

## Value: גבורה G'vurah

Caregiving Principle: Self-Efficacy and Communal-Efficacy

*G'vurah* is often translated as “strength” or “power.” It is related to the Hebrew word for hero (גבור *gibur*) and to the title word in a blessing at the core of Jewish worship (גבורות *G'vurot*). Those who feel the power of *g'vurah* recognize that the actions of individuals working alone, and the community working together, can make a positive difference.

This module explores two complementary aspects of the Hebrew value, *g'vurah*:

- **Physical strength & power** – We elevate our actions on behalf of others when, as beings created in God’s image, we intentionally act as God’s partners. In the *G'vurot* blessing, we praise God for supporting those who have fallen, for healing the sick and for freeing the captive. As God’s partners, this blessing helps us remember that WE have the responsibility to reach out and help a child who has fallen on the playground or an adult who has fallen on hard times, that WE could offer chicken soup and comfort to someone in bed with the flu, and that WE need to stand up and protest on behalf of those who are denied basic human rights. *G'vurah* means tapping into our physical abilities and strengths.
- **Mental and emotional strength** - There are elements of mental health and wellness that are undoubtedly out of our control – our bodies may become chemically imbalanced or the pressures of daily life may weigh heavily on our human spirit. But we have the power to gain habits and skills that help us build resiliency and grit that give us the ability to face the normal (and not so normal) challenges that daily life (and pandemics) can throw our way. In the biblical book of the prophet Zechariah, God says, “Not by might nor by power, but by My Spirit.” As creatures created in God’s image, we have the strength of our spirit to persevere and keep working for a better, brighter day for ourselves and for others.

The value of *G'vurah* is clearly founded in the third principle for caregivers working with people who have faced trauma - **self- and communal-efficacy**. Self-efficacy is an individual’s belief that their actions will have a positive impact. Communal-efficacy refers to the positive outcomes that can result from people working together. Within this context, *g'vurah* is more than physical or emotional strength. It is also more than the idea of human courage, for the element of efficacy comes into play – we tap into our *g'vurah* for good, not for bad or evil.

Our module connects to the Enduring Understanding in powerful ways:

- **If I am not for myself, who will be for me?** – We want to empower children to recognize they have the *g'vurah* – physical and emotional power and strength - to grow, develop and better themselves.
- **If I am only for myself, what am I?** – We want to empower children to realize that they have the *g'vurah* to make a difference in their community, and to inspire others to take action, as well.
- **If not now when?** – We want to empower children to take immediate action and use their power for good.

Note that there are five distinct weeks of learning offered in the overview chart, below (page 3).

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/ejnbYzHORXI>



## OVERVIEW GRID

Weekly Focusing Question	<b>Mifgash</b> (the session in which a <i>k'vutzah</i> of learners "meet" the week's focus)	<b>Grades K-3 Activities</b> (introduced via a subscription-type box)  <b>NOTE: Each of the five weeks stand on their own, but build on each other towards an understanding of <i>g'vurah</i> – strength and power used for good. Learners begin with a definition and examples, and then work (play!) their way to identifying their own <i>g'vurah</i>.</b>	<b>Upper Elementary Challenges</b> (introduced via a "challenge video")  <b>NOTE: Over the course of the five weeks, learners expand their understanding of <i>g'vurah</i>, starting with examples from real and fictional life and determining their own strengths and powers. Each week builds upon the last and during the five weeks, learners create a comic book that integrates their <i>g'vurah</i> with that of a Jewish hero.</b>
Session 1: What is <i>g'vurah</i> ?	Consider the qualities of those who show <i>g'vurah</i> , using one's power and strength for good.	<u>In the box:</u> Cardboard box with plastic window to see inside;; <i>g'vurah</i> stickers; 2-3 dot marker(s); gems; sequins; glue.  <u>The task:</u> Make a <i>g'vurah</i> box by decorating a container with images and words that represent power and strength.	Explore examples of Jewish heroes who used their <i>g'vurah</i> , their strength and power, for good. Learn these heroes' origin stories, and decorate the first page of a comic book to introduce this hero.
Session 2: What is my <i>g'vurah</i> – my powers and strengths?	Identify the strengths and special powers of each of those in the <i>k'vutzah</i> , defining these as examples of <i>g'vurah</i> .	<u>In the box:</u> Smooth stones; acrylic paint; paintbrush; 1 skinny permanent marker; confetti and/or colored paper that has been put through the paper shredder.  <u>The task:</u> Decorate the stones in ways that represent <i>g'vurah</i> , strength and power. Line the bottom of the <i>g'vurah</i> box from the previous week with the paper confetti, then the lay the <i>g'vurah</i> stones on top of the confetti. When needing to gain strength "for	Consider their own <i>g'vurah</i> and turn themselves into a <i>g'vurah</i> hero! They design their comic book's front cover.

		good,” the learner can use their <i>g'vurah</i> box, taking out and rubbing a stone or holding it in their hand.	
Session 3: What are some of the ways people can use their <i>g'vurah</i> ?	Recognize some of the many people around us who use their <i>g'vurah</i> for good and identify some of the Jewish values that anchor their actions.	<u>In the box:</u> A deck of story-starter cards; a comic strip template; colored pencils or markers; speech bubble cut-outs; glue stick.  <u>The task:</u> Create a story of <i>g'vurah</i> using one of each of the provided story cards (Jewish value, Jewish locations, characters, and opening line). Share the story by writing or typing it, using a comic strip template and speech bubble cut-outs or recording it on Flipgrid.	<i>G'vurah</i> Adventure, Part I: Use a La-bri'ut-specific website that generates a faced by their chosen Jewish hero. Then, the learner combines <u>their <i>g'vurah</i></u> with the <u><i>g'vurah</i> of their hero</u> to resolve the conflict together. A first comic strip page is made.
Session 4: What is the potential impact (for good or for bad) when we combine our <i>g'vurah</i> with the strengths of others?	Recognize the extra strength that comes from a group of people banding together on behalf of an identified cause.	<u>In the box:</u> A two-window picture frame; <i>g'vurah</i> word stickers in Hebrew, English translation and transliteration; photo description card; puff paint.  <u>The task:</u> Decorate the picture frame using words and images that represent <i>g'vurah</i> . Ask parents to help the child find a photo of themselves showing <i>g'vurah</i> , or stage a <i>g'vurah</i> scene decided upon by the child and parent and take a photo. Place the <i>g'vurah</i> photo in the frame and add a child-generated description of it.	<i>G'vurah</i> Adventure, Part II: The child and their <i>g'vurah</i> hero again work together to solve another conflict using combined strength and power. A second comic strip page is made
Session 5: How will I use my <i>g'vurah</i> for good?	Gain communication tools that enable the learners to more powerfully use their <i>g'vurah</i> for good.	<u>In the box:</u> Four 2” cubes; craft glue pen; four strips of <i>g'vurah</i> puzzle strips.	<i>G'vurah</i> Adventure, part III: The comic book's last page is completed by the child imagining a situation in which they use your

		<p><u>The task:</u> Cut out the strips and glue each around one of the blocks, lining up the sides and the pictures. Learners are challenged to solve the four different puzzles to see how one can use <i>g'vurah</i> for good.</p>	<p>own <i>g'vurah</i> to help themselves or others.</p>
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