

You've Got a Friend in Me: Facilitating Meaningful Friendship-Building, *Elective 1*

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SUMMARY:	A facilitated experience in which partners work together to get to know one another and complete missions to better understand how true friendships are formed. - <i>Submitted by Ariella Rosen</i>
TOPICS:	Camp-wide/Large Group Programs, Communication Skills, Community Building, Group Dynamics, Identity, Jewish Text, Jewish Values, Team Building
LEARNING OBJECTIVE:	Participants will gain tools to support their campers in building meaningful and lasting friendships at camp. They will encounter a Jewish framework for building connection, and experience tangible ways for doing so.
AUDIENCE:	This can be done with a group of any size, preferably with an even number of participants. This session would work well as a staff-training experience, as well as a bunk activity. Components of each step should be modified to be age-appropriate for different campers. As is, this session is most appropriate for older campers or staff.
LENGTH:	75-90 Minutes
APPENDICES:	Appendix 1, Appendix 2, Appendix 3, Appendix 4, Appendix 5, Appendix 6
MATERIALS NEEDED:	<ul style="list-style-type: none"> • String or cord for bracelets • Enough purple, red, silver, and dark blue beads for one per participant • Half as many copies (ie one per pair) of Appendices 1, 2, 4 • Enough copies of Appendix 3 that each pair receives one phrase • 1 copy of Appendix 5 • 1 index card per participant • 1 writing implement per participant • 1 piece each of construction paper in various colors (cut to form pairs) • Speakers and phone or computer to play song (Appendix 6) • Space for pairs to spread out
SETTING SUGGESTED:	AV- plug in for audio only

Session Description:

Welcome and Framing Questions (5 min)

Welcome in participants and begin by asking them to respond to the following prompts written on flipchart paper:

- Who is an important friend in your life?
- How did you meet this person?
- At what moment did you know they were important to you?
- Why do you value this friendship?
- Ask participants to write down their responses on an index card and to keep that card with them for the duration of the session.

Quest for Paradise: Explain to participants that their mission is to enter PaRDeS, Paradise in Hebrew (be intentionally vague). Each phase of this session will get them closer to entering PaRDeS. They will earn a bead for completing each activity. Hand out cord to each participant.

Peshat: Getting to know the basics (10 min)

Gather the entire group together and stand or sit in a circle.

Instruct each participant to share their name, and to ask a question of the person to their right. It should be a question that is fairly easy to answer. (“What is your favorite camp meal? What is your birthday?”)

Each person must answer the question before introducing themselves and turning and asking their own question. Instruct participants to remember their questions as well as the answers they gave. (One easy way to do this is to ask participants to remember only the things that they themselves said.) Then, instruct participants to switch places, making sure they are not next to either of their neighbors from before.

Ask participants to once again ask their same question of the neighbor to their right. That person must answer the question with the answer they had given previously to a different question. Laughter will ensue.

Congratulate participants on getting to know each other on a basic, introductory level. They have taken the first step into Paradise. Hand each participant a purple bead to put on their cord.

Remind participants that the “get to know you” on the first day of camp often ends here. But it’s not enough to reach Paradise. To get there, everyone needs a travel buddy.

Instruct participants that they will work with their partners to complete missions to reach PaRDeS. This is neither a competition nor a race- each pair can work at their own pace.

Remez: Hints and Clues (15 min)

Pair partners by handing them small cut-up pieces of construction paper (one piece per person). Ask participants to find a partner who has a paper of the same color. That person will be their partner for the duration of this session. (If there are an odd number of participants, a group of 3 is fine.)

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Once participants have found each other, hand them a list of get to know you prompts (Text Handout 1) and instruct them to find their own space and respond to out loud to each question. When pairs arrive having completed the Remez mission, congratulate them and hand them a red bead as well as the items for the next section. (See below.)

Drash: Personal Interpretations (15 min)

Hand each pair the instructions to this mission (Text Handout 2) and a statement about friendship (Text Handout 3) that they will discuss together.

After discussing, pairs cannot advance to the next mission until they have performed their representation of the friendship saying for the facilitator.

When pairs arrive after completing this phase, congratulate them and hand them a dark blue bead as well as the instructions for the next mission.

Sod: Revealing the Hidden (10 min)

Hand each pair the instructions for this final phase (Text Handout 4) in which they will reveal the answers to the questions about their partners which they wrote down earlier.

When pairs arrive having completed this final mission, congratulate them and hand them a silver bead. Ask them to take a seat as they wait for the rest of the pairs to join them.

When most of the pairs are finished, signal to the remaining participants that they should return to the larger group circle.

Welcome to PaRDeS (15 min)

Once all participants are seated in the larger group, welcome them to PaRDes, Paradise. PaRDeS literally means orchard, and is the root of the word Paradise, and also has come to refer to a sense of wholeness when it comes to learning, or encountering another.

Reveal the different stages written on Handout 5 in the color that matches the bead of each stage.

- Peshat: The most basic, simple understanding (Purple)
- Remez: Hints and clues that can be discovered (Red)
- Drash: A more complex interpretation (Dark blue)
- Sod: The hidden things revealed (Silver)

It traditionally refers to the different levels of studying Torah or other Jewish texts. Explain to participants that, the texts they studied were each other, and they connected on all four levels. They are now ready to enter PaRDes, to Paradise!

One traditional model for Jewish studying is with a hevruta, a study partner, which comes from the same root as the word haver, friend. A hevruta is meant to be much more than a study buddy- our experience of learning and growing is made better and more powerful when a friendship and a connection with another person is involved.

Invite each pair to help each other tie on their friendship bracelet, and to thank their hevruta for their time together. (The word to connect or tie, lehaber, is from the same root as well!)

Play the song "You've Got a Friend in Me" (Handout 6) and invite participants make 2 lines facing each other with pairs across from each other, one in each line. One at a time, invite each pair to pass through the lines dancing their signature move that they created in the Remez phase. Cheer for each other!

Debrief: Bringing it Back to Camp: (20 min)

Discuss:

- What happened in each phase of the activity that enabled you to build a relationship with your partner?
- What changes did you notice in how you interacted with your partner over the course of this activity?
- Which missions helped you connect more with your partner? Which less so?
- If there was to be one more phase of this mission, what would you want it to be?
- What elements of PaRDeS do you already do intentionally at camp? How do the other levels get reached?
- Who in your camp community would benefit from an intentional journey into PaRDeS?
- How might you use these activities and the PaRDeS framework to address: the first day of camp, problematic bunk dynamics, reflecting on the end of the summer, etc.

Additional Notes for Bringing it Back to Camp:

This is set up to be done as a bunk activity. It can be done in its entirety in one sitting (like at the beginning of camp). It can also be done broken up in its component parts throughout the summer, or as a way of reflecting on friendships made at the end of camp. As long as there is enough space to spread out, this can be done with an entire division or even the entire camp! This session would also work in a situation where there might be dynamics issues in a group of friends or bunk.

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APPENDICES:

APPENDIX 1

You've Got a Friend in Me: Facilitating Meaningful Friendship-building

Remez: Hints and Clues

Please take turns answering the following questions:

- What is your name?
- What is your camp?
- Where did you grow up?
- Where are you when you are not at camp?
- Where do you go when you need to think?
- Share one song that you learned at camp that you love
- During what part of the camp schedule/routine are you the most "on" or at your best? Why?
- What is something you have done that you are proud of?
- Decide on a dance move that best represents your partnership
- Write down your answer to the following question and do not show your partner: What do you think is your partner's greatest strength as a counselor?

Upon completing this mission, check in with the facilitator for the next mission.

APPENDIX 2

You've Got a Friend in Me: Facilitating Meaningful Friendship-building Drash: Personal Interpretations

With your partner, reflect on the following statement about friendship.

- What is the essence of friendship according to this saying?
- Does it agree with your own understanding of true friendship? Why or why not?
- Look at your index card from the beginning of the session and tell your partner about this friendship. In what ways does this statement characterize that friendship?
- Write down your answer to the following question and do not share it with your partner: What is something you appreciate about your partner? What is something you think they appreciate about you?
- Finally, come up with a creative representation of this statement that can be shared in 10 seconds or less. Share it with the facilitator.

Upon completing this mission, check in with the facilitator for the next mission.

APPENDIX 3

Two are better than one...for if they fall, the one will lift up the other; but woe to one that is alone and falls, for that one has no one to lift them up.
-Ecclesiastes 4:9-10

I have learned much from my teachers, but from my friends I have learned even more.
- Talmud Tractate Ta'anit

Friendship ... is born at the moment when one man says to another "What! You too? I thought that no one but myself . . ."
— C.S. Lewis, The Four Loves

What is a friend? A single soul dwelling in two bodies.
— Aristotle

Friendship marks a life even more deeply than love. Love risks degenerating into obsession, friendship is never anything but sharing.
— Elie Wiesel

Who keeps quiet and does not call on friends for help in trouble will be personally answerable for the consequences
-Shmuel Hanagid

APPENDIX 4

You've Got a Friend in Me: Facilitating Meaningful Friendship-building Sod: Revealing the Hidden

Share the answers you wrote earlier to the following questions with your partner:

- What do you think is your partner's greatest strength as a counselor?
- What is something you appreciate about your partner? What is something you think they appreciate about you?

Assess:

- How accurate were your responses?
- What did you base your answers on?
- Before rejoining the rest of the group, what is one thing that you feel comfortable sharing with your partner that not many people know about you? Share it now.

Upon completing this mission, check in with the facilitator for the next part of the activity.

APPENDIX 6

Elective 1: You've Got a Friend in Me: Facilitating Meaningful Friendship-Building

Link to "You've Got A Friend in Me"

<https://www.youtube.com/watch?v=Zy4uuiy0qgA>



פשט

Peshat: Getting to know the basics



רמז

Remez: Hints and Clues



דרש

Drash: Personal Interpretations

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TIO

Sod: Revealing the Hidden

פרדס

PaRDeS

Paradise