



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

The FJC La'bri-ut Summer adaptation is made possible through the generosity of The Marcus Foundation as part of the Yedid Nefesh: Nurturing Mental, Emotional, Social, & Spiritual Health at Jewish Camp initiative.

PROGRAM GUIDE

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INTRODUCTION TO THE LA-BRI'UT PROGRAM GUIDE

What is *La-bri'ut* all about? This program guide is for camp counselors to have a set of camp activities for Jewish values-based resilience building. *La-bri'ut* is built on five caregiving principles that support healing and resiliency for communities that experience trauma¹, such as the worldwide COVID-19 pandemic. These five principles each align with a Jewish value and comprise the five modules in this program guide:

- Sukkat Shalom* (shelter of peace) - A sense of safety
- Ometz Lev* (inner strength) - A sense of calm
- G'vurah* (strength/power) - Self- and communal-efficacy
- K'hillah* (community) - Social connectedness
- Hesed* (loving kindness) - Hope attained by reaching out to assist others

HOW WILL THESE PROGRAMS HELP MY CAMPERS?

Each set of programs helps campers gain an understanding of these values and principles for themselves and their communities through stories, activities, and exploration, all while strengthening their wellness and resilience. As a community, you will proactively strengthen their mental wellbeing while participating in fun “campy” activities.

I'M NOT SURE ABOUT THE HEBREW VALUES:

Here is a video to help you pronounce the Hebrew values: <https://youtu.be/Juu74UC9CdA>

Here is a video with deeper explanations of their connection to the five caregiving principles: <https://youtu.be/F8PeZeDptnw>

Note: This guide uses “h” rather than “ch” for the aspirated Hebrew sound like in *hallah* and *baruch*.

HOW DO I CHOOSE THE ACTIVITIES?

This curriculum offers 10 programs (2 for each of the 5 values outlined below), plus introductory and concluding lessons. These were designed to be used all together OR to use individually as stand-alone programs.

WHAT DO I NEED TO GET STARTED?

Many of the program write-ups offer a choice of activities based on age range, modality, and interest of your campers. Read through the lesson, choose the activity that's right for your group, assemble the materials (or get creative within your means), print the resource guides, and you are ready to go!

BACKGROUND & GETTING IN TOUCH:

This project was adapted by Erin Levine with support from FJC staff, including Rabbi Stacy Rigler, Jill Goldstein Smith, and Liora Bernstein, and others.

If you'd like to be in touch, have questions and comments, or want to share your experience using this resource - we'd love to hear from you!

Reach us at stacy.rigler@jewishcamp.org.

¹ <https://guilfordjournals.com/doi/10.1521/psyc.2007.70.4.283>

INTRODUCTION

SUMMARY:	Campers will explore what safety looks and feels like. As a group, they will design a <i>La-bri'ut Brit</i> (contract) of expectations to create and maintain a safe community.
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to define various terms that will be used throughout the summer. <input type="checkbox"/> Campers will be able to create a group <i>La-bri'ut Brit</i> (contract) using concrete examples of what it means to live up to those expectations.
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> Large sheet of poster board for the <i>La-bri'ut Brit</i> (Other options: white cotton sheet, construction paper puzzle pieces or smaller shapes to form into a large shape like leaves on a tree, flag, banner, etc.) <input type="checkbox"/> Bold writing utensils (to write out the <i>La-bri'ut Brit</i>) <input type="checkbox"/> Tape (or another way to hang/display the <i>La-bri'ut Brit</i>) <input type="checkbox"/> See chart below for more materials
SET-UP DETAILS:	<p>For the <i>La-bri'ut Brit</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Get approval from supervisors on a couple of location options for campers to choose where to display their <i>La-bri'ut Brit</i>! <p>For “Moving and Matching”:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Print out RESOURCE SHEET A - Place in page protectors <ul style="list-style-type: none"> • Tape each sign to a different location in your area. (Inside: 4 different corners / Outside: 4 different nearby trees.) <input type="checkbox"/> Print out RESOURCE SHEET B - Place each in page protectors with photos and captions back-to-back.

SESSION TIMELINE & OUTLINE:

TIMELINE

- 00:00-00:05 Set Induction
- 00:05-00:15 Terms Activity
- 00:15-00:35 Making a *La-bri'ut Brit*
- 00:35-00:45 Closure

OUTLINE

SET INDUCTION:

- Invite campers to sit in a circle with you and fellow counselors included.
- Ask each camper: *What is a rule/expectation at school or at home or at someplace that you spend time that helps you feel safe?*
 - If early in camp and appropriate, ask each camper to share their name and then their answer.
 - You might add: Safe from getting hurt, safe from mean words, safe from getting sick, safe to have fun, safe to make friends, safe to just be you.

TERMS ACTIVITY:

Pick 1 activity from the following pages.

WRITING THE LA-BRI'UT BRIT:

- Considering the variety of answers from the Terms Activity, check-in with everyone: *How are you all feeling right now?*
 - Options for answering:
 - » Thumbs up/Thumbs down
 - » Go around the circle and invite each camper and counselor to share how they are feeling in 1-2 words.
 - » Have each person do something with their body to show how they are feeling (can be all at once or one-at-a-time).
- Explain: *We are going to create a special La-bri'ut Brit for our time together to help everyone have a good and fun summer where we all can feel safe, some examples of safety include:*
 - *Physically safe with our bodies*
 - *Safe to say what we think*
 - *Safe to feel any and all emotions*
 - *Safe to be ourselves*
 - *Safe to talk to each other*
 - *Safe to ask for help when we need it*
- With the campers, create a meaningful *La-bri'ut Brit* together. Try to keep it to 3-7 main ideas. Here are some suggested guidelines:
 - Studies show the most a human brain can remember at once is 7 things.

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- “Try to keep each [*Brit* Expectation] to no more than five words, and there should be no more than five rules.”¹
- Try to phrase expectations positively when appropriate.
 - » Ex: Instead of “No running in the cabin,” say “Walk in the cabin.”
- ❑ Use examples from the previous activities when applicable.

CLOSURE:

- ❑ Thumbs Up, Thumbs Down, Thumbs Sideways: Check-in with the campers to see how they feel about their *La-bri'ut Brit*.
- ❑ Check-in with individual campers as needed if they give a thumbs down/sideways - Find out why they feel that way.
- ❑ Give campers 2-3 options of space to hang the *La-bri'ut Brit* so it can be seen by everyone on a daily basis in a public space. (Be sure to get approval from supervisors on the location options before offering!)

¹NGSS Biology. “Safe Classroom Environment,” 2020.
https://www.ngsslifescience.com/science.php/science/classroom_management_safe_environment

DESCRIPTION OF ACTIVITY

- Explain that you're going to show campers a series of pictures (from RESOURCE SHEET B). There are agree/disagree signs hanging in different corners/areas. For each picture you hold up, they should move to a sign that matches how that picture makes them feel.
 - **Emphasize:** there are no right or wrong answers!
- Hold up 1 photo and read the on the back of the photo
 - Ex: Photo of a House
Statement on the Back: This is a picture of something that could help me feel safe from a storm.
- Each camper will then move to 1 of 4 locations that BEST matches how they feel about that photo/statement.
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
- Encourage campers to look around and see that different people respond differently, and different things help us feel a sense of safety in different situations. And that is OKAY!
- Ask 1-2 campers to explain why they chose that answer.
 - Try to pick campers who are standing in different locations.
- Repeat until you've gone through all of the photos.
- OPTION:** To get campers moving and responding based on their gut instincts, you can restrict how long they have to answer each question (while still answering honestly!)

ACTIVITY**MOVING AND MATCHING****MATERIALS**

- RESOURCE SHEET A
- RESOURCE SHEET B
- Tape

WHY CHOOSE THIS ACTIVITY

- Gets campers up and moving

DESCRIPTION OF ACTIVITY

- Provide each camper with some paper and a writing utensil.
- Ask them to draw/create something that represents what each of the following words/phrases means to them:
 - Physical safety (Your body being safe from getting hurt)
 - Feeling safe (What does it mean to feel safe vs knowing your *body* is safe?)
 - Shelter (roof/cover)
 - Kindness (What does this mean/look like)
 - Big Feelings/Emotions (Big Feelings stick with you vs Little Feelings that quickly pass)
 - » Examples may include: Excited, Overjoyed, Angry, Sad
 - Respect, point out some different things/ideas someone could respect, such as:
 - » Space/Belongings
 - » Attitudes
 - » Beliefs
 - » Emotions
 - » Opinions (Don't yuck someone else's yum): Individual ideas within a group setting
 - Having your own room vs sharing a space with others all day, every day
 - NOTE: They can do all of the drawings on 1 sheet of paper, or you can give them a new sheet for each term.
- After each word/phrase, ask the campers to hold up their pictures.
- Ask 1-2 campers to share their picture each time.
 - Make sure everyone who wants to share gets to share.
- Identify/name some differences in the campers' creations and emphasize that it is OKAY to have these differences!!

ACTIVITY**DRAW IT OUT****MATERIALS**

- Paper
- Writing utensils

OR

- Optional:
 - Model Magic
 - Legos
 - Pipe Cleaners

WHY CHOOSE THIS ACTIVITY

- Artsy Option
- Easier for older campers - may need a little adaptation for younger campers

DESCRIPTION OF ACTIVITY

- Ask each camper to close their eyes and visualize what each of the following words means to them:
 - Physical safety
 - Feeling safe
 - Shelter
 - Kindness
 - Big Feelings/Emotions (Big Feelings stick with you vs Little Feelings that quickly pass)
 - » Examples may include: Excited, Overjoyed, Angry, Sad
 - Respect, point out some different things/ ideas someone could respect, such as:
 - » Space/Belongings
 - » Attitudes
 - » Beliefs
 - » Emotions
 - » Opinions (Don't yuck someone else's yum), Individual ideas within a group setting
 - Having your own room vs sharing a space with others all day, every day
 - NOTE: Campers can also draw this out or write this out if that is more meaningful to them - Be prepared with paper and writing utensils.
- After each term, Ask 1-2 campers to share their visualization each time.
 - Make sure everyone who wants to share gets to share.
- Identify/name some differences in the campers' answers and emphasize that it is OKAY to have these differences!!

ACTIVITY**TALK IT THROUGH****MATERIALS**

Optional:

- Paper
- Writing utensils

WHY CHOOSE THIS ACTIVITY

- Build interpersonal/social skills
- For campers who "talk to think"
- Older campers

**STRONGLY
AGREE**

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AGREE

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DISAGREE

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**STRONGLY
DISAGREE**

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**THIS IS A PICTURE OF
SOMETHING THAT WOULD HELP
ME FEEL SAFE FROM A STORM.**

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**THIS IS A PICTURE OF A
STRUCTURE THAT WOULD HELP
ME FEEL PROTECTED FROM A
WINTER STORM.**

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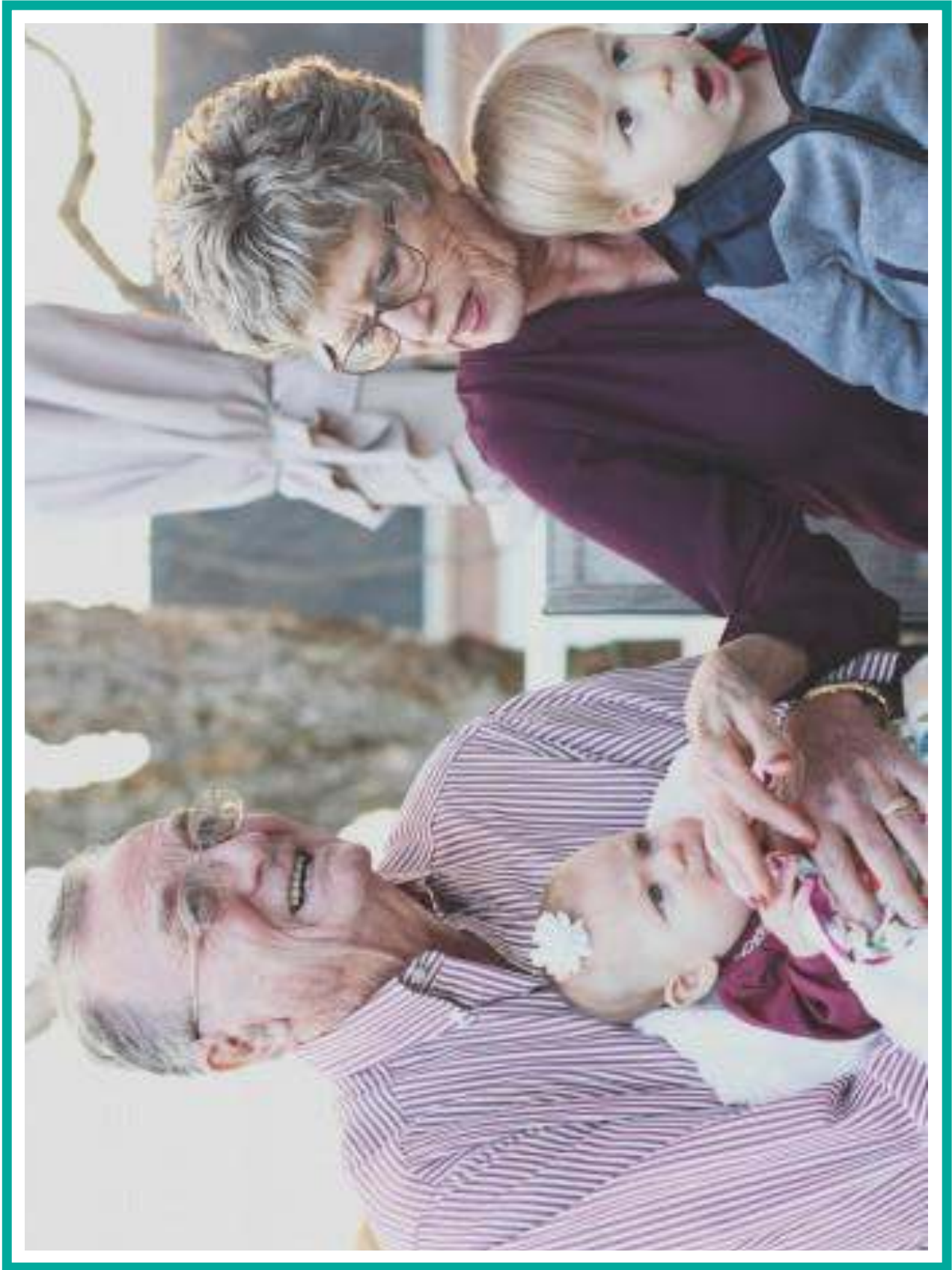
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**THE ARROWS ARE POINTING
TO SOMETHING THAT WOULD
HELP ME FEEL PROTECTED.**

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**THIS PICTURE SHOWS
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**THIS PICTURE SHOWS
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HELP ME FEEL SAFE FROM
MEAN WORDS.**

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**THIS PICTURE SHOWS
SOMEONE HAVING A BIG
FEELING, A BIG EMOTION.**

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**THIS PICTURE SHOWS SOME
PEOPLE HAVING A BIG
FEELING, A BIG EMOTION.**

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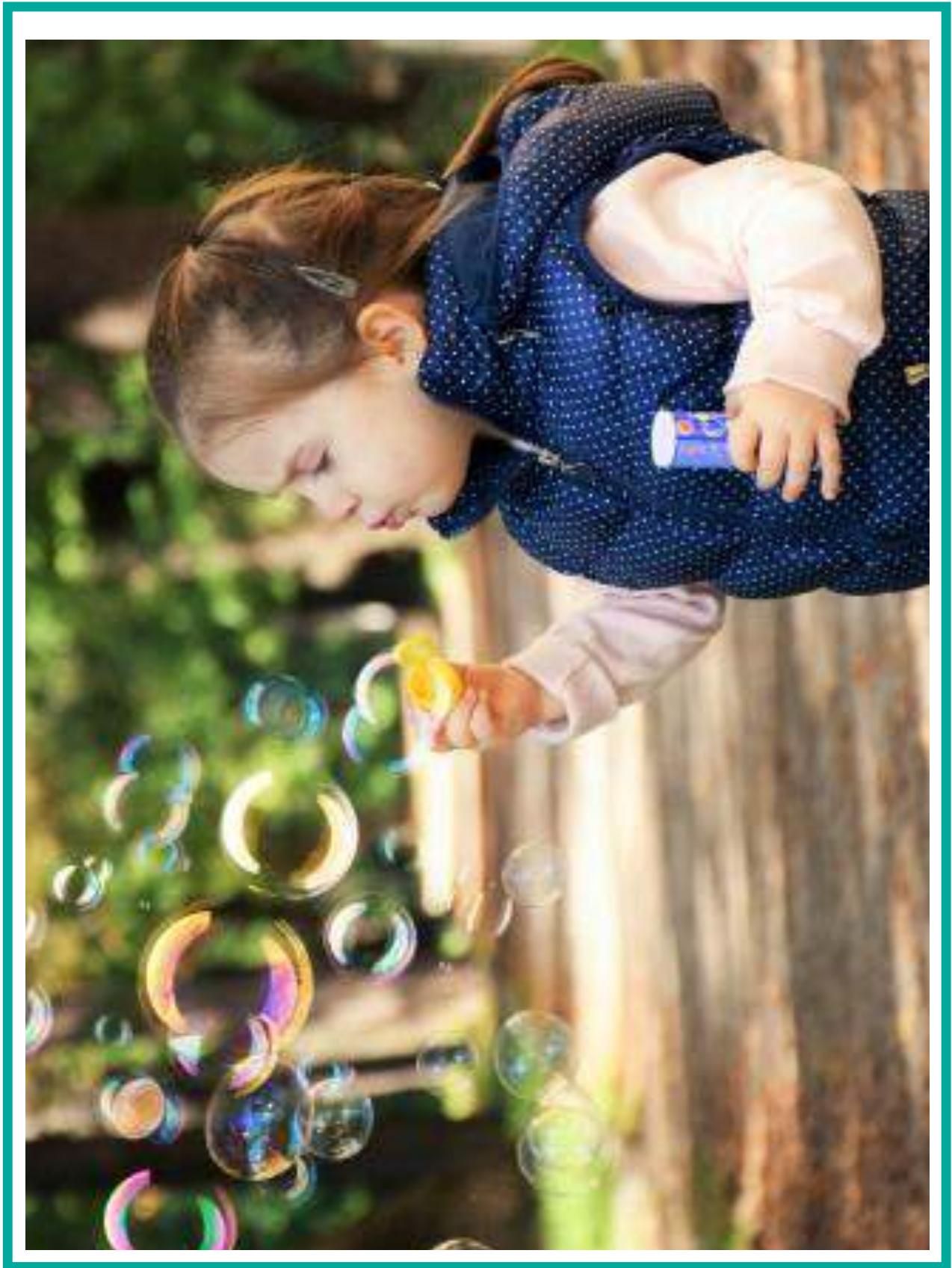
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**THIS IS A PICTURE OF
SOMEONE DOING SOMETHING
KIND.**

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**THIS IS A PICTURE OF AN
ACTIVITY THAT WOULD HELP
ME FEEL CALM.**

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**THIS IS A PICTURE OF AN
ACTIVITY THAT WOULD
HELP ME FEEL MENTALLY/
EMOTIONALLY SAFE - SAFE TO
BE MYSELF AND DO WHAT I
LIKE TO DO.**

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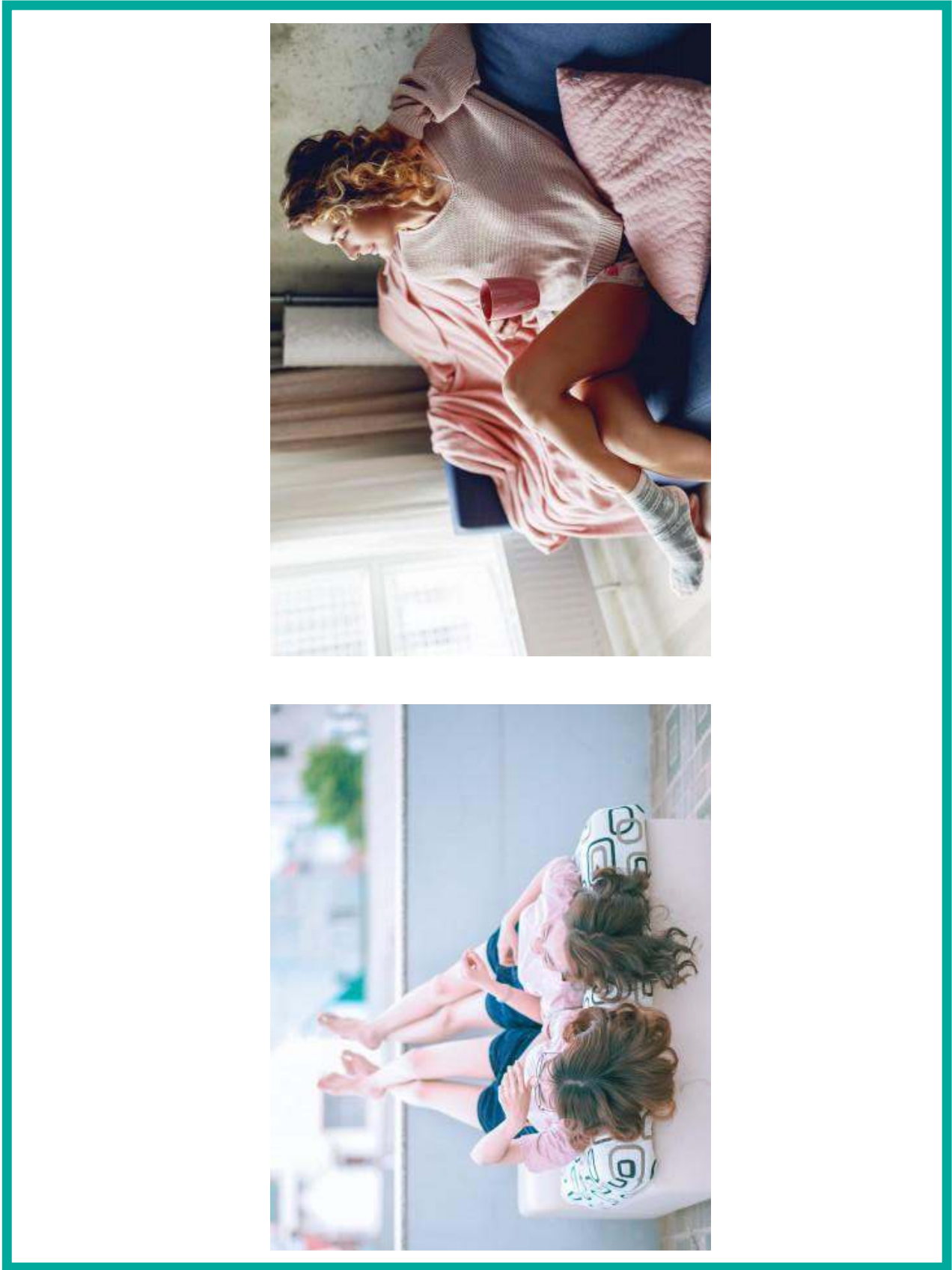
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**THIS IS A PICTURE OF A
GROUP OF PEOPLE ACTING
RESPECTFULLY.**

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**THESE PICTURES SHOW A
DIFFERENCE BETWEEN LIVING
ALONE VS SHARING YOUR
ROOM.**

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**THIS IS A PICTURE OF A
GROUP BEING RESPECTFUL OF
DIFFERENT IDEAS.**

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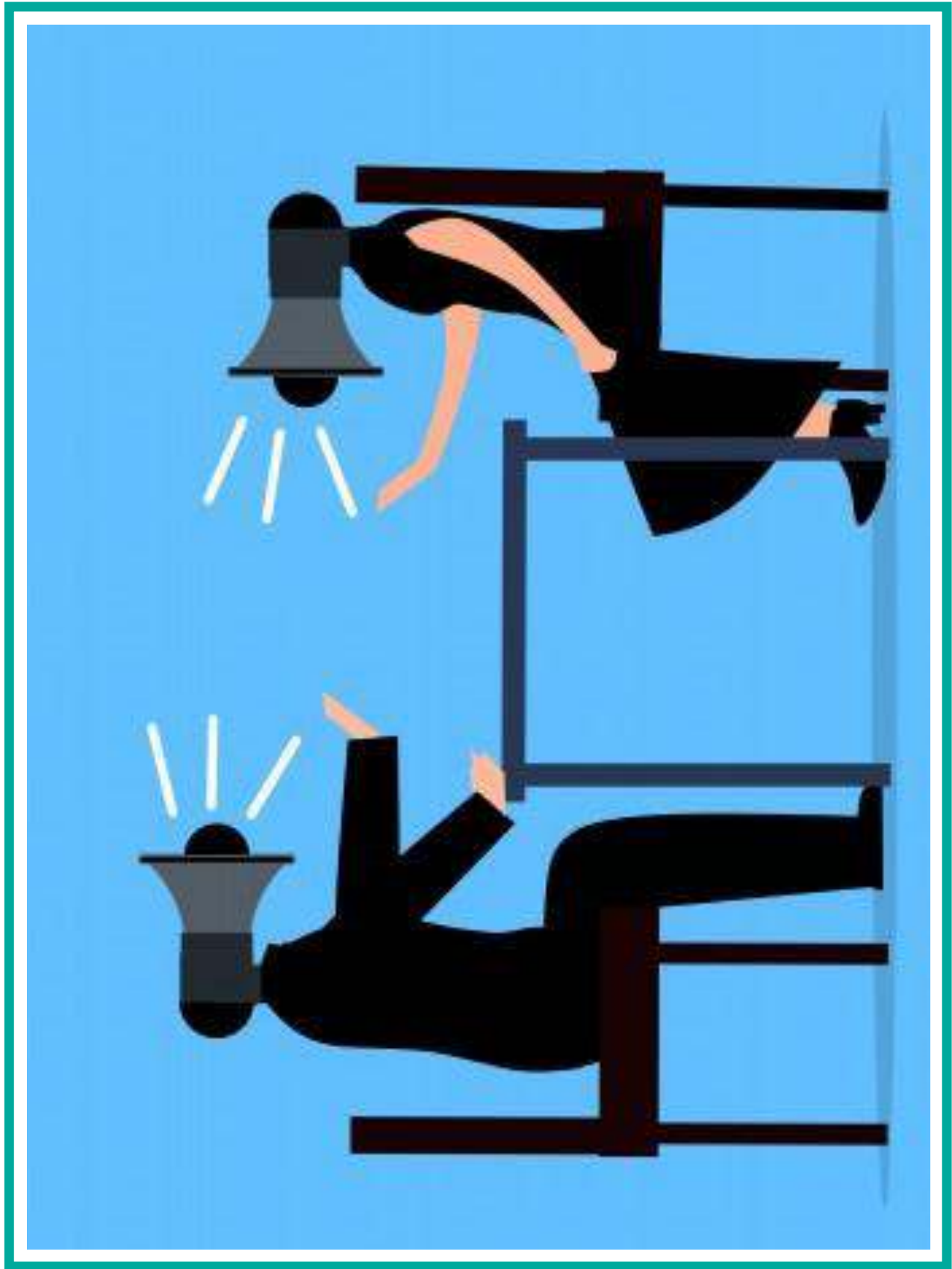
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**THIS IS A PICTURE OF PEOPLE
BEING RESPECTFUL OF EACH
OTHER'S SPACE.**

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**THIS IS A PICTURE OF PEOPLE
BEING RESPECTFUL OF
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**THIS PICTURE SHOWS
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**THIS IS A PICTURE OF
SOMETHING THAT WOULD
HELP ME FEEL SAFE FROM A
TORNADO.**

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SUKKAT SHALOM

Session 1

SUMMARY:	Campers will explore the concept of <i>Sukkat Shalom</i> , a shelter of peace/sense of safety, while at camp this summer.
TOPIC(S):	<i>Sukkat Shalom</i> (Shelter of Peace) Feeling a sense of peace and safety at camp
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to identify things that help them feel at peace. <input type="checkbox"/> Campers will be able to explain <i>Sukkat Shalom</i> in their own words. <input type="checkbox"/> Campers will be able to create something to remind them of the goal of <i>Sukkat Shalom</i> at camp. <input type="checkbox"/> Campers will be familiar with ways to share if they don't feel a sense of <i>Sukkat Shalom</i>.
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> Paper and writing utensils for each camper <input type="checkbox"/> Dry erase marker for each camper OR Sticky Notes for each camper <input type="checkbox"/> See chart below for more materials <input type="checkbox"/> RESOURCE SHEET A – Pictures of <i>Sukkot</i> (plural of <i>Sukkah</i>) <input type="checkbox"/> RESOURCE SHEET B – Pictures of <i>Sukkat Shalom</i>
SET-UP DETAILS:	<p>This activity will work best outside, but if you can't be outside, be sure to clear enough space for campers to move around inside.</p> <p>Print out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> This program guide <input type="checkbox"/> RESOURCE SHEET A - put in protective sleeves <input type="checkbox"/> RESOURCE SHEET B - put in plastic sleeves <ul style="list-style-type: none"> • Hang these up around the space you'll be in <input type="checkbox"/> Jewish texts related to the need for safety, stopping and identifying what you are feeling, caring for yourself <input type="checkbox"/> Stencils of the Hebrew word <i>Sukkat Shalom</i>

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SESSION TIMELINE & OUTLINE:

TIMELINE

- 0:00-0:05 Set Induction
- 0:05-0:25 Exploring *Sukkat Shalom*
- 0:25-0:42 *Sukkat Shalom* at Camp
- 0:42-0:45 Closure

OUTLINE

SET INDUCTION:

- Optional: Begin with a song that uses *Hashkiveinu* if the campers know it.
- Sit in a circle.
- Say: “*shalom!*” and give each camper paper and a writing utensil.
- Ask each camper to think about where they like to go when they need peace and quiet, a place of shalom.
- Ask them to quickly sketch that place on their paper or visit it in their head.
 - Provide 2 minutes to draw/think
- Have campers share, if they want to, their space.
 - Show the picture and have other campers guess the type of space.
 - Have staff describe a space and have campers stand up if it describes their space.
 - Have campers share with one another in small groups (campers don't have to share.)

EXPLORING SUKKAT SHALOM:

- Say, “*shalom,*” again, and ask what the word means.
- Chances are that someone will respond, “hello, goodbye, and peace.”
- Explain that today we are going to use an awesome Hebrew phrase that describes the place you go to like what you just drew - it's called *Sukkat Shalom*.
- Explain/remind campers what a *sukkah* is:
 - Share the photos on RESOURCE SHEET A: What is a *sukkah*?
 - As you and the learners look at the photos, engage them in conversation:
 - » What do they know about a *sukkah*?
 Key responses should underscore that it's used during the week-long holiday of *Sukkot*, that it is not meant to be permanent (it can fall down in a strong wind or storm), that it's a place where people invite guests, eat and have fun.
- Help campers put together the phrase *Sukkat Shalom*:
 - *Shalom* = Peace (that's the definition they will be working with, not hello and goodbye)
 - A *Sukkah* is a fragile building used during the fall holiday of *Sukkot*.
 - *Sukkah* + *Shalom* = *Sukkat Shalom* (Shelter of Peace) → the two words together – *sukkat shalom* – means something a bit bigger, a bit different.
- Explain: We hear these words in the *Hashkiveinu* blessing in the evening service – we call on God to “*spread over us Your shelter of peace.*”

- If you sang *Hashkiveinu* at the beginning of this activity, remind campers of that.
 - If you have an evening ritual of singing/saying *Hashkiveinu* at night, connect this idea to that ritual.
 - Actual Quote from *Hashkiveinu*:
U'fros aleinu sukkat shlomecha – “Spread over us Your shelter of peace.”
 - Feel free to sing this line again!
- Next, ask campers to show with their bodies what it feels like to be surrounded by a “shelter of peace.”
 - Have campers walk around the space looking at the RESOURCE SHEET B photos.
 - Using a dry erase marker (or sticky notes) have campers identify which photos represent places where they think they would feel a sense of *sukkat shalom*.
 - Bring campers together in a huddle - ask - *what do you notice about the sticky notes/marks - How did your marks compare with your friends? What does it mean that all of our answers are not all the same?*

SUKKAT SHALOM AT CAMP:

Pick 1 activity from the following pages.

CLOSURE:

- Go around the circle and ask each camper to name something they will do when they don't feel like they are being sheltered by a *Sukkat Shalom*.
- Optional: Sing *Hashkiveinu* or a song with *Sukkah* or *Shalom* images.
 - Possibly sing a different version of *Hashkiveinu* if you think your campers will know another

DESCRIPTION OF ACTIVITY

- Ask: *What is a time when someone might not feel they were at peace and could have used a sukkat shalom?*
 - (Model - When there is bad weather I get nervous)
- Pass out pillowcases and some fabric markers
- Explain that you're going to decorate the pillowcases to remind us that we always have a *sukkat shalom*, such as:
 - a house/cabin
 - a person who helps you feel peaceful
 - a feeling like knowing we are loved
 - a place we can go to like sitting under a tree or swinging way up high
 - a place we can go to in our heads like Hogwarts, Narnia or another imaginary place you created
 - a place in a video game like your Minecraft creations or an Animal Crossing island
- This pillow case can go on your bed and if you need a *sukkat shalom* and can't go to one, it can remind you of what makes you feel safe/peaceful.
- Other decorating ideas:
 - Drawing a *sukkah*
 - Drawing a safe/peaceful space
 - Drawing something that makes them feel safe/peaceful like a blanket, a stuffed animal, a cape
 - Coloring in the Hebrew words *Sukkat Shalom*.
- Campers can use these pillowcases throughout the summer

ACTIVITY**SUKKAT SHALOM
PILLOW CASE****MATERIALS**

- Pillowcase for each camper
- Fabric markers for each camper

WHY CHOOSE THIS ACTIVITY

- Artsy
- Something campers can bring home
- Individual-oriented

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DESCRIPTION OF ACTIVITY

- Divide into groups based on the number of leaders you might have (staff, CITs, etc.)
- Have campers design a *sukkat shalom* for your bunk space or in camp:
 - What would it look like?
 - When would you go there?
 - What materials do we need?
 - How long could people stay there?
 - How would it help people feel a sense of *shalom*?
- Different groups present ideas to one another
- If possible, decide on what idea you will choose based on:
 - (1) Is this possible? Do we have the materials, space, etc.?
 - (2) Will it be physically safe?
 - (3) Will it create a feeling of *sukkat shalom* in a way that everyone can use it?
- If time, start building/creating/planning!

ACTIVITY

DESIGN A SUKKAT SHALOM SPACE FOR THE BUNK OR CAMP

MATERIALS

- Whatever you have at camp!

WHY CHOOSE THIS ACTIVITY

- More hands-on
- Group-oriented
- Individual-oriented

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DESCRIPTION OF ACTIVITY

- Questions to consider:
 - What are the pictures?
 - » If you are making a *sukkah* what are the walls/pillars/roof/foundation?
 - What/who makes us feel ok with the openness of going to a “*sukkat shalom*”? (Thinking about how a *Sukkah* is open on all sides)
 - What prevents someone from taking the time to stop what is happening and say, “I don’t feel at peace right now”?
- Find a place to hang/display this poster/model in your shared camp space (such as your bunk.)

Various ways to think about this project:

- Use pieces of nature to create a model of a *sukkah* – Have campers explain why this *sukkah* would help someone feel safe/peaceful.
- Create an example of a *sukkah* using natural elements on the poster rather than pen/marker.
- Use a large piece of fabric (like an old sheet.)
 - Decorate it with fabric markers
 - Decorate it with nature
 - Use found items like scraps of material, etc.
 - Decorate it like a large group *tallit* (a Jewish prayer shawl that can “literally” feel like God is “Spread[ing] over us Your shelter of peace,” and hang it on the ceiling
 - Choose a Jewish text to write on the *atarah* (center top) of the model *tallit*
- Create a song/advertisement for a *Sukkat Shalom* teaching - why someone would or wouldn’t seek out a *sukkat shalom*?

ACTIVITY

SUKKAT SHALOM POSTER OR MODEL

to encourage campers and staff to use a *Sukkat Shalom* when needed

MATERIALS

Depending on the way you choose to complete the project, the group may need:

- Poster Board
- Fabric Glue
- Writing utensils (pens, pencils, markers)
- Find pieces of nature on the ground
- Sticks
- Leaves

WHY CHOOSE THIS ACTIVITY

- Combo of hands-on and artsy
- Working together as a group
- Higher level thinking (lends to 4th grade+ better)

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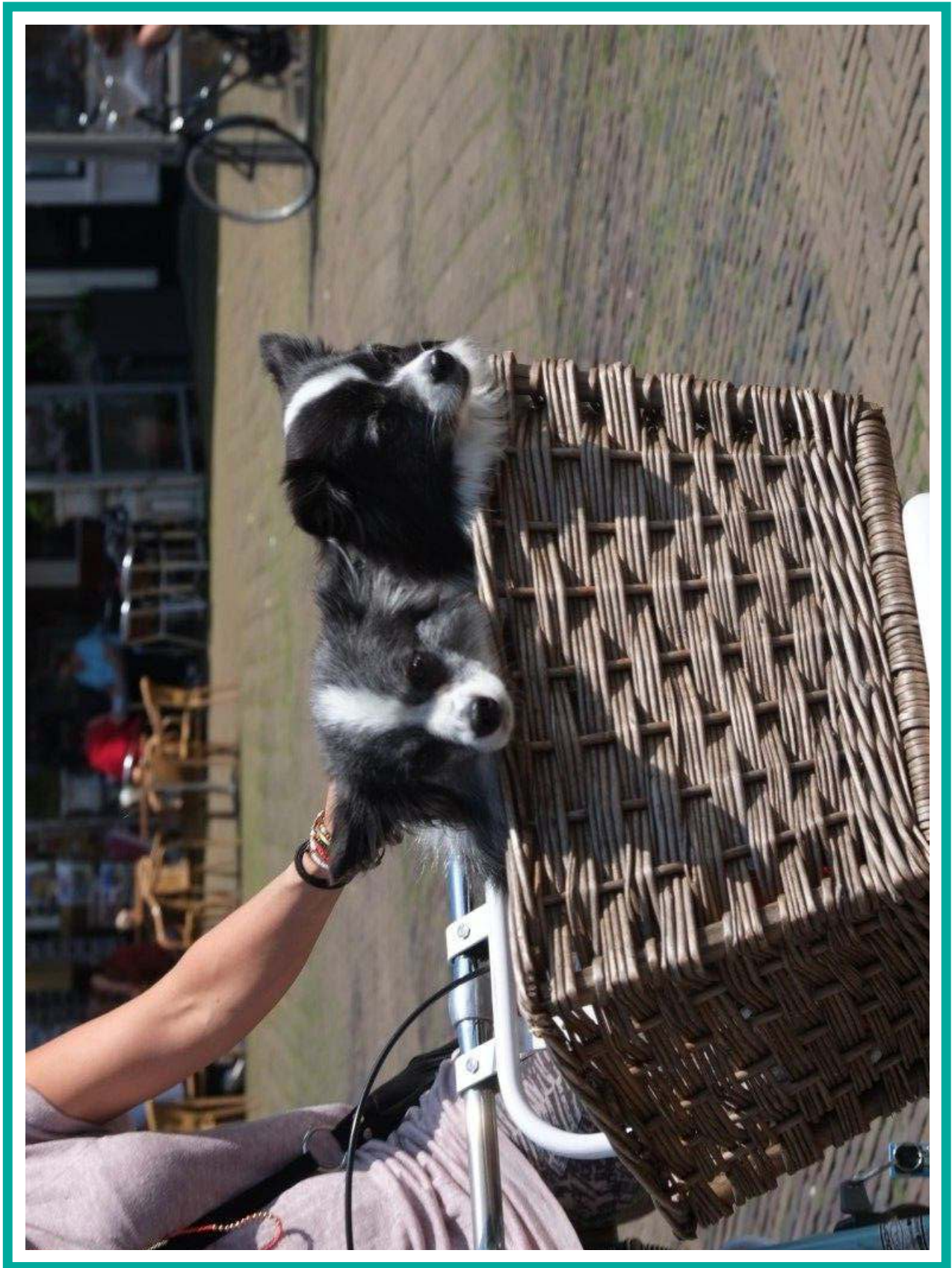
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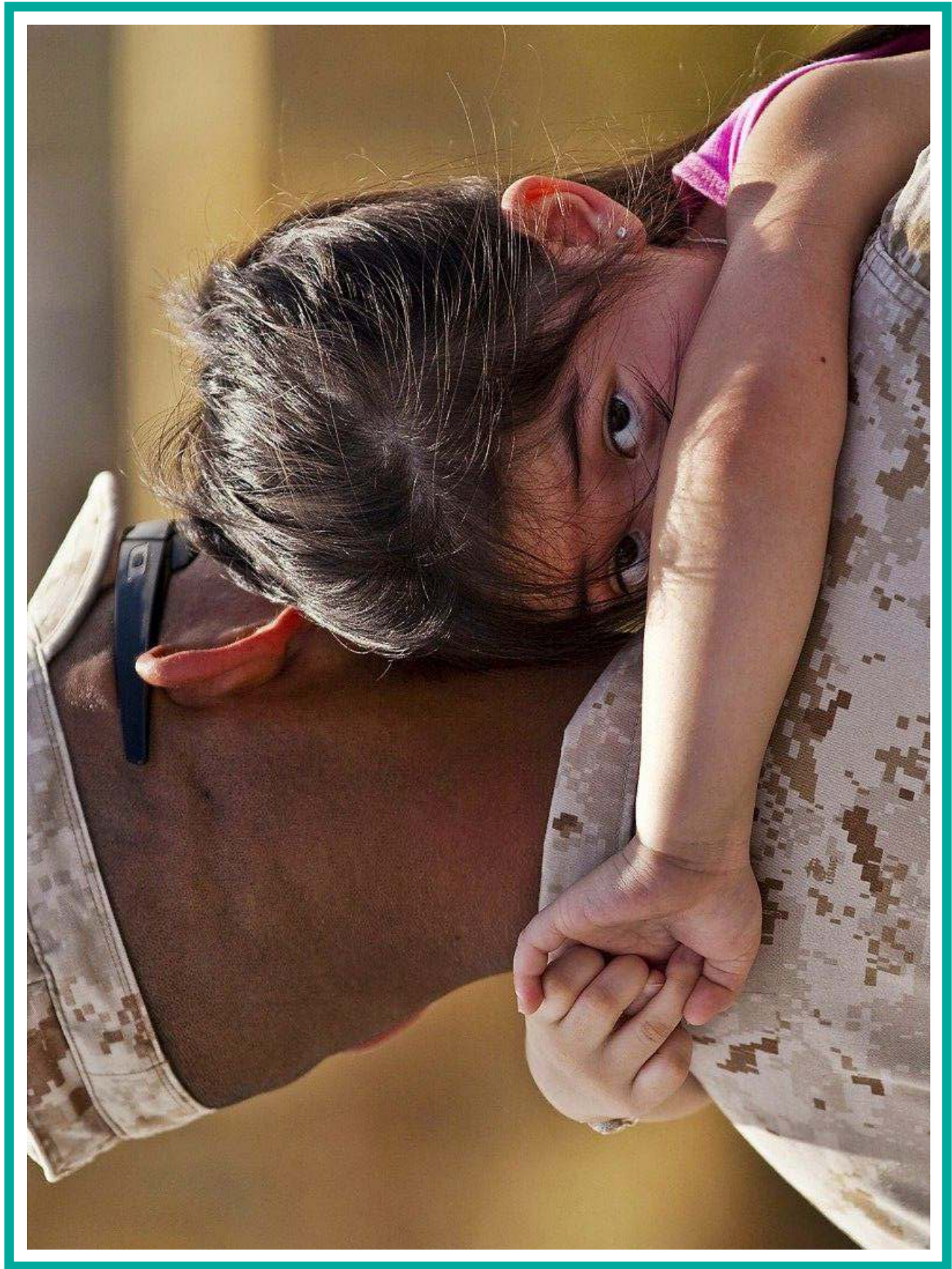
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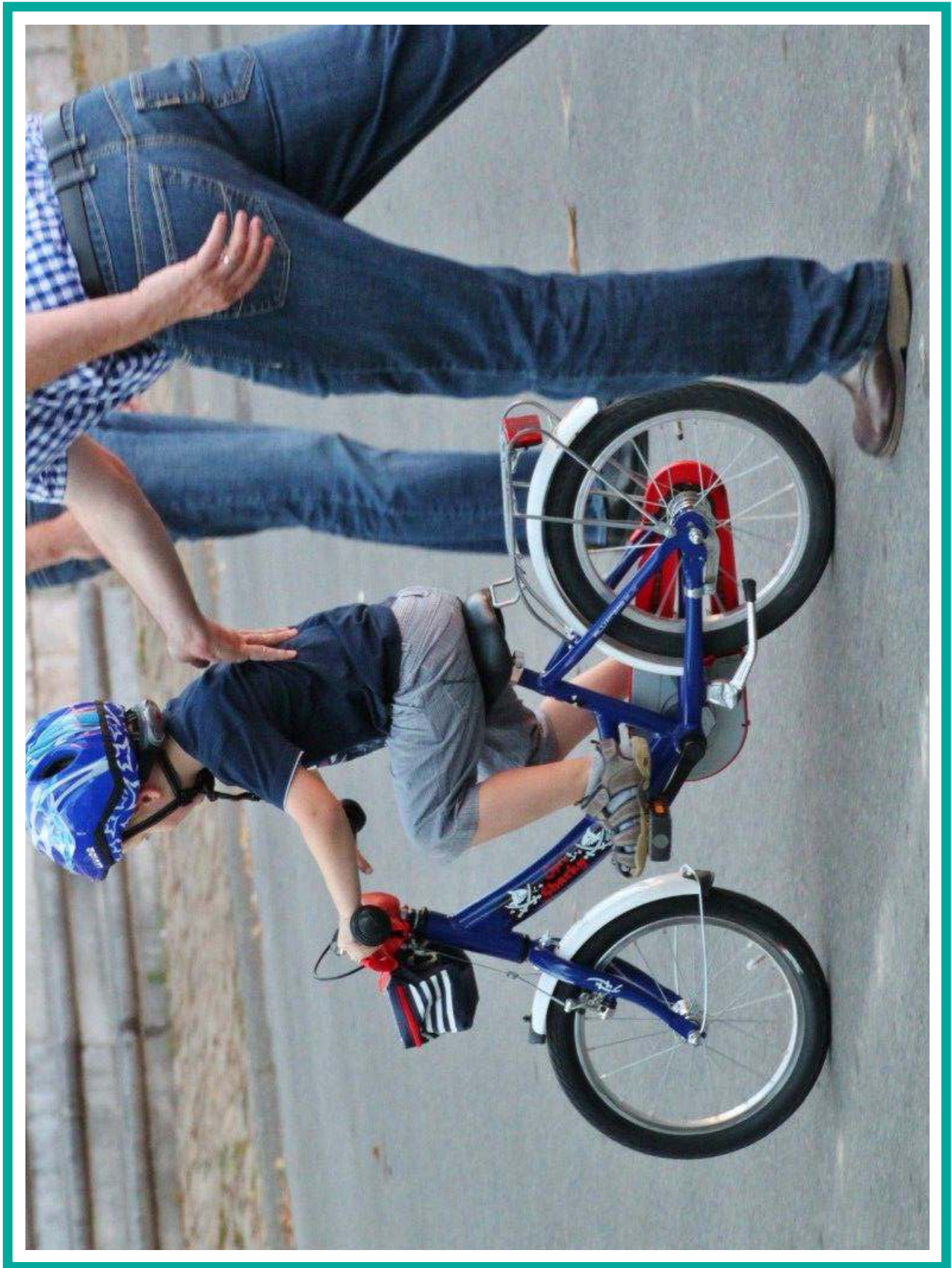
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SUKKAT SHALOM

Session 2

SUMMARY:	<p>Campers will explore <i>Sukkat Shalom</i> by thinking about how different items can help bring us a sense of peace. They discuss how we have the power to return to a sense of peace, even when life throws us some curveballs. This will lead to exploring/finding <i>sukkat shalom</i> at camp.</p>
TOPIC(S):	<p><i>Sukkat Shalom</i> (Shelter of Peace) Feeling a sense of peace and safety at camp</p>
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to identify items/people/animals (aka things other than physical structures) that help them feel <i>sukkat shalom</i>. <input type="checkbox"/> Campers will be able to create/name ways they can feel <i>sukkat shalom</i> at camp throughout this summer, individually and as a group.
AUDIENCE:	<p>Rising 1st-7th grade campers</p>
TIMING:	<p>45 minutes</p>
MATERIALS NEEDED:	<p>Depending on the location of this activity, you may need:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paper and writing utensils for each camper (see “Prep” then “Backpack/Room <i>Sukkat Shalom</i> Scavenger Hunt”) <input type="checkbox"/> See chart below for more materials.
SET-UP DETAILS:	<ul style="list-style-type: none"> <input type="checkbox"/> Print a copy of this program guide. <input type="checkbox"/> Review the <i>Sukkat Shalom</i> Yoga poses (or a similar activity.) <ul style="list-style-type: none"> • Do any necessary research on these yoga poses if you’re feeling nervous about them – They are all introductory and kid-friendly poses. <input type="checkbox"/> Ensure there are items that meet the needs of the scavenger hunt in the area you’ll be doing the hunt. <ul style="list-style-type: none"> • If you are going to be outside, make sure campers have access to backpacks or other personal items. • If you’ll be in the bunk – You should be all set! • If you will not be near personal items for them, prepare to ask campers to write or draw out the items and have paper and writing utensils for each camper. <input type="checkbox"/> If possible, have the <i>La-bri’ut Brit</i> nearby OR make sure you know all of the expectations on the <i>La-bri’ut Brit</i>.

SESSION TIMELINE & OUTLINE:

TIMELINE

- 0:00-0:05 Set Induction
- 0:05-0:22 Backpack/Room *Sukkat Shalom* Scavenger Hunt
- 0:22-0:44 Creating *Sukkat Shalom* at Camp
- 0:44-0:45 Closure

OUTLINE

SET INDUCTION:

Spend a few minutes doing *sukkat shalom* yoga, using poses that could be metaphors for a shelter of peace.

- Throughout all of the poses, focus on your breathing – Breath in to prepare, and breath out as you move into/transition to another pose.
- NOTES: All of these are individual poses to avoid campers touching each other.
- Some example *Sukkat Shalom* yoga poses include:
- OTHER NON-YOGA OPTIONS:



MOUNTAIN POSE: This pose is centering and grounding

- Something you can do at any time to help you feel grounded, like a mountain, even when other things around you don't feel like *sukkat shalom*



TREE POSE: A balancing pose

- Just like a tree can be a place of shelter
- A pose that can help you refocus and find your own balance when needing *sukkat shalom*



TABLETOP POSE: A floor grounding pose

- Help yourself feel grounded on the ground to “build” for yourself *sukkat shalom*
- Table can be a place of shelter



CAT
POSE

COW
POSE

CAT AND COW POSE: Stretching your back

- Stretching is good for the body and soul
- Relate this to how animals can help various people feel a sense of *sukkat shalom*
- Consider therapy animals, guide animals and how animals provide emotional and therapeutic support for many people



DOWNWARD DOG POSE: A resting pose

- A centering and restful pose – though it may seem hard at first for some
- Relate this to how animals can help various people feel a sense of *sukkat shalom*
- Consider therapy animals, guide animals and how animals provide emotional and therapeutic support for many people

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- Ask campers for activities that help them get their wiggles out and/or help them feel present
 - » Do 1+ of those activities
- Create some Sukkat Shalom dance moves
- Practice Balloon Breathing with balloons
- Practice “Blowing out the candle” breathing with candles (probs not with fire, though)

BACKPACK/ROOM SUKKAT SHALOM SCAVENGER HUNT: A scavenger hunt to explore what objects around us help us or others feel safe/protected and peaceful in different ways.

- Give campers 2 minutes to find 3 items (1 item can count for multiple categories if desired), such as:
 - Something soft that makes you feel protected/safe or peaceful
 - Something NOT soft that makes you feel protected/safe or peaceful
 - Something you can look at to help you feel *sukkat shalom* in a new/different place
 - NOTE: If it is not possible and/or unsafe to have campers actually GO GET these items, have campers write/draw them out on paper
- Give campers 2 more minutes to find 3 more items, such as:
 - Something you can wear that wraps you in a *sukkat shalom*
 - Something that helps you feel protection/*sukkat shalom* when you're not feeling well (such as when you're sick)
 - Something that reminds you of a person or animal that helps you feel protected/safe/peaceful/*sukkat shalom*
- Ask campers to briefly share their items as you review the scavenger hunt list.
 - Such as asking campers to hold up their items when you call out the prompt from above
 - Make sure to encourage campers to look around at everyone's item
- Discuss, using questions such as:
 - Why did you choose the item?
 - How does the item help YOU feel *sukkat shalom*?
 - Of the objects that were NOT yours, what other items might help YOU feel a sense of *sukkat shalom*?
 - » Ex: Camper Max talked about their fidget spinner and Camper Alex talked about their flashlight.
 - ♦ Does the flashlight also remind Max of *sukkat shalom* for themselves? Why/How?
 - ♦ Does the fidget spinner also remind Alex of *sukkat shalom*? Why/How?
- FRAGILITY AND OUR SUKKAT SHALOM
 - Ask the campers for their own answers or use a thumbs up/thumbs down to talk about: What kinds of things do the campers want to be safe/protected from at camp this summer?
 - » Mosquitos/other pesky bugs
 - » Unwanted critter in the bunk/shared space (such as raccoons)
 - » Germs/COVID
 - » Homesickness
 - » Dandruff
 - » Storms/rain

- Ask: We can't avoid all of these things (that's a totally normal part of life!). How can we help each other feel *sukkat shalom* from/around these things this summer?
 - » Consider the *La-bri'ut Brit* you all created and how this can help with creating and re-creating *sukkat shalom* throughout the summer

SUKKAT SHALOM AT CAMP:

Pick 1 activity from the following pages.

CLOSURE:

- Check-In question (thumbs up/thumbs down): *Do you feel you have what you need to feel a sense of sukkat shalom at camp this summer?*
- Write down the names of those who put thumbs down or thumbs sideways.
 - Tell them that you'll check-in with each of them, individually, after this activity (if this won't be immediate, let them know – tell them you'll check-in with each of them before the end of the day.)
 - MAKE SURE you check-in with each person, individually, throughout the rest of the day to find out how you can help further support that camper.
 - If possible, ALSO check-in with those who gave you a thumbs up to find out what it is that helps them feel *sukkat shalom* at camp to keep in mind for the rest of the summer and/or to report to supervisors because positive feedback is good, too!!

DESCRIPTION OF ACTIVITY

This creation should speak to the ideas of *Sukkat Shalom* for each individual as well as for the group as a whole and how to help maintain a sense of *sukkat shalom* for the group throughout the summer – feel free to reference your group *La-bri'ut Brit* for further inspiration.

Suggestions for what you could create together:

- Group cheer
- Group song
- Some skits in small groups
- Poem/rhyme
- Newscast
- Group collage with a section for: ways we can help this area feel like a *sukkat shalom* for our bunk/group-mates
- Game with a big parachute
 - Everyone has to pull the parachute as far back as they can to represent *sukkat shalom*
 - Campers think of something that could upset this group *sukkat shalom* and they break away
 - » Life doesn't happen 1 at a time, so 3 campers may break away at the same time!
 - The group has to figure out how to bring those break aways back into the group *sukkat shalom* to rebuild it together and re-create that tight parachute *sukkat shalom*.

ACTIVITY

PHYSICAL OR PERFORMATIVE REPRESENTATION OF SUKKAT SHALOM FOR THE GROUP

MATERIALS

Depending on the project chosen, you will possibly need:

- Paper and writing utensils for each camper or for each small group
- Large poster board/large sticky note
 - Bold writing utensil
- Magazines to cut up and glue for a collage
 - Scissors
 - Glue
- Video camera (real) and microphone (real or fake)
- Large parachute

WHY CHOOSE THIS ACTIVITY

- Movement activity
- Can combine various camper interests

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DESCRIPTION OF ACTIVITY

Create a group blessing to say at the end of the day (day camp: at the end of the day; overnight camp: as part of the bedtime ritual.)

If more time, create a personal document for:

Regularly Establishing Sukkat Shalom

- This should be a “list” of different things campers can do to help them re-establish their sense of *sukkat shalom* while at camp this summer
- They can create:
 - Checklist/List
 - Personal Map
 - Draw out different methods
 - Write a Yelp Review for *Sukkat Shalom* at camp, detailing how they find *sukkat shalom* at camp

ACTIVITY**GROUP BLESSING FOR THE END OF THE DAY****MATERIALS**

- Large poster board/large sticky note
- Easy to read writing utensil(s)
- Depending on time, you may also need:
 - Paper and writing utensils for each camper

WHY CHOOSE THIS ACTIVITY

- Ritual-based
- May involve higher-level thinking
- Work on interpersonal/social skills

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OMETZ LEV

Session 1

SUMMARY:	<p>Campers will explore the concepts of Big Feelings and <i>Ometz Lev</i> through a metaphor of a Jack-in-the-Box and/or using cups of water to identify when one might need to use their <i>ometz lev</i> and make a good behavior choice.</p>
TOPIC(S):	<p><i>Ometz Lev</i> (literally “strength of the heart”) Using one’s “inner strength” to regulate their emotions and reach a sense of calm</p>
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to explain what “<i>Ometz Lev</i>” means. <input type="checkbox"/> Campers will be able to look for clues or name their possible feelings/emotions. <input type="checkbox"/> Campers will be able to name some choices they have when faced with Big Feelings/Emotions. <input type="checkbox"/> Campers will be able to describe how using their <i>Ometz Lev</i> can help them feel a sense of calm.
AUDIENCE:	<p>Rising 1st-7th grade campers</p>
TIMING:	<p>45 minutes</p>
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> RESOURCE SHEET A – Inside Out Characters <input type="checkbox"/> OPTIONAL: RESOURCE SHEET B – FJC’s Inside Out Feelings Overlap Graphic <input type="checkbox"/> RESOURCE SHEET C – Water Cup Prompts <input type="checkbox"/> OPTIONAL: Large boxes – 1 for each camper and counselor (These should be large enough for each person to fit inside in a crouched position) <ul style="list-style-type: none"> • You can also use your imaginations for this <input type="checkbox"/> 1 cup for each camper <input type="checkbox"/> Water (this can be from camper water bottles) <input type="checkbox"/> (Possibly) Paper towels <ul style="list-style-type: none"> • OPTIONAL: For after the program: RESOURCE SHEET D – FJC’s Inside Out Poster with Characters and Quotes from Jewish Leaders to hang up in shared space

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**SET-UP
DETAILS:**

- You will want to have plenty of space to do this program. Outside is best, but if you can't be outside, make sure you have paper towels to clean up any spilled water.
- Print out
 - This program guide
 - RESOURCE SHEET A – Place in protective sleeves
 - RESOURCE SHEET B – Place in a protective sleeve
 - RESOURCE SHEET C - Water Cup Prompts
 - For AFTER this session: RESOURCE SHEET D (possibly in a protective sleeve) to hang up in shared space
- Make sure you have water for each camper to be able to pour into their own cups.
 - If using camper water bottles, have each camper fill their water bottle right before starting or before the *Ometz Lev* Water Cup activity.

SESSION TIMELINE & OUTLINE:**TIMELINE**

00:00-00:05 Set Induction

00:05-00:15 Jack-in-the-Box Metaphor

00:15-00:35 *Ometz Lev* Water Cup

00:35-00:45 Closure

OUTLINE**SET INDUCTION:**

- State: Think of a time when you had a Big Feeling (felt ANY emotion very strongly).
- Ask: How did you handle that emotion? (NOTE: Remind the campers that this is a safe space. It is important that everyone supports friends who share, we don't make fun of people or laugh. We might give a thumbs up or nod if we have also felt that big feeling.)
 - Take a few stories or ask campers to think, pair, and then share.
 - Emphasize when campers were able to calm themselves down. Highlight that they must have had to use strength or to use their heart to do so.
- Ask campers to reflect on their *La-bri'ut Brit* you made together: *What did we agree we'd do with/for each other when faced with some Big Feelings/Emotions?*
- Explain that today you're going to begin talking about *Ometz Lev*.
 - Ask if anyone recognizes any of the Hebrew words in this phrase.
- Explain that *ometz lev* is the Jewish value that describes how we can calm ourselves down when we are faced with Big Feelings, big emotions.
 - *Ometz* means "strength" and *lev* means "heart," so the phrase, *ometz lev*, means "strength of the heart," or an inner strength.

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- ❑ Based on the stories shared before, ask campers to help each other name those Big Feelings/Emotions.
 - Show images from RESOURCE SHEET A – the characters from Inside Out – to help campers identify different feelings.
 - Then ask for a few more - perhaps thinking about times the group reacted strongly.
 - Ensure there is a balance of positive and less-positive Big Feelings/Emotions.
 - » anger, big sadness, fear, great excitement, joy
 - For Older Campers: You may also wish to show RESOURCE SHEET B – FJC's Inside Out Feelings Overlap Graphic.

JACK-IN-THE-BOX METAPHOR:

- ❑ Using a large box or an imaginary box, have campers help you act out a Jack-in-the-Box. (Someone be the music, someone be the crank, and someone be the one who jumps out.)
- ❑ Then, act out the Jack-in-the-Box Metaphor:
 - Explain: *Just like how the music of a Jack-in-the-Box builds up for Jack, our emotions can build up until we reach a point where we need to express them. When our emotions build up like this, we have 3 choices, just like Jack: (Have your actors demonstrate)*
 - » #1 – *The latch is fully and quickly released: Jack explodes out of his box, not in control of his feelings.*
 - » #2 – *The latch doesn't open: Jack does nothing, stays in his box and sits within his feelings.*
 - » #3 – *The latch is carefully open in a controlled way: Jack uses ometz lev, his inner strength, and slowly comes out of his box, letting the feelings be felt calmly and in control.*
 - Explain that *ometz lev* is about recognizing you're having a Big Feeling, then making a choice to express that emotion with a sense of calm.
- ❑ Ask all of the campers to now act out these 3 choices with you.
 - You can provide them each with their own large box or use your imaginations.
- ❑ Tell the campers: All feelings are ok and valid; all behaviors are not ok.
 - Ask for ideas of what that means.
 - Explain that it is ok to be angry, but it's not ok to be mean to someone, hit, or hurt their feelings "just because." Big feelings are okay, inappropriate behavior is not.
 - Have a camper share: How you could use your *ometz lev* when you're angry? What does staying calm and feeling angry look like?
 - » This can be a good opportunity to reflect on your *La-bri'ut Brit*

OMETZ LEV WATER CUP: Pick 1 activity from the following pages.

CLOSURE:

Discuss the following questions:

- ❑ Which scenarios felt easier to use your *Ometz Lev* and stay calm?
- ❑ Which scenarios felt hardest?
- ❑ What scenario "filled up" your emotion cup? Was that surprising? Why?
- ❑ When is a time you might need to use your *ometz lev* at camp?
- ❑ How can we help each other use our *ometz lev* at camp?
 - This can relate to helping keep *sukkat shalom* at camp and/or to your group *La-bri'ut Brit* from the introduction program.

DESCRIPTION OF ACTIVITY

- Pass out 1 cup to each camper
 - OPTION: Put campers in pairs and give 1 cup to each pair
- Each camper/pair chooses 1 Big Feeling/emotion
 - That is their “assigned cup emotion”
 - Try to have a balance of positive and less-positive big feelings/emotions
 - OPTION: After a few prompts, yell “SWITCH” and campers have to switch their “assigned cup emotion” (i.e. Rotate “cup emotions” clockwise. If you were “excited”, and the person to your right is “big sadness”, now you are “big sadness” and the person to your left is now “excitement.”)
- Read some prompts, and every time a prompt is read that makes a camper feel their “assigned cup emotion”, they will pour some water into their empty cup based on “how much” they feel that emotion.
 - Ex: If you don’t feel your “assigned cup emotion” at all, don’t pour any water. If you feel that emotion a little, pour in a little water, etc.
- OPTION: After each prompt, allow campers to identify how they feel about that prompt (even if it’s not their “assigned cup emotion”) - Campers can identify their emotions verbally or silently.
 - EX: After a prompt, campers can name their emotion in 1 word “angry” and/or identify with facial expressions/hand signals “make an angry face”
 - This will allow campers the opportunity to practice naming a variety of emotions, in addition to their “assigned cup emotion”
- When their cup is about to spill out, they say, “My cup is full!”
- When a camper says their cup is full: Ask them to identify their 3 choices and share what kind of behaviors might come with each choice.
 - OPTION: Demonstrate the 3 Jack-in-the-Box choices with a cup of water:
 - » Just as emotions build up for Jack with the music, emotions can build up in a water cup. When your emotion cup is full, the cup holder has 3 choices:
 - » #1 – Like Jack, the cup “explodes” by throwing all of the water up in the air: The cup holder is not in control of their feelings
 - » #2 – Like Jack with his lid shut, the cup just sits there. Full and possibly overflowing: The cup holder does nothing, leaves the cup continuing to fill, stewing in their feelings
 - » #3 – Like Jack using his *Ometz Lev*, the water is carefully poured out of the cup in a calm way: The cup holder uses their ometz lev and slowly lets the water out, expressing their feelings and making good choices, slowly and calmly
- Read Prompts from RESOURCE SHEET C (feel free to make up your own)

ACTIVITY**ASSIGNED TO 1 EMOTION****MATERIALS**

- 1 cup for each camper
- Water (this can be from camper water bottles)
- (Possibly) Paper towels

WHY CHOOSE THIS ACTIVITY

- Help campers focus more on identifying specific emotions in a variety of situations

DESCRIPTION OF ACTIVITY

- ❑ Pass out 1 cup to each camper
 - OPTION: Put campers in pairs and give 1 cup to each pair
- ❑ You will read some prompts, and every time a prompt is read that makes a camper feel a big feeling/emotion (any BIG Feeling - excitement, great sadness, fear, etc.), they will pour some water into their empty cup based on “how much” they feel that emotion.
 - Ex: If you feel that emotion a little, pour in a little water. If you feel that emotion A LOT, pour in a good amount of water; and any amount in between.
- ❑ OPTION: After each prompt, allow campers to identify how they feel - Campers can identify their emotions verbally or silently
 - EX: After a prompt, campers can name their emotion in 1 word “angry” and/or identify with facial expressions/hand signals “make an angry face”
 - This will allow campers the opportunity to practice naming a variety of emotions
- ❑ When their cup is about to spill out, they say, “My cup is full!”
- ❑ When a camper says their cup is full: Ask them to (1) name what emotion “filled their cup” and (2) identify their 3 choices and share what kind of behaviors might come with each choice
 - OPTION: Demonstrate the 3 Jack-in-the-Box choices with a cup of water:
 - » Just as emotions build up for Jack with the music, emotions can build up in a water cup. When your emotion cup is full, the cup holder has 3 choices:
 - » #1 – Like Jack, the cup “explodes” by throwing all of the water up in the air: The cup holder is not in control of their feelings
 - » #2 – Like Jack with his lid shut, the cup just sits there. Full and possibly overflowing: The cup holder does nothing, leaves the cup continuing to fill, stewing in their feelings
 - » #3 – Like Jack using his *Ometz Lev*, the water is carefully poured out of the cup in a calm way. The cup holder uses their *ometz lev* and slowly lets the water out, expressing their feelings and making good choices, slowly and calmly
- ❑ Read Prompts from RESOURCE SHEET C (feel free to make up your own)

ACTIVITY**YOUR CUP IS FOR ALL OF YOUR BIG FEELINGS****MATERIALS**

- ❑ 1 cup for each camper
- ❑ Water (this can be from camper water bottles)
- ❑ (Possibly) Paper towels

WHY CHOOSE THIS ACTIVITY

- ❑ Help campers realize that various emotions can “overflow your cup”
 - Not just specific emotions



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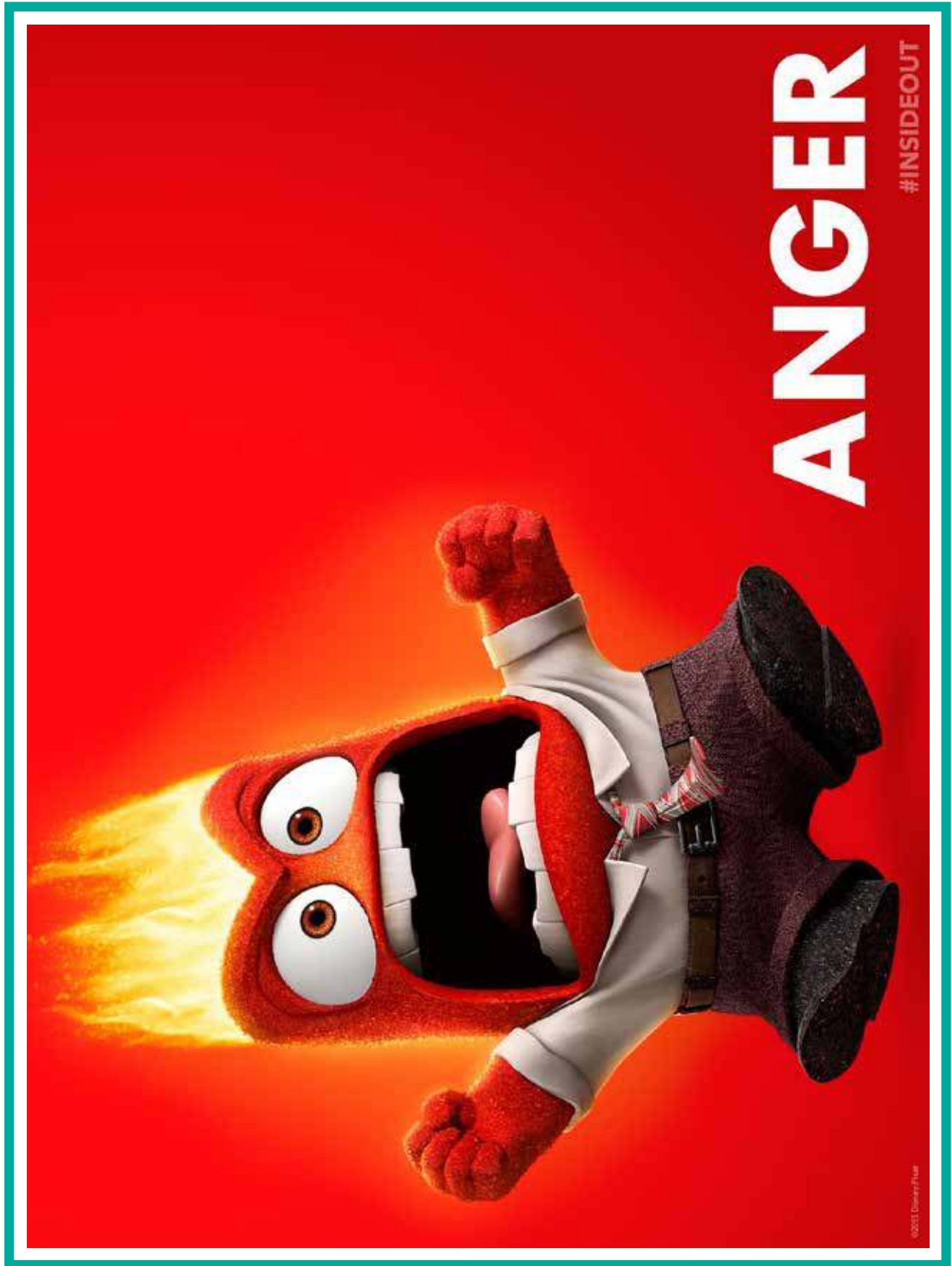
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WATER CUP PROMPTS

NOTE: Remind campers that when they are filling up their cups, “reacting” to these scenarios, there are no right or wrong answers. They should name their emotions and fill up their cups honestly.

PROMPTS:

YOU'RE PLAYING A GAME, AND IT'S ABOUT TO BE YOUR TURN.

(CONTINUED FROM THE PREVIOUS PROMPT) HOWEVER, TIME IS UP, AND YOU HAVE TO GO TO ANOTHER ACTIVITY, SO YOU DON'T GET YOUR TURN THIS TIME.

YOU'RE DOING AN ACTIVITY WITH YOUR BUNK, AND YOU'RE CALLED ON TO GO FIRST.

IT'S TIME FOR THE SWIM TEST AT THE BEGINNING OF THE SUMMER TO SEE WHAT YOUR SWIM LEVEL IS.

IT'S THE LAST DAY OF CAMP.

IT'S TIME FOR THE HIGH ROPES COURSE.

YOU'RE GOING FOR A HIKE IN THE WOODS/NEARBY HIKING TRAIL.

PIZZA FOR DINNER.

IT'S GRILLED CHEESE AND TOMATO SOUP DAY.

SHABBAT AT CAMP.

YOU'RE CELEBRATING YOUR BIRTHDAY AT CAMP.

YOUR 1ST FIRST DAY OF CAMP.

THERE'S A SPECIAL ICE CREAM TREAT, AND THEY RAN OUT OF YOUR FAVORITE FLAVOR.

IT'S TIME FOR LIGHTS-OUT: THE PROGRAM AT THE END OF THE DAY.

IT'S TIME FOR LIGHTS-OUT: TIME TO TURN OFF ALL FLASHLIGHTS AND GO TO SLEEP.

IT'S FOLK NIGHT AT 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

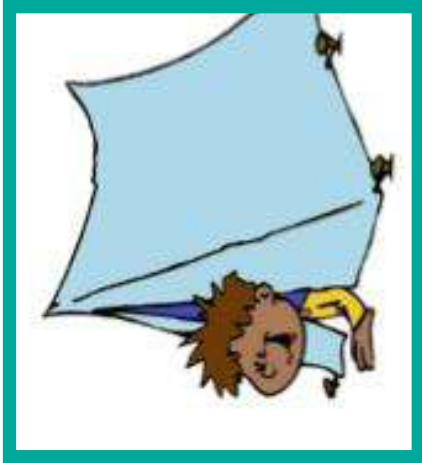
ACTIVITY**CAMPER CHOICE****MATERIALS**

All of the materials listed in the previous activities

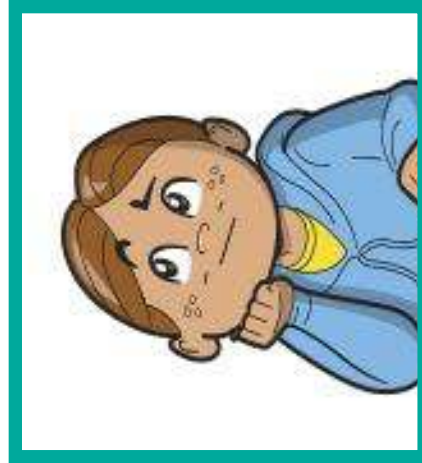
WHY CHOOSE THIS ACTIVITY

- 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

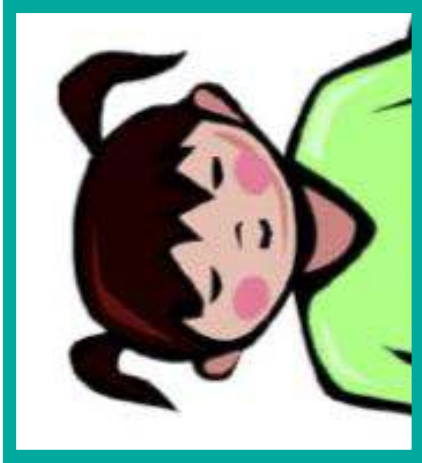
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FIND A QUIET SPACE



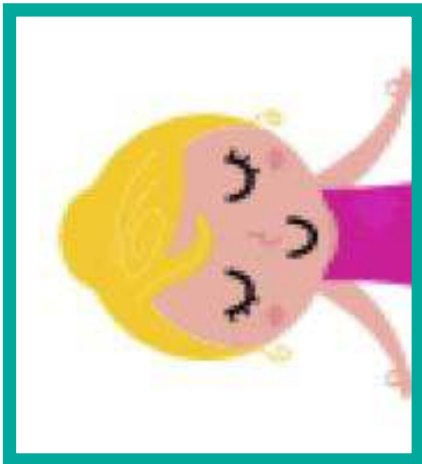
THINK ABOUT IT



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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G'VURAH

Session 1

SUMMARY:	<p>Campers will explore the definition of <i>g'vurah</i> as “strength/power to do good.” They will also explore different kinds of <i>g'vurah</i> they see in others and in themselves. In learning about how they have the power to do good as individuals and as a group campers will engage in the healing principle of self- and communal-efficacy.</p>
TOPIC(S):	<p><i>G'vurah</i> - Using one's strength/power for a good purpose A principle of care is helping others believe that an individual and a group can use their power for good and can create meaningful change.</p> <p>NOTE: This Program guide uses the term “<i>g'vurah</i>” and phrases such as “areas of <i>g'vurah</i>” and not the Hebrew plural form “<i>g'vurot</i>” to avoid any confusion with the prayer, <i>G'vurot</i>, in a Jewish service.</p>
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to translate <i>g'vurah</i> as “strength/power to do good.” <input type="checkbox"/> Campers will be able to identify areas of <i>g'vurah</i> in others. <input type="checkbox"/> Campers will be able to identify areas of <i>g'vurah</i> in themselves.
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> See chart below for materials
SET-UP DETAILS:	<ul style="list-style-type: none"> <input type="checkbox"/> Print out this program guide <input type="checkbox"/> For “<i>G'vuRocks</i>”: <ul style="list-style-type: none"> • Set up rock painting/creation station(s) with materials out of the way until you are ready to use them <input type="checkbox"/> For “<i>G'vurah</i> Power Pose-Off”: <ul style="list-style-type: none"> • Be in a space where campers will be able to spread out while still being able to see each other

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SESSION TIMELINE & OUTLINE:

TIMELINE

00:00-00:05 Set Induction

00:05-00:15 Introduction to *G'vurah*

00:15-00:35 *G'vurah* Challenge

00:35-00:45 Closure

OUTLINE

NOTE TO COUNSELOR: *G'vurah* literally means courage, bravery, strength or might. In this session, we are translating it as “strength or power to do good.” Because we do not want children to confuse *g'vurah* with the *G'vurot* blessing that's part of daily worship, counselors are encouraged not to use the word in its Hebrew plural form (*g'vurot*), nor by English-izing the plural – don't say *g'vurahs*. This means a continual effort to make the English grammar always refer to *g'vurah* as singular. All the examples in this program guide are offered that way.

SET INDUCTION:

- ❑ Play, “Who has power?”
 - Directions: Counselor will call out a list of “superpowers.” After each power, ask campers try to list as many people (fictional or real) as possible who have that power, you might call on a few campers for each superpower ensuring everyone has a turn.
 - Sample List of “superpowers”:
 - » Saving a life
 - » Flying
 - » Healing the sick
 - » Helping a friend in need
 - » Making music
 - » Winning a race
 - Encourage campers to think “outside of the box” or come up with multiple examples
 - After naming a few powers, tell campers that the Hebrew word for “power” or “strength” is *g'vurah*; that's what they will be focusing on today.
 - » When saying the word “*g'vurah*,” strike a power pose (A power pose is a posture that someone mentally associates with being powerful. Research from Harvard university shares that standing in a powerful way helps us feel more powerful.)
 - » Invite all of the campers to repeat the word “*g'vurah*” and strike a power pose with you!

INTRODUCTION TO G'VURAH

DEFINITION:

- ❑ Ask each camper to identify a type of person or to name a person, real or fictional, who is a hero (NOTE: You will need these later so write them down for yourself).
 - Encourage some diversity in the answers

- Ask: What do these people have in common?
 - Collect some camper ideas
 - They are ALL HEROES!!
- Ask: What makes each of these people a hero?
 - Gather thoughts and help campers realize that these heroes all use their strengths/powers “for good,” to make a positive impact.
- Explain: *G'vurah* means “strength/power FOR GOOD”
- Ask: Do you have to be a superhero or big, important leader to have *g'vurah*?
 - Remind campers to think back to the game “Who has Power”
- Ask: What are some kinds of *g'vurah*, some powers, we each have?
- Campers can name powers they have.

Deeper Dive to help campers realize THEY have *g'vurah*:

- Recall the list of heroes that the campers identified. Go through some of the heroes on the list and discuss them with questions, such as:
 - What type of *g'vurah* did this person/character have?
 - Does this person/character use their strengths/power FOR GOOD?
 - » Feel free to ask campers to use a fun/silly way to answer yes/no
 - ◆ Ex: Jump up for yes; Wiggle their whole body “no” for no
 - ◆ Ex: ASL for yes and no
 - Follow up about how/why you know this person/character does or does not use their strength/power FOR GOOD, did they have *g'vurah*?
 - Explain that each of us have multiple kinds of *g'vurah*, and it's important to recognize our *g'vurah* and know that YOU can make a difference!

G'VURAH CHALLENGE:

Pick 1 activity from the following pages.

CLOSURE:

Discuss the following questions

- What is *G'vurah*?
- Share what type of *g'vurah* you think you might have?
- Thinking about the kinds of *g'vurah* we talked about today, can you see all of these kinds of *g'vurah*?
 - Why is it important to realize that we can't always see someone else's' *g'vurah*?
 - For older campers: What about our own *g'vurah*? Can we always see that? Why is it important to think about this question, too, not just thinking about seeing others' areas of *g'vurah*?
- How does it help our group/bunk knowing that people have different types of *g'vurah*?
- How can we help each other notice the different kinds of *g'vurah* we each have throughout the rest of the summer?
 - For *G'vuRock* Creators: How can you use your *G'vuRocks* throughout the summer?
 - For *G'vurah* Power Pose-ers: How can we use our *G'vurah* Power poses throughout the summer?

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DESCRIPTION OF ACTIVITY

- ❑ Before handing out and painting the G'vuRocks, help campers come up with personal areas of *g'vurah*
 - Think, Pair, Share:
 - » Think: Ask campers to think of a time when you did something nice/helpful for someone else
 - » Think: What kind of *g'vurah*, what kind of strength/power, did you use in that situation?
 - ♦ Ex from previous programs: Kindness, baking, reminding someone to use their *ometz lev* (inner strength), using your own *ometz lev*, helping someone rebuild their *sukkat shalom* (shelter of peace)
 - » Pair: Have campers turn to the person next to them to share their stories and the kinds of *g'vurah* they used
 - ♦ Encourage campers to help each other discover the different kinds of *g'vurah* they each used in their stories, even if the storyteller didn't initially think of that as one of their areas of *g'vurah*
 - » Share: Ask pairs to share the different kinds of *g'vurah* they used (without retelling the entire stories)
- ❑ Creating G'vuRocks
 - Pass out 2-4 rocks to each camper
 - Have them paint each rock with a different area of *g'vurah* they each have
 - » Ex: Kindness, Gratitude, Music, artistic/creative, Baking, Cooking, Helpful, Cleaning, Noticing others, Sharing, Being a friend, Take turns, Make someone laugh, Going last, Organized, Listening
 - Allow G'vuRocks to dry
- ❑ Once dried, campers can place them around camp to serve as reminders of their *g'vurah* and their abilities to make a difference! (Continue to debrief while drying.)

ACTIVITY**G'VUROCKS!****MATERIALS**

- ❑ 2-4 paintable rocks/camper
 - ❑ Paint (that will stay on a rock)/camper
 - ❑ Paint brush/camper
 - ❑ Cup of water/camper
 - ❑ Paint smock/camper
 - ❑ Paper towels (to clean paint brushes)
 - ❑ If inside: disposable tablecloth
- OR**
- ❑ Bumper stickers
 - ❑ Markers
- OR**
- ❑ Sidewalk chalk
- OR**
- ❑ Other signs around camp
 - ❑ Markers

WHY CHOOSE THIS ACTIVITY

- ❑ Artsy
- ❑ You have the ability to place these around camp
- ❑ Allows you to spread the message that "YOU have *g'vurah* and YOU can make a difference!"

DESCRIPTION OF ACTIVITY

- Counselor shares 10 different *g'vurah* phrases, one-at-a-time
- For each phrase:
 - Each camper will take on a *G'vurah* Power Pose to represent that *G'vurah* Phrase
 - » With each phrase, campers can pick if they want their *G'vurah* Power Pose to include a (towel) cape or not
 - Campers then look around and vote to pick the “official” *G'vurah* Power Pose for that phrase
 - You may also wish to ask campers to think about if this is a kind of *g'vurah* they have, and why they think that
- Phrase Options (Pick 10 or create your own):
 - Physically Strong
 - Kind
 - Organized
 - Problem solver
 - Listener
 - Friend
 - Gift giver
 - Scientist
 - Helper
 - Animal lover
 - Nature lover
 - Musician
 - Artist
 - Imaginateer
 - User of *Ometz Lev*

ACTIVITY

G'VURAH POWER POSE-OFF (SIMILAR TO A VEGETABLE-OFF)

MATERIALS

- Towel/camper (for a cape)
- Rubber bands/hair ties (to attach cape to camper)

WHY CHOOSE THIS ACTIVITY

- Movement
- Competition/Voting

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DESCRIPTION OF ACTIVITY

- ☐ Think, Pair, Share:
 - Think: Ask campers to think of a time when you did something nice/helpful for someone else
 - Think: What kind of *g'vurah*, what kind of strength/power, did you use in that situation?
 - » Ex from previous programs: Kindness, baking, reminding something to use their *ometz lev* (inner strength), using your own *ometz lev*, helping someone rebuild their *sukkat shalom* (shelter of peace)
 - Pair: Have campers turn to the person next to them to share their stories and the kinds of *g'vurah* they used in the story
 - » Encourage campers to help each other discover the different kinds of *g'vurah* they each used in their stories, even if the storyteller didn't initially think of that as one of their areas of *g'vurah*
 - Share: Ask pairs to share the different kinds of *g'vurah* they used (without retelling the entire stories)

ACTIVITY**TALK IT THROUGH
- THINK, PAIR,
SHARE****MATERIALS**

- ☐ Print out of this activity plan

WHY CHOOSE THIS ACTIVITY

- ☐ If you are short on time
- ☐ If you want to encourage campers to connect with each other
- ☐ If your campers do well with talking and listening to each other

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G'VURAH

Session 2

SUMMARY:	During this session, campers will explore what it means to join their individual areas of <i>g'vurah</i> (strength/power) together as a group. This session will involve challenges campers will need to overcome while working as a cohesive group.
TOPIC(S):	<ul style="list-style-type: none"> <input type="checkbox"/> <i>G'vurah</i> - Using one's strength/power for a good purpose. <ul style="list-style-type: none"> • A principle of care is helping others believe that an individual and a group can use their power for good and can create meaningful change. <input type="checkbox"/> NOTE: This Program guide uses the term "<i>g'vurah</i>" and phrases such as "areas of <i>g'vurah</i>" and not the word "<i>g'vurot</i>" to avoid any confusion with the prayer, <i>G'vurot</i>, in a Jewish service.
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to express when it can be helpful to join individual areas of <i>g'vurah</i> together in a group. <input type="checkbox"/> Campers will be able to overcome a challenge in a small group by working together/joining their various elements of <i>g'vurah</i>. <input type="checkbox"/> Campers will reflect on their power to do good things together.
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> Objects for campers to bang on to create noise (spoons and pots, drums, a couple of sticks, etc. Hands for clapping will also work) <input type="checkbox"/> See chart below for more materials
SET-UP DETAILS:	<p>For "Crazy Chain of Communication":</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, make arrangements with any low ropes course camp personnel to bring your campers to do some team building activities that will encourage them to utilize different areas of <i>g'vurah</i> (aka different skills) to work together to achieve a common goal. <input type="checkbox"/> If leading this program yourself: Set up any team-building activity or one of the options listed below.

SESSION TIMELINE & OUTLINE:

TIMELINE

00:00-00:10 Set Induction

00:10-00:35 Group *G'vurah* Challenge

00:35-00:45 Closure

OUTLINE

SET INDUCTION:

- Ask 1 camper to make noise with their loud objects (spoons, pots and pans) for approximately 3 seconds.
- Ask 3 more campers to do this at the same time.
- Ask all of the campers to do this at the same time.
- Ask: *What was the difference between 1, 3, and all of us banging our objects together to make noise?*
 - *Which (1, 3, or all) would be more effective to have sound reach _____ [name a very close camp location]?*
 - *Which (1, 3, or all) would be more effective to have sound reach _____ [name a camp location that is farther away]?*
 - *What about to have sound reach _____ [name a camp location that is **very** far away]?*
- Ask: *What if we were trying to drown out mean words? Would we want 1, 3, or all of us to make the noise?*
 - Guide campers to see that the more people banging on objects, the more noise we can create. The more people speaking out against meanness, the more positive noise we create, and we can overpower the negativity.
- Ask: *When we are trying to use our g'vurah (our strength/power) to do something good, would you want to do it alone or in a group?*
 - The more we combine our individual areas of *g'vurah* (such as our ability to make noise/drown out mean words), we can make a stronger impact (aka further drown out mean words).
- Make a connection to a large task at camp (such as cleaning up before Shabbat).
 - If only 1 person uses their *g'vurah*, this task could be really difficult to get done well/ on time/etc. However, if multiple people at camp combine their *g'vurah* together, there's a much better chance of achieving the goal of the task well/on time/etc.

GROUP G'VURAH CHALLENGE:

Pick 1+ team building activity(ies) from the following pages that encourage campers to combine different kinds of *g'vurah*.

CLOSURE:

Discuss the following questions:

- What are some of the challenges we overcame today?
- What's the difference between using our *g'vurah* as an individual vs. combining our areas of *g'vurah* as a group?
- What are some times at camp when we have used our *g'vurah* to make a big difference as a group?
- What types of *g'vurah* is our group good at?

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DESCRIPTION OF ACTIVITY

- Campers cannot talk
- They must put themselves into a specific order by:
 - Height
 - Birthday
 - Alphabetical Order
- Make it harder:
 - Can only use 1 hand
 - Can't use hands - must find other ways to pantomime/communicate

ACTIVITY

GROUP SILENTLY PUTTING THEMSELVES IN A SPECIFIC ORDER

MATERIALS

- N/A

WHY CHOOSE THIS ACTIVITY

- Individuals utilize and combine their different kinds of *g'vurah* to help the group complete a task

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DESCRIPTION OF ACTIVITY

- Campers form a circle
 - Hold hands (OPTIONAL: With gloves on) OR
 - Use string/rope to connect campers in a closed circle
- Open the circle at 1 point > Place a Hula Hoop around that person's arm > Reclose the circle
- Campers must get the hla hoop to go all the way around the circle without letting go of each other

ACTIVITY**HULA-HOOP
AROUND THE
GROUP****MATERIALS**

- Hula Hoop (1+)
- OPTIONAL:
 - Gloves
 - String/Rope for campers to hold (to avoid hands touching)

WHY CHOOSE THIS ACTIVITY

- Individuals utilize and combine their different kinds of *g'vurah* to help the group complete a task

DESCRIPTION OF ACTIVITY

- This can be a whole group relay with different challenges needing different numbers of people.
- This can be a relay race completed in small teams
- Make sure this obstacle course highlights different areas of *g'vurah* your group members have, such as:
 - Something sporty
 - Something that requires getting dizzy (some people don't have the ability to stomach spinning even 1x, let alone 3x-5x!)
 - Something overly silly that some campers may find embarrassing, but others won't

Running the Obstacle Course:

- Explain the course and all of the different challenges throughout the course
- Give campers (teams or whole group) time to decide who will complete which challenge based on their different kinds of *g'vurah*.
 - Someone with a *g'vurah* of playing various sports may be the best choice to throw a ball through a hula hoop
 - Someone with a *g'vurah* of art may be the best choice to create an artistic rendition of the counselor using only sticks, stones, leaves, and other natural materials in the area
 - A couple of campers with a *g'vurah* of comedy may be the best choice to make the counselor acting like a Buckingham Palace Guard break their stoic look and get them to laugh
 - Someone with a *g'vurah* for making a lot of noise may be the best choice to shout something louder than another person
- Once the plan(s) is/are created, have the campers get set up
- Run the course!

OPTIONS:

- Time the course
 - In teams: Who finished first? What was their time?
 - In a group: What was the group time? Can they beat it?
- Run the course multiple times, encouraging campers to get out of their comfort zones and try on different kinds of *g'vurah* for this activity
- Run the course multiple times, adding new and fun rules, such as:
 - Campers can now only crab walk
 - Campers must create a silly walk
 - Group-based challenges now must be completed without talking
 - If changing roles, campers must make a plan only using body motions
- Name the different obstacles based on good deeds one can use their *g'vurah* for in real life, such as:
 - Being an Upstander
 - Making food for someone who is sick
 - Supporting someone who is having a bad day

ACTIVITY**OBSTACLE COURSE****MATERIALS**

- Whatever you have at camp!

WHY CHOOSE THIS ACTIVITY

- Can be adapted for older or younger campers
- Encourages pairs/small group cooperation
- Individuals utilize and combine their different kinds of *g'vurah* to help the group complete a task
- Encourages campers to uncover kinds of *g'vurah* they may not realize they have

DESCRIPTION OF ACTIVITY

- Check with your Low Ropes Course Specialists

ACTIVITY**LOW ROPES
COURSE
ACTIVITIES****MATERIALS**

- Check with your Low Ropes Course Specialists

WHY CHOOSE THIS ACTIVITY

- Campers find ways to use their own kinds of *g'vurah*
- Campers find ways to encourage each other to use their *g'vurah*
- Individuals utilize and combine their different kinds of *g'vurah* to help the group complete a task
- Encourages campers to uncover kinds of *g'vurah* they may not realize they have

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DESCRIPTION OF ACTIVITY

- Put campers into groups of 3
- Arrange a collection of easy to handle, non-breakable items
 - 1 collection of items for each small group
 - Each group should have similar items
- Campers in their small groups must work together to achieve a task with these items. Each camper can only do 1 thing:
 - Camper 1: Is the only one allowed to touch the items - they must be blindfolded
 - Camper 2: Can see all of the items, can see Camper 1 with the items and faces Camper 3 to help guide them with what instructions to give – Can only use hand signals to communicate with Camper 3
 - Camper 3: Is the only one allowed to talk and instructs Camper 1 of what to do and how to do it – Has their back turned away from the rest of the group and away from all of the items, faces Camper 2
- Counselor creates a task for each small group to achieve with their collection of items
 - Example:
 - » Items: water bottle, backpack, towel, watch, hula hoop
 - » Task: Campers must put the towel, watch and water bottle into the backpack, then must put the backpack inside the hula hoop

OPTIONS:

- Have different rounds where each camper takes turns with the different roles
- You can time the activity
 - Groups only have 5 minutes to get as much done as they can
 - It can be a race to see which small group gets the task done the quickest
- You can do this as a whole group, with multiple campers in each role and they have to figure out who is going to do which part of the task
- Feel free to use as many items and tasks as your time and space allow

ACTIVITY**CRAZY CHAIN OF COMMUNICATION****MATERIALS**

- 1 blindfold for each small group (3 people/group)
- A collection of small, non-breakable items (1 collection of items for each group. Each group should have similar items.)
 - Example: water bottle, backpack, towel, watch, hula hoop

WHY CHOOSE THIS ACTIVITY

- Individuals utilize and combine their different kinds of *g'vurah* to help the group complete a task
- Encourages campers to uncover kinds of *g'vurah* they may not realize they have

K'HILLAH

Session 1

SUMMARY:	Campers will explore the difference between a (sometimes circumstantial) group and a <i>k'hillah</i> , an intentional community. They will also consider different roles someone could take on within a <i>k'hillah</i> .
TOPIC(S):	<i>K'hillah</i> - An Intentional Community Judaism finds holiness in community, and being with others is a value. It is a principle of care to help people find others who care about them and ensure they feel like they belong.
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to distinguish between a (sometimes random) group and a <i>k'hillah</i>, an intentional community. <input type="checkbox"/> Campers will be able to identify different roles members of a <i>k'hillah</i> can take on. <input type="checkbox"/> Some campers will be able to distinguish between someone being “in” or “out” of <i>k'hillah</i>.
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> 1-2 Large sheet(s) of paper (or post-it notes) <input type="checkbox"/> Bold writing utensil (a couple of different colors) <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 a protective sleeve <p>For “Story - Roles in a <i>K'hillah</i>” AND “<i>K'hillah</i> Role Playing”:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Print Out RESOURCE SHEET B <p>For “Making Play Dough”:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set up play dough making station – put off to the side until ready to use

SESSION TIMELINE & OUTLINE:

TIMELINE

00:00-00:05 Set Induction

00:05-00:15 Group or *K'hillah*?

00:15-00:35 Roles in a *K'hillah*

00:35-00:45 Closure

OUTLINE

SET INDUCTION:

- ❑ Favorite Activity Charades
 - Start by saying, “*Shalom, k'hillah*” (we will refer back to this if someone asks what this means!)
 - Ask: What is your favorite activity to do with a group of people?
(These can be camp or non-camp activities)
 - » Instead of verbally sharing their favorite activity, ask each camper to come up with a way to act out that activity - No talking and no props
 - » The rest of the group has to figure out what they are acting out
 - » Write out these activities in a list on a large sheet of paper (or a whiteboard) after the group guesses them
- ❑ Ask: Why are these activities better to do in groups?
 - Does it matter what type of group - people you know, don't know, at camp, with a sports team, at school, your family?
- ❑ Remind campers that you started today by saying, “*Shalom, k'hillah!*”
- ❑ Ask if anyone knows what either of those words mean
 - *Shalom* = hello, goodbye and peace; In this case, it means “hello!”
 - *K'hillah* = community
- ❑ Explain that today you'll be exploring: What makes a *k'hillah*? What is the difference between a *k'hillah* and a group of people?

GROUP OR K'HILLAH? A SORTING ACTIVITY:

- ❑ On another large sheet of paper (or using post it notes) create a list of all of the different kinds of groups the campers belong to
 - Give each camper the opportunity to share 1 or 2 groups
 - Examples of groups could be: sports teams, clubs, activity groups at camp, groups in their families, a specific bus they take regularly, appropriate social media groups (Facebook, FlipGrid), lunch/recess group at school, religious school group, etc.
 - Feel free to add any groups of your own
- ❑ Ask campers to identify similarities and differences between the groups they put on the list. Ask questions like:
 - How different does it feel when you play a game with children your age on the playground for only one afternoon, and when you are on a sports team for a few months?
 - » How are these groups the same and how are they different?

- What is the difference between acting out a skit at camp for 1 quick activity and rehearsing for a month or two for a performance?
 - » How are these groups the same and how are they different?
- Which of the groups mentioned by campers/put on the list ask members to help each other?
 - » If you join others in a synagogue together on Shabbat, do you have any responsibilities to each other?
 - » If you are part of a tight-knit class, how do you help each other out?
- Explain: A “group” is a collection of more than 1 person that does things together. A *k'hillah* is a special kind of group. It is an intentional community with 4 ingredients:
 - Members feel like they belong
 - Members feel connected to other members (like if you saw them at the store you would wave or say “hi” or tell your family you knew them)
 - Members help each other
 - They are together for a reason
 - Show RESOURCE SHEET A OR Write these out on another large sheet of paper for campers to see
- Go back to the list you created together for this activity – Sort through the list and decide: Is this a group or an intentional community, a *k'hillah*.
 - Go through all of them or about 5
 - » Try to balance “regular group” with “*k'hillah*”

ROLES IN A K'HILLAH:

Pick 1 or 2 activity(ies) from the chart.

CLOSURE:

- What makes a *k'hillah* different from a group?
- What are different roles people might play in a *k'hillah*?
- How is a *k'hillah* better than a group?
- How is our group at camp like a *k'hillah*?
- What happens if you don't have one of the members of the *k'hillah*, one of the ingredients of the play dough?
- If the play dough is a different color is it still part of the *k'hillah*?
- If the play dough is separated into two or more balls, is it still part of the *k'hillah*?
- Question for further thought: What are some ways we can become even more like a *k'hillah* throughout the rest of the summer?

DESCRIPTION OF ACTIVITY

- Explain that you're going to share a story with the campers, and while you're telling the story, campers should pay close attention to try to answer the following question: What is each character's **ROLE** in this story?
- Read "The Youth Group Fundraiser" on RESOURCE SHEET B
- After sharing this story, help guide campers to see how the different board members and volunteers took on the following roles:
 - Alex (they/them) - **PLANNER**: comes up with the idea of planning an activity for the *k'hillah* to do. Also plans how.
 - Max (she/her) - **LEADER**: makes sure everyone knows what to do and how to do it.
 - » NOTE: Alex was also a leader in that he's the newly elected President of the Youth Group
 - 3 Volunteers - **DO-ERS**: jumps in and do what is needed
 - Eli (he/him) - **SUPPORTER**: offers help and assistance to anyone who needs it. Sometimes the support is just with words – they explain "how"– and sometimes it is hands-on, showing "how."
 - Sasha (he/him) and Tatiyana (she/her) - **ENCOURAGERS**: say "good job" and "you can do it" and keep everyone moving along.

ACTIVITY

STORY - ROLES IN A K'HILLAH

This activity could serve as an Intro to either of the following 2 options or on it's own.

MATERIALS

- This program guide - Printed
- RESOURCE SHEET B - Printed

WHY CHOOSE THIS ACTIVITY

- Practice Active Listening
- Introduce campers to the idea that different people in a *k'hillah* can play different roles
- No food - don't need to worry about possible allergies

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DESCRIPTION OF ACTIVITY

Explain that we're going to talk about a k'hillah like a recipe by making play-doh!

Make sure that everyone is doing the steps at approximately the same times to really talk through this metaphor.

Use this recipe for 1 cup of play dough per camper or your favorite play dough recipe:

- Each camper will need:
- Area to knead their play dough
- 1 medium-large mixing bowl
- 1 mixing spoon
- 1 microwave safe liquid measuring cup (1 cup minimum)
- Measuring cups/spoons:
 - 1 cup
 - ¼ cup
 - 1 tablespoon
- 1 cup flour
- ¼ cup salt
- ¾ cup mixture of water/lemon juice (fresh or store bought) (this will get heated)
 - 3 tablespoons lemon juice
 - Fill to the ¾ cup line with water
- 1 tablespoon oil (any kind of oil will work)
- OPTIONAL
 - Colored drink mix (like Kool Aid – for scent and color), enough for 2 quartz of the drink (aka 1 packet)
 - Food coloring (for color)
 - Gloves
 - Apron/Smock
- TO STORE FINISH PLAY DOUGH
 - Marker to label play dough bags
 - Each camper will need a zipper seal bag
 - OPTIONAL: Wrap the play dough in plastic wrap, in addition to putting it in a zipper seal bag, to further keep air off the play dough, preventing it from drying out

Continued on next page.

ACTIVITY**MAKING PLAY DOUGH****MATERIALS**

Enough for each camper:

- Flour
- Salt
- Water
- Lemon juice
- Oil
- Mixing bowls (medium/medium-large)
- Mixing spoons
- Measuring cups/spoons:
 - 1 cup liquid measuring cup
 - 1 cup dry measuring cup
 - 1 tablespoon
 - ¼ cup dry measuring cup
- Area to knead play dough
- Zipper seal plastic bags
- Label Marker
- OPTIONAL:
 - Enough for each camper:
 - » Apron/Smock
 - » Gloves
 - » Plastic wrap
 - » Colored/Flavored drink mix (such as Kool Aid)
 - » Food coloring
- Enough for room:
 - Disposable Tablecloth(s)

WHY CHOOSE THIS ACTIVITY

- Artsy
- Hands-on
- Concrete example of how different ingredients, each with their own purpose, come together to make something new

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ACTIVITY CONT.**MAKING PLAY DOUGH****INSTRUCTIONS**

KEY: *Italic Text/Square Bullet* = Explanations

Regular Text/Solid Bullet = "Cooking" Directions

- First, start with the dry ingredients. These will create the bulk of the play dough. Their jobs are to hold the play dough together.*
 - In a mixing bowl, mix flour and salt.
- Next, the first wet ingredients. These will bring the dry ingredients together, getting them to actually combine into play dough. Water as the main liquid and the lemon for some added freshness and activation.*
 - Measure 3 tablespoons of lemon juice into a microwave safe liquid measuring cup.
 - Fill the cup to the $\frac{3}{4}$ cup line with water.
 - Microwave the liquid mixture until just boiling – approx. 2.5 minutes (BE CAREFUL! It's HOT!)
- If adding ingredients to provide scent OR color:*
 - If using drink mix, SLOWLY add the drink mix to the liquid and stir
 - If using food coloring, add it to the liquid mixture (after drink mix)
- Now, it's time to get these various ingredients to work together to actually form the play dough k'hillah*
 - Slowly pour the liquid mixture into the mixing bowl with the dry ingredients
- The action that actually gets them to work together comes from you! The stirring!*
 - Stir until it begins to form a dough
- Next, add in the ingredient that adds a level of flexibility and softness to the play dough:*
 - Drizzle in oil.
- Back to you and your stirring!*
 - Stir until it becomes a ball.
- The final touches of the play dough come from a little trial and error. It needs some extra work to really get the play dough to form into its k'hillah form, and you may find out it needs a little extra stabilization:*
 - Once it is cool enough to do so, take the play dough ball out of the bowl and knead it on the table with your hands
 - It will feel a bit sticky at first, but DO NOT add more flour.
 - The more it cools, the thicker/less sticky the dough will become
- Once the dough is cooled, you may begin to add more flour 1 tablespoon at a time for more stabilization until desired consistency.

If extra time, allow the campers to play with their new *k'hillah* play dough!

- TO STORE FINISH PLAY DOUGH

OPTIONAL:

Wrap the play dough in plastic wrap to further keep air off the play dough, preventing it from drying out

- Put play dough in a zipper seal bag and write campers name on the bag

DESCRIPTION OF ACTIVITY

- ❑ Counselors have scenarios (RESOURCE SHEET B) and each camper gets a character.
 - Counselors will tell each camper important information about their character without giving too much away
- ❑ Campers act out the scenarios as their character in a semi-improv style, and after each scene, each person has to say whether their character was “In” or “Out” of the *k'hillah*.
 - If they were “in,” what kind of role did they have in the *k'hillah*?
 - If they were “out,” what told you that your character was “out”?
- ❑ OPTIONAL - Add an additional level to this activity: Make it fully improve!
 - Each camper creates their own character and doesn't tell anyone else who/what they are
 - Someone shouts out a place/activity at camp
 - No matter what anyone says the rule is “Yes, and...”
 - » Example:
 - ◆ Place/Activity at Camp: High Ropes Course
 - ◆ Camper 1 says they've never done the high ropes course before
 - ◆ Camper 2 can't disagree and say, “yes you have. You did it last year.”
 - ◆ Camper 2 CAN say, “Oh that's right, you were sick the day we did it” – or something like that
 - After a few minutes of improvising the scene, counselor yells “SOF!” (meaning “END!”) and everyone stops
- ❑ After each scene, talk about:
 - Was there a *k'hillah* in this improvised scene?
 - If there was a *k'hillah*, what was it?
 - » Who was “in” the *k'hillah* and who was “out”?
 - » Of those that were “in,” who were playing what kinds of roles?
 - If there wasn't a *k'hillah*, why not? What kind of group was it? What makes you think that?

ACTIVITY**K'HILLAH ROLE PLAYING****MATERIALS**

- ❑ This Program Guide - Printed
- ❑ RESOURCE SHEET B - Printed

WHY CHOOSE THIS ACTIVITY

- ❑ Get campers up and moving
- ❑ No food - don't need to worry about possible allergies

INGREDIENTS OF A K'HILLAH

1. FEEL LIKE THEY BELONG TO THE K'HILLAH



2. FEEL CONNECTED TO OTHER MEMBERS



3. FEEL LIKE THEY NEED TO HELP EACH OTHER



4. ARE TOGETHER FOR A REASON. THERE IS SOMETHING TO DO OR ACCOMPLISH



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ROLES IN A K'HILLAH

FOR: STORY

“THE YOUTH GROUP FUNDRAISER”

It's the Hebrew year 6794 (secular year 3033) and Alex (they/them) just got elected President of their synagogue's youth group. Their new board consists of Max (she/her), Eli (he/him), Sasha (he/him) and Tatiyana (she/her).

The first of event of every year is the Youth Group's Board Game Fundraiser. They transform the synagogue yard into a giant human-sized board game with places to play mini-games and buy snacks and swag, with all of the proceeds going toward the synagogues robust Food Pantry that started back in 2020. As the President, Alex knows they need to make sure this event gets organized, set up, that it goes well, and that everything gets cleaned up afterward. However, they also know they don't have to do this all by themselves. Max volunteers to be Alex's co-chair.

As the co-chair, Max knows she has to help make sure everything goes smoothly on the day-of. Part of her job is to be the MC of the day, to help ensure Alex can take care of a lot of the background things without too many people asking them about what's coming next, how to play various mini-games and how to access the snack bar. For all of those day-of how-to's, folks will go to Max.

The rest of the board members, Eli, Sasha and Tatiyana, along with a team of 3 other volunteers, will run all of the booths/stations throughout this massive board game. Additionally, Eli is the go-to person for any additional help people need throughout the day that their MC Max doesn't answer or that people need more clarification on. While Sasha and Tatiyana both serve as the cheer squad throughout the day. Sasha even spent some time coming up with cheers specific to the board game theme that year, Jewish Pokémon, and he can't wait to share it with everyone at the big fundraiser!

The day comes for the big Jewish Pokémon Board Game Fundraiser! Alex is finalizing all of the details; Max is gearing up to MC throughout the day; Sasha gets to premiere his new cheer with his board; Eli is making sure he really knows all of the ins-and-outs of everything to provide clarification throughout the day; and Tatiyana is already cheering on the board and the 3 volunteers!

They have a GREAT turnout at the event! They made enough money to buy enough food for the food pantry for 5 families for 5 months!

What made this event go so well?? What role did each person play?

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ROLES IN A K'HILLAH

FOR: K'HILLAH ROLE PLAYING SCENARIOS

DIRECTIONS FOR THE COUNSELORS:

Announce to the group the “Scenario” then secretly tell each camper about their individual “character description”

SCENARIOS

SCENARIO 1: A group of campers talking about their favorite camp activity/chug

Character descriptions:

- 1 camper is in horseback riding and always takes attendance
- 1 camper is in horseback riding and always makes sure everyone is wearing their helmets
- 1 camper is in horseback riding and cheers everyone on
- 1 camper is not in horseback riding; they are in another activity

SCENARIO 2: Campers talking about their end of day activity from the day before

Character descriptions:

- Campers in Bunk A who played mad-libs with their counselors:
 - One camper was the writer first
 - One camper offered up a lot of funny words
 - One camper got to be the reader
 - One camper got to be the writer second
- 1 camper is in Bunk B, and they played a fun/silly prank on 1 of their counselors (with permission from the unit head, of course!)

SCENARIO 3: Talking with friends at the lunch table

Character descriptions:

- Tell each camper that they are friends with everyone at the table
- They are all talking about a game of Gaga they played earlier
 - One camper won twice
 - One camper was good at dodging the ball
 - One camper was good at hitting the ball
 - One camper was good at getting out
 - One camper didn't really want to play that day, but had fun shouting tips/tricks to their friends

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SCENARIO 4: Shabbat at camp**Character descriptions:**

- Some campers are from one unit/age grouping
- Some campers are from another unit/age grouping
- NOTE: There are no specific roles in this scenario, rather campers have to try to figure out who belongs where by talking about their favorite Shabbat at camp activities (People who talk about similar activities are in 1 group, people who talk about another activity are in another group.)**

SCENARIO 5: Playing a video game online**Character descriptions:**

- Some of the players play this game online together every week on a “team”:
 - One player is the team leader this week
 - One player is the navigator (in charge of the map)
 - One player is the medic and helps heal the other players
- Some of the players are single players in the game:
 - One player is a sphinx (presents the “team” with a riddle they have to solve to move on in the game)
 - One player is wandering around the virtual game world, trying to understand how to play the game at all
 - One player is looking for someone specific but can't find them

K'HILLAH

Session 2

SUMMARY:	<p>Campers will learn about/reflect upon what it means to share responsibility within a <i>k'hillah</i>. Campers will then tie-dye items together to represent and strengthen their sense of <i>k'hillah</i>.</p>
TOPIC(S):	<p><i>K'hillah</i> - An Intentional Community</p> <p>Judaism finds holiness in community, and being with others is a value. It is a principle of care to help people find others who care about them and ensure they feel like they belong.</p>
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to explain what is possible in a <i>k'hillah</i> that one person couldn't do alone. <input type="checkbox"/> Campers will be able to describe what it means to "share responsibility." <input type="checkbox"/> Campers will be able to build stronger connections within their camp <i>k'hillah</i>.
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> RESOURCE SHEET A – Photos of <i>Leket</i> Volunteers <input type="checkbox"/> RESOURCE SHEET B – Script of <i>Leket</i> Volunteers from a Video (13 copies) <input type="checkbox"/> Each camper will need a white item to tie-dye <input type="checkbox"/> Fabric markers <input type="checkbox"/> Tie-dye supplies <ul style="list-style-type: none"> • Water • Buckets • Ink • Rubber bands • Gloves
SET-UP DETAILS:	<p>Print Out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> This program guide <input type="checkbox"/> RESOURCE SHEET A - Place in page protectors <input type="checkbox"/> RESOURCE SHEET B (enough for each character) <input type="checkbox"/> Counselors will want to set up the tie-dye station/colors ahead of time according to their camp's tie-dye material directions

SESSION TIMELINE & OUTLINE:

TIMELINE

- 00:00-00:05 Set Induction
- 00:05-00:15 Sharing Responsibility in a *K'hillah*
- 00:15-00:35 *K'hillah* Strengthening Project
- 00:35-00:45 Closure

OUTLINE

SET INDUCTION:

Ask the campers:

- What does it mean to be responsible for something?
- What are some examples of things you are responsible for?
- Can you think of an example of people who share responsibility?
- What are some examples of things for which you share responsibility with someone else?

SHARING RESPONSIBILITY IN A K'HILLAH:

- Remind campers that one of the characteristics of a *k'hillah* is that the members are there for a reason; they work together for a common purpose.
 - Ask campers to name the other ingredients:
 - » Members feel like they belong
 - » Members feel connected to other members
 - » Members help each other
- Explain that you're going to explore shared responsibility in a *k'hillah* by looking at Israel's national foodbank, called *Leket*.
 - "*Leket*" is the Hebrew term that means "gleaning." In the Torah, it says that farmers are to leave food for people in need: their gleanings (the food that falls during harvest or is not gathered on the first picking). *Leket* uses massive numbers of volunteers to gather food that would go to waste and delivers it to those in need.
- Share some photographs of *Leket* volunteers from RESOURCE SHEET A.
- Invite a few volunteers to read through the script from a *Leket* video on RESOURCE SHEET B or summarize the story if you have younger campers (pre-readers)
 - As others are watching/listening (and those acting), ask them to think about: How are these families sharing in the *Leket* responsibilities?

K'HILLAH STRENGTHENING PROJECT: TIE DYE!

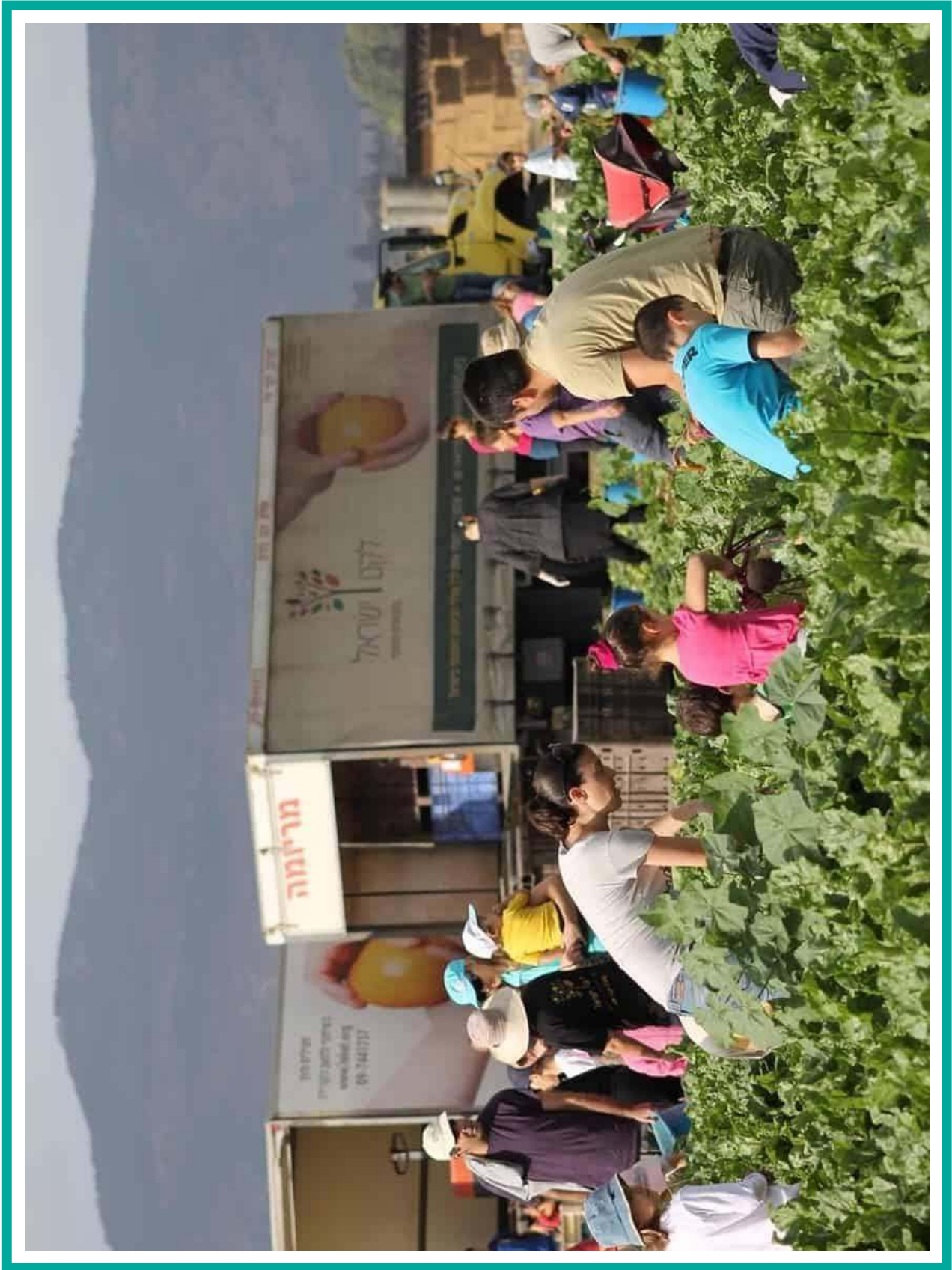
(NOTE: If Tie dye is not available: a group mural or other type of group art project also works)

- To help your group form stronger *k'hillah* bonds, you will all tie dye a swag item together!
- BEFORE TIE-DYEING:

- If all of your tie dye items are blank, everyone should draw/write the group name of your *k'hillah* and/or logo (cabin name, group logo, camp logo, "Summer 2021")
- ❑ Tie Dye your items according to the packaging of your camp's tie dye materials
 - Some campers may need help creating different tie-dye designs
- ❑ AFTER TIE DYING/After drying:
 - If possible/safe, have everyone in your small group *k'hillah* sign each other's tie-dyed item.

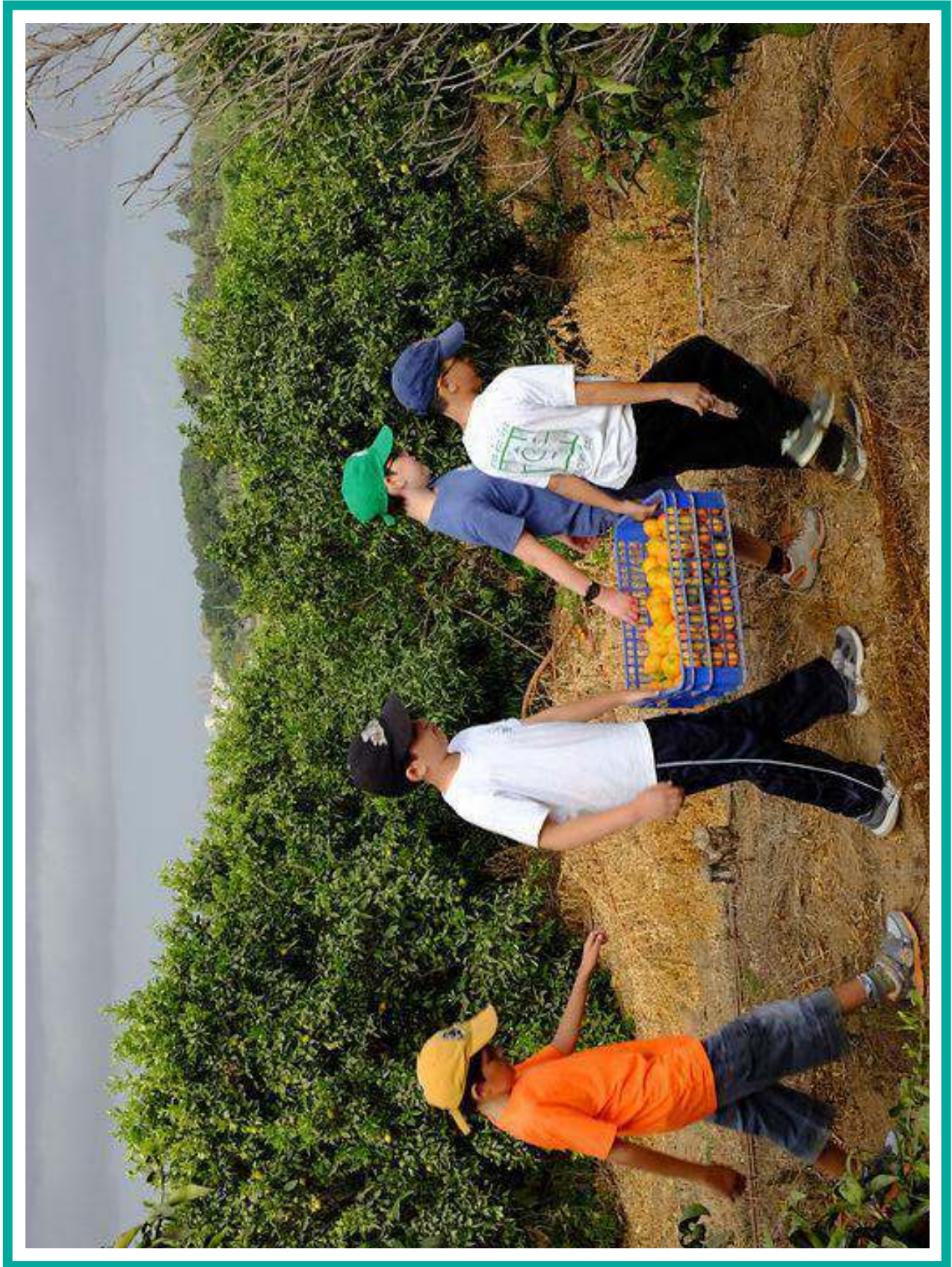
CLOSURE:

- ❑ Explain: *The individual tie-dyed designs on our items represent the uniqueness each of us brings to our k'hillah. The written words on our items (our camp name, k'hillah name and year) represent our k'hillah as whole. Once all of our items are dry, we are all going to sign each others' items to remind us of the shared responsibility we have in our k'hillah.*
- ❑ Discuss the following questions:
 - What are some of the shared responsibilities we have with each other?
 - How can we help each other work towards these shared responsibilities?
 - This is a great opportunity to reflect on your group *La-bir'ut Brit*, think back to different ways you help each other create *sukkat shalom* (shelter of peace), ways you help each other engage your *ometz lev* (inner strength) and ways you help each other remember your various kinds of *g'vurah* (power/strength to do good).
 - What else can we do throughout the rest of the summer to continue to build and strengthen our sense of *k'hillah* with each other?



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LEKET VOLUNTEERS SCRIPT

Based on *Leket* Video: <https://tinyurl.com/y4l9ghcy>

KEY

Green, Italicized words under character are stage directions.

Regular font words are the speaking parts.

CHARACTERS:

- | | | |
|---|--|--|
| <input type="checkbox"/> News Anchor 1 | <input type="checkbox"/> Parent 1 | <input type="checkbox"/> Older Sibling 2 |
| <input type="checkbox"/> News Anchor 2 | <input type="checkbox"/> Parent 2 | <input type="checkbox"/> NOTE: Any parts labeled 1-3 can be combined into 1 role. Feel free to combine any other roles, as needed. |
| <input type="checkbox"/> Senior 1 | <input type="checkbox"/> Little Kid | |
| <input type="checkbox"/> Senior 2 | <input type="checkbox"/> <i>B'nei Mitzvah</i> Person 1 | |
| <input type="checkbox"/> Senior 3 | <input type="checkbox"/> <i>B'nei Mitzvah</i> Person 2 | |
| <input type="checkbox"/> Head Volunteer | <input type="checkbox"/> Older Sibling 1 | |

Scene: Arutz Sheva (Channel 7), the Israeli national news network, is covering a story about Leket, the national food bank of Israel. The News crew is on the scene as volunteers of Leket are harvesting fruit to be delivered to Leket families who need it.

NEWS ANCHOR 1:

Using a microphone

Welcome to *Arutz Sheva*, Channel 7, *Arutz Sheva*. Today we are on the scene as volunteers for *Leket*, Israel's national food bank, are harvesting food for *Leket* families. We're here to learn more about the work *Leket* does, and how this organization really forms a *k'hillah*. I'm [name]...

NEWS ANCHOR 2:

Using a microphone

...and I'm [name]. Let's begin by speaking with a few of the volunteers.

Turning to speak to Senior 1

So, how are you doing?

SENIOR 1:

Pretend to pick grapefruits off of a tree.

Great! That's my third basket. We're doing this for people who could use some help, who need some food, and it's a mitzvah.

NEWS ANCHOR 1:

Speaking to the camera

There are many ways to give, to give *tzedakah*, to help. You could put money in the *tzedakah* box, but there's also another way to help, to do something with your hands, and that's by going out into the fields and picking fruits and vegetables, and that's what these volunteers are doing

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here today, and they're doing that with *Leket*.

Turn to speak to Head Volunteer

Tell us more about this process at *Leket*.

HEAD VOLUNTEER:

We have farmers and packing houses from all over the country who call *Leket*, and they have all of this produce that's not going to make it to the supermarket shelves. *Leket* comes and gleans, harvests, this produce, and instead of it going to waste, this excess produce gets into the hands of people in need all over Israel.

NEWS ANCHOR 2:

Speaking to Parent 1 and Little Kid

Tell us about what you're doing.

PARENT 1:

Pretend to pick grapefruits off of a tree.

We're part of a group that's gleaning grapefruits from the fields, and all of the fruit is passed on to needy people all over Israel.

LITTLE KID:

Pretend to dump a basket of grapefruits into a larger wagon

We just picked all of these grapefruits, and now we're putting them in this wagon to make it easier to get them to the trucks outside of the grapefruit grove.

NEWS ANCHOR 2:

Speaking to B'nei Mitzvah Person 1

And how many families does *Leket* help out?

B'NEI MITZVAH PERSON 1:

Leket supports 175,000 needy people on a weekly basis.

NEWS ANCHOR 1:

Wow! That's amazing!

Turn to speak to Senior 2

We hear *Leket* is like a *k'hillah*. Can you tell me about that?

SENIOR 2:

Sitting, unable to pick grapefruits, but smiling and cheering people on

We have three generations here all working together! Those of us in our Golden Years (aka us old folks) give a lot of enthusiasm and care and share how this is *tzedakah*. And even though some of us can't do all of the physical labor, like our kids and grandkids can, we're all here to work towards bringing food to people who need it. We're all here to support each other.

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NEWS ANCHOR 2:*Speaking to Senior 3*

The fact that you know the kids, your children and your grandchildren, are working the land as part of this giving, it's different than any other giving. Is that correct?

SENIOR 3:*Pretend to pick grapefruits off of a tree.*

It's very different! It's much more direct, and we know that we're going to be helping people who are hungry.

PARENT 2:*Talking directly to News Anchors.*

It's good for the kids to actually connect with the land. Back home, in the cities, kids don't spend that much time around farms; they don't spend much time outside doing things like this.

They are busy eating, but they don't really get a sense of where their food comes from.

B'NEI MITZVAH PERSON 2:*Talking directly to News Anchors.*

There are different types of *zedakah*, but the most rewarding is actually doing something.

OLDER SIBLING 1:*Talking directly to News Anchors.*

When you get to *B'nei Mitzvah* age, that's when you know it's time to really start helping everyone else. You take on the *mitzvot* of the Torah for yourself. It's no longer your parents' responsibility to make sure you follow the Torah; it's up to you now, and one of the main ideas in the Torah is making sure you work together with others to build a better world.

OLDER SIBLING 2:*Talking directly to News Anchors.*

Yea, and what's cool about Leket is we're all connected to this idea of working together to help each other. We're a community in that we're all working towards bringing food to people who need it; we support each other throughout all of the steps and stages from harvesting the food, to cooking the food into meals and then delivering the food to the people who need it. And when you're with your Leket people, you really feel like you belong.

NEWS ANCHOR 1:*Speaking to the camera*

Well, there you have it, folks. The *Leket K'hillah* doing some of its fine work to feed people who need food all across Israel, and doing so in a way where everyone can play a part. I'm [name]...

NEWS ANCHOR 2:

...and I'm [name]. Thank you so much for joining us, and if you want to learn more about *Leket* and how you could become part of this meaningful *k'hillah*, you can visit their website at www.leket.org. This is *Arutz Sheva*; have a great day!

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HESED

Session 1

SUMMARY:	<p>Campers will learn that we should do BIG KIND THINGS because we believe that doing <i>hesed</i> will make a better world. Campers will embark on a scavenger hunt around camp to search for evidence of acts of <i>hesed</i>.</p>
TOPIC(S):	<p><i>Hesed</i>: An act of loving-kindness (BIG KIND ACTION) that can make the world better Caregivers can help campers act on their sense of hopefulness for the world through loving-kindness, <i>hesed</i>.</p>
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to state the difference between general “kindness or good manners” and a Jewish act of <i>hesed</i> (A BIG KIND ACTION). <input type="checkbox"/> Campers will be able to identify different acts of <i>hesed</i> around camp.
AUDIENCE:	<p>Rising 1st-7th grade campers</p>
TIMING:	<p>45 minutes</p>
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> Writing utensil to mark off the <i>Hesed</i> Scavenger Hunt Board (1 for every camper OR 1 for the whole group) <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>This activity works best when the camp scavenger hunt can be done outside. Print out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> This program guide <input type="checkbox"/> <i>Hesed</i> Scavenger Hunt Board(s) (RESOURCE SHEET A/RESOURCE SHEET B/RESOURCE SHEET C)

SESSION TIMELINE & OUTLINE:

TIMELINE

- 00:00-00:05 Set Induction
- 00:05-00:15 Kindness vs. *Hesed*
- 00:15-00:35 Camp *Hesed* Scavenger Hunt
- 00:35-00:45 Closure

OUTLINE

SET INDUCTION:

- Ask: *Who's heard of Gimmilut Hasadim?*
 - *What does it mean?*
 - » NOTE: It translates to “acts of loving kindness”
- Explain that today we're going to be exploring Jewish acts of *hesed*, and what *hesed* means.

KINDNESS VS HESED:

- Explain: In English we talk about kindness. In Hebrew there is a very special word called *hesed* which is generally translated as “kindness,” but it has a twist to its meaning. There are stories from the Torah that illustrate *hesed*.
- The campers challenge: Figure out - What is *hesed*? How is it different from kindness?
- Choose one, two or three of these Biblical stories based on your camper's age group and understanding:
 - **STORY 1:** Genesis 18:1-8 (with some slight shifts in the translation)

Abraham was sitting at the opening to his tent on a very hot day. He wasn't feeling well, but when he saw three people near his tent, he ran to them. Abraham bowed respectfully and asked them to stop and rest.

He said, “Let me bring you a little water along with a piece of bread. I'll wash your dusty feet while you sit under the shade of the nearby tree.”

When the three people agreed, Abraham rushed to his wife, Sarah, to let her know of the guests. Sarah offered to bake some cakes, and Abraham volunteered to make some meat. Together they decided to use their best flour for the cakes. Once the food was ready, Abraham brought that, along with something to drink, to the three guests and served them this feast of food.

» Ask: *Abraham and Sarah showed hesed that day with the three people. What do you think hesed means based on this story?*

(NOTE: Your challenge as the counselor is not to give a definition of hesed – accept all campers responses to this question. You might probe for clarity, but do not tell them if they are right or wrong.)

 - ♦ ****Write down these ideas on the large sheet of paper**
 - **STORY 2:** Genesis 24:1-20 (an abridged version with some shifts in the translation)

When Abraham was much older and his son, Isaac, was ready to get married, Abraham sent his servant to find a wife for his son [which is how it was done back then]. The servant was told to return to the country where Abraham was born, and find a wife for Isaac who would come to live with Abraham, Sarah and Isaac.

The servant took 10 camels with him, each loaded up with gifts for the family of the woman who might marry Isaac. When he arrived at the city of Nahor, the servant made the ten camels kneel down by the water well outside the city.

Among the women getting water at the well for their families was Rebecca. The servant ran up to her and asked if she would give him water to drink. She lowered her water jar for him to drink and when he had enough she said, "I will also pull up enough water for all 10 camels, until they have also had enough to drink." [You may want to explain that in those days water didn't come from a faucet, it took a lot of work to get the water from the well.]

» Ask: Rebecca showed *hesed* that day when she not only gave water to the servant, but also to 10 very large and thirsty camels. What do they think *hesed* means based on this story?

» NOTE: Remember not to give a definition of *hesed*

♦ **Make any modifications to the list from Story 1 (add, alter, cross out, etc.)

• **STORY 3:** Exodus 18:1-27(an abridged version with some shifts in translation)

OPTION: Campers could act this out

Jethro (whose name in Hebrew is *Yitro*) was Moses' father-in-law, the father of Moses's wife. *Yitro* decided to visit Moses at the foot of Mt. Sinai because he had heard stories of how God helped the people of Israel escape Egypt.

Moses went out to greet *Yitro* and then shared with him the story of all that had happened in Egypt and how God saved the people.

The next day, *Yitro* walked around the very large camp of the Israelites. He saw that Moses sat as a judge, but there was a very long line of people waiting to talk to him. *Yitro* could have gone back to his home, but he saw Moses needed help. *Yitro* waited all day until Moses was alone and then decided to try to help Moses.

Yitro asked Moses, "Why do you sit as a judge by yourself while people have to wait to talk to you? There are so many people waiting, that you have to sit ALL day long!"

Moses answered, "When people have an argument, they come to me and I decide between one person and another based on God's laws and teachings."

Yitro looked at Moses and kindly said, "This job is too big for one person - you will wear yourself out! May I give you advice? Find other wise people who understand God's teachings and divide the work up. Let them take the easier cases, but you save yourself for the hardest of all."

Moses did as *Yitro* had suggested and became a better, less tired leader.

» Ask: *Yitro came just to visit, but ended up helping Moses. Yitro took a big risk: Moses could have gotten upset with him. Yitro was willing to risk having Moses mad at him in order to help Moses. What do you think hesed means, based on this story?*

(NOTE: By now you should be able to help campers make some comparisons among the stories and hopefully come to understand that when someone **acts with hesed they aren't simply being nice, they do a BIG KIND ACTION.**

In the case of *Yitro*, he came just to visit, but ended up helping Moses.)

♦ **Make any modifications to the list from Stories 1 and 2 (add, alter, cross out, etc.)

♦ **Probe to help campers recognize that an act of kindness is an act that is nice, polite, or well mannered, while an act of *hesed* is a BIG ACTION because you believe that your action will help in a big way. It takes a lot of energy to do an act of *hesed* for most

people. It sometimes involves giving something up that is yours, it often looks like choosing to give up your free time or your fun time to help someone else.

- If desired/extra time: **STORY 4:** A story told by Alan Morinis:

“I once heard Rabbi Abraham Yachnes clarify the extent of the stretch that is necessary to have an action qualify as *hesed*. He said that if you are walking down the street and someone is walking beside you carrying a large box, and you offer to help the person carry the box, that’s not *hesed*. You’d simply be a terrible person not to help someone in that situation. What counts as *hesed* is when you are walking the opposite way from someone carrying a burden, and you turn around to help carry that load in the direction he or she is going. That’s *hesed*.”²

CAMP HESED SCAVENGER HUNT:

Pick 1 activity from the following pages.

CLOSURE:

- Be sure to re-group for this debrief (possibly by returning to your original group spot)
- Go over all of the acts of *hesed* you all saw around camp
 - If divided into groups, allow each group to share what they found/saw
- Ask: What are some acts of *hesed* YOU could do around camp?
 - What makes that an act of *hesed* (and not just an act of kindness)?
What is it about that act that is “a BIG KIND ACTION”?
 - » You can encourage reflection upon the group *La-bri’ut Brit*, and how some of those things are acts of kindness, but going above and beyond what is outlined in the *La-bri’ut Brit* can turn something into an act of *hesed*.
- Ask: What are some acts of *hesed* our *k’hillah* (intentional community) can do around camp?
 - What makes these acts of *hesed* (and not just acts of kindness)?
- Thumbs up/Thumbs Down/Thumbs Sideways: How are you feeling about your understanding of an act of *hesed* vs an act of kindness?
 - Thumbs up = I totally get it
 - Thumbs down = I still have no idea what the difference is
 - Thumbs sideways = I’m starting to get it, but I still need further examples/explanations
 - COUNSELORS: Take a note for yourselves on who’s thumbs are pointed which way
 - » Check-in with campers to help them develop a deeper understanding
- Decide as a group: Hang up the scavenger hunt board(s) in your shared group space OR bring it with you during the rest of the day to continue the scavenger hunt!
 - If you bring it with you, you can use this as a tool to help the “thumbs down” and “thumbs sideways” campers to develop a deeper understanding of *hesed* vs kindness.

² <http://jewishvalueseveryday.blogspot.com/2011/02/february-chesed-loving-kindness.html>

DESCRIPTION OF ACTIVITY

- Introduce the *Hesed* Scavenger Hunt Board you picked
 - Explain what your campers are looking for with each box
 - » Ask for any clarifying questions
- Go around camp on a Scavenger Hunt for Acts of *Hesed* you all see around camp
 - Try to visit as many different places as possible in the time you have
- Make sure to return to the original group spot with enough time for the debrief

Options to Adapt this Activity:

- Depending on the size and age of your group, plus the number of counselors, you may choose to do this activity as a whole group or to divide into smaller groups
- You might extend the activity to a multi-day project and introduce it in this time period with one example together as a group

With the BINGO Board:

- Instead of aiming for 1 type of BINGO, assign point levels to each type. Example:
 - 4 points for regular BINGO (4 in a row)
 - 10 points for 4 Corners
 - 15 points for a stamp (4 boxes that create a small square)

■	■	■	■
■	■	■	■
■	■	■	■
■	■	■	■

ACTIVITY

HESED HUNT AROUND CAMP

MATERIALS

- Pick 1 *Hesed* Scavenger Hunt Board for your group:
 - BINGO Resource Sheet A or Tic-Tac-Toe Resource Sheet B (1/camper OR 1/small group)
- Writing utensils to mark off Scavenger Hunt board(s)

WHY CHOOSE THIS ACTIVITY

- Individual or small group camper search - looking for acts of *hesed* around camp if you have camp groups close together that they can visit
- Alter the project to be multi-day to keep the campers thinking about the unit

DESCRIPTION OF ACTIVITY

- Campers will create a Friendship *Hesed* Scavenger Hunt Board
- Create a BINGO style board, using RESOURCE SHEET C
- Fill in spaces with various acts of *hesed* that people can do for each other at camp
- Use the Board 1 of 2 ways:
- (1) Campers try to fill out their Friendship *Hesed* BINGO Boards throughout rest of the summer by:
 - (a) Doing these acts of *hesed* for each other throughout the rest of camp **OR**
 - (b) Filling out their boards when they SPOT A FRIEND doing these acts of *hesed* for each other throughout the rest of camp **OR**
- (2) Play Human *Hesed* BINGO!
 - Campers find others in the group who have done the various acts of *hesed* they put on their boards
- Some acts of *hesed* ideas:
 - Cleaning up someone else's mess (just because)
 - Randomly making someone a card
 - Randomly making a gift for someone
 - Write someone a letter (just because)
 - Create art for someone else
 - Smiling at someone you don't know
 - You can also look to RESOURCE SHEETS A and B for inspiration

ACTIVITY**CREATE A FRIENDSHIP HESED BOARD****MATERIALS**

- RESOURCE SHEET C (1/camper)
 - Writing Utensils
- OPTIONAL:
 - RESOURCE SHEET A
 - RESOURCE SHEET B

WHY CHOOSE THIS ACTIVITY

- Creating a list and identifying acts of *hesed*
- A way for campers to get to know each other even more, through the lens of *hesed*
- Helps strengthen bonds of *k'hillah* (intentional community) through acts of *hesed* at camp

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DESCRIPTION OF ACTIVITY

- Pass out paper and writing utensils to each camper
- Each camper will draw a map of camp, based on where they think acts of *hesed* can take place
 - Label each place with an example of an act of *hesed* that could happen there
 - Throughout the rest of the summer:
 - » if you see that act of *hesed* happening in that location, mark it on the map!
 - » if you see a different act of *hesed* happening in a location, mark that on the map!

ACTIVITY**CREATE A
HESED MAP****MATERIALS**

- Paper
- Writing utensils

WHY CHOOSE THIS ACTIVITY

- Creating
- Involves more drawing
- Thinking about locations of where acts of *hesed* can happen

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CAMP HESED BINGO SCAVENGER HUNT

HAVE YOU SEEN SOMEONE...

<p>Care for an animal?</p> 	<p>Help a younger person or an older person?</p> 	<p>Wear a mask in public?</p> 	<p>Give a compliment?</p> 
<p>Give a hug to someone?</p> 	<p>Give tz'dakah?</p> 	<p>Send a shabbat meal or challah to someone?</p> 	<p>Share something special?</p> 
<p>(Add your own to this board)</p>	<p>Recycle?</p> 	<p>Help someone who isn't feeling well?</p> 	<p>Give an unexpected gift?</p> 
<p>Make a treat for someone?</p> 	<p>Help with a project?</p> 	<p>Send a card or email to someone?</p> 	<p>Create sidewalk art to say, 'thank you'?</p> 

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TIC-TAC-TOE: CAN YOU FIND HESED..?

IN AN ACTIVITY AREA?



WHAT DID YOU SEE?

WITH A FRIEND?



WHAT DID YOU SEE?

IN A PRAYER AREA?



WHAT DID YOU SEE?

IN A LIVING AREA?



WHAT DID YOU SEE?

IN THE DINING AREA?



WHAT DID YOU SEE?

WHILE TRAVELING?



WHAT DID YOU SEE?

IN A CREATION AREA?



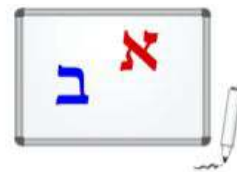
WHAT DID YOU SEE?

ON A CAMP ROAD?



WHAT DID YOU SEE?

IN A LEARNING AREA?



WHAT DID YOU SEE?

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CAMP FRIENDSHIP HESED BINGO

FILL IN EACH BOX WITH AN ACT OF HESED SOMEONE COULD DO AT CAMP.

INITIALS _____	INITIALS _____	INITIALS _____	INITIALS _____
INITIALS _____	INITIALS _____	INITIALS _____	INITIALS _____
INITIALS _____	INITIALS _____	INITIALS _____	INITIALS _____
INITIALS _____	INITIALS _____	INITIALS _____	INITIALS _____

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HESED

Session 2

SUMMARY:	Campers will talk about what it means to “pray with your feet” and how that relates to <i>hesed</i> . Then they will begin a journey to plan for completing acts of <i>hesed</i> at camp.
TOPIC(S):	<i>Hesed</i> : An act of loving-kindness (BIG KIND ACTION) that can make the world better Caregivers can help campers act on their sense of hopefulness for the world through loving-kindness, <i>hesed</i> .
LEARNING GOALS:	<input type="checkbox"/> Campers will be able to explain what it means to “pray with our feet” based on the quote by Abraham Joshua Heschel. <input type="checkbox"/> Campers will be able to plan for a <i>Hesed</i> Project (individually or as a group at camp).
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<input type="checkbox"/> Speaker to play music <input type="checkbox"/> Device cued to play “Praying with our Feet” by Rabbi Joe Black and Steve Brodsky <input type="checkbox"/> See chart below for more materials
SET-UP DETAILS:	<input type="checkbox"/> Print out: <ul style="list-style-type: none"> • This program guide • RESOURCE SHEET A - Place in page protectors • OPTIONAL: RESOURCE SHEET B (on cardstock if possible) <input type="checkbox"/> For “Creating a <i>Hesed</i> Planning Board”: <ul style="list-style-type: none"> • Set up station with supplies for campers to create their <i>Hesed</i> Planning Boards – set these off to the side until you are ready for them <input type="checkbox"/> For “Planning to ‘Pray with Our Feet’ Through a <i>Hesed</i> Project at/for Camp”: <ul style="list-style-type: none"> • Talk to any Unit Heads/Camp Directors ahead of time to discuss what the plan is for campers to create, then do, an act of <i>hesed</i> around camp: <ul style="list-style-type: none"> » Will this be a predetermined project with campers selecting different parts of this project? » Are you going to ask campers to come up with a project proposal? » Is there a list of projects campers can discuss and choose from? » Will the campers come up with some suggestions, then the counselors will go to the Unit Heads/Camp Directors to ask for permission/ask about logistics? » When will campers have time to do this <i>hesed</i> project? How much time will they have?

SESSION TIMELINE & OUTLINE:

TIMELINE

- 00:00-00:05 Set Induction
00:05-00:15 Introducing “Praying with Our Feet”
00:15-00:35 Planning to “Pray with Our Feet” Through *Hesed*
00:35-00:45 Closure

OUTLINE

SET INDUCTION:

- Explain that for this activity, you want the campers to focus on their bodies.
 - To help with this, encourage everyone who is comfortable to close their eyes.
- Once everyone’s eyes are closed, ask each camper to focus on the different parts of their body as you name them, give campers a few moments to think about each area:
 - Their heads
 - Their hair
 - Their brains
 - Their eyes
 - Their ears
 - Their nose
 - Their mouth
 - Their lips
 - Their neck
 - Their shoulders
 - Their arms
 - Their hands
 - Their heart
 - Their stomach
 - Their back
 - Their legs
 - Their knees
 - Their feet
- Next, with their eyes still closed, ask campers to think about praying and about their body. Ask: *What part of the body gets used when people pray?*
 - Give campers a few moments to consider this
- Campers may open their eyes.
- With a piece of paper and a writing utensil, ask campers to quickly draw out the part(s) of the body they thought of.

- ❑ Have everyone hold up their drawings – Call out the different parts of the body that people drew.
 - Call on a few campers to explain why they drew the parts of the body they drew (particularly if people drew areas of the body other than “mouths” and “lips” used to say prayers.)
- ❑ Explain that you all are going to talk about a part of the body some people use to pray that some campers may (or may not) find unusual, and this will help answer the question: *How can hesed inspire hope?*

INTRODUCING “PRAYING WITH OUR FEET”:

- ❑ Hold up the first picture on RESOURCE SHEET A (Rev. Dr. Martin Luther King, Jr. marching with 2 rabbis, Rabbi Maurice Eisendrath and Rabbi Abraham Joshua Heschel.)
- ❑ Ask:
 - *Who is in this picture?*
 - *What is in this picture?*
 - *What do you think they are doing?*
- ❑ Hold up the second picture on RESOURCE SHEET A (Rabbi Abraham Joshua Heschel and others marching with Rev. Dr. Martin Luther King, Jr. in Selma, Alabama)
- ❑ Ask: *What is the same/different about this picture from the first picture?*
- ❑ Explain that:
 - Many people feel those at the march in Selma were doing *hesed*: A BIG KIND ACT going above and beyond. Marching together was a very powerful way to change the world. These marchers were demanding equality and justice for Black Americans.
 - At this march, someone asked Heschel if he had time to pray the day he was marching in Selma, which as a traditional Jew he did three times a day.
 - Ask: *Can you guess what his answer was?*
- ❑ After taking a few guesses, share the third picture on RESOURCE SHEET A (a poster from “Voices and Visions” with Rabbi Abraham Joshua Heschel’s response to the question about time to pray.)³
 - Explain that this quote often gets stated as, “praying with my feet” (rather than “I felt like my legs were praying”)
- ❑ Discuss this idea and how it relates to *hesed*:
 - What does it mean, then, to “pray with our feet”?
 - How does “praying with our feet” relate to *hesed*?
 - How might people feel after doing *hesed* by “praying with their feet” or upon seeing others doing *hesed* by “praying with their feet”?
 - » Use this question to get towards the idea of people being inspired and feeling a sense of hope
 - » Guide learners to the idea that when we do *hesed*, we are helping other people (or animals, or the environment, or...), and this offers a prayer of hope. *Hesed* – doing big acts of kindness and goodness - brings us hope for the future.

³ Not for the campers, but for your own context and understanding:

Dr. Erica Brown said in response to this “Voices and Visions” poster: Praying is not limited to a sanctuary and a prayer book. We pray when we live our values with the totality of ourselves. Such was Abraham Joshua Heschel’s commitment to racial equality and social justice. As a towering rabbinic luminary, he understood the power of the library and the synagogue. But as a force for goodness, Rabbi Heschel also knew when it was time to leave the library and take to the streets for the causes you believe in. Marching for civil rights was for him a form of prayer. (emphasis added.)

- ❑ Refer back to the 3 photos, ask: What do you notice about the people in this picture? Are there any women? Any children?
 - After collecting camper thoughts, Explain: There were women and children on the bridge, but there were also women and children who helped out in other ways. They organized places for the marchers to sleep; they made food and packed sandwiches and handed out water along the way; they cheered on the marchers and helped them as they walked in the rain. What body parts were they using to pray with?
- ❑ Play (all of or part of) this song: “Praying with our Feet,” by Rabbi Joe Black and Steve Brodsky
 - Ask: What are some key lyrics you hear in this song?
 - » Highlight the line: “we’re marching hand in hand, when we heed the call for justice we are praying with our feet.”

PLANNING TO “PRAY WITH OUR FEET” THROUGH HESED:

Pick 1 activity from the following pages.

CLOSURE:

Discuss the following questions:

- ❑ What does it mean to “pray with your feet”?
- ❑ How does that relate to *hesed*?
- ❑ How can *hesed* inspire hope in other people?
- ❑ Can doing acts of *hesed* inspire hope in ourselves?
- ❑ What are ways we can use *hesed* to help inspire hope for ourselves and each other throughout the rest of camp?

DESCRIPTION OF ACTIVITY

- ❑ Each camper should write out on the top of their chipboard/cardboard: *Hesed* Project Planning Board
- ❑ About 1/3 of the way down from the top, campers should glue their 3 hooks, evenly spaced (going horizontally across their board)
- ❑ Campers should glue their tray/bins towards the bottom of their board
- ❑ While the glue is drying, campers should cut out/create their *Hesed* Project Cards, Timing Cards, and Completion Cards
 - Campers can cut out from Resource Sheet B

OR

 - Create their own cards
 - *Hesed* Planning Cards can read, "I can do *hesed*..."
 - » Then suggest people, places or specific projects they can do
 - Timing Cards can read, "This *hesed* project will take..."
 - » 30 minutes
 - » 1 hour
 - » 1 day
 - » 1 week
 - » Blank for campers to write in a time later
 - Completed cards can read, "I did an act of *hesed*! This is what I did." With a blank spot for them to draw in the act of *hesed* they did once it's done.
 - Hole-punch the top of the cards for them to hang on the hooks.
- ❑ Campers can decorate their *Hesed* Project Planning Board
- ❑ If time, encourage campers to plan their first act of *hesed* that they can do at camp!



ACTIVITY

CREATING A HESED PLANNING BOARD

MATERIALS

- ❑ Chipboard or cardboard approx. 12"x12"
- ❑ 3 Glue on/Adhesive Hooks
- ❑ Glue
- ❑ Scissors
- ❑ Hole punch
- ❑ 1-2 Glue on/Adhesive Trays/ bins (to hold extra cards)
- ❑ Colored writing utensils
- ❑ OPTIONAL: Other things to decorate their Planning Boards
- ❑ Cardstock or construction paper for *Hesed* Project Cards, Timing Cards, Completion Cards
 - Printouts of Resource Sheet B
 - OR
 - Campers can create their own cards

WHY CHOOSE THIS ACTIVITY

- ❑ Can be done in 1 sitting
- ❑ More artsy
- ❑ Gets campers thinking about doing *hesed* in the future and on a regular basis

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DESCRIPTION OF ACTIVITY

- Create a list of things at camp that could use a little TLC (tender, loving care)
 - Write them out on a large sheet of paper
- If campers don't really "have a choice":
 - Talk about how the summer's project meets the criteria of *hesed* (you can use the questions below)
- If campers DO have a choice/some say: From that list, narrow down project ideas based on the following criteria:
 - Does this constitute *hesed*? By us giving this some TLC, will we be going "above and beyond"?
 - » Example of something that might meet expectations, but doesn't go "above and beyond": Cleaning your units grounds – Everyone in your unit should always be trying to keep your grounds clean and litter free 😊
 - Is this really necessary?
 - » Example: Painting benches. Sounds fun, but is this really needed when this bench was actually repainted last summer?
 - Is this do-able for us?
 - » Example: Roof of the bathrooms needs reshingling. This would truly be an act of *hesed* for us to do, but is it safe for us to do this? Do we have the necessary skills to do this up to code?
 - Also think about the timing you have in the rest of camp
 - Who do we need to ask to find out if this is helpful? Will it make camp better?
 - NOTES TO COUNSELORS:
 - » Fun things can also be acts of *hesed*! Just because painting that one bench wasn't a fitting idea, maybe there's a really dreary building that needs some external sprucing up and you can go above and beyond by painting a mural on it instead of just repainting it one color!
 - » Also think about projects that YOU are able to organize
 - » Before making a decision, your group may need to pick 2-3 different project ideas for you to present to your Unit Head and/or Camp Director. (Make sure you do your due diligence and don't promise your group something you can't come through with)
- If/when applicable: Create a game plan for how you'll actually be able to accomplish this project.
- Perhaps have the campers draft a *Hesed* Project Proposal to present to your Unit Head and/or Camp Director.
 - Draft out a timeline for the project
 - Create a list of the materials you'll need
 - Create a list with the campers of who might need to approve this project before they can do it
 - Allow campers to select which parts of the project they want to help with

Options to adapt this activity:

- Instead of 1 small group *Hesed* Project, maybe a couple small groups team up together, or an entire unit is committing to 1 larger project.

ACTIVITY

PLANNING TO "PRAY WITH OUR FEET"

Through a *Hesed* Project at/for Camp

MATERIALS

- For this program:
 - Large Paper/ Whiteboard
 - Bold Writing Utensil
- For the Camp *Hesed* Project:
 - Materials will vary based on the project

WHY CHOOSE THIS ACTIVITY

- You have time and approval to plan then implement a larger Camp *Hesed* Project
- More active
- Campers will be able to add to camp
- Authentic Experience

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ACTIVITY CONT.**PLANNING TO “PRAY WITH OUR FEET”**

Through a *Hesed* Project at/for Camp

- Each smaller group can submit their top 1-2 idea(s), and the large group/entire unit can vote.
 - » Or the Unit Head/Camp Directors can be the Project Deciders
- 1 larger project can be broken down into smaller parts
- Perhaps a Unit Head/Camp Director decides what the unit/camp *Hesed* Project will be for that summer and each smaller group can take on a different part of that larger project.

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ACTS OF HESED IN THE WORLD



<https://israelseen.com/shows/HESCHEL-1024x673.jpg>

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ACTS OF HESED IN THE WORLD



<https://static.timesofisrael.com/jewishwdev/uploads/2012/01/selmamarch.jpg>

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ACTS OF HESED IN THE WORLD



https://voices-visions.org/sites/default/files/poster/visual/heschel%20scher_0.jpg

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HESED

I CAN DO HESED...

**FOR
SOMEONE
IN MY
FAMILY!**

I CAN DO HESED...

FOR

(WHO WILL WILL BE?)

I CAN DO HESED...

**FOR
MY PET OR
SOMEONE
ELSE'S PET!**

I CAN DO HESED...

**TAKING
CARE OF
THE
EARTH!**

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HESED

I CAN DO HESED...

**CALLING
SOMEONE
WHO NEEDS
CHEERING
UP!**

I CAN DO HESED...

FOR

(WHO WILL WILL BE?)

I CAN DO HESED...

**HELPING
SOMEONE
I DON'T
KNOW!**

I CAN DO HESED...

**FOR A
FRIEND!**

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HESED

I CAN DO HESED...

I CAN DO HESED...

I CAN DO HESED...

I CAN DO HESED...

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HESED

How long do you think it will take to do this *hesed* project?

Cut out these cards.

Pick a card or make your own card.

**THIS HESED PROJECT
WILL TAKE...**

**30
MINUTES**

**THIS HESED PROJECT
WILL TAKE...**

**1
HOUR**

**THIS HESED PROJECT
WILL TAKE...**

**1
DAY**

**THIS HESED PROJECT
WILL TAKE...**

**MORE
THAN
1 DAY**

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HESED

How long do you think it will take to do this *hesed* project?

Cut out these cards.

Pick a card or make your own card.

**THIS HESED PROJECT
WILL TAKE...**

**THIS HESED PROJECT
WILL TAKE...**

**THIS HESED PROJECT
WILL TAKE...**

**THIS HESED PROJECT
WILL TAKE...**

HESED

I DID IT!
THIS IS WHAT I DID!

I DID IT!
THIS IS WHAT I DID!

I DID IT!
THIS IS WHAT I DID!

I DID IT!
THIS IS WHAT I DID!

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CONCLUSION

SUMMARY:	Campers will play a large review game about all 5 values of <i>La-bri'ut</i> . Campers will then return to their small groups to conclude the summer with some individual awards based on their work together throughout the summer.
TOPIC(S):	Conclusion to FJC <i>La-bri'ut</i> 2021: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Sukkat Shalom</i>: Feeling a sense of peace and safety at camp <input type="checkbox"/> <i>Ometz Lev</i>: Using one's "inner strength" to safely and effectively regulate emotions <input type="checkbox"/> <i>G'vurah</i>: Using one's strength/power for a good purpose <input type="checkbox"/> <i>K'hillah</i>: An Intentional Community <input type="checkbox"/> <i>Hesed</i>: An act of loving-kindness (A BIG KIND ACT) that inspires hope
LEARNING GOALS:	<ul style="list-style-type: none"> <input type="checkbox"/> Campers will be able to explain each of the 5 values. <input type="checkbox"/> Campers will be able to identify different examples of each of the 5 values. <input type="checkbox"/> Campers will be able to reflect on how they might use each of the 5 values.
AUDIENCE:	Rising 1st-7th grade campers
TIMING:	45 minutes
MATERIALS NEEDED:	<ul style="list-style-type: none"> <input type="checkbox"/> RESOURCE SHEET A.1 – <i>La'bri-ut</i> Trivia (Questions and Answers) and/or <input type="checkbox"/> RESOURCE SHEET A.2 – <i>La'bri-ut</i> Trivia (Slides) <input type="checkbox"/> See chart below for more materials
SET-UP DETAILS:	<ul style="list-style-type: none"> <input type="checkbox"/> Decide how the various groups will be arranged to safely play whole-unit <i>La'bri-ut</i> Trivia and set up the space accordingly <ul style="list-style-type: none"> • Teams need to be able to hear the announcer(s) and vis-versa • Teams need to be able to hear each other • Keep in mind any and all safety protocols in your area <input type="checkbox"/> Decide how the game will be played: <ul style="list-style-type: none"> • Create a non-technological whole unit <i>La'bri-ut</i> Trivia Board (to be operated by only 1-2 people for safety) • This can be created using "RESOURCE SHEET A.1 (Questions and Answers)" - Print-outs glued to a giant board or another way • Using technology and "RESOURCE SHEET A.2 (Slides)" <input type="checkbox"/> Decide how groups will "buzz" in: <ul style="list-style-type: none"> • Actual buzzers? Raising Hands? Going around the room to ensure every team has a turn? <input type="checkbox"/> For "Small group 'Paper Plate' Awards": <ul style="list-style-type: none"> • Counselors may wish to create these ahead of time for each camper

SESSION TIMELINE & OUTLINE:

TIMELINE

- 00:00-00:05 Set Induction
- 00:05-00:30 Whole-Unit *La-bri'ut* Trivia Game
- 00:30-00:43 Small Group *La-bri'ut* "Paper Plate" Awards
- 00:43-00:45 Closure

OUTLINE

SET INDUCTION:

- Gather all together in small groups/teams.
- In their small groups/teams: Ask each team to review what they remember about the 5 values of *La-bri'ut* in 4 minutes.
- Explain to the groups that you'll all be playing *La-bri'ut* Trivia!!

WHOLE UNIT LA-BRI'UT TRIVIA GAME:

- Using the questions from RESOURCE SHEET A, or creating your own questions, create and play a whole-unit Trivia Game.
- Categories:
 - *Sukkat Shalom*
 - *Ometz Lev*
 - *G'vurah*
 - *K'hillah*
 - *Hesed*
- Point Amounts:
 - 100
 - 200
 - 300
 - 400
 - 500
- Premise of the Game: Get the most points for your team
- How to Play:
 - A team selects a category and a point amount.
 - The question from that category/point amount is read aloud.
 - Whichever team hits their buzzer first gets to answer the question.
 - » If they get the question correct, they get the points, and they get to choose the next category/point value.
 - » If they get the question wrong, it can go to another team.
 - » If no one answers the question correctly and there is an audience, give the audience members an opportunity to answer the question.

- ◆ **If needed:** the announcer tells everyone a/the correct answer.
- ◆ Then, the team who picked that unanswered category/point value gets the opportunity to pick another new category/point value.
- Whenever all of the questions have been read aloud and answered (by a team, the audience or the announcer), the team with the most points wins!
- NOTE: For younger campers you might want to use only the 100-300 level questions or offer two choices of answers and have them choose.

SUKKAT SHALOM AT CAMP:

Pick 1 activity from the following pages.

CLOSURE:

In 1-2 sentences, ask each camper to describe how any of these 5 Jewish values helped their hearts and minds feel healthy this summer. Or to share an example of a time when they used one of the 5 values.

DESCRIPTION OF ACTIVITY

- Remind campers that everyone in your small group is an important member of this *k'hillah*.
- Explain that you are going to do an activity that allows us to anonymously highlight different ways each of you contributes to the *k'hillah*.
- Pass out a legal sized sheet of paper and a writing utensil to each camper.
- Ask each camper to clearly write their name at the top of their paper.
- Place all sheets of paper randomly on the floor.
- Using their sticky note pad, each camper writes a kind note to every other camper in their group then sticks the sticky note onto that camper's paper.
 - These notes should be anonymous.
 - Staff might model using language from *La-bri'ut* like: you helped create a *Sukkat Shalom* by..., you helped me remember to use my *Ometz Lev.*, you show this area of *g'vurah*..., you helped me feel part of the *K'hillah* when..., you did this act of *hesed*...
- Once everyone has written 1 warm and fuzzy note to every other member in the group, each camper comes back to their own piece of paper.
- While reading all of their notes from their peers, campers can tape/glue their sticky notes, so they are permanently attached to their papers.

ACTIVITY**WARM AND FUZZIES****MATERIALS**

- Legal sized piece of paper/camper
- Writing Utensil/camper
- Sticky-note pad/ camper
- Tape or glue

WHY CHOOSE THIS ACTIVITY

- Short on time
- Encourages campers to use language from *La-bri'ut*
- Campers can take home positive feedback from their peers

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DESCRIPTION OF ACTIVITY

- Remind campers that everyone in your small group is an important member of this *k'hillah*.
- Either through the counselors creating these ahead of time OR through contributions of the campers in the group: Each camper is awarded a *La-bri'ut* Paper Plate Award.
- Each award highlights that camper's abilities/contributions to the group using language from *La-bri'ut*:
 - Ex: Helping create *sukkat shalom*, encouraging others to engage their *ometz lev*, highlighting various types of *g'vurah*, helping people feel connected in the *k'hillah*, highlighting specific acts of *hesed* that camper has done.
- If counselors create these ahead of time:
 - The counselors will present these awards to each camper, similar to an awards show.
 - These are called "paper plate awards" because they are often drawn out on paper plates.
 - These can also be created as certificates.
- If campers are contributing the ideas of what award should go to which camper:
 - Use a prompt such as:
This *La-bri'ut* Award goes to [camper name] in honor of them _____.
 - » The blank can then be filled in with all of their fellow group mates' suggestions of abilities/contributions that campers made to the group in relation to the *La-bri'ut* activities (activities about the 5 values) throughout the summer.
- Each camper then gets to take their award home with them at the end of the summer.

ACTIVITY**LA-BRI'UT PAPER PLATE AWARDS****MATERIALS**

- Paper Plates OR Paper Certificates
- Markers
- OPTIONAL (other decorations):
 - Glitter Glue
 - Stickers
 - Stamps

WHY CHOOSE THIS ACTIVITY

- Counselors have time in advance to prepare this activity
- Campers get individual recognition from their counselors (and possibly some peer-recognition)
- Highlights specific areas of MESSH growth from throughout the summer

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LA-BRI'UT TRIVIA QUESTIONS

SUKKAT SHALOM

100 What is Sukkat Shalom?

A place where a person feels peaceful, whole and safe

200 What is the direct translation of the Hebrew phrase, *Sukkat Shalom*?

A shelter of peace

300 What prayer does this phrase come from?

Hashkiveinu

400 Another kid was teasing Aaron for liking Wonder Woman more than Captain America. Aaron was not feeling comfortable reading his comic books near that kid anymore, so he found a nice tree to sit under where he could enjoy his Wonder Woman comic in peace. What did Aaron do to find *sukkat shalom*?

He moved to a tree where he could get away from the kid who was making him feel bad about his enjoyment of Wonder Woman. At that tree, he could read his comic book in peace. The tree helped him feel peaceful.

500 Miriam was feeling a bit uneasy at camp because she thought it might rain and storms scare her. What could her counselor suggest for Miriam to do to find a sense of *sukkat shalom* that day?

Talk about places they could go at camp during the day if it does start to rain that would feel safe.

OMETZ LEV

100 What is *Ometz Lev*? How would you explain it to someone?

When someone uses their inner strength to calm big feelings and make good choices.

200 What is the direct translation of the Hebrew phrase, *Ometz Lev*?

Strength of the Heart ("Inner Strength" could also be acceptable)

300 What are the 3 choices Jack (aka Jack-in-the-Box) has when he has a BIG FEELING?

- (1) Jack could EXPLODE out of his box! Not using his *ometz lev*.
- (2) Jack could keep his lid SHUT. Just sit in his feelings, letting them fester
- (3) Jack could engage his *ometz lev*, slowly coming out of his box, expressing his emotions and making good choices.

400 Ari was feeling really sad about not being able to play basketball because of a broken arm. They started to realize the sadness was getting bigger. They decided to go to their counselor and tell the counselor how they were feeling. Together the counselor and Ari started talking about how hard it was to have a broken arm at camp. That made Ari's sadness get a little smaller. Did Ari use their *ometz lev*? How do you know?

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Ari both realized their feelings were getting bigger and asked for help from a counselor. We know they used their *ometz lev* because the sadness got a little smaller.

500 Shira just found out that her group was getting to go to the high ropes course that day at camp. This made her feel REALLY excited and also REALLY nervous! Shira could feel her emotions getting bigger and bigger – her cup was really starting to fill up and almost overflow! Shira started asking the counselor when high ropes was. She began to ask every few minutes even though it was many hours away. What are some *ometz lev* tools Shira could use to help her return to a calm state?

Answers could include: Do some jumping jacks to get some of the excited and nervous energy out; ask someone for help with her big feelings; ask to talk to a counselor or another camper who had done the high ropes course to talk about what makes her nervous and learn about the ways that the high ropes course is really safe; ask to go to a calmer place to help her calm down; ask someone to tell her 10 minutes before they were going.

G'VURAH

100 What does the Hebrew word, *G'vurah*, mean?

Strength/power

200 How might someone use their *g'vurah*?

Answers could include: A taller person helping a shorter person reach something on a high shelf; a group coming together to speak up for something that is unjust; a friend sharing something with someone in need.

300 Name an example of when it can be helpful to combine *g'vurah* (more than 1 person using their *g'vurah*).

Answers could include: For a protest; A bunch of people using their *g'vurah* of baking to bake a bunch of different things for their bake sale; using team *g'vurah* in a tug-o-war; working together on a project for camp.

400 Zack was having trouble opening a jar of jelly. Sarah was standing nearby, and Zack asked Sarah for help. Sarah opened the jar for him. Who used *g'vurah* in this story? What *g'vurah* did they use?

Answers could include:

- Zack used his *g'vurah* of asking for help when he needed it.
- Sarah used her *g'vurah* of helpfulness and a fully strong hand. When Zack asked for help, Sarah used both physical strength and helpfulness to help Zack open the jar.

500 Alex and Erin noticed that some of the playing areas at camp didn't have a Buddy Bench like they do at school. (A Buddy Bench is a bench someone could sit on when they want to play with someone, but don't know who or how to ask.) They wondered if there was a way to get a Buddy Bench or two for camp. How could they use their *g'vurah* to make that happen?

Answers may include: Talking to a counselor; talking to other campers to find out if it's a good idea and then all of the campers could write a letter to camp asking for a Buddy Bench; campers could write to their parents to ask if they could donate money to camp for a buddy bench; Alex and Erin could talk to the director of the camp.

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K'HILLAH

100 What does *K'hillah* mean?

Community/Intentional Community

200 Name an example of a *k'hillah* at camp.

Answers could include: Your camp unit; bunk groups; learning groups; activity groups (like *chugim* or *va'adot*)

300 Name 3 different *k'hillot* (plural of *k'hillah*) that you/your group members belong to.

Answers could include: Camp; synagogue; sports teams; dance troupes; schools.

400 A group of people got on the Purple Train which goes to a sports stadium. Is this a *k'hillah*? Why or why not?

No. They are not a *k'hillah* because while they are all going towards a sports stadium, they may not all be going to the game. Even if they were all going to the game, they may not be rooting for the same team. Plus, people on a train don't feel a sense of belonging.

500 Name the 4 characteristics of a *k'hillah*.

(1) People feel like they belong to the *k'hillah*; (2) People feel connected to other members of the *k'hillah*; (3) People in the *k'hillah* help each other out; and (4) people in the *k'hillah* are together for a reason/purpose.

HESED

100 What does *Hesed* mean?

A BIG KIND Action; loving kindness that goes above-and-beyond.

200 How can *Hesed* lead to hope? (Meaning, what can it help people feel)?

People who do acts of *hesed* help others see that there will be a better day in the future.

300 How does *Hesed* relate to the idea of "praying with your feet"?

Answers could include responses that say some of the following ideas: Doing acts of *hesed* is a way people "pray with their feet;" Like the rabbis and Jews who marched for Civil Rights in the 1960s; Doing BIG KIND ACTS is a way of doing the work we talk about in our prayers.

400 Tammy just got lunch with a sandwich and fries and was walking down the street. She passed someone who was asking for food. How could Tammy do an act of *Hesed*?

Answers could include: She could give that person some of her lunch; she could give that person money to buy food.

500 Name an act of *Hesed* that someone could do at camp.