

CORNERSTONE 2022 RESOURCE

Teachers, Mentors, Guides, & Friends: *The give and get of support*

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SUMMARY:	In this session we will: learn ways to give and get support in camp: our community grows when we all share gifts, knowledge, and support
ABC GOALS:	<p>Affective: Participants will feel....</p> <ul style="list-style-type: none"> • Aware of self • Aware of the other • Prepared to help and be helped <p>Behavior: Participants will be able to...</p> <ul style="list-style-type: none"> • listen • Connect with peers and mentors • Self-reflect on learning as a community <p>Cognitive: Participants will know...</p> <ul style="list-style-type: none"> • Concrete ways to support others • Concrete methods for receiving support • New uses for great games
AUDIENCE:	Counselors and Unit Leaders
TIMING:	60
APPENDICES:	Teacher-Friend text and skill handout, "FIND YOUR...." game cards
MATERIALS NEEDED:	Writing materials for the group, pre-printed cards for game play
SET-UP DETAILS:	<p>Space to run around as well as sit and write</p> <p>In preparation, have text and HIGH 5 skills written large on paper and/or handouts printed, chevrotah questions written on a large post it</p>

SESSION TIMELINE

- 00:00-00:10 Game play as introduction: HANDS DOWN
- 00:10-00:15 Introduction to text, aseh l'cha rav
- 00:15-00:30 chevrotah (paired) study of skills
- 00:30-00:50 experience of the text through play
- 00:50-00:60 debrief through journaling/daydreaming and play

SESSION OUTLINE:

00:00-00:10 Game play as introduction: HANDS DOWN, the circle floor-slap game

- Play begins as soon as the first participant enters the room, as others come in, play continues with as needed instructions
 - Players kneel in a circle on the floor (or sitting/standing around a table if more accessible). Hands down, arms crossed for difficulty, side by side for easier play. The slap is passed around the circle in one direction from one hand to the next.
 - A player who begins (with clockwise motion) with their left hand passes to the right hand of the person next to them. The slap is passed to the left hand of the player on their left and so on.
 - If a player slaps the floor twice with one hand, the direction that the slap is traveling changes.
 - When a player uses the wrong hand to slap the floor or slaps the floor when they shouldn't (i.e., after the direction has changed) they lose the mistaken hand and continue to play one-handed.
 - If the player makes a mistake when only one hand is in play, they have learned from experience and can mentor other players: standing or kneeling behind them to offer cues, encouragement, or strategy tips.
 - This mentor/player can offer their services or a player from within the group can offer support
- Debrief: group discussion
 - What did you notice?
 - Who was a teacher? Mentor? Guide? Friend?
 - What made it so?

00:10-00:15 Introduction to text, aseh l'cha rav

- Hand out cards to participants, half with text, half with possible meaning
 - TEXT CARD:
 - Yehoshua ben Parachiya said: Make for yourself a teacher, get yourself a friend, assess each person with the balance in their favor
 - יהושע בן פרחיה אומר, עשה לך רב, וקנה לך חבר, וְהָיִי דָן אֶת כָּל הָאָדָם לְכַף זְכוּת:
 - Yehoshua ben Parachiya omer: aseh l'cha rav, u'k'nei l'cha chaver, v'hevi dan et kol ha'adam l'chaf z'chut
 - WHAT DOES THIS MEAN AND HOW IS IT A PART OF MY CAMP EXPERIENCE?
 - MEANING CARD
 - Rambam (12th century philosopher and physician) explains: Even if this person is not fit to be your teacher, still make them your teacher, and do not learn by yourself.
 - You deserve to learn and you have an obligation to make yourself into a teacher
 - Acquiring a friend takes resources, it's a worthy investment
 - Be open, Be steady when assessing others

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- HOW IS THIS A PART OF MY **JEWISH** COMMUNITY AT CAMP AND HOW IS THIS A PART OF MY CAMP EXPERIENCE?

00:15-00:30: chevrotah/pair study

- **FIND YOUR CHEVRUTAH:** a friend with whom you can learn, you PUSH/PULL/HOLD each other
 - Find a partner who has the opposite card from you by calling out, **TEACH ME! SHOW ME! BE MY FRIEND!**
 - Once you find each other, find a place to sit or stand together that feels like a comfortable place to learn together
 - Study the text using both cards
- **GROUP DEBRIEF**
 - What did you learn?
 - Insert R.Nachman text: once we've learned a new lesson, we **MUST** offer it to someone else
 - Who could you teach?
 - We can all be all of these things: teachers, mentors, guides, and friends

00:20-00:35 experience of the text through play use games as time permits

- **PLAY TEACHER/MENTOR/FRIEND** (a version of stuff/stuff/stuff as played by Camp Airy or rock/paper/scissors)
 - Play a round of stuff/stuff/stuff: RPS but with anything you can think of, and then there's discussion until consensus is reached about which one wins
 - Play T/M/F: choose whichever and then express it to win! Winner is chosen by consensus (who learned more in this moment? Which type of support is more needed in this moment?)
- **PLAY SPONTANEOUS TALENT SHOW**
 - Find a friend, new or pre-known and take one minute total to teach each other a new skill or talent. Learner can get coaching, encouragement, and skillbuilding from their teacher, but **FAST**
 - Players find a new friend and teach them the skill they learned from the first friend. Go for two more rounds, learning and teaching new skills each round.
 - Talent show: players can show a skill/talent from the last round: they begin, "a friend taught me..." and then show briefly.
 - Optional: player guess where the talent came from and why (better when participants know each other well, it's a chance to offer specific positive feedback)
 - **WHAT DID YOU LEARN? WHAT DID YOUR GUIDE DO THAT MADE THAT LEARNING POSSIBLE?**
- **REVISIT HANDS DOWN:** with group experience of play as well as text study, they can deepen their understanding of the concepts
- **HEADS OR TAILS TAG:**
 - Everyone is IT. When the facilitator shouts "GO!" Players instantly choose whether they are **HEADS** or **TAILS**. Try to get as many of your type as possible, and if you are tagged, you immediately "learn" and play as the other
 - **WHAT DO WE LEARN FROM THIS?**
 - **HOW ELSE COULD WE PLAY?**
 - Call out for help, accept change
 -

00:35-00:50 chevrotah (paired) study of skills

- Participants relocate their chevrotah partners to learn the HIGH 5



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- When we try to elevate learning and support at camp, there are some phrases that really help
- HIGH FIVE: 3-word sentences for getting help and helping
 - I DON'T KNOW
 - TELL ME MORE
 - THAT'S SO UNDERSTANDABLE
 - LET'S FIND OUT
 - THATSA GREAT QUESTION
- In chevrotah, decide which phrase goes with which part of the text
 - Which would a friend say? A teacher? A mentor? A student?
 - Which would you want to hear from a friend, student, mentor, or teacher?
 - What makes it feel like a good fit?

00:50-00:60 debrief through journaling/daydreaming and play (if time permits)

- Take 5 minutes to daydream or journal about how you'd complete the following prompt: I HAVE.... (TO OFFER) I HAVE.... (TO LEARN)
 - WHO WOULD SUPPORT YOU IN THIS?
 - WHO COULD USE YOUR SUPPORT?
 - WHAT ARE THE TOOLS WE LEARNED THAT YOU MIGHT USE?
 - HIGH 5
 - GAMES
 - ASKING FOR HELP
 - OFFERING HELP
 - LEARNING ON MY OWN THROUGH OBSERVING AND EXPERIMENTING
 - WHAT WOULD IT MEAN FOR MY CAMP COMMUNITY IF WE USED THESE TOOLS?
- Play another round of Heads or Tails tag, it always ends up with everyone in the same group.
 - We are all of these things, no matter which "team" we are playing for. It's to our community's benefit when we learn and support each other.

BRINGING IT TO YOUR CAMP:

Staff training, co-counselor discussions about bunk responsibilities