

Whole Person Learning Resource Sheet

Samples of KDBB outcomes

The design of our learning aims to reach the long term goal of our congregation, also known as a priority goal. A priority goal represents the future you imagine for your learners. A priority goal translates vision into action. It provides guidance to create learning that is relevant and meaningful, a source of inspiration and a context for understanding the world.

Your congregation has selected one or two priority goals as an area of focus. You can revisit this priority goal from the Appreciative Inquiry exercise you did last summer with your consultant, or take a look at the four that are most commonly used with congregations in the Lomed cohorts. A priority goal directs the decisions an educator needs to make by providing long term and short term goals for your learners. “If learners are to live this journey, what do they need to know (K), do (D), believe (B) and feel a sense of belonging (B) to now?” These essential questions shape the design of our learning experiences. These four target areas - K, D, B and B is also known as Whole Person Learning. This approach takes into account that to really make a difference in your learners you need to attend to more than knowledge. You need to attend what your learner knows, what they will do, what they will believe and how they feel connected to your community.

It is not realistic to expect each of the four domains of KDBB to be equally prominent in a single learning experience. Instead, consider these four domains as target areas for a larger unit of learning. Within the context of your Express Innovation model, work together with your consultant to name KDBB for a cluster of learning experiences, such as a period of three months. If it feels too overwhelming to name all four, consider selecting one that feel more important for right now that will help build the learning arc for the full year.

The questions below can guide your thinking and planning in this direction.

Area of Whole Person Learning	Questions Educators Ask
KNOW	What do you want the learners to know? What are the knowledge and skills needed to participate in a real life Jewish experience or practice?
DO	What do you want the learners to do? What are the real life experiences that learners will actively participate in and shape?
BELIEVE	What do you want the learners to believe or value? How will learners use their knowledge and reflect upon their experience to articulate emerging beliefs and values?
BELONG	How will this foster a sense of belonging in your learners? How will learners build long lasting and caring relationships with each other, with the community, and with God?

Two sample K, D, B, B designs:

1. Priority Goal: learners will be on a journey to apply Torah to daily life.
 - a. Families will be able to make decisions about daily life in consultation with Jewish tradition. Divided into three sections of the year, families will apply Torah to decisions and actions related to a) family and home, b) work and school, c) marking celebrations

KNOW	Families will know the core Jewish system of decision making.
DO	Families will be able to practice decision making about daily life in consultation with Jewish tradition
BELIEVE	Families will be able to express the value and challenge of making decisions based on Jewish values.
BELONG	Families will practice decision making with family members and other family units. Families will be able to share their sense of being part of a larger community who are making decisions with Jewish values.

2. Learners will be on a spiritual journey rooted in Jewish tradition.
 - a. Learners will be able to take their mystery questions from a personal place and express them in a *keva* (fixed) and *kavannah* (individually inspired) context. Divided into three sections of the year, learners and their families will connect their spiritual journey (and practice?) in the a) home (i.e. *shecheyanu*, *hamotzi*, and *v'ahavta*), b) Community (i.e. 2 sections of the *Amidah*) and c) personal (i.e. *shma* and *modeh ani*) spheres.

KNOW	The learner will name their big mystery question within the context of Jewish prayer. The learner will understand the <i>siddur</i> is a collection of the Jewish people's mystery questions.
DO	Learners will practice and experience in a public and private space the expression of their mystery question through the poetry of the Jewish people.
BELIEVE	Learners will find an opportunity to reflect on the value and challenge of expressing big questions with <i>keva</i> and <i>kavannah</i> .
BELONG	Learners will share what it means to be part of a larger community that explores Jewish mystery questions.