

Value: גבורה G'vurah

Caregiving Principle: Self-Efficacy and Communal-Efficacy

G'vurah is often translated as “strength” or “power.” It is related to the Hebrew word for hero (גבור gibur) and to the title word in a blessing at the core of Jewish worship (גבורות G'vurot). Those who feel the power of g'vurah recognize that the actions of individuals working alone, and the community working together, can make a positive difference.

This module explores two complementary aspects of the Hebrew value, g'vurah:

- **Physical strength & power** – We elevate our actions on behalf of others when, as beings created in God's image, we intentionally act as God's partners. In the G'vurot blessing, we praise God for supporting those who have fallen, for healing the sick and for freeing the captive. As God's partners, this blessing helps us remember that WE have the responsibility to reach out and help a child who has fallen on the playground or an adult who has fallen on hard times, that WE could offer chicken soup and comfort to someone in bed with the flu, and that WE need to stand up and protest on behalf of those who are denied basic human rights. G'vurah means tapping into our physical abilities and strengths.
- **Mental and emotional strength** - There are elements of mental health and wellness that are undoubtedly out of our control – our bodies may become chemically imbalanced or the pressures of daily life may weigh heavily on our human spirit. But we have the power to gain habits and skills that help us build resiliency and grit that give us the ability to face the normal (and not so normal) challenges that daily life (and pandemics) can throw our way. In the biblical book of the prophet Zechariah, God says, “Not by might nor by power, but by My Spirit.” As creatures created in God's image, we have the strength of our spirit to persevere and keep working for a better, brighter day for ourselves and for others.

The value of G'vurah is clearly founded in the third principle for caregivers working with people who have faced trauma - **self- and communal-efficacy**. Self-efficacy is an individual's belief that their actions will have a positive impact. Communal-efficacy refers to the positive outcomes that can result from people working together. Within this context, g'vurah is more than physical or emotional strength. It is also more than the idea of human courage, for the element of efficacy comes into play – we tap into our g'vurah for good, not for bad or evil.

Our module connects to the Enduring Understanding in powerful ways:

- **If I am not for myself, who will be for me?** – We want to empower children to recognize they have the g'vurah – physical and emotional power and strength - to grow, develop and better themselves.
- **If I am only for myself, what am I?** – We want to empower children to realize that they have the g'vurah to make a difference in their community, and to inspire others to take action, as well.
- **If not now when?** – We want to empower children to take immediate action and use their power for good.

Note that there are five distinct weeks of learning offered in the overview chart, below (page 3).

Depending on the timing of holidays and 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, the scheduling choices are up to each director.

For a two-minute overview of this module
that orients teachers and parents to the learning,
click on this link:

<https://youtu.be/ejnbYzHORXI>



OVERVIEW GRID

| Weekly Focusing Question | Mifgash (the session in which a <i>k'vutzah</i> of learners "meet" the week's focus) | Grades K-3 Activities (introduced via a subscription-type box) NOTE: Each of the five weeks stand on their own, but build on each other towards an understanding of <i>g'vurah</i> – strength and power used for good. Learners begin with a definition and examples, and then work (play!) their way to identifying their own <i>g'vurah</i>. | Upper Elementary Challenges (introduced via a "challenge video") NOTE: Over the course of the five weeks, learners expand their understanding of <i>g'vurah</i>, starting with examples from real and fictional life and determining their own strengths and powers. Each week builds upon the last and during the five weeks, learners create a comic book that integrates their <i>g'vurah</i> with that of a Jewish hero. |
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| Session 1: What is <i>g'vurah</i> ? | Consider the qualities of those who show <i>g'vurah</i> , using one's power and strength for good. | <p><u>In the box:</u> Cardboard box with plastic window to see inside;; <i>g'vurah</i> stickers; 2-3 dot marker(s); gems; sequins; glue.</p> <p><u>The task:</u> Make a <i>g'vurah</i> box by decorating a container with images and words that represent power and strength.</p> | Explore examples of Jewish heroes who used their <i>g'vurah</i> , their strength and power, for good. Learn these heroes' origin stories, and decorate the first page of a comic book to introduce this hero. |
| Session 2: What is my <i>g'vurah</i> – my powers and strengths? | Identify the strengths and special powers of each of those in the <i>k'vutzah</i> , defining these as examples of <i>g'vurah</i> . | <p><u>In the box:</u> Smooth stones; acrylic paint; paintbrush; 1 skinny permanent marker; confetti and/or colored paper that has been put through the paper shredder.</p> <p><u>The task:</u> Decorate the stones in ways that represent <i>g'vurah</i>, strength and power. Line the bottom of the <i>g'vurah</i> box from the previous week with the paper confetti, then the lay the <i>g'vurah</i> stones on top of the confetti. When needing to gain strength "for</p> | Consider their own <i>g'vurah</i> and turn themselves into a <i>g'vurah</i> hero! They design their comic book's front cover. |

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| | | good,” the learner can use their <i>g'vurah</i> box, taking out and rubbing a stone or holding it in their hand. | |
| Session 3: What are some of the ways people can use their <i>g'vurah</i> ? | Recognize some of the many people around us who use their <i>g'vurah</i> for good and identify some of the Jewish values that anchor their actions. | <u>In the box:</u> A deck of story-starter cards; a comic strip template; colored pencils or markers; speech bubble cut-outs; glue stick. <u>The task:</u> Create a story of <i>g'vurah</i> using one of each of the provided story cards (Jewish value, Jewish locations, characters, and opening line). Share the story by writing or typing it, using a comic strip template and speech bubble cut-outs or recording it on Flipgrid. | <i>G'vurah</i> Adventure, Part I: Use a La-bri'ut-specific website that generates a faced by their chosen Jewish hero. Then, the learner combines <u>their <i>g'vurah</i></u> with the <u><i>g'vurah</i> of their hero</u> to resolve the conflict together. A first comic strip page is made. |
| Session 4: What is the potential impact (for good or for bad) when we combine our <i>g'vurah</i> with the strengths of others? | Recognize the extra strength that comes from a group of people banding together on behalf of an identified cause. | <u>In the box:</u> A two-window picture frame; <i>g'vurah</i> word stickers in Hebrew, English translation and transliteration; photo description card; puff paint. <u>The task:</u> Decorate the picture frame using words and images that represent <i>g'vurah</i> . Ask parents to help the child find a photo of themselves showing <i>g'vurah</i> , or stage a <i>g'vurah</i> scene decided upon by the child and parent and take a photo. Place the <i>g'vurah</i> photo in the frame and add a child-generated description of it. | <i>G'vurah</i> Adventure, Part II: The child and their <i>g'vurah</i> hero again work together to solve another conflict using combined strength and power. A second comic strip page is made |
| Session 5: How will I use my <i>g'vurah</i> for good? | Gain communication tools that enable the learners to more powerfully use their <i>g'vurah</i> for good. | <u>In the box:</u> Four 2” cubes; craft glue pen; four strips of <i>g'vurah</i> puzzle strips. | <i>G'vurah</i> Adventure, part III: The comic book's last page is completed by the child imagining a situation in which they use your |

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| | | <p><u>The task</u>: Cut out the strips and glue each around one of the blocks, lining up the sides and the pictures. Learners are challenged to solve the four different puzzles to see how one can use <i>g'vurah</i> for good.</p> | <p>own <i>g'vurah</i> to help themselves or others.</p> |
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The Mifgash

The *mifgash* (מִפְגָּשׁ - meeting or gathering) is a 20-30 minute weekly synchronous session with the teacher and learners, plus any teaching assistants (*madrich* and/or *madrichah*; the plural is *madrichim*). During each *mifgash*, there is the 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.
- 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.

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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.). Families should be sent or given the link to the weekly Family Schmooze questions, designed for casual conversation around the dinner table, while in the car or any other appropriate time.

Session 1: What is *g'vurah*?

The focus:

Learners consider the qualities of those who show *g'vurah*, using one's power and strength for good.

Note to the teacher – *G'vurah* literally means courage, bravery, strength or might. In this module, we are translating it as “strength or power to do good.” Because we do not want children to confuse *g'vurah* with the *G'vurot* blessing that's part of daily worship, teachers are encouraged not to use the word in its Hebrew plural form (*g'vurot*), nor by English-izing the plural – don't say *g'vurahs*. This means a continual effort to make the English grammar always refer to *g'vurah* as singular. All the examples in this curriculum guide are offered that way.

Teacher preparation:

Open on your computer:

- RESOURCE SHEET A - Which of these doesn't belong?
- RESOURCE SHEET B - *G'vurah* or not *g'vurah*?

Make sure to look ahead to session #3 – a guest needs to be invited in advance. This could be an adult or a teen; the education director or clergy may have some ideas for you.

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: Play, “Who has power?”

- Tell *k'vutzah* members that the challenge of this game is to offer examples of those with power. Answers could be of a real person (King David from the Bible), a fictional person (Harry Potter), or something else (e.g., a mosquito!). Explain the structure of one person asking a question and another person answering.

- Start by saying,

“_____ had (or has) power.” [You might say, “King David” or “Abraham” or “Harry Potter” or “an elephant” then, strike a power pose.]

Call on someone in the *k'vutzah*, e.g., Anna

“Anna, who has power?” Feel free to use a powerful voice when you say “power.”

Anna responds, "_____ has/had power." *She strikes a power pose*
Then she calls on someone else in the k'vutzah, e.g., Joe
"Joe, who has power?" Encourage her to say power with a powerful voice.

- Continue until everyone has had a turn. At the end, tell students that the Hebrew word for power or strength is *g'vurah*; that's what they will be focusing on for the next five weeks.

b) OPTION: Teacher's choice

3) NEW CONTENT (15 min)

a) DEFINITION OF G'VURAH

- i) Screen-share RESOURCE SHEET A with its photos of Captain America, Superman, Wonder Woman and a health care professional.
- ii) First have students identify each person. Explain that each of them has a Jewish connection (Captain America and Superman were all created by Jewish writers and artists, the actress who played Wonder Woman in the recent movies is an Israeli Jew, and the male physical therapist happens to be Jewish). Tell students you heard that one of these people doesn't belong with the others. Ask them who they think it might be.
- iii) SURPRISE! While three are fictional superheroes and one is not, they all are heroes.
 - (1) Ask what makes each of these people a hero? Gather the responses and use them to help children understand that heroes use their strength and power "for good," they make a positive impact.
 - (2) In Hebrew, *g'vurah* means strength and power used for good.

b) G'VURAH AS STRENGTH AND POWER USED "FOR GOOD"

Share the pictures on RESOURCE SHEET B.

- i) Ask children to indicate which of these use their *g'vurah* for good. As you share each of these pictures one-at-a-time, feel free to use a physical way to denote "yes" and "no" (e.g., jumping up if yes, wagging their finger if no).
- ii) After children show their response, spend some time talking about that person's strength and power.

c) REVIEW OPTION:

Replay the power game using the question, "Who has *g'vurah*?" Might they be able to zip through it faster than they did at the beginning of the session?

d) QUESTIONS FOR THOUGHT

Based on everything discussed today, how are children understanding the meaning of *g'vurah*?

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. Please read the more detailed information on page seven for “Launching At-Home Learning.”

- a) **Lower elementary** (those with the activity box) – They have materials to create a *g'vurah* box that will be added to in the second week of the module: a box with a clear window (so they can see inside), *g'vurah* stickers, 2-3 dot markers, glue and decorations to glue onto the box (e.g., fake gems, sequins). Their task is to decorate the container, including images and words that represent power and strength. A couple of days before you meet again, remind them to post to Flipgrid a picture of their *g'vurah* box and to 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 it 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. Using screen-share, introduce learners to the *G'vurah* Challenge Card #1.

Make sure they see and understand the challenge of the week: Explore examples of Jewish heroes who used their *g'vurah*, their strength and power, for good. Learn these heroes’ “origin stories” (and what an origin story is), and then decorate the first page of their comic book to introduce their own *g'vurah* hero. Remind learners to post photos of their completed challenge to Flipgrid. See Challenge Card #1 for full instructions.

FAMILY SCHMOOZE: 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. The schmooze is:

This week we began exploring *g'vurah*, a Hebrew word we are translating as one’s power or strength used for good. There are plenty of superheroes who use their power for good, but there are certainly others who have power, but do not use it as *g'vurah*.

In this first session of this new module, your children began collecting examples of *g'vurah*. Any time you and your child read a book together, watch a tv show or enjoy a movie, feel free to schmooze about characters that use their *g'vurah* for good. Ditto for identifying real life examples – of those in your family or people you encounter who tap into their *g'vurah*.

Know that each week we will spotlight a few children, sharing stories of their *g'vurah*. To support this, we have a request of our adults – identify a time when your child used *g'vurah*, their power and strength, for good. Share the story with your child, with special emphasis on what you identify as *g'vurah*. Beginning next week, children will identify their own *g'vurah*, their own power and strength used to benefit others. While we hope each child will be able to retell their *g'vurah* story independently, details sometimes get garbled. So, we ask that you go to our class’s Flipgrid account and share the story, possibly with your child helping with the telling. That will enable us to either support your child in the telling, or use the video during our session. If you have questions, please be in contact.

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.
- Share some resources with learners and parents.
 - Younger children will find examples of *g'vurah* in these books:
 - [All Kinds of Strong](#), by Sharon Baker (for ages 5-7) – a 2015 PJ Library book
 - [Brave Girl](#), by Michelle Markel (for ages 6-8) - a 2014 PJ Library book
 - [Pearl Moscowitz's Last Stand](#), by Arthur Levine (for ages 6-8) – a 2020 PJ Library book
 - [Zishe the Strongman](#), by Robert Rubinstein (for ages 5-7) – A 2014 PJ Library book
 - Older children will find examples of *g'vurah* in these books;
 - [Broken Strings](#), by Eric Walters and Kathy Kacer (for ages 11+) - A PJ Our Way book
 - [Susi Q Fights Back](#), by Jane Cutler (for ages 9+) – A PJ Our Way book
 - [The Adventures of Jelly Eli Z.](#) by David Adler (for ages 9+) – A PJ Our Way book
 - [The Storyteller's Beads](#), by Jane Kurtz (for ages 10+) – A PJ Our Way book, found in many synagogue libraries and on Amazon.
 - [Turtle Boy](#), by M. Evan Wolkenstein (for ages 10+) – found in many synagogue libraries and on Amazon
- Remind students to share their work on Flipgrid ("I can't wait to see what you post!")
- Send a check-in note to parents; include the Family Schmooze link and encourage them to record their child's *g'vurah* story to your Flipgrid account.
- Respond to postings
 - To encourage students for future sessions
 - To choose what to share in the spotlight section of the next session.

RESOURCE SHEET A: WHICH OF THESE DOES NOT BELONG?



<https://www.vanityfair.com/hollywood/2017/06/gal-gadot-wonder-woman-salary>

Jacob Moskowitz, physical therapist

<https://en.wikipedia.org/wiki/File:CaptainAmerica109.jpg>

RESOURCE SHEET B - "*G'vurah* or not *g'vurah*?"



Scar, from the Lion King

<http://pngimg.com/download/31004>



Queen Esther

Haman

Painting by Ernest Normand

https://commons.wikimedia.org/wiki/File:Esther_Denouncing_Haman.jpg



Former First Lady, Michelle Obama

<https://obamawhitehouse.archives.gov/blog/2012/01/25/healthy-changes-menu-school-lunches>



Supreme Court Justice
Ruth Bader Ginsburg

https://commons.wikimedia.org/wiki/File:Ruth_Bader_Ginsburg_official_SCOTUS_portrait.jpg

Session 2: What is my *g'vurah* – my powers and strengths?

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

Learners identify the strengths and special powers of each of those in the *k'vutzah*, defining these as examples of *g'vurah*.

Teacher preparation:

Practice the Hebrew phrase, *חַזַק חַזַק וְנִתְחַזַק* *hazak, hazak v'nithazek* (be strong, be strong, and may we be strengthened)

Note: If your schedule is a group song session or *t'fillah*, consider introducing or singing:

- Dan Nichols' “Be Strong,” with its refrain *hazak, hazak v'nithazek*:
<https://tinyurl.com/y2veycyj> or
- Hannah Tiferet Siegal's *Hazak, hazak v'nithazek*:
<https://havurah.org/institute2019/themesong/>

Note that these songs will help you learn the pronunciation of the 3 words, if you are uncertain

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)

Note that with 2-3 children being spotlighted, there will be little to no time to introduce any other activity in this slot

a) Reminder from the first session: A parent or other adult in each child's life has been asked to tell a story of the child's *g'vurah* – power and strength for the good of others. Ideally, the child was present with the adult when the story was recorded to Flipgrid, or perhaps the child shared in the storytelling. This week, as with the other four left in this module, spotlight the *g'vurah* stories of 2-3 children. You will probably have time to only show a segment of each post.

b) At the end of each shared story, ask the *k'vutzah* to identify the spotlighted child's *g'vurah*.

3) NEW CONTENT (15 min)

Note that while similar to the community-building activity, above, the “new content” focusing question is different.

a) STORIES OF G'VURAH

- i) Start by telling a story of someone who helped others. Because few Israel connections have found their way into this curriculum, consider telling an Israel-related one. Below are a few

ideas to start your thinking, but a personal story – Israel-related or not - would have special meaning:

- A young adult who traveled to Israel to volunteer on a *kibbutz* (a collective farm) – every morning, they got up early and picked oranges that were sold at the market on behalf of all who lived on the *kibbutz*.
- An Israel high school graduate who came to the United States as a *ShinShin* – one year of volunteering with American or Canadian children.
- A local child who did special chores to earn money to buy a tree in Israel to help replant a forest that had burned down.

For whichever example you tell, ask the *k'vutzah* to identify that person's *g'vurah*, to then "gift" that person the *g'vurah* of _____, and finally to conclude the story telling by saying, *hazak, hazak v'nithazek* (be strong, be strong, and may we be strengthened).

b) PERSONAL STORIES OF G'VURAH

If your technology set up permits, divide children into breakout rooms so that there are 2-3 per room, plus the teacher, a *madrich/madrichah* or a helpful parent/adult. Otherwise, keep this whole-group.

- i) Practice the Hebrew phrase *hazak, hazak v'nithazek* together and ask them to develop hand motions to go with each of the words. Practice the words and motions a few times.
- ii) In turn, ask each child in the breakout room to share a time when they helped someone.
 - (1) Ask the group to identify that child's strengths/powers at the time (e.g., patience to sit with an older adult who needed company, friendship or compassion when calling a sick classmate).
Ask a *madrich/madrichah* to record these (or take notes, yourself).
 - (2) Then, have the others in the breakout room "gift" the child the *g'vurah* of _____.
 - (3) Conclude each child's story telling by saying (along with the hand motions), *hazak, hazak v'nithazek* (be strong, be strong, and may we be strengthened)
OPTION: Say this phrase only once at the end of all the presentations.

c) PULLING THE LEARNING TOGETHER

- i) If children were in breakout rooms, ask each group to share its hand motions to *hazak, hazak v'nithazek* (be strong, be strong, and may we be strengthened).
 - (1) While the groups are sharing, have a *madrich/madrichah* create a WordCloud of the strengths and powers gifted to the children (wordclouds.com).
 - (a) For the cloud to illustrate some words larger than others, the *madrich* will need to copy in some words or phrases multiple times.
 - (b) Under the WordClouds.com "shape" tab, consider clicking on the "colorful" subcategory and choosing either the Jewish star or the heart.
- ii) Share the word cloud with the *k'vutzah*, talking a bit about what kinds of *g'vurah* the group has. Make sure to save it to send home to parents.

d) **QUESTIONS FOR THOUGHT**

Based on everything discussed today, how are children understanding the meaning of *g'vurah*?

2) LAUNCHING AT-HOME LEARNING (5 min) – Please read the more detailed information on page seven for “Launching At-Home Learning.”

- a) **Lower elementary** (those with the activity box) – The activity box has materials to decorate stones that will be placed in the *g'vurah* box they made the previous week: smooth stones, acrylic paint, paintbrush, 1 skinny permanent marker, confetti and/or shredded color paper.

Suggest that once created, when needing to gain strength “for good,” children could take out and rub a *g'vurah* stone, or hold it in their hands. A couple of days before you meet again, remind children to post to Flipgrid a picture of their *g'vurah* box with stones and to tell you about it.

- b) **Upper elementary** (those with the video challenge) - Share the video that introduces the second at-home challenge, or ask learners to watch it on their own at home. Using screen-share, introduce learners to the *G'vurah* Challenge Card #2.

Make sure learners see and understand the challenge of the week: Consider your own *g'vurah*, your own power and strength. Then, turn yourself into a *g'vurah* hero following the instructions on the second page of the Challenge Card. Create and decorate the front cover of the comic book.

Remind learners to post photos of their completed challenge to Flipgrid. See Challenge Card #2 for full instructions.

FAMILY SCHMOOZE:

This week, children each shared a story of a time when they helped another person. Then, *k'vutzah* members gifted each child one or more *g'vurah* qualities they heard in their story.

As you move through the next few days, look for times when your child's *g'vurah* comes shining through – when they use their strength and power for good. Let your child know that you see *g'vurah*; schmooze together about the personal qualities brought to the situation, how they helped others, and how they feel about that effort.

If you are looking for a good book to read with a child ages 5-8, consider *Chicken Man*, by Michelle Edwards (it was a PJ Library selection in 2017). It takes place several decades ago on a *kibbutz* (a collective farm in Israel) and focuses on Rudy, a person whose *g'vurah* is making the best of a situation he'd rather not be in.

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.

- Share some resources with learners and parents:
 - If you didn't share some of the children's books listed in session 1, consider sending them home this week.
 - If you taught one of the songs with hazak, hazak v'nithazek, share a recording with the families:
 - Dan Nichols' "Be Strong," with its refrain hazak, hazak v'nithazek:
<https://tinyurl.com/y2veycyj>
 - Hannah Tiferet Siegal's Hazak, hazak v'nithazek:
<https://havurah.org/institute2019/themesong/>
- If you created a Word Cloud as part of the activity, send a copy home.
- Remind students to share their work on Flipgrid.
- Send a check-in note to parents; include the Family Schmooze link.
- Respond to postings
 - To encourage students for future sessions
 - To choose what to share in the spotlight section of the next session.

Session 3:
What are some of the ways people can use their *g'vurah*?

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

Learners recognize some of the many people around us who use their *g'vurah* for good and identify Jewish values that anchor their actions.

Teacher preparation:

Connect with this week’s guest in advance and make sure they understand the focus of the story you wish them to tell.

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)

Note that with 2-3 children being spotlighted, there will be little to no time to introduce any other activity in this slot.

Continue spotlighting children based on the story posted to Flipgrid by the parent (and possibly child). At the end of each shared story, ask the *k'vutzah* to identify the spotlighted child’s *g'vurah*. Consider ending with the group praise, *hazak*, *hazak v'nithazek*, hand motions optional!

3) NEW CONTENT (15 min)

This week highlights a teen or adult in your community who has a story (ideally with a Jewish connection) that features their personal *g'vurah*.

- Prep your guest to tell their story, to share the power or personal strength that let them help others, but NOT to identify their *g'vurah* specifically. If the guest has a photo or two to illustrate the tale, that would be “bonus!”
- Prep your learners to be good hosts to their guest.

a) REVIEW

Quickly review last week’s session that shared everyone’s story of helping others, with a special focus on children’s personal *g'vurah* – their strengths and powers to do good in the world.

b) A GUEST’S STORY

Introduce this week’s guest as someone who used their *g'vurah* for good. Challenge the learners to listen to the story and figure out what is the guest’s *g'vurah*.

- c) DEBRIEF (if possible, do this in breakout rooms)
After the guest finishes talking, ask learners to discuss what *g'vurah*, what strength or power, the guest used?
 - i) How is this example of *g'vurah* the same as the ones that students have been sharing?
 - ii) How is this example different?
 - iii) What was the good that was accomplished?
 - iv) If appropriate to the conversation, share that one of the key *mitzvot* in Jewish tradition is to "Love your neighbor as yourself." (Leviticus 19:18) "Neighbor" does not refer to the person who lives next door to you, but anyone who is part of your community. How is the guest's story an example of loving your neighbor as yourself?
- d) On the group's return from the breakout rooms, have one person per room share what the small group identified as the *g'vurah* for good, either on a sheet of paper or your Zoom whiteboard.
- e) Compare answers and then ask the guest to react to the children's ideas and to expand on them by telling what *g'vurah* they feel they used in that situation.
- f) End with *hazak*, *hazak v'nithazek*, hand motions optional.

QUESTIONS FOR THOUGHT

Based on everything discussed today, how are children understanding the meaning of *g'vurah*?

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

- a) **Lower elementary** (those with the activity box) – They have materials to create a comic strip of *g'vurah*. With an adult helping (especially for the pre-readers), students randomly choose one of each of the four kinds of story-starter cards: opening line, Jewish value, Jewish location, and a character. Then, their task is to create a story in which the character finds a challenge and uses their strength to solve it. They may write and illustrate the story OR use the comic strip template to draw it, cartoon-style. When done, share on Flipgrid.
- b) **Upper elementary** (those with the video challenge) - Share the video that introduces the third at-home challenge, or ask learners to watch it 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. Using screen-share, introduce learners to the *G'vurah* Challenge Card #3.

Make sure learners see and understand the challenge of the week: Combine your *g'vurah* with that of your chosen Jewish hero from week one to solve a problem! Tell your story via a comic strip.

Remind children to post photos of their completed project to Flipgrid. See Challenge Card #3 for full instructions.

FAMILY SCHMOOZE:

Children have been expanding their understanding of *g'vurah*. This week they listened to a story shared by a guest and identified the *g'vurah* our virtual visitor shared. Their task is to create a story of *g'vurah* – we're looking forward to interesting creativity!

As a family, besides continuing to identify moments of *g'vurah*, it would be interesting to schmooze about feelings around *g'vurah*:

- When is it easy to use one's special powers to help others?
- When is it hard to use *g'vurah* for good?

Another option is to create a long list of the kinds of *g'vurah* everyone has in the family and then consider when it would be helpful to share (or "gift") power between members. There are times when one person can't find their own *g'vurah*, but someone else could share theirs to be helpful. If you have time and energy, this kind of list would be great to "translate" into an art project of your family's choosing.

This week, children ages 10+ might enjoy reading, *Boys of Steel: The Creators of Superman*, by Marc Nobleman (both the writer and artist were Jewish). Looking for something interesting to read for yourself? Consider Harry Brod's book, *Superman is Jewish? How Comic Book Superheroes Came to Serve Truth, Justice and the Jewish-American Way*.

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.
- If you haven't yet, share the book and music suggestions posted in sessions 1 and 2, and feel free to recommend both the children's and adult books mentioned in the Family Schmooze.
 - "How Kids Learn Courage," a set of tips for parents from Beliefnet.
<https://tinyurl.com/yx9sbkko>
 - "Cultivating Jewish Courage (*Ometz Lev*)" This article uses the term *ometz lev* in the same way this module refers to *g'vurah*. Either way, there are interesting ideas presented. <https://tinyurl.com/y3qz8w6j>
- Let the adults know that during the next session, children will be asked to find something to bang on that makes noise. Request that parents not tell their children this info in advance, but they may wish to give thought to what they will allow their child to grab at the start of the session. Also, some parents may wish to have headphones set up by the computer if they are concerned about their children's hearing. Feel free also to share that the focus next week is the power that happens when people combine their *g'vurah* for good and that you'll be sharing a segment of this, from the NYTimes: <https://tinyurl.com/yx7y8eq5>
- Remind students to share their work on Flipgrid
- Send a check-in note to parents; include the Family Schmooze link.
- Respond to postings.

Session 4:
What is the potential impact (for good or for bad)
when we combine our g'vurah with the strengths of others?

The focus (“If not now, when?”)

Learners recognize the extra strength that comes from a group of people banding together on behalf of an identified cause.

Teacher preparation:

Open on your computer:

- The NY Times “banging story” <https://tinyurl.com/yx7y8eq5>
- The following photos (though feel free to substitute one or more from your own synagogue or educational program) – *Note these photos have copyright restrictions that prevented us from created a prepared sheet for you.*
 - BBYO teens cleaning a playground
<https://tinyurl.com/y5skwnhj>
 - Food bank *mitzvah* project
<https://tinyurl.com/yxr46vjp>
 - “If not now when?” protest
<https://tinyurl.com/y468rxkf>
 - Martin Luther King, Jr marching with two rabbis (Maurice Eisendrath and Abraham Joshua Heschel)
<https://tinyurl.com/y5u7jqst>

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)

Note that with 2-3 children being spotlighted, there will be little to no time to introduce any other activity in this slot

Continue spotlighting children based on the story posted to Flipgrid by the adult (and possibly child). At the end of each shared story, ask the *k'vutzah* to identify the spotlighted child's *g'vurah*. Consider ending with the group praise, *hazak*, *hazak v'nithazek*, hand motions still optional!

3) NEW CONTENT (15 min)

a) POWER OF JOINING TOGETHER

i) Ask children to get something non-breakable they can bang (with an adult's permission, of course) – a pot, pan, wooden box, drum, tin can PLUS something to hit it with (a spoon, ruler, marker, etc.). You may wish to set a timer for 90 seconds to encourage speed. Ask everyone to show you their items and double check for durability. If someone doesn't have an appropriate banging tool, tell them that they can clap, just as you will.

ii) Call on each child in turn to bang with their items or to clap and whoot! Then, see what happens when everyone bangs/claps together. Ask for reactions.

iii) Share your screen and to show segments of this story from the NYTimes; as appropriate, read some of the comments. <https://tinyurl.com/yx7y8eq5> Ask learners to consider what happened when New Yorkers combine their gratitude, their thanks, with others. Talk about that a bit.

iv) Then, ask children to consider what happens when people combine their *g'vurah* with others. Share the following images, one at a time. For the first one, ask children to consider what would happen if one person wanted to clean a playground? How much would get done? [To illustrate, ask one child to bang their item.]

(1) Then show the picture of a group of people sharing their *g'vurah* to clean a playground. Ask everyone bang their item or clap.

- BBYO teens cleaning a playground
<https://tinyurl.com/y5skwnhj>

(2) Continue with a similar set of questions and pot-banging for each of these:

- Food bank *mitzvah* project
<https://tinyurl.com/yxr46vjp>
- "If not now when?" protest (note that the Hebrew sign translates as: "if not now, when?" and the transliterated sign translates as "a world of hesed will be built.")
<https://tinyurl.com/y468rxkf>
- Martin Luther King, Jr marching with rabbis (Maurice Eisendrath and Abraham Joshua Heschel)
<https://tinyurl.com/y5u7jqst>

b) CONCLUSION

Conclude by asking children to show with their banging or clapping how much good happens when people join their *g'vurah* together.

c) QUESTIONS FOR THOUGHT

Based on what they saw in the photos and all the pot banging:

- How do children understand the power of combining their *g'vurah* with others?

- What examples can *k'vutzah* members think of when they have combined their power and strength with others for good?

4) LAUNCHING AT-HOME LEARNING (5 min, in breakout groups)

- a) **Lower elementary** (those with the activity box) – They have materials to decorate a picture frame into which they will put a photo of themselves using their *g'vurah*. Materials include: a picture frame, *g'vurah* word stickers, puff paint. The photo they choose to insert may be one that is staged OR one that has previously been taken. When done, share the photo and frame on Flipgrid with a description of the *g'vurah* moment.
- b) **Upper elementary** (those with the video challenge) - Share the video that introduces the fourth at-home challenge, or ask learners to watch it on their own at home. Using screen-share, introduce learners to the *G'vurah* Challenge Card #4.

Make sure they see and understand the challenge of the week: Combine their personal strengths and power again with their chosen “superhero” to solve another issue in the world. This time the children have free reign to decide on the conflict facing them. This story is drawn (or otherwise created) in a comic strip – another page completed for their comic book.

Remind them to post photos of their completed project to Flipgrid. See Challenge Card #4 for full instructions.

FAMILY SCHMOOZE:

As you probably heard from all the banging and noise, we had a great session finding out what happens when people join their *g'vurah* with others.

Based on family stories and experiences, you might schmooze about times when your child(ren) may have either seen the combined strength of *g'vurah* in the family OR, if you discuss the news, examples from recent events that your child(ren) are familiar with.

Also, you may wish to make a request during the week like, “____, my *g'vurah* isn't strong enough for _____. Can you join your *g'vurah* with mine?”

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.
- Share some resources to learners and parents. Depending when this session is scheduled (around Hanukkah? Martin Luther King's birthday weekend?), suggest some books that tell a story of *g'vurah* related to the holiday.
- Remind students to share their work on Flipgrid.
- Send a check-in note to parents; include the Family Schmooze link.
- Respond to postings.

Session 5:
How will I use my *g'vurah* for good?

The focus ("If not now, when?")

Learners gain communication tools that enable them to more powerfully use their *g'vurah* for good.

Teacher preparation:

Cue up on your computer: <https://tinyurl.com/yxuve4mb>

Consider whether you want a *madrish* or *madrishah* to be the one to show the video from their screen, taking charge of all the starting and stopping on time – see 3) c) 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)

Note that with the last of the children being spotlighted, there will be little to no time to introduce any other activity in this slot

Complete spotlighting children based on the story posted to Flipgrid. At the end of each shared story, ask the *k'vutzah* to identify the spotlighted child's *g'vurah*. Consider ending with the group praise, *hazak, hazak v'nithazek* - last chance for hand motions!

3) NEW CONTENT (15 min)

a) SET-INDUCTION

Ask children to think of some Jewish holidays where the central character(s) used their power for good.

- i) Discuss the names they shared and then introduce Queen Esther as the person they are going to look at today – she definitely tapped into her *g'vurah*, her strength and power.
- ii) They will see what tools SHE used and consider what tools THEY can use to convince someone to use *g'vurah* for do good.

b) QUEEN ESTHER'S G'VURAH

Ask children to think of a time when they wanted something – maybe to eat, maybe a place to visit, maybe an activity they wanted to do. How did they ask someone about that?

- i) Did they just say to a very tired and overworked parent, "I want to do something nice for grandma and make a fancy dinner. Help me!"

ii) Or, did they have some tools that helped them use their *g'vurah* for good?

Today, they will see what tools Queen Esther used to convince King Ahasuerus to save the Jewish people.

- c) Tell children that you found a video that focuses on the part of the story where Esther realizes she needs to use her *g'vurah* to save the Jewish people.
- i) They are about to play a game of "Do you think Esther will...?"
- (1) Explain that before you show small parts of the video, you will going to ask the *k'vutzah* which tool they think Esther will use in the next segment they will see.
- (2) You will offer two choices
- (a) If they think the choice is *Alef*, children should touch their head (or whatever physical signal you want)
- (b) If they think the choice is *Bet*, children should wave both hands (or, again, whatever signal you develop).
- Then, you will play that video segment for them.
- ii) Practice with the first segment <https://tinyurl.com/yxuue4mb>
- (1) Tell children that Esther has just learned that Haman has decided to get rid of the Jews. Do they think that she will:
- ALEF: Sit on her bed and cry
 - BET Talk with someone else about so she can figure out what to do
- (2) To discover the answer, click the video (it will start at 1:34).
- (a) Stop at 1:56 (the starting and stopping is a good job for a *madrich* or *madrichah*).
- (b) Talk about the correct choice for a bit (in **bold**) and reinforce with the children that when in a situation where we need to use our *g'vurah*, we sometimes have to talk it through with someone else.
- iii) Continue playing the game, starting and stopping at these times:

| START | STOP | Do you think that Esther will....? |
|-------|------|---|
| 1:34 | 1:56 | ALEF: Sit on her bed and cry BET: Talk with someone else so she can figure out what to do |
| 1:56 | 2:10 | ALEF: Pump herself up, convince herself that she has the right <i>g'vurah</i> – strength and power - for the situation. BET: Take a walk around the palace |
| 2:10 | 2:37 | ALEF: Set up the right time to talk to the king – not while he is in the middle of his work day, but at a special dinner in his honor. BET Go to the palace kitchen and relieve stress by baking 10 cakes and 100 cookies for her cousin Mordecai |

| | | |
|------|------|--|
| 2:37 | 2:47 | ALEF: Start screaming and crying to get the king to say "yes" BET: Use a calm voice and say nice things like, "My dear king..." |
| 2:47 | 2:56 | ALEF: Use "I" statements, for instance "I am bothered by," or "I will be hurt by this." BET Use "you" statements, for instance, "You are a terrible king! How could YOU let this happen?" |
| 2:56 | 3:03 | ALEF: Follow her beliefs and help Ahasuerus also follow his beliefs. BET: Give up, go to her room and slam her door |

- iv) When done with the game,
 - (1) Tell children you are going to review all the tools that Esther tapped into to use her *g'vurah* for good.
 - (2) BUT as you share the list, ask them to listen for 1-2 tools that they could try the next time they need to use one of their powers or strengths.
 - (3) Share and then discuss.

d) QUESTION FOR THOUGHT

Based on everything learned over the course of this module, how are children understanding the meaning of *g'vurah*?

4) LAUNCHING AT-HOME LEARNING

- a) **Lower elementary** (those with the activity box) – They have materials to create a *g'vurah* puzzle cube. Their task is to set up the puzzle pieces on each of four cubes and then put the puzzle together in each of the four ways it can be solved. A couple of days before you meet again, remind them to post to Flipgrid a picture of their puzzle cube and to tell you about it.
- b) **Upper elementary** (those with the video challenge) - Share the video that introduces the last at-home challenge, or ask learners to watch it on their own at home. Using screen-share, introduce learners to the *G'vurah* Challenge Card #5.

Make sure they see and understand the challenge of the week: Create the last page of their comic book by imagining a situation where they can use their *g'vurah* to help themselves or someone else. [Children may need some in-class brainstorming assistance.] Finally, they scan their entire comic book for the *k'vutzah* to read and enjoy on Flipgrid.

FAMILY SCHMOOZE

Our *k'vutzah* focused on a variety of communication tools that help smooth the way for using one's *g'vurah*, one's power and strength, for good. We viewed the segment of this video between 1:34 and 3:03: "The Purim Story in 4 Minutes: Go Esther!"

<https://youtu.be/mYGqOMe-DqQ>

Children learned that, at least in this version of the Purim story, Queen Esther used the following tools to speak truth to power:

- Sought advice from someone (Mordecai)
- Pumped herself up for the task
- Set up the right time and place to have the conversation (or confrontation)
- Spoke nicely with a calm voice (“Dear King”)
- Used I statements (“That means that I... ” or “I am standing up for what I believe...”)
- Followed (stayed true to) her beliefs

This week, you might schmooze at the times your child is trying to use their strength and power for good, about ways to use one of Esther’s tools (or any others you offer). A superhero can just jump in and save the day, but even they stop and think about the way to best use their *g'vurah*.

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.
- Share some resources to learners and parents:
 - If they are PJ Library subscribers, they might find a Purim book that focuses on Esther
 - If they are okay with a slightly edgy (not for children) video on Purim, the adults might enjoy this one by Mayim Bialik: <https://youtu.be/cbKfB5E6sAA> (the small segment starting at 3:24 is right to the point of our *g'vurah* theme).
- Remind students to share their work on Flipgrid.
- Send a check-in note to parents; include the Family Schmooze link.
- Respond to postings.