

## The 3 + 3 Project

The Covid-19 pandemic disrupted education across the planet, with the result that many assumptions about learning were turned on their head. The Jewish Education Center of Cleveland jumped into action in the summer of 2020 to create, “*La-bri’ut: To Our Health and Wellness*,” a curriculum and learning approach for part-time/synagogue settings for children in kindergarten through grade six. One of the key takeaways from *La-bri’ut* was the power of designing learning experiences based on what children *need* (e.g., strategies and tools to address the challenges of the pandemic), as compared to what adults think they *need to know* (e.g., the names and stories of all the patriarchs and matriarchs in the Torah) or decades old, low-level projects that their parents probably did (like painting pictures of bees buzzing around honey for *Rosh Hashanah*).

In late Fall 2020, intrigued by the success of the *La-bri’ut* learning approach, a number of synagogue education directors reached out to the Jewish Education Center of Cleveland to ask what might follow on the heels of *La-bri’ut*. In response, an incredible team of Jewish educators took up the challenge, with the goal of moving Jewish learning and engagement forward in part-time/synagogue settings. The planning and development tackled four elements:

- A rethinking of the roles of the adults and children so that
  - teachers become partners-in-learning, taking on the role of guide, facilitator, mentor, learning catalyst, etc.
  - children become deeply engaged and empowered in the learning process, with opportunities to set learning paths, grapple with challenges, discover connections, and make meaning.
- The development of a conceptual foundation for learning called “[Gifting – A Framework for Learning and Engagement](#).”
- The creation of “The 3 + 3 Project,” a sample curricular unit that blends the newly defined roles with the Gifting Framework. *In process*.
- A variety of professional development resources and supports for directors to use with their faculty. *In process*.

All of these are described in more detail in the introductory booklet, “If Not Now, When? A proposal (and invitation) for next steps in Jewish learning and engagement for synagogue/part-time programs. <https://jec-tohealthcurric.weebly.com/whats-next.html>.

The JEC will be supporting the launch of “The 3 + 3 Project” in the Fall of 2021. An overview, including timeline, is in the “If Not Now, When?” document linked above, pages 27-33 (the “Join Us” section).

As with *La-bri’ut*, the “3+3” curriculum was written for use with kindergarten through sixth grade. Throughout the curriculum document are clues and resources for making adaptations for different ages and developmental levels; teachers need to plan with their specific age group in mind.

**The 3 + 3 Project,”** is named after two texts with similar themes about the power of a good name:

A person is known by **3 names**:

- the name by which their parent(s) call them,
- the name by which other people call them,
- and the one they earn for themselves.

The ***most important name is the one they earn for themselves.***

*Midrash Tanhuma*

Rabbi Shimon says there are **3 crowns**:

- The crown of Torah
- The crown of the priesthood (*the cohanim*)
- The crown of a ruler (*e.g., a monarch*).

And ***the crown of a good name is superior to them all.***

*Pirkei Avot 4:17*

Over the course of “The 3 + 3 Project,” learners work in dialogue with Jewish tradition to collaboratively develop a definition of a good name and explore what it means to earn one. On the surface, 3 + 3 learning focuses on stories of Jews past and present. However, on a deeper level, these explorations are designed to help children continue to emerge from the Covid-19 pandemic. 3 + 3 will especially help its learners engage with the [Gifting Framework’s](#)

- B-of-becoming, along a path that encourages personal growth and fulfillment as an individual
- B-of-belonging in sacred community, starting with one’s family and expanding to other communities
- B-of-behaving, especially in hands-on actions to repair the world, thus illustrating the benefits of a good name.

Children familiar with *La-bri’ut* will be easily able to identify recurring themes from its modules – in continued work to build community and personal relationships (*K’hillah*), in using one’s power and strength for good (*G’vurah*), in acting with audacious kindness to others (*Hesed*). The learning explorations – iterations of inquiry and action - introduce additional tools and strategies that build resilience, along with multiple opportunities to read traditional texts and/or stories of Jewish people throughout the ages who exemplify the foundational texts.

“The 3 + 3 Project” was developed using Understanding by Design, a curriculum development approach that starts with an Enduring Understanding (EU - a big idea). Through inquiry, discovery, and hands-on explorations, learners uncover the big idea from multiple perspectives. The learning concludes with a project that helps deepen, apply and assess the learner’s understanding of the EU.

#### **Enduring Understanding:**

How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.

#### **Essential Questions:**

1. What powers do names hold - for the individual? for others?
2. How does one earn a name?
  - a. What name(s) do I want to earn for myself?
  - b. What are the paths I can take to earn it?
3. What is the influence of friends, family and community on the name a person earns? What is our earned-name’s influence on friends, family and community?

**At the end of the unit, learners will know that:**

- Jewish tradition tells us that we have three names
- Jewish tradition pushes us to make good choices, resulting in our attaining a good name.
- An earned name can be good, bad or neutral. The latter might be a name earned through one’s talent and/or hard study (e.g., a musician, a medical professional).
- Names have the potential to connect us to others.
- The name we earn has the power to influence others, for good or bad.
- The “uniqueness, value and blessing of each individual” can be identified through the names people earn for themselves.

**At the end of the unit, learners will be able to:**

- Differentiate between the three types of names from *Midrash Tanhuma*
- List a variety of names one could earn for oneself
- Identify ways in which one can earn a name
- Give examples of names earned by Jews, past and present.
- Take action towards earning a name for themselves
- Identify some of the positive results of earning a name for oneself, especially in relation to becoming, belonging and behaving

**Evidence of Understanding:** At the end of the unit, it is important to assess how well the learners understand that *how we live our lives defines the name we earn for ourselves and influences others whom our lives touch*. The choice of final project (which in itself provides new opportunities for making conceptual connections) is the teacher’s hands, ideally with attention to

- what is most appropriate to the group of learners
- emerging conversations and ideas over the course of the unit, and
- the teacher’s comfort with potential final project modalities (e.g., art, video, story writing).

That said, it is helpful to consider *in advance* which evidence of understanding might be targeted for the end of the unit, for in planning, the teacher needs to consider which activities from this guide would best prepare the learners to respond to the ending challenge.

Learners might demonstrate their understanding of what it means to earn a name using any of the ideas, below, or another created by the teacher. Note that additional details are provided on pages 55+ of this guide.

- Develop a 1-3 week plan for earning a name that they choose for themselves. Act on it and evaluate.
- Develop and execute a project that requires the kind of actions they hope to cultivate to earn their name.
- Take age-appropriate (and safe) action to support a child who
  - is being called hurtful names by others, or
  - would like to earn a name other than what others call them.

This might be child-specific, or a more global project (such as the Buddy Bench - <https://youtu.be/Ob2OsHYQ7PM>).

- Illustrate a name that they would like to earn (or perhaps some artistic map that illustrates the paths taken to earn that name), along with a commentary. This might be used for:

- A synagogue/host institution art exhibit
- Note cards printed and distributed to the community/congregation, each with a different learner’s illustration and commentary
- Write and illustrate a children’s story that illustrates a person earning a name for themselves, whether bad or good (hopefully the latter, but maybe the first!) The story can be printed and bound and given to the synagogue library, a school, shelter, or other such place. [This is a great project to do in collaboration with a local author or writing cooperative.]
  - Option: create an animated or live-action video
- Create a social media series (e.g., Instagram, a “public service announcement”) that explains and advocates for the power of a good name.
- Record interviews with Jews that learners have determined they earned a good name. Edit these into a podcast or video.
- Write a song with the help of a musician. Planning/format options include: <https://vimeo.com/280640394> and <https://www.facebook.com/watch/?v=136107165099088>.
- Develop a room-sized hands-on or crawl-through collaboratively developed exhibit of the types of names someone can earn – positive and negative.

If possible, write about and post elements of the final project on your program’s website or Facebook page. The JEC welcomes project sharing to its national 3+3 website. [WILL NEED LINK]

### The unit structure

There are six learning sessions for this unit PLUS one to three sessions in which learners complete projects that offer “evidence of understanding.” For an outline, see the Planning Calendar, beginning on page 7.

*If you have more time*, note that there are also two optional sessions, plus multiple extension activities that will add additional learning days.

*If you have less time*, feel free to pick activities of interest, perhaps integrating them into other units or as few days of stand-alone learning with “The 3+3 Project.”

### The daily structure

Learners are divided into work-groups (*note that this nomenclature steps away from the image of a classroom, desks lined up, teacher doing a lot of telling, etc.*), each with an adult and 1-3 teen assistants. Each session ideally includes:

1. **Greeting and checking in** - (assures that everyone is greeted by name; 3 minutes) - Choice of activity is up to the teacher and/or teen assistants.
2. **Playing with ideas** (a playful, community-building warm-up especially in the first few weeks; 10-15 minutes). See RESOURCE SHEET X for game ideas.

3. **Engaging in learning** (inquiry) and/or **Participating in design** (action)  
(the core learning and exploration, 30-45 min)  
Note that some days will be more focused on the inquiry phase, and others more on designing and taking action.
  
4. **Reflecting** (offers a closing for the day’s explorations, including cross-fertilization of ideas, 5-10 min) - Change and growth may occur at any step along the way, but a process of reflection is what personalizes and deepens growth in any of the “b’s” – becoming, belonging, behaving. Reflection will occur multiple times in the course of a learning session – sometimes at the beginning, often in the middle, and especially at the end.

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**PLANNING CALENDAR**

*This chart is provided to offer a sense of the unit’s potential flow and where opportunities arise for extension.*

Session #	Sketch of focus/activities
1	<p><b>OPENING THE DOOR TO LEARNING</b></p> <p><b>What are our names?</b> (beginning on p. 10)                      Introductions</p> <p><b>What kinds of names do people have?</b> (p. 15)                      Options (choose 1-2)</p> <ul style="list-style-type: none"> <li>● Name webs</li> <li>● Name sorting cards</li> <li>● Kid names</li> </ul> <p>Extension options (more sessions needed if any of these are chosen – p. 19):</p> <ul style="list-style-type: none"> <li>● Hebrew names</li> <li>● Baby and Jew-by-Choice names</li> <li>● Names when called to the Torah</li> </ul>
2	<p><b>NAMES AND THEIR POWER</b></p> <p><b>What is the 3 Crowns Text?</b> (p. 21)                      Picture explorations:</p> <ul style="list-style-type: none"> <li>● King David photo</li> <li>● Three Crowns pictures</li> </ul> <p>Text exploration:</p> <ul style="list-style-type: none"> <li>● <i>Pirkei Avot</i> 4:13</li> </ul> <p><b>What is a good name, a שׂוֹמֵר שְׁמוֹ?</b> What does that mean? (p. 23)                      Inquiry options:</p> <ul style="list-style-type: none"> <li>● Inquiry walk</li> <li>● Phone calls</li> <li>● Movie or book brainstorming</li> </ul> <p>Extension options (more sessions needed if any of these are chosen – p. 25):</p> <ul style="list-style-type: none"> <li>● Art (picture of someone with a good name)</li> <li>● Stories of role models</li> </ul>
3	<p><b>EARNING A NAME</b></p> <p><b>What is the 3 Names Text? Why do we have at least three names?</b> (p. 27)</p> <ul style="list-style-type: none"> <li>● Card matching activity</li> </ul> <p>Extension options (these will not significantly expand -learning time - p. 30):</p> <ul style="list-style-type: none"> <li>● Listening for names</li> <li>● Honoring those who earn names.</li> </ul>

<p>4</p>	<p><b>EARNING A NAME</b>  <b>What does it mean to earn a name?</b></p> <ul style="list-style-type: none"> <li>• A look at Joseph (p. 31) OR</li> <li>• A guest’s story (p. 33) - if this includes the children learning about and setting up hospitality, that would add a week</li> </ul>
<p>4a (optional)</p>	<p><b>EARNING A NAME</b>  <b>Who are people who have earned a good name?</b></p> <ul style="list-style-type: none"> <li>• A structured activity with “circle maps” (p. 35) Extension option: Create other circle maps OR</li> <li>• Learner exploration with works of art (p. 32) OR</li> <li>• Exploring contemporary stories</li> </ul>
<p>5</p>	<p><b>EARNING A NAME</b>  <b>What are the names we think we have already earned? (p. 41)</b></p> <ul style="list-style-type: none"> <li>• Paper quilt</li> </ul> <p>Extension option (more sessions needed if any of these are chosen – p. 43)</p> <ul style="list-style-type: none"> <li>• Setting up “gifting of a name” for the children (see also session 6)</li> <li>• Keeping an eye open for those who earn names</li> </ul>
<p>5a (optional)</p>	<p><b>How can we honor the names that others earn for themselves? (p. 45)</b></p> <ul style="list-style-type: none"> <li>• Honoring activity (special supplies need to be ordered in advance)</li> </ul>
<p>6</p>	<p><b>What is a name we would like to earn?</b></p> <ul style="list-style-type: none"> <li>• Making a plan (p. 49)</li> </ul> <p>Extension options (more sessions might be needed if any of these are chosen)</p> <ul style="list-style-type: none"> <li>• Setting up “gifting of a name” for the children (see also session 5)</li> <li>• Looking for times we have the potential to influence</li> <li>• Exploring the effort to earn a name</li> </ul>
<p>7-9</p>	<p><b>How will we apply what we have learned about earning a name?</b></p> <ul style="list-style-type: none"> <li>• Evidence of Understanding project (p. 55)</li> </ul>

**SESSION-BY-SESSION PLANNING MAP**

**Enduring Understanding:** How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.

<b>Session # __</b> Focus:		<b>Session # __</b> Focus:		<b>Session # __</b> Focus:		<b>Session # __</b> Focus:	
<b>Essential Question being explored</b> <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name		<b>Essential Question being explored</b> <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name		<b>Essential Question being explored</b> <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name		<b>Essential Question being explored</b> <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name	
Entry music		Entry music		Entry music		Entry music	
Greeting/Checking In (3 min)		Greeting/Checking In (3 min)		Greeting/Checking In (3 min)		Greeting/Checking In (3 min)	
Playing with Ideas (sessions 1&2 10-15 min)		Playing with Ideas (sessions 1&2, 10-15 min)					
Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"	Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"	Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"	Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"
Reflection (5-10 min)		Reflection (5-10 min)		Reflection (5-10 min)		Reflection (5-10 min)	



### OVERVIEW OF THE LEARNING GUIDE

The guide that follows is divided into suggested learning sessions, with a variety of options for extension. These match the Planning Map on pages 6-7.

The curriculum format, that of a three-column chart, offers a clear view of learning choices and how they fit the bigger ideas being explored:

- The far left column contains learning activities.
- The middle column offers annotations for the teacher – notes that explain how the activities support the Gifting Framework, as well as thoughts that help a teacher “guide,” rather than “tell.”

<p style="text-align: center;"><b>THE LEARNING</b></p> <p><i>This column offers activities that help learners uncover the Enduring Understanding from various perspectives. There will not be time to do all of them; teachers need to choose the learning path that makes the most sense for their group of learners based on age and interest.</i></p> <p><i>The Clues and Resources are placed parallel to the sections to which they are referring. Font is <b>color-coded</b> in places to help match the comment with an activity.</i></p>	<p style="text-align: center;"><b>CLUES FOR GUIDING</b></p> <p><i>This column offers context for many of the learning choices - how they fit the Gifting Framework, discussion suggestions and learning paths, as well as extension activities that could be interesting, but not directly tied to the big ideas of the unit.</i></p>	<p style="text-align: center;"><b>RESOURCES</b></p> <p><i>This column helps teachers identify which Resource Sheets to use and provides other resources.</i></p>

**Remember that each session includes these elements:**

- *Greetings and checking in (3 min)*
- *Playing with ideas (10-15 min - the first two sessions, as well as when you otherwise have time)*
- *Engaging with learning (inquiry, activity, action) - (30-45 min)*
- *Reflecting (5-10 min)*

## THE LEARNING GUIDE

### SESSION 1

- Greetings and checking in (3 min)
- Playing with ideas (10-15 min - the first two sessions, as well as when you otherwise have time)
  - **OPENING THE DOOR TO LEARNING: *What are our names?***
- Engaging with learning (inquiry, activity, action) - (30-45 min)
  - **NAMES AND THEIR POWER: *What kinds of names do people have?***
  - **EXTENSION OPTIONS *focus on Hebrew names***
- Reflecting (5-10 min)

**Planning considerations:** From the first day, you want to ensure that your learners know each others’ names and begin to form community (the **b-of-belonging**). It would help if you tried the sorting activity in advance (see page 16) – how many different ways can you sort the cards/names? what challenges do you think your learners will have? Also, note that you are offered activity choices in the main body of the lesson, as well as potential extensions. What will you choose?

THE LEARNING	CLUES FOR GUIDING	RESOURCES
<p>1. <b>OPENING THE DOOR TO LEARNING: <i>What are our names?</i></b> (first &amp; second sessions; 10-15 min) Even though learners will probably have been together prior to this opening lesson, choose a fun game with their names to open the door to the theme. Below are two to choose from, or use your own.</p> <p>a) Game 1 - Have the group stand in a circle.</p> <ul style="list-style-type: none"> <li>● Round one: Throw the ball to someone and ask them to say their name loudly and clearly. That person throws the ball to someone else and then places their hands behind their back to signal that they have caught the ball already. Continue around the circle, until it comes back to the person who started the game.</li> <li>● Round two: The first person clearly says the name of <b><i>someone whose name they remember</i></b> and throws the ball to them.</li> <li>● Other options for rounds include having the group work together to remember the route the ball was last thrown</li> </ul>	<p>Choose from these options based on the age of your children.</p> <p>As the game continues, you may need to prompt the group to help those with the ball <b><i>remember the names</i></b> of people not yet called.</p>	<p>If yours is a program that uses children’s Hebrew names on a regular basis, be sure to attain these from the office or parents; help those without a Hebrew name to choose one. You may also want to ask for the parents’ Hebrew names if you think you will do a name-activity using the name one is called to the Torah (<i>ben/bat</i> parents’ Hebrew names) or if</p>

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