

How to create artistic community agreements, *Supervisor Elective 2*

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SUMMARY:	In this session we will: learn how to facilitate the creation of an illustrated Brit Kehilla, <i>Community Agreement</i> , to make expectations and commitments clear and to foster a sense of accountability in any group, team, or cabin.
ABC GOALS:	<p>Affective: Participants will feel...</p> <ul style="list-style-type: none"> • Setting clear expectations is a tool for personal accountability • Participation in the creation of an agreement builds buy-in • That group agreements are a roadmap and reminder of ideal outcomes <p>Behavior: Participants will be able to...</p> <ul style="list-style-type: none"> • Lead a group in creating collaborative community agreements • Help groups identify and articulate their essential values • Explain the relationship between values and behaviors <p>Cognitive: Participants will know...</p> <ul style="list-style-type: none"> • How to differentiate between principles and practices • How to anchor community agreements in Jewish contexts • How to use the principles of a group agreement to define appropriate consequences with the agreement is broken
AUDIENCE:	Anyone who supervises/coaches a group. This could be counsellors thinking about agreements for cabins, Specialists thinking about agreements for their areas, Admin thinking about Staff, or Unit Heads thinking about their teams etc.
TIMING:	75 minutes
APPENDICES:	Genesis 9 - Rainbows as a sign of a promise
MATERIALS NEEDED:	Large watercolor paper or bristol board oil pastels watercolor paints fine tip sharpies (other art materials can be substituted)
SET-UP DETAILS:	Art room (could be adapted to be any location with space for participants to sit around a table and work on a bristol board sized paper together)

SESSION TIMELINE

- 00:00-00:05 Introductions: Name, Camp and criteria for a successful session
- 00:05-00:15 Defining principles and practices and Brit Kehillah
- 00:15-00:30 Group Inquiry into practices
- 00:30-00:40 Large Group Sharing
- 00:40-0:50 Signing the Bit Kehillah – Zot Ot HaBrit
- 01:00-1:15

SESSION OUTLINE:

Note: This session is written to help supervisors understand how to use collaborative art practices to build accountability. If you are facilitating this program for a group that you are supervising, choose either a collaborative piece that the whole group works on, or the partner drawings depending on if you wish to foster group or interpersonal accountability.

Prepare in advance: A large paper (Poster sized or larger). Divide the page into a central area with a thick border on all sides. See image below.

00:00-00:05 Introductions: Name, Camp and Criteria for a successful session

Ask supervisors to introduce themselves and to complete the following sentence:

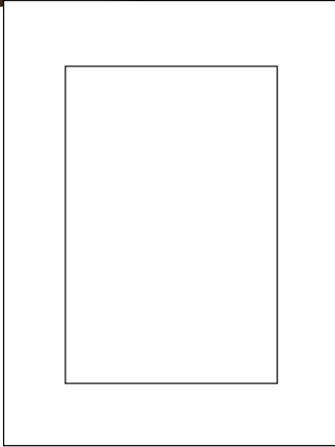
“I would call this session successful if.....”

Facilitator should jot down answers to help ensure that everyone’s expectations are covered by the end.

00:05-00:15 Defining principles and practices and Brit Kehillah

Ask participants to write a value or principle that they believe about healthy groups somewhere in the margin of the large paper. Ask participants to include their name and camp beside the value. For example:

“Groups need to ensure that all members can fully participate in all activities. - Daniel, Camp George”



Facilitator explains that this collection of ideas in the border are a list of principles or beliefs that we have about healthy, effective, accountable groups. A Brit is an agreement to stand by specific principles and to demonstrate a commitment to these principles through action. We are leaving space in the middle to illustrate the practices that help ensure that the groups' principles are achieved through actions.

Facilitator reads/re-tells the story about the end of the flood to help participants understand that God signed the covenant with humans with a rainbow, an ideal symbol of diversity and community with all colors represented in one form. Facilitator explains that we will practice creating our own Brit Kehilla, or community agreement and use symbols and images as their signatures on it.

00:15-00:30 Group Inquiry into practices

Divide the large group into smaller groups of about 3. Each small group will:

- 1) Choose the three principles from the list that they believe to be most important to creating a healthy, effective and accountable group. Ask participants to consider how you will choose these together. How is everyone's opinion accounted for?
- 2) Make a list of the practices or actions that would demonstrate a strong commitment to these principles. Imagine, if I walked into a space that reflected the value of "all members of the groups feel valued and recognized" what would I see, hear, notice that would demonstrate the value in action. Brainstorm several actions/practices for each principle.
- 3) As a group choose the 1 most important action that you wish to share with the group. Create an image illustrates the action to share with the group. Decide how you want to share your image with the larger group. When you share, list the three principles that you talked about, and explain the one specific action that you chose and why you think it best demonstrates a principle.

00:30-00:40 Large Group Sharing

CORNERSTONE 2022 RESOURCE

Each group presents their principle and action to the whole group.

The facilitator should note when groups agree on principles or actions. Any interesting patterns in choices are good to note. Ex: to groups assign an action to different principles or many actions reflect the same principle.

00:40-0:50 Signing the Bit Kehillah – Zot Ot HaBrit

Having heard compelling arguments about the most important actions to support a group. Each participant chooses an action that they would commit to as a member of a group, and adds the image to the central window of the large paper. In this way, participants sign their agreement to the group's principles with a commitment to action.

00:50-1:00 – What happens when you break the agreement

Because the Brit connects principles and practices, we can use the Brit to consider the best ways to resolve a problem if an action isn't aligned with the principles of a Brit. For example, we could use the Brit to think about what happens if someone belittles another person in the group. What principle does this violate? What action would help to ensure that the conditions of the Brit are upheld for each person?

When consequences aren't aligned in ways that connect with the core principles, they may not be serving the purpose. Does clearing the table REALLY help anyone understand why they need to respect the ideas of others?

1:00-1:15 - Bringing it to your camp

Ask participants:

In what situations could a Brit Kehilla support groups at your camp?

What practices are already part of daily life that support the fundamental values of camp?

What practices are already part of daily life that are not aligned with the fundamental values of camp?

What systems are already in place to enforce appropriate consequences when a person's actions are not aligned with the agreements of the Brit?