

**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.