

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*.

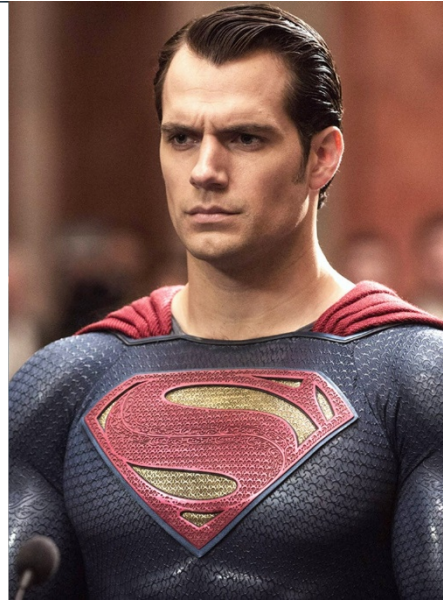
In this first session of this new module, your children began collecting examples of *g'vurah*. Any time you and your child read a book together, watch a tv show or enjoy a movie, feel free to schmooze about characters that use their *g'vurah* for good. Ditto for identifying real life examples – of those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

La'bri-ut: To our health and wellness
A curriculum for K-6

Jewish Education Center of Cleveland
G'vurah

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