

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 וְנִחַזְּכֵנוּ** *hazak, hazak v'nithazek* (be strong, be strong, and may we be strengthened)

Note: If you 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.