

Program Title: Program for the Academy of Youth Leadership

Category: Leadership

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Touchstone Text:

Goals:

1. To show that anyone can be a leader
2. To empower leader
3. To instill ways to be a leader

Objectives:

1. The PPs will get different aspects of being a leader
2. The PPs will learn different ways to be a leader
3. The PPs will discuss previous leadership experiences
4. The PPs will take a diagnostic test

Timeline:

00:00-00:05- Intro, split into groups and move to first station

00:05-00:23- First Station

00:23-00:25- Move to second station

00:25-00:43- Second station

00:43-00:45- Move to third station

00:45-00:63- Third Station

00:63-00:68-Take diagnostic test

00:68-00:70- Move into new groups

00:70-00:80- Discussion

00:80-00:90- Wrap UP

Detailed Procedure:

1. After the speakers, PPs will remain seated while intro is given and groups are announced.
2. PPs will move to their designated first station.
3. All nine groups in three, universes will perform their first stations.
4. PPs will rotate.
5. PPs will participate in their second station.
6. PPs will rotate.
7. PPs will participate in their third station.
8. PPs will be handed a diagnostic test to fill out.
9. PPs will be given places to move to dependent upon the results on their diagnostic test.
10. PPs will discuss leadership skills used in the program.

Station 1:

The A-MAZE-ing Team Leadership Rotation

Goals/Objectives

- Through the activity, PPs will understand the importance of communication in leadership
- PPs will be able to communicate directions to a blindfolded PP on how to get through a maze and vice versa
- PPs will understand the importance of patience in leadership as the partners must be patient while giving directions and being directed

Materials

- Blindfolds (number depends on number of PPs)
- TBD are materials to be used to create the two small mazes (i.e. chairs etc.); based on availability

Timetable

- 0:00 - 0:10 Instructions, choose partners etc.
- 0:10 - 0:20 Partners go through mazes

Procedure

0:00 - 0:10 Instructions, choose partners etc.

Group leader will have PPs get into pairs and have one blindfolded. Group leaders explain: The un-blindfolded PP will be leading the other through the mazes ONLY by vocal directions. If the PP going through the maze touches any of the obstacles, he/she must start over again.

There will be 2 small mazes set up, each slightly different. The pairs will go through one maze, then switch to the other AND switch partners. This way, if time permits, each partner will have the opportunity to lead and to be lead and will do so through different mazes.

0:10 - 0:20 Partners go through maze

See above directions

Station 2:

Community Involvement and Leadership

Materials Needed:

- 1 can of Tinker Toys OR 2 packages thin spaghetti and one large package minimarshmallows (preferably Kosher)
- Copies of Handout A - Instructions for OBSERVERS
- Copies of Handout B - Instructions for PARTICIPANTS
- Pens/Pencils for Writing
- Watch or Clock with Second hand.

Timetable:

Intro: 1 min

split groups/give instructions: 3 min

planning time: 5 mins

building time: 7 min

wrap up: 1 min

Procedure:

1. Introduce yourself as the group leader. Tell the participants what region you are from, what your local youth group is, and your board position (if any). Welcome the group to the community involvement and leadership station.
2. Divide the PP's into two groups of an even amount of people, groups A and B. Preferably, those who have participated in the Kutz Academy of Youth Leadership should be put in group A. The two groups should congregate separately, so that they do not hear the instructions of one another.
3. Distribute Handout A (Instructions for Observers) to each in group A. Distribute Handout B (Instructions for Participants) to each group B.
4. The PP's are NOT to know what instructions are given to the other group. Group A is to be coached as to actions they are to observe and not to make the observations a time for making fun of others. This is a growth session and not a "put-down" session. The commentary should be constructive criticism, looking at the specific person's involvement in the group, and their affect on the group dynamic. The observers should also communicate with one another to be sure that no builder is being observed by two people, and also that all builders are being observed
5. After the instructions are clear, group B forms a circle to begin work on p 9 their construction. Group A is to form a larger circle around group B. NOTE: There is to be no interaction between the two groups
6. The project is carried out according to the rules outlined on the handouts. The Leader should remind the whole group of the task to be performed, that they are to design and build the tallest possible, self-supporting structure. Emphasize that the group is not to touch the materials during the planning stage and that while they may talk during the planning stage as much as they want, they must be silent during the building. Be sure to have a watch or clock with a second hand.
7. Once the planning time is over, give the signal for building, at this point the group should begin building.
8. After the building, groups A and B in each group are to discuss how each of the builders took part in the group process. Encourage the builders to reflect on their behavior and see how they operated and why. This should

continue as time permits. Each person should be given the chance to speak once, succinctly, before others can elaborate.

Station 3:

Leadership in the Text

Procedure:

1. Pass out sheets with passages on them
2. Go around and read the passages
3. Have the group summarize the aspects of a leader as described in the texts
4. Have the group compile a list of 4 aspects or attributes a leader should possess
5. Explain that the lists from all of the groups will be compiled and a sheet will be passed out with all of the aspects of a leader as NFTY describes them.

Timetable:

- 00:00-00:09- pass out passages and discuss them
00:09-00:18- decide on 4 aspects that a leader should have

Passages:

"You shall also seek out from among all the people capable men who fear God, trustworthy men who spurn ill-gotten gain." (Exodus 18:21)

Sanhedrin-

Rabbi Yohanan said: We do not seat judges in the Sanhedrin unless they are possessed of imposing stature, and possessed of wisdom, and possessed of a distinguished appearance, and possessed of maturity in the years so that they may command the public's respect.

"Pick from each of your tribes men who are wise, discerning, and experienced and I will appoint them as your heads." (Deut. 1: 13)

"Learn to good. Devote yourselves to justice, Aid the wronged. Uphold the rights of the orphan; Defend the cause of the widow." (Isaiah 1: 1 7)

"Moses responds to his father-in-law, "It is because the people come to me to inquire of God. When they have a dispute, it comes before me, and I decide between one person and another, and I make known the laws and teachings of God. But Moses' father-in-law said to him, "The thing you are doing is not right; you will surely wear yourself out and these people as well. For the task is too heavy for you; you cannot do it alone.'" (Exodus 18:15-18)

Questions:

1. Do you agree with all of the criteria listed above? Why or Why not?
2. What does not really apply to us now? Why?

Diagnostic test and Discussion:

PART I

1. Distribute test to PPs. (see separate sheet)

NOTE: The sheets will all have one color marking on the front of it, four different colors in total, approximately one-quarter of the complete stack for each color. These four colors will be what divides the entire group into four separate universes. This means that for the specific-fruit analysis of a leader, there will be sixteen stations running simultaneously, four of each of four fruits, one in each universe.

2. Give directions to PPs:

GL:

- a. "You are reading across the 4 columns, so Imaginative, Investigative, Realistic, and Analytical all go together"
- b. "You have to number them I through 4, according to preference; which appeals to you/suits you best"
- c. "Go through all 14 rows until you are done ranking."

3. Give participants time to complete test
4. Give new directions to PPs:

"Add up your totals (don't include example, of course), for each column (I through 4), and place the totals, in the blanks at the bottom."

5. Splitting PPS up

GL:

"wonderful Okay, please pay attention to what I have to say, and listen carefully for your locations. After I am done, please stand up and report directly to your assigned Corner.

A) If you have ties among your Columns, you may choose which one you want to go to. Please, for the sake of keep this non-chaotic, DO NOT get up until after I have finished speaking.

B) If your highest score was in Column 1, you are a GRAPE. If you are a GRAPE with the color RED on the front of your sheet, please stand up and go to area 1. If you are a GRAPE with the color BLUE on the front of your sheet, please stand up and go to area 2. If you are a GRAPE with the color GREEN on the front of your sheet, please stand up and go to area 3. If you are a GRAPE with the color YELLOW on the front of your sheet, please stand up and go to area 4.

C) If your highest score was in Column 2, you are an ORANGE. If you are an ORANGE with the color RED on the front of your sheet, please stand up and go to area 5. If you are an ORANGE with the color BLUE on the front of your sheet, please stand up and go to area 6. If you are an ORANGE with the color GREEN on the front of your sheet, please stand up and go to area 7. If you are an ORANGE with the color YELLOW on the front of your sheet, please stand up and go to area 8.

D) If your highest score was in Column 3, you are a BANANA. If you are a BANANA with the color RED on the front of your sheet, please stand up and go to area 9. If you are a BANANA with the color BLUE on the front of your sheet, please stand up and go to area 10. If you are a BANANA with the color GREEN on the front of your sheet, please stand up and go to area 11. If you are a BANANA with the color YELLOW on the front of your sheet, please stand up and go to area 12.

E) If your highest score was in Column 4, you are a MELON. If you are a MELON with the color RED on the front of your sheet, please stand up and go to area 13. If you are a MELON with the color BLUE on the front of your sheet, please stand up and go to area 14. If you are a MELON with the color GREEN on the front of your sheet, please stand up and go to area 15. If you are a MELON with the color YELLOW on the front of your sheet, please stand up and go to area 16.

PART II

Areas 1-4

GL: "Welcome GRAPES!!! You are all here because you have something very special in common: your leadership style. You all filled out the diagnostic leadership assessment test, and have been diagnosed as GRAPES. What connects you all? You are about to find out."

GL: "Here I have a handout for you. Please only look at the side that says GRAPES at the top."

[hand out double sided sheet that shows all 4 fruits]

GL: "As GRAPES your natural abilities include:
*being reflective,
*being sensitive,
*being creative, and
*being flexible
*you also have a preference for working in groups."

GL: "Do you agree with these abilities? Do they fit your personality?"

[give PPs time to respond]

GL: "As GRAPES you learn best when you:
*can work and share with others,
*can balance work and play,
*can communicate, and
*are non-competitive."

GL: "Do you think that this list embodies your learning styles? Is it accurate?"

[give PPs time to respond]

GL: "As GRAPES, you may have trouble:
*giving exact answers,
*focusing one one thing at a time, and
*organizing."

GL: "Are these true? Criticisms are hard to take in, but do you think this list is correct?"

[give PPs time to respond]

GL: "To expand your style as GRAPES, you need to:
*pay more attention to details,
*not rush into things, and
*be less emotional when making decisions."

GL: "Do these seem like realistic changes that you could make in your life?:

[give PPs time to respond],

GL: "It's important for you to know that no fruit is the best! You can think of every group activity as a fruit salad: from your regional or TYG board, to a group at school, to a family project. Each fruit contributes something different and important to the group, and it is your job to represent the GRAPES! Helen Keller once said, "Alone we can do so little; together we can do so much." So work with your fellow fruits: the oranges, bananas, and melons, and the sky's your limit. Be sure to bring this sheet to the next part of our program.

GL: "The sheet of paper that you have been given not only outlines what it's like to be a GRAPE, but on the other side, it describes the three other fruits as well. By analyzing the strengths and weaknesses of each fruit, you can better understand what you can offer to a group as a leader, and what others can offer to you. Super job GRAPES, you were great!"

Areas 5-8

GL: "Welcome ORANGES!!! You are all here because you have something very special in common: your leadership style. You all Filled out the diagnostic leadership assessment test, and have been diagnosed as ORANGES. What connects you all? You are about to find out."

GL: "Here I have a handout for you. Please only look at the side that says ORANGES at the top."

[hand out double sided sheet that shows all 4 fruits]

GL: "As ORANGES your natural abilities include:
*experimenting,
*being independent,
*being curious,
*creating different approaches, and *creating change."

GL: "Do you agree with these abilities? Do they fit your personality?"

[give PPs time to respond]

GL: "As ORANGES you learn best when you:
*can use trial and error,
*can produce real products,
*can complete tasks, and
*are self-directed."

GL: "Do you think that this list embodies your learning styles? Is it accurate?"

[give PPs time to respond]

GL: "As ORANGES, you may have trouble:
*meeting time limits,
*following a lecture, and
*having few options or choices."

GL: "Are these true? Criticisms are hard to take in, but do you think this list is correct?"

[give PPs time to respond]

GL: "To expand your style as ORANGES, you need to:
*delegate responsibility,
*be more accepting of others' ideas, and
*learn to prioritize."

GL: "Do these seem like realistic changes that you could make in your life?:

[give PPs time to respond]

GL: "It's important for you to know that no fruit is the best! You can think of every group activity as a fruit salad: from your regional or TYG board, to a group at school, to a family project. Each fruit contributes something different and important to the group, and it is your job to represent the ORANGES! Helen Keller once said, 'Alone we can do so little; together we can do so much.'" So work with your fellow fruits: the grapes, bananas, and melons, and the sky's your limit. Be sure to bring this sheet to the next part of our program."

GL: "The sheet of paper that you have been given not only outlines what it's like to be an ORANGE, but on the other side, it describes the three other fruits as well. By analyzing the strengths and weaknesses of each fruit, you can better understand what you can offer to a group as a leader, and what others can offer to you. Super job ORANGES, you were great!

Areas 9-12

GL: "Welcome BANANAS!!! You are all here because you have something very special in common: your leadership style. You all filled out the diagnostic leadership assessment test, and have been diagnosed as BANANAS. What connects you all? You are about to find out."

GL: "Here I have a handout for you. Please only look at the side that says BANANAS at the top."

[hand out double sided sheet that shows all 4 fruits]

GL: "As BANANAS your natural abilities include:
*planning,
*fact finding,
*organizing, and
*following directions."

GL: "Do you agree with these abilities? Do they fit your personality?

[give PPs time to respond]

GL: "As BANANAS you learn best when you:
*are in an orderly environment,
*have specific outcomes,
*can trust others to do their parts, and
*have predictable situations."

GL: "Do you think that this list embodies your learning styles? Is it accurate?"

[give PPS time to respond)

GL: "As BANANAS, you may have trouble:

- *understanding feelings,
- *dealing with opposition, and
- *answering "whatif" questions."

GL: "Are these true? Criticisms are hard to take in, but do you think this list is correct?"

[give PPs time to respond]

GL: "To expand your style as BANANAS, you need to:

- *express your own feelings more,
- *get explanations of others' views, and
- *be less rigid."

GL: "Do these seem like realistic changes that you could make in your life?:"

[give PPs time to respond]

GL: "It's important for you to know that no fruit is the best! You can think of every group activity as a fruit salad: from your regional or TYG board, to a group at school, to a family project. Each fruit contributes something different and important to the group, and it is your job to represent the BANANAS! Helen Keller once said, "Alone we can do so little; together we can do so much." So work with your fellow fruits: the grapes, oranges, and melons, and the sky's your limit. Be sure to bring this sheet to the next part of our program."

GL: "The sheet of paper that you have been given not only outlines what it's like to be a BANANA, but on the other side, it describes the three other fruits as well. By analyzing the strengths and weaknesses of each fruit, you can better understand what you can offer to a group as a leader, and what others can offer to you. Super job BANANAS, you were great!"

Areas 13-16

GL: "Welcome MELONS!!! You are all here because you have something very special in common: your leadership style. You all filled out the diagnostic leadership assessment test, and have been diagnosed as MELONS. What connects you all? You are about to find out."

GL: "Here I have a handout for you. Please only look at the side that says MELONS at the top."

[hand out double sided sheet that shows all 4 fruits]

GL: "As MELONS your natural abilities include:

- *debating points of view,
- *finding solutions,
- *analyzing ideas, and
- *determining value of importance."

GL: "Do you agree with these abilities? Do they fit your personality?"

[give PPs time to respond]

GL: "As MELONS you learn best when you:
*have access to resources,
*can work independently,
*are respected for intellectual ability, and
*follow traditional methods."

GL: "Do you think that this list embodies your learning styles? Is it accurate?"

[give PPs time to respond]

GL: "As MELONS, you may have trouble:
*working in groups,
*being criticized, and
*convincing others diplomatically."

GL: "Are these true? Criticisms are hard to take in, but do you think this list is correct?"

[give PPs time to respond]

GL: "To expand your style as MELONS, you need to:
*accept imperfection,
*consider all alternatives, and
*consider others' feelings."

GL: "Do these seem like realistic changes that you could make in your life?:"

[give PPs time to respond]

GL: "It's important for you to know that no fruit is the best! You can think of every group activity as a fruit salad: from your regional or TYG board, to a group at school, to a family project. Each fruit contributes something different and important to the group, and it is your job to represent the MELONS! Helen Keller once said, "Alone we can do so little; together we can do so much." So work with your fellow fruits: the grapes, bananas, and oranges, and the sky's your limit. Be sure to bring this sheet to the next part of our program."

GL: "The sheet of paper that you have been given not only outlines what it's like to be a MELON, but on the other side, it describes the three other fruits as well. By analyzing the strengths and weaknesses of each fruit, you can better understand what you can offer to a group as a leader, and what others can offer to you. Super job MELONS, you were great!"

Whole Group Wrap up:

For this portion of the program, the previous groups will re-form as follows:

- 1,5,9 and 13 will gather in a central space
- 2,6,10 and 14 will gather in a central space
- 3,7,11 and 15 will gather in a central space
- 4,8,12 and 16 will gather in a central space

The GL should be at the front of a semi-circle of the group, or in the center of a full circle of the group. Questions, comments and answers should be taken, as facilitated by the Group Leader, by calling on people who have raised their hands.

Each of these four groups should be comprised of groups of each of the four fruits. Each group shall continue as follows:

GL intros: (once the GL has the group's COMPLETE attention...)

This morning, we began together by hearing two speakers whose have as a leader has been heavily influenced by their Judaism. We were then reminded of the necessity of trust in the relationship between leaders and supporters. After a text-based analysis of Jewish leadership, we also experienced working together without verbal communication, and then an assessment as a leader. One of the most important skills in leadership is the ability to work with others, both leaders and supporters. In light of this, take a minute to read over the paper you were handed in your last group.

GL Leads a discussion:

*Do you feel that the fruit group you were "assigned" was an accurate depiction of your leadership skills? How so? What jived, what didn't?

*In your personal experience, do the different leaders portrayed work together well?

*What works well? What doesn't?

*What is necessary in order for different types of leaders to work together?

*How does this apply to NFTY?

*Think back to the earlier experience of a text-study. How is this behavior as a leader influenced by Judaism?

GL: You may have been characterized through this experience as a specific type of fruit, a specific type of leader.

Remember two things: not only are there countless types of fruit - and at that countless types of leaders, but none is better than another. Each has their own perks and trade-offs, but nothing tastes so sweet as a good fruit salad.

Leadership Assessment Test

(Adapted from The 7 Habits of Highly Effective Teens)

Example:

Imaginative	2	Investigative	4	Realistic	1	Analytical	3
<u>Column 1</u>		<u>Column 2</u>		<u>Column 3</u>		<u>Column 4</u>	
Imaginative		Investigative		Realistic		Analytical	
Adaptable		Inquisitive		Organized		Critical	
Relating		Creating		Getting to Point		Debating	
Personal		Adventurous		Practical		Academic	
Flexible		Inventive		Precise		Systematic	
Sharing		Independent		Orderly		Sensible	
Cooperative		Competitive		Perfectionist		Logical	
Sensitive		Risk-Taking		Hard-Working		Intellectual	
People-Person		Problem Solver		Planner		Reader	
Associate		Originate		Memorize		Think Through	
Spontaneous		Changer		Wants Direction		Judger	
Communicating		Discovering		Cautious		Reasoning	
Caring		Challenging		Practicing		Examining	
Feeling		Experimenting		Doing		Thinking	

Now add up your totals (don't include the example, of course!) for each column and place the totals in the blanks below.

Column 1 _____
 (Grapes)

Column 2 _____
 (Oranges)

Column 3 _____
 (Bananas)

Column 4 _____
 (Melons)

- If your highest score was in Column 1, consider yourself a GRAPE!
- If your highest score was in Column 2, consider yourself an ORANGE!
- If your highest score was in Column 3, consider yourself a BANANA!
- If your highest score was in Column 4, consider yourself a MELON!

Now find your fruit on the following pages and review what this may mean to you.

Celebrate Your Own Diversity!

No fruit is best! Think of your Regional or TYG board as a fruit salad and each fruit contributes something different and important to the group.

"Alone we can do so little; together we can do so much." ~ Helen Keller



Grapes

Natural abilities include:

- ◆ Being reflective
- ◆ Being sensitive
- ◆ Being creative
- ◆ Being flexible
- ◆ Preference for working in groups

Grapes learn best when they:

- ◆ Can work and share with others
- ◆ Balance work with play
- ◆ Can communication
- ◆ Are noncompetitive

Grapes may have trouble:

- ◆ Giving exact answers
- ◆ Focusing on one thing at a time
- ◆ Organizing

To expand their style, Grapes need to:

- ◆ Pay more attention to details
- ◆ Not rush into things
- ◆ Be less emotional when making decisions



Oranges

Natural abilities include:

- ◆ Experimenting
- ◆ Being independent
- ◆ Being curious
- ◆ Creating different approaches
- ◆ Creating change

Oranges learn best when they:

- ◆ Can use trial and error
- ◆ Produce real products
- ◆ Can complete
- ◆ Are self-directed

Oranges may have trouble:

- ◆ Meeting time limits
- ◆ Following a lecture
- ◆ Having few options or choices

To expand their style, Oranges need to:

- ◆ Delegate responsibility
- ◆ Be more accepting of others' ideas
- ◆ Learn to prioritize



Bananas

Natural abilities include:

- ◆ Planning
- ◆ Fact-finding
- ◆ Organizing
- ◆ Following directions

Bananas learn best when they:

- ◆ Have an orderly environment
- ◆ Have specific outcomes
- ◆ Can trust others to do their part
- ◆ Have predictable situations

Bananas may have trouble:

- ◆ Understanding feelings
- ◆ Dealing with opposition
- ◆ Answering "what if" questions

To expand their style, Bananas need to:

- ◆ Express their own feelings more
- ◆ Get explanations of others' views
- ◆ Be less rigid



Melons

Natural abilities include:

- ◆ Debating points of view
- ◆ Finding solutions
- ◆ Analyzing ideas
- ◆ Determining value of importance

Melons learn best when they:

- ◆ Have access to resources
- ◆ Can work independently
- ◆ Are respected for intellectual ability
- ◆ Follow traditional methods

Melons may have trouble:

- ◆ Working in groups
- ◆ Being criticized
- ◆ Convincing others diplomatically

To expand their style, Melons need to:

- ◆ Accept imperfection
- ◆ Consider all alternatives
- ◆ Consider others' feelings