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“The 3 + 3 Project”

PROFESSIONAL LEARNING SUGGESTIONS



**NOTE THAT THIS DOCUMENT HAS BEEN SET UP TO BE
PRINTED BACK-TO-BACK**

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INTRODUCTION: A STARTING POINT FOR DIRECTORS

The Jewish Education Center of Cleveland is delighted to offer resources that support a staff's journey with "The 3 + 3 Project." All the ideas below are offered as options; how much or little you choose will depend upon your program's decisions about:

- *Total learning time for 3 + 3. An educational program that will introduce 2 sessions will not schedule as much professional development as those working with the curriculum for 7 or more weeks.*
- *Total available time for professional development, as well as the amount of time per session. Some programs may schedule 1-2 hours each time they meet, and others may dedicate 20-30 minutes in multiple staff meetings.*

The ideas on these pages are simply a starting point for consideration - feel free to modify or create other opportunities.

A number of suggested activities involve modeling teaching/learning for specific sessions because staff may find it beneficial to experience some of the learning activities and then consider how they will adapt it for their group of children. Professional development sessions could also parallel the children's learning structures to help staff see the flow of a daily session. To these ends, you might:

- *Create PD that follows the segments/steps of a typical session plan:*
 - *Greeting and check-in*
 - *Playing with Ideas (for 3+3, the "ideas" are names)*
 - *Engaging in learning and/or participating in an action*
 - *Reflecting*
- *Immerse your staff in inquiry and action learning experiences, ones that empower and engage them deeply on an adult level.*
- *Find ways to consistently anchor back to the Gifting Framework, the Enduring Understanding, and Essential Questions.*
- *Model the four key teaching principles: inspire curiosity, facilitate connections, practice tzimtzum, and deepen Jewish learning.*
- *Stop for analysis and reflection of the learning activities you choose, enabling staff to consider how you inspire curiosity, facilitate connections, practice tzimtzum, and deepen Jewish learning.*
- *Consider the appropriate time to personalize the Enduring Understanding for your staff and when they reflect on the EU for themselves? That: how we live our lives defines the name we earn for ourselves and influences others whom our lives touch.*

This shift in practice is not easy - not for you nor your staff. We encourage you to find and participate in a community of practice to explore the learning approach to 3+3 and its implications for teacher professional development. Perhaps another education director (or more!) in your city or region will join you, or maybe you can find some colleagues through the FB group.

Please share any questions or new thoughts to "The 3 + 3 Project's" Facebook group.

<https://www.facebook.com/groups/jecifnotnowwhen>

PROFESSIONAL LEARNING IDEAS

I. **Starting a session and wanting to acknowledge everyone present:**

Choose one of the name-game activities at the beginning of the [Resource Sheet packet in 3+3](#), or introduce a similar one. Note that this activity could easily be led each time by a different teacher or teen assistant.

II. **Working on gaining a deeper understanding of the 3 + 3 texts and the underlying foci of the unit, choose from the following:**

a. THE ENDURING UNDERSTANDING

- i. Share the EU: *How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.*
- ii. Note that:
 1. An EU is not taught directly (not, “Today’s lesson is about how we live our lives, etc.”), though the words will certainly be shared - verbally and potentially on a poster in the room.
 2. An EU is “uncovered” over time (this, as compared to “covering content”).
 - a. Learners consider it from a variety of angles.
 - b. Learners experience a number of different activities that all bring deeper understanding over time.
 3. One doesn’t “test” to determine understanding (“true or false, does this...?”) Rather, one offers a relatively authentic experience that helps the teacher assess how well each learner understands the big idea of the unit.
- iii. Ask the participants (either as a whole group or in groups of 2-4) to:
 1. First, ask clarifying questions - for example, what might not be clear to them by how the EU is stated?
 2. Second, share experiences or stories that support the EU.
 3. Third, consider how the stories shared enrich their thoughts on working with this big idea and their learners.

b. THE ESSENTIAL QUESTIONS

- i. Share the EQs (see [RESOURCE SHEET A](#) at the end of this guide):
 1. *What powers do names hold - for the individual? For others?*
 2. *How does one earn a name?*
 - a. *What name(s) do I want to earn for myself?*
 - b. *What are the paths I can take to earn it?*
 3. *What is the influence of friends, family, and community on the name a person earns? What is our earned name’s influence on friends, family, and community?*
- ii. Give everyone time to write their own answers to each EQ, as well as their response to - “What do names have to do with Jewish life?” and/or “What could our learners be learning about Judaism and Jewish life while involved in this unit?”
 1. Seal each person’s sheet in an envelope with their name on the front.
 2. At the end of the unit, ask the staff to answer the questions one more time.

- a. Then, return the envelopes and see where understandings have developed and matured as they facilitated learning for their children.
 - b. Open conversation not on their specific responses, but on the power of an EU and a set of EQs to grow our learners' understandings and connections to Jewish life.
 - i. How does working with a big idea impact learning?
 - ii. What do staff members take from this approach to future teaching and learning?
- c. HOW WE DEFINE NAMES
- i. Offer cards from the sorting activity (in the [3+3 curriculum guide](#): pages 16-17 and [RESOURCE SHEET 1c - Name Sorting Cards on page 9](#)). Ask teachers to work in pairs or small groups to sort these any way they wish. They may have two piles, they may have four piles, they may have less or more. Their goal is to make piles of cards that seem to go together. There are no right or wrong answers.
 1. Use the cues in the session plan to introduce the many layers and kinds of names that people have.
 2. Use the cues in the middle column of the session plan as you work with staff. Practice *tzimtzum*, tie into the 3 B's, etc.
 3. When done, debrief the activity as a whole and ask participants to identify:
 - a. What they learned about names (the **content**) from this activity.
 - b. What it felt like to be a **learner** in this kind of approach - that there really wasn't a right or wrong answer, that their thoughts were valued, etc.
 - c. What they noticed you doing as a **teacher-facilitator** - the kinds of questions you asked and the information you added to the activity.
 - ii. As a staff, study the Three Crowns text together. [Use [RESOURCE SHEET 2c - The 3 Crowns Text](#) on page 5 of The Resource Sheet for Session 2 from the curriculum guide for your own preparation.]
 1. Then, divide into breakout groups, giving each **the Earned Name Text** ([RESOURCE SHEET 3b](#) on page 16 of the Resource Sheet for Session 3). Ask each group to:
 - a. Have someone read the text aloud.
 - b. Ask and answer (together) any clarifying questions; only if they are stumped as a group should they ask for outside assistance.
 - c. Offer examples of each of the kinds of names. Note that the developers of 3 + 3 use the following definitions of each of the name categories:
 - i. *The name that parents call them - their given name at birth, though this could also be a name like son, sweetie, or babe.*
 - ii. *The name that others call them - this is a more relational name like friend, brother, or niece, though it could also be:*

- a kind of nickname like *Suzze* for Susan or *Superman* for Clark Kent
- or a profession like *doctor*,
- Or a descriptor like “*polio survivor*” (that’s a name used as part of a 3-name discussion on Itzhak Perlman).

iii. The name that one earns - this comes through effort, whether intentional or unintentional.

- In the Purim story, Queen Esther stood up against Haman and earned names like “brave” and “upstander.”
- On the other hand, King Ahasuerus was pretty blind to Haman’s hatred against the Jews. While one couldn’t say that he tried to earn the name of “weak” or “ineffectual,” those names could have been granted to him.

Note that an earned name is defined in terms of both human qualities (brave, peace-maker, good friend, patient, quick-to-anger, curious) and in terms of one’s talent or skill (athlete, musician, scientist) or notable earned titles (MVP, Nobel Prize winner, Caldecott award winner). There is a bit of fluidity between the name others call a person, and the name one earns.

[This set of definitions is provided for teachers in the introductory section of Session 3 in the curriculum guide.]

d. To compare this text with the Three Crowns Text -

- i. Where do they differ in meaning?
- ii. How do their ideas complement each other?
- iii. How do these two texts inspire them as a teacher?
- iv. How are these two texts relevant to students’ lives?

2. As a full staff, share some of the conversations and then consider how teachers/ facilitators might enrich learners’ understanding of Jewish life and values via these two texts.

3. Option: Send staff home with this poem by Zelda, “[Every person has Three Names.](#)” It was inspired by the midrash at the center of this curriculum.

d. DIGGING DEEPER FOR HIGHER UNDERSTANDING

Within the curriculum guide are a couple of potential teacher-to-teacher planning conversation starters. These could be adopted or adapted within professional development opportunities.

- i. Session 2: How will you “explore” the significance of a crown with your age group? How can you do this without telling them “the” answer? What will you show them? What might you read? Do? Ask?
- ii. Session 5: The text does not stipulate whether the name earned is a good one, but it does say that an earned name is the best kind of name. Do you think it matters if the earned name is a bad one - could that still be better than the other two kinds of

names? With its emphasis on earning-a-name, how does this text differ in intention and meaning from the crown text that stipulates that a good name is superior to the others?

III. Introducing “The 3 + 3 Project” curriculum, choose from the following:

1) GETTING STARTED

Ask teachers to read the opening pages of the curriculum guide:

- If reading at home before the session, they should note anything that needs clarification or ideas that intrigue the teacher
OR
- If reading together in small groups (virtually or in-person), ask participants to read together paragraph-by-paragraph then:
 - i. First, ask clarifying questions.
 - ii. Second, share experiences or stories that support what they read.
 - iii. Third, consider how these ideas (and the curriculum) may enrich any of the three B’s of the Gifting Framework.

2) EXPLORING AND USING PLANNING SUPPORTS

Divide teachers into small groups and allow time for exploring:

- The planning calendar (pages 7-8 of the curriculum guide and on [RESOURCE SHEET B](#) in this packet). It shows the potential flow of the unit; there are several choices to be made.
- A session-by-session planning map (page 9 of the guide and on [RESOURCE SHEET C](#) of this packet). It offers a structure for helping teachers decide which sessions and activities they will be including each week. Consider enlarging a couple of copies of this page to ledger-size for each teacher to work with - the extra writing space will be helpful.

Discuss: How might these two documents be helpful to teachers as they get their hands and heads around the curriculum and the options it provides to them? What adaptations or additions would be beneficial to your staff?

3) CHECKING FOR UNDERSTANDING

Play “Two Truths and a Lie.” Set up five rounds, each with two things that are true about the curriculum and one that is not. This would be a great planning activity for teen assistants; just double-check their truths/lie before playing their version of the game.

While this could be a Kahoot, the game can also be:

- In-person with teachers responding by
 - Going to the spot in the room that matched the response they think is a lie (each location would have a large card labeled 1, 2, or 3)
 - Holding up the number of fingers that match the lie (1, 2, or 3)
- Virtually
 - Posting their response (1, 2, or 3) in the chat
 - Holding up their fingers to the camera (1, 2, or 3 fingers)

A sample game question:

1. "The 3 + 3 Project" is called that because there are two Jewish texts about names at the center of the curriculum. Each lists 3 types of names someone can have. Thus, 3 + 3.
2. The curriculum was developed by our colleagues at the Jewish Education Center of Cincinnati.
3. The curriculum was developed based on an understanding of what children need today, as compared to a list of information about Jewish life and rituals.

IV. Exploring the curriculum guide for an upcoming session, choose from the following:

1) I SEE IT

Start by asking teachers to look at the Planning Calendar on pages 7-8 of the curriculum guide and [RESOURCE SHEET B](#) in this packet. Ask them to identify elements of the chart (they should note the session title, focusing questions, learning activities, and three kinds of options: session options, inquiry options, and extension options).

Divide the staff into groups and ask each to create a flow chart or other visual representation showing their choice of learning for a given session. They should start with their week's "row" in the Planning Calendar and then read through the specific session materials later in the guide. As they make decisions, one group member could physically draw their diagram OR use a Word document with arrows and text boxes (or any other app that creates diagrams).

2) CONFUSIONS, SHARED (at-home learning for a week, with thoughts shared via Flipgrid, Padlet, or a closed Facebook group):

Divide staff into groups of 3-4. Explain that their task is to read through the guide to prepare for teaching the upcoming session.

- a. On days 1-2 of the week, ask each individual in one of the groups to create a post about something that is confusing.
- b. On day 3, ask *everyone* to respond to the postings (even those in the group that offered the confusion-posts)
 - i. What do they think the guide's instructions mean?
 - ii. How do they think a teacher might proceed?
- c. On day 4, ask those who created the confusion-posts to read through what was offered and post back how they will be proceeding.

If repeated for future modules, rotate teachers so different ones are offering the confusion-posts on days 1 & 2.

3) CHOOSING BOOKS, CHOOSING SELECTIONS

In a number of sessions, students use fiction and non-fiction books to explore the names that Jewish personalities earn (some fiction, others are biographical). In preparation, teachers need to choose age-and-interest-appropriate books for their learners. Teachers using chapter books

with older learners need to locate selections that also fit the time constraints of the learning period and learner attention spans.

Offer time for teachers to explore books on the curriculum guide’s **RESOURCE SHEETS** that match specific sessions ([1b - Book List](#) see page 6) for the **What is a Good Name & What Does it Mean Activity**; [2e - Good Name Stories](#) see page 9; [2f - Name List](#) see page 12). Note that most picture books work well with almost any age group - feel free to research them, even with the older children. Ask teachers to work in pairs to review the stories, identify the sections that especially resonate with a session’s focusing question, and plan how to incorporate it, with attention to the suggested lesson outline. Allow time for the pairs to share with others.

4) BREAK IT DOWN

Teach a lesson to your staff. When done, use this chart created by Eileen Sadowsky (Temple Emanu El, Cleveland, OH) for the *La-bri’ut* curriculum; it works well with 3+3, too. In their PD session, have teachers work together to fill in each column, engaging in rich conversation as they discuss. Eileen notes that this enables teachers to connect the words on the curricular page and “teacher-moves” during a session. The sheet is shared as [RESOURCE SHEET D](#) in this packet.

GOAL:			Date:
Material/content	Summary of the session segment	My thoughts My personal reaction to the learning idea... I think my students would ...	Application to my teaching Can I use this? Does it need adapting? What could be changed?

This is a filled-out example from *La-bri’ut*:

Goal: Reconnect with each other (low pressure, engaging way)	Date:
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Material/Content	Method	Thoughts My personal reaction . . . How would students react	Application (to my teaching) Can I use this? Does it need adapting? What could be changed?
Greetings and Check-in	<p>SHMA GAME Please share something that’s going on in your life. Start with the last word the person before you said.</p> <p>Post name’s in order in the chat box (make sure to start with yourself or someone you know will be comfortable in order to model)</p>	<ul style="list-style-type: none"> - Liked not having to think of something myself, the first word made it easier - Liked knowing <u>when would</u> be my turn. - Wondering if students would be uncomfortable, should they be able to pass? Or maybe write it in the chat if they want. - Needing to start with a certain word takes the intensity out of sharing something meaningful 	<ul style="list-style-type: none"> • Is this too hard for the 1st graders? Even if we do as intended as a story (intro section page 9)? • Maybe instead students need to use a specific starter (everyone would be the same) • Maybe use a picture as a starter • I love this with older students -- no need to waste time calling on individuals, the order is clear. • Okay to let kids write in the chat box instead of answering • Maybe everyone could write in the chat box and the whole thing could be done non-verbally • If too many students, divide into breakout rooms to do

V. Building skills related to each of the core teaching principles, choose from the following:

a. **INTRODUCING THE PRINCIPLES** - With limited time available for professional development, it may work best to introduce these terms briefly and then move into activities that build a deeper understanding. Below are just a few resources to get you started.

i. Inspire curiosity - Children become engaged and empowered learners when they are encouraged to wonder, ask, and pursue avenues of interest. The teacher takes a stance of curiosity (“Hmm, that makes me wonder”) and turns that to the learners (“What do you think?” or “How might you find out?”).

1. Option: Do the first two parts of a KNL (“what do you know,” “what do you need to know,” “what have you learned”) chart with the staff:
 - a. Make a list of what they **Know** about children’s curiosity and how it is inspired, especially (but not exclusively) from teachers in learning sessions.
 - b. Then, make a list together of what they would **Need** to know to be better able to inspire curiosity in their learners.

Consider together what it would take to inspire more curiosity. Make a plan for experimenting with this.

2. Option: As staff watch this video with Bill Gates, ask them to make a list of the things he suggests that inspire curiosity: <https://youtu.be/28G7zjhgRDg> (stop at the word “somehow,” 2:13). When the video is finished, give teachers another three minutes to expand their list, perhaps weblike, with one idea leading to others. Share and discuss.

ii. Facilitate connections - This directly ties to the b-of-belonging, helping children connect with each other and the adults working with them. Note that community and relationship-building are at the heart of what children *need* and missed in the pandemic year. So, 3 + 3 is structured to create connections, both in terms of the name games that open up learning sessions and the collaborative nature of most activities. Besides children connecting with other children, they should also get to know the teens and adults in the room, who each bring their Jewish self to the teaching and learning. See:

1. “The Power of Relationships in Schools” <https://youtu.be/kzvm1m8zq5g>
2. “Check for Understanding” <https://youtu.be/txdxPjCmzKE> (all the suggested ideas also create community and connections - Stop at 5:32)

iii. Practice *tzimtzum* - In an explanation of creation offered by Isaac Luria (middle 16th century), it was said that at the beginning of time, God filled all the universe, but contracted (the Hebrew word is: **דִּחְסוּמָא** *tzimtzum*). This opened up space in which the world could be created. The idea of *tzimtzum* in teaching, as in other areas of life, is that we pull back to allow room for others to flourish and grow. When practicing *tzimtzum*, we quiet ourselves to listen to the words and ideas of others.

1. Non-examples:
 - a. Peanuts teacher <https://youtu.be/XrbumvF-Oe4>

- b. Boring Economics Teacher (Ferris Bueller)
<https://youtu.be/dxPVyieptwA>
- 2. Explanations
 - a. *Managing the Jewish Classroom (Rossel, Torah Aura), chapter 18 (book)*
 - b. A Conversation with Dr. Andrew Rehfeld... (video)
<https://vimeo.com/314098667> (25:40-28:22, or continue until 29:40)
 - c. The Secret of the Bagel (video) <https://www.chabad.org/748130>
- iv. Deepen Jewish learning - Bottom line: our task, as teachers, is to offer our learners Judaism’s gifts. The 3+3 curriculum is based on an Enduring Understanding, a big idea explored through traditional Jewish texts and examined through the lives of Jews throughout history. Our goal is not to focus on facts of our history and ritual, but rather to help children create meaning in dialog with Jewish tradition - to grow and develop (to become), to connect to fellow learners and the broader Jewish community (to belong), and to take action to improve our world (to behave). Learning, therefore, goes deep and explores the big ideas of Jewish life.

b. WORK WITH THE PRINCIPLES

- i. Looking at Learning - Use one or more of the vignettes that illustrate the four teaching/learning principles that teachers are working on mastering (inspire curiosity, facilitate connections, practice *tzimtzum*, and deepen Jewish learning). See [RESOURCE SHEET E](#) at the end of this packet.

Have teachers work in pairs to read their vignette and fill out this chart which is also on [RESOURCE SHEET F](#) at the end of this packet :

	Example(s) from the vignette	Other ideas for incorporating this principle
Inspire creativity		
Facilitate connection		
Practice tzimtzum		
Deepen Jewish learning		

Regroup as a staff and ask teachers to share their biggest ah-ha’s about the principles, the strategies they could imagine trying, and the challenges they anticipate. Develop a plan for supporting continued working with the four principles.

- ii. Committing to Learning - For teachers, personal learning also has to go deep.

1. Consider this statement from the list of Teacher/Learning Guide characteristics:
A Jewish role model may not feel up to the label but is authentically engaged in their growth as a person, as a Jew, and as a citizen of the world. (#16 on the list).
2. Options include:
 - a. Starting each professional learning session with text study
 - b. Exploring the statement above
 - i. What resonates?
 - ii. What does not?
 - iii. Thinking about some of the personalities already explored with learners, which ones either saw themselves as role models or had doubts but stood up to the task, anyway? What helped them overcome their doubts?
 - iv. What commitments can teachers personally make to their own growth as Jewish learners and role models?
 - c. Considering the lens through which learners see them and how they see themselves.

VI. Talking globally about how things are going, choose from the following:

- 1) SIGNAL IT – RED OR GREEN ... THUMBS UP OR THUMBS DOWN: Participants take a minute to find two things they can hold in their hands – one red and one green (or, they can just signal thumbs up, thumbs down). Offer a variety of taking-temperature statements and each time ask teachers to signal with the green item (or thumbs up) if that is true for themselves or signal with the red one (thumbs down) if not. Stop to discuss a few of the statements with volunteer respondents. Examples include:
 - I am comfortable in my role as a learning facilitator, as compared to a teacher who tells.
 - I have had at least one session where I finished feeling proud of how things went.
- 2) WORD CLOUD: Set up a Mentimeter word cloud (<https://www.mentimeter.com/features/word-cloud>). Ask teachers to post **one-word** responses, making sure they know that the more a word is repeated by those in the group, the bigger it becomes. Depending on the size of your group, you should ask respondents to post three, five, or eight ideas (you want enough responses so that there are multiple words on the cloud). Use one of these examples, or create statements of your own choosing:
 - How they are feeling about facilitating 3+3
 - How they believe their students are feeling
 - Feedback, their parents, are offering
 Allow time to build the specific word cloud and then reflect as a group on what they are seeing.
- 3) PHOTO ALBUMS: In advance (if possible), ask everyone to find and anonymously share a representative photo or picture to three different all-group Google Slide decks (everyone

takes one page each deck). These could be actual photos from a learning session, or they could be symbolic photos or clipart.

- One slide deck will contain pictures that illustrate how they are currently feeling about 3+3
- One slide deck will contain pictures that illustrate how they think their learners are currently feeling.
- One slide deck will contain photos that illustrate how they think their parents are feeling.

Then, with the faculty:

- Share the slides one at a time (no names) and ask teachers to jot down some notes on their sense of each, as well as some questions they have.
- Consider discussing the questions/albums in small groups (one per album? each group discussing all three?) and/or asking teachers to post thoughts in the chat - what is the temperature of the learning at this point in time?

ALTERNATIVE: Set up a poll with potential responses that the teachers click. [Polleverywhere, Mentimeter, etc.]

- 4) FEARS, HOPES, AND CALM: This activity could be done in small groups or anonymously by having teachers post responses to Menti-Meter, Padlet, or a Google Doc:
- Ask staff first to respond: “If this year turned out to be one of the worst years ever as a teacher, what would be its characteristics?”
 - Then, “If this year turned out to be one of the best years ever as a teacher, what would be its characteristics?”
 - Then, “Considering our fears and hopes, how can we decrease our fears and increase our hopes?” [This last question could be an all-group discussion.]

5) STORYTELLING

- Ask one teacher to prepare a brief teaching/learning story or vignette that illustrates one of the foci of 3+3. It might be related to the Enduring Understanding, one of the Essential Questions, any element of the Gifting Framework, their role as a learning guide or a learner being engaged or empowered. The storytelling teacher also:
 - Prepares a question their story raises about moving their work forward.
 - Describes one challenge they have and how they are thinking about addressing it.

To the group, the teacher poses their overarching question, tells their story, and asks their colleagues for specific help thinking through their one key challenge. Discuss.

6) WHAT, SO WHAT, NOW WHAT

In pairs or dyads, have teachers move through a progression of talking about:

- What: What have I accomplished? What am I working on?
- So what: In what ways did this learning/session matter to students or me? How did it offer new insights into Jewish life and tradition?

- **Now what:** What’s next? How do I build on what I (or the learners) have learned about this approach to teaching and learning?

Create a group collection of the “now what” responses or ask each group or teacher individually to post these - perhaps on a large sticky placed on chart paper, on one slide of a Google Slide Deck, or an app. Encourage teachers to respond to two of the posts.

- 7) **HAPPY DANCE** – This is a chance for teachers to share amazing, ah-ha moments that they, their children, or parents had/shared. In an all-group session, teachers share a specific anecdote, and then everyone does a happy dance in their honor. A teen assistant could choose music for each dance. Note that these ah-ha moments could be recorded and saved. Posting them to the 3+3 Facebook group would inspire others and help set direction for further evaluation/research efforts.

VII. Reflecting on teaching, especially seeking guidance

1) **CHALLENGES, CUT DOWN TO SIZE**

- a. Option One: Divide teachers into small groups and ask each participant to talk for 2-3 minutes on a current challenge. To keep the process tight, follow the process outlined on the teacher reflection protocol ([RESOURCE SHEET G: Protocol: Teacher Reflection with Colleagues](#) and below). Plan on 20 minutes per teacher.

Focus: Teachers share a challenge they experienced while leading a session. Colleagues help them reflect.

Structure:

- Group size: three teachers (recommended)
- Total time allotted for each teacher who presents a challenge: 18 minutes
- Needed for each group: a timekeeper

Preparation:

Each teacher writes a description of a challenge, offering specific details, though without identifying children.

- What happened?
- Why was it challenging?

3 min	Share	One teacher presents their challenge without interruption.
4 min	Clarifying questions	Other teachers in the group ask questions that only require brief, factual answers. These questions give the group a deeper understanding of the challenge.
		<i>During the next six minutes of the discussion, the presenting teacher takes notes and listens without responding.</i>

2 min	"I appreciate..."	Go around the group and give listening/responding teachers the opportunity to share one thing they <i>appreciate</i> about the challenge.
2 min	"I notice..."	Go around the group and give listening/responding teachers the opportunity to share one thing they <i>notice</i> about the challenge.
2 min	"I wonder..."	Go around the group and give listening/responding teachers the opportunity to share one thing they <i>wonder</i> about the challenge.
3 min	The presenting teacher reflects.	The presenting teacher shares what they heard and shares any adaptations they are now considering.

- b. Option Two: Divide teachers into small groups and ask each participant to prepare to share for 2-3 minutes about a plan they have for an upcoming session. Then have the others listening participate in offering feedback using warm feedback and cool feedback.
 - i. Warm feedback offers a thought that points to the strengths of the plan. Warm feedback is positive and, yes, warm.
 - ii. Cool feedback offers thoughts on shortcomings or potential problems with an inquisitive design:
 1. I'm wondering why you chose to...
 2. I'm curious about ...
 3. Can you explain ...

2) CHARTING THE FUTURE - Teachers plan an upcoming session using the planning chart below or [RESOURCE SHEET H](#) at the end of the packet.

	Learning notes (i.e., related to content)	Learner notes (i.e., related to the children)	Teen assistant usage (ways the assistant can be useful)
Greeting/Check-in			
Playing with ideas			
Inquiry/activity/ action			
Reflection			

The first time using the chart, divide teachers into pairs or small groups. At other times, consider asking teachers to use the chart to prepare individually for their session. After facilitating/teaching the particular session, either in small groups or as a faculty, reflect on how it was helpful and what they will do the next time differently. If discussing as a full faculty on Zoom, consider ways to use the chat feature to build ideas. [This might be a good time to discuss how end-of-day reflections (start-of-day regrouping and setting up learning tasks) are working out.

OPTION: Use a modified version of the professional learning model called “Japanese Lesson Study”¹. Two or more teachers co-plan a lesson together, then each teaches the session to their own learners. If this is impossible to arrange, the teachers could record their lesson or verbally describe what happened. Share segments for feedback/ comparison/reflection. Conclude by having each reflect: next time, what will you do similarly, and what they will do differently.

- 3) ONE-ONE-TWO-TWO-FOUR – A teacher shares two photos or videos from their learners’ work (capturing these moments is a great job for a teen assistant) - one that they feel is an on-target to the learning focus and one that they feel missed the mark. As a whole group, or in small groups
 - a. Spend two minutes identifying elements that define positive characteristics of the on-target example
 - b. Spend two minutes identifying where the off-target one missed the mark
 - c. Spend four minutes brainstorming ways to launch a learning activity that would encourage more on-target submissions

A similar activity could be created for teachers working toward mastery of the four learning guide principles: inspire curiosity, facilitate connections, practice *tzimtzum*, deepen Jewish learning.

VIII. Reflecting on the teaching/learning principles, choose from the following:

- 1) I SEE IT – B

Background: The “If Not Now, When?” booklet offers a list of teacher (pages 16-17) and learner (pages 12-13) characteristics that represent a change from “traditional, frontal, teacher-directed” teaching. [These are available as separate [RESOURCE SHEETS I and RESOURCE SHEET J](#) in this packet.] They offer a robust view of the vision for “If Not Now, When?” and 3 + 3. To simplify things for teachers at the beginning of their change journey, the JEC planning team identified four key principles that embody the others:

- *Inspire curiosity*
- *Facilitate connections*
- *Practice tzimtzum*
- *Deepen Jewish learning*

¹ <http://www.americanradioworks.org/segments/a-different-approach-to-teacher-learning-lesson-study/>

Teach/facilitate a PD segment (any of your choice) in which you incorporate each of the four principles, though without explicitly identifying them to the staff. When done, introduce the four principles, writing each on chart paper or a chalkboard. Then, ask staff to work “heads together” in small groups for 5-10 minutes to identify times that you activated each principle. Without yet asking the groups to share, give each person four “stickies” and a marker.

Short version: Ask everyone individually to think of one example for each of the principles (thus, four examples total) they could imagine happening in a session with children. Write each example on a sticky paper and post it under the matching principle. While teachers are up and sorting their stickies, ask them to check ONE principle they feel they could most easily integrate into their teaching and put an X under ONE principle they imagine would need time to develop.

Longer version: Working in pairs, ask everyone to choose one lesson from the 3 + 3 curriculum guide and identify an example of each of the principles. Then, continue with the sticky/checkmark/X instructions above.

Offer time for a “gallery walk,” with staff walking around the room while reading the various stickies. Open discussion with guiding questions like:

- What were some of the more interesting or surprising stickies?
- Which were the hardest to brainstorm?
- Which principles seem to be the most challenging for the group?
- Which may need less attention in PD sessions?
- How are these principles similar/different to the learning approaches that experienced teachers utilize more often in this setting?
- What strategies might the staff brainstorm for “growing” in each of the principles? {In other words, what would help?}

Ask individuals to write a personal teaching goal with one or more of these principles at the center and three steps they can take to achieve it. Set up a support and accountability system for these.

- 2) I AM IT - There was great debate among the 3+3 planning team about the name to call teachers in this learning approach - Learning guides? Facilitators? Catalysts (yeah...) for learning? Something else? Would we keep referring to the person in the role as a ‘teacher,’ which implies TEACHing or telling of information, rather than someone who is a co-learner?

“Appreciative Inquiry,” says that “words create worlds.” Set up a conversation or debate among faculty to consider the name they wish to be called. Is it a teacher? Is it something else?

- What does the name “teacher” convey?
- How does it mesh with the “If Not Now, When?” approach to learning?
- What name might better convey this role in your setting?

IX. Moving from inquiry to action (i.e., to the Evidence of Understanding phase), choose from the following:

The inquiry phase offers learners plenty of opportunities to gain a deep understanding of the Enduring Understanding and the 3+3 texts. The action phase empowers them to apply their learning, especially (though not always) in the service of others. This phase also provides opportunities to demonstrate their understanding and knowledge.

a. GETTING READY

- i. In advance of the professional learning session, ask staff to spend time looking at the options for gathering evidence to demonstrate that the learners understand and can apply the EU (see pages 56-60 of the curriculum guide). They should identify one or two options they believe will work well for their learners and themselves.
- ii. In small groups:
 - 1. Have teachers share their choices and help each other choose one they are willing to implement.
 - 2. Take a moment to determine if some groups should shift members: those working on the same action project would benefit from working together. Those who have chosen different projects could support each other or negotiate a project to which they all agree.
 - 3. In option-alike groups, spend time as adults brainstorming the same kind of action map that learners will lay out when they first begin their action project. A copy is on [RESOURCE SHEET K](#) at the end of this packet.

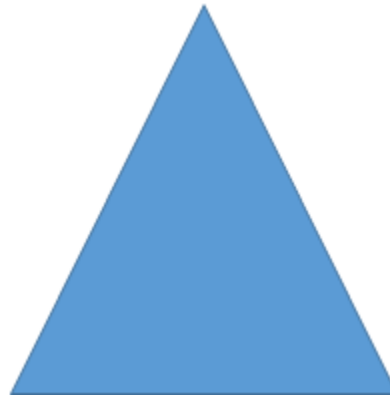
ACTION MAP - Teacher Version

What steps do learners need to take to accomplish their action project?	[These do not yet need to be listed in a logical order]
What resources do learners need to accomplish the project?	[These might be experts, helpers, knowledge, supplies, etc.]
With what tasks might group members volunteer to help?	
What do they need to accomplish over each of the “x” number of weeks?	[This will probably need to be plotted out by the teacher.]

Use this opportunity to brainstorm as thoroughly as possible to anticipate how teachers can guide learners in taking responsibility for planning. In the curriculum guide, see [RESOURCE SHEET 6b: Action Map \(Learner Version\)](#) on page 3. Consider what you need to arrange in advance (for instance, working with a musician on a song).

- b. **TAKING ACTION** - It would benefit teachers to have a conversation after each session with those in their planning group or with the education director.
- i. Review what happened during the session.
 - ii. Determine the next step for learners.
 - iii. Arrange for materials and other resources.
 - iv. Consider ways to support the learners in an inquiry-to-action process, rather than telling them what they should be doing.
 - v. Plan the first 5-10 minutes of the next session to regroup and set the directions for the day.
- c. **STOPPING TO REFLECT** - When all is said and done, what did teachers learn: about inquiry and action, their new role as a learning guide, and the learners' capabilities.
- i. On chart paper, a whiteboard, or chalkboard, draw this diagram:
DURING THE 3+3 UNIT:

What did we notice about the learners?



What were our successes and challenges?

What learning was accomplished as teachers?

- ii. Give everyone four small stacks of stickies, each stack of a different color.
 1. One-color will represent the teacher
 2. One-color will represent the learners
 3. One-color will represent the learning
 4. One-color will represent "random thoughts."
- iii. Ask all the staff to work individually for 5-10 minutes to respond to the prompts on the triangle by writing one answer per sticky.
- iv. Start with the learner point on the triangle. Ask each staff member to share in turn one of their responses aloud and put their sticky on the chart. If someone offers an idea that is on another teacher's sticky, they set it aside. Only post new/fresh ideas; once a person has no more stickies, they "pass." Continue around the room until no one has any stickies left.
- v. Repeat for the learning point and the teacher point.
- vi. Consider the benefits of this learning approach, as well as its challenges. When using this approach again on a different topic, what would be important to remember?

REMINDER: If you asked your staff to answer the Essential Questions (see the activity on the bottom of page 2 above), offer another opportunity for them to respond to each question in writing. Then, return their previously sealed envelope to compare their thoughts from the beginning of the unit.

- Where has their understanding changed? Where has it stayed the same?
- How does working with a big idea and high-level questions impact learning?
- What do staff members take from this approach to future teaching and learning?

X. Ready to tackle another inquiry to action project, choose from the following:

- a. Go for it!
- b. Brainstorm a topic that would engage learners
 - i. Perhaps focused on a text that intrigues the staff (this could become the Enduring Understanding)
 - ii. Perhaps emerging from a question raised during 3 + 3
 - iii. Possibly related to a current news story or issue facing the city, state, or country
 - iv. Perhaps anything...
- c. Map out the learning. Feel free to ask for assistance from colleagues on the “If Not Now, When?” FB group.
- d. Yep, and go for it!

PRINTABLE PROFESSIONAL LEARNING RESOURCE SHEETS



RESOURCE SHEET A - Essential Questions

Below are the three Essential Questions for “The 3 + 3 Project.” Before you begin your learning journey with the children, offer some answers for yourself. No need to use complete sentences - this sheet is for your eyes only.

EQ 1 - What powers do names hold - for the individual? For others?

EQ 2 - How does one earn a name?

- What name(s) do I want to earn for myself?
- What are the paths I can take to earn it?

EQ 3 - What is the influence of friends, family, and community on the name a person earns? What is our earned name’s influence on friends, family, and community?

And consider these, too:

What do names have to do with Jewish life?

What could our learners be learning about Judaism and Jewish life while involved in this unit?

RESOURCE SHEET B - PLANNING CALENDAR

This chart is provided to offer a sense of the unit's potential flow and where opportunities arise for an extension.

Session #	Sketch of focus/activities
1	<p>OPENING THE DOOR TO LEARNING</p> <p>What are our names? (beginning on p. 13) Introductions</p> <p>What kinds of names do people have? (p. 15) Options (choose 1-2)</p> <ul style="list-style-type: none"> ● Name webs ● Name sorting cards ● Kid names <p>Extension options (more sessions needed if any of these are chosen – p. 19):</p> <ul style="list-style-type: none"> ● Hebrew names ● Baby and Jew-by-Choice names ● Names when called to the Torah
2	<p>NAMES AND THEIR POWER</p> <p>What is the 3 Crowns Text? (p. 21) Picture explorations:</p> <ul style="list-style-type: none"> ● King David photo ● Three Crowns pictures <p>Text exploration:</p> <ul style="list-style-type: none"> ● <i>Pirkei Avot</i> 4:13 <p>What is a good name, a שֵׁם טוֹב? What does that mean? (p. 23) Inquiry options:</p> <ul style="list-style-type: none"> ● Inquiry walk ● Phone calls ● Movie or book brainstorming <p>Extension options (more sessions needed if any of these are chosen – p. 25):</p> <ul style="list-style-type: none"> ● Art (picture of someone with a good name) ● Stories of role models
3	<p>EARNING A NAME</p> <p>What is the 3 Names Text? Why do we have at least three names? (p. 27)</p> <ul style="list-style-type: none"> ● Card matching activity <p>Extension options (these will not significantly expand -learning time - p. 30):</p> <ul style="list-style-type: none"> ● Listening for names ● Honoring those who earn names.

<p>4</p>	<p>EARNING A NAME What does it mean to earn a name?</p> <ul style="list-style-type: none"> ● A look at Joseph (p. 31) OR ● A guest’s story (p. 33) - if this includes the children learning about and setting up hospitality, that would add a week
<p>4a (optional)</p>	<p>EARNING A NAME Who are people who have earned a good name?</p> <ul style="list-style-type: none"> ● A structured activity with “circle maps” (p. 35) Extension option: Create other circle maps OR ● Learner exploration with works of art (p. 32) OR ● Exploring contemporary stories
<p>5</p>	<p>EARNING A NAME What are the names we think we have already earned? (p. 41)</p> <ul style="list-style-type: none"> ● Paper quilt <p>Extension option (more sessions needed if any of these are chosen – p. 43)</p> <ul style="list-style-type: none"> ● Setting up “gifting of a name” for the children (see also session 6) ● Keeping an eye open for those who earn names
<p>5a (optional)</p>	<p>How can we honor the names that others earn for themselves? (p. 45)</p> <ul style="list-style-type: none"> ● Honoring activity (special supplies need to be ordered in advance)
<p>6</p>	<p>What is a name we would like to earn?</p> <ul style="list-style-type: none"> ● Making a plan (p. 49) <p>Extension options (might need more sessions if any of these are chosen)</p> <ul style="list-style-type: none"> ● Setting up “gifting of a name” for the children (see also session 5) ● Looking for times we have the potential to influence ● Exploring the effort to earn a name
<p>7-9</p>	<p>How will we apply what we have learned about earning a name?</p> <ul style="list-style-type: none"> ● Evidence of Understanding project (p. 55)

RESOURCE SHEET C - SESSION-BY-SESSION PLANNING MAP

Enduring Understanding: How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.

Session # __ Focus:		Session # __ Focus:		Session # __ Focus:		Session # __ Focus:	
Essential Question being explored <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name		Essential Question being explored <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name		Essential Question being explored <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name		Essential Question being explored <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name	
Entry music		Entry music		Entry music		Entry music	
Greeting/Checking In (3 min)		Greeting/Checking In (3 min)		Greeting/Checking In (3 min)		Greeting/Checking In (3 min)	
Playing with Ideas (sessions 1&2 10-15 min)		Playing with Ideas (sessions 1&2, 10-15 min)					
Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"	Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"	Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"	Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"
Reflection (5-10 min)		Reflection (5-10 min)		Reflection (5-10 min)		Reflection (5-10 min)	

RESOURCE SHEET D - Break it Down

GOAL:			Date:
Material/content	Summary of the session segment	My thoughts My personal reaction to the learning idea... I think my students would ...	Application to my teaching Can I use this? Does it need adapting? What could be changed?

RESOURCE SHEET E - Vignettes - Working with the Principles**Vignette illustrating [session 1](#) (see pages 13-19)**

Lilly is in her third year of teaching for her synagogue. In her first year, she worked with "The 3+3 Project." Fourth and fifth graders are part of her learning group.

She is about 15 minutes into this week's session when she says, "We are going to be spending a lot of time together talking about names. As I was planning for this session together, the phone rang. Just as I picked it up and heard my father say, "Sweetie, how are you?" my youngest child started calling out to me, "Mom, Mom!" AND then my husband, who wanted some help, called out, "Lilly!" So there I was, me, with three different names - Sweetie, Mom, and Lilly." She pauses for a moment and asks if the learners have ever had more than one name like she did. After taking a few responses, she says, "I was curious about the different names we had, and so made a set of cards for us to work with today. I wonder what KIND of names there are in the world."

Lilly holds up the cards and then continues, "Let me show you how a group might sort the first two cards." She begins sorting, talking aloud as she goes. "Moses – hmm, that is a person's name. I'm going to put that on the table and see what I might do with it later. Oh, and here is a name, "leader." That is not the same as a person's name, so I will put that to start a different pile. The piles I made might make sense to you, but once you get your cards, you might see something else."

She hands out 12 cards to each group of three learners and invites them to see if they have trouble reading any of the names or recognizing any of the people on the cards. When someone asks for help pronouncing Daveed, another learner pronounces the name and shares how much they love his Hanukkah song. Another learner notes that they recognize Moses and Miriam from the Torah.

Lilly encourages someone from each group to share something about one name they recognize in the cards. Once every group seems ready and excited, she invites groups to begin sorting however they wish. As groups work, she walks among them without saying anything but notes how the different groups make their piles. She notices one group is putting cards only into two stacks, mixing names and adjectives. She writes a quick note to herself to call on that group to share their decision-making process.

She notices one group seems to be struggling and pulls a chair up to talk with them. "Jen," she asks, "Can you tell me what your group is finding challenging?" As she listens, Lilly calls on other children, encouraging them to respond to each other, for example, "Marc - do you have anything to add to what Jen said?" and "Aviva - it sounds like your thoughts might solve the question that Marc just asked." Lilly smiles at them and says they seem to be working things out together nicely. As she gets up, Lilly hears another group struggling because they are unsure of a card's meaning. She raises her voice a little to be heard over the various conversations and says to everyone, "You know what? If you aren't sure what to do with a card, put it aside. We'll work on it later."

Vignette illustrating session 1 continued

After about 7 minutes, she asks a *madrich* to hand out one blank card for each group's piles and asks team members to think of a title that describes each set of cards. Once all seems ready, Lilly invites each group to share the titles they created with the full group and a little about how they made their decisions. As they share, Lilly records the various titles on chart paper, combining similar ones - she looks directly at each speaker and nods encouragement as they describe their process. She invites groups to ask questions of others about how they sorted their piles. She takes note of these questions and jots them down.

In the midst of this discussion, one child raises his hand and says that his aunt went to Israel and talked about landing in "Ben Gurion." He asks Lilly if this is a name or an airport. Lilly smiles and says, "What a great question!" After getting head shakes when she asks if anyone knows the answer, she says, "Let's put it on our chart, and I wonder if you might ask your aunt what she knows about it. Could you report back next week?" Without Lilly needing to signal her, the *madricha* had already added the question to their growing list.

A disagreement breaks out as to whether Wonder Woman is a proper name. After a short discussion, Lilly reminds learners that curiosity is an important tool in Jewish learning and that it's okay to disagree as long as we can listen and even learn from one another in this room, our learning community.

"Thanks for the great conversation! This is just the start," says Lilly as she notices there are about three minutes left. "Over the next few weeks, we'll be learning more about names. By the time we are done, you will learn about the names of Jews you already know about, as well as new people. But before you leave today, take a sticky note from one of our *madrichim* and write one new name you learned today. Zac will collect these at the door as you leave."

Vignette Illustrating [Session 3](#) (see pages 27-30)

David is a father who began teaching when his own children entered first grade at Temple Beth El. After four years of teaching similar topics, he is excited about the new curriculum, "The 3+3 Project." He enjoys working with his learners and getting to share stories about his own life and the place Judaism holds. He loves the wonder and curiosity his 3rd and 4th graders bring to their studies. The first two weeks, focusing on really getting to know each learner and thinking about the concept of *shem tov*, a good name, have gone well.

With twenty minutes left in the third session, he hands out the "Every Person has Three Names" text sheet and shares that a rabbi wrote it over 1,500 years ago. He says, "As we read the text, think about what makes this Jewish." He invites one learner to read the text aloud and then gives everyone a minute to consider his question of what makes it Jewish.

Alice asks if it might be something about the number three because last week's text also had the number three in it. Another says, "We all have Jewish names or Hebrew names, and we learned about a good name last week. Maybe there is something important about names in Judaism."

David nods and asks for any questions about the text. One learner says, "I was wondering, like Alice, about what's so important about the number three?" David asks if anyone has some thoughts about that. A confusing set of contributions begins: "Well, there is Abraham, Isaac, and Jacob;" "Hmm, there are ten commandments: " and "We have three rabbis in our synagogue. " David responds that it's a question that seems to need more exploration, so he asks Andi, his *madricha*, to write it down on their chart.

Another learner, Jax, asks, "What happens if you don't like the name others call you?" David can see Jax seems nervous when asking the question and tells him, "That's a very interesting but tough question. Can we hold it for a different week when it ties in with some other things we will be doing? I want us all to have time to think about possible answers." Jax agrees, and David asks Andi to write Jax's question, too.

David asks learners to compare the text's definition of three names to the categories they defined in the previous "Everyone Has Three Names" earning-a-name text. They say Albert Einstein is the name his parents gave him, but they are not sure if the name others call him is genius or scientist. David asks them which of those two names requires "earning?" They put their heads together then tell him, "Becoming a scientist is something that takes hard work." He nods and asks other learners if they agree. He invites the other groups to look at their cards and see how they line up with the three names of the texts. He calls on a few learners to respond, calling each child by name to share their thoughts. He then asks learners how they feel about the last line of the text, that an earned name is the best name. There are several questions about why an earned name has to be the best; Andi the *madricha* records them on the chart paper along with their other questions.

Vignette Illustrating Session 3 continued

David reminds learners that last week's text was three crowns and asks learners if they can guess why the unit is called The 3+3 Project. He nods...3 crowns, 3 names, and explains that they will explore a big idea that connects these two texts. How we live our lives gives us the name we earn for ourselves, and how we act can influence others. He affixes a poster with the Enduring Understanding written on it to the front bulletin board, asks a child to read it aloud, and tells learners they will be thinking about this each week. To close the session, he invites learners to share what they have learned about kinds of names today and quietly takes notes as he goes around the room, letting each learner share one thought.

Vignette Illustrating [Session 4a](#) (see pages 31-33)

Debbie takes a quick look around the room. Her 5th and 6th graders are "heads-together" in groups of three with some pretty interesting conversations. Some are sitting on the floor, a few lean across the tables excitedly talking to each other, and one group is sitting in the entryway so they could hear each other better. She especially appreciates seeing that Micah, who is usually pretty quiet, comfortably sits with Leah and Jones, adding his opinions and ideas. She makes a mental note to thank her *madricha* for helping Micah find a group that works for him.

After last week's introduction to The Three Names text, the learners engage in a deep dive into Earning a Name. They began by looking at the earned name *hesed*. Debbie started with the story of Rebecca and then of Ruth from the "Fame for the Same Name" Resource Sheet. She intended to start with less familiar stories, but learners didn't find the name *hesed* until she shared the story of Abraham and Sarah.

What began as a bumpy activity suddenly starts to click. Many of the learners remember the value of *hesed* from the La-Bri'ut curriculum. Once they identify how each of the people earned the name *hesed*, she asks them to think about others who have shown *hesed* to them personally, or when they have shown *hesed* to others. She invites learners to turn to their neighbors and share thoughts with each other. Now she has them work in small groups to identify the name earned by Isaiah and Julius Rosenwald and to create a Circle Map.

Debbie and her *madrichim* circle the room and listen to the groups as they work to identify the name *tzedek* or justice. Debbie notices one group is struggling to come up with the Hebrew word *tzedek*. They determine that both Isaiah and Julius Rosenwald cared about justice. She reminds them about the envelope they pass each morning and asks what *mitzvah* they were fulfilling when they put money in the envelope. When they come up with the Hebrew word *tzedakah*, she asks them to identify the root of the word. She waits patiently and gives the group time to come up with *tzedek* on their own.

Meanwhile, Allie the *madricha* works with another group who came up with the word *tzedek* but struggles to determine other examples of *tzedek*/justice. She says that she saw many of them at the Mitzvah Day at the Temple and asked them what other similar events they have done. This sparked many memories!

When all groups complete their Circle Maps, maps are posted on the wall. Learners walk around to identify commonalities and differences between the groups. At the end of the session, each learner is invited to share an example of *tzedek* or *hesed* from their own lives.

Vignette Illustrating [Session 5](#) (see pages 41-44)

Shelley is a long-time early childhood teacher. She is stretching herself in teaching "The 3+3 Project" to 2nd graders and enjoying the challenge. It has been a good unit so far, and the learners have especially enjoyed the variety of stories and storybooks.

Two weeks earlier, Shelley reached out to parents and asked them to talk with their children about some names they have already earned. Before this session, Shelley followed up to make sure each learner had at least two names they had discussed with their parents.

After greeting each child by name and having them sit in a circle at the front of the room, they play a name game from the resource sheets in session 1. They had done this every week since the unit began. Shelley notices how much more learners call each other by name and how the playing opens everyone up and creates an atmosphere of joy in the room.

Shelley begins the next segment by reminding learners of the names of Ruth Bader Ginsburg from session 3: Ruth, RBG, and Supreme Court Justice. She points to the Three Names text poster on the wall and asks them which of these three names they think is Ruth's best name.

She invites one of her teen assistants to read the book *I Dissent: Ruth Bader Ginsburg Makes her Mark*, asking learners to listen for other names Ginsburg earned besides the three they had from the week before. The group offers five, which a *madrich* adds to the ongoing list of names on the wall. Shelley pushes them to think of a Jewishly-related name to add, so the list grows to six.

From the back of the room, a teen exclaims, "Wow, I'm impressed by the list we created together!" Smiling at the teen's involvement, Shelley invites learners to find a space at one of the many tables set with materials for the name quilt activity and asks the teen assistants to pass out each child's list of names sent in by their parents. Then, the teens each take a seat at a different table to assist.

Shelley reminds learners of the conversations they had with their parents about a name or two that they earned. Shelley explains they will look at the names their parents sent and select the one that makes them feel most proud. As an example, she reminds learners of Ruth Bader Ginsburg and asks them to think about the many names she earned. Several learners shout out Supreme Court Justice, another says Women's Rights Leader, another says, Mother and Wife. Shelley asks them what name Ruth might have chosen for this activity.

Shelley then invites them to spend a moment selecting one name that they are proud to have earned and tells them to write this name on one of the squares of construction paper on the table. She and her teen assistants wait patiently for a few minutes and watch who quickly chooses their names and who might be having some trouble.

Shelley prepared her teen assistants to circulate among her learners who seem to be struggling. They ask learners to tell them about each name on their list, inviting them to explain how they earned each name. They encourage learners to think about their selections by sharing commonalities. One *teen* says,

Vignette Illustrating Session 5 continued

"I'm a soccer player, too!" Another says, "Wow, you were really brave, just like Clara Lemlich in the book *Brave Girl* that we read earlier." The teen assistants move around the room connecting with each learner.

After each learner chooses a name, Shelley asks everyone to illustrate their earned name using the collage materials on their tables, explaining that they will be making a paper quilt together. The teen assistants pay attention to the learners at their tables, and Shelley walks around the room to make sure everyone is engaging in the activity. She reminds all learners of the big idea of the unit that it is how we live our lives that helps us earn a name for ourselves. She encourages all learners to think of one thing they do to earn the name they selected and how they could share it using the materials on their tables. Teen assistants move next to learners and ask questions like, "How often do you do that?" "What do you enjoy about it?"

When everyone is done, each learner shares their earned name and explains how they earned it. Shelley nods her head encouragingly with each new story. For those who seem reluctant, she prods them by asking, "Tell us a little about your collage. What new things can we learn about you by looking at your quilt square?" As learners speak, she reinforces the big idea by rephrasing things they shared, such as, "Amy earned the name dancer because she loves dancing and practices several days a week. Amy - did you enjoy that story we read, *An Unlikely Ballerina*, about that famous Jewish ballerina, Alicia Markova?" "David earned the name brother when his two younger brothers were born. Hey David, you might like that extra book we have in our room, *A Song for my Sister!*" Shelley prompts the community to support each other by clapping after each learner shares. The teens take turns collecting each square and placing it on the prepared quilt outline.

To close the session, Shelley asks learners to think about one new thing they learned about someone in their room. She calls on learners by name and asks them to refer to their classmates by their given name and the new name they shared today.

Vignette Illustrating [Session 6](#) (see pages 49-54)

Sam is a first-year teacher of sixth graders. One of his favorite parts of the job is working with his *madrichim* and giving them substantial leadership roles. As learners enter the room, he and the *madrichim* stand by the door, greeting each learner by name as they arrive. After a few minutes of greeting, checking in, and playing a bit with names by thinking about the names Moses and Miriam earned for themselves, he shares with learners that today they will be thinking about the names they wish to earn in the future.

The room is covered with posters of names the learners identified throughout the unit. Sam set up the learning space with workstations. Supplies include construction paper, index cards, markers, pencils, scratch paper, glue sticks, and RESOURCE SHEET 6a, "What name(s) would YOU like to earn." Learners begin by working individually. *Madrichim* move among the tables, encouraging learners to follow the instructions on the resource sheet to identify one or two names they would like to earn. After about 10 minutes, *madrichim* sit down at each table and ask learners to share their selected names. *Madrichim* invite their table to share encouragement for each other and their names. They ask if learners have any ideas for how those at their tables might earn their names. They encourage learners to jot down notes and suggestions.

When *madrichim* indicate their discussions are complete, Sam tells learners it's time to make a plan. He directs attention to the instruction posters *madrichim* placed on each table. Sam reminds learners of the two core texts of The 3+3 Project on top of the instruction posters and the Enduring Understanding: How we live our lives defines the name we earn for ourselves and influences others whom our lives touch. He tells them now their task is to select ONE name they want to earn. *Madrichim* sit among learners and help pass out materials.

As learners work, Sam walks around the room, visiting each group, and commenting on how individuals are working. He says to one learner, "I love that you selected the name athlete. Maybe one day you can be a Jewish MVP like Julian Edelman," and to another, "Famous actress is a great name - just like Gal Gadot." He tries to connect each learner's chosen name to one of the names they discussed during the unit or to a Jewish text or story.

After 25 minutes, Sam invites the learners to place their action plans on the table and do a gallery walk around the room, looking at their fellow learners' work. He passes out sticky notes to each learner and invites them to offer words of encouragement and support and attaching them to the plans.

RESOURCE SHEET F - Work with the Principles

	Example(s) from the vignette	Other ideas for incorporating this principle
Inspire curiosity		
Facilitate connection		
Practice tzimtzum		
Deepen Jewish learning		

RESOURCE SHEET G - Protocol: Teacher Reflection with Colleagues

Reflective protocol – Teachers share a challenge they experienced while leading a session.
Colleagues help them reflect.

Structure:

Group size: three teachers (recommended)

Total time allotted for each teacher who presents a challenge: 18 minutes

Needed for each group: a timekeeper

Preparation:

Each presenting teacher writes a description of a challenge, offering specific details, though without identifying children.

- What happened?
- Why was it challenging?

3 min	Share	One teacher presents their challenge without interruption.
4 min	Clarifying questions	Other teachers in the group ask questions that only require brief, factual answers. These questions give the group a deeper understanding of the challenge.
		<i>During the next six minutes of the discussion, the presenting teacher takes notes and listens without responding</i>
2 min	"I appreciate..."	Go around the group and give listening/responding teachers the opportunity to share one thing they <i>appreciate</i> about the challenge
2 min	"I notice..."	Go around the group and give listening/responding teachers the opportunity to share one thing they <i>notice</i> about the challenge.
2 min	"I wonder..."	Go around the group and give listening/responding teachers the opportunity to share one thing they <i>wonder</i> about the challenge.
3 min	The presenting teacher Reflects.	The presenting teacher shares what they heard and shares any adaptations they are now planning.

RESOURCE SHEET H - Charting the Future

	Learning notes (i.e., related to content)	Learner notes (i.e., related to the children)	Teen assistant usage (ways the assistant can be useful)
Greeting/Check-in			
Playing with ideas			
Inquiry/activity/ action			
Reflection			

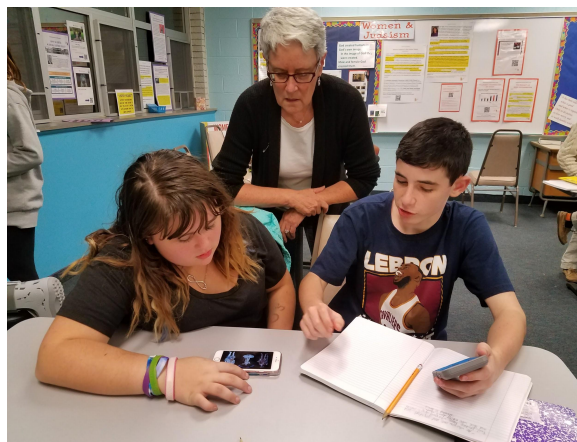
RESOURCE SHEET I

Teacher/Learning Guide

One of the challenges for some adults working with the *La-bri'ut* curriculum was shifting from a giver-of-information to a facilitator-of-learning. A person called a “teacher” expects to teach, to impart information. Thus, changing the name of the role/profession to “learning guides” signals a very different conception of the learning relationship between adult and child.

By definition, an adult serving as a learning guide is:

1. A facilitator of learning and personal growth
2. A co-learner
3. A partner in relational learning
4. A relationship builder, creator of community
5. An attuned listener who is receptive and responsive to the learners
6. Visible and active
7. Someone who exhibits care and empathy
8. A facilitator of conversations, especially between learners
9. A facilitator of research
10. A champion of multiple modalities, learning styles, and playful inquiry
11. An encourager of questions
12. Genuinely curious
13. A scaffolder of learner’s voice, creativity, and reflection
14. An inspirer of deep and sophisticated thinking
15. Knowledgeable about Judaism, Jewish life, and our traditions
16. A Jewish role model who may not feel up to the label but is authentically engaged in their own growth as a person, as a Jew, and as a citizen of the world



RESOURCE SHEET J

Learner Characteristics

For too long, students have been perceived as passive receptacles, needing to be stuffed with knowledge. Yet, today, Jewish facts, information, and even sacred texts are in our pockets and at our fingertips with a quick tap on a smartphone. With this reality, learning approaches must shift, as well as expectations for learners. If not now, when - it is time to embrace the challenge of creating learning opportunities in which our children:

1. Are empowered:
 - a. They are given independence
 - b. They have agency, a sense of purpose
 - c. They can relate what they are learning to their own lives
2. Are actively engaged – questions are genuinely perplexing
3. Are challenged and curious as a result of being immersed in complex experiences
4. Have ownership
 - a. When given the tools to self-navigate
 - b. When provided with opportunities to follow personal interests
5. Are co-learners, not just with other children, but also with the adults and teens guiding their learning
6. Take on leadership
7. Develop a voice
8. Gain a point of view
9. Engage in critical thinking
10. Innovate, taking on the roles of
 - a. Innovative designer
 - b. Bold thinker
 - c. Problem-solver
11. Are accountable for their work
12. Develop collaborative ownership
13. See themselves as continuous learners, instead of “done” once they possess answers



RESOURCE SHEET K - ACTION MAP - Teacher Version

<p>What steps do learners need to take to accomplish their action project?</p> <p>[These do not yet need to be listed in a logical order]</p>	
<p>What resources do learners need to accomplish the project?</p> <p>[These might be experts, helpers, knowledge, supplies, etc.]</p>	
<p>What tasks might group members volunteer to do?</p>	
<p>What do they need to accomplish over each of the next “x” number of weeks?</p> <p>[While needing learner input, this would be best planned by the teacher.]</p>	