

<b>Name of Session:</b>	<b>Guess Who? Building Stronger Relationships by Asking Better Questions</b>
<b>Name of Instructor:</b>	Abby Uhrman
<b>Session Type:</b> (Pillar, L'shma, Subcommittee)	Building and Maintaining Healthy Relationships within the Camp Community
<b>Website Description— Skills, Knowledge and Experience to be acquired:</b> (Who, What, Why?)	What do you notice about the people in your life? What do you notice about what's happening around you? What are you curious about? How can you use that curiosity to better understand and communicate with others? How is questioning a Jewish value? How can this tool help you build stronger, more honest, and more meaningful relationships with your campers and co-counselors?
<b>Program Type:</b> Is this a Staff Training or Jewish Program?	Staff Training
<b>Staff Training Outcomes:</b> What counseling moments can Fellows utilize to highlight their leadership skills?	Help staff become aware of own biases, judgments, and assumptions Encourage staff to approach situations with an "inquiry stance" Discuss ways in which an "inquiry stance" can help to build better relationships at camp
<b>Jewish Program Outcomes:</b> What Jewish programs will Fellows bring back to camp?	<ul style="list-style-type: none"> <li>• Drama game</li> <li>• Reflective writing</li> <li>• Text study</li> <li>• Role Playing</li> </ul>
<b>Age Group:</b> What age group was this originally designed for?	Staff
<b>Materials Needed:</b>	Markers, Paper and pens for everyone, Construction paper, Flip chart
<b>Space Needs:</b>	Any space, indoor is preferable
<b>Maximum Number of Participants:</b>	25
<p><b>Opening Activity</b> <span style="float: right;"><b>Time: 10 minutes</b></span></p> <p>Drama game: Have a series of cards prepared. On each card, there will be a description of an action. Once the group has assembled, ask for volunteers. Give each volunteer a card, and ask them to act out what the card says. Before they do so, ask them to come up with a short back-story for their action. One by one, each person will act what is written on their card. The rest of the group will have to guess what is happening by determining what the back-story is for the action they just saw. After several stories have been discussed, the volunteer should share what he or she is actually doing and the back-story he/she created.</p>	

**Step-by-Step Session Description**

**Time: 40 minutes**

- After playing the opening game, debrief the activity as a group: What information did you use to make your guesses? Were you correct in your guesses? Why were some of your guesses incorrect? What does this activity teach about making assumptions about others? Focus on how we tend to make assumptions with little real information to support our conclusions. Discuss the ways in which these assumptions might prove problematic in the camp setting: What are the dangers of making assumptions? What problems might arise?
- In small groups, ask the participants to brainstorm all the things that, at first glance, we might not know about someone but might influence his/her behavior, positively or negatively (i.e. a letter he/she received, an email, a phone call, past issues and relationships, etc.). Once the groups have had time to brainstorm their ideas, have them share out their ideas and compile a group list.
- Give the participants 5 minutes to do some reflective writing about the ways in which the list they generated resonates with them: What is an example of how these factors might play out in your interactions with others? How might this look in the camp setting? Then, ask the participants to share some of their thoughts/reactions, giving specific examples from their camp experiences.
- Then, in pairs, have the participants explore the related Jewish texts. Then, have them share their responses: How do reading these texts help inform our understanding? What else can we learn?
- Introduce concept of “inquiry stance.” Used in the educational context, an inquiry stance refers to teachers’ reflection on their practice—what they are teaching, the effectiveness of their methods, their students, and classrooms—in order to gain greater insight into their work and how they might improve. It requires teachers to be thoughtful, patient observers of what is happening around them and challenges them to be curious about their surroundings, relationships, and interactions. Instead of assuming they know everything; they have to take a step back, withhold judgment, and ask questions that can inform their thinking.
- Further unpack the inquiry stance concept. Ask the group to consider the ways in which an inquiry stance might be applied within the camp setting and the benefits of assuming an inquiry stance. Highlight the ways in which such an approach can work to help us become aware of own biases, judgments, and assumptions and build stronger relationships.

**Planning for Camp**

**Time: 10 minutes**

- Ask participants to brainstorm situations they might experience at camp in which an inquiry stance would be useful. Ask them to think about situations both with campers and co-workers. (Example: Child refuses to go to sleep at bedtime. Counselors assume child is acting out, but in fact, child recently switched medications and was adjusting to his new medication. OR Co-counselor never gets up to wake the kids, sleeps at every opportunity, and doesn’t help in programming. Learn later that she has mono.) Share ideas. Time permitting, have participants role-play situations and practice asking questions.

**Closing Activity**

**Time: 5 minutes**

- Reflective writing: The challenge of camp is that it is very easy to lose perspective and jump to conclusions. How can you take these ideas and make them work for you this summer? What can you do before, during, and after these situations arise?

**Recommended Follow-Up:** post session

Fellows should use parts of this workshop during staff week. They can also work with their supervisors to make time for regular check-ins with co-counselors.

# Guess Who Resource Sheet 1

## Drama Game

Slowly walk across the room. Look down the entire time.

Walk halfway across the room. Stop. Look behind you. Run the rest of the way.

Walk halfway across the room. Stop. Look at your watch. Continue walking.

Walk halfway across the room. Stop. Look up and scream. Run the rest of the way.

Walk halfway across the room. Stop. Look up. Sigh. Continue walking.

## Guess Who Text Handout 1

### Taanit 20a-b:

A story: Rabbi Eliezer son of Shimon came from the tower of Gador from the house of his teacher. He was riding on a donkey and traveling on the bank of the river and he was very happy and his mind haughty because he learned much Torah. While traveling, an exceedingly ugly man chanced upon him. The man said to him, "Peace onto you, my teacher."

Rabbi Eliezer said to him, "Empty one, how ugly is 'that' man. Perhaps all the people in your city are as ugly as you."

The man said to him, "I don't know, but why don't you go and tell the Craftsman who made me how ugly His handiwork is!"

As soon as Rabbi Eliezer knew that he sinned, he went down from the donkey and prostrated before him the man and said, "I have afflicted you, forgive me."

### *Guiding Questions:*

- What is happening in this text?
- Who are the characters in this text? What do we know about them?
- What are Rabbi Eliezer's first impressions/assumptions about the man? On what does he base his impressions/assumptions?
- What is the man's reaction to Rabbi Eliezer? Who is the "Craftsman" he refers to? What does this line mean?
- What can we learn from this text?

### Numbers 15:39:

You shall have it as a fringe so that when you look upon it you will remember all of God's commandments, and you will not follow the desires of your heart and eyes which will lead you astray.

### *Guiding Questions:*

- The text refers to the commandment to wear tallit/tzitzit. What are the fringes supposed to be a reminder of? What are they supposed to help us do?
- What is the meaning of the line "you will not follow the desires of your heart and eyes"? What is the difference between the two?
- How might the desires of your heart and eyes lead one astray? What might this look like?
- In what ways does this text related to our conversation about judgments and assumptions?