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:

i) 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 *madrich* or *madrichah* 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 actvity 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

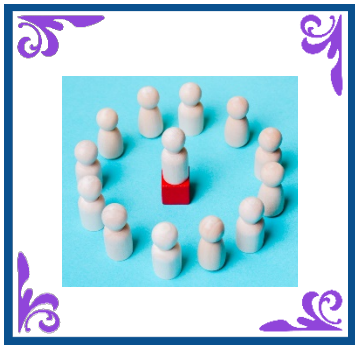
FOLLOW-UP DURING THE WEEK

- 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