

Session 2:

What are examples of *sukkat shalom* - of safety and protection?

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

Learners consider specific examples of others’ personal ideas of *sukkat shalom*. What is safe and protective?

Teacher preparation:

Open on your computer:

- RESOURCE SHEET C – What is shelter? What is peace?
- RESOURCE SHEET D – Look into their eyes

Bring something (anything!) to the session that is red, and another thing that is green.

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)

- Spotlight several children and their work from the past week:
 - For lower elementary, share 1-2 pictures of their *sukkat shalom* fabric creations – what did they make and what did they use them for (a secure fort? a comforting wrap? something else?)
 - For upper elementary, share 1-2 collages and/or illustrations – how do they understand *sukkat shalom*?
 - Then, ask children to think about what they learned last week about *sukkat shalom*.
 - What do the words mean?
 - If you ask them NOT to think about a *sukkah*, a house or other kind of physical shelter, how else might a shelter of peace look like? Cue the K-3 learners to talk about their piece of fabric – how might that have become a shelter of peace for them?
 - OPTION: Share the page with all four photos (see RESOURCE SHEET A) – these are of an adult holding a child’s hand, a child with a blanket, a parent and child, and a child reading in a peaceful wooded setting.
 - Ask children to look at each of the four pictures and consider which of these show a shelter or *sukkah* – the shelter could be a building BUT it could also be something else that shows protection or that a person is safe. Ask them to count the number of pictures that show *sukkah* (a shelter) and hold up that number of fingers (1-4).

- (2) Then, do the same with the idea of peace – how many of these pictures show peace or safety – again, hold up the number of fingers.

Explain that each of these photos were taken by someone who wanted to show the idea of a *sukkat shalom*, a shelter of peace.

Feel free to conclude with children again holding up four fingers as you ask the question:
How many show a shelter/sukkah? All 4.
How many show the idea of peace or safety? All 4.

3) NEW CONTENT (15 min)

a) WHAT DOES IT LOOK LIKE WHEN SOMEONE FEELS PROTECTED IN A SUKKAT SHALOM?

- i) Explain that today the group will focus on what it looks like to feel safe and protected. But first, ask everyone to find something in their home that is red and something that is green. [Give a minute for them to go find something.]

Green will mean “yes” and red will mean “no.” Practice using these as signals with fun questions:

- (1) Did you eat carrots for breakfast today?
(2) Are you wearing shoes?
(3) Sit and listen carefully for a moment. Do you hear someone laughing?

Explain that they will use their colored items to answer questions as the session continues.

- ii) Using the story, below, tell the story of the great rabbi Hillel from the time when he was just a student. Telling/reading the story could be a great task for a *madrich/madrichah*, if given time in advance to prepare. [Feel free to use the red/green signals to ask the learners 2-3 yes/no story-related questions.]

The original story is found in the Talmud, Yoma 35b. Below is an adaptation for the age group. It was written to support the language that this curriculum uses to refer to a shelter of peace.

Two thousand years ago, a young man named Hillel wanted to study all the wonderful things that Judaism offered. But he was poor – half of the money he earned bought food for his family and the other half paid for his Jewish learning. One cold winter day he was unable to find work. He could not buy food for his family and he definitely could not pay tuition for his school. The person who collected money for the school told Hillel to go home.

But Hillel, who really wanted to learn, came up with a plan. He knew that there was a window on the roof of the building where he learned. Hillel climbed up on the roof and lay flat with his head over the open window so he could hear two great rabbis teach. He was so focused on the learning that he did not notice that snow fell that evening. Hillel, who had fallen asleep during the lesson, ended up covered by a blanket of snow.

The next morning, the two rabbis returned to the school and noticed that the room was very dark. When they looked up, they saw the shape of a man in the window on the roof. They climbed to the top of the building and found Hillel covered under three feet of snow. They brushed the snow off of him and helped him climb safely down from the roof. The two rabbis cared for him - giving him a warm bath and making sure he sat in front of the fireplace to fully warm up.

Hillel went on to become one of the greatest rabbis of all time – even now, people learn about him and his great wisdom. People like YOU!

iii) When the story concludes:

- (1) Ask the children to guess how Hillel felt when the rabbis brought him to safety, took care of him and in some ways, surrounded him in a *sukkat shalom*.
 - (a) Ask them to focus on Hillel's face – what do they think it looked like when he realized he was surrounded by a *sukkat shalom* of caregivers?
 - (b) Ask children to first demonstrate on their face what Hillel may have looked like when he realized he was safe.
 - (c) Then, in the spirit of only being able to see people's eyes when they are wearing masks, ask them to focus on Hillel's eyes - with their own eyes, ask them to demonstrate what Hillel's eyes might have.
- (2) Show examples of different facial expressions (see RESOURCE SHEET D). The first photos of the faces will be a full view, but after a bit, the photographs will show only the eyes, much like children see others when they are wearing a mask – i.e., mouth covered. Ask children to hold up their red or green objects each time you show a picture and ask the question: "Does this face look like the person is experiencing *sukkat shalom* – feeling safe, feeling whole, feeling protected?" Help learners reflect on their responses – why do they think so?

- iv) If Hillel had been asked about his understanding of a *sukkat shalom* at the time he was brought down from the roof and warmed up, he might have said that he felt protected and safe because of the caring hands of the rabbis who worried about him. The challenge for both age groups this week is to ask others about times when they feel protected, when they feel like they are in a *sukkat shalom*.

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. *Madrachim* may be tapped to help lead one of these conversations. Please read the more detailed information on page five for "Launching At-Home Learning."

- a) **Lower elementary** (those with the activity box) – Using the interview board in this week's box, interview three familiar people about what *sukkat shalom* means/looks like to them. A couple of days before you meet again, ask learners to post what they learned to Flipgrid.
- b) **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. If watching the video as a group, consider showing it all the way through, 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 *Sukkat Shalom* Challenge Card #2.

Make sure they see and understand the challenge of the week: Via person-to-person interviews or a photo-hunt, expand understanding of *sukkat shalom* beyond the definition – what are the many ways we might be protected by a *sukkat shalom*, whether physically (a shelter or something else we can see or touch) or emotionally (the feelings we get from someone else)?

FAMILY SCHMOOZE: *A PDF of the card is on the La'bri-ut website.*

This week we expanded the idea of *sukkat shalom* beyond the idea of a physical-something that offers protection (a building, a piece of clothing that wraps one up) to a more intangible one. It might be a parent's hug, a friend's hand, a quiet place to sit in the forest, etc.

Together as a family, see how big a list you can brainstorm of *sukkat shalom* examples, both tangible (what you can see) and intangible (what you can feel or think about). As each person offers ideas, keep track of the number! Feel free to add other examples that pop later in the week, perhaps even ones you see between family members.

As parent, as caregiver, you will probably enjoy Debbie Friedman's song, "Shelter of Peace." A link is here: <https://tinyurl.com/yyp85rzs>

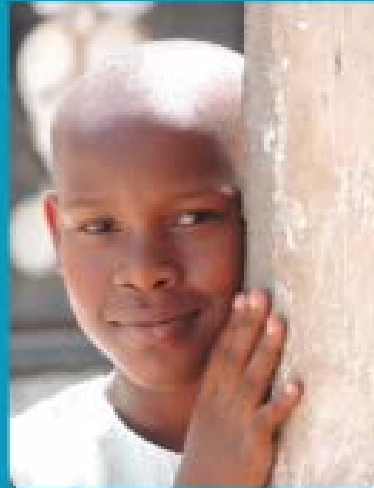
FOLLOW-UP DURING THE WEEK

- 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 page (link is on the *La-bri'ut* website) and suggest they click on the link to Debbie Friedman's very moving and appropriate-to-this-week song, "A Shelter of Peace."
- 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 C: How many pictures show shelter? How many show peace?



RESOURCE SHEET D – Look into their eyes



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