

Value: קהילה K'hillah

Caregiving Principle: Social Connectedness

The Hebrew word קהילה (*k'hillah*) means community, a place where one often finds a strong support system. As a core Jewish value, *k'hillah* reminds us that we are part of groups that care for us (and we reciprocate), and that supports us in times of need, joy and the days in between. We are each part of many different *k'hillot* (plural of *k'hillah*), whether via our synagogue, our school, sports teams, dance troupes, youth group, etc.

A well-functioning *k'hillah* supports us by:

- **Fostering a sense of belonging** – A good *k'hillah* gives us strength through its network of connections. Within a *k'hillah* we are better able to handle what would be too difficult on our own. Over 2000 years ago, Hillel taught:

אל תפְרוֹשׁ מִן הַצְּבִיר
Al tifrosh min ha'tzibur

“Do not separate yourself from the community.”

A *k'hillah* offers support, but we have to take responsibility to stay connected.

- **Empowering us with a shared sense of purpose** - We can rely on one another during times of need and prosperity to collaboratively work toward the betterment of the world.

Rabbi Lord Jonathan Sacks explains¹ that there are three models through which we can consider the idea of community within Jewish life:

- Members of an *edah* (unit) are like-minded with a strong sense of collective identity; they have much in common, but can be a group that operates for good or bad.
- Members of a *tsibur* (gathering) are brought together by circumstance; they happen to be in the same place at the same time, but do not necessarily share a collective identity or purpose, certainly not one that would continue beyond that moment. Think of people who gather for a concert and then disperse afterwards.
- Members of a *k'hillah* (community) are different from one another, thus taking on the characteristic of a *tsibur*. But a *k'hillah* has a strong collective purpose that enables them to make a distinctive contribution.

Sacks writes: “The beauty of a *k'hillah*... is that when it is driven by constructive purpose, it gathers together the distinct and separate contributions of many individuals, so that each can say, ‘I helped to make this.’ ... To preserve the diversity of a *tsibur* with the unity of purpose of an *edah* – that is the challenge of *k'hillah*-formation, community-building, itself the greatest task of a great leader.”

Thus, the value of *k'hillah* is anchored in the fourth principle for caregivers working with people who have faced trauma – **social connectedness**. This term refers to an individual’s support system, those who can help guide the individual towards improved emotional well-being. Maslow’s next level on the hierarchy² speaks to love and belonging. A sense of social connectedness, then, is when an individual truly feels a sense of belonging within a network of support. This is where the idea of a *k'hillah* joins forces with the principle of social connectedness.

¹ <https://rabbisacks.org/covenant-conversation-vayakhel-pekudei-two-types-of-community/>

² <https://www.thoughtco.com/maslows-hierarchy-of-needs-4582571>

This module therefore defines a *k'hillah* to be a group to which members have a sense of belonging, with social connections between members, a reciprocity of responsibility, and a shared sense of purpose.

Our module connects to the year's Enduring Understandings in key ways:

- **If I am not for myself, who will be for me?** – We want to empower children to realize that the strength they bring to a *k'hillah* starts with their sense of self-worth, that they have much to contribute to a larger whole. Even if they feel alone and isolated, they have one or more communities that can envelop and support them.
- **If I am only for myself, what am I?** – We want to empower children to actively engage with each important *k'hillah* in their lives, contributing to a shared sense of purpose. Staying connected to one another in new and creative ways is more crucial than ever before.
- **If not now when?** – We want to empower children to find ways to engage with their *k'hillah* now, and in meaningful and lasting ways.

Note that there are five distinct weeks of learning offered in the overview chart, below (pages 3-5). Depending on the timing of holidays and synagogue-related events, an educational program might choose to introduce only four of the sessions. While an ideal calendar would allow for the scheduling of each module without interruption, the scheduling choices are up to each director.

For a two-minute overview of this module
that orients teachers and parents to the learning,
click on this link:

<https://youtu.be/90BiByqxnVE>



OVERVIEW GRID

<p>Weekly Focusing Question</p>	<p>Mifgash (the session in which a <i>k'vutzah</i> of learners "meet" the week's focus)</p>	<p>Grades K-3 Activities (introduced via a subscription-type box)</p> <p>NOTE: Each of the five weeks stand on their own, but build on each other towards an understanding of <i>k'hillah</i> – a community that offers social connections and support.</p>	<p>Grades 4-6 Challenges (introduced via a "challenge video")</p> <p>NOTE: Over the course of five weeks, learners consider what it means to be a part of the Jewish community. Each week builds upon the last. Learners prepare for, plan, conduct, and share an interview with a member of their <i>k'hillah</i>, someone in their congregation or greater Jewish community.</p>
<p>Session 1: What is a <i>k'hillah</i>? What is the difference between a sometimes circumstantial group of people and a <i>k'hillah</i>?</p>	<p>Identify a variety of groups the learners belong to and then gain an understanding of the special characteristics of a <i>k'hillah</i>.</p>	<p><u>In the box:</u> Hot chocolate ingredients in separate bags (cocoa powder, sugar or a sugar-substitute, powdered milk, mini marshmallows); hot chocolate recipe card.</p> <p><u>The task:</u> Make hot chocolate by following the recipe to see what happens when the individual ingredients come together (as does a <i>k'hillah</i>) with a common purpose of tasting good and improving our day!</p>	<p>The challenge: Start to explore questions about the Jewish <i>k'hillah</i>. Interview a family member about <i>k'hillah</i>.</p>
<p>Session 2: What roles do different people play in a <i>k'hillah</i>?</p>	<p>Explore different roles people take on in a <i>k'hillah</i> such as: planners, leaders, do-ers, supporters/explainers/ helpers, and encouragers.</p>	<p><u>In the box:</u> Role cards; sticky-tack; wooden stakes; yarn.</p> <p><u>The task:</u> Using stakes-in-the-ground labeled with different community member roles, create yarn art by connecting the various stakes with the yarn. Consider the impact of one stake (one community member) being</p>	<p>The challenge: From a teacher-provided list or curated names, choose a person to interview who supports the Jewish community/<i>k'hillah</i>. Learn something about them in advance.</p>

		removed from the designs. How are we all important to the community?	
Session 3: What is my responsibility to the <i>k'hillah</i> ? What is the responsibility of others in the <i>k'hillah</i> to me?	Explore what is possible to do in a community that you cannot do alone – ideally because those in a <i>k'hillah</i> share in activities and with responsibilities.	<u>In the box:</u> White candles; decorating wax; blank card to decorate and send to another member of the <i>k'vutzah</i> ; envelope for the card; postage stamp; sheet with the Shabbat blessings <u>The task:</u> Decorate candles to be lit on <i>Shabbat</i> in a virtual celebration with <i>k'vutzah</i> members (either all, or just the younger ones). Each child then decorates the card to send to another person in the <i>k'vutzah</i> .	The challenge: Continue to plan for the upcoming interview by developing a list of questions: four are provided and others are developed by the learner.
Session 4: If I want to belong to a <i>k'hillah</i> that is new to me, what are the steps I can take?	Discover the possible steps of trying to join a <i>k'hillah</i> to which one currently doesn't belong.	<u>In the box:</u> Circular glow stick, clay. <u>The task:</u> Using the glow stick to represent a community and the clay to create little people that are part of the <i>k'hillah</i> , make a video of a new person taking steps to try to join the new <i>k'hillah</i> . Narrate when posting to Flipgrid.	The challenge: Conduct the interview, paying attention to stories and answers that help teach about <i>k'hillah</i> , specifically, the Jewish community.
Session 5: How do we continue to strengthen <i>k'hillah</i> ?	Identify important ways each member of the <i>k'vutzah</i> contributes to the <i>k'hillah</i> and create a chain of compliments to strengthen the bonds among children.	<u>In the box:</u> A light-colored swag item (shirt, bandana, tote bag, etc. that may or may not have your organizational logo); <i>k'vutzah</i> iron-on transfer; nitrile gloves; tie dye strings. <u>The task:</u> Tie-dye the swag item and then (when health conditions permit) gather as a <i>k'vutzah</i> to sign each other's swag, strengthening their bonds and connections in	Challenge: Consider how the interviewee strengthens the <i>k'hillah</i> . Share stories or things learned about <i>k'hillah</i> from the interview.

		the <i>k'hillah</i> . The swag, individually tie-dyed, represent the individuals who each bring something special to the <i>k'hillah</i> as a whole, represented by the shared logo.	
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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 (*madrichim*). During each *mifgash*, there is 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 has 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.). Parents should be sent the weekly Family Schmooze, designed for casual conversation around the dinner table, while in the car or any other appropriate time.

SPECIAL PREPARATIONS FOR THIS MODULE

Since the value of this module is *k'hillah*, in addition to regular mifgash sessions, there are three different *k'hillah*-building/strengthening gatherings embedded, either virtually or in-person (if health conditions allow). We hope that you will schedule one or more of them! These extra gatherings are:

- **After the first session and before the second**, invite the lower elementary children to gather socially and enjoy a drink together, virtually or in person. As part of their box/kit, the lower elementary learners will be mixing hot chocolate though the upper elementary learners will not. This gathering would give them a chance to socialize and mix their drinks together.
- **The Friday after the third session** (if the calendar allows), invite the children to gather for an opportunity to welcome *Shabbat* together, either virtually or in person. This flows out of a *Shabbat* candle decorating activity by the lower elementary children. Logistics need to be worked out and the teacher needs to have a greeting card (with stamps) to send to each child to open together at the gathering. See Session 3 for the details.
- **After the fifth session**, the *k'vutzah* may gather for a swag signing event. In the final box/kit for the lower elementary learners, there is a piece of swag to tie-dye. You may choose to send the upper elementary children the same materials and instructions. Once the swag is decorated and once health and safety conditions allow, invite the *k'vutzah* together to sign each other's item as a physical, individual reminder of the *k'hillah* they have created.

Note that upper elementary age will be interviewing someone about k'hillah. The first week, they interview a family member, but in week two they are asked to choose someone to interview in the community. These individuals could be a congregants OR people more broadly connected to Jewish life. But for children to make a choices, a **list of 5-10 names needs to be generated** (probably by the education director or a clergy person).

In choosing potential interviewees, look for adults (or perhaps articulate and energetic teens) that have had some purposeful impact on the Jewish community. They need to be a person who can help the children along in the interview process, if necessary. And they have to be prepped to spin their story on the importance of bringing the Jewish community together, of making social connections between Jews, and the meaningfulness of the community-work.

Some examples of people who might have interesting stories:

- The director of a Jewish summer camp.
- Someone who volunteers every year with their family in a Jewish community project (e.g, in Cleveland, families with young children join together to clean up a public area known as the Hebrew Garden).
- Someone who comes every week (in a pre-pandemic world) to the synagogue to set up the *oneg Shabbat* so that worshipers will hang around after services, schmooze and enjoy.

- Someone involved decades ago in the Save Soviet Jewry movement or rescue of Ethiopian Jews (the interviewee would have to understand that the children would have little to no background on either – keep it simple and have a few props and photos).
- Someone who calls people in the congregation every week to check in and see how they are doing.

Schedule of things that need to be done:

Week One: The list of **names** needs to be generated before the second session with **brief descriptions of the kind of story each person might tell** about *k'hillah*, as well as **contact information**.

The interviews **may be scheduled with one child or multiple children** who collaborate on the interview. The more that the teacher and *madrichim* can do to help set this up, the easier it will be for the child and adults in the household to take advantage of the opportunity.

Weeks Two and Three: The children contact their person. [Suggested wording for a phone call or email is on Challenge Card #2.] With a little help from their parents, the learners set up an interview time.

Four interview questions are prewritten, but learners are asked to write a few more. Teachers should review the questions (posted to FlipGrid) and provide feedback to learners.

Weeks Four and Five: Learners conduct the interview in the fourth week and then share how their chosen interviewee made an impact on their Jewish *k'hillah* in the fifth.

Yes, this are a few moving parts to this module's upper elementary challenge, but it is manageable with forethought and planning.

**Session 1:
What is a k'hillah?**

What is the difference between a sometimes circumstantial group of people and a k'hillah?

The focus:

Learners identify a variety of groups that members of their *k'vutzah* belong to and then gain an understanding of the special characteristics of a *k'hillah*

Note to the teacher – The term *k'hillah* literally translates as “community.” This curriculum takes a more nuanced view that a *k'hillah* is a group to which members have a sense of belonging, with social connections between members, a reciprocity of responsibility, and a shared sense of purpose.

Teacher preparation:

Open on your computer

RESOURCE SHEET A: Characteristics of a *K'hilah*

Have in front of you (or ask a *madrich* or *madrichah* to have the items):

Paper and a writing utensil

OR

Use the white board feature on Zoom

OPTIONAL: In advance of this session, ask families to make sure their child has a piece of paper ready.

FOR LAUNCHING AT-HOME LEARNING:

- Open on your computer (these are linked 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: FAVORITE ACTIVITY WITH A GROUP

i) Pose the question to the *k'vutzah*: What is your favorite activity to do with a group of people?

ii) Ask each learner to think about a way to act out their favorite group activity, without speaking.

iii) Play! A learner pantomimes their activity without speaking. The rest of the *k'vutzah* then guesses what activity they are miming.

b) OPTION: Teacher's choice

3) NEW CONTENT (15 min)

- a) INITIAL INTRODUCTION: Say, *shalom k'hillah*, and ask what the words mean. Learners will know *shalom* means “hello, goodbye and peace” from a previous module. Chances are someone may know that *k'hillah* means “community.”
- i) Explain that for the next five weeks they will be exploring the Hebrew word and Jewish value of *k'hillah* (קהילה).
 - ii) The question for today is what makes a *k'hillah*? What is the difference between a group of people and a *k'hillah*?
- b) IDENTIFYING AND SORTING – GROUP VS K'HILLAH:
- i) Ask learners to name different groups that they each belong to by going around the Zoom screen, giving each learner the opportunity to share a group or two. Record the various groups (a great job for a *madrach* or *madrichah*) on paper, or via the whiteboard function on Zoom.
 - ii) Ask learners to identify similarities and differences between the groups they named and put on the list. Ask questions like:
 - (1) How different does it feel when you play a game with children your age on the playground for only one afternoon, and when you are on a sports team for a few months?
 - How are these groups the same and how are they different?
 - (2) How different does it feel when your teacher asks a group of you to quickly act out a scene from a play, as compared to when you're in a group that rehearses a play over a month or two?
 - How are these groups the same and how are they different?
 - (3) Which of the groups mentioned by learners ask members to help each other? If you join others in a synagogue together on Shabbat, do you have any responsibilities to each other? If you are part of a tight-knit class, how do you help each other out?
 - How are these groups the same and how are they different?
 - iii) Explain to learners that a “group” is a collection of more than 1 person that does things together.

Share and talk about RESOURCE SHEET A: Characteristics of a K'hillah. A *k'hillah* is a special kind of group where people

- (1) Feel like they belong
- (2) Feel connected to other members
- (3) Feel like they need to help each other
- (4) Are together for a reason – there is something to accomplish

In a *k'hillah*, social connections are important – good *k'hillah* participants do not isolate themselves. Indeed, in the realm of caregivers, this value is about making social connections between people so as to lessen a sense of isolation when life feels hard.

- iv) As a *k'vutzah*,³ consider 3-6 of the groups mentioned at the start of the session (make sure to include any Jewishly-themed ones). As you mention each of the groups, ask learners to clap their hands together once if they think it's a *k'hillah* and to hold their hands up (but still in view of the camera) if they think it's "just" a group.
- c) CHALLENGE TO THE *K'VUTZAH* – BECOME A *K'HILLAH*?
 - i) Time will be short at this point in your session, but offer the challenge for the *k'vutzah* to become more like a *k'hillah*.
 - ii) Suggest that during this module, the learners try hard to get to know each other better, to support each other, and to help their friends
 - (1) Feel like they belong
 - (2) Feel connected to other members
 - (3) Feel like they need to help each other
 - (4) Are together for a reason – there is something to accomplish
- 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) – Explain/show that they will find the ingredients and a recipe to make hot chocolate in their box. This week at home, their task is to use the ingredients and the recipe to make hot chocolate. As they mix their drink, suggest that they consider how the different ingredients join together to becoming a kind of *k'hillah* in the form of hot chocolate. Hopefully, the *k'vutzah* will meet for 10-15 minutes to drink hot chocolate (or any other beverage) and schmooze as a *k'hillah* to connect in a different way than usual.
 - b) **Upper elementary** (those with the video challenge) – Share the video that introduces the first at-home challenge or ask learners to watch on their own at home. Then, using screen-share, introduce learners to the *K'hillah* Challenge Card #1.

Make sure they see and understand the challenge of the week: Start to explore questions about your *k'hillah*, your special community. Practice the skill of interviewing with a family member using the questions provided. Be sure to take notes and practice active listening to think of some follow-up questions. [Teacher may want to do a very brief interview with a *madrich*/

³ By the way, the literal translation of *k'vutzah* is "group"

madrichah or a learner to demonstrate.] Further instructions and a note taking sheet are on Challenge Card #1. Invite children to post about their interview to Flipgrid.

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 will bridge the learning and thinking between younger and older, older and younger. This week's schmooze is:

In this module, we are exploring the concept of *k'hillah*, a special group to which members have a sense of belonging, with social connections between members, a reciprocity of responsibility, and a shared sense of purpose. For example, those who ride on a bus or airplane are considered a group – there is no sense of belonging, no social connections, no shared responsibility, and other than getting to the same destination, no sense of shared purpose. On the other hand, a group of people who regularly gather to cook dinner for a homeless shelter more likely fit the definition of a *k'hillah*.

Consider sharing this video (or part of it) with your family <https://tinyurl.com/yxehnr5q>. Three thousand people who love to sing came together from all over Israel – they quickly learned to sing a song and perform it. Note that the singers are very diverse in background, with quite a few children spread throughout the audience. Does your family think this is a “group” or a “*k'hillah*?” Use the definition offered above to help focus your conversation. Enjoy!!

All Schmoozes are linked on the *La-bri'ut* website.

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.
- Send a check-in note to families. Include the Family Schmooze which is linked on the *La-Bri'ut* website.
- OPTION: One afternoon or early evening, invite children to join socially for about 15 minutes, and drink either hot chocolate or something else (remember that only the younger children will have made this drink as part of their activity and therefore understand its significance to the theme). Be sure to carefully plan the time together, keeping in mind the various elements that make and build a *k'hillah*. Your *madrich* or *madrichah* might have some ideas for this gathering!
- In two weeks, there is a *Shabbat* gathering scheduled (after session 3). Check in with the education director to finalize plans and get information out to families.
- Remind students to share their work on Flipgrid (“I can’t wait to see what you post!”)
- Respond to children’s postings
 - To encourage students for future sessions
 - To choose what to share in the spotlight section of the next session.

RESOURCE SHEET A: Characteristics of a K'hillah

1) Feel like they belong to the k'hillah



2) Feel connected to other members



3) Feel like they need to help each other



4) Are together for a reason. There is something to do or accomplish.



Session 2:
What roles do different people play in a k'hillah?

The focus (“If I’m not for myself, who will be for me?” and “If I am only for myself, what am I?”)
Learners explore some of the different roles people take on in a k'hillah: planner, leader, do-er, supporter, explainer, and encourager.

Teacher preparation:

Open on your computer

- RESOURCE SHEET A: Characteristics of a K'hillah
- RESOURCE SHEET B: Some Roles of People in a K'hillah

FOR LAUNCHING AT-HOME LEARNING:

- Open on your computer (linked on the La-bri'ut website)
 - Lower Elementary Box Instructions Video
 - Upper Elementary Challenge Video

Learners will need a piece of scrap paper.

The session:

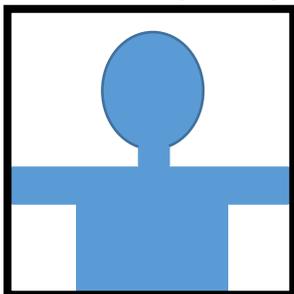
1) GREETINGS/CHECK-IN (3 min)

Teacher’s choice

2) REFLECTION/COMMUNITY-BUILDING (7 min)

a) OPTION – GROUP HUG:

- Ask everyone in the k'vutzah to move back a bit in their window and put their arms out. Everyone in the k'vutzah should be able to see each person’s head, torso and arms opening to the windows next to them (see image below). Call out “Group Hug!” Take a screen-shot or photo of this k'vutzah group hug. Learners may also wish to make squeezing noises to simulate an in-person group hug.



b) OPTION – ISRAEL-PAPER-BALL PASS:

Ask each learner to take the piece of paper they have in front of them, crumple it into a ball and set it just off screen. One-by-one, ask learners to say one thing they know about Israel, then say another *k'vutzah* member's name and "pass" or throw the paper ball to that person. That person will "catch" the ball (using their own paper ball just off screen), and repeat until everyone has "passed" and "caught" the ball.

If someone says they do not know anything, offer some prompts – the colors on the Israeli flag, name of a city.

If there is extra time, ask if anyone has been to Israel and find out a little about their trip.

c) SPOTLIGHT SEVERAL CHILDREN and their work from the past week:

i) For lower elementary, share 1-2 things about the hot chocolate schmooze – what happened to the individual ingredients when combined to make the hot chocolate? Ask relevant follow up questions that draw a parallel between the elements of hot chocolate and the individuals in a *k'hillah*.

ii) For upper elementary, share 1-2 things they learned from their family interviews about *k'hillah*.

3) NEW CONTENT (15 min)

a) WHAT DIFFERENT ROLES DO *K'HILLAH* MEMBERS HAVE?

i) Review the four characteristics that define a *k'hillah*, a community, instead of just a group. Involve the learners by asking what they remember from the last session. Note that those who participate in a *k'hillah* (these are listed on RESOURCE SHEET A):

- (1) Feel like they belong
- (2) Feel connected to other members
- (3) Feel like they need to help each other
- (4) Are together for a reason – there is something to accomplish

ii) In the video that learners will soon see, families on a trip to Israel collaborate to make dinner for everyone. [A good role for a *madrach* or *madrachah* is controlling the showing of the video; later on, there will be a lot of starting and stopping.]

(1) First have children watch the video to see if they think the Israel travelers are acting like a group or a *k'hillah*: <https://tinyurl.com/y65u5yt4> (view 1:58-2:46)

Open the conversation to hear children's thoughts. Chances are, your *k'vutzah* will say that they have taken on the characteristics of a *k'hillah*.

iii) Explain that there are things that people do in a *k'hillah* that make it work better. In the cooking competition featured in the video, there are at least five things that people do to help the *k'hillah* work smoothly (reference RESOURCE SHEET B)

- **Planner(s)** – those who come up with the idea of planning an activity for the *k'hillah* to do. Also plans how. (*Not easily seen, but those planning the trip* –

perhaps the rabbi – decided that this would be a great activity and worked out the details)

- **Leader(s)** – those who make sure everyone knows what to do and how to do it. *(Those with Hebrew on their cloth aprons are the leaders of the cooking project)*
- **Do-er(s)** – those who jump in and do what is needed *(Like, “everyone,” young and old!)*
- **Supporter(s)** - those who offer help and assistance to anyone who needs it. Sometimes the support is just with words – they explain “how” – and sometimes it is hands-on, showing “how.” *(There are several people explaining how to do things throughout the video)*
- **Encourager(s)** – those who say “good job” and “you can do it” and keep everyone moving along. *(There’s a thumb’s up in the video, at 2:06)*

Repeat the five roles and give a pantomime for each, for example

- Planner – Point to one’s head and look thoughtful.
- Leader – Nod head and put hands out, palms up, as if to include everyone.
- Do-er – Put one hand out, with palm up. Make the other hand into a fist that pounds on top of the flat hand as if hammering something.
- Supporter – Cupped hands, as if holding something safely.
- Encourager – A thumb’s up.

- iv) Assign each child one of the roles, making sure that there are both younger and older *K’vutzah* members given the same role - the older ones may see things that the younger ones cannot. Note that the planning role happened well before the event – give that role to an older child who might figure that out.

Practice the roles with the hand signals – randomly call out different roles and have the children do their own hand signal. [This fun section could be led by a *madrich* or *madrichah*.] Then,

- (1) Show the video for the second time, without hand signals, so the children can find someone doing their role. Make sure they know that it is okay if they can’t find someone.
- (2) Then, watch again, having everyone do their hand motion as soon as they see their assigned role. Stop the video when you see someone doing a hand motion and talk about what they saw. Continue stopping and starting again until the video segment is complete. [Ah, yes, this is a good role for a teen!]

b) QUESTIONS FOR THOUGHT

- i) What might happen if no one takes on roles in a *k'hillah*? What if no one jumps in to do a task? Or what if no one explains something that was hard for another member? Or if no one says to another person, "great job?"
- ii) What one role do YOU think you each take on most often in a *k'hillah* you belong to?

4) LAUNCHING AT-HOME LEARNING (5 min, ideally in breakout rooms)

- a) **Lower elementary** (those with the activity box) – This week, learners explore how different roles can be connected in a *k'hillah* and what happens when one of the community members is not present. Using a length of yarn and collection of labeled ground stakes, they explore making different *k'hillah* designs and experiment removing one of the stakes from the design at a time. Post photos or a video on Flipgrid about what is created and discovered!

Upper elementary (those with the video challenge) – Share the video that introduces the second at-home challenge or ask learners to watch on their own at home. Using screen-share, introduce learners to the *K'hillah* Challenge Card #2.

Make sure they see and understand the challenge of the week: Plan for their interview by choosing someone to talk to from a list of people (provided by the teacher or director) who would be happy to receive a call. Besides the background information provided on each person, children are asked to learn a bit more about the interviewee in preparation - why were they chosen as a good person to interview? See Challenge Card #2 for guidance.

FAMILY SCHMOOZE

This week we began exploring different roles members of a *k'hillah* (a community) can play so as to uphold the *k'hillah* as a whole. We saw a very small segment of a video from one synagogue's family trip to Israel – it showed a very fun dinner prep activity where EVERYONE was involved. <https://tinyurl.com/y65u5yt4> (view 1:58-2:46)

We used the video to see that a *k'hillah* is helped when there are people who plan, lead, do, support/explain/help and encourage (great job!). This week, you might help your child notice the ways these roles are manifest in your family – Who thinks through and shares a plan? Who gets in there to accomplish a task? Who keeps everyone's spirits up?

Just for fun (and definitely just for adults!) here's a parody from Temple Sholom in Cincinnati on the roles people take on when involved in synagogue decision making: <https://tinyurl.com/y4e8ouwx>. Nope, there's no way we could have shared this with the children. ;-D

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.
- Send a check-in note to families; include the Family Schmooze page and remind the adults about the upcoming Shabbat event.

- Remind students to share their work on Flipgrid (“I can’t wait to see what you post!”)
- Respond to children’s postings

RESOURCE SHEET B: Some Roles of People in a K'hillah



The PLANNER



The DO-ER



The LEADER



The SUPPORTER



The ENCOURAGER

Session 3:
What is my responsibility to the k'hillah?
What is the responsibility of others in the k'hillah to me?

The focus (“If I am only for myself, what am I?”)

Learners explore what is possible to do in a community that they cannot do alone – ideally because those in a k'hillah share in activities and with responsibilities.

Teacher preparation:

Open on your computer the following images (*note that these are copyright protected and cannot be included with the curriculum guide*)

- <https://tinyurl.com/y6yu29am> (families in field with the *Leket* food trucks in the background)
- <https://tinyurl.com/y4m4svpu> (boys carrying a basket of fruit)
- <https://tinyurl.com/yxzkp7l> (has young children with big buckets; requires a FB account to view)
- <https://tinyurl.com/y3az4tgw> (picture of food ready to be served, volunteer with t-shirt)
- <https://tinyurl.com/yyqxzscr> (*Leket* food packages)

Also, open up:

- This video on *Leket*, Israel’s national foodbank <https://tinyurl.com/y4l9ghcy> (make sure to preview it in advance so you have background.

Make sure you have by the screen two items, one blue and one white. Children will also need to get something blue and something white during the session (theirs has to be non-breakable, like a cushion, piece of clothing, etc).

A piece of paper and a drawing instrument (marker, crayon, etc).

FOR LAUNCHING AT-HOME LEARNING:

- Open on your computer (linked on the *La-bri'ut* website):
 - Lower Elementary Box Instructions Video
 - Upper Elementary Challenge Video

Note that on the Friday after this session (if the calendar allows), the full *k'vtuzah* (or just the younger ones) should have a Shabbat celebration, either virtually or in person (the latter if health/safety conditions allow). This flows out of this week’s Shabbat candle decorating activity by the lower elementary children. Logistics need to be finalized. You, as the teacher, need to prepare a *k'hillah-themed* greeting card to send to each child that arrives at their home well before this Shabbat event, with (ideally) a personal note inside. Your director should be able to help you get this card.

The session:

1) GREETINGS/CHECK-IN (3 min)

Teacher’s choice

2) REFLECTION/COMMUNITY-BUILDING (7 min)

- a) Have children run and get two non-breakable items – one that is blue and one that is white. Challenge them to return in 60 seconds.

- b) Spotlight several children and their work from the past week:
 - i) For the lower age group, share 1-2 images from Flipgrid of the string art designs – what happened to the design when you removed one stake, one of the roles in a *k'hillah*? Ask any relevant follow up questions

 - ii) For the upper age group find out who everyone chose to interview.

- c) Tell them that you will be playing a game called, “Have you ever....?” If the answer is “yes” they show the blue item to you through the screen, but if the answer is “no” they show the white item. Do a warm-up practice session with questions like these (or ones that *madrichim* create for you – if new ones are written, make sure to pay attention to equity, with questions that are reasonable for children of all socio-economic levels).

Have you ever ...

- Had ice cream for breakfast?
- Been surprised by an animal?
- Met our rabbi in the grocery store?
- Read a book under the covers after you were supposed to be asleep?

As you play, without embarrassing anyone, ask some questions or make a comment. For example, if someone was surprised by an animal, ask what kind. If a child had ice cream for breakfast, ask what flavor.

Then ask these “Have you ever...?” questions, making sure children know that there are no right or wrong answers – these will just help start the main activity:

- Given *tz'dakah* – money to help someone in need?
- Given canned or boxed food to a group that was collecting to help hungry people?
- Picked fruit from a tree?
- Made a meal for someone else?
- Been to Israel?

Feel free to continue to ask some questions or make a comment. For example, if someone has picked fruit from a tree, ask what kind. If a child made a meal for someone else, ask for one thing they made.

OPTION: Teacher's choice

3) NEW CONTENT (15 min)

- a) SET INDUCTION: Sharing Responsibility
 - i) Ask the learners:
 - (1) What does it mean to be responsible for something?

- (2) What are some examples of things you are responsible for?
- (3) What does it mean to share responsibility?
- (4) What are some examples of things for which you share responsibility with someone else?

b) RESPONSIBILITY FOR THE COMMUNITY

A *k'hillah* works together for a common purpose. In Israel, the national foodbank is called "*Leket*," which is also the Hebrew term for "gleaning." In the Torah, it says that farmers are to leave for people in need their gleanings (the food that falls during harvest or is not gathered on the first picking). *Leket* uses massive numbers of volunteers to gather food that would go to waste and delivers it to those in need.

- i) Tell children that you have photographs to share with them. The pictures illustrate an amazing *k'hillah* of volunteers in Israel who help people in need. Tell them that you want them to guess how this *k'hillah* helps. For each photo, ask children first to describe what they see and then to talk about how it relates to other photos in the group already viewed.
 - <https://tinyurl.com/y6yu29am> (families in field with the *Leket* food trucks in the background)
 - <https://tinyurl.com/y4m4svpu> (boys carrying a basket of fruit)
 - <https://tinyurl.com/yxzkp7l> (young children with big buckets to collect vegetables; requires a FB account to view)
 - <https://tinyurl.com/y3az4tgw> (picture of food ready to be served, volunteer with t-shirt)
 - <https://tinyurl.com/yyqxzscr> (*Leket* food packages)
- ii) Tell children that all the pictures show people who have come together to help people in Israel who do not have enough food. The organization called, "*Leket*," is Israel's foodbank. Remind them that a *k'hillah* is a group of people that work together, that a *k'hillah* offers an opportunity to do things that one person could not easily do alone.
- iii) Before you show this video: <https://tinyurl.com/y4l9ghcy>
 - (1) ask the younger children to watch to see how the families are helping each other do this work – their responsibilities to each other.
 - (2) ask the older children to listen to the words – how many different kinds of people are taking responsibility for helping *Leket* do its job of feeding the hungry?Show the video, **stopping at 2:06** (right after the boy talks about *tz'dakah*). Give time for children in both groups to share what they saw. If a child wants to speak, they should signal by raising their blue item.
- iv) Based on what they saw and heard in the video, using the blue (yes) and white (no) items, ask children:
 - (1) Do the volunteer families look happy working in the fields? Y/N
 - (2) Do the volunteers seem to feel like they are connected to other people in the *k'hillah*? Y/N [Make sure to expand the idea of *Leket's k'hillah* beyond those harvesting food –

the *k'hillah* includes those the children cannot see – volunteers who work on other days and in other places, farmers, cooks, people who receive the food, etc. This is an example of a *k'hillah* that operates well, even when not everyone can see each other. So after asking the question once and then explaining the bigger *k'hillah*, do the children think that the volunteers feel connected to those who will cook the food and enjoy the food?]

(3) Do the volunteers seem to feel like they need to help each other? Y/N

(4) Do the volunteers understand that they are doing important work? Y/N

c) QUESTIONS FOR THOUGHT:

- What did the volunteers say that shows they understand that they have a responsibility to help people who need food?
- Finally, how does *Leket* help the volunteers?

4) LAUNCHING AT-HOME LEARNING (5 min, ideally in breakout rooms)

- a) **Lower elementary** (those with the activity box) – The learners' task for the week is to decorate Shabbat candles for a *k'vutzah* welcoming of *Shabbat* later in the week (either virtual or in person, depending on health and safety conditions). Just like many volunteers, farmers, donors and food recipients that are part of *Leket's k'hillah*, but could not be seen, the learners in our *k'vutzah* are connected even when they physically can't physically be together.

By Tuesday of the upcoming week, the teacher (as *k'vutzah* leader) needs to send a *Shabbat* greeting card to each learner – it will be opened by everyone during a *Shabbat* celebration – either virtually or in person, depending on the situation with the pandemic. After the *Shabbat* event, learners will decorate the card that is in their box and send it to a member of their *k'vutzah* to let that person know that the sender is thinking of them and shares in the responsibility of supporting each other.

- b) **Upper elementary** (those with the video challenge) – Share the video that introduces the third at-home challenge or ask learners to watch on their own at home. Then, using screen-share, introduce learners to the *K'hillah* Challenge Card #3.

Make sure they see and understand the challenge of the week: Plan for their interview by refining and practicing a list of interview questions: 4 are provided and a few more need to be written. They have learned things during the *mifgash* that will help them develop questions. See Challenge Card #3. Post new questions to Flipgrid when done for the teacher to check.

FAMILY SCHMOOZE:

This week, children expanded their understanding of a *k'hillah*, a community of people joined together for a common cause. Using a video (<https://tinyurl.com/y4l9ghcy>) that shares the broad *k'hillah* that is involved in and supports *Leket*, Israel's national food bank, children saw that *k'hillah* members have responsibilities to each other. They also talked about times when we cannot see everyone involved in a *k'hillah*.

In the case of *Leket* – they could not see the farmers, the donors, nor the recipients of *Leket's* work. But, they understood that *Leket's k'hillah* was larger than those who worked in the field the day that the video was filmed.

In the case of our own *k'hillah*, we talked about us not always be able to see each other, but that we hopefully share a sense of community and a sense of responsibility to each other. It's a give and take.

Your child may now understand enough about the idea of a *k'hillah* to talk about ones that they belong to and consider the idea of reciprocity – that they give to others in their *k'hillah* and others give to them. In a true *k'hillah*, it's never tit-for-tat – one-for-one. As someone said in relation to marriage, "no, it's not 50-50, it's more like 90-90."

In researching this module, we found this story that represents so well the reciprocity of obligations between a *k'hillah* and its individual members. This is for you; we did not share it with the children:

A story is told.... In a mountain village in Europe many centuries ago, there was a rich person who wondered what legacy he might be able to leave for his townspeople. At last he decided to build a synagogue. No one saw the plans for the building until it was finished.

When the people came for the first time they marveled at its beauty and completeness then someone asked, "Where are the lamps? How will it be lighted?" The rich person pointed to brackets which were all through the synagogue on the walls. Then he gave each family a lamp which they were to bring with them each time they came to the synagogue. "Each time you are not here," he said, "that part of the synagogue will be unlit. This is to remind you that whenever you fail to come here, especially when the community needs you, some part of God's house will be dark."

Our world needs light. And we are obligated to bring it.

[No source]

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.
- Send a check-in note to families; include the Family Schmooze page and detailed information about the upcoming *Shabbat* event together.
- Send your *Shabbat* greeting card to each learner.
- Remind students to share their work on Flipgrid ("I can't wait to see what you post!")
- Respond to children's postings

Session 4:

If I want to belong to a *k'hillah* that is new to me, what are the steps I can take?

The focus (“If not now, when?”)

Learners discover the possible steps of trying to join a *k'hillah* to which one currently doesn't belong.

Teacher preparation:

In advance of this session, ask families to make sure their child has shoes nearby along with a sticky note (or small piece of paper and tape) and a writing/drawing instrument (pen, marker or crayon).

Have ready in front of you:

- The story of Hillel on one foot (below)
- A shoe (or 2)
- Sticky note (or small piece of paper and tape) with a writing utensil

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) Teacher's choice

b) Spotlight several children and their work from the past week:

- i) For lower elementary, ask about the Shabbat candle lighting. Share 1-2 images or comments on the candle designs and ask any relevant follow-up questions.
- ii) For upper elementary, share a few of the student-developed interview questions and talk a little about the real interviews they will be holding soon, emphasizing the *k'hillah* focus.

3) NEW CONTENT (15 min)

a) HILLEL ON ONE FOOT

- i) Explain that today the *k'vutzah* will be considering some tools that will help them more easily join a *k'hillah* that they have not participated in before.
- ii) Tell the story of “Hillel on one Foot.” [This could be a good task for a *madrich* or *madrichah*.] The learners already met Hillel in the *Sukkat Shalom* module when he was a poor student and could not pay for a day's of learning. In that story from the Talmud, Hillel went up on the roof of his school, fell asleep and ended up covered with snow. Two rabbis brought Hillel down and wrapped him in a shelter of care.

Today's story takes place later, after Hillel already became a famous rabbi and teacher – it's still about 2000 years ago. There are several versions to the story – below is the one to tell, which admittedly has a few added elements to fit our theme of *k'hillah*:

A non-Jewish person was curious about the Jewish *k'hillah* (community) and the Torah, but he had little patience. He went first to visit Shammai, a great teacher of the time. The person said, "Shammai – teach me the entire Torah while I stand on one foot." Then, he stood on one foot and waited.

Shammai was sure that the man was making fun of the Torah and his own wisdom as a Jewish teacher so he took the stick that was in his hand and chased the person off.

The man was still curious about the Jewish *k'hillah* and Torah, so he went to Hillel, another great teacher of the time. The man stood on one foot and said "Hillel – teach me the entire Torah while I stand on one foot."

Hillel looked carefully at the man who was still standing on one foot. Hillel thought for a moment and said, "Do not do anything to another person that you wouldn't want them to do to you. The rest of the Torah's stories and Jewish laws explain that one teaching."

The man was so surprised that he put his foot down. Hillel smiled and said, "That was a very strange way to try and join our *k'hillah*, but I welcome you. Now come and study with us and learn to live by the Torah's teaching!"

iii) Once you tell the story, ask the learners:

- (1) What happened in this story, in your own words?
- (2) What did the man do to try and join the Jewish *k'hillah*?
 - (a) How was his idea of standing on one foot in front of two important teachers not a great idea?
 - (b) How was standing on one foot a good technique?
- (3) What are some other ways this man might have successfully learned about and joined the Jewish *k'hillah* of his time?

b) STEPS TO JOINING A NEW-TO-ME *K'HILLAH*

- i) Ask learners to get 1 or 2 shoes and sticky notes (or paper and tape) along with a writing utensil ready in front of them.
- ii) Explain to the learners that you'll be sharing different steps to joining a new-to-you *k'hillah*. It might be a new sports team, a new class at school, a new synagogue, a dance studio, kids in a new neighborhood, or youth group.

- iii) Ask the learners to think about different steps they could take to join/become part of a new *k'hillah*. Give them about a minute to sit and quietly consider some steps.
- iv) Create a list of the “steps” someone would need take by calling on various learners. As different steps are identified, have that learner write or draw that step on their sticky note and stick it to the bottom of their shoe. Even if every learner doesn't choose to share, try to ensure every learner has a sticky-noted-shoe to hold up (for example, they could write or draw an idea shared by another person).
- v) Ask everyone to hold up their shoe(s) with a step written on it and take a screen shot (yes, some of these will probably be in mirror-writing; such is Zoom). Share the screenshot when you send home the Family Schmooze.

c) QUESTIONS FOR THOUGHT

- i) Might any of our steps to join a *k'hillah* have helped the person who stood on one foot in front of Shammai and Hillel?
- ii) Which one or two steps might you try the next time you want to join a *k'hillah*?

4) LAUNCHING AT-HOME LEARNING (5 min, ideally in breakout groups)

- a) **Lower elementary** (those with the activity box) – This week, learners are asked to create a video (stop-motion or live action) showing how they, individually, go up to people in a new *k'hillah*. In the box they'll find a glow stick to represent the new *k'hillah* along with some clay to make the people already in that *k'hillah*. They, then, get to find something in their homes to represent themselves in their video. Are they like the person in the story who boldly walked up to both Shammai and Hillel? Or do they take a different approach? Share videos on Flipgrid.
- b) **Upper elementary** (those with the video challenge) – Share the video that introduces the fourth at-home challenge or ask learners to watch on their own at home. Then, using screen-share, introduce learners to the *K'hillah* Challenge Card #4.

Make sure they see and understand the challenge of the week - Conduct your interview, paying attention to stories told that explain how this person helped the *k'hillah* OR benefitted from the *k'hillah*. Remember the skills of great interviewers: actively listen and pay attention to answers, and sometimes go off-script to ask follow-up questions or make a comment. Remember to say a BIG thank you to the person you talk to! Take notes on each question – just like a journalist! [Note: the teacher may want to do a model interview or demonstrate active listening.] See Challenge Card #4.

FAMILY SCHMOOZE:

We can underestimate the difficulty that it takes to join a new group, a new community, whether for ourselves or our children. This past session we learned the story of a non-Jewish person who came to two very famous teachers who lived 2000 years ago and asked each to teach him the Torah while he stood on one foot. While in the original version (found in the Talmud, an ancient Jewish book), the man was portrayed as disrespectful in his request. In our retelling, we added our own spin and emphasized that he wanted to join the Jewish community. One of the rabbis (Shammai) swung a stick to chase him away, while the other (Hillel) told the man, ““Do not do anything to another person that you wouldn’t want them to do to you. The rest of the Torah’s stories and Jewish laws explain that one teaching.”

While this person’s tactic was pretty unusual for joining a new *k'hillah* (community), it could be considered pretty creative! Our *k'vutzah* brainstormed steps to joining a new *k'hillah*, whether it be a sports team, youth group, new class of students, bunk at camp, or synagogue. In that vein, you may have seen a note attached to your child’s shoe – that was our way of getting at the steps-to-join-a-new-*k'hillah*. :-D

Feel free to refer back to the Hillel story (also available as a book for 5-9 year olds by Linda Glaser, *On One Foot*) or keep an eye out for other stories that share strategies for joining new groups. It is a great opportunity to continue brainstorming strategies with your child. At whatever point the world returns to “normal” in-person gatherings, children will be challenged with the need to step forward and connect with others.

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.
- Send a check-in note to families; include a link to the Family Schmooze.
- Remind students to share their work on Flipgrid.
- Respond to children’s postings.

Session 5: How do we continue to strengthen *k'hillah*?

The focus (“If not now, when?)

Learners identify important ways each member of the *k'vutzah* contributes to the *k'hillah* and create a chain of compliments to strengthen the bonds among children.

Teacher preparation:

In advance of this session, ask a *madrich* or *madrichah* to prepare and have ready

- Strips of paper to create a paper chain. Each strip should have a photo of one of the *k'vutzah* members on it (grab from a previous Zoom call), with room to write something on the strip during the *mifgash*.
 - OPTIONS: Create strips only for each learner OR create strips for every member of the *k'vutzah*, including adults and teens



- A way to randomly draw/choose strips of paper during the *mifgash* (Ex: a bucket or face down on the table in front of them.)
 - OPTION: Teacher and/or *madrich/madrichah* may wish to pre-set the order, but make it look random to ensure learners are being asked to say something nice to someone they may not usually compliment and/or for other behavioral reasons.

OPTIONAL: Obtain a card and envelope, one per child, to send home the nice things said about them during this last session.

FOR LAUNCHING AT-HOME LEARNING:

- Open your computer:
 - Lower Elementary Box Instructions Video
 - Upper Elementary Challenge Video

NOTE that after the fifth session, the *k'vutzah* may gather for a swag signing event. In the final box/kit for the lower elementary learners, there is a piece of swag to tie-dye. Your educational program may choose to send the upper elementary children the same materials and instructions. Once the swag is decorated and once health and safety conditions allow, invite the *k'vutzah* together to sign each other's item as a physical, individual reminder of the *k'hillah* they have created.

The session:

1) GREETINGS/CHECK-IN (3 min)

Teacher's choice

2) REFLECTION/COMMUNITY-BUILDING (7 min)

- a) THE “MATZAH OR HALLAH” GAME – This is best played with photographs (a great job for a *madrich* or *madrichah* to gather and possibly lead). Ask children if they would rather have

hamantashen or *hallah* – hold a picture of one at your head level and the other down at your stomach. If children want to vote for the picture at your head, have them point up with their fingers. If they want to pick the one at your stomach, they point down. Have combinations like:

- i) *Latkes* (potato pancakes) or *sufganiyot* (donuts), both on *Hanukkah*
- ii) Not eating on *Yom Kippur* or eating *matzah* the entire week of *Pesah*
- iii) Putting up a very large *sukkah* OR baking 100 cookies each day for three weeks.

- b) Spotlight several children and their work from the past week:
 - i) For lower elementary, comment on 1-2 learner-made videos that show how to join a new *k'hillah*. Ask any relevant follow-up questions.
 - ii) For upper elementary, share 1-2 stories from the interviews that were posted to Flipgrid.
- c) OPTION: Teacher's choice

3) NEW CONTENT (15 min)

- a) STRENGTHENING CONNECTIONS IN A *K'HILLAH*
 - i) Explain to learners that everyone in the *k'vutzah* is special and an important part of the *k'hillah*. Ask learners to share some ways different members contribute to the *k'hillah*, without naming anyone's name. [Someone might be funny, or especially kind and helpful, or willing to let someone else talk.]
 - ii) Explain that being part of a *k'hillah* isn't only about forming the connections in the *k'hillah* and working towards a shared purpose all of the time; it's also about everyone feeling comfortable in the *k'hillah*, like they are welcome and they belong.
 - iii) Tell the learners that you'll be doing an activity to strengthen their *k'hillah* by sharing nice things and compliments about another member. The *madrich* or *madrichah* will be pulling out 2 strips of paper, each with a *k'vutzah* member's picture on it. The person on the first strip will be the person who will receive a compliment (you may need to give some examples of compliments that are appropriate). The second strip will be the person who will give the compliment. When those two have completed their turn, the *madrich* or *madrichah* will then pull out another strip. The compliment giver will become the one receiving a compliment, and the person on the new strip will become the compliment giver. Ask learners to indicate if they understand and answer any questions. You will need to support the first few rounds pretty heavily.
 - iv) Go through all of the strips of paper; you will probably need to continually remind children what they need to say and do. Once you reach the final strip, the person who received the first compliment will, then, be the person giving the final compliment.
 - v) As the compliments are being shared, the *madrich* or *madrichah* should record the compliments on each person's paper slip, then use the strips to create a paper chain.

b) QUESTIONS FOR THOUGHT

- i) As the chain is being finalized, asked the learners how it felt to give and receive compliments today, especially if it was from or to someone they wouldn't usually talk to or randomly say a nice thing to.
- ii) Once the chain is complete, have the *madrich* or *madrichah* show the learners the chain that they created together.

5) LAUNCHING AT-HOME LEARNING (5 min, ideally in breakout groups)

- a) **Lower elementary** (those with the activity box) – For the final activity in the *k'hillah* module, learners tie-dye a swag item (t-shirt, canvas bag, etc.). This item may already have the synagogue or educational program's logo on it, but provided in the kit/box is an iron-on transfer with the *k'hillah* icon; this should be ironed onto the swag.

After children use the tie-dye strings to decorate their swag, invite everyone to come together at a time when health conditions allow, to sign each other's item. The intention is to deepen the connections within the *k'hillah* and serve as a physical reminder to the learners of all of the people they are connected to and can rely on in this *k'hillah*.

- b) **Upper elementary** (those with the video challenge) – Share the video that introduces the fifth at-home challenge or ask learners to watch on their own at home. Then, using screen-share, introduce learners to the *K'hillah* Challenge Card #5.

Make sure they see and understand the challenge of the week: Look at your notes and make a list of what you learned about *k'hillah* from the interview. How does your person strengthen the *k'hillah*? How is the *k'hillah* stronger because they are part of it? Make a banner and fill in the blanks, using Challenge Card #5. Then, post a photo with the banner on Flipgrid.

OPTIONAL: Record a video of you sharing stories and interesting thoughts from your interview. Post on Flipgrid.

FAMILY SCHMOOZE:

This is the last week of the *k'hillah* module. Throughout the five weeks, we not only focused on our Jewish value (community), but we also kept looking through the lens of a quote by Hillel (the bolded parts, below):

- o **If I am not for myself, who will be for me?** – We want to empower children to realize that the strength they bring to a *k'hillah* starts with their sense of self-worth, that they have much to contribute to a larger whole. Even if they feel alone and isolated, they have one or more communities that can envelop and support them.
- o **If I am only for myself, what am I?** – We want to empower children to actively engage with each important *k'hillah* in their lives, contributing to a shared sense of

purpose. Staying connected to one another in new and creative ways is more crucial than ever before.

- **If not now when?** – We want to empower children to find ways to engage with their *k'hillah* now, and in meaningful and lasting ways.

There are all kinds of communities large and small. Our social connections give us purpose and support. Helping your child connect to *k'hillah*, especially when faced by the challenge of the pandemic, isn't easy. But looking for opportunities to weave connections to others creates strength and builds resiliency.

What is your child taking from this module?

What are you taking from this module?

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.
- Send a check-in note to parents; include the Family Schmooze link.
- Send a postcard or letter to each child with the nice words/compliment that was shared about them during the *mifgash*.
- Remind students to share their work on Flipgrid.
- Respond to children's postings