

# Yeshivat Hadar's Summer Institute 5778 for Shul-School Educators

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**MONDAY: Recognizing ourselves as multifaceted learners**

*What is a key component to your teaching preparation?*

## **Pirkei Avot 3:1**

(1) Akavia ben Mahalalel says: Keep your eye on three things, and you will not pass over into sin: Know from where you came, and to where you are going, and before Whom you are destined to give an account and a reckoning. From where did you come? From a putrid drop. And to where are you going? To a place of dust, worms, and maggots. And before Whom are you destined to give an account and a reckoning? Before the Ruler of rulers, the Holy One, who is blessed.

## **משנה אבות ג'א'**

(א) עֲקֵבִיא בֶן מַהֲלַלְאֵל אוֹמֵר,  
הִסְתַּכַּל בְּשְׁלֹשָׁה דְבָרִים וְאִי אֶתָּה  
בָּא לְיַדֵי עֵבְרָה. דַּע מֵאֵין בָּאתָ,  
וּלְאֵן אֶתָּה הוֹלֵךְ, וְלִפְנֵי מִי אֶתָּה  
עֹתִיד לִתֵּן דִּין וְחֶשְׁבוֹן. מֵאֵין בָּאתָ,  
מִטְּפָה סְרוּחָה, וּלְאֵן אֶתָּה הוֹלֵךְ,  
לְמִקּוֹם עֶפֶר רֶמָה וְתוֹלְעָה. וְלִפְנֵי  
מִי אֶתָּה עֹתִיד לִתֵּן דִּין וְחֶשְׁבוֹן.  
לִפְנֵי מֶלֶךְ מַלְכֵי הַמְּלָכִים הַקָּדוֹשׁ  
בְּרוּךְ הוּא:

1. How would you modify the above text to a prayer you could recite before entering the classroom?
2. What might be the benefit of saying this prayer in front of your students?
3. What do you "pray" we address over the next several days of learning?

## **Pirkei Avot 5:15**

(15) There are four types of sitters-before-the-sages: the sponge, the funnel, the strainer, and the sieve. The sponge -- because it absorbs everything. The funnel -- because it lets in at [one end] and lets out at [the other]. The strainer -- because it lets the wine out and retains the sediment.

## **משנה אבות ה'ט"ו**

(טו) אַרְבַּע מִדּוֹת בְּיוֹשְׁבֵי לִפְנֵי חֲכָמִים. סְפוּג,  
וּמְשַׁפֵּךְ, מְשַׁמֶּרֶת, וְנֹפֶה. סְפוּג, שֶׁהוּא סוֹפֵג אֶת  
הַכֹּל. מְשַׁפֵּךְ, שֶׁמְכַנֵּס בָּזוּ וּמוֹצִיא בָּזוּ.  
מְשַׁמֶּרֶת, שֶׁמוֹצִיָּא אֶת הַיַּיִן וְקוֹלְטָת אֶת  
הַשְּׂמֵרִים. וְנֹפֶה, שֶׁמוֹצִיָּא אֶת הַקֶּמַח וְקוֹלְטָת  
אֶת הַסֵּלֶת:

The sieve -- because it lets out the [inferior] flour and retains the fine flour.

1. Out of the 4 types of sitters-before-the sages above, which kind of learner are you?
2. Which, if any type(s) do you see as missing?
3. Consider your strengths and challenges (as a learner) through these lenses of learning:

- Neuro-developmental Lens: a neuro-developmental understanding of learning including topics such as attention, memory, social skills, language, higher-order thinking and sequencing.
- Ecological Lens: the ways in which the child's home life, classroom culture, and community impact their experience.
- Temperamental Lens: identifying, understanding and celebrating components of a child's innate personality.

Thank you to [www.HiddenSparks.org](http://www.HiddenSparks.org) for the above lenses.

### Berakhot 28b:3

**MISHNA:** In addition to the *halakhot* relating to the fixed prayers, the Gemara relates: **Rabbi Neḥunya ben Hakana would recite a brief prayer upon his entrance into the study hall and upon his exit. They said to him:** The study hall is not a dangerous place that would warrant a prayer when entering and exiting, so **what room is there for this prayer? He said to them:** Upon my entrance, I pray that no mishap will transpire caused by me in the study hall. And upon my exit, I give thanks for my portion.

### Berakhot 28b:4

**GEMARA:** The Sages taught in a *baraita* the complete formula of Rabbi Neḥunya ben Hakana's prayer: **Upon his entrance, what does he say? May it be Your will, Lord my God, that no mishap** in determining the *halakha* **transpires caused by me, and that I not fail in any matter of halakha, and that my colleagues, who together with me engage in clarifying the halakha, will rejoice in me.** He specified: **And that I will neither declare pure that which is impure, nor**

### ברכות כ"ח ב:ג'

מתני' רבי נחוניא בן הקנה היה מתפלל בכניסתו לבית המדרש וביציאתו תפלה קצרה אמרו לו מה מקום לתפלה זו אמר להם בכניסתי אני מתפלל שלא יארע דבר תקלה על ידי וביציאתי אני נותן הודאה על חלקי:

### ברכות כ"ח ב:ד'

גמ' תנו רבנן בכניסתו מהו אומר יהי רצון מלפניך ה' אלהי שלא יארע דבר תקלה על ידי ולא אכשל בדבר הלכה וישמחו בי חברי ולא אומר על טמא טהור ולא על טהור טמא ולא יכשלו חברי בדבר הלכה ואשמח בהם

declare **impure that which is pure and that my colleagues will not fail in any matter of halakha, and that I will rejoice in them.**

*Consider writing a prayer you'd like to keep with you as part of your pre-teaching preparation. I am happy to keep it here for the remainder of the week so that you can take a peek at it each day and contemplate how you might want to edit it.*

*Source Sheet created on Sefaria by Tehilah Eisenstadt*

**Educator's prayers and toolbox:** *Dah L'fnei Mi Atah Omed*, finding ourselves as learners and seeking the multitude of learners through our texts and colleagues, towards finding shalom (peace & unity) in the classroom community.

**Texts in other classes that day:** Jewish Journeys, Then and Now: Stories that Impact Our Lives & Rules for Torah Radicals: Maimonides as the Patron Saint of Marginalized Jews OR Kiddushin: Models and Meanings

MONDAY Goal: What kind of learner am I?

Sticky notes

Copies of temperaments and neuro

Time	Activity	Details	Materials
2:15 - 2:30 (15 min)	Grabber/getting to know you [About 13 people]	<i>What is a key component to your teaching preparation?</i>	
2:30 - 2:35 (5 min)	Goal setting for week, for day [Group]	Today: what kind of learner are you? Tomorrow: what kind of students do we have? Weds: Owning our torah, being role models	

		Thurs: Finding Shleymut and joy in the classroom kehilla	
2:35 - 2:55 (20 min)	Create - [Group]	<p>1. How would you modify the above text to a prayer you could recite before entering the classroom?</p> <p>2. What might be the benefit of saying this prayer in front of your students?</p> <p>3. What do you "pray" we address over the next several days of learning?</p>	
2:55 - 3:05 (10 min)	On Your Feet [group]	<p>1. Out of the 4 types of sitters-before-the sages above, which kind of learner were you in the different classes today? [Thermometer game]</p> <p>2. Which, if any type(s) do you see as missing?</p>	Signs that say: Sponge Funnel Strainer Sieve
3:05 - 3:20 (15 min)	Hidden Sparks [chevruta]	<p>Consider your strengths and challenges (as a learner) through these lenses of learning: What kind of learner are you?</p> <ul style="list-style-type: none"> <li>• Neuro-developmental Lens: a neuro-developmental understanding of learning including topics such as attention, memory, social skills, language, higher-order thinking and sequencing.</li> <li>• Ecological Lens: the ways in which the child's home life, classroom culture, and community impact their experience.</li> <li>• Temperamental Lens: identifying, understanding and celebrating components of a child's innate personality.</li> </ul>	Copy of papers from Hidden Sparks (book mark)
3:20 - 3:30 (10 min)	Speed text study [chevruta]	Brachot 28b 3 - 4 Consider writing your own prayer, kavanah before teaching.	
3:30 - 3:40 (10 min)	Sharing/synthesis [group]	Share prayers, thoughts from the Brachot prayers <ul style="list-style-type: none"> <li>- Do you feel like you're walking into a dangerous place sometimes when you enter a classroom? (talk about pole vaulting)</li> </ul>	8 values

		<ul style="list-style-type: none"> <li>- <i>Is halacha or other values on your mind when you enter the classroom?</i></li> <li>- <i>How much is (your concept) of God on your mind as you enter the room?</i></li> </ul>	
3:40 - 3:45 (5 min)	Remaining questions/parking lot	<p>What went unanswered?  How was this different from what you expected?  What is your goal for learning in the shul-school track?</p>	Sticky notes