



לבריאות!

TO OUR HEALTH AND WELLNESS

A Camp Program Guide for Jewish Values-Based Resilience Building

Adapted from The Jewish Education Center of Cleveland's
La-bri'ut Curriculum for Foundation for Jewish Camp

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OMETZ LEV

Session 2

SUMMARY:	Campers will explore different stories of people who needed to use their <i>ometz lev</i> and different kinds of <i>ometz lev</i> tools (tools that help us engage our <i>ometz lev</i> to make good behavior choices).
TOPIC(S):	<i>Ometz Lev</i> (literally “strength of the heart”) Using one’s “inner strength” to regulate their emotions and reach a sense of calm
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to identify different <i>ometz lev</i> tools they can use at camp to help them engage their <i>ometz lev</i> and feel a sense of calm. <input type="checkbox"/> Campers will be able to identify when others needed <i>ometz lev</i> and which <i>ometz lev</i> tool that person did use or could have used. <input type="checkbox"/> Campers will be able to create their own <i>ometz lev</i> toolbox.
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> RESOURCE SHEET A – Images to represent different <i>Ometz Lev</i> Tools <input type="checkbox"/> Large sheet of paper <input type="checkbox"/> Bold writing utensil <input type="checkbox"/> See chart below for more materials.
SET-UP DETAILS:	<p>Print out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> This program guide <input type="checkbox"/> OPTIONAL: Resource Sheet A - Place in protective sleeves <p>Set up “Creating a Personal <i>Ometz Lev</i> Tool”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lay out all of the creation materials ahead of time in an organized fashion (whatever will work best for your campers) <input type="checkbox"/> Have these materials set off to the side until you are ready to being creating the <i>ometz lev</i> tools <input type="checkbox"/> If inside: <ul style="list-style-type: none"> • Cover all tables with disposable tablecloths

SESSION TIMELINE & OUTLINE:

TIMELINE

- 00:00-00:05 Set Induction
- 00:05-00:15 Introduction to *Ometz Lev* Tools
- 00:15-00:35 Creating a Personal *Ometz Lev* Tool
- 00:35-00:45 Closure

OUTLINE

SET INDUCTION:

- ❑ Play 20 Questions: What's in my toolbox?
 - To introduce the idea of tools and a toolbox (both are part of this program) tell campers you have a tool (ex: hammer, screwdriver, drill) in your toolbox and their challenge is to guess what it is with twenty yes/no questions.
 - Rotate around the group with each child asking a yes/no question (e.g., Can I hold it in my hand? Is it sharp?)
 - A child who guesses the first tool can have the honor of calling on the other children when they play again with the second and/or third tool.
- ❑ After the game: Ask what those tools do - what are they used for?
 - Explain that today you will spend some time looking at *ometz lev* tools. Tools can be things that you use when you can't use your hands alone. (A saw cuts, a hammer pounds). Today we will be learning about *ometz lev* tools, things that help us when we can't calm down on our own.

INTRO TO OMETZ LEV TOOLS:

- ❑ Ask campers to think about strategies that help them calm down when they have Big Feelings/emotions.
 - Possibly remind campers to think about the stories/scenarios from last time OR to reflect on recent events that the campers have experienced (Ex: Think of a time when you had a Big Feeling, what helped you return to a state of calm?)
 - Write these strategies on a large sheet of paper or whiteboard.
- ❑ Explain: When one has a Big Feeling and faces an *ometz lev* moment (*a moment when you can use your ometz lev*), there are a number of tools that can help a person figure out what steps to take next.
- ❑ Remind the campers: *All feelings are ok and valid; all behaviors are not ok.*
 - It is ok to be excited to go swimming but it is not ok to run into the pool area screaming.
- ❑ Explain: *Some of the tools help with calming and other tools help with choice-making.*
- ❑ Go over the following tools with campers (be sure to add them to the large sheet of paper)
 - Taking deep breaths
 - » Practice this by having campers put their hands on their bellies and practice taking deep breaths - Campers can also pretend they are blowing out candles, like birthday candles.
 - Closing one's eyes
 - » Practice this by having campers close their eyes and putting their hands over them for a few seconds

- Finding a quiet space
 - » Have campers name some quiet spaces you have at camp that they could ask to go to.
- Asking for advice
 - » Have campers name some folks they could ask advice from at camp.
- Praying
- Making a list of good choices (this is an example of a way to help with choice-making)
 - » Practice making a list of 3-5 good choices campers could make at camp.
- Stopping and thinking about the problem
 - » Ask campers if they have any strategies that help them Stop and Think that they've used at home or school that could also help at camp.
- OPTIONAL: Show RESOURCE SHEET A with illustrations of these tools

SCENARIOS OF JEWISH LEADERS USING OMETZ LEV TOOLS:

NOTE: Feel free to use as many or as few of these as you'd like. Pick at least one of Scenes 1-4 and try to use Scene 5. You may also choose to use camp scenarios instead.

- ❑ **SCENE ONE:** The Torah tells us about Abraham, Isaac and Jacob. Jacob falls in love with Rachel. After many years they are ready to marry, but at the wedding, it's Rachel's sister, Leah, who is brought down the aisle to Jacob. She is covered head-to-toe so that Jacob did not know it was Leah he married, not Rachel. Yikes, wrong wife!!
 - When Jacob learns that he married Rachel's sister, what big feelings do you think Jacob had?
 - How about Rachel? Leah?
 - Which *ometz lev* tool(s) do you think would help each of them calm down?
- ❑ **SCENE TWO:** The Torah tells us that Joseph's brothers became upset that their father, Jacob, seemed to like their young brother, Joseph, best. When the brothers are all taking care of the family's sheep, far, far from home, they decide to sell Joseph to some traders who were passing by. Joseph is taken to Egypt.
 - What big feelings do you think Joseph had?
 - Which *ometz lev* tool do you think would help Joseph calm himself?
 - [Maybe also consider the big feelings of the brothers since they thought they got rid of Joseph!]
- ❑ **SCENE THREE:** In Egypt, Joseph (who was sold by his brothers to traders) is first a servant, then a prisoner, and finally the person who helps Pharaoh save the people from a famine (there was not enough food for everyone). Joseph's brothers come to Egypt to buy some food for their family. Joseph recognizes them, but since he is much older than when they last saw him AND he's dressed as an Egyptian leader, not as a shepherd, they have no idea that they are talking to their brother. Finally, after a bit of time, in a dramatic moment, Joseph reveals himself to his brothers.
 - What big feelings do you think the brothers had?
 - Which *ometz lev* tool do you think would help them calm themselves?
 - [Consider also thinking about Joseph's feelings.]
- ❑ **SCENE FOUR:** While the Jews were slaves in Egypt, Pharaoh decreed that all Jewish baby boys be killed. A Jewish woman hid her baby son for 3 months. When he became too big to keep hiding, she placed him in a sturdy wicker basket along the Nile river. The boy's sister, Miriam, hid along the river to find out what would happen to her brother. Pharaoh's daughter went to bathe in the Nile and noticed the basket. She realized the baby boy must be a Hebrew baby boy! She also noticed Miriam and asked, "who are you?" and, "can you help me?" Miriam offered advice of finding a Hebrew woman to help raise the young boy, and Pharaoh's daughter

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gratefully agreed. (Miriam went to get her mother (aka the boy's mother) to help raise the baby boy for Pharaoh's daughter.) Once the boy was old enough to live full-time with Pharaoh's daughter as her son, she named the baby boy Moses meaning "I drew him out of the water."

- What big feelings do you think Pharaoh's Daughter had? What about Miriam? Moses?
- What big feelings do you think Moses' and Miriam's mother had?
- Which *ometz lev* tool did Pharaoh's Daughter use?
 - » What *ometz lev* tool do you think Miriam used?

❑ SCENE FIVE: When the Jews first started wandering across the desert, the Torah tells us that Moses spent so much time on the top of Mt. Sinai speaking with God that the people asked his brother Aaron to be their leader AND to make them a god. Melting down everyone's jewelry, Aaron made a golden idol of a calf (aka the Golden Calf). God told Moses what was happening and was so angry (had so many Big Feelings) that God wanted to destroy the people, one and all! Moses convinced God to use *ometz lev* to calm down and not kill everyone in anger. However, when Moses came down off the mountain, he saw the golden calf and everyone dancing around it. Moses became extremely angry (his turn for Big Feelings) and threw down the tablets of the Ten Commandments, shattering them at the bottom of the mountain.

- What tool(s) did Moses choose? Is it on our list yet?
- SURPRISE – Moses didn't pick a tool! But, what Jack-in-the-Box *ometz lev* option did Moses show? (like Jack, he exploded out of his box)
- What tool do you think could have helped Moses in this *ometz lev* moment? Ask campers to mime an *ometz lev* tool from the list or offer a new tool idea.

CREATING A PERSONAL OMETZ LEV TOOL:

Pick 1 activity from the following pages.

CLOSURE:

- ❑ Go back over the list of *Ometz Lev* Tools from the beginning of the program
 - If possible, bring this list back to your shared space for campers to look at throughout the summer for reminders
- ❑ Discuss:
 - How can using this tool you created help you feel a sense of calm and use your *Ometz Lev*?
 - How can we help remind each other to use our *ometz lev* tools?
The tools we created today and other tools?
 - Use this to refer back to your *La-bri'ut Brit* as well as any other meaningful/helpful group discussions and shared scenarios
- ❑ Thumbs Up/Thumbs Down:
 - How are you feeling about being able to use the *ometz lev* tool you created today?
 - How are you feeling about using other *ometz lev* tools?
 - If time, ask campers if they want to share why they showed thumbs up/down/sideways.

DESCRIPTION OF ACTIVITY

- ❑ When introducing this project to campers, explain different ways they'll be able to use this *ometz lev* tool:
 - Shaking the jar, then setting it down to watch the glitter fall
 - » Using this time to stop and focus on the glitter
 - Shaking it as many times as they need until they feel they have a clearer mind to think
 - The glitter as a metaphor for what is going on in our heads/hearts when we have big feelings/emotions
 - » Our emotions and thoughts get all jumbled
 - » As the glitter falls and relaxes, that is like a person using their *ometz lev* to come back to a state of emotional calm/regulation
- ❑ Instructions:
 - Fill jar ¼ of the way with warm water
 - Add glitter and any other decorations (beads, sequins, etc.)
 - Fill the rest of the jar (to the top) with Softsoap liquid hand soap
 - Put on the top and swish your jar around a little bit
 - » If you'd like to add more glitter or decorations, do that now until your *Ometz Lev Jar* is the way you want it
 - OPTIONAL: Add in some watercolors to give the water some color
 - When satisfied with your *Ometz Lev Jar*, a counselor should hot glue gun the lid shut
 - **TIP:** If glitter is moving too quickly, add some cornstarch or vegetable-based glycerin to the bottle.
- ❑ Resources
 - <https://mamainstincts.com/foolproof-calm-bottle/>
 - <https://preschoolinspirations.com/6-ways-to-make-a-calm-down-jar/>

ACTIVITY

OMETZ LEV GLITTER JARS

MATERIALS

- ❑ 1 small watertight jar/camper
- ❑ Glitter
- ❑ Water
- ❑ Softsoap liquid handsoap
- ❑ Low-temp glue gun with glue (to seal each jar)
- ❑ OPTIONAL:
 - Gems, beads, sequins, etc. for more decoration inside the jar
 - Watercolors to color the water
 - Cornstarch or Vegetable-based glycerin to further slow the movement of the glitter

WHY CHOOSE THIS ACTIVITY

- ❑ A bit more artsy
- ❑ Avoid dealing with most "food ingredient" allergies

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DESCRIPTION OF ACTIVITY

- ❑ When introducing this project to campers, explain different ways they'll be able to use this *ometz lev* tool:
 - If you are feeling fidgety and need something to do with your hands – squeeze this
 - If you're feeling a big feeling that makes you want to make a poor behavior choice like hitting or squeezing something that shouldn't be squeezed – channel that into the stress ball
 - If your head/heart feels like it is racing, focus your energy and thoughts on the stress ball and what it feels like to squeeze it in your hands – focus on your body
- ❑ Instructions:
 - Stretch out the balloon with your hands
 - Blow up the balloon to help it stretch out
 - » OPTIONAL: Try to keep it blown up for the next step
 - Insert funnel into balloon
 - Add filler to balloon using the funnel
 - Once balloon is the desired size:
 - » Remove funnel
 - » Carefully let out any excess air as best as you can
 - » Tie the balloon as close to the filler as possible
- ❑ OPTIONAL:
 - Cut off end of balloon tie
 - Add an extra balloon to make it firmer and/or to help it last longer
 - Decorate the balloon with markers (permanent markers would work best for this)
- ❑ Filler options:
 - Flour • Cornstarch • Dry rice • Cornstarch and little bits of water (to give the filling a different texture)
- ❑ Funnel Options:
 - Plastic Funnel
 - Paper funnel
 - Zipper seal bag with the corner cut off: Fill with filler, Close the bag, Carefully cut off a corner
 - Empty water bottle: Cut the bottom off
 - Uncut – Fill water bottle with the filler, attach the balloon, then squeeze/crinkle the bottle multiple times until all of the filler is in the balloon

Resources:

- ❑ <https://www.thesprucecrafts.com/how-to-make-a-stress-ball-1244219>
- ❑ <https://onelittleproject.com/how-to-make-a-stress-ball/>
- ❑ <https://www.redtedart.com/make-stress-balls/?cn-reloaded=1>

ACTIVITY**OMETZ LEV
STRESS BALLS****MATERIALS**

- ❑ Empty balloons
(pay attention to latex allergies)
- ❑ Flour/cornstarch/dry rice/similar filler
- ❑ Funnels (you can make funnels out of paper or using an empty plastic bottle)
- ❑ OPTIONAL:
 - Sharpies to decorate
 - If using cornstarch, you may also wish to add a little water to create a different texture in the stress ball

WHY CHOOSE THIS ACTIVITY

- ❑ More tangible/hands-on in that the stress ball is something you can “squish”
- ❑ Doesn't involve glitter

DESCRIPTION OF ACTIVITY

Provide campers with the choice of creating an *Ometz Lev* Glitter Jar OR an *Ometz Lev* Stress Ball

ACTIVITY**CAMPER CHOICE****MATERIALS**

All of the materials listed in the previous activities

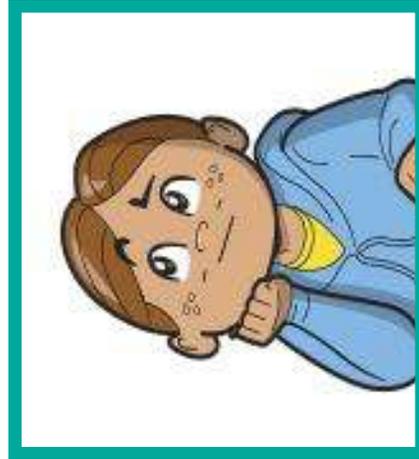
WHY CHOOSE THIS ACTIVITY

- Based on supply amounts it may be possible (or easier) to provide campers with the option
- Your campers have a mix of interests that may make it more effective to offer them a choice

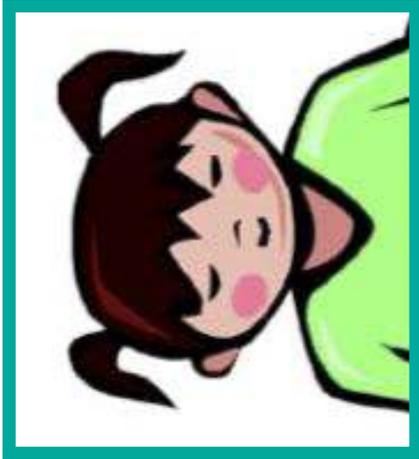
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FIND A QUIET SPACE



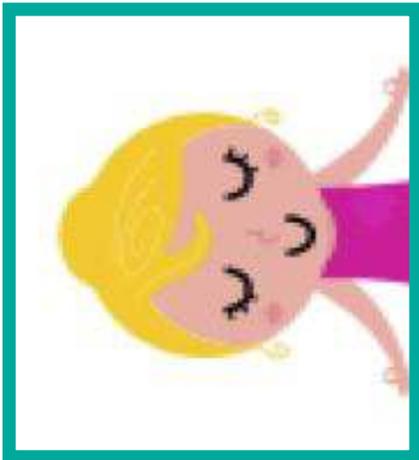
THINK ABOUT IT



SHUT EYES



MAKE A LIST OF CHOICES



TAKE DEEP BREATHS



PRAY

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TAKE DEEP BREATHS

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SHUT EYES

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FIND A QUIET SPACE

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PRAY

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MAKE A LIST OF CHOICES

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THINK ABOUT IT

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