

**Value: סִכַּת שְׁלוֹם Sukkat Shalom**

Caregiving Principle: Creating a feeling of safety

The Hebrew phrase, סִכַּת שְׁלוֹם (*sukkat shalom*), means “shelter of peace,” a place that generates the feeling of safety and protection. It is part of the *Hashkiveinu* blessing in the evening service, in which we request that God:

וּפְרוֹשׁ עָלֵינוּ סִכַּת שְׁלוֹמֶךָ

*U'fros aleinu sukkat sh'lomecha.*

“Spread over us Your shelter of peace.”

The phrase, *sukkat shalom*, provides three elements for exploration during this module:

- **The action** - that of spreading, of enveloping, of protecting (“*u'fros* - spread”). In *Hashkiveinu* we ask God to spread over us a shelter of peace, protecting us especially during the dark of night.

- **The image** – that of a shelter, though the actual word used is *sukkah*, which begs the question why refer to a *sukkah* when praying for peace.

**“[P]eace is one of the highest of all Jewish values, while the *sukkah* is relatively basic and simple, common and ordinary.** Why did he not write, “build over us the stately mansion of your peace,” or “the majestic palace,” or “the grand castle”? Such structures are built on strong foundations, out of concrete or stone; once they are built, they will stand by themselves for hundreds of years. In contrast, a ***sukkah* is fragile and vulnerable, exposed to the elements.** A strong wind can easily blow it over. It can be undermined by water seeping through the ground or burnt if someone drops a lit match. **You have to watch it almost constantly, care for it incessantly,** lest it be suddenly destroyed.

**Peace, too, requires this care and attention.** We erect structures of peace with care, but they are all too easily blown over by the strong winds of group hatred and extremism, or undermined by the seeping waters of suspicion, or consumed by the fires of nationalistic self-righteousness. In order for the edifice of peace to remain standing, we have to be constantly on guard; **we cannot take it for granted that peace, once achieved, will automatically endure ...”**

**Based on a teaching by Rabbi Marc Saperstein**

<https://reformjudaism.org/blog/2012/09/28/sukkah-peace>

- **The value** – that of peace. The Hebrew word *shalom* comes from the root ש.ל.ו connoting wholeness or completeness. From this understanding, peace is much more than ending hostility or violence, rather it encompasses both a personal and communal sense of unity and wholeness.

Whether this module is explored via the static image (a *sukkah* of peace) and/or with attention to an enveloping action (God surrounding us with peace), it is anchored in the first principle for caregivers working with people who have faced trauma – **safety**. As with Maslow’s hierarchy of needs,<sup>1</sup> one cannot progress or succeed unless one’s physiological needs are taken care of (e.g., water, food, shelter) and

<sup>1</sup> <https://www.thoughtco.com/maslows-hierarchy-of-needs-4582571>

one feels physically and emotionally safe. We are part of the network of caregivers for our children that includes parents, teachers, family, friends, healthcare workers and community helpers.

Our module connects to the year's Enduring Understanding in meaningful ways:

- **If I am not for myself, who will be for me?** – We want to empower children with the tools to take care of themselves in a world that is fraught with uncertainty, with fear and with illness.
- **If I am only for myself, what am I?** – We want to empower children to look beyond themselves, to consider their ability to provide safety, healing and wholeness for others by joining together in a network of support and caring.
- **If not now when?** – We want to empower children to take action toward creating *sukkat shalom* for themselves and for others.

It is important to remember that with the stresses and strains of the pandemic - with parents often working at home (or sitting at home, unemployed), with families on top of each other in whatever space their homes or apartments provide, and with illness and death a constant threat or reality – families are under great stress. This module was purposely designed with the image of *sukkat shalom* (shelter of peace) and not the more familiar Hebrew phrase, *sh'lom bayit* (peace in the home). Throughout the module's five weeks, learners are empowered to discover different aspects of what *sukkat shalom* means for themselves and for others in terms of a physical space, but also as a feeling of safety and protection they may receive from important people in their lives. As such, the curriculum builds a toolkit over time to strengthen children and build their resiliency.

At the conclusion of each week, learners are invited to share their creations and discoveries via a *k'vutzah*-specific Flipgrid site, with the teacher spotlighting contributions during the following session.

Note that there are five distinct weeks of learning offered in the overview chart, below (pages 3-4). Depending on the timing of holidays and pop-up or virtual synagogue-related events, an educational program might choose to introduce only four of the sessions. While an ideal calendar would allow for the scheduling of each module without interruption, this decision is for each director to make.

For a two-minute overview of this module  
that orients teachers and parents to the learning,  
check out this video:

<https://youtu.be/afArswp7lZE>



## OVERVIEW GRID

<p><b>Weekly Focusing Question</b></p>	<p><b>Mifgash</b> (the session in which a cohort of learners “meet” the week’s focus)</p>	<p><b>Grades K-3 Activities</b> (introduced via a subscription-type box)</p> <p><b>NOTE: Each of the five weeks stand on their own, but build on each other towards an understanding of <i>sukkat shalom</i> – a place and feeling of safety, wholeness and peace.</b></p>	<p><b>Grades 4-6 Challenges</b> (introduced via a “launch video”)</p> <p><b>NOTE: Over the course of the five weeks, learners consider questions of safety, protection and wholeness leading to the development of a creative personal conception of <i>sukkat shalom</i>. Each week builds upon the last. In the fifth week, learners reflect on the physical <i>sukkat shalom</i> they created in week four - where and how they feel safe - and create a blessing for it.</b></p>
<p>Session 1: What is <i>sukkat shalom</i>?</p>	<p>Explore images to help understand and define the concept of <i>sukkat shalom</i>, of safety and protection.</p>	<p><u>In the box:</u> Fabric; iron-on transfer; fabric markers/paint.</p> <p><u>The task:</u> Decorate a large piece of fabric in the spirit of <i>sukkat shalom</i>. Then, throughout the week, experiment with ways to utilize it as a protective and safe <i>sukkat shalom</i> (create a fort, wear as a cape, use as a comfort-blanket, etc.).</p>	<p><u>The challenge:</u> Consider, develop and then work out a definition of <i>sukkat shalom</i> via one of two artistic options (sketch/drawing or collage). Share artistic responses with a photo to the group’s Flipgrid.</p>
<p>Session 2: What are examples of <i>sukkat shalom</i> - of safety and protection?</p>	<p>Consider specific examples of others’ personal ideas of <i>sukkat shalom</i> – what is safe and protective?</p>	<p><u>In the box:</u> Interview board and cards; markers.</p> <p><u>The task:</u> Interview three familiar people about what <i>sukkat shalom</i> means/looks like to them.</p>	<p><u>The challenge:</u> Via person-to-person interviews or a photo-hunt, expand an understanding of <i>sukkat shalom</i> beyond the definition – what are the many ways we might be protected by a <i>sukkat shalom</i>, whether physically or emotionally?</p>

<p>Session 3: What does <i>sukkat shalom</i> mean to <u>you</u>?</p>	<p>Expand learners' personal definitions of <i>sukkat shalom</i>.</p>	<p><u>In the box:</u> Images/photos; paper; glue stick; water color; brush.</p> <p><u>The task:</u> Create a collage of what <i>sukkat shalom</i> personally means to you, using provided images and/or creating personal ones.</p>	<p><u>The challenge:</u> Explore, reflect and then decide where you find <i>sukkat shalom</i> and how you get there. Then map it, act it or draw it.</p>
<p>Session 4: What does <i>sukkat shalom</i> look like?</p>	<p>Discover the concept of <i>sukkat shalom</i> and consider how you might be able to create <i>sukkat shalom</i> in ways other than a physical structure like a <i>sukkah</i>.</p>	<p><u>In the box:</u> 3 pieces of Shrinky Dink plastic with a hole punched in; 3 key rings; 2-3 permanent markers</p> <p><u>The task:</u> Create and present a gift to those they interviewed to remind their interviewees (and themselves) of the characteristics of <i>sukkat shalom</i>.</p>	<p><u>The challenge:</u> Create a large- or small-scale safe-space (a <i>sukkat shalom</i>) representing a physical space, a person that envelopes you in <i>shalom</i>, a feeling. The materials used are up to the learner's imagination – blankets for a fort-like location, Minecraft for a virtual one, boxes of any size, or found materials.</p>
<p>Session 5: What do I now think about <i>sukkat shalom</i>?</p>	<p>Identify key elements of <i>sukkat shalom</i> in learners' lives, with thought given to the vulnerability of a <i>sukkah</i> and the resilience of those who pay attention to strengthening it.</p>	<p><u>In the box:</u> Dish soap; glycerin (non-toxic/edible brand); 2-3 straws; cotton gloves</p> <p><u>The task:</u> Mix the ingredients to make bubbles, noting their fragility but also experimenting with ways to increase their strength using the glycerin. Reflect with an adult on the innate fragility of a bubble and the possibility of strengthening it. Parallel this to <i>sukkat shalom</i> - by paying attention to ways of attaining safety and protection, we can strengthen it and ourselves.</p>	<p><u>Challenge:</u> Reflect on your <i>sukkat shalom</i> – how it keeps you safe and what steps you might take if it “broke.” Then offer your <i>sukkat shalom</i> a personal blessing of peace, safety and protection.</p>

## The Mifgash

The *mifgash* (מיפגוש - meeting or gathering) is a 20-30 minute weekly synchronous session with the *k'vutzah* ("group"), comprised of teacher and learners, plus any teaching assistants (*madrichim*). During each *mifgash*, there is opportunity to: check-in with the students; build community; celebrate and share some of the activities/challenges the students accomplished the previous week; and, introduce new content for the upcoming week. Each *mifgash* follows the same format to create a sense of consistency and routine:

- **Greetings/check-in (3 minutes)**

These are hellos to every individual as they enter the meeting and a quick check-in or activity.

Examples include:

- Pass the greeting – Call on someone and ask how they are feeling today and they call on another person in the group.
- Finding each other – Everyone is asked to reach to the people on either side of them and then above and below. The facilitator starts by saying, "Josh – I see you found Amy. Josh, who did Amy find?" Josh looks at Amy's position in the grid and identifies someone she is touching (at least per his screen). Josh says, "I see you found Sean. Amy, who did Sean find?"
- Etc.

- **Reflection/Community Building (4-7 minutes)**

This is a reminder of what happened the last session and the activity or challenge that children worked on. The Flipgrid uploads are referenced and 2-3 children's postings are spotlighted each week (over the course of a number of weeks, everyone will have a chance to be in the spotlight). The teacher might also do a 3-4 minute community-building activity that fits the theme.

- **New Content (15 minutes)**

This week's learning is introduced and the main activity is accomplished together.

- **Launching At-Home Learning (5 minutes)**

The lower elementary and upper elementary learners are introduced to their activities or challenges for the upcoming week. Ideally, these are done in breakout rooms so that each age group is offered a focused (and exciting) introduction and explanation of their task. A teen assistant, prepped for the task, could meet with one group and the teacher with another.

That said, if the entire educational program meets as a whole and then *k'vutzot* or classes are divided into breakout rooms, it will be impossible for a *k'vutzah* to use the breakout rooms for this "launch." Zoom offers only one layer of breakout rooms.

If you do not have the option of breakout rooms, you may make modifications to how you handle the lesson. For example, consider asking any children working with the upper elementary challenges to take a few minute break while you orient the younger learners to this week's activity box instructions; however, the older children should stay in earshot. Introduce the activity box to the lower elementary age children, then send them off. Call back the older children and launch their learning for the week. Note that this option will increase the launch to 10 minutes time.

(con't)

**Follow-Up** – Whether or not teachers will be scheduling call-in/“Ask Me” times during the week, children should receive work-reminders and additional resources (links to books online with complementary themes, songs, etc.). Parents should be sent or linked to the weekly Family Schmooze, designed for casual conversation around the dinner table, while in the car or any other appropriate time.

### Session 1: What is *sukkat shalom*?

#### **The focus:**

Learners explore images that help them define the concept of *sukkat shalom*, as used in this module. While the phrase literally means “shelter of peace,” it may also connote a place (or even person) that promotes feelings of safety and protection.

*Note to the teacher* – The noun “*sukkah*” is familiar. It translates as a booth, shelter or temporary structure. The Torah tells us the Israelites camped in such structures when they left Egypt and lived in the wilderness for 40 years; one booth is called a “*sukkah*” (singular), many are referred to as “*sukkot*” (plural).

The “t” that one finds in *sukkat shalom* is there for a grammatical purpose. It indicates that instead of translating this phrase “*sukkah* peace,” we need to include “**of**” – a *sukkah of* peace.

Bottom line, call the booth a *sukkah*, but pronounce the key phrase for this unit, “*sukkat shalom*,” a *sukkah* (or shelter) **of** peace.

#### **Teacher preparation:**

In advance of this session, ask parents to make sure their child has paper and a bold writing/drawing instrument (marker or crayon).

Open on your computer:

*Note that images in Resource Sheets A & B were placed two to a page. If you open this document and set the “VIEW” to 125%, the images should project in Zoom so only one is seen at a time.*

*However, you may need to experiment with this setting on your device.*

- RESOURCE SHEET A: What is a *sukkah*?
- RESOURCE SHEET B: How are these examples of safety, protection, and peace?
- OPTIONAL: This video showing a *sukkah* being built in time-lapse photography:  
<https://tinyurl.com/y6t72sbt>
- OPTIONAL: Paper and an easy-to-read (bold!) writing instrument for the *madrich* to record learner responses. This allows children to see each other during the discussion, rather than be blocked by the whiteboard or a document on the screen.

#### FOR LAUNCHING AT-HOME LEARNING:

- Open on your computer (available on the *La-bri'ut* website)
  - Lower Elementary Box Instructions Video
  - Upper Elementary Challenge Video

**The session:**

**1) GREETINGS/CHECK-IN (3 min)**

Teacher's choice

**2) REFLECTION/COMMUNITY-BUILDING (7 min)**

OPTION: Greet the group with "shalom!" Ask each child to think about where they like to go when they need peace and quiet, a place of *shalom*. Then ask them to quickly sketch that place on their paper using their bold marker or crayon.

After 2 minutes, ask if a child would be willing to share their safe, quiet space.

After they talk about it in a couple of sentences (sharing their picture, too) the child is asked to call on another child to share. Children always have the option to "pass" on the sharing. Continue around the group until everyone has had an opportunity.

OPTION: Teacher's choice

**3) NEW CONTENT (15 min)**

a) INITIAL DEFINITION: Say, *shalom*, and ask what the word means. Chances are that someone will respond, "hello, goodbye and peace."

i) Explain that for the next five weeks they will be exploring a Hebrew phrase with the word *shalom* in it: *sukkat shalom* (סִכַּת שְׁלוֹמִים).

ii) Ask if anyone hears another familiar word in the phrase, *sukkat shalom*. They might (or might not) hear the word, סִכַּח *sukkah*.

(1) Share the photos on RESOURCE SHEET A: What is a *sukkah*? [Option to also share this video that shows a stop-motion progression of a family building a *sukkah*:

<https://tinyurl.com/y6t72sbt>]

(2) As you and the learners look at the photos, engage them in conversation – what do they know about a *sukkah*? Key responses should underscore that it's used during the week-long holiday of *Sukkot*, that it is not meant to be permanent (it can fall down in a strong wind or storm), that it's a place where people invite guests, eat and have fun.

iii) They know that *shalom* means peace (that's the definition they will be working with, not hello and goodbye) and they know that *sukkah* is a fragile building used during the fall holiday of *Sukkot*. But the two words together – *sukkat shalom* – means something a bit bigger, a bit different. We hear these words in the *Hashkiveinu* (הַשְׁכִּיבֵנוּ) – "[God] lie us down") blessing in the evening service – we call on God to "spread over us Your shelter of peace."

וּפְרוֹשׁ עָלֵינוּ סִכַּת שְׁלוֹמֶךָ

*U'fros aleinu sukkat shlomecha.*

"Spread over us Your shelter of peace."

Wonder aloud what it might mean for God to spread over us a shelter of peace.

- (1) Ask the children to simultaneously act out what it might feel like to be surrounded by a shelter of peace (does it calm them, excite them, make them feel safe, make them feel strange, or something else).
  - (2) Then ask for learners' thoughts – what is a shelter of peace, a *sukkat shalom*? As you discuss this with the children, refer to the drawings they created and the responses they gave in the beginning – explain that where they feel safe and protected could be called a *sukkat shalom*.
- iv) The question for today, besides thinking of a *sukkah* of peace, is what does it mean to have a shelter of peace put over us, surrounding us? Is it just an unsteady building like a *sukkah*? Might it be something else like a parent's arms?
- b) NUANCES OF SUKKAT SHALOM:
- i) Introduce RESOURCE SHEET B: "How are these examples of safety, protection and peace?" Tell students that each offers an example of protection and safety. For each slide (with the *madrach* recording responses on their paper) ask learners:
    - (a) What do you see?
    - (b) What does the slide show you about safety, about protection, about peace?Have the *madrach* share the recorded answers by holding it up to the camera and rereading the list to the group. Ask if there are other answers the group would like to add. Note that the ideas learners provided can be referred to and expanded on as the module progresses.
- c) QUESTION FOR THOUGHT
- Based on everything discussed today, what do students feel might be the many meanings of *sukkat shalom* – a shelter of peace, protection, of safety?

#### 4) LAUNCHING AT-HOME LEARNING (5 min)

Ideally, this section is done in breakout rooms, one for the lower elementary learners and one for the upper elementary ones. *Madrachim* may be tapped to help lead one of these conversations. Please read the more detailed information on page five for "Launching At-Home Learning."

- a) **Lower elementary** (those with the activity box) – Explain/show that they will find a large piece of fabric and other supplies in their box. This week at home, their task is to decorate the fabric with the materials provided OR anything they may have at home. They will be making their own *sukkat shalom* cloth, something that may remind them of safety and protection. During the week, they should experiment with ways to use this *sukkat shalom* cloth – as a personal wrap/blanket, as a fort, as a *sukkat shalom* cape, as whatever else they imagine. A couple of days before you meet again, ask them to post to Flipgrid a picture of their *sukkat shalom* cloth and tell you about it.
- b) **Upper elementary** (those with the video challenge) – Share the video that introduces the first at-home challenge, or ask learners to watch on their own at home. Consider showing it all the way through, returning to one of the embedded questions (your choice) to discuss as a group

for a few minutes. Then, using screen-share, introduce learners to the *Sukkat Shalom* Challenge Card #1.

Make sure they see and understand the challenge of the week: *to show what sukkat shalom means using words and pictures*. Talk through the two options on the second side of the Challenge Card and ask for some ideas of how children might get started. Make sure children remember how to post a photo of their project on the group's Flipgrid.

**FAMILY SCHMOOZE:** *A PDF of the card is on the La'bri-ut website.*

This is either an idea or behavior that parents can reinforce in the coming week, or a set of open-ended questions that families may discuss around the dinner table, in the car, or anywhere they are together. If there is more than one child in the family, the schmooze questions will bridge the learning and thinking between younger and older, older and younger. In this module, we are defining a *sukkat shalom* as a place where people can feel safe and protected.

- What in our house (or school, or synagogue, or neighborhood) helps us feel safe?
- Who helps us feel safe?
- Where does each family member feel safe and protected? Where is each person's *sukkat shalom*? Answers might include: a space in the house or outside, in someone's arms, or while involved in a favorite activity.
- How do we (can we) help each other feel safe when something is scary to a family member – a bad storm outside, someone is very sick, when learning at school feels hard, etc.?

#### **FOLLOW-UP DURING THE WEEK**

- Immediately after the session send upper elementary children and parents a link to the challenge video so they may watch it again AND send lower elementary parents a link to their box instructions video. Note that in this week's activity box, parents of the younger children are needed to iron a logo onto fabric – they will need to dig out their iron, borrow one, or choose a Plan B with their children. Please let them know about the need for an iron and assure them that most activities will not need their assistance this deeply.
- Send a check-in note to parents; include the Family Schmooze page (link is on the *La-bri'ut* website)
- Remind students to share their work on Flipgrid ("I can't wait to see what you post!")
- Respond to children's postings
  - To encourage students for future sessions
  - To choose what to share in the spotlight section of the next session.

**RESOURCE SHEET A: What is a sukkah?**





**RESOURCE SHEET B: How are these examples of safety, protection, peace?**









## Session 2:

### What are examples of *sukkat shalom* - of safety and protection?

#### **The focus** (“If I am only for myself, what am I?”)

Learners consider specific examples of others’ personal ideas of *sukkat shalom*. What is safe and protective?

#### **Teacher preparation:**

Open on your computer:

- RESOURCE SHEET C – What is shelter? What is peace?
- RESOURCE SHEET D – Look into their eyes

Bring something (anything!) to the session that is red, and another thing that is green.

FOR LAUNCHING AT-HOME LEARNING:

- Open on your computer (available on the *La-bri'ut* website)
  - Lower Elementary Box Instructions Video
  - Upper Elementary Challenge Video

#### **The session:**

##### **1) GREETINGS/CHECK-IN (3 min)**

Teacher’s choice

##### **2) REFLECTION/COMMUNITY-BUILDING (7 min)**

- a) Spotlight several children and their work from the past week:
  - i) For lower elementary, share 1-2 pictures of their *sukkat shalom* fabric creations – what did they make and what did they use them for (a secure fort? a comforting wrap? something else?)
  - ii) For upper elementary, share 1-2 collages and/or illustrations – how do they understand *sukkat shalom*?
  - iii) Then, ask children to think about what they learned last week about *sukkat shalom*.
    - (1) What do the words mean?
    - (2) If you ask them NOT to think about a *sukkah*, a house or other kind of physical shelter, how else might a shelter of peace look like? Cue the K-3 learners to talk about their piece of fabric – how might that have become a shelter of peace for them?
  - iv) OPTION: Share the page with all four photos (see RESOURCE SHEET A) – these are of an adult holding a child’s hand, a child with a blanket, a parent and child, and a child reading in a peaceful wooded setting.
    - (1) Ask children to look at each of the four pictures and consider which of these show a shelter or *sukkah* – the shelter could be a building BUT it could also be something else

that shows protection or that a person is safe. Ask them to count the number of pictures that show *sukkah* (a shelter) and hold up that number of fingers (1-4).

- (2) Then, do the same with the idea of peace – how many of these pictures show peace or safety – again, hold up the number of fingers.

Explain that each of these photos were taken by someone who wanted to show the idea of a *sukkat shalom*, a shelter of peace.

Feel free to conclude with children again holding up four fingers as you ask the question:

How many show a shelter/sukkah? All 4.

How many show the idea of peace or safety? All 4.

### 3) NEW CONTENT (15 min)

#### a) WHAT DOES IT LOOK LIKE WHEN SOMEONE FEELS PROTECTED IN A SUKKAT SHALOM?

- i) Explain that today the group will focus on what it looks like to feel safe and protected. But first, ask everyone to find something in their home that is red and something that is green. [Give a minute for them to go find something.]

Green will mean “yes” and red will mean “no.” Practice using these as signals with fun questions:

(1) Did you eat carrots for breakfast today?

(2) Are you wearing shoes?

(3) Sit and listen carefully for a moment. Do you hear someone laughing?

Explain that they will use their colored items to answer questions as the session continues.

- ii) Using the story, below, tell the story of the great rabbi Hillel from the time when he was just a student. Telling/reading the story could be a great task for a *madrich/madrichah*, if given time in advance to prepare. [Feel free to use the red/green signals to ask the learners 2-3 yes/no story-related questions.]

The original story is found in the Talmud, Yoma 35b. Below is an adaptation for the age group. It was written to support the language that this curriculum uses to refer to a shelter of peace.

Two thousand years ago, a young man named Hillel wanted to study all the wonderful things that Judaism offered. But he was poor – half of the money he earned bought food for his family and the other half paid for his Jewish learning. One cold winter day he was unable to find work. He could not buy food for his family and he definitely could not pay tuition for his school. The person who collected money for the school told Hillel to go home.

But Hillel, who really wanted to learn, came up with a plan. He knew that there was a window on the roof of the building where he learned. Hillel climbed up on the roof and lay flat with his head over the open window so he could hear two great rabbis teach. He was so focused on the learning that he did not notice that snow fell that evening. Hillel, who had fallen asleep during the lesson, ended up covered by a blanket of snow.

The next morning, the two rabbis returned to the school and noticed that the room was very dark. When they looked up, they saw the shape of a man in the window on the roof. They climbed to the top of the building and found Hillel covered under three feet of snow. They brushed the snow off of him and helped him climb safely down from the roof. The two rabbis cared for him - giving him a warm bath and making sure he sat in front of the fireplace to fully warm up.

Hillel went on to become one of the greatest rabbis of all time – even now, people learn about him and his great wisdom. People like YOU!

iii) When the story concludes:

- (1) Ask the children to guess how Hillel felt when the rabbis brought him to safety, took care of him and in some ways, surrounded him in a *sukkat shalom*.
  - (a) Ask them to focus on Hillel's face – what do they think it looked like when he realized he was surrounded by a *sukkat shalom* of caregivers?
  - (b) Ask children to first demonstrate on their face what Hillel may have looked like when he realized he was safe.
  - (c) Then, in the spirit of only being able to see people's eyes when they are wearing masks, ask them to focus on Hillel's eyes - with their own eyes, ask them to demonstrate what Hillel's eyes might have.
- (2) Show examples of different facial expressions (see RESOURCE SHEET D). The first photos of the faces will be a full view, but after a bit, the photographs will show only the eyes, much like children see others when they are wearing a mask – i.e., mouth covered. Ask children to hold up their red or green objects each time you show a picture and ask the question: "Does this face look like the person is experiencing *sukkat shalom* – feeling safe, feeling whole, feeling protected?" Help learners reflect on their responses – why do they think so?

iv) If Hillel had been asked about his understanding of a *sukkat shalom* at the time he was brought down from the roof and warmed up, he might have said that he felt protected and safe because of the caring hands of the rabbis who worried about him. The challenge for both age groups this week is to ask others about times when they feel protected, when they feel like they are in a *sukkat shalom*.

#### 4) LAUNCHING AT-HOME LEARNING (5 min)

Ideally, this section is done in breakout rooms, one for the lower elementary learners and one for the upper elementary ones. *Madrachim* may be tapped to help lead one of these conversations. Please read the more detailed information on page five for "Launching At-Home Learning."

- a) **Lower elementary** (those with the activity box) – Using the interview board in this week's box, interview three familiar people about what *sukkat shalom* means/looks like to them. A couple of days before you meet again, ask learners to post what they learned to Flipgrid.
- b) **Upper elementary** (those with the video challenge) – Share the video that introduces the second at-home challenge, or ask learners to watch on their own at home. If watching the video as a

group, consider showing it all the way through, returning to one of the embedded questions (your choice) to discuss as a group for a few minutes. Then, using screen-share, introduce learners to the *Sukkat Shalom* Challenge Card #2.

Make sure they see and understand the challenge of the week: Via person-to-person interviews or a photo-hunt, expand understanding of *sukkat shalom* beyond the definition – what are the many ways we might be protected by a *sukkat shalom*, whether physically (a shelter or something else we can see or touch) or emotionally (the feelings we get from someone else)?

**FAMILY SCHMOOZE:** *A PDF of the card is on the La'bri-ut website.*

This week we expanded the idea of *sukkat shalom* beyond the idea of a physical-something that offers protection (a building, a piece of clothing that wraps one up) to a more intangible one. It might be a parent's hug, a friend's hand, a quiet place to sit in the forest, etc.

Together as a family, see how big a list you can brainstorm of *sukkat shalom* examples, both tangible (what you can see) and intangible (what you can feel or think about). As each person offers ideas, keep track of the number! Feel free to add other examples that pop later in the week, perhaps even ones you see between family members.

As parent, as caregiver, you will probably enjoy Debbie Friedman's song, "Shelter of Peace." A link is here: <https://tinyurl.com/yyp85rzs>

#### **FOLLOW-UP DURING THE WEEK**

- Immediately after the session send upper elementary children and parents a link to the challenge video so they may watch it again AND send lower elementary parents a link to the box instructions video to share with their child.
- Send a check-in note to parents; include the Family Schmooze page (link is on the *La-bri'ut* website) and suggest they click on the link to Debbie Friedman's very moving and appropriate-to-this-week song, "A Shelter of Peace."
- Remind students to share their work on Flipgrid ("I can't wait to see what you post!")
- Respond to children's postings
  - To encourage students for future sessions
  - To choose what to share in the spotlight section of the next session.

**RESOURCE SHEET C: How many pictures show shelter? How many show peace?**



**RESOURCE SHEET D – Look into their eyes**



**RESOURCE SHEET D – Look into their eyes**



**RESOURCE SHEET D – Look into their eyes**



**RESOURCE SHEET D – Look into their eyes**





**Session 3:**  
**What does *sukkat shalom* mean to you?**

**The focus** (“If I am not for myself, what am I?”)

Expand learners’ personal definitions of *sukkat shalom*.

**Teacher preparation:**

Open on your computer the one-plus-one-plus-one visuals

See the URLs, below, in section 3. Since these are copyrighted images, you have links, not the actual photo. Open all of them on your computer prior to the lesson.

Children will need a piece of paper and a drawing instrument (marker, crayon, etc).

FOR LAUNCHING AT-HOME LEARNING:

- Open on your computer (available on the *La-bri’ut* website)
  - Lower Elementary Box Instructions Video
  - Upper Elementary Challenge Video

**The session:**

**1) GREETINGS/CHECK-IN (3 min)**

Teacher’s choice

**2) REFLECTION/COMMUNITY-BUILDING (7 min)**

- a) OPTION: Some children may know the song “Peace Will Come” from camp or from a song session or *t’fillah* (worship service) in your educational program. In the Jewish community, it is popularly sung today by Jewish songleader and composer, Dan Nichols (<https://tinyurl.com/y6lglm2o>). However, it was written almost fifty years ago by a famous American folk singer, Tom Paxton (<https://tinyurl.com/y4wcej2t>). In advance, choose a version and then ask a *madrich* or *madrichah* to make up hand motions to the chorus. Teach it as part of the community-building time. Children can do the hand motions and sing along with Nichols or Paxton while listening to either recording.

OPTION: Teacher’s choice

- b) Spotlight several children and their work from the past week:
- i) For both age groups – Ask what they learned from their interviews – what does *sukkat shalom* look like to others?
  - ii) For upper elementary, share some photos uploaded by children who chose to do the photo hunt. What did they discover?

### 3) NEW CONTENT (15 min)

- a) SET INDUCTION: Mosaics and *shalom*  
One-plus-one-plus-one activity (*open the four images on your computer in advance of the lesson*)
  - i) ONE: Share the first picture and ask children what they see:  
<https://tinyurl.com/y667c3jr> (Key focus: it's made of a mosaic and it says "shalom"; use the picture to help those unfamiliar with mosaics to understand how they are made and their complexity).
  - ii) PLUS ONE: Then share the second picture, rotating back and forth between this one and the first one. Ask children what the two have in common: <https://tinyurl.com/y25wtr89> (Key focus: it's a mosaic and it says "shalom")
- b) HOW OTHERS HAVE THOUGHT ABOUT SUKKAT SHALOM: The Rashi School's mosaic
  - i) PLUS ONE: Share this photo on the screen by itself <https://tinyurl.com/yy6jfr84>.
    - (1) Ask children to think about what this picture has to do with the first two mosaics AND what it has to do with *sukkat shalom*. [Note that it's also a mosaic and its theme is *sukkat shalom*.]
    - (2) Share with children the Rashi School mosaic slide show that rotates through different pictures of the mosaic; some show how the artwork was made. Play it through at least once.
  - ii) Ask children to share their thoughts.
    - (1) What does the Rashi School mosaic have to do with the other two pictures?
    - (2) What does it have to do with *sukkat shalom*?
  - iii) Explain that the artist who made this with the students at the Rashi School in Boston, wanted to show different ways of thinking about *sukkat shalom*. With that in mind, ask:
    - (1) What examples of *sukkat shalom* do they see in the mosaic? Just a couple of the potential answers are:
      - (a) The *tallit* at the top – one could wrap oneself in one, feeling protected and at peace.
      - (b) The *Shabbat* candles – we say *Shabbat shalom* when greeting people.
    - (2) What ideas or pictures of *sukkat shalom* might they add to the mosaic?
      - (a) Why would they want to add this idea?
      - (b) What would it look like?
      - (c) What colors would they use?
- c) PERSONAL THOUGHTS ON SUKKAT SHALOM
  - i) Ask children to pick up the paper they were asked to have at the computer and the writing/drawing instrument. Then, ask them to think about THEIR *sukkat shalom* –
    - (1) When do they feel protected?
    - (2) Where do they feel safe?

- ii) Give a minute or two for children to quickly sketch at least one personal *sukkat shalom*. This is not a fancy, carefully drawn piece of art but just a sketch ... really. After time is up, have everyone hold their pictures up to the camera and peek around to see what everyone else has drawn. Call on a few children to describe their *sukkat shalom*.
- iii) Finally, have everyone put down their picture and give everyone a round of applause for such quick thinking and drawing.

**4) LAUNCHING AT-HOME LEARNING (5 min)** - Ideally, this section is done in breakout rooms, one for the lower elementary learners and one for the upper elementary ones. *Madrichim* may be tapped to help lead one of these conversations.

- a) **Lower elementary** (those with the activity box) – The task: Create a collage of what *sukkat shalom* personally means to them using provided images and/or creating and adding their own images. A couple of days before you meet again, remind them to post a picture of their collage to Flipgrid and tell you about it.
- b) **Upper elementary** (those with the video challenge) – Share the video that introduces the third at-home challenge, or ask learners to watch on their own at home. If watching the video as a group, consider returning to one of the embedded questions (your choice) to discuss as a group for a few minutes. Then, using screen-share, introduce learners to the *Sukkat Shalom* Challenge Card #3.

Make sure they see and understand the challenge of the week: Explore, reflect and then decide where you find *sukkat shalom* and how you get there. Then map it, act it or draw it. Spend some time brainstorming what it might look like if they mapped it or acted it out. Post to Flipgrid.

**FAMILY SCHMOOZE:** A PDF of the card is on the *La'bri-ut* website.

This week, children expanded their image of *sukkat shalom*. In that spirit, we offer a short film with four members of a family burdened by all that happened to them in the week: <https://vimeo.com/74688664>. We share it with you because it ends with the challenge, “How will you help to create a *sukkat shalom* for others ...?” As the parent/caregiver, you could watch the video by yourself and then consider how your family might engage with its idea of labeling the week’s challenges and “leaving them at the door.” Another option is to preview it in order to decide if you want to view it with your older elementary age child(ren) and see where the conversation goes!

Finally, you may enjoy this old folk song by Tom Paxton: <https://tinyurl.com/y4wcej2t>. It became popular at Jewish camps, youth groups and some synagogues by Jewish songwriter, composer and song leader, Dan Nichols <https://tinyurl.com/y6lglm2o>.

### **FOLLOW-UP DURING THE WEEK**

- Immediately after the session send upper elementary children and parents a link to the challenge video so they may watch it again AND send lower elementary parents a link to their box instructions video to share with their child.
- Send a check-in note to parents; include the Family Schmooze page (link is on the *La-bri'ut* website). Remind them that they may get some new ideas from the linked video they find in the Schmooze: <https://vimeo.com/74688664> and that if their family sings, they may enjoy adding to their repertoire 'Peace Begins with Me,' by Tom Paxton (<https://tinyurl.com/y4wcej2t>) and sung by Dan Nichols (<https://tinyurl.com/y6lglm2o>).
- Remind students to share their work on Flipgrid ("I can't wait to see what you post!").
- Respond to children's postings

**Session 4:**  
**What does *sukkat shalom* look like?**

**The focus** (“If not now, when?”)

Discover the concept of *sukkat shalom* and consider how you might be able to create *sukkat shalom* in ways other than a physical structure like a *sukkah*.

**Teacher preparation:**

A scavenger hunt list of items that children could find that helps them broaden their understanding of *sukkat shalom*, i.e., safe and protected. See list examples below in section 3.

FOR LAUNCHING AT-HOME LEARNING:

- Open on your computer (available on the *La-bri'ut* website)
  - Lower Elementary Box Instructions Video
  - Upper Elementary Challenge Video

**The session:**

**1) GREETINGS/CHECK-IN (3 min)**

Teacher's choice

**2) REFLECTION/COMMUNITY-BUILDING (7 min)**

- a) OPTION: Spend a few minutes doing *sukkat shalom* yoga, using poses that could be metaphors for a shelter of peace.
- b) Spotlight several children and their work from the past week:
  - i) For lower elementary, ask about the ideas they now have about *sukkat shalom*. Share 1-2 of their collages and ask any relevant follow up questions.
  - ii) For upper elementary, ask where they think *sukkat shalom* can be found – how are they thinking about it beyond an actual shelter or building? Share 1-2 of their maps, drawings, or an acted out scene. Ask any relevant follow-up questions.

**3) NEW CONTENT (15 min)**

a) SCAVENGER HUNT

- i) Explain that today's activity is a scavenger hunt to explore what objects around us help us or others feel safe and protected in different ways
- ii) Share 2-3 items at a time and ask children to go and find what they can in two minutes.  
*Note that rather than only offering a list on the screen, sharing the list verbally equalizes the activity for the pre-readers.*  
When children return, send them off to find 2-3 other items. The list could include:
  - (1) Something soft that makes you feel protected and safe.
  - (2) A picture that reminds you of *sukkat shalom* (do NOT take it off the wall or out of a photo album without your parent agreeing you can move it and them helping!).
  - (3) Something that you can wear that wraps you in a *sukkat shalom*.

(4) Something that gives you a feeling of protection when you are sick.

iii) Ask learners to share their items as you review the scavenger hunt list. Discussion questions could include:

- (1) Why did you choose the item?
- (2) How does the item help YOU feel safe?

b) SHARING SUKKAT SHALOM

Consider: Might someone's *sukkat shalom* also make *others* feel safe and protected?

["If I am only for myself, what am I?"]

(1) Tell learners that for this next part, they need to decide whether some of the objects brought by others in the group might be a *sukkat shalom* for themselves OR for someone in their family. For example, putting on headphones to block out noise might not help the child feel protected, but a brother or sister might find it a helpful way to feel a sense of *shalom*

(2) To tell you their opinion for each object shared, they are going to either:

- (a) Point to themselves and nod yes if it's something that is a personal *sukkat shalom*
- (b) Point with their finger to indicate others in their home, showing that someone in their home might find it a *sukkat shalom*.
- (c) Cross their arms and shake their head no if they don't know of anyone who would find it a *sukkat shalom*.

Practice each of these actions.

(3) One at a time, ask each learner to pick one of their *sukkat shalom* scavenger hunt objects and show it to the group. Then ask everyone to use the hand motions practiced above to indicate whether:

- (a) They also feel it's a *sukkat shalom* for themselves (point to their body and nod yes)
- (b) They think someone in their family would find it a *sukkat shalom* (point outward)
- (c) Don't know of anyone who would find it a *sukkat shalom* (cross their arms and shake their head no).

**4) LAUNCHING AT-HOME LEARNING (5 min, ideally in breakout rooms)**

a) **Lower elementary** (those with the activity box) – This week, they have Shrinky Dink plastic and a key chain to create and present a gift to those they interviewed to remind their interviewees (and themselves) of the characteristics of *sukkat shalom*. On the plastic, they will draw and/or write something that explains their own *sukkat shalom*, where and how they feel safe and protected. Ask them to take a photo of their gift and/or of them giving their gift, and post to Flipgrid, telling you about it.

b) **Upper elementary** (those with the video challenge) – Share the video that introduces the fourth at-home challenge, or ask learners to watch on their own at home. If watching the video as a group, consider returning to one of the embedded questions (your choice) to discuss as a group

for a few minutes. Then, using screen-share, introduce learners to the *Sukkat Shalom* Challenge Card #4.

Make sure they see and understand the challenge of the week – Plan, create and decorate a big or small-scale safe-space (a *sukkat shalom*) representing a physical space, a person that envelopes them in *shalom*, or a feeling. The materials used are up to the learner's imagination – blankets for a fort-like location, Minecraft for a virtual one, boxes of any size, or found materials. If they can think of another set of materials, they are welcome to use them. [Feel free to brainstorm some ideas of what they might create and how.]

**FAMILY SCHMOOZE:** *A PDF of the card is on the La'bri-ut website.*

In the evening worship service, there is a blessing called *Hashkiveinu*. It's here that we find a line where we ask God to spread over us a "*sukkah* of peace," the basis of exploration in the *Sukkat Shalom* module.

In Jewish tradition, humans are often referred to as God's partners. We challenge your family to consider how YOU might spread a shelter of peace over someone else. You might do something physical – for example, contribute to a local food bank so those who are not safe from hunger may eat. You might focus on emotional safety and discover a new member of your community who might like to be enveloped in your family's friendship OR, you might want to find a new way to spread a shelter of peace over yourselves as a family.

So this week's question is, how can your family spread *a sukkat shalom*, a shelter of peace over others or yourselves? If you have younger children, the adult(s) in the household might want to brainstorm a few ideas in advance of a schmooze. If your children are older, the full brainstorming process could be interesting and empowering.

*A San Francisco organization called, Shalom Bayit ("peace in the home") posted this on its website:*

On this holiday [of Sukkot] we keep in mind people who today don't have a protective roof over their head:

- People who are homeless
- Those who are losing their homes because of the economic crisis
- People who live in substandard housing
- Those who live in environmentally unsafe communities
- [People who are] unsafe in their own homes

We have all felt vulnerable in our lives. We have all longed at some point for greater safety, shelter and protection ... Let us all work together to create protective structures where they don't exist. We can help those in need find safety, healing and wholeness. We can provide a "shelter of peace" (*sukkat shalom*), for those who are most vulnerable in our society—a network of support and caring we build for ourselves and one another.

<https://www.shalom-bayit.org/purple-ribbons-for-sukkot/>

### **FOLLOW-UP DURING THE WEEK**

- Immediately after the session send upper elementary children and parents a link to the challenge video so they may watch it again AND send lower elementary parents a link to their box instructions video to share with their child.
- Send a check-in note to parents; include the Family Schmooze page (link is on the *La-bri'ut* website)
- Remind students to share their work on Flipgrid
- Respond to children's postings

**Session 5:**  
**What do I now think about *sukkat shalom*?**

**The focus** (“If not now, when?)

Identify key elements of *sukkat shalom* in learners’ lives, with thought given to the vulnerability of a *sukkah* and the resilience of those who pay attention to strengthening it.

**Teacher preparation:**

Open on your computer:

- The pictures of a *sukkah* that have fallen (*note that all of these are protected by copyright – we could not print them in the curriculum guide*)
  - <https://tinyurl.com/y6s27wdo>
  - <https://tinyurl.com/y6geg1kj>
  - <https://tinyurl.com/y2gg5gg9>
  - <https://tinyurl.com/y2uadedu>
- This video: <https://tinyurl.com/yvxxvocc> (“Building My Sukkah,” by Mayim Bialik)

Prepare two batches of bubbles – one with just a little glycerin and one with enough to keep a bubble from easily popping (see, <https://tinyurl.com/yaz9ocym>).

OPTIONAL: Bring to your computer a few items that are fragile (to illustrate the meaning of the word).

OPTIONAL: Preview to determine whether you wish to show this video of people smashing a “mazel tov cup” at the end of a Jewish wedding: <https://tinyurl.com/y6pxoxz7>. See section 2, below.

**FOR LAUNCHING AT-HOME LEARNING:**

- Open on your computer (available on the *La-bri'ut* website)
  - Lower Elementary Box Instructions Video
  - Upper Elementary Challenge Video

**The session:**

**1) GREETINGS/CHECK-IN (3 min)**

Teacher’s choice

**2) REFLECTION/COMMUNITY-BUILDING (7 min)**

- a) Spotlight several children and their work from the past week:
  - i) For lower elementary, ask about the Shrinky Dink gifts they made for someone. Share 1-2 pictures and ask children to share what they wrote on their gift; ask any relevant follow up questions.
  - ii) For upper elementary, ask 1-2 children about the safe-space they built. Ask any relevant follow-up questions.

- b) OPTION: Divide children into breakout rooms, each with a teacher and/or *madrich/madrichah*. Give them two minutes to make a list of things that break easily enough – tell them there are bonus points for Jewishly-related things that could break.

On their return, each group gets one point for any general item on their list, but 10 points for anything that has a connection to Judaism that is fragile and breaks (or has broken). Share with the entire cohort only the Jewish items on their lists. Some ideas could be: a glass that is broken at the end of a Jewish wedding, the Ten Commandments that Moses angrily smashed when he saw the golden calf, a *sukkah* ... and more! [If children mention the glass that someone stomps on at the end of a wedding, feel free to show the cued up segment of this video: <https://tinyurl.com/y6pxoxz7>]

### 3) NEW CONTENT (15 min)

#### a) FRAGILITY

- i) Explain that fragile means something that could easily break. Glass and ceramics are fragile, but you happen to have something even more fragile!
- (1) Blow some bubbles with the okay-but-not-strong soap mixture. Ask children to describe what they see? How are these bubbles like the “mazel tov” glass used at a Jewish wedding? Or like a *sukkah* that has fallen down in a storm?
  - (2) Then, blow some bubbles with the mixture that has more glycerin and show their strength. Ask children to describe what they see.
- ii) Explain that our own sense of *sukkat shalom* can be fragile, just as a real *sukkah* can be fragile. But it can also be strong, depending how we build it.

#### b) THE FRAGILITY OF A SUKKAH:

- i) Ah, a *sukkah* – there are Jews who build one every year and then there are surprises like the four pictures of *sukkot* (plural of *sukkah*) that didn't make it through the holiday. Share the photos linked in the *Teacher Preparation* section, above.
- (1) What do learners see?
  - (2) What do they wonder about?
  - (3) What do these pictures tell about the strength of a *sukkah*?
  - (4) What might they tell us about *sukkat shalom*?
- ii) Ask if anyone knows the actress, Mayim Bialik (she played Blossom on a tv show called, “Blossom,” and she played the role of Amy in “The Big Bang Theory”).
- (1) Ask children to listen for what Mayim says about a *sukkah* being safe, but not too safe. Share the video, (“Building My Sukkah,” by Mayim Bialik) <https://tinyurl.com/yyvxvocc> up to 1:35 (stop right before the *lulav* is described). If time is short, just show the segment listed in (2) below.
  - (2) Replay :41-:50 where she refers to the fragility of a *sukkah* and says, “It needs to be safe, but not too safe because we are not safe from everything we wish to be safe from.”

c) THE FRAGILITY OF LIFE AND OUR SUKKAT SHALOM

- (1) Ask what are the kinds of things that children might wish to be safe from? Either ask children for their own answers, or do a thumbs up/down (or any other physical actions of your choice) activity where you offer them examples of things they might wish to be safe from. Thumbs up ideas you share, could be:
    - (a) COVID-19
    - (b) Bad weather
    - (c) Cars in the street
    - (d) A nail sticking out of a board that they could scratch themselves on.
  - (2) Ask which PLACES were a *sukkat shalom* for the learners pre-pandemic, but that learners can't visit now or have limited access to. Examples might be:
    - (a) Visiting grandparents
    - (b) Being in school with their full class
    - (c) Playing soccer (or dancing, or other sports that have been cancelled or modified)
  - (3) What could you do to recreate your *sukkat shalom* in other ways? Examples might be:
    - (a) Doing a video chat with a grandparent and baking with him/her, together
    - (b) Schedule a virtual playdate
    - (c) Call friends after schoolwork is done
- d) This week, their activity box and challenge video will ask them to think about their *sukkat shalom*, about strengthening it when it feels fragile and the blessings it can give.

5) LAUNCHING AT-HOME LEARNING (5 min, ideally in breakout rooms)

- e) **Lower elementary** (those with the activity box) – Their activity is to mix the ingredients to make bubbles, noting their fragility but also experimenting with ways to increase their strength using the glycerin. They could hold a strong bubble in their hands if they are wearing cotton gloves. A fragile bubble will pop!
  - i) Reflect with an adult on the fragility of a bubble and the possibility of strengthening it.
  - ii) Parallel this to *sukkat shalom* - by paying attention to ways of attaining safety and protection, we can strengthen it and ourselves.Post to Flipgrid a picture or video of their strengthened bubbles, along with a reflection.
- f) **Upper elementary** (those with the video challenge) – Share the video that introduces the fifth at-home challenge, or ask learners to watch on their own at home. Then, using screen-share, introduce learners to the *Sukkat Shalom* Challenge Card #5.

Make sure they see and understand the challenge of the week: Reflect on your *sukkat shalom* – how it keeps you safe and what steps you might take if it “broke.” Then offer your *sukkat shalom* a personal blessing of peace, safety and protection. Post your results to Flipgrid.

**FAMILY SCHMOOZE:** A PDF of the card is on the La'bri-ut website.

This is the last week of the *sukkat shalom* module. The children spent some time talking about the fragility of a *sukkah* and the relationship of that to our bigger concept of safety. They saw part of this video with actress Mayim Bialik: "Building My Sukkah," <https://tinyurl.com/yyvxvocc> (for the connection to our theme, see especially :41 - :50)

For this week's schmooze, check out this lovely *sukkat shalom* musing by former Israeli Prime Minister Menachem Begin:

Peace is the beauty of life.  
It is sunshine.

It is the smile of a child,  
the love of a mother,  
the joy of a father,  
the togetherness of a family.

It is the advancement of (hu)mans,  
the victory of a just cause,  
the triumph of truth."

It could be fun to create a family *sukkat shalom* poem that could be posted to your refrigerator, read at bedtime or before a family meal, or any other time that feels right. Consider using the same format as the poem. above:

Sukkat shalom is \_\_\_\_\_

It is \_\_\_\_\_

It is \_\_\_\_\_

the \_\_\_\_\_

the \_\_\_\_\_

the \_\_\_\_\_

It is \_\_\_\_\_

the \_\_\_\_\_

the \_\_\_\_\_

(second side)

Finally, we leave you with this reading that asks of all the images that could be used, why did the author say "a *sukkah* of shalom" instead of "a majestic palace of *shalom*?"

**"[P]eace is one of the highest of all Jewish values, while the *sukkah* is relatively basic and simple, common and ordinary.** Why did he not write, "build over us the stately mansion of your peace," or "the majestic palace," or "the grand castle"? Such structures are built on strong foundations, out of concrete or stone; once they are built, they will stand by themselves for hundreds of years. In contrast, a **sukkah is fragile and vulnerable, exposed to the elements.** A strong wind can easily blow it over. It can be undermined by water seeping through the ground or burnt if someone drops a lit

match. **You have to watch it almost constantly, care for it incessantly,** lest it be suddenly destroyed.

**Peace, too, requires this care and attention.** We erect structures of peace with care, but they are all too easily blown over by the strong winds of group hatred and extremism, or undermined by the seeping waters of suspicion, or consumed by the fires of nationalistic self-righteousness. In order for the edifice of peace to remain standing, we have to be constantly on guard; **we cannot take it for granted that peace, once achieved, will automatically endure ..."**

**Based on a teaching by Rabbi Marc Saperstein**

<https://reformjudaism.org/blog/2012/09/28/sukkah-peace>

#### **FOLLOW-UP DURING THE WEEK**

- Immediately after the session send upper elementary children and parents a link to the challenge video so they may watch it again AND send lower elementary parents a link to their box instructions video to share with their child.
- Send a check-in note to parents; include the Family Schmooze page (link is on the *La-bri'ut* website).
- Remind students to share their work on Flipgrid ("I can't wait to see what you post!")
- Respond to children's postings.