

Jewish Educators in Training (JET)
A Course in
Leadership for Ninth Grade *Madrichim*



MARE Capstone Project
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2013

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Curriculum Description and Rationale

Wise Temple currently features one of the largest and most successful *madrichim* programs in the country, with nearly one hundred high school students serving as teachers assistants in the school. The program empowers *madrichim* to interact in meaningful ways with students and teachers and to grow into powerful role models for younger students. The current training for ninth grade *madrichim* entering the program, however, is minimal and ineffective. Ninth grade students enter the program with excitement and eagerness, but without necessary skills and confidence to take on this important role. The proposed curriculum titled, “Jewish Educators in Training (JET): A Course in Leadership for Ninth Grade *Madrichim*” seeks to provide meaningful and effective training for ninth graders entering the *madrichim* program. The course does not only train Jewish Educators in Training (JETs) for their work in the classroom but it will provide them with essential leadership skills for life. JETs develop their role model presence in relationship with alumni *madrichim* from Wise Temple and work one on one with their teachers in monthly seminars to strengthen the teacher-*madrichim* team. While there are excellent books and guides on training *madrichim* present in the Jewish world published by Behrman House¹ and Torah Aura Production², the hands on training provided in this curriculum seeks to empower and motivate leadership in ways that a

¹ Howard, Lisa Bob. The Madrichim Manual: Six Steps to Becoming a Jewish Role Model. Springfield, NJ: Behrman House, 2006. Print.

² Joseph, Samuel K. The Madrikhim Handbook: A Training Program for Teenagers Working in Jewish Schools. Los Angeles: Torah Aura Productions, 1989. Print

book is limited in doing so³. The goal of this program is not merely to provide skills, but rather to build relationships, attend to values and beliefs and aid ninth graders in developing into empowered, confident leaders and role models.

According to a study conducted by B’nai B’rith Youth Organization (BBYO) on teen trends and engagement, “Jewish organizations serving teens have a unique opportunity to make a connection during the most formative years, as teens are on a quest for choice as they form their personal identity. It has become clear that teens finding a connection to Judaism during the teen years are more likely to stay connected as adults”⁴. The JET curriculum, complete with reflection, dialogue and an opportunity to make meaningful relationships will aid young Jewish teens in finding not only a connection to their synagogue, but to the larger Jewish community. Further, “by understanding teenagers and offering methods to empower them, Jewish organizations will be better equipped to capture their imagination and create programs opportunities that will allow them to shape their own identities as they form meaningful connections”⁵. Through the JET curriculum’s leadership component and the opportunity to learn from and dialogue with alumni mentors, JETs develop into empowered Jewish leaders within the school and role models for younger students.

Over the course of a year JETs meet bi-weekly (every other week) for 1.5 hours to learn essential skills in leadership and education in order to aid them in developing into

³ While the books mentioned will be referenced and utilized in the curriculum, they do not serve as the main text for the course.

⁴ *The Jewish Community’s Guide to Understanding Teens: A Compilation of Research on Teen Trends, Tween Trends and a Special Study on the Impact of BBYO on Alumni.* Research by BBYO, Inc., 2008. (p.2) Print.

⁵ Ibid. (p. 3)

skilled, thoughtful and empowered *madrichim* during the remainder of their high school tenure. During their off weeks students will work in their individual classroom assignments shadowing experienced *madrichim* and practicing skills they have gained in the training course. This structure allows JETs to engage in hands-on work as well as reflect on their experiences and discover ways to turn newly developed skills into action. According to Michal Muszkat-Barkan in her article, titled “Ideological Encounters: Mentoring Teachers in Jewish Education”, professional knowledge grows with the ability to reflect on experiences and create generalizations regarding goals and patterns on practice⁶. She argues that “reflection in action” is and should be a main component of professional development. As JETs spend time working in their classrooms, reflect during their training and then return with generalizations and patterns, they grow and develop into strong, thoughtful and reflective *madrichim* and leaders.

In order to provide JETs with strong mentors and relationships within the school, JETs engage on a monthly basis with alumni mentors as well with the teachers they work alongside. Each month selected alumni *madrichim* from University of Cincinnati, Xavier or Hebrew Union College join JETs in a morning of learning and relationship building. Alumni mentors share their experiences and aid JETs in developing into confident leaders and role models themselves. Through shared learning, panel discussions and individualized mentoring sessions, these relationships are strengthened.

Additionally, once a month teachers in the school join JETs for lunch following religious school. During these sessions teachers and *madrichim* work alongside one

⁶ Muszkat-Barkan, Michal. “Ideological Encounters: Mentoring Teachers in Jewish Education”. International Handbook of Jewish Education. Jerusalem (2011).

another to brainstorm, problem-solve and establish best practices for working together in the classroom. In small groups, *madrichim* have an opportunity to present new ideas and insights to their teacher counterparts and teachers will be able to guide *madrichim* according to the classroom culture and environment they have established. In an effort to emphasize the importance of on-going learning, *madrichim* and teachers spend time each session learning together as colleagues. While these sessions are mainly intended to train teachers for working effectively with *madrichim*, they also build strong teacher-*madrichim* relationships and strengthen the community of educators and leaders within the school.

As John Dewey wrote in Experience and Education, “prepare a person for later experiences of a deeper and more expansive quality”⁷. The JET curriculum aims to prepare our Jewish teens for a Jewish life full of meaning and engagement. In empowering the youth to be leaders in the synagogue and within the community we provide them with the skills and tools necessary to find and develop their Jewish identity as they emerge into adulthood.

⁷ Dewey, John. *Experience and Education*. New York: Simon & Schuster, 1997. (p.48) Print.

Essential Questions and Enduring Understandings

Essential Questions	Enduring Understandings
How is Wise Temple strengthened by having <i>madrichim</i> ?	<i>Madrichim</i> enhance the education program at Wise Temple through their unique ability to relate to students, aid in the classroom and be a <i>dogma ishit</i> (role model) for the younger generation.
Why have I chosen to engage in the sacred work of being a <i>madrich/a</i> ?	As a <i>madrich/a</i> at Wise Temple, I fulfill the mitzvah of teaching the next generation when I engage in meaningful and essential work. Through this sacred work, I grow as a leader, a learner and an empowered member of the Jewish community.
What is the relationship between leadership and <i>hadracha</i> ?	<i>Madrichim</i> at Wise Temple serve as Jewish leaders and role models as they impart knowledge, model Jewish values and engage with youth in meaningful tasks.

Learner Outcomes

Know: **JETs** will know basic educational theories and practices in the realms of child development, lesson planning, constructivist learning, and classroom management. They will also know what it means to be a Jewish role model, to live a thoughtful Jewish life and to uphold the central values of their Jewish community.

Teachers will know how to work with and effectively utilize the assistance provided by *madrichim*. They will know how to guide *madrichim* and aid in their growth as Jewish role models.

Do: **JETs** will be able to create effective lesson plans, facilitate small groups discussions and develop skills necessary for mentoring students at Wise Temple. They will be able to effectively aid teachers in a classroom setting at Wise Temple by working one-on-one with students and on occasion leading mini lessons and activities in the classroom. Further they will be able to speak eloquently in front of a group of students, manage a classroom and demonstrate leadership skills. As role models for younger students, JETs will select ways of demonstrating the school's values of *kehila kedosha* (holy community) and *kavod* (respect) and practice these values in the presence of their students. **Teachers** will be able to utilize *madrichim* in effective ways and rely on them for important tasks and exercises.

Value/Believe: Learners will express the value and discuss the challenges associated with the application of “discussed” values into real practice.

Belong: Learners will engage in relationship with peers around the challenges and opportunities of transitioning to a Jewish leadership role. They will grow together, support one another and create a sacred community in the classroom.

Letter to Education Director

Dear Educator,

In 2012, Wise Temple in Cincinnati, Ohio implemented the JET (Jewish Educator in Training) course for 9th grade students entering the *madrichim* program. In response to a growing need for more effective and substantial training for these new students entering the teachers assistant program, the JET program was born. The following curriculum utilizes the educational philosophy of learn-do-reflect. It was designed to give students an opportunity to work in their individually assigned classrooms, reflect on the experience with their JET Facilitator and then return to their work with new skills and insight. During JET sessions (every other Sunday), JETs learn basic educational and leadership skills, reflect on their experiences with their students and teachers and experiment with new skills and habits. In addition to the educational aspect of the program, the curriculum incorporates elements of relationship building with alumni mentors, teachers and fellow JETs.

In implementing this JET curriculum into your setting, there are a few steps which need to be taken prior to the start of the program. (1) Both JETs (9th grade students/1st year *madrichim*) and the teachers who they will be assisting need to be invited to join the year long program. It is a commitment for both the JET and the teacher and contracts, salaries and calendar issues may need to be negotiated. (2) Alumni *madrichim* also need to be sought out and invited to join the JETs for learning sessions once per month. In Cincinnati, we recruited alumni *madrichim* from local universities and Hebrew Union College. We provided them with breakfast on the Sundays they joined us and a small stipend for their participation in the program as a JET alumni mentor⁸. (3) Once JETs and teachers have been invited and accepted their place in the program, you will need to match JETs and teachers who will work well together and will be able to create meaningful and reflective relationships. Finally, (4) prior to the start of the year, there will need to be an orientation for all those participating in the JET program (JETs, teachers and alumni *madrichim*). During this orientation, JETs, teachers and alumni *madrichim* should begin to build relationships, learn about their role in the program and have an opportunity to ask questions and work through any conflicts or concerns that arise. Expectations should be presented clearly and all JET participants should leave feeling prepared and knowledgeable about their upcoming work in the religious school.

In choosing a JET facilitator for the program, it is important to consider someone who is capable of relating to high school students, who is an efficient multi-tasker and who has the respect of the teachers in the school. This facilitator will need to be an effective communicator and be seen as a role model educator. At Wise Temple the JET

⁸ We paid each student a \$500 stipend for their participation in the program of alumni *madrichim*.

facilitator in 2012 was a rabbi, but this is not necessary if the rabbi in your setting is unavailable or not the right fit for the program.

The JET curriculum I have designed in this capstone was reflective of the Wise Temple culture and setting. As the education director in your setting, however, you know your culture, teachers and *madrichim* better than anyone else. Use the curriculum as a guide and a source for ideas and inspiration, but more importantly, customize the program and make it relevant and fitting for your religious school.

Best of luck! ☺

Letter to JET Facilitator

Dear JET Facilitator,

The JET program was designed to provide students with serious *madrichim* training, reflective experiences and an opportunity to build relationships with peers and mentors. As you prepare to implement this course in your setting, there are a few thoughts I would like to share about learning space, tone, lesson components and communication. These suggestions come from my experience when piloting the JET course and helped to facilitate a successful program. Because we all have very different settings, feel free to adapt my suggestions however you see fit.

Learning Space⁹:

Prior to the start of the year, I spent quite a bit of time furnishing and decorating the JET classroom. I wanted to create a room that was a cross between a classroom and a lounge. I brought in bean bag chairs, coffee tables, lamps, and rugs to create “breakout” areas for reflection time and small group work. In the center of the room I placed a large board room table with chairs all around. I wanted the JETs to be able to dialogue with one another and see each other’s faces at all times. During class time I would place pencil holders and post-it pads on the table for note taking as well as play dough and pipe cleaners for those students who focus better when they can manipulate something with their hands. On the walls of the room I placed motivational and leadership posters as well as some Jewish educational posters (months of the year, Hebrew letters, maps, etc.). One wall was designated as our “Goal Wall” with individual goal pockets for each JET to keep track of their goals throughout the year. From time to time JETs would revisit their goals, comment on their progress and add newly developed ones to their pocket. Finally, I brought in a large cubby shelf to hold library books, art supplies and our JET Survival Guides (details below). JETs had full access to this cubby and were welcome to utilize the materials within at their discretion.

Tone:

I was very intentional about setting a casual tone from the start of the class. Instead of teaching while standing in front of the class, I sat at the table with my JETs at all times and facilitated discussion and reflection right from there. While I always had a plan clearly laid out for the day, I was not stringent about time keeping. If a conversation was particularly interesting and JETs were engaging one another, I would not cut it off prematurely. We would eat breakfast together and enjoy snacks during break time, listen to music during quiet reflection and play games and schmooze during warm up time. I spent a lot of time getting to know my students and learning about their interests and passions. These interactions and the casual tone of the class facilitated a warm and welcoming environment for all JETs and guests.

⁹ See photos in Appendix 1

Lesson Components:

There are a few consistent lesson components I included during each session. I began each class with a warm up activity of some sort (ie. ice breakers, improv games, journaling, creative writing, etc.). These activities helped the students to warm up their bodies and minds and ease into a Sunday morning of learning, reflecting and doing. Following the warm up, we transitioned into a guided reflection. I would begin by asking a reflection question (ie. What is one story you can share about a challenge you experienced while working in your class last week?). Next I would ask JETs to think quietly for a moment and then share with a neighbor. Finally, I would invite students to share with the group if they feel compelled to do so. This “think-pair-share” philosophy of group reflection aided students in developing their thoughts and articulating their reflections. During the group sharing time, if a student shared a challenge or concern, peers were invited to provide constructive feedback and suggestions that may be helpful in addressing the issue.

Next we would begin our JET Survival Guide lesson for the day. These lessons are outlined in the capstone and constitute the central learning portion of the day. In the beginning of the year I distributed a blank JET Survival Guide binder to each student and explained that throughout the year we would be learning about the role of the *madrich(a)* and filling our binders with essential information and helpful tips (in the form of handouts during lessons). In future years, JETs would be able to look back at their Survival Guides and easily recall information gathered and skills gained during the course of the year in the JET program. The JET Survival Guide was divided into sections such as: classroom management, learning styles, transition moments, small group work, lesson planning, progress reports, etc. Additionally, each Survival Guide had a section titled, Judaism 101. During each class we would spend approximately 20 minutes learning about an aspect of Judaism (ie. holidays, Israel, prophets, Bible, etc.) on a high school level. I incorporated these mini lessons in order to refresh the JETs memory of Jewish knowledge they gained during their religious school years. The lessons aided the JETs in feeling like confident *madrichim* in their classrooms and being able to participate in and facilitate discussions about Jewish topics with their students.

The final component of the JET class is what I call Project Lab inspired by Ron Berger’s philosophy of Project Based Learning (PBL). During this time JETs worked together to develop proposals for educational tools to be used in religious school classrooms (ie. games, books, videos, etc.) and then spent time planning and constructing their projects. Prior to constructing the final product, JETs presented a series of drafts to their peers and received constructive feedback. During my pilot year, projects included a holiday jeopardy game, a Biblical monologue in video form, a children’s book on Jewish lifecycle events, and a promotional video for the Wise Religious School to be distributed to new members with school age children. Because the students had the entire year to develop and construct these projects, they were not only high quality in terms of research, depth of knowledge and insight, but they were constructed to be durable and lasting. All projects were stored in the library in a special section of educational tools that teachers can check out and use in their classrooms.

Communication:

Because JETs assist their teachers on a bi-weekly basis, I found it helpful to email all teachers participating in the JET program after each lesson to provide them with a brief summary of what their *madrachim* learned during the class. This communication not only provided the teachers with an understanding of what their *madrachim* were learning but gave them an opportunity to start a dialogue with the JET and utilize their new skills in meaningful ways. I would often attach handouts and samples of JETs work in my emails so that teachers felt fully included in the program and could be the best mentors possible.

JET Course Outline¹⁰

Unit 1: *Madrachim*

Enduring Understanding: As a *madrich(a)*, I fulfill the mitzvah of teaching the next generation when I engage in meaningful and essential work. Through this sacred work, I grow as a leader and as a learner.

#	Topic	Core Concept
1	The “role” of the <i>madrich/a</i>	As a <i>madrich/a</i> I have an essential role to play in the classroom. Responsibilities include: administrative, interactive and creative.
2	Goal Setting	Good leaders set and achieve goals. Through the utilization of the SMART method, I can set achievable goals for my work as a <i>madrich/a</i> .

Unit 2: Students

Enduring Understanding: All humans are created *b’zelem elohim*, in the image of God, unique and deserving of respect. Through an understanding of our student’s minds and hearts, we enable them to grow and develop intellectually and spiritually.

#	Topic	Core Concept
3	Learning Styles	All students learn differently. Through an understanding of these different styles, I may aid more effectively.
4	Special Needs	We all have special needs. In understanding my student’s needs, I can better serve them.
5	Child Development	Children develop physically, mentally, emotionally and spiritually. As a <i>madrich/a</i> I can engage my students best when I understand where they are developmentally.

Unit 3: Teachers

Enduring Understanding: Teachers guide students along the journey of knowledge. They provide a safe space for learning, open the hearts and minds of students and serve as a role model for life long Jewish engagement.

#	Topic	Core Concept
6	“Good” teaching	“Good” teachers value and honor their students,

¹⁰ Monthly development lunches with teachers and alumni sessions should be scheduled according to the calendar in your setting.

		teach with passion and instill a love of learning.
7	A Love of Teaching [A Panel Discussion]	To teach the next generation is not only a Jewish value, but also a source of joy and fulfillment.

Unit 4: Talmud Torah

Enduring Understanding: Jewish education provides learners with essential knowledge and skills to participate fully in Jewish rituals and educational settings. The study of people, culture and ritual enhance the learner's identity and sense of belonging. It is only through knowledge that passion is born. In imparting Jewish knowledge, we, Jewish educators, give the gift of passion.

#	Topic	Core Concept
8	Content: Big Ideas and Enduring Understandings	A successful graduate of our religious school has a broad understanding of Jewish history, culture, ritual and practice.
9		
10	Lesson Planning	"Good" lesson plans are based on essential questions and questions to explore.

Unit 5: Kehila Kedosha

The classroom is a microcosm of the Jewish community at large. When we embrace and uphold the values of *kehila kedosha* (holy community), *kavod* (respect) and *g'milut chasadim* (acts of loving kindness), we create a classroom that is safe and welcoming to all who enter. Educators and learners feel intellectually and emotionally nourished and have the ability to grow and develop their hearts, minds and souls.

#	Topic	Core Concept
11	Classroom Management	Effective classroom management enables a safe and productive learning environment and community.
12	Safe Space: Physically	As a <i>madrich/a</i> I can help to create a physically safe environment for my students by obtaining CPR and other emergency situation training.
13	Safe Space: Emotionally	As a <i>madrich/a</i> I can help to create an emotionally safe environment for my students by modeling inclusive and respectful behavior.

Scripted Lessons

Lesson 1: JET Class Session	The Role of Madrich/a at Wise Temple
Lesson 2: JET Class Session with Alumni <i>Madrichim</i>	Setting Reachable Goals
Lesson 3: Professional Development Lunch Session with Teachers and JETs	Teaching to All Learners

Scripted Lesson Plan # 1: The Role of Madrich/a at Wise Temple

Lesson Overview: “My Role”

This opening lesson is intended for 9th grade *madrichim* as they begin to establish their role as a *madrich/a* at Wise Temple, and further, as an emerging leader in the community at large. Learners will reflect upon their prior experience working with children and explore how these experiences inform their work as a *madrich/a*. Additionally, they will spend time thinking creatively and brainstorming solutions to a variety of classroom scenarios. The lesson will include a community building exercise, reflection and preparation and brainstorming for a year long project.

Core Concept for this individual lesson

The role of the *madrich/a* is multifaceted and requires development, intuition, creativity and improvisation. Because students view *madrichim* as role models, it is essential to build leadership skills, improve self-esteem and demonstrate core values.

Essential Questions for this lesson

What does it mean to be a Jewish role model at Wise Temple?

How is my role as a *madrich/a* essential to the functioning and success of the Wise Temple Religious School?

How do my actions and leadership effect the lives of the younger generation of Jews I will be working with?

Evidence of understanding for this lesson

Following this lesson, JET's will (1) Know what the role of the *madrich/a* entails according to the three main areas of responsibilities in the classroom: administrative, interactive and creative. (2) They will be able to articulate what it means to be a Jewish role model at Wise Temple. (3) They will explore the value of having *madrichim* in each classroom and the impact they can have on the younger generation. And (4) They will explore what it means to be an essential and valued player in the Wise Temple Religious School team.

Outline of Lesson Activities

00:00-00:05: Breakfast and Welcome

00:05-00:20: Community Building Exercise

00:20-00:30: Course Overview and Discussion about Requirements

00:30-01:10: Exploring the “role” of the *Madrich/a*

01:10-01:25: Introduction to “Project Lab”

01:25- 01:30: Wrap up and Conclusion

00:00-00:10: Welcome and Introduction

JETs will be welcomed into the classroom and invited to take a bagel a cream cheese for breakfast. The facilitator will introduce himself/herself and give a short

explanation of the course and plan for the day. Students will go around the table and say their name and what their *madrichim* assignment is for the year.

00:05-00:20: Community Building Exercise

Each student will be instructed to take one skittle from the bowl. After everyone has one, the facilitator will reveal a list of questions associated with each color. Depending on which color skittle a JET chose, he/she will answer the assigned question. Students will go around the table until everyone has had a chance to share.

- Red: What is something no one (or only a few people) know about you?
- Yellow: What is one fear that you have overcome? How did you overcome it?
- Green: What is your favorite religious school memory?
- Orange: What is something that you are proud of?
- Purple: Who was your favorite secular or religious school teacher, counselor or *madrich/a* and why?

00:20-00:30: Course Overview and Discussion about Requirements

The facilitator will begin by providing students with their blank JET Survival Guides and explain that by the end of the year they will have filled up the binder with useful information and tools to use throughout the time they are *madrichim* at Wise Temple. Following this the facilitator will explain the elements of a typical class session and will conclude with a discussion about expectations and requirements for completion of the JET course (Handout 1).

00:30- 01:10: Exploring the “role” of the *Madrich/a*

The facilitator will begin by asking the JETs if they have ever worked with younger children before, whether as a camp counselor, coach, babysitter or just as an older sibling. Students will share their experiences and perhaps one funny anecdote. After each has shared, the group will discuss how this prior experience may aid in the role of a *madrich/a*. For example, if a student was a coach or a camp counselor, they may already have some skills in classroom management. If they were a babysitter or caregiver, they may have developed some good nurturing skills and a vocabulary for dealing with younger children. If they have younger siblings or cousins, they may be tuned in to elementary pop culture and relevant interests. The goal of this sharing exercise is to help JETs recognize the skills they already have and begin to think about what skills they need to gain over the course of the year.

Following the reflection and sharing, JETs will be given a handout (Handout 2) which lists three main aspects of their role. These are administrative responsibilities, interactive responsibilities, and creative responsibilities.

After reviewing the list of tasks in each category, JETs will be asked to place their responses from our earlier discussion into one of the three categories (ie. if they spoke about playing games with a child during camp, they may place this in the interactive category, etc.). After everyone has done so, they will split into pairs and read a scenario (Handout 3). Once they have finished reading the scenario they must figure out an appropriate *madrich/a* response/plan of action. After each pair has come up with their

own unique answer, students will share as a group. This will be repeated for each of the three categories.

Following this exercise JETs will have a discussion about personal hobbies, skills and strengths and how these may be brought into the classroom to enrich the students religious school experience. These answers will be added to the handout (Handout 4).

Once completed, these pages will be added to the JETs survival guide binder in the section titled, "Role".

01:10- 01:25: Introduction to "Project Lab"

The facilitator will introduce the main assessment tool for the course which is in the form of a year long project. Students are required to develop a unique teaching tool (ie. game, video, book, poster series, etc.) to be used in a Wise Religious School classroom. Students must consult with their assigned teacher to agree upon a specific topic in the grade curriculum (ie. prophets, 5 Books of Moses, a holiday, etc.) and then decide upon a medium to teach children about this topic. Students will have a year to complete their projects including a series of drafts, reviews and presentations.

Because the first step of the process is a teacher consultation in order to establish a topic for the project, students will spend time during this class coming up with a list of questions to guide their consultation with their teacher.

01:25- 01:30: Wrap Up and Conclusion

Students will be asked to take a moment for quiet reflection. During this time they will be prompted to reflect upon something they discovered during class, something they are struggling with or something they want to wonder about more. After a moment of reflection, students will be invited to share with a partner. Following this the facilitator will review the class session and remind students to set up their teacher consultations for the following week. Their homework will be to come to class prepared to share their topic for the project and begin the research process.

Materials:

Blank Survival Guide Binders (one per student)

Skittles (one large bag)

All Handouts

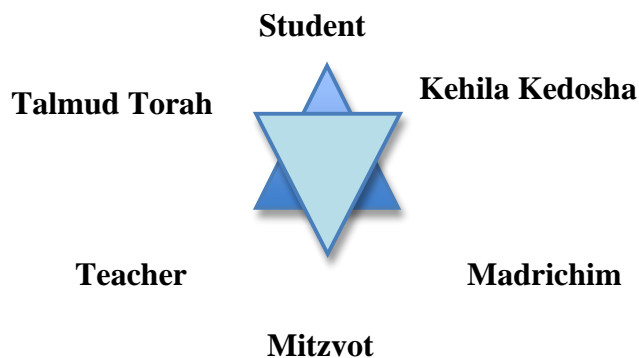
Handout #1: Jewish Educators in Training (JET)

Course Overview

The JET course is designed to provide a combination of training and hands-on experience. The training focuses on creating and developing skills necessary for being a confident, caring, and empowered *madrach(a)* at Wise Temple as well as an emerging leader in the world at large. Together we will explore a variety of topics having to do with leadership and teaching and work on developing skills such as leading small groups, facilitating games, communicating with students, aiding in classroom management and writing effective lesson plans.

Enduring Understanding

Teachers, Madrichim and students work together to create a *kehila kedosha*, a sacred community guided by the values of *Talmud Torah* and *mitzvot*.



JET Requirements for Certificate of Completion

- Attendance and participation in class (including all monthly teacher-JET development lunches)
- Completion of JET Survival Guide
- Monthly meetings with alumni *madrach/a* mentor
- Writing of one lesson plan and delivery for JET class
- Creation of a teaching tool (ie. game, video, project template) to be used in a Wise Religious School classroom
- Presentation of completed teaching tool for JET class and invited guests

Handout #2: My Role as a Madrich/a...

Administrative	Interactive	Creative
<input type="checkbox"/> Setting up the classroom <input type="checkbox"/> Taking attendance <input type="checkbox"/> Collecting <i>tzedakah</i> <input type="checkbox"/> Passing out supplies, books and other materials <input type="checkbox"/> Preparing snack <input type="checkbox"/> Correcting students' work <input type="checkbox"/> Managing incentive charts <input type="checkbox"/> Preparing materials for upcoming activities <input type="checkbox"/> Reorganizing the classroom at the end of the day <input type="checkbox"/> Other: _____	<input type="checkbox"/> Greeting students as they enter the classroom <input type="checkbox"/> Helping students with art projects <input type="checkbox"/> Assisting students with class work <input type="checkbox"/> Leading students in small-group activities <input type="checkbox"/> Leading transitions between activities <input type="checkbox"/> Reading stories to the class <input type="checkbox"/> Planning (with the teacher), creating, and teaching mini lessons <input type="checkbox"/> Working with students who need extra help <input type="checkbox"/> Mentoring students who have difficulty focusing during class <input type="checkbox"/> Being in relationship with students and noticing things that the teacher may miss when focusing on the classroom at large. <input type="checkbox"/> Being a role model <input type="checkbox"/> Other: _____	<input type="checkbox"/> Creating bulletin boards <input type="checkbox"/> Making samples for upcoming art projects <input type="checkbox"/> Directing class skits <input type="checkbox"/> Developing costumes, scenery, or puppets for class performances <input type="checkbox"/> Editing student-created newspapers <input type="checkbox"/> Writing a newsletter article for parents <input type="checkbox"/> Providing musical accompaniment for prayer services <input type="checkbox"/> Other: _____

Handout #3: Scenarios

[illegible]

Handout #4: iJET

Directions: Below is a list of personal skills, strengths and hobbies. Please pick one from the list and describe a creative way it may be utilized in the classroom.

Skills:

- ☐ Artistic
- ☐ Musical
- ☐ Dramatic
- ☐ Athletic
- ☐ Interpersonal skills
- ☐ Intellectual
- ☐ Language skills
- ☐ Leadership skills
- ☐ Other_____

Personal Strengths:

- ☐ Creative
- ☐ Energetic
- ☐ Problem solver
- ☐ Good with people
- ☐ Empathetic
- ☐ Funny
- ☐ Clever
- ☐ Organized
- ☐ Other:_____

Hobbies:

- ☐ Scrapbooking
- ☐ Listening to music
- ☐ Watching movies
- ☐ Dancing
- ☐ Reading
- ☐ Creative Writing
- ☐ Other:_____

Scripted Lesson Plan #2: Setting Reachable Goals

Lesson Overview: “Setting Reachable Goals”

This lesson is intended to aid *madrichim* in setting reasonable and reachable goals for their time in the *madrichim* program. They will learn about the SMART¹¹ method for setting goals and have an opportunity to engage with *madrichim* alumni in an effort to begin formulating their own goals, both for their work as a *madrich/a* as well as personal and academic goals. This lesson includes creative elements, reflection and discussion.

Core Concept for this individual lesson

In order to develop into a confident, empowered and skilled *madrich/a*, it is essential to set goals and have some way to measure growth and development. In utilizing the SMART method of goal setting, *madrichim* will be able to set reasonable and reachable goals.

Essential Questions for this lesson

How can setting goals help me to grow and develop into a leader at Wise Temple?
What goals have I achieved in the past and how can these experiences help to shape the experience of my future goals?

Evidence of understanding for this lesson

Following this lesson, JET’s will (1) Know how to use the SMART method for setting reachable and reasonable goals. (2) They will set *madrichim* goals as well as personal and academic goals. (3) Through dialogue and reflection with their alumni mentors, *madrichim* will explore the value of setting goals as an essential leadership skill. (4) Develop peer relationships with alumni *madrichim* based on common experiences, values and goals.

Outline of Lesson Activities

00:00-00:05: Breakfast and Welcome of Alumni Mentors

00:05-00:20: Set Induction: A Creative Representation of “Me”

00:20-00:40: Introduction and Exploration of the SMART Method for Goal Setting

00:40-01:10: Alumni/*Madrichim* Reflection Groups

01:10-01:25: Lab: Brainstorming

01:25- 01:30: Wrap up and Conclusion

00:00-00:05: Welcome and Introduction

¹¹ The SMART method of plotting goals aids the goal setter in formulating a goal that is specific, measurable, attainable, realistic and timely.

JETs will sign in and enjoy a breakfast of bagels and cream cheese among their peers and alumni mentors. Following breakfast alumni mentors will take some time to reintroduce themselves¹² and share a little bit about their experiences in the Wise Temple Madrichim Program.

00:05-00:20: Set Induction: A Creative Representation of “Me”

Students will make individual picture frame collages (see template below) which describe who they are on the front (how others view them) and who they want to be or strive to be on the back. They will make a collage using magazines to cut out words and pictures that describe them. After everyone has completed their frame, students may choose to share their work with the group. We will then post them on our classroom bulletin board.

00:20-00:40: Introduction and Exploration of the SMART Method for Goal Setting

The educator will begin with a guided reflection in order to activate prior knowledge. He/she will ask students to think of a goal they have set in the past (personal, academic, etc) and how they went about achieving it. If they were successful in reaching their goal, what steps did they take to do so. If they did not reach their goal, what were the challenges they faced. Following two minutes of silent reflection, JET's may share with their neighbor and then finally, if they so wish, out loud with the group.

Next, the educator will distribute a SMART worksheet (Handout 1) to each student and take some time to review the five guiding objections for creating Specific, Measurable, Attainable, Realistic and Timely goals. He/she will explain that this is one method that students may utilize when thinking about setting goals and achieving them. Students will review the example on the sheet and have an opportunity to ask clarifying questions if need be.

00:40- 01:10: Alumni/Madrichim Reflection Groups

Students will now divide into small groups with a mixture of JETs and alumni in each group. Alumni will begin by sharing their experience as a *madrich/a* in more depth and students will have an opportunity to introduce themselves and discuss their reasons for choosing to be part of the JET program. Following this, JETs and alumni will work together to apply the SMART method to a few sample goals (Handout 2). After the group has finished the SMART exercises, the alumni will take some time to share goals they set for themselves during their time as *madrichim*. They may share with the students how they achieved these goals and what the challenges were. Finally, each student will receive a goal template (Handout 3) and will write out one *madrich/a* goal and one personal or academic goal. Alumni will write a goal concerning their work with the JET class this year. Students will be informed that in a few months we will return to our goals and assess our progress and rethink if necessary. When students have finished writing

¹² JETs and alumni will have met prior to this session during the JET program orientation over the summer.

their goals, they will place it in their goal pocket on the wall (see picture in Appendix 1) to serve as a visual reminder of their aspirations.

01:10- 01:25: Project Lab

Students will meet in small groups to share the outcomes of their meeting with their teacher from the previous week concerning an appropriate teaching tool and content area for the grade they are working with. The educator and alumni mentors will circulate around the room and help students narrow down their project ideas. By the end of the session students should be able to write an initial and very brief project proposal idea for a minimum of two ideas they have (Handout 4). In the next session students will be choosing one of the two ideas and writing a more in depth project proposal.

01:25- 01:30: Wrap Up and Conclusion

Students will be asked to take a moment for quiet reflection. During this time they will be prompted to reflect upon something they discovered during class, something they are struggling with or something they want to wonder about more. After a moment of reflection, students will be invited to share with a partner. Following this the facilitator will review the class session and remind students to set up their teacher consultations for the following week.

Materials:

- blank picture frame template
- magazines, scissors, glue
- All Handouts



Handout #1: Plotting Goals SMART Method

Specific: If a goal is too general, it is also too hard to pin down. I want to travel is too general. Focus your goal, and answer the who, what, when, where, why

Measurable: Measuring a goal is very important because it answers the questions of: how much/many, how often?

Achievable: Is the goal achievable for you and how long do you estimate it will take?

Realistic: Is the goal relevant and realistic to your life? Will you be able to follow-through with the goal? Will you need help to accomplish your goal

Timely: Is it a timely goal for you right now, and also will you be able to achieve you goal in a timely way. Is it a long term plan or a short term plan?

Sample Goal

Preliminary Goal: Workout more often

Specific: I am going to workout at the JCC so that I can maintain a healthy body.

Measurable: I will go to the JCC 3 days a week and work out for a minimum of 1 hour.

Achievable: Yes, this is achievable. I plan to do this for six months and then re-evaluate.

Realistic: Yes this is realistic. There may be some weeks that I can only go 2 days during the week, but most of the time I should be able to do 3 days.

Timely: This is a long-term goal.

Stated Goal: For the next 6 months I am going to work out at the JCC 3 days per week for a minimum of 1 hour per visit. After 6 months I will reflect on my experience and either continue with the plan or create an alternate goal.

Handout #2: Sample Goals Exercise

Personal Goal	Academic Goal	Madrich/a Goal
<p>Preliminary Goal:</p> <p>To eat healthier.</p>	<p>Preliminary Goal:</p> <p>To get a better grade in math class.</p>	<p>Preliminary Goal:</p> <p>To know all my students names.</p>
<p>Specific?</p> <p>Measurable?</p> <p>Achievable?</p> <p>Realistic?</p> <p>Timely?</p>	<p>Specific?</p> <p>Measurable?</p> <p>Achievable?</p> <p>Realistic?</p> <p>Timely?</p>	<p>Specific?</p> <p>Measurable?</p> <p>Achievable?</p> <p>Realistic?</p> <p>Timely?</p>
<p>Stated Goal:</p>	<p>Stated Goal:</p>	<p>Stated Goal:</p>

Handout #3: My Goals

Personal Goal	Academic Goal	Madrach/a Goal
Preliminary Goal:	Preliminary Goal:	Preliminary Goal:
Specific?	Specific?	Specific?
Measurable?	Measurable?	Measurable?
Achievable?	Achievable?	Achievable?
Realistic?	Realistic?	Realistic?
Timely?	Timely?	Timely?
Stated Goal:	Stated Goal:	Stated Goal:

Handout #4: Project Proposal Ideas

Content/Topic: _____

<p>Idea 1</p> <p><input type="checkbox"/>Game</p> <p><input type="checkbox"/>Video</p> <p><input type="checkbox"/>Song(s)</p> <p><input type="checkbox"/>Project Template</p> <p><input type="checkbox"/>Poster series</p> <p><input type="checkbox"/>Children's Book</p> <p><input type="checkbox"/>Other:_____</p>	<p>Idea 2</p> <p><input type="checkbox"/>Game</p> <p><input type="checkbox"/>Video</p> <p><input type="checkbox"/>Song(s)</p> <p><input type="checkbox"/>Project Template</p> <p><input type="checkbox"/>Poster series</p> <p><input type="checkbox"/>Children's Book</p> <p><input type="checkbox"/>Other:_____</p>
<p>Description</p>	<p>Description</p>

Content/Topic:_____

Idea 1	Idea 2
<input type="checkbox"/> Game <input type="checkbox"/> Video <input type="checkbox"/> Song(s) <input type="checkbox"/> Project Template <input type="checkbox"/> Poster series <input type="checkbox"/> Children's Book <input type="checkbox"/> Other:_____	<input type="checkbox"/> Game <input type="checkbox"/> Video <input type="checkbox"/> Song(s) <input type="checkbox"/> Project Template <input type="checkbox"/> Poster series <input type="checkbox"/> Children's Book <input type="checkbox"/> Other:_____

Description	Description
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Scripted Lesson Plan #3: Teaching to All Learners

(Teacher-JET Development Lunch)

Lesson Overview: “Teaching to All Learners”

This joint development session between teachers and JETs is intended to facilitate discussion and brainstorming about the various learners we have in the classroom and how we can best meet their needs. Together, JETs and teachers will explore ways of providing diversified and dynamic lessons which engage all of our learners, not merely a handful. Because JETs will have already completed a lesson on learning styles, they will have an opportunity to lead the discussion with their teachers and reinforce their knowledge through transmission. Finally, JETs and teachers will work one on one in crafting a grade appropriate lesson on “*Sukkot*” which incorporates aspects of all three learning styles, auditory, visual and kinesthetic.

Core Concept for this individual lesson

All students learn differently. As teachers and *madrichim*, it is essential for us to be intentional when designing and implementing lessons that engage all types of learners.

Essential Questions for this lesson

What type of learner am I and how does this fact impact the way in which I design and facilitate lessons?

How can a familiarity with learning styles enhance my role as a teacher? As a *madrich/a*?

Evidence of understanding for this lesson

Following this lesson, JETs and Teachers will (1) Know the characteristics of each type of learner (auditory, visual and kinesthetic). (2) Be able to create lessons that incorporate elements of all three learning styles. (3) Explore the value of intentionality and inclusiveness when designing lessons that can be internalized by all types of learners. (4) Develop teacher-*madrich(a)* collegial relationships based on mutual sharing of ideas and co-collaboration.

Outline of Lesson Activities

00:00-00:20: Lunch and Socializing

00:20-00:35: Set Induction: Shaking the *Lulav*

00:35-00:50: Learning Style Discussion Groups

00:50-01:05: Small Group Presentations

01:05-01:25: Teacher-JET Brainstorming and Lesson Planning

01:25- 01:30: Reflection and Conclusion

00:00-00:20: Lunch and Socializing

Teachers and JETs will enjoy a light lunch together and have an opportunity to socialize and have casual conversation. If teachers have not already completed their Learning Styles Quiz prior to lunch, they may do so during this time.¹³

00:20-00:35: Set Induction: Shaking the *Lulav*

In an effort to allow teachers and JETs to experience a variety of learning styles, the educator will facilitate a single lesson on the shaking of a *lulav* taught in three different ways. After the lesson is taught in each of the ways, the learner will be prompted to recall as much as possible and record recollections in their *lulav* chart (Handout 2).

The educator will explain to learners that he/she will be teaching them how to properly shake a *lulav* during the holiday of *Sukkot*¹⁴. First he/she will explain the directions verbally, next visually (written instructions from a poster) and finally through one-on-one demonstration (inviting each learner up and allowing them to physically shake the *lulav* while directions are given to them).

After each lesson is complete, the learners will record as many steps as they can remember in their *lulav* chart and turn it over (so not to use as recall for following exercises)

Following all three demonstrations, learners will reflect on their experience, revisit all three *lulav* charts and decide which style of learning was most effective for them personally.

00:35-00:50: Learning Style Discussion Groups

In small groups based on preferred or dominant learning style (ie. auditory group, visual group and kinesthetic group) teachers and students will explore the characteristics of different learners (Handout 3). Following this, JETs will lead a discussion concerning identifiers (ways to identify what type of learners you have in your class)¹⁵. JETs and teachers will record notes in the Learning Style Organizer (Handout 4) and appoint a representative from the group to present their findings to the other two groups.

¹³ Teachers were emailed the Learning Styles Quiz (Handout 1) ahead of time and were asked to complete it prior to the JET development lunch.

¹⁴ Directions for the shaking of the *lulav*: (1) Hold the *lulav* in your right hand and the *etrog* in your left and face east. (2) Bring your hands together with the *oketz* (the part attached to the tree) of the *etrog* facing up. (3) Recite the blessing: Blessed are You, Lord, our God, King of the universe, Who has sanctified us with His commandments and has commanded us to hold the *lulav*. (4) Invert the *etrog* - holding the *oketz* facing down. (5) Shake the *lulav* and *etrog* three times in front of you. (6) Shake the *lulav* and *etrog* three times to your right. (7) Shake the *lulav* and *etrog* three times to your left. (8) Shake the *lulav* and *etrog* three times up. (9) Shake the *lulav* and *etrog* three times down. (10) Shake the *lulav* and *etrog* three times to your back.

¹⁵ Because JETs will have already had a lesson on learning styles, they will be able to facilitate the discussion and share their wisdom with their teachers.

00:50-01:05: Small Group Presentations

All groups will reconvene and each group will have an opportunity to share their findings and expertise with the rest of the learners. All JETs and teachers should use this time to take notes in their Learning Style Organizer (Handout 4) for future use and recall.

01:05-01:25: Teacher-JET Brainstorming and Lesson Planning

Teacher and JET teams (according to classroom assignment) will work one-on-one with each other in developing a sample lesson plan on *Sukkot* for their grade level. The lesson plan will have to incorporate elements which engage all three learning styles. If time permits, teams may share with the rest of the group and exchange good ideas.

01:25- 01:30: Reflection and Conclusion

JETs and teachers will be asked to reconvene and take a moment of silence to think about one of the following prompts:

- Something they learned during this session
- Something they are wondering about
- Something they want to explore more deeply
- A question they have
- An idea they are excited to implement

After everyone has taken the time to reflect, teachers and JETs may share briefly with one another. Finally, the educator will thank everyone for coming and remind the teachers that there will be another JET development session next month.

Materials:

- Lunch for teachers/JETs
- 3-4 *lulavs* and *etrogs*
- pens/pencils
- All Handouts

Handout 1: Learning Styles Quiz

(to be completed prior to JET development lunch)

Read each statement and select the appropriate number response as it applies to you.
Often (3) Sometimes (2) Seldom/Never (1)

Visual Modality

- _____ I remember information better if I write it down.
- _____ Looking at the person helps keep me focused.
- _____ I need a quiet place to get my work done.
- _____ When I take a test, I can see the textbook page in my head.
- _____ I need to write down directions, not just take them verbally.
- _____ Music or background noise distracts my attention from the task at hand.
- _____ I don't always get the meaning of a joke.
- _____ I doodle and draw pictures on the margins of my notebook pages.
- _____ I have trouble following lectures.
- _____ I react very strongly to colors.
- _____ Total

Auditory Modality

- _____ My papers and notebooks always seem messy.
- _____ When I read, I need to use my index finger to track my place on the line.
- _____ I do not follow written directions well.
- _____ If I hear something, I will remember it.
- _____ Writing has always been difficult for me.
- _____ I often misread words from the text-(i.e., "them" for "then").
- _____ I would rather listen and learn than read and learn.
- _____ I'm not very good at interpreting an individual's body language.
- _____ Pages with small print or poor quality copies are difficult for me to read.
- _____ My eyes tire quickly, even though my vision check-up is always fine.
- _____ Total

Kinesthetic/Tactile Modality

- _____ I start a project before reading the directions.
- _____ I hate to sit at a desk for long periods of time.
- _____ I prefer first to see something done and then to do it myself.
- _____ I use the trial and error approach to problem-solving.
- _____ I like to read my textbook while riding an exercise bike.
- _____ I take frequent study breaks.
- _____ I have a difficult time giving step-by-step instructions.

- _____ I enjoy sports and do well at several different types of sports.
- _____ I use my hands when describing things.
- _____ I have to rewrite or type my class notes to reinforce the material.

_____ Total

Directions for Scoring:

Total the score for each section. A score of 21 points or more in a modality indicates a strength in that area. The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the modality which boosts the primary strength. For example, a score of 23 in visual modality indicates a strong visual learner. Such a learner benefits from the text, from filmstrips, charts, graphs, etc. If the second highest score is auditory, then the individual would benefit from audio tapes, lectures, etc. If you are strong kinesthetically, then taking notes and rewriting class notes will reinforce information.

Handout 2: Shaking the Lulav

Take #1

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Take #2

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Take #3

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Handout #3: Characteristics of Learning Styles

Visual	Auditory	Kinesthetic
<ul style="list-style-type: none"> · Mind sometimes strays during verbal activities · Observe rather than acts or talks · Likes to read · Usually a good speller · Memorizes by seeing graphics or pictures · Not too distractible · Finds verbal instruction difficult · Has good handwriting · Remembers faces · Uses advanced planning · Doodles · Quiet by nature · Meticulous, neat in appearance · Notices details 	<ul style="list-style-type: none"> · Talks to self aloud · Enjoys talking · Easily distracted · Has difficulty with written directions · Likes to be read to · Memorizes sequentially · Enjoys music · Whispers to self while reading · Distracted by noise · Hums or sings · Outgoing by nature · Enjoys listening activities 	<ul style="list-style-type: none"> · Likes physical rewards · In motion most of the time · Likes to touch people when talking · Taps pencil or foot when studying · Enjoys doing activities · Reading not a priority · Poor speller · Likes to solve problems by physically working through them · Will try new things · Outgoing by nature; expresses emotions by physical means · Uses hands while talking · Dresses for comfort

Handout #4: Learning Styles Organizer

<u>Visual Learner</u>		
<u>Auditory Learner</u>	<u>Descriptive Criteria</u> Characteristics & Identifiers (ie. words/actions used by student to identify his/her preferred learning style)	<u>Kinesthetic Learner</u>

Annotated Bibliography

Berger, Ron. An Ethic of Excellence: Building a Culture of Craftsmanship with Students. Portsmouth, NH: Heinemann, 2003. Print.

In Ron Berger's book, An Ethic of Excellence, he shares a vision of educational reform that transcends standards, curriculum, and instructional strategies. Through an exploration of his philosophy and practice, the reader is exposed to what Berger calls "an ethics of excellence", a complete paradigm shift of expectations in the school setting. The notion of excellence proposed in the book is broad, including academic and artistic excellence as well as excellence in character. In an effort to explain and prove the worthiness of such an approach, Berger provides a number of personal examples which highlight "excellence" through the use of project based learning. Project based learning, a collaborative educational style is aimed at increasing students retention of content through projects applicable to life outside of the classroom. The educational philosophy presented in the book is fascinating and the real life examples are inspirational and motivating.

Howard, Lisa Bob. The Madrichim Manual: Six Steps to Becoming a Jewish Role Model. Springfield, NJ: Behrman House, 2006. Print.

The Madrichim Manual serves as a training handbook for new *madrichim* entering the religious school system as teacher's assistants. The manual aims to prepare *madrichim* to lead by example, enrich students Jewish learning and aid each child in feeling safe and valued. Each workshop (or lesson) in the book provides instruction, activities, journaling prompts and scenarios which provide training in a variety of areas relevant for *madrichim*. Workshops include: facilitating small groups, tutoring individual students and assisting those with disabilities. In addition to these practical skills, Howard provides a lesson on leadership skills and a short lesson on the "role" of the *madrich(a)*. The book is easily self guided and may be used by *madrichim* on an individual basis, however, it can also be used as a text for a *madrichim* training program.

Joseph, Samuel K. The Madrikhim Handbook: A Training Program for Teenagers Working in Jewish Schools. Los Angeles: Torah Aura Productions, 1989. Print

The Madrikhim Handbook provides *madrichim* with training in basic educator and facilitation skills. Topics such as child development, classroom rhythms, classroom management and effective communication are discussed as well as larger topics such as the role of the *madrich(a)*, the culture of the school and *Torah Lishma* (continuing study). Each chapter provides information, case studies, reflective questions and journal prompts. The handbook provides a universal approach to *madrchim* training and states in the introduction that it is best used as a resource to be adapted and shaped according to congregational setting. The writing is accessible for teenagers and while slightly outdated (as of 2013), the scenarios and journal prompts are useful and thought provoking.

The Jewish Community's Guide to Understanding Teens: A Compilation of Research on Teen Trends, Tween Trends and a Special Study on the Impact of BBYO on Alumni. Research by BBYO, Inc., 2008. Web.

This report compiled and published by BBYO (B'nai Brith Youth Organization) provides insight for congregations and youth movements aiming to attract and engage Jewish teens and tweens. Through on-going research and a survey conducted by Teenage Research Unlimited (TRU), the compilers of the report found and explored teen trends and teen views on religion and practice. The 18 page report begins by explaining and identifying Generation "Z", teens born between the years of 1990 and 1995 and then continues on to explore trends, interests, time commitments and religious affiliations. The report concludes with a very helpful piece on marketing to teens and an article highlighting BBYO's success in the area of teen engagement.

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Appendix #1: Pictures of JET Classroom at Wise Temple

Goal Wall (with pockets for each JET)



Sample Posters/Wall Decorations in the JET Classroom



