

**Session 2:**  
**What is *ometz lev*, and what is a Big Feelings moment?**

**The focus** (“If I am not for myself, what am I?”)

Learners explore stories from the Torah to identify “Big Feelings moments” and consider how they recognize they are having Big Feelings.

**Teacher preparation:**

Ready in front of you

- Jack-in-the-Box (a real toy or the image opened up on your computer, ready to share) – RESOURCE SHEET B (previous lesson)
- Story of Moses at the burning bush – in the curriculum guide
- Story of Miriam and the women dancing at the Sea of Reeds – in the curriculum guide
  - OPTIONAL: a tambourine

Preview for yourself: All of these are available on the *La-bri'ut* website

- The challenge video for upper elementary and complementary challenge card
- The “how-to” video for the lower elementary box supplies
- This week’s Family Schmoose

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)**

OPTION: If successful, repeat (or adapt) the Big Feelings activity from last week. Otherwise, teacher’s choice.

Spotlight several children and their work from the past week:

- a) For lower elementary, ask about the Big Feelings identified this week. Share 1-2 pictures of pop-out-boxes made by the children and ask any relevant follow up questions.
- b) For upper elementary, ask about the character cards created and share 1-2 on your screen. Ask any relevant follow-up questions.

**3) NEW CONTENT (15 min)**

a) JACK-IN-THE-BOX REFRESHER

- i) Show learners the Jack-in-the-Box (either RESOURCE SHEET B or a real one).
- ii) Ask for a volunteer to explain how the Jack-in-the-Box relates to Big Feelings and *ometz lev*. Emphasize that when we open the lid slowly, it is as if Jack engages his *ometz lev*.

b) WHAT IS A BIG FEELING MOMENT?

- i) Explain that today the group will focus on recognizing times when someone needs to use their *ometz lev*, their inner strength.
- ii) In your own words, tell the story of Moses encountering God at the burning bush (note, this is a great job for a *madrach* or *madrichah*). The Torah text (Exodus 3:1-6) says (*note, there are a few word changes from the original to help make the point of the story for us*):

Now Moses, tending the flock of his father-in-law Jethro ... drove the flock into the wilderness, and came to Horeb, the mountain of God. An angel of God appeared to Moses in a blazing fire out of a bush. Moses looked - there was a bush on fire, yet the bush did not burn up. Moses said, "I must turn to look at this marvelous sight - why doesn't the bush burn up?"

When God saw that Moses had turned aside to look, God called to him out of the bush:

"Moses! Moses!"

Moses answered,

"Here I am."

And God said, "Do not come closer. Remove your sandals from your feet, for the place on which you stand is holy ground.

God continued speaking, "I am the God of your ancestors, your family - the God of Abraham, the God of Isaac, and the God of Jacob." And **Moses was afraid to look at God** [he had Big uncontrollable Feelings – so he used his *ometz lev*] **and hid his face.**

After the story, ask the learners:

(a) What were the Big Feelings that Moses may have felt?

(b) When do they think he realized he was having Big Feelings?

Explain that this was a Big Feelings moment. Moses realized he was overwhelmed, and he needed to do something about it. His box was about to explode open (feel free to share the Jack-in-the-Box to remind them of the metaphor), and like the Jack-in-the-Box, he needed to make a choice about how to "come out of his box."

(c) What did he decide to do?

Moses needed to do something in the face of his Big Feelings. By covering his face, he used his *ometz lev* to give himself some personal space. This way he could address his Big Feelings appropriately.

Remind students: All feelings are valid; all behaviors are not.

iii) The teacher or a *madrach/madrichah* could tell this story:

After Moses convinced Pharaoh to let the Israelites leave Egypt, they left quickly, in a bit of a panic and travelled for days until they reached the Sea of Reeds. They became frightened when they saw the Egyptian soldiers coming after them **and** when, miracle of miracles, they stepped into the water, it parted and they could cross on dry land. They were scared, they were excited. And, according to the Torah, once they were safely across the sea, the water

closed in behind them. The Torah says in Exodus 15:20-21 (*feel free to shake a tambourine at appropriate parts of the story telling*) ...

Then Miriam, sister of Moses and Aaron, **took a tambourine in her hand**, and all the **women went out after her and danced** with tambourines.

And **Miriam sang** (a happy song), “Sing to God...”

- iv) Miriam was so excited she needed to do something, so she used her *ometz lev* to make a good behavior choice – she picked up her tambourine and danced.

After the story, ask the learners:

(a) What was Miriam’s Big Feeling?

(b) When did she realize she was having a Big Feeling?

Miriam realized she had a Big Feeling after she was safely across the Sea of Reeds and needed to use her *ometz lev* (inner strength) to address it. Her “box” was about to pop open (feel free to show the Jack-in-the-Box as a reminder of the metaphor) and she had to decide what would happen next – would she explode or make a better behavior choice?

(c) What did she decide to do?

Help children understand that by choosing to play the tambourine and dance Miriam engaged her *ometz lev*. In other words, in her Big Feelings moment, Miriam was able to use her *ometz lev* to make a good behavior choice. She was able to remember that all feelings are valid, but all behaviors are not; Miriam made a good choice that channeled her energy. Think about times when a Jack-in-the-Box is slowly opened – in the same way, Miriam realized she could engage her *ometz lev*, allowing her to express herself in a positive way.

- v) QUESTIONS FOR THOUGHT

Ask learners:

(a) How do you recognize when you’re having Big Feelings?

(b) How does stopping when you are overwhelmed with Big Feelings - when you use your inner strength to pause and think about next steps – help you and those around you?

(c) How might you, like Moses and Miriam, use your *ometz lev* in your own life?

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

Please read the more detailed information on page five for “Launching At-Home Learning.”

- a) **Lower elementary** (those with the activity box) – Learners will find the materials to create an *ometz lev* sign - one side says, “אִמְץ לֵב Ometz lev” and the other side has a collection of emojis to represent different big feelings. Then, learners create a short video that shares a story about a Big Feelings moment where they **are** (or were) able to engage their *ometz lev* to help them stop and consider what choice that would lead to more appropriate behavior. Give an example or two of what this could look like.

To indicate the actual *ometz lev* moment in the story-telling, learners will hold up the “אָמֵץ לֵב” *Ometz lev*” side as if to say “stop action.” Then, they will flip the sign and point to the Big Feeling they felt. Once their video is created, learners post it on Flipgrid for everyone to watch and learn from.

- b) **Upper elementary** (those with the video challenge) – Share the video that introduces the at-home challenge or ask learners to watch it on their own at home. Consider showing it all the way through and then returning to one of the embedded questions (your choice) to discuss as a group for a few minutes.

Then, using screen-share, introduce learners to the *Ometz Lev* Challenge #2: Practice identifying Big Feeling moments with the character cards created earlier. They pick one at least one character, and consider what might happen when that person encounters a Big Feelings moment. Then, they post on the group’s Flipgrid. See Challenge Card #2 for full instructions.

### **FAMILY SCHMOOZE:**

Last week, your child was introduced to Big Feelings. This week we explored how Moses and Miriam both used *ometz lev* (inner strength) to use the moment to make a good behavior choice. This week, you might help your child realize when a Big Feelings Moment has arisen and identify it as a time to use their *ometz lev* to stop and think about next steps, just as Moses and Miriam did. Consider discussing:

- How do you know when you’re having a Big Feeling?
- How can I (the parent/caregiver/adult) help you in a Big Feeling Moment to use your *ometz lev* to make a good behavior decision?

A bonus: You may be familiar with “Miriam’s Song,” by Debbie Friedman, which catches the exuberance of Miriam and the women dancing once they crossed safely over the Sea of Reeds. This link is of Debbie singing the song at a summer camp almost 30 years ago:

<https://tinyurl.com/y5879smy>. Enjoy!

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