

## Add Water and Shake!

### Learning Models from Express Innovation Living and Learning Dec. 4, 2011

Shabbat Centered Learning			
Time	Content / Facilitator Notes	Materials/ To do Reminders	Point Person / Grouping
5 minutes	<p>Bring participants together and lead singing of Shavua Tov.</p> <p><i>Facilitator will explain: This learning is about turning a goal into a reality, and making a Shavua Tov. We want to uncover, value and build on the hopes and dreams of our families, and to encourage them to have those kinds of conversations that really matter within their families, and other families.</i></p> <p><i>We want people to feel a part of the ongoing conversation of the Jewish people throughout time and space...Judaism provides daily and weekly rituals which are opportunities for these types of conversations....so that they deepen over time.</i></p> <p><i>Havdalah is a weekly ritual which invites connection to tradition as well as the possibility of adding additional new elements that can enhance personal meaning. We want our families to both experience traditional rituals and try them on, but also to empower them to add their own unique additions that can help them make the ritual especially suitable for them.</i></p> <p><i>Today, we will have a chance to prepare for Havdalah by having a family conversation, participate in a traditional Havdalah with our own unique twist and to create an ongoing way to support our progress toward our hopes and dreams each week.</i></p>	Havdalah service - two sided sheet.	<p>One person to introduce.</p> <p>One person to lead group in singing.</p>

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20 minutes	<p>Connection</p> <p><i>Shabbat (and also Havdalah) provides the opportunity to sit back and reflect on your week, the highs and lows, much like a painter steps back from his work and looks at his work from a distance. (Your life is your on-going work of art that you are creating.)</i></p> <p><i>In your family group, think about the past week. Think about something good that happened and take turns sharing.</i></p> <p><i>Then anticipate the week ahead. Think about your hopes and dreams for the coming week. What do I most hope to accomplish? What types of experiences do I want to have? What kinds of interactions? How do I want to think and act? What will make me able at the end of the next week to feel proud of myself? Each person should formulate several hopes for the week ahead. Give each person in the family a chance to share a hope or dream or positive expectation for the week ahead.</i></p> <p><i>During the Havdalah ceremony, one person from each family will share a hope, dream or positive expectation for the week ahead.</i></p>	<p>Written protocol “Hopes for the Week” to share and exchange thoughts about the week.</p> <p>Assign one person from each family group to be prepared to share a hope, dream or positive expectation for the week ahead.</p>	<p>A point person to explain connection.</p> <p>Groups of two families.</p>
25 minutes	<p>Developing a Tool Kit To Bring Our Personal Hopes and Dreams to Fruition</p> <p><i>Each family group is given a container with the images of various items affixed and laminated to card stock. The groups are instructed to open the container and spread out the items so that all can see the items well.</i></p> <p><i>Ask: Now that each person has formulated their personal goals for the week ahead, what might they need to turn these hopes into a reality? People may envision some sort of checklist or reminder system or may mention need for a buddy or for some other support. Instruct “families” to examine the images of the objects that are spread out before them. Ask each family to decide together on 3 of these for their own “toolkit” to make their dreams a reality. During the Havdalah ceremony, one person from family will be asked to share one item in their toolkit and explain in a sentence how they plan to use it to turn their dream into reality.</i></p>	<p>Images of “tool kit” items on laminated card stock. Have sufficient copies of each item so that both families can choose the same item if so desired.</p> <p>Two people from each family group will share one of the items they selected for their Havdalah tool kit.</p>	<p>A facilitator with each family group</p>

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15 minutes	<p>Havdalah Ceremony</p> <p><i>Ask the family groups to form a circle. Each person receives a laminated copy of the Havdalah ceremony customized for this occasion. The assigned people should have the tool that they wish to share nearby so that when it is their turn they can hold it up and share.</i></p> <p><i>Facilitator sets the scene. Our rabbis have made it possible for families to hold onto Shabbat until Tuesday, by permitting the separation ceremony of Havdalah to be recited until Tuesday at noon. So, when we do Havdalah now, we are actually participating in an authentic Jewish ritual in real time. We are going to say/sing the traditional brachot, but then have a chance to add our own meaning by asking each individual in our circle to share one of the tools that they chose to help them realize their dreams. We will conclude by singing Eliyahu Hanavi, summoning the prophet Elijah into the room, who we hope will bring redemption and bring us closer to being the type of people we want to be.</i></p> <p><i>Ask groups to form a circle and distribute a braided candle, matches, a spice box filled with spices and a Kiddush cup filled with wine to each group. Ask various group members to hold the candle, spice box and Kiddush cup, as well as the bag/ toolkit. As each blessing is said, the relevant item is made accessible to group. Once people are ready, light the candle and darken the room.</i></p>	<p>Havdalah set - remember to bring.</p> <p>Laminated copy of the Havdalah ceremony - 1 per participant.</p> <p>During ceremony, do two go arounds:</p> <p>After the wine, ask the “hope/dream/ positive expectation” people to share</p> <p>After the spices, ask the “tool” people to share</p> <p>It will be a few people per go-around.</p>	<p>Facilitator to set the scene</p> <p>Facilitator to lead Havdalah</p>

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10 minutes	<p>Reflection and Next Steps</p> <p><i>Return to family groups.</i></p> <ol style="list-style-type: none"> <li>1. <i>Ask each family to create a check in time (many may want to make this part of their Friday night ritual) so that each family member can reflect on what their hopes and dreams for the past week were and what they accomplished.</i> <ul style="list-style-type: none"> <li>- <i>What helped them reach their goals?</i></li> <li>- <i>Did they have the right tools?</i></li> <li>- <i>What else might they have needed?</i></li> </ul> </li> </ol> <p><i>Ask for families to blog about their experience and post. They may want to write about their hopes and dreams, their strategies for working toward them, their experience of Havdalah, how they personalized this ritual for their family, or about any thoughts they have on the potential that this cycle of hoping and reaching may have for them and their family. They can use the back of the ticket that they start in the beginning with a reflection on the back.</i></p>		

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Service Learning Centered			
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15 minutes	<p>Part I: Story Pair Share. Find someone you do not know well.</p> <p><i>Share an example of a time you witnessed or were part of a community effort - small or large scale - towards repairing the world.</i></p> <ul style="list-style-type: none"> <li>- <i>What was the situation?</i></li> <li>- <i>What was the motivation to take action?</i></li> <li>- <i>What was the action taken to address the situation?</i></li> <li>- <i>What difference did the action have on the lives of others?</i></li> <li>- <i>What aspect were you most proud of?</i></li> <li>- <i>Describe the impact it had on you,</i></li> </ul> <p><i>Each of us has the power to make a dream into a reality. Every one of us here has actually done that on some level.</i></p>	<p>Use protocol sheet "Service-Centered Learning Connection Question".</p> <p>Main themes: responsibility and ability</p>	<p>Facilitator to introduce.</p> <p>Facilitators float among pairs, and/or be a part of a pair if needed.</p>

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Time	Content / Facilitator Notes	Materials / To do Reminders	Point Person / Grouping
20 minutes	<p>Part II: text study. We have two stories which present two very different types of hesed. Vary the way each story is experienced. For one story you may want to read it aloud to the group, and then have the whole group respond to the questions, and the second story you may want to ask each group - pairs, or two groups of pairs - to read amongst themselves and discuss the answers to the questions posed.</p> <p><i>Two stories:</i></p> <ol style="list-style-type: none"> <li>1. <i>Hallahs in the ark - giver and receiver</i></li> <li>2. <i>Matan b'Seter-miser who did many acts of hesed.</i></li> </ol> <p><i>Each group will read the stories aloud. They will then take a few moments to respond individually to the thought questions and then share among the small group.</i></p> <ul style="list-style-type: none"> <li>- <i>Who do you know that resembles one of the persons in these stories?</i></li> <li>- <i>What story do you want people telling about you?</i></li> <li>- <i>What values, Jewish and universal, come through to you about these stories?</i></li> </ul>	<p>Two stories - printed and reading aloud</p> <p>Sheet with thought questions</p> <p>Name the value of <i>ma'achil re'evim</i>, feeding the hungry.</p>	Facilitator to introduce and facilitate this section.
30 minutes	<p>Part III; Actual service (lunch packing)</p> <ul style="list-style-type: none"> <li>- Frame it - what are we doing, where are the packed lunches going, who are the recipients, etc. Awareness of need is something we need to do; in our neighborhood, country and world.</li> </ul>	<p>Material about place where packed lunches are going.</p> <p>Arrange activity so that collaboration happens, i.e. assembly line.</p> <p>Leave enough time for cleaning up.</p>	Facilitator introduces and facilitates.

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10 minutes	<p>Part IV: Reflection. To be facilitated as an entire group.</p> <ul style="list-style-type: none"> <li>- What did you just experience that would inspire you to do this in your own personal life?</li> <li>- What was this service like?</li> <li>- How did it actually help others?</li> <li>- What helps and hinders your involvement with tikkun olam?</li> <li>- Knowing that as a Jew we are all responsible and have the power to make a difference, where is a place in your community - micro or macro - that you would want to help?</li> </ul> <p>Next steps: We look at where there are clusters and follow up with possibilities for involvement.</p> <p>Distribute Kotzker Rebbe cards - connect to our role in doing service. We have to strike a balance when we consider our role and impact in doing hesed and contributing towards repairing the world.</p>	<p>Flip chart paper to capture the interests of making a difference in local communities.</p> <p>Pairs of “Kotzker Rebbe” cards in small bags.</p>	Facilitator to facilitate