



Bubbies and Zaydes North Shore Synagogue

SYOSSET, NY

WHO ARE THE LEARNERS? THE TEACHERS?

- Adult congregants in their early 60's-early 80's
- Children in grades K-2

Some of the Bubbies and Zaydes are actually bubbies and zaydes, but the majority do not have grandchildren in the congregation's K-2 religious school program. Some are married couples, both interested in participating but bringing different backgrounds and experiences. It is also worth noting that each class also has a teen assigned to it, but their role is more of teaching assistant.

WHEN DOES THE MODEL TAKE PLACE?

- During Sunday morning religious school hours

Currently Bubbies and Zaydes are asked to commit to coming in each week. Due to changes in personal schedules, travel, and health issues, consistent participation can be challenging. In the future, this may shift to once a month or once every six weeks. This will provide teachers with a clearer sense of when they can expect the Bubbies and Zaydes to be present. In addition they may move to assign more than one Bubbie or Zayde to a class so that they can split the weekly commitment.

WHERE DOES THE MODEL TAKE PLACE?

- In classrooms at the synagogue

• HOW IS THE LEARNING DESIGNED?

- One Bubbie or Zayde is assigned to each of the K, 1st and 2nd grade classes
- Bubbies and Zaydes provide additional teaching support, at times leading part of the teaching themselves
- Bubbies and Zaydes also provide an extra pair of loving hands

At this point there is little communication between the Bubbies and Zaydes and the teachers with whom they work beyond their time in the classroom. This may shift in the future to create closer connection between the adult volunteers and the teachers. One possibility is inviting the Bubbies and Zaydes to participate in

the introductory day with the teachers. Another is to include Bubbies and Zaydes in family learning days and Friday night gatherings when parents as well as their children are present.

WHY IS THE LEARNING DESIGNED THIS WAY?

- To provide Jewish role models for children in addition to their parents
- To create an intergenerational learning environment
- To provide another set of caring hands in the classroom.

KEY FIRST STEPS TOWARD IMPLEMENTATION

- Family educator reached out to prospective Bubbies and Zaydes with personal invitations to participate
- Detailed lesson plans prepared to minimize differences in education backgrounds
- Bubbies and Zaydes could choose how much of a commitment they wanted to make depending on their schedule

At first the educator ran into a fair amount of resistance from prospective Bubbies and Zaydes who worried that they didn't know enough about teaching or couldn't commit their time on a consistent basis. Once the educator responded to their concerns, interested congregants not only signed on but also began bringing their friends with them.

GOVERNANCE STRUCTURES PROVIDING SUPPORT FOR BUBBIES AND ZAYDES

- No formal governance at this time
- Education Advisory Board supports it in general but is not involved in specifics

BUDGET/RESOURCES

- No additional financial resources required as all Bubbies and Zaydes participate on a volunteer basis
- Some human resources required to identify prospective Bubbies and Zaydes and to coordinate their schedules

INTEGRATION OF BUBBIES AND ZAYDES AND LARGER CONGREGATIONAL COMMUNITY.

- At this point little intentional integration exists
- Plans exist to include Bubbies and Zaydes in K-2 Family learning as well, expanding their connection beyond the children to their families

IMPACT ON LEARNERS, TEACHERS, CONGREGATION.

- Bubbies and Zaydes create connections to young members of the congregation
- Children create connections to other Jewish adults