

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 *madrich* or *madrichah* 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	<p>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.</p> <p>BET Go to the palace kitchen and relieve stress by baking 10 cakes and 100 cookies for her cousin Mordecai</p>
2:37	2:47	<p>ALEF: Start screaming and crying to get the king to say “yes”</p> <p>BET: Use a calm voice and say nice things like, “My dear king...”</p>
2:47	2:56	<p>ALEF: Use “I” statements, for instance “I am bothered by,” or “I will be hurt by this.”</p> <p>BET Use “you” statements, for instance, “You are a terrible king! How could YOU let this happen?”</p>
2:56	3:03	<p>ALEF: Follow her beliefs and help Ahasuerus also follow his beliefs.</p> <p>BET: Give up, go to her room and slam her door</p>

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.