



**Hanoch Piven 3/2 Teacher Guide**

**Date:** Sunday, March 2

**Time:** 8:45 a.m. - 12:00 p.m.

**Venue:** The J

**Event Overview**

Get ready for a morning of creativity and Jewish joy with Israeli artist Hanoch Piven. After a light, optional breakfast nosh organized and funded by the religious schools, kids will be welcomed by religious school directors and Hanoch Piven himself. Grades will split for separate programming. PreK – 2<sup>nd</sup> grade: Piven-themed Purim masks and professional storyteller. 3<sup>rd</sup> graders and up: work directly with the artist to create self-portraits.

**Housekeeping**

**Building Usage:** We will be sharing the J facilities with KC Superstar auditions and a large dance competition. They will be in the White Theater wing. This is one reason that nametags will be so important.

**Parking:** All visitors to the J coming for large programs (including ours) have their own parking directions.

**Staff and Volunteers:** please park in the HBHA parking lot to enter through the front doors to the school. Security will let you in and you can walk through the school to the Lobby

**Parents staying with children for the program:** please park at HBHA or near the CDC playground

**Children without parents staying:** Drop off or walk in at the front circle of The J

**Staff & Volunteer Check-In:** Please check-in in the Lobby of The J

**Disability Accommodations:**

- Headphones and other inclusion tools will be available at teacher check-in
- The Family Engagement Space (3<sup>rd</sup> floor) will be available and stocked for children needing a quieter space to complete their activities
- Conference Room B (3<sup>rd</sup> floor) will be a low-lit quiet space for children needing to disengage
- Additional needs? Speak with your religious school director.

Schedule		
8:30-8:45	<b>Teachers and madrichol arrive</b> <i>"madrichol" is used in place of "madrichim" out of respect for one congregation, which chooses to employ this gender-neutral title for their classroom aides.</i>	<i>Teachers will receive tall signs so their students can easily find them, and nametags – two per person so that each child can have one on the front and one on the back.</i>
9:00	<b>Child drop-off begins</b> at 115 <sup>th</sup> St Circle Drive entrance of the J	<i>Teachers and madrichol spread throughout the lobby with signs so they can be easily found.</i>
9:20	<b>Breakfast Nosh</b> and passive activities close	<i>Nosh: Donuts, fruit, juice, allergy-friendly options Passive activities will be available: buckets of materials for experimenting, PJ Library books, coloring sheets</i>
9:30	<b>Welcome</b> in Lobby	<i>Religious School Directors will introduce the morning.</i>
9:50	<b>Transition to separate spaces</b>	<i>Pre-K/K: HBHA Lower School (2nd floor) 1st/2nd: HBHA Upper School (3rd Floor) 3rd Grade Up, Stay in Lobby</i>
10:00	<b>Grade-separated programming</b>	<i>See detailed plans below</i>
11:30	<b>Return to Lobby</b> for Closing	
11:45	<b>Pick-up begins</b>	

# Pre-K – 2<sup>nd</sup> Grade

9:50 – 10:20 Program Schedule & Set-Up

5-7 PJ Library volunteers assist with materials, help students and teachers, and take pictures as needed

9:50	<p>Transition to separate HBHA Lower School and Upper School Corridors.</p> <p>Pre-K and Kindergarten proceed to Lower School LISTENING SPOTS</p> <p><b>Listening Spots:</b> Pre-K: Hall by admin office K: Hall by computer lab</p> <p><b>Project Spots:</b> Butcher Paper taped on floor down middle of hallway, not blocking East playground entrance (by computer lab)</p>	<p>1<sup>st</sup> &amp; 2<sup>nd</sup> Grade proceed to Upper School LISTENING SPOTS</p> <p><b>Listening Spots:</b> 1<sup>st</sup> to North end, 2<sup>nd</sup> to South end (both will be marked)</p> <p><b>Project Spots:</b> 8-foot tables end to end with breaks every other table all the way down US corridor with open space at either end for separate grades to sit. Spots are labeled for grades.</p>
10:00	<p>Each grade level settle in designated Listening Spots.</p> <p>1 Lead Teacher from each grade reads script (separately attached) to introduce concept and process.</p>	

10:20 to 10:45	<p>Move to assigned Project Spots and begin project: <b><u>Purim Masks: What Do You Look Like on the Inside?</u></b> Decorate silly masks using everyday objects to show who you really are.</p>	
		<p><b>Base:</b> Wooden Masks on Handles</p> <p><b>Materials:</b> Found items (yarn, coins, buttons, clips, paper scraps, etc)</p> <p><b>Adhesive:</b> Tacky Glue and Glue Dots; <b>NOTE: ADHESIVES WILL NOT BE ACCESSIBLE TO STUDENTS UNTIL THEY'VE ALL BEEN WORKING FOR AROUND 10 MINUTES.</b> This is to encourage experimentation with the materials.</p> <p><b>There will be NO markers, crayons, paint, pencils, glitter, sequins</b></p>
	<p><b>Goal:</b> Students will move beyond just using things they “like” and will select items that reveal something about themselves.</p> <p>Examples: They will use flower petals for hair because they like spring, not just because they’re pretty; they will use dice for eyes because they like to play games; not just because they’re cool.</p> <p><b>How to Reach the Goal:</b></p> <ol style="list-style-type: none"> <li>1. Maximalism: use materials to cover as much of the surface of the mask as possible so there is minimal wood showing.</li> <li>2. Help kids use the full adhesive-free time to arrange and rearrange materials to see if they like how they look             <ol style="list-style-type: none"> <li>a. Ask kids why they chose different items – if they “just like it,” help them find items that get to a deeper meaning.</li> <li>b. Remind them to have fun– it's a Purim mask so, while we want it to be a self-portrait of sorts, it doesn't have to be literal. Example: we know their hair doesn't look silver streamers – but what fun!</li> </ol> </li> <li>3. Encourage them to use the full time, creating until at least 10:45 a.m.</li> </ol>	

	<p><b>Many children will wrap up the activity very quickly.</b></p> <ul style="list-style-type: none"> <li>• Encourage them to fully clean up space by putting extra materials into the extras baskets and throwing away useless scraps.</li> <li>• Take Padlet Photos (see below)</li> </ul>
	<p><b>Padlet Photos</b></p> <ol style="list-style-type: none"> <li>1. As projects are completed, teachers, madrichol, and volunteers have students fill out a nameplate to display on their work of art.</li> <li>2. A digital photo is taken of the art featuring the child’s first name, last initial and, if applicable, their synagogue.</li> <li>3. The photo will then be uploaded to Padlet, a digital community gallery accessible through QR codes that displayed throughout the room.</li> <li>4. Schools, parents, and children will all receive links to the Padlet to view the entire weekend’s self-portraits – The Many Faces of the Kansas City Jewish Community.</li> </ol>

*As children finish, they may **move in supervised groups of 5-10 to the lobby** to prepare to enter the CDC for storytelling with Professional storyteller [Jo Ho](#).*

<p><b>Pre-K – 2<sup>nd</sup> Grade Storytelling:</b> Jo begins a series of 8-12 minute stories at 10:45 for students who have finished their projects.</p>	
<p>10:45-11:30</p>	<ul style="list-style-type: none"> <li>• Volunteer A is inside the CDC with Jo. Volunteer B is at the entrance to meet the children and their teachers.</li> <li>• Groups of children who arrive during a story sit with Volunteer B to wait until that story is finished. Quiet waiting games are provided.</li> <li>• As Jo finishes each story, Volunteer A will walkie Volunteer B to allow kids to come in and take a seat. Brendan Howard (New Refrom) plays songs to keep kids engaged b/n stories.</li> </ul> <p><i>Note: Jo will not be ready before 10:45. Children who cannot be kept engaged in the art project until this time can proceed in a supervised group to the lobby,</i></p>
<p>11:30</p>	<p>Students return to the lobby with their classes for a brief and lively closing. They should bring their art with them.</p>
<p>11:45</p>	<p>Parents check their children out with their teachers and depart.</p>

## 3<sup>rd</sup> Grade & Above

9:50 – 10:20 Program Schedule & Set-Up

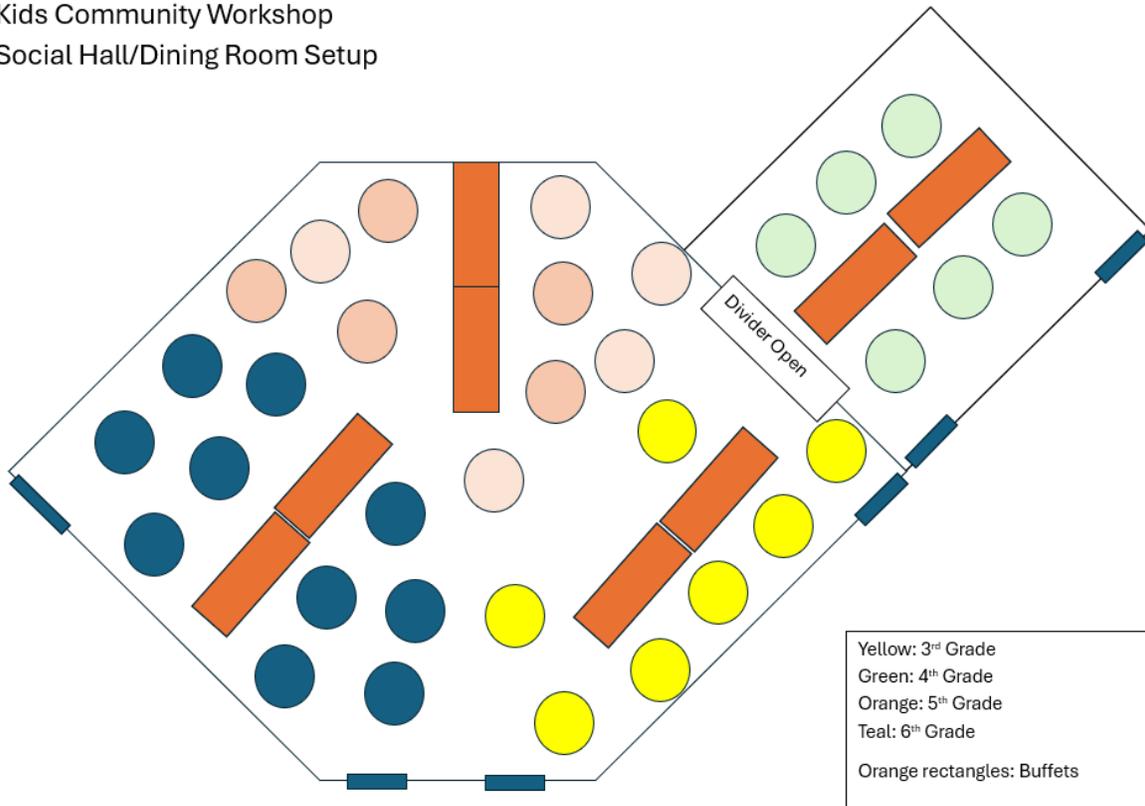
**8-10 PJ Library volunteers** assist with materials, staffing the hot glue, helping students and teachers, and taking pictures as needed.

9:50	Younger kids depart Older children and volunteers scoot closer to front	
9:55	<ul style="list-style-type: none"> <li>Hanoch's Presentation: his work and process; a little about him; instructions</li> </ul>	
10:15 – 11:15  See Strategies & Goals below for more guidance!	10:10	<p>One grade at a time enters the Social Hall and Dining Room and find their tables</p> <ul style="list-style-type: none"> <li>Tables are divided into sections by grade</li> <li>Tables will be clearly marked for grades</li> </ul> <p>Students begin to experiment with the basic materials found at their tables:</p> <ul style="list-style-type: none"> <li>10x10 inch base of cardboard (one per child)</li> <li>Pre-cut colorful head shapes</li> <li>"Starter junk" to explore and play with</li> </ul> <p><b>NOTE: ADHESIVES WILL NOT BE ACCESSIBLE for the first half-hour</b> to allow for experimentation with the materials. Encourage students to use the full adhesive-free time to arrange and rearrange materials to see if they like how they look.</p>
	10:25	<p>Lead Section Volunteer uses in each section allow groups to "shop" the junk buffets for additional materials. As kids find their materials and go back to their tables, the next groups are taken to do their "shopping."</p> <p>Volunteers and teachers help monitor that students take only what they need.</p>
	10:40	<p><i>Hanoch announces that glue will now be distributed – but don't rush! Once something is glued down, it won't easily be moved.</i></p> <p>Adhesives will be brought to tables</p> <ul style="list-style-type: none"> <li>Glue Dots</li> <li>Tacky Glue (dishes with brushes)</li> <li>Hot Glue guns will be staffed by volunteers in each section (two-three glue guns per grade level)</li> </ul>
	10:40-11:15	<p>Students continue to work on their self-portraits and can now glue things down</p> <p><b>Goal:</b> Students will move beyond just using things they "like" and will select items that reveal something about themselves. Examples: They will use flower petals for hair because they like spring, not just because they're pretty; they will use dice for eyes because they like to play games; not just because they're cool.</p> <p><b>How to Reach the Goal:</b></p> <ol style="list-style-type: none"> <li>Help kids use the full adhesive-free time to arrange and rearrange materials to see if they like how they look             <ol style="list-style-type: none"> <li>Ask kids why they chose different items – if they "just like it," help them find items that get to a deeper meaning.</li> <li>Remind them to have fun! While we want it to be a self-portrait of sorts, it doesn't have to be literal. Example: we know their hair doesn't look silver streamers – but what fun!</li> </ol> </li> </ol>

	10:40-11:15	<p>Padlet Photos</p> <ol style="list-style-type: none"> <li>1. As projects are completed, teachers, madrichol, and volunteers have students fill out a nameplate to display on their work of art.</li> <li>2. A digital photo is taken of the art featuring the child's first name, last initial and, if applicable, their synagogue.</li> <li>3. The photo will then be uploaded to Padlet, a digital community gallery accessible through QR codes that displayed throughout the room.</li> <li>4. Schools, parents, and children will all receive links to the Padlet to view the entire weekend's self-portraits – The Many Faces of the Kansas City Jewish Community.</li> </ol>
11:30		Students return to the lobby with their classes for a brief and lively closing. They should bring their art with them.
11:45		Parents check their children out with their teachers and depart

**3<sup>rd</sup>-6<sup>th</sup> Grade Setup (Draft)**

3.2 Hanoch Piven  
 Kids Community Workshop  
 Social Hall/Dining Room Setup



## Frequently Asked Questions

### **What will security be like?**

The safety of our community is monitored full time by Chuck Green and Ty Fernandez, Director and Assistant Director of the Federation's Community Security team. We're also with Campus staff to engage two off-duty police officers to staff the HBHA and front entrances of the the building. Coordinators of the other large events happening in the building have seen to their own needs such that there will be four off-duty officers on site.

### **Can parents participate?**

We're expecting a very, very full house with just the kids and cannot provide materials for more than just a handful of participating adults. School directors also cannot guarantee enough morning nosh for children *and* their parents. So we encourage parents to sign up as volunteers! Volunteers get to be a productive part of the fun – and get a donut too 😊

### **Will there be a place for parents to hang out during the program?**

Unless parents are working with kids and volunteering, we are not able to set aside designated space for parents to wait. Luckily, there's a world-class gym in the building with day passes of only \$5 each, a Target, Costco, Trader Joe's, and no fewer than 10 coffee shops within just a couple miles of the J!

### **What if I have a merged class?**

A good number of schools have multi-grade classrooms and each age level will need to be handled differently. Pre-K-2<sup>nd</sup>: This will be handled case-by-case. Speak with your religious school director closer to the event. 3<sup>rd</sup> and above: multi-grade classes will be assigned spots in the social hall so that those classes can still be together.

### **If the Padlet is a display of kids and their work online, how do we handle kids whose pictures can't be published?**

All kids will have their pictures taken and posted to the Padlet. BEFORE the link is sent to the broader community, religious school directors will have the chance to go through and remove the kids who aren't authorized to have their faces shown.