

Name of Session:	Step Up, Step Back
Name of Instructor:	Abby Uhrman
Session Type: (Pillar, L'shma, Subcommittee)	Leading Through Role Modeling and Ruach
Website Description— Skills, Knowledge and Experience to be acquired: (Who, What, Why?)	Sometimes leadership means taking initiative, being in charge, and stepping up to the plate. At other times, it means supporting your co-workers, working behind the scenes, and deliberately stepping back. In this session, we will explore the strengths of these different Jewish leadership models, identify our own tendencies and challenges, and develop tools for managing this balance within a group.
Program Type: Is this a Staff Training or Jewish Program?	Staff Training
Staff Training Outcomes: What counseling moments can Fellows utilize to highlight their leadership skills?	<ul style="list-style-type: none"> • Identify and discuss different leadership models • Share strategies for working with first-year staff • Reflect on personal leadership tendencies
Jewish Program Outcomes: What Jewish programs will Fellows bring back to camp?	<ul style="list-style-type: none"> • Leadership/group management activity • Text study of models of Jewish leadership
Age Group: What age group was this originally designed for?	Staff
Modifications: How could this be modified for other age groups/audiences?	The simulation activity can be modified for use with older campers.
Jewish Texts and/or Contexts:	Exodus 2-4
Materials Needed:	Simulation role descriptions Name tags (with simulation roles) Source sheets
Space Needs:	Any space, indoor is preferable
Maximum Number of Participants:	25
Opening Activity	Time: 10 minutes

- Assign each of the participants one of the following four roles: counselor in charge, counselor, camper, or observer. Give the participants a slip of paper with the description of their role and a sticker with their role written on it. Explain that you will be doing a simulation of a group activity, and ask them to assume the role assigned to them during this activity. Give the participants a few minutes to review their roles, put their sticker on their shirt so it is clear what everyone's role is, and get ready to begin. (See role descriptions below.)
- The two counselors in charge will be running the activity. A detailed explanation of the activity is provided for them in their role description. The rest of the participants will act in character, either as a counselor or a camper. The two exceptions are observers. These individuals will watch the activity and take notes about what they notice. (Depending on the number of participants in the session, there might be two groups doing the activity simultaneously. The activity is best when done in a group of 10-12 people.)

Step-by-Step Session Description

Time: 40 minutes

- Debrief the simulation:
 - Allow the counselors in charge to reflect first. Ask them how they thought the activity went and how they felt about their leadership, working with the other staff, and managing the group.
 - Ask the observers to share what they noticed about the activity—how the activity was run, how the staff worked together, and how the campers responded to the program.
 - Then, have the counselors and campers reveal their roles and share their thoughts and reactions.
 - While the participants are sharing their experiences, take notes on key ideas/themes that emerge.
- Once everyone has had a chance to reflect on the simulation, ask them to look at the list of ideas/themes, and add any others that have not yet been mentioned. The list should focus on a wide range of leadership qualities and should begin to touch on the question of “step up, step back”—when to assume public leadership role and when to assume a support role.
- Highlight the differing leadership models that surfaced over the course of the activity and the discussion. Explain that although we often tend to define leadership at camp as the one in charge, the dynamic individual who takes initiative and runs the show, this is only one aspect of effective camp leadership. Effective camp leadership also requires learning when and how to work behind the scenes to support your fellow staff members and make the camp program a success. To further explore these different models, study the related Jewish texts. Ask the participants to pair off in *chevruta* (learning with a partner) and discuss the texts using the accompanying questions to help guide the conversation. (Depending on the time, groups might take on section of the texts and share what they learned with the group.)
- Reconvene and pose the following questions:
 - What did you notice/learn from reading these texts?
 - What kind of leadership models did you identify?
 - In what ways are they similar to the models we discussed earlier? In what ways are they different? (Add to the list of ideas/themes as necessary).
 - How do the texts help inform our understanding of the different leadership models?
 - Why is it important to be aware of these different models?
 - How does understanding these different models help us in our jobs at camp? How does this help us become better counselors?

Planning for Camp

Time: 10 minutes

- First-year counselors tend to have a very difficult time understanding these different models. Instead, they tend to work in one extreme or the other—either always needing to be in front or group and in charge or always sitting back and letting others plan and run the programming. In our work this summer mentoring first-year staff, how we can help them to better understand this

balance?

- Have the participants brainstorm in partners or small groups, and then reconvene and share ideas.

Closing Activity

Time: 5 minutes

- The focus of the session is on working with first-year counselors. Explain that we will take the last few minutes to consider ourselves in these various roles when working with first-year staff: When would first-year staff need you to “step up” in your mentoring relationship? When would they need you to “step back”? What are your own leadership tendencies, and how can you model and embrace this balance? Ask the participants to write for a few minutes, and then take a minute or so to share at the end.

Recommended Follow-Up: post session

A version of this session can be done during staff week with first-year and/or all bunk staff, and it will be important to revisit these leadership models over the course of the summer with the staff to reinforce the importance of both leadership types.

Step Up, Step Back

Resource Sheet 1 - Simulation Role Descriptions

The Counselor In-Charge: You are running the activity below for your unit at camp. Your objective is to keep things organized and make sure everything runs smoothly. Have fun!

Human Knot:

1. Arrange group members in a circle, standing shoulder to shoulder.
2. Tell everyone to put their right hand up in the air, and then grab the hand of someone across the circle from them.
3. Everyone then puts their left hand up in the air and grabs the hand of a different person.
4. Check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly next to them.
5. Tell group members to untangle themselves to make a circle without breaking the chain of hands.
6. If group members break the chain they need to start over.

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Counselor: You are an all-star counselor! You are always “on” during activities, available to help out when needed and a team player. Most importantly, you are very supportive of the other staff in your unit. When one of your fellow counselors is trying to run an activity, you are sitting with the campers—you help to get quiet when needed and make sure the campers are following the rules, on-task, and having fun.

Counselor: While great one-on-one with your campers, you have a harder time during unit programming. You are very close with other counselors in your staff and prefer to spend time with them instead of your kids when you’re together as a group.

Counselor: During unit programming time, you are the one that is always trying to get the kids quiet. You yell frequently to help get the campers focused and ready. You often stand in the front of the group, whether you are leading or not, to get the everyone’s attention.

Counselor: You are a real leader in your unit, and you love being in the spotlight. Whether you have planned the activity or not, you always try and take center-stage, whether that be by interrupting the counselor who is in charge or asserting yourself in some other way.

Counselor: You are one of the lazier counselors on your staff. You have very little energy (it’s hard work being a full-time bunk counselor!), and during unit activities tend to play a backseat role. You rarely help out your fellow counselors and, instead, stand in the back of the group, either doing nothing or talking to your friends.

Counselor: You are generally absent and unavailable during unit programming time. You tend to wander off, often leaving the group for long stretches of time. It is not uncommon for your co-counselors to ask where you've been at the end the day.

Counselor: Who are you as a counselor? For this simulation, be yourself!

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Camper: You are your most energetic camper!

Camper: You are your shyest camper.

Camper: You are your most challenging camper.

Camper: You are your loudest camper.

Camper: You are your whiniest camper.

Camper: You love everything about camp and being at camp!

Camper: You love your counselors and do anything they say!

Camper: You are your clingiest camper—you are very homesick.

Camper: You are your most easygoing camper.

Camper: You are your most inquisitive camper—you have tons of questions about everything.

Camper: You have a difficult time staying seated for long periods of time.

Camper: You always need to get a drink or go to the bathroom.

Camper: You are really, really lazy and always tired.

Camper: You are like a mini-counselor—you are always positive, helping, and trying to get the other campers on board with the program.

Observer: Notice what is happening – What are the campers like? What is the staff like? How is the counselor leading the activity and managing the group? What is going well? What could be improved?

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Step Up, Step Back Resource Sheet 2

Each of the following texts highlights different episodes from Moses's life. For each text, consider the following questions:

- What is happening here?
- What kind of leadership qualities does Moses exhibit?
- In what ways are Moses's leadership traits similar to and/or different from the leadership models we discussed?
- How do the texts help inform our understanding of leadership?
- How does understanding these different aspects of leadership help us in our jobs at camp? How does this help us become better counselors?

Exodus 2

¹¹ One day, after Moses had grown up, he went out to where his own people were and watched them at their hard labor. He saw an Egyptian beating a Hebrew, one of his own people.

¹² Glancing this way and that and seeing no one, he killed the Egyptian and hid him in the sand.

¹³ The next day he went out and saw two Hebrews fighting. He asked the one in the wrong, "Why are you hitting your fellow Hebrew?"

¹⁴ The man said, "Who made you ruler and judge over us? Are you thinking of killing me as you killed the Egyptian?" Then Moses was afraid and thought, "What I did must have become known."

¹⁵ When Pharaoh heard of this, he tried to kill Moses, but Moses fled from Pharaoh and went to live in Midian, where he sat down by a well.

Exodus 3

¹ Now Moses was tending the flock of Jethro his father-in-law, the priest of Midian, and he led the flock to the far side of the desert and came to Horeb, the mountain of God.

² There the angel of the Lord appeared to him in flames of fire from within a bush. Moses saw that though the bush was on fire it did not burn up.

³ So Moses thought, "I will go over and see this strange sight—why the bush does not burn up."

⁴ When the Lord saw that he had gone over to look, God called to him from within the bush, "Moses! Moses!" And Moses said, "Here I am."

⁵ "Do not come any closer," God said. "Take off your sandals, for the place where you are standing is holy ground."

⁶ Then he said, "I am the God of your father, the God of Abraham, the God of Isaac and the God of Jacob." At this, Moses hid his face, because he was afraid to look at God.

⁷ The Lord said, "I have indeed seen the misery of my people in Egypt. I have heard them crying out because of their slave drivers, and I am concerned about their suffering.

⁸ So I have come down to rescue them from the hand of the Egyptians and to bring them up out of that land into a good and spacious land, a land flowing with milk and honey—the home of the Canaanites, Hittites, Amorites, Perizzites, Hivites and Jebusites.

⁹ And now the cry of the Israelites has reached me, and I have seen the way the Egyptians are oppressing them.

¹⁰ So now, go. I am sending you to Pharaoh to bring my people the Israelites out of Egypt."

¹¹ But Moses said to God, "Who am I that I should go to Pharaoh and bring the Israelites out of Egypt?"

¹² And God said, "I will be with you. And this will be the sign to you that it is I who have sent you: When you have brought the people out of Egypt, you will worship God on this mountain."

¹³ Moses said to God, "Suppose I go to the Israelites and say to them, 'The God of your fathers has sent me to you,' and they ask me, 'What is his name?' Then what shall I tell them?"

¹⁴ God said to Moses, "I am who I am. This is what you are to say to the Israelites: 'I am has sent me to you.' "

Exodus 4

²⁷ The Lord said to Aaron, "Go into the desert to meet Moses." So he met Moses at the mountain of God and kissed him.

²⁸ Then Moses told Aaron everything the Lord had sent him to say, and also about all the miraculous signs he had commanded him to perform.

²⁹ Moses and Aaron brought together all the elders of the Israelites,

³⁰ and Aaron told them everything the Lord had said to Moses. He also performed the signs before the people,

³¹ and they believed. And when they heard that the Lord was concerned about them and had seen their misery, they bowed down and worshiped.