection. Together, these complementary skills help students become capable and confident communicators who can participate meaningfully in Hebrew both inside and outside the classroom.

The progress made by our Year 6 students this semester has been inspiring. Their first blogs demonstrate not only developing language skills but also a willingness to challenge themselves and embrace new learning opportunities. Most importantly, they reflect students who are discovering the joy of expressing their own thoughts and experiences in Hebrew.

For many learners, the greatest milestone is not mastering a new grammar rule or memorising a list of vocabulary words. It is the moment they realise they have something meaningful to say and the ability to say it in another language. Watching our students reach that point is both rewarding and inspiring.

Their blogs mark the beginning of a much larger journey as writers. As they continue to develop their Hebrew skills, they will carry with them the knowledge that their ideas matter, their voices deserve to be heard, and that Hebrew provides them with another way to share those voices with the world. That confidence is one of the greatest gifts language learning can offer, and it is a gift our Year 6 students have worked incredibly hard to earn.

Different types of schools around the World

Corinne Caballo Goldberg, *Head of Year 7*

This week in Year 5, our topic in Hebrew was different types of schools. We learned about a variety of schools around the world and discussed what makes each one unique. We compared their special features and talked about the different experiences students can have in each type of school.

To finish the unit, we focused on our own school, Yavneh. We worked together to brainstorm what makes Yavneh special and unique. After sharing our ideas, we explored creative ways to present our school, using our imagination and teamwork to bring our ideas to life. It was a fun and engaging activity that helped us appreciate our school and all the things that make it such a wonderful place to learn.



Grade 4 Grandparents Chumash Siyum





From Tisha B'Av to Tu B'Av

Sara Amzalak, Head of Jewish Life and Learning

Last week on Tisha B'Av, the saddest day in our Jewish Calendar, JLife Primary organised a variety of activities for primary school students. Activities ranged from making the gates of Nikanor, rebuilding the Beit HaMikdash via puzzles and number stickers, making a Shamir worm as well as touring the Beit HaMikdash using VR Goggles.

This week, JLife lunch time clubs started and in Craft Club we made string hearts threading wool in and out of holes, which proved to be quite a challenge for some. These were made in honour of one of the most joyous days in our Jewish Calendar – Tu B'Av.

All Beit HaMikdash Keilim workbooks were handed in and certificates and prizes awarded to participants. The Keilim 3D models are looking amazing – stay tuned for winners.

Once again, JLife is collecting honey for CCare for Rosh Hashanah. Please place honey in the box outside the primary office.



C CARE

HELP US SWEETEN THE NEW YEAR FOR OUR COMMUNITY!

Please bring in a jar of Kosher Honey by
Tuesday, 1st September

Honey will be distributed to vulnerable members of our community through C Care in their 'Rosh Hashanah gift bags', ensuring that everyone in our community has the opportunity to celebrate the Jewish New Year.

C Care supports individuals and families experiencing food insecurity and social isolation through personalised, dignified food relief and meaningful connection programs.



World Cup Glory

Aaron Fetter, *Head of Sports – Secondary*

FIFA World Cup fever swept through Secondary, with students from Rosh Tzurim, Ofra, Efrat and Magshimim competing for the Yavneh Soccer House Cup through group games at the end of term 2, followed by finals in the first week of Term 3.

In the girls draw Efrat was crowned as deserving champions, and after a thrilling penalty shootout, Ofra Boys clinched the coveted Cup. In addition, the four-yearly World Cup Final Watch Party saw students get to school bright and early (5am) for a great spectacle, with Spain proving too strong for the well-supported Argentina. At half-time students marvelled at the spectacular sunrise which provided a beautiful backdrop for Area E.



Scholars-in-Residence Inspire Our Students

Chaim Cowen, *Deputy Principal, Head of Jewish Studies*

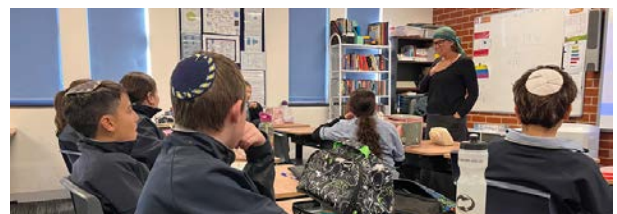
This week, we were privileged to welcome Rabbi Dr Levi Cooper and Mrs Sarah Cooper as our Scholars-in-Residence. From the moment they arrived on Tuesday, they hit the ground running, delivering an outstanding program of learning and engagement for students from Years 6–12, alongside opportunities for parents and the wider Yavneh community.

Throughout the week, Sarah and Levi challenged our students to think deeply, ask meaningful questions and engage with Torah in fresh and inspiring ways. Their sessions covered a wide range of topics, encouraging intellectual curiosity while strengthening students' connection to Jewish learning, identity and values.

The response from students has been overwhelmingly positive. One student shared that, through a session led by Sarah, she gained a completely new appreciation of her classmates and the unique experiences they each bring to our school community. Another reflected that Levi's session transformed her understanding of the purpose of Torah learning, helping her see it not simply as the acquisition of knowledge, but as a framework for living a meaningful Jewish life.

Beyond the classroom, Levi and Sarah led a special Year 12 Tisch, providing our graduating students with an opportunity for thoughtful discussion in an informal and engaging setting. In addition, Levi also presented two Yavneh Academy sessions for parents and community members, extending the impact of their visit beyond our students.

We are incredibly grateful to Rabbi Dr Levi Cooper and Mrs Sarah Cooper for the warmth, wisdom and enthusiasm they brought to our school. Their visit, which concludes on Monday, has already left a lasting impression on our students, staff and community, and we thank them for sharing their time, knowledge and passion for Torah with us.



Year 9 Ballarat Trip

Samuel Brygel, Head Of Humanities and Social Sciences

On Wednesday, our Year 9's enjoyed a huge action-packed day at Ballarat! Beginning with a very early Shacharit at school, we were soon after on the bus with the first stop the Eureka Museum in Ballarat.

After learning about the history of the Eureka Stockade and its role in beginning the democratic process in Australia that we now all enjoy today, we then departed for the rest of our day at Sovereign Hill. Ranging from gold mine tours, gold pour demonstrations and a closer look at the Chinese migrant experience during the Ballarat Gold Rush, the students were able to enjoy all the wonderful interactive and engaging experiences that Sovereign Hill has to offer.

The students were incredibly fortunate to also experience the rich Jewish history of Ballarat that began alongside the Ballarat Gold Rush. We travelled to Victoria's oldest shule (built in 1861!), Ballarat Synagogue, for an inspired Mincha, followed by a Q and A with Ballarat Synagogue board member, Mark.

Following Mincha, the students a dinner break, playing Mini Golf and enjoying some kosher hotdogs and burgers cooked by their teachers! To finish the day, we returned to Sovereign Hill, enjoying the 'Aura' light show, an incredible show that transforms Sovereign Hill into a moving outdoor theatre and tells the story of gold.

Thank you to our students for their engagement and energy throughout the day and of course a special thank you to our enormously dedicated staff members, Ms. Muddapah, Ms Allen, Ms Swiatlo and Amira who were supporting and leading our students non-stop from 6AM-11PM on Wednesday!





Upcoming Dates 2026

August:

Monday 17 – ZFA Conference – Student Free Day

Mazal Tov

Mazel Tov to **Daniel Balter** and family on his Barmitzvah
 Mazel Tov to **Max Grinberg** and family on his Barmitzvah
 Mazel Tov to **Adele Shoshan** and family on her Batmitzvah
 Mazaltov to **Tamara and Ben Menahem** on the birth of a baby girl – sister to Jakey in our Shorashim creche room.

Melbourne Jewish Book Week '26
August 1-4

Connections

Melbourne Jewish Book Week 2026 brings together an extraordinary gathering of Australian and international writers across four days of interviews, panels, poetry, performance, and a schools incursion program.

This year's theme, 'Connections', threads through every session: untold family histories, genre fiction from romance to satire, standing up for truth in a post-truth era, the AI conundrum, and the full spectrum of Jewish literary life today.

Discover the full program
Browse the program and book sessions at mjbw.com.au

Proudly supported by
GANDEL, EDO, PRATY, The Manuscript Foundation, and others.

The 45th Junior Carnival SYDNEY | 12 - 19 January 2027
WA NSW VIC QLD ISR
UNITED THROUGH SPORT

Maccabi Junior Sports Carnival is one huge week of sport, social events and new friendships, bringing together Jewish teens in Years 7-10 from across Australia and Israel for an experience like no other.

Carni welcomes everyone, including neurodivergent young people and young people with disability.

Interested in All Abilities at Carni?
Email teamvic@maccabijuniorcarnival.com.au

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or visit the URL below: bit.ly/RegisterCarni2027

Rabbinical Council of Victoria
Rabbi Yona Reiss for the Jewish Community
ועד הרבנים דויסקוריה

The RCV proudly presents
RABBI YONA REISS, ESQ
REBBETZIN MINDY REISS

for an extraordinary week of Torah Learning and Inspiration
31 JULY - 5 AUGUST 2026
17 - 22 AV 5786

PRIVATE EVENTS
Rabbi and Rebbetzin Reiss will address Staff and Students at:
Leibler Yavneh College
Yeshiva - Beth Rivkah Colleges
Vesvodet HaTorah College
Melave Malka with Rebbetzin Mindy Reiss for RCV Rebbetzins, Kallah and Conversion Teachers, Nivvot Attendees & Shadchanim.
Rabbi Reiss to serve as Scholar in Residence at the Rabbinical Council of Victoria's Annual Rabbinic Conference.
Rabbi Reiss to meet with the Dayanim of the Melbourne Beth Din.
Rabbi Reiss to meet with members of the Jewish Lawyers Group.

OPEN TO THE COMMUNITY
RABBI REISS TO GIVE DROSHAS IN THE FOLLOWING SHULES:
Friday 31 July Shaarei Tefilla Rebbetzin Shabbat
Shabbat 1 August Daminyan Before Musaf
Shabbat 1 August Mizrachi Seudas Shlichot
Wednesday 3 August Rebbetzin Mindy Reiss will present a shiur for the Melbourne Nach Yoni group and women.

RABBI REISS' KEYNOTE COMMUNITY LECTURE
WEDNESDAY 3 AUGUST - 22 AV
7:30PM FOR AT 7:30PM START
From Torah to Today: The Beth Din's Role in Resolving Modern Disputes
Rabbi Yona and Rebbetzin Mindy Reiss are internationally acclaimed readers, educators and speakers, bringing decades of experience in Jewish law, teaching and communal service.

FOR MORE INFORMATION CONTACT: EXECUTIVE@RCV.VIC.AU

EMUNAH AUSTRALIA **PARVE**

Rosh Hashana Boxes 5787/2026

What's in the box?

- 3D Table Decoration
- Choc Chip Biscuits
- 5 Apple Shaped Honey Biscuits
- Honey Bundt Cake with Yellow Icing and a Chocolate Bee
- 100gm Rocky Road
- 100gm Chocolate Dipped Honeycomb
- 5 Chocolate Dipped Dates with Coconut
- 5 Rosh Hashana Fondant Biscuits

Emunah provides a range of life-changing programs that support Israel's most vulnerable children, women and families helping them break cycles of dysfunction and build stable, fulfilling lives.

EMUNAH AUSTRALIA

FINDING LIGHT: AN EVENING WITH CHANI LISBON
Inspiring story of resilience, hope and the healing power of humour

DATE & TIME
Wednesday 12 August 2026
7:45pm arrival, 8:00pm start

TICKET PRICE
\$36 Per Person
\$50 Per Couple

Melbourne location to be advised

CLICK HERE TO BOOK TODAY!

ABOUT CHANI LISBON
Chani Lisbon is a stand-up comedian and motivational speaker known for her raw, comedic and inspiring storytelling. Growing up as one of 11 children in a strict Orthodox Jewish family in Los Angeles, Chani's journey includes profound personal challenges, including alcohol addiction. Today, she uses humour, honesty and vulnerability to inspire audiences with a message of resilience, hope and healing.

Queensflicks WILSON