

Gibor: Middos/Character Development Program

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Source of materials: Pirkei Avos - Perek 4:mishneh 1; Perek 5:mishneh 23.
Clipart is from Print Shop and TES Software.

Grade Level: Early Childhood, Elementary

Description:

Help students recognize the good choices that they make with this Gibor k'Ari/Gibor Hakovesh es Yitzro program. In the program, students will learn to pay attention to their feelings and will notice their own positive behavior as well as their ability to overcome their natural inclination. Each day several children are given the opportunity to describe an incident in which they showed the inner strength to make a good behavioral choice. Children are then awarded Gibor k'Ari or Gibor haKovesh es Yitzro recognition tickets. Available with a concise lesson plan (including instructions) as a non-editable PDF, or without the lesson plan as an editable Word document.

Goals/Objectives:

The goal of this activity is to reinforce on a daily basis the concept of choosing to do the right thing. What is special about this activity is that the children *themselves* verbalize their own positive behavior, in contrast to praise by a teacher or parent. In addition, they learn from and emulate their peers.

Materials Needed:

- Card stock for the envelopes
- Colored paper for the tickets

Instructions:

Part One: - גבור כארי לעשות רצון אביר שבשמים (אבות ה:כג). הוי... -

1. Children are encouraged to give examples of a mitzvah or ma'aseh tov that they did.
2. The large picture of a lion in the file may be shown as a visual aid and then put on a bulletin board next to an envelope (page 9) filled with Gibor k'Ari ~ גבור כָּאָרִי tickets (page 3) for easy access by the teacher.
3. The teacher should, for the most part, use the term 'Gibor k'Ari' rather than just 'Gibor' as this will help the children differentiate between what they are being asked to do now and what they will be asked in the future. (See Part Two). The teacher should also refer to the tickets as Gibor K'Ari tickets
4. Choose three children a day to tell how they were Gibor k'Ari with an example of a mitzvah or ma'aseh tov that they did and give each one a reward ticket (see page 3).The children save their tickets in a Gibor k'Ari ~ גבור כָּאָרִי envelope (page 9).

5. Do this for one or two months and then introduce Part Two.

Part Two: (מתגבר על היצר הכובש את יצרו? איזהו גבור? (אבות ד:א) - (being

1. The concept of being a Gibor haKovesh es Yitzro is introduced by the teacher with examples: 1) showing physical strength - such as lifting weights, and 2) showing inner strength not to do the wrong thing.
2. The picture of the sad face (We will call him/her Ploni or Pelonit) may be used as a visual aid to represent the yetzer harah - the desire to do the wrong thing.
3. The teacher should give examples (such as continuing to play when Mommy calls, moving away from someone whom Ploni is embarrassed to sit next to, etc).
4. The picture with the uncertain face and the thought bubble can be used to elicit responses from the class of what Ploni might be thinking.
5. The picture with the weights and the smiley can be used to describe how Ploni would feel afterwards if he knew he made a good choice.
6. Children are encouraged to tell of an incident in which they were a Gibor haKovesh es Yitzro and made good choices even though it was not what they really wanted to do. Three children are chosen and they are rewarded with a Gibor haKovesh es Yitzro ticket.
7. The teacher should, for the most part, use the term 'Gibor haKovesh es Yitzro' rather than just 'Gibor' as this will help the children differentiate between what they are being asked to do now and what they were asked previously (in Part One).
8. The description of 'making a choice though it was not what you really wanted to do' is repeated frequently by the teacher and the children end up incorporating it into their examples. This can be done consistently for a month or two.
9. Part Three: Everyday as part of the daily routine three children are called upon to describe how they were Gibor k'Ari or Gibor haKovesh es Yitzro yesterday or today.
10. After the children describe a behavior, they will say which ticket they think they should get: a Gibor haKovesh es Yitzro ticket for a good choice that was not what the child really wanted to do or a Gibor k'Ari ticket for a behavior that the he/she really wanted to do. (If this is too confusing, both tickets may be used at random for both positive and negative choices.)
11. Children are given a Gibor k'Ari ~ Gibor haKovesh es Yitzro envelope in which to save their ticket and other tickets they will receive in the future (page 11).

Preparing the envelopes:

1. To prepare the Gibor k'Ari ~ Gibor haKovesh es Yitzro envelope, decide which of the three envelopes you prefer - page 9, 10 or 11. You may wish to start with the envelope on page 9; then switch to the one on page 10 and complete the year with the envelope on page 11.
2. Fold the sheet so that back side extends above the top.
3. Staple it on the sides.
4. Add the names of each child.

5. The envelopes may be mounted on a bulletin board or kept by each child.
6. The Gibor k'Ari ~ Gibor haKovesh es Yitzro envelope can be used for other kinds of reward tickets as well. We used the envelope for our other reward tickets, which we call 'Torah Tickets' that were given for a variety of classroom activities.

Closure Assessment:

Envelopes are taken home at the end of the year.

Variations:

- The rest of the Mishneh Avos 4:1 is certainly worthy of attention.
- The concepts of Gibor k'Ari and Gibor haKovesh es Yitzro can be used as a springboard for a discussion as a follow-up of a story or before an activity that the teacher knows will present a challenge.

Additional Tips:

The teacher might like to record a response from each child, and at some point, include them in a newsletter to the parents. Here are some responses from 5-6 year olds:

- "I was having bad dreams. I did not go to my parents' room. I talked to Hashem instead."
- "When I was in shul, somebody wanted me to come over. I really did not want to, but I did anyway."
- On Shabbat, someone asked me to play X-Box. I said 'No' because it is electric."
- "I was playing with my balloon and my sister really wanted it. So I gave it to her even though I really wanted it."
- "I was on a swing at the park and gave a little girl the swing, even though I did not want to go off."
- "I wanted a drink of water, but I did not go downstairs, because my grandma was sleeping and I did not want to wake her up. So I did not get a drink."
- "Someone pinched me, but I did not pinch back."

Part One

הוּי...גבור כְּאֲרִי לַעֲשׂוֹת רְצוֹן אָבִיךָ שְׂבִינְשָׁמִים (אבות ה:כג)

Children are encouraged to give examples of *mitzvos* and *ma'asim tovim* that they did.

גבור כארי



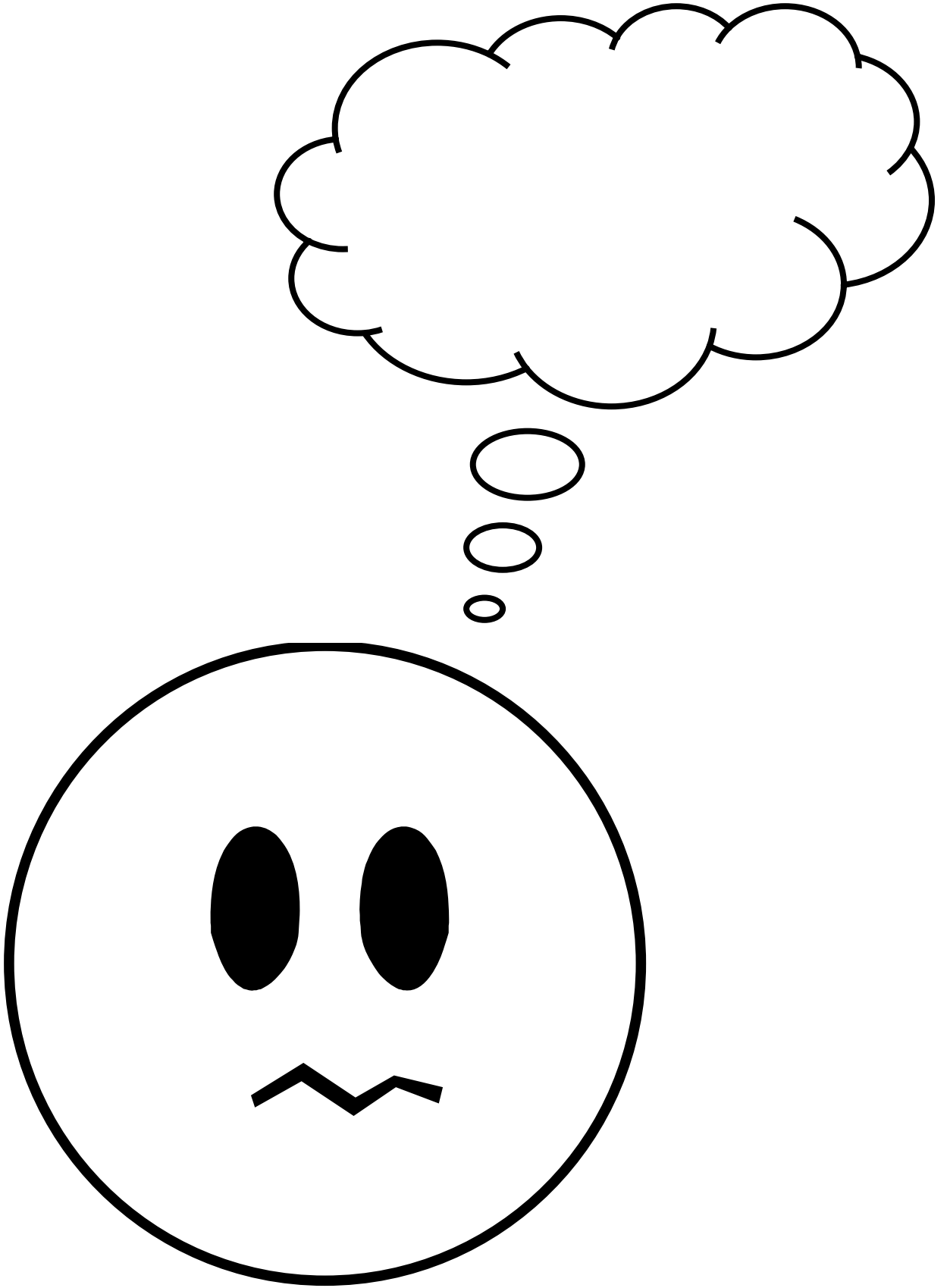


Part Two

איזהו גבור? הכובש את יצרו (אבות ד:א)

Children are encouraged to tell of an incident in which they were a Gibor haKovesh es Yitzro and made good choices even though it was **not** what they *really* wanted to do.







גבור

הכובש את יצרו



The bottom section features a dark purple rectangular background. At the top center, the Hebrew word "גבור" (Gבור) is written in a large, white, sans-serif font. Below it, the phrase "הכובש את יצרו" (The conqueror of his own nature) is written in a smaller, white, sans-serif font, arranged in three lines. On the left side, there is a white circular icon of a sad face with a downward-curving mouth. On the right side, there is a white circular icon of a face with a neutral expression and a small, white, cloud-like thought bubble above its head, connected by three small circles.



גבור

הכובש את יצרו



גבור

הכובש את יצרו



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הכובש את יצרו



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הכובש את יצרו



Part One



Part Two



גבור

הכובש את יצרו



Part Three