



הדרכה למדריכים
A Handbook for the Synagogue Youth Advisor/Youth Director

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Chapter XII: Working with a USY Leadership Board
Includes tips, leadership training and board bonding activities

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- JYDA membership information (p.69), Guide to Leading a Discussion (p.70-74), sample Sicha/Limud outline (p.75-80), Service Outline (p.81-93, compiled by Todd Yellin, adapted by Ari Yares).

613 Mitzvah Corps application, Heschel Honor Society application, Hechalutzim application, list of free publicity materials all available on the USY website.

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Chapter XII: Working with a USY Leadership Team

Read on for Leadership Training Activities!

 *Hillel said: Do not separate yourself from the community...Do not judge your fellow until you are in his place. Do not say something that cannot be understood but will be understood in the end. Say not: When I have time I will study because you may never have the time.*

One of the many roles of the advisor is to train the youth in your synagogue community to take initiative, get involved and help build, maintain or strengthen the youth program. This section will discuss:

- Sources for motivation- understand why your youth seek leadership roles in order to help keep them motivated
- Leadership skills and qualities you may want to help your youth develop
- Challenges in working with young leaders: Scenarios
- A sample activity for leadership training/teambuilding

For board position “job descriptions,” please see each officer packet under the “Your USY” link on the USY website.



Top Ten Factors of Motivation for USY Leadership

When a USYer commits to a leadership position, he/she, may have a number of different motivation factors in joining the USY leadership team. Understanding these factors of motivation will help you in your challenge to keep the motivation going throughout the year when burnout and apathy become common.

- 1. Power** – This person enjoys “being in charge”
- 2. Creativity** – This person likes being able to initiate ideas and use his/her creative outlet
- 3. Status** – He/she likes the idea of being a “big wig” or having a title
- 4. Respect** – It is important to this person that people think highly of him/her and his/her work. He/she enjoys gaining the respect of my friends.
- 5. Compensation** – This person is involved to build his/her resume or be able to ask for a letter of reference
- 6. Intellectualism** – This person appreciates the challenge of solving problems and working on a project
- 7. Philanthropy** – This person is eager to give back to the community
- 8. Travel** – This person enjoys meeting new people and getting the opportunity to travel
- 9. Recognition** – This person wants to be recognized by strangers, by the community
- 10. Family** – This person feels that his/her leadership role is important to his/her family. His/her parent or sibling was a USY leader and therefore, he/she wants to continue the family tradition.

Others could include:

Self-Improvement – This person wants to gain leadership experience and skills

Independence – This person likes working on my own projects and having independence

Any other you may feel is missing: _____

וְהַסֵּבָה, אֵינָנוּ אֹכְלִים.

“And the Bush Was Not Consumed”

Tips and Techniques for Motivating Bored Board Members

Current leadership:

- Have board members write out A “U aSked whY” reasons sheet *why* they chose to run for this position (what motivated them to pursue a leadership role in USY?) and use these motivation factors in working with them. Keep in mind that YOU can’t motivate people, they must motivate themselves. However, you can inspire them to take action by understanding the reasons they took this role in the first place and build on that
- Enthusiasm is catchy and contagious- they will catch on to positive vibes from you. Your possible burn out and negativity will be noticeable so keep that smile plastered on your face and keep having fun yourself.
- Coffee Talk: Have one-on-one meetings with the board members and find out their frustrations and moments of pride and accomplishment. Help them move toward the good and figure out how to minimize the frustrations. Ask them to help you, help them.
- They need to know that the results of their work contribute to the success of the chapter/region. When planning a program, give each board member a role so they each feel invested
- Board bonding- to feel that they are part of something worthy, create team cohesion through board bonding activities and board social time
- S.M.A.R.T.E.R goals- specific, measurable, acceptable, realistic, timely, extending of their capabilities, and rewarding to those involved. Every month or so, ask them to reassess their goals corresponding with the SMARTER method
- Find out their individual interests and talents and build on this. For example, if your rel/ed is artistic, ask him/her to plan a Jewish Art Festival/Exhibition or design backdrops for a Tefillah setting to create an “avirah shel Tefillah” or prayer atmosphere.
- Create a points system/incentives for your board. Make a goal sheet with them and each time they accomplish a task, they earn points. At the end of the year, tally up the scores and the board member that wins, receives a leadership award at the end of the year. Present it to him/her formally at the final program
- Send hand written thank you cards in the mail (actual postal service, NOT email) for jobs well done. Personalized notes really make a difference in today’s world of electronic mail.
- Use humor, this goes a long way
- Consistently validate your board, their role and their accomplishments- people appreciate positive feedback and are motivated by expressions of appreciation and validation. Consistently recognizing people for their efforts, both publically and individually will help motivate your young leaders.
- Leave small presents (e.g. candy, fun 99 cent store toys) for your board in their rooms at conventions
- Create competitions of any kind: most crazy, creative program idea contest, most visible flyer/promotion, best way of adding Jewish content to a dance. Always give prizes of some kind or incentives
- Delegate efficiently: convey responsibility to your leadership but allow them to carry out tasks that do not have disastrous consequences if not done. Allow them to choose HOW they will carry out their tasks so that they have an actual role to play.

- Celebrate achievements and let individuals know how they personally impacted the success of the program/activity

Inspiring New Leadership- if it's always the same people, so look for new faces!

- Observe group interactions. Who is a natural leader or an influential member of the group? Can you approach him/her with specific tasks or projects? People feel honored to be asked to be involved
- Board Find a Friend: Ask board members to find 2-3 people to be on their "committee" and help them get involved in planning programs
- Know Your Audience: learn names and interests of members. If they know someone actually cares, they will feel motivated to be a part of what you offer. Acknowledge participation in programs. Remind them of upcoming activities. If you know of someone with a specific talent, invite them to help plan the next program utilizing particular skills or talents.
- Get groups or teams of youth involved. It's often easier to ask USYers to do something if they have a friend or partner to
- Do you know a parent that's involved? Could you phone him/her and ask his/her USYer to join a committee?
- Do you have a particular USYer with a specific passion that you could get him/her to run a particular program he/she will definitely succeed at (e.g. An dancer to teach an Israeli dance workshop). Use their skills!



Steering the Leadership: Top 10 Skills and qualities you may want to help your youth develop

*Adapted from the USY program bank, written by Karen Stein

Think about it: How would you define a USY leader? What skills or character traits would your ideal USYer have?

1. Knows how to organize- can see the entire picture and can get there in an organized fashion, knows the steps to take
2. Is a Jewish duggma- standards and knowledge, committed to Jewish life
3. Knows his/her limitations and knows when to ask for help (instead of just dropping the ball)!
4. Knowledge of how to delegate
5. Is open and friendly. Uses humor when working to keep things "light."
6. Takes the role and responsibility seriously but also knows to enjoy his/her work
7. Works well with others. Is open to new ideas but also able to assert his/her opinion while respecting others
8. Shares responsibility with others, is a team player
9. Has effective time management skills

Time management skills are difficult to train, but are important to turn into habit for today's busy teens. One idea to help build time management skills is to have your leadership team record the activities of their day from the moment they wake up to the moment they go to sleep. Have them divide their list of daily activities into three categories: Priority, Save for Later, and Time Guzzler. Ask them to decide which activities are time guzzlers and how they can minimize that list in order to maximize the others. Not everything they do needs to be done immediately. By consistently using this activity when they're feeling overwhelmed, they can learn to balance their time and accomplish what they set out to do.

10. recognizes his/her ability to influence others and uses these skills positively.

Sample activity: The characteristics of a leader

4 options:

1. Give each person a character card with the name and description of each character type. Have each "character" introduce themselves as they compete for who would win the ideal leader award.
2. Or you may also have them stand in a line and rank the characters in order of importance.
3. Give each person the list of characters. Make up a scenario or real-life situation that they may have to deal with. Ask them to problem solve the situation using the character cards. (e.g. We would need the character trait of Fair Fern to step in and suggest how to resolve this conflict).
4. Be a Jewish *dugma*- what qualities character traits would you add for Jewish leadership? (e.g. keeps kosher, can lead services, committed to Jewish study, etc.)

Characters:

Positive Patty- Positive Patty remains upbeat and cheerful even when challenges seem too great to overcome. Positive Patty sees the best in people and always sees the light at the end of the tunnel. She doesn't let temporary failure get her down.

Assertive Al- Assertive Al is self assured and confident in dealing with others. Al pushes himself forward and can accomplish much of what he sets out to do with confidence

Friendly Fannie- Friendly Fannie is a people person and reaches out to anyone she meets. She is open and warm and people enjoy being in her company.

Sincere Sam- Sincere Sam does what he says he'll do and means what he says, is genuine and cares for others and has the interests of the chapter and board in mind.

Dependable Debbie- Dependable Debbie takes responsibility for her actions and is dependable. She follows through with her tasks from start to finish and is on time.

Initiative Ingrid- Initiative Ingrid shows original and creative ideas. She does not delay and moves forward with a plan.

Tactful Tom- Tactful Tom is careful what he says and is mindful of the feelings of others. He doesn't publically correct people and asks those in charge for permission or advice.

Fair Fern- Fair Fern does not judge anyone or jump to conclusions. She believes that everyone should have a fair and equal chance and believes in majority rules.

Well Spoken Will- Well Spoken Will is a smooth talker. He is good with words and presents himself clearly and articulately. He is clear, concise and knows his facts. He thinks before he speaks and gets to the point

Challenges in Working With Young Leaders: Scenarios for Problem Solving

**Adapted from USY program bank, written by Karen Stein as well as CHUSY Region LTI 2008*

Below are common problems faced by chapter boards and advisors. How would you deal with these issues?

Problem:

You have a full chapter board who was very excited about planning and implemented programs together at the beginning of the year. Over time, you noticed that you're doing all the work and the USYers aren't really taking initiative. They planned out the calendar

year with you, yet you've planned and implemented the majority of the programs. What can you do?

Possible Solutions:

Meet with you board and find out how they're feeling. Maybe they feel that you've "taken over" and don't really need them. It could be that they need their involvement validated so that they know that their efforts count.

- Give them the reigns over the next program. Assign co-chairs so that they feel the program is peer led (while still supervising their work) and have the co-chairs divide up tasks so that they each board member has a role.
- Follow up with co-chairs so that the program is fully planned and ready to go.

Problem:

You have a very dedicated board and hold five programs a month. Usually, the board members make up the majority of the program attendees. How can you get different people to show up to our programs and not just the board?

Possible Solutions:

- Try hosting two bigger programs instead of five smaller ones. USYers may not have time to commit to USY because there are just too many activities per month. Bigger is better!
- Ask each board member to bring 1-2 friends. Ask them to get those friends to recruit two more people
- Offer incentives to new faces and new members
- Change where and how you advertise (see section on marketing)

Problem:

You constantly remind program participants to "bring all your friends" to programs. A USYer brings his non-Jewish friend to join the chapter and cannot understand why he's not allowed to come to the program alongside the USYer.

Solution:

- Explain that the United Synagogue Youth is only open to members of a Conservative affiliated synagogue. It is not that you don't want to welcome this friend, it is that USY programs are only open to Conservative affiliated Jewish youth. It would be the same reason why you wouldn't be able to join a teacher's union if you're not a teacher!

Problem:

You're sitting down with your board to plan out the program year. You notice that almost every program is purely social with little Judaic content. You point this out and the USYers express that "no one comes to the Jewish programs." How do you address this?

Solution:

- Challenge the USYers to add Judaic content to each social program on the calendar. For example, a Thanksgiving Dance could include a contest for comparing Sukkot to Thanksgiving. The person with the most accurate (or creative) comparison is proclaimed winner and given a prize.
- Challenge the USYers to come up with two or three super, spectacular Judaic programs that would be social and include some educational aspects. Anything can be made fun or interesting if planned and promoted properly!
- Gently remind your board of why you're all there in the first place- the USY mission statement. Write two headlines on two pieces of poster paper: "Jewish youth group" and "group of young Jews." Have them fill out the differences to determine and reiterate your function is as a Jewish youth group affiliated with the Conservative Movement. Explain that the purpose of USY is not just about a

- group of Jews eating snacks in a synagogue lounge but about building Jewish leaders through Jewish content and positive Jewish experiences.
- All programs of Judaic nature should be socially based with Judaism infused into it. If you know that most youth will be turned off of a Kabbalat Shabbat and dinner program, advertise it as “Friday Night Light: Fun, Food and Friends” or “Sing, Schmooze, Eat”. Offer services “under the stars” and promote Shabbat dinner as social, fun and food focused.

Problem:

You have been a chapter advisor for a number of years. You repeat your most successful programs year after year but notice that the standard programs that used to attract good numbers are no longer as appealing. How can you get more creative?

- First and foremost, ask your leadership team for their ideas. Hand out five pieces of paper, each listing one standard program that you’ve done in the past. Motivate them to think “outside the box” by listing adaptations to the standard program that could make it more exciting.
- Turn your programs into a contest or competition to tempt attendance.
- Change the location to a more exciting venue. For example, if you hosted a Tel Aviv Beit Café (Coffee House) in your youth lounge, next time try hosting it at an actual coffee shop.
- Invite special guests to your programs. For example, if you’re hosting a Sukkot Costume Party, dress up as a giant squash (a harvest vegetable) and invite an organic grocer to speak about organic harvesting and offer some taste testing. Connect the concept of organic farming with the harvest festival of Sukkot.
- Try a number of inter-chapter programs to draw in newcomers who wish to meet new people

Problem:

At the beginning of the year, each board member was assigned a number of people to call or email to inform potential members of upcoming programs. Attendance continues to be low throughout the first few months. When you approach some of the Hebrew High students and ask them why you haven’t seen them at programs, they respond fairly honestly by telling you they didn’t know there was a mock drive in movie program or “Green Eggs and No Ham Boker Tov Breaky” last weekend. You question your board members and most of them admit that they didn’t really do any of their calling or emailing.

- Think of new methods of communication if phone is failing. Although it is more difficult to say no to someone over the phone than it is to delete an email, most teens communicate using technology. Try text messaging if you know the phone is a cell phone.
- Divide the contact list again, assigning board members contacts they already know so that they may be more likely to call.
- Make random phone calls yourself to ensure members are actually getting called.
- Ask your Communications VP for ideas on how to improve chapter communication. Figure out a game plan with him/her to ensure that everyone at least *knows* about each program. Not knowing there was a program should never be an excuse in today’s communication obsessed world.

Problem: *Board members who aren’t leaders; leaders who aren’t board members*

One of your “star” board members is all talk and no action. He/she is friendly, outgoing and very social. He/she however, is also unreliable and often does not follow through with his/her responsibilities. He/she enjoys the title and honor of being a board member, but does not accept any of the responsibilities. Concurrently, there are other chapter members who exhibit leadership qualities but unfortunately, don’t have a position.

- Find out what motivated your board member to run for a position in the first place. Remind him/her that leadership is what you do, not what your title may be. Ask if he/she would like a co-chair or team member for his/her position. Suggest someone you noticed who had potential and try and pair them up for the next program.
- Create chapter committees to encourage those with leadership potential but no position to step up and help plan
- Find out what that person's particular interests and try and adapt program planning according to his/her interests. For example, if he/she is artsy, give him/she a task that uses that talent or interest.

Do you have a problem that may be common and wish to share it? Use the Advisor listserv to get the opinions of others in your situation who may offer some helpful tips.

We're All in this Together

Board Bonding and Team Building Games

Compiled by Amy Dorsch

(I) Creating Team Identity

a) Portable Skills

Materials: 3x5 cards, tape, a suitcase (optional)

Explain: each of us is unique in what we bring with us to a team. All skills are portable and can be carried with you to different settings. **What are your strengths and skills? What can you contribute? What are your individual strengths that can make us a good team?**

Distribute index cards

Ask participants to write their name on the card and 2-3 special skills they bring to the table. E.g. Computer graphic design, good listener.

Ask participants to tape the card to their shirt and walk around reading each other's cards. Have them ask questions about their specific skills and give examples when they've demonstrated them. E.g. What does it mean that you're a good listener? How is that helpful?

Re-assemble as a group:

Ask for responses by asking them to share their skills. Do any of them have similar or complementary skills?

Make a list of skills on a piece of poster paper. Circle the ones that are helpful for a team and explain in which ways.

This exercise allows the team to recognize strengths in one another and demonstrates that everyone has something to contribute. The team also recognizes specific things they can count on from each member.



Make it Jewish: think of a famous Jew who exhibited these character traits and explain how it made a difference in his/her accomplishments

b) Many Pieces to a Puzzle

Materials:

blank pieces of a jigsaw puzzle (paper or cardstock, home-made).

Pens

Opening trigger: Ask the group how working as a team can be compared to a jigsaw puzzle

Suggestions:

- There are boundaries (straight edge pieces)
- Every piece is a different shape but fits with the others
- The whole is better than the individual pieces
- The end result can be broken easily
- Someone needs to move the individual pieces

Next, give the USYers puzzle pieces and have them each come up with one element of an effective team. Next, have them put the puzzle together by combining their elements of an effective team and discuss their answers

 **What are the puzzle pieces to a positive Jewish self? What pieces do you need to be a positive Jewish role model?**

(II) Setting Goals

a) If I had a \$1,000,000...

Materials: poster paper and markers

The purpose of this exercise is to allow the USYers a chance to “dream big,” to set high standards for themselves and really get creative with their programming for the remainder of the year.

Split them into pairs. Explain that they have just received a grant from the synagogue for “innovative youth programming.” They must create a “wish list” or brain storm what they will do with this generous grant. The sky is the limit!

Have each pair record their responses and come up with one long list for the group.

Discussion:

We know that money is an issue that often holds us back but look what we can come up with when money is of no object! Let’s try and put this exercise to use when planning. Imagine no obstacles or limits and let the creativity flow. If we can come up with this list without considering money, we can also be just as creative without necessary funds.

Give them three standard programs that don’t involve much money (e.g. Pool party) and have them brainstorm a list of how to turn it from so-so to sooo awesome!

After about 5-7 minutes, record their responses.

Discussion: Although we have budgetary limits, we are not restricted by our creativity. We can still plan amazing programs without \$1,000,000. From this list, what are our priorities (social, educational, fun, “field trips,” diversity, etc)? What types of programming do we want to really push and how can we get there? As a team, how can we use this creativity throughout the year?

 *If you had \$1,000,000 to build a new Jewish community, where would you put the money?*

(III) Improving Teamwork

a) There’s no I in Team

Materials: paper and pen per person

Have each person choose a partner. Ask them to describe their day at school or tell their

life story with 1 rule: they cannot use the word “I” in their story. They can say anything they want except they cannot use “I.” The partner will mark down each time the word is used.

After two or three minutes, begin discussion.

- How many were not able to talk for 2-3 minutes without saying “I?”
- Why do so many of us have difficulty not focusing on the “I”
- How does it feel to talk to someone who starts every sentence with “I,” “I,” “I?”
- Do we live in an “I” world? Give some examples (text message because it saves us time having to talk to someone)
- How does the “I” attitude affect the team? How can we avoid using the “I” and focusing on the “we?” How does the “I” attitude play out in USY?



Come up with a list from Jewish history where team work has prevailed (e.g. Story of Chanukah, Six Day War, Bar Kochba, etc). Can they think of examples in Judaism when we need to be surrounded by others and not alone (*minyan*, *shiva*, wedding...almost all significant Jewish moments include a community of others).

b) Stuck in a Rut: Churning Creativity as a Team

Materials: 3 pipe-cleaners per person

6 pieces poster paper

Tape

markers

Give each person 3 pipe-cleaners and ask them to make a personalized structure, or simply play with the pipe-cleaner as they wish and see what they create.

Have each person explain his/her creation.

Explain that each of us began with the same resources and each created something unique. With USY programming, we all have basically the same ideas in place, but when given some time and creativity, can come up with something new and exciting

Hang up 6 poster papers around the room with each of the categories below written out. Have the board brainstorm for each.

How can we adapt what we do now?

- WHO- Who is our target market, who are we trying to “sell” this program to? Do we need to reach new people? Who?
- WHAT- what do we need (resources), what is the premise of the program? How can we make it one step better?
- WHERE- location- the ideal location for an activity
- WHEN- timing- when is the best time?, what should our game plan be re: marketing?
- WHY- Why should they come? What is our goal? Why would they NOT want to come and what could we do to combat this?
- HOW- How can I persuade people to come?

Ask the USYers how these questions can help them adapt the same-old routine of program planning and idea sharing. Has the “who” changed? Do you need to adapt the “what” and make it more appealing? Is the “how” techniques you use now, not working?

Which categories or questions do you find most challenging? Which do you struggle with the most? Which others would you add to the list?


 Tradition and change: How is the Conservative Movement defined by an activity such as this (building on tradition, making appropriate changes where necessary)? Do you think this activity relates at all to who we are as Conservative Jews? How? How not so?

(IV) Problem Solving:

a) Pass the Problem

Materials: paper and pen per person

Give each USY a piece of paper and pen. Have them write down one thing with which they are struggling in their position. Once everyone has done that, pass the paper to the left. Each person must read the problem, offer one solution and pass it on again at the same time as the others. At the end, pass the problem back to its origin and have the person read it aloud. Allow for discussion and open suggestions for how to address each person's challenge. This activity demonstrates that each person has unique challenges; however the group can help address them and find solutions as a team.

 Try this same activity using only Rel/ed programming or Tefillah. What are the problems (e.g. Services aren't stimulating, *sichot* are not engaging enough). How can we solve these typical problems?

b) Consultant and Client


Materials: Enough chairs per person, poster paper, markers

Divide the group in two and set up chairs in a circle with half of the chairs facing each other. Half of the group is the "consultants," half is the "client." One member from the client group faces the consultants. The client describes a common USY problem (e.g. It's always the same people leading Tefillot), one at a time and the consultant group has 1 minute to ask any clarifying questions and come up with a suggestion. The facilitator asks for the group to share their responses and jots it down on poster paper.

After 3 minutes, the client then moves one chair over. Repeat for 3 rounds and then have the clients switch chairs with the consultants for another 3 rounds. Leave time for discussion at the end.

Discussion questions:

- What problems did you hear of?
- Was it challenging to think of a solution on the spot?
- Was your solution something realistic that you would like to share?
- What was it like hearing a supportive solution from your peer? Can we solve our own challenges by working as a team? How can we best use each other as resources?

 Try this activity using elements of Jewish observance. Have one person come up with a challenge they face Jewishly and have the other person come up with a possible solution. E.g. There's a Friday night and Saturday afternoon basketball tournament at my school and I really want to play. It's obviously over Shabbat and I'm on board. I'm really trying to keep Shabbat and also have committed myself to following standards.

(V) Communication and Cooperation

a) Run, See, Build

Materials- 3 sets of random supplies: paper cup, straws, pencils, rubber band- anything you can find that you can use to build a structure.

This is a great cooperation and communication exercise.

Split the group into 3 teams. Each team must assign a runner, a see'er and a builder. Place a structure of some kind on a table outside the view of the groups. Explain that each group has the exact same supplies and must copy the structure exactly.

Rules:

- See-ers- the only ones who can see the structure, will describe each part to the runners 1 step at a time. For example: "place cup upside down"
- After each instruction, runners will run back to the builders, relay the information (without touching any of the supplies) and run back to the see'ers.
- Builders- build the structure- cannot see the original design
- The team that completes the structure that most resembles the original, wins

Discussion:

- What did you learn from this activity? What were the challenges in this activity?
- What strategy did you use to make your cooperation and communication work for you (e.g. Did you use miming, did you have one person building, etc)
- What impedes our communication as a team?
- How does cooperation help accomplish tasks more efficiently?
- Apply this exercise to USY. Sometimes what you see, isn't the message you relay to others, how can we better communication so that our end result resembles our vision?



Synagogue Architects- Your design could depict a sanctuary of the 21st century. Include synagogue features such as something to represent the *aron, ner tamid, bima*, space for the *kahal*, etc. OR create a Jewish image of any kind and have the USYers guess what it was that they were trying to create

b) Crossing the Red Sea

Materials: 3 index cards or photos marked as a "wolf/dog," "rabbit" and "carrot"
Set of "rules" for each group or for the group to read

You can do this as a competition by handing each set of pairs a set of 3 cards or by having the entire group work together.

Mark a "body of water" by drawing a line of masking tape down the center of the room. Explain to the group that you are Moshe, about to cross the Red Sea. Along with B'nai Yisrael, you have animals with you. You have to get a dog, a rabbit and food across but can only carry yourself and one item at a time. How can you get across while following these 2 conditions?

Rules:

- 1)dog and rabbit cannot be alone as dog will eat the rabbit
- 2)Rabbit and food cannot be alone as rabbit eats the food

Discussion:

This was an exercise in problem solving however, in order to problem solve you needed to employ effective communication.

- Was there one leader?
- Did you struggle to communication among each other?
- Was there good listening going on? What was proof of effective listening?
- How were messages communicated? Did each member feel heard? Did everyone contribute?
- Could you solve this problem without listening to each other?



Give this exercise somewhat of a serious spin by asking the USYers to connect this game to a situation in Jewish history (Spanish Inquisition, Holocaust, slavery in Egypt). Ask the group how Jews have used their wit and intellect to solve dangerous and difficult situations. Do they know any stories such as this?

VI) Jewish Team Building

a) Our Jewish Coat of Arms: Who Are We?

Materials: a piece of poster board, markers cut into a shield

Create a team identity using a “coat of arms.” Split the shield shape into three sections. Each section must have an image or metaphor describing 3 core features of their identity and how they accomplish this mission

- a) Who we plan for – who do you market for? How do you recruit new members?
 - b) What we stand for – what are we trying to create as a Jewish youth movement?
- After each program, convention, USY experience, USYers will _____ (fill in the blank).

Examples: meaningful Jewish experiences under the lens of the Conservative Movement, fun, social and educational experiences for Conservative Jewish youth

- c) a motto describing our goals- e.g. Paving the Way for Jewish Futures

Encourage them to use quotes or metaphors as much as possible to depict goals and ideas on the Jewish coat of arms. E.g. We are like a buffet- each person will choose what is most “nourishing” to them, but ultimately, we want them to keep coming back for more and feel more than satisfied by what we offer.

Another option you could do is to use the poster board to create a chapter logo or new USY logo. The logo must somehow define who you are as a USY chapter through the use of colors, design and image

Jump outside the Jewish Box

- b) Split the group into pairs. Give each pair a piece of paper with a different title on each one (see list) of areas of *Jewish* programming. Give them 2 minutes to brainstorm creative, out of the box ideas for how to spice up the particular program and ask them to help brainstorm ideas for how to market Jewish programming more effectively through creativity and innovation. You will prove that Jewish programming can be fun, engaging, social and appealing, if you think outside the box and allow room for creativity!

The List (includes program areas that are often challenging)

Mincha Service- at a convention
Education theme: Jews in the News
Holiday program: Tu B’shvat
Shabbat dinner in the spring:
Learning to lay Tefillin:
Yom Hashoah:
_____ (your own idea)

