

**Session 3:**  
**What does *sukkat shalom* mean to you?**

**The focus** (“If I am not for myself, what am I?”)  
Expand learners’ personal definitions of *sukkat shalom*.

**Teacher preparation:**

Open on your computer the one-plus-one-plus-one visuals  
*See the URLs, below, in section 3. Since these are copyrighted images, you have links, not the actual photo. Open all of them on your computer prior to the lesson.*

Children will need a piece of paper and a drawing instrument (marker, crayon, etc).

**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) **OPTION:** Some children may know the song “Peace Will Come” from camp or from a song session or *t’fillah* (worship service) in your educational program. In the Jewish community, it is popularly sung today by Jewish songleader and composer, Dan Nichols (<https://tinyurl.com/y6lglm2o>). However, it was written almost fifty years ago by a famous American folk singer, Tom Paxton (<https://tinyurl.com/y4wcej2t>). In advance, choose a version and then ask a *madrish* or *madrichah* to make up hand motions to the chorus. Teach it as part of the community-building time. Children can do the hand motions and sing along with Nichols or Paxton while listening to either recording.

**OPTION:** Teacher’s choice

- b) **Spotlight** several children and their work from the past week:
- i) For both age groups – Ask what they learned from their interviews – what does *sukkat shalom* look like to others?
  - ii) For upper elementary, share some photos uploaded by children who chose to do the photo hunt. What did they discover?

### 3) NEW CONTENT (15 min)

#### a) SET INDUCTION: Mosaics and *shalom*

One-plus-one-plus-one activity (*open the four images on your computer in advance of the lesson*)

##### i) ONE: Share the first picture and ask children what they see:

<https://tinyurl.com/y667c3jr> (Key focus: it's made of a mosaic and it says "shalom"; use the picture to help those unfamiliar with mosaics to understand how they are made and their complexity).

##### ii) PLUS ONE: Then share the second picture, rotating back and forth between this one and the first one. Ask children what the two have in common: <https://tinyurl.com/y25wtr89> (Key focus: it's a mosaic and it says "shalom")

#### b) HOW OTHERS HAVE THOUGHT ABOUT SUKKAT SHALOM: The Rashi School's mosaic

##### i) PLUS ONE: Share this photo on the screen by itself <https://tinyurl.com/yy6jfr84>.

(1) Ask children to think about what this picture has to do with the first two mosaics AND what it has to do with *sukkat shalom*. [Note that it's also a mosaic and its theme is *sukkat shalom*.]

(2) Share with children the Rashi School mosaic slide show that rotates through different pictures of the mosaic; some show how the artwork was made. Play it through at least once.

##### ii) Ask children to share their thoughts.

(1) What does the Rashi School mosaic have to do with the other two pictures?

(2) What does it have to do with *sukkat shalom*?

##### iii) Explain that the artist who made this with the students at the Rashi School in Boston, wanted to show different ways of thinking about *sukkat shalom*. With that in mind, ask:

(1) What examples of *sukkat shalom* do they see in the mosaic? Just a couple of the potential answers are:

(a) The *tallit* at the top – one could wrap oneself in one, feeling protected and at peace.

(b) The *Shabbat* candles – we say *Shabbat shalom* when greeting people.

(2) What ideas or pictures of *sukkat shalom* might they add to the mosaic?

(a) Why would they want to add this idea?

(b) What would it look like?

(c) What colors would they use?

#### c) PERSONAL THOUGHTS ON SUKKAT SHALOM

##### i) Ask children to pick up the paper they were asked to have at the computer and the writing/drawing instrument. Then, ask them to think about THEIR *sukkat shalom* –

(1) When do they feel protected?

(2) Where do they feel safe?

- ii) Give a minute or two for children to quickly sketch at least one personal *sukkat shalom*. This is not a fancy, carefully drawn piece of art but just a sketch ... really. After time is up, have everyone hold their pictures up to the camera and peek around to see what everyone else has drawn. Call on a few children to describe their *sukkat shalom*.
- iii) Finally, have everyone put down their picture and give everyone a round of applause for such quick thinking and drawing.

**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.

- a) **Lower elementary** (those with the activity box) – The task: Create a collage of what *sukkat shalom* personally means to them using provided images and/or creating and adding their own images. A couple of days before you meet again, remind them to post a picture of their collage to Flipgrid and tell you about it.
- 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. If watching the video as a group, consider 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 #3.

Make sure they see and understand the challenge of the week: Explore, reflect and then decide where you find *sukkat shalom* and how you get there. Then map it, act it or draw it. Spend some time brainstorming what it might look like if they mapped it or acted it out. Post to Flipgrid.

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

This week, children expanded their image of *sukkat shalom*. In that spirit, we offer a short film with four members of a family burdened by all that happened to them in the week: <https://vimeo.com/74688664>. We share it with you because it ends with the challenge, “How will you help to create a *sukkat shalom* for others ...?” As the parent/caregiver, you could watch the video by yourself and then consider how your family might engage with its idea of labeling the week’s challenges and “leaving them at the door.” Another option is to preview it in order to decide if you want to view it with your older elementary age child(ren) and see where the conversation goes!

Finally, you may enjoy this old folk song by Tom Paxton: <https://tinyurl.com/y4wcej2t>. It became popular at Jewish camps, youth groups and some synagogues by Jewish songwriter, composer and song leader, Dan Nichols <https://tinyurl.com/y6lglm2o>.

### **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 their 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). Remind them that they may get some new ideas from the linked video they find in the Schmooze: <https://vimeo.com/74688664> and that if their family sings, they may enjoy adding to their repertoire 'Peace Begins with Me,' by Tom Paxton (<https://tinyurl.com/y4wcej2t>) and sung by Dan Nichols (<https://tinyurl.com/y6lglm2o>).
- Remind students to share their work on Flipgrid ("I can't wait to see what you post!").
- Respond to children's postings