

---

# Bridging the Gap between Shul and Home

---

Meeting 2: December 15, 2016



RECONSTRUCTIONIST LEARNING NETWORKS

# What is a Network?

---

*A network* is a group of people and/or organizations working on the same issue or vision, together with structures that have been created to mobilize the energy of those individuals or organizations. That said, the structure of intentional networks and what they do as a network can vary greatly. They are trying to accomplish something. Networks are focused on opportunities and leverage points that have the greatest chance of making a difference.

(excerpted Network Weavers' Handbook, J. Holley)



# Goals

---

- Explore the Questions that Can't be Googled
- Utilize each other's skills and expertise
- Develop material to be used in your community
- Think of education in new ways

# Connection

---

- Name
- Congregation/Community
- Where do you do your best learning?

# Text Study: V'Ahavtah

You shall love Adonai your God with all your heart,  
with all your soul, and with all your might.  
Take to heart these instructions with which I charge you this day.  
Impress them upon your children.  
Recite them when you stay at home and when you are away,  
when you lie down and when you get up.  
Bind them as a sign on your hand and let them serve as a symbol on your forehead;  
inscribe them on the doorposts of your house and on your gates.

ואהבת את ייְ אֱלֹהִיךְ, בְּכָל לְבָבֶךְ, וּבְכָל נְפָשֶׁךְ, וּבְכָל  
מַאֲדָךְ. וְהִי פְּדָרִים הָאֱלֹהִים, אֲשֶׁר אָנֹכִי מִצְוֵה הַיּוֹם, עַל  
לְבָבֶךְ. וְשִׁנְתָּמָס לְבָנֶיךְ, וְדִבְרָתָךְ בָּם, בְּשִׁבְטָתֶךְ בַּבִּיתֶךְ,  
וּבְלִכְתָּח בְּדִירֶךְ, וּבְשִׁכְבָּתֶךְ, וּבְקִוְמָתֶךְ. וְקִשְׁרָתָם לְאוֹת עַל  
יְדֶךְ, וְהִי לְטַطְפָּת בֵּין עֵינֶיךְ. וְכִתְבָּתָם עַל מִזְוֹזֶת בַּיּוֹתֶךְ  
וּבְשֻׁעָרֶיךְ.

לְמַעוֹ תִּזְכְּרוּ וּעֲשִׂיתָם אֶת כָּל מִצְוֹתִי, וְהִיִּתְם קָדְשִׁים  
לְאֱלֹהִיכֶם. אַנְיִי ייְ אֱלֹהִיכֶם, אֲשֶׁר הָזְכָתִי אֶתֶּכָם מִארֵץ  
מִצְרָיִם, לְהִיוֹת לְכֶם לְאֱלֹהִים, אַנְיִי ייְ אֱלֹהִיכֶם.

- How many settings of learning can you identify in the v'ahavtah?
- How does setting affect learning?
- How does your community utilize some of these places or what places would you like to see more learning?



# What is Pop Up Learning?

**We must broaden our understanding about where and when children learn....Whether in conversation over dinner or on a swing at the playground**

Families support child's interests, rituals, and curiosities for learning:

Family engagement in anywhere, anytime learning (Pop-up) involves the support that families provide to learners to pursue interests.

For families to enact their role, educators support families:

It also includes the knowledge, skills, and encouragement that schools and communities offer families to do this well.

Location of learning:

Parent-child activities need not take place only at home or school, but can occur at the grocery store, the Laundromat, or anywhere and anytime children and families are together. ...can take place anywhere and anytime through text messaging, at exhibits and events, and during regular morning and evening routines

(From Harvard's Family Research Project)

[http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Family%20Engagement%20in%20Anywhere%20Anytime%20Learning\\_HarvardFamilyResProj.pdf](http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Family%20Engagement%20in%20Anywhere%20Anytime%20Learning_HarvardFamilyResProj.pdf)



RECONSTRUCTIONIST LEARNING NETWORKS

# What do we need to be successful?

---

## Accessible material

We need to create material that is easy to use for both the adults and children involved in the learning. Many parents feel at a loss in Jewish literacy so we need to provide them with the material and education they need to be active participants in the process.

## Opportunity where everyone is learning

While adults may not be Jewishly literate, we need to provide opportunities for everyone to learn, that will make the process even more engaging. Everyone involved should have a role and something they are able to contribute to the experience.

## Low barrier activities

Print and go, able to be read along the way, a tidbit people can easily remember. Experiences that are “low maintenance” and require little to no materials are most likely to be used.

## Creativity and thinking outside the box

People are most excited by new experiences, so it is up to us, the invisible educators, to think new and different that will not only empower learners but make them excited to participate in this type of learning.



# Provocations

---

- Provocations *provoke* learning
- They can be anything from images to questions to an object, to designed centers
- The idea is to provoke thoughts, discussions, questions, interests, creativity, ideas, and expand on that thought.
- Guiding principle is that they are simple and are presented in interesting and clean way



# What are little ways we can scaffold what you already do?

---

- Sending learning home, not as homework
- Using social media to post questions
- Having text alerts
- Create “guides” for local favorites like restaurants, museums



# Provocations for Rosh Chodesh

---

- Phase guide for the moon
- Blessings for the moon
- Setting intentions for the month
- Moon diary for family to complete together
- Family table talk/discussion
  - This past month I am proud of...
  - Together as a family we will...
  - Something I want to do differently this month is...
  - This coming month I want to...

# Thank you!



RECONSTRUCTIONIST LEARNING NETWORKS