

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/y5u7iqst>

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.