

Overnight Camps

# SHLICHUT TRAINING COURSE

Activity Booklet



הסוכנות היהודית  
JEWISH AGENCY  
לארץ ישראל  
FOR ISRAEL

Every one of us, together.

תכנית  
השליחות למחנות  
הקיץ בחו"ל  
THE SUMMER  
SHLICHUT  
PROGRAM



# WELCOME

## Dear Camp Representatives, Partners, Colleagues and Staff

The Jewish Agency for Israel (JAFI), and the Summer Shlichut Program, are delighted to welcome you to Shefayim Hotel for the Shlichut Training Seminar.

Since 1929, The Jewish Agency for Israel has been working to secure a vibrant Jewish future. We were instrumental in founding and building the State of Israel and continue to serve as the main link between the Jewish state and Jewish communities everywhere. This global partnership has enabled us to address the Jewish People's greatest challenges in every generation.

Today, we connect the global Jewish family, bringing Jews to Israel, and Israel to Jews, by providing meaningful Israel engagement programs and facilitating Aliyah. We build a better society in Israel, and furthermore, we energize young Israelis and their worldwide peers to rediscover a collective sense of the Jewish purpose.

This summer, over 1500 Shlichim & Shlichot will meet over 140,000 campers, staff and community members in 170 summer camps in North America. The Shlichim & Shlichot fit into the camp community and work together with the local staff members. Through their personal and professional interactions, they engage campers and staff alike with Israel, its culture, history and people. Ultimately, forming an interconnected, global Jewish family.

In the next coming days, Shlichim & Shlichot, camp representatives, partners, colleagues and staff will come together for a unique joint opportunity to train our new Shlichim & Shlichot on their way to an exciting new experience. They Shlichim will learn about the North American Jewry, the role of summer camps and how they operate as staff members, and much more. They will also have the opportunity to explore their identity in preparation for their encounters with the North American Jewry. The training course introduces them to unfamiliar forms of Judaism and new learning opportunities.

We would like to welcome you once again to the Shlichut training course. Your effort and commitment by joining the Shlichim & Shlichot on their journey is much appreciated. Your participation in the training makes a tremendous difference for them, as well as for camp. We hope you find the training enriching and meaningful.

The Summer Shlichut Program,  
The Jewish Agency for Israel

# THE KEY COMPONENTS FOR A SUCCESSFUL SHLICHUT, WHICH WE FOCUS ON DURING THE TRAINING:



## FITTING INTO CAMP

**What:** Understanding camp and how it works, as well as their job, is key for successful Shlichut. These will help the Shlichim and Shlichot better understand their main role as camp staff and that the Shlichut is a full-time job.

**How:** the training offers various opportunities for the Shlichim and Shlichot to learn about camp's structure and how it operates. In addition, the training focuses on setting professional expectations, understanding the Shlichut's "do's and don'ts", vocational training by specialty areas and allowing the Shlichim and Shlichot to explore and ask questions.



## CAMPERS @ THE CENTER

**What:** Campers are the heart of camp and the main reason camp exists. Working with children requires the Shlichim and Shlichot to act with care, compassion and positivity, while acting as role models.

**How:** Throughout the training, the Shlichim and Shlichot will have the opportunities to examine their role as meaningful adults in their future campers' growth and will be given the tools to handle challenging situations, seek crucial support and focus on the campers' needs.



## THE STORY

**What:** The story is a vital tool for Shlichim and Shlichot. Sharing personal narratives imparts the multifaceted essence of Israel into camp life. The goal is for campers and staff to envision the Shlichim and Shlichot themselves when thinking of Israel - forging meaningful bonds through individual stories that collectively weave the Israeli narrative.

**How:** The training equips Shlichim and Shlichot to articulate and derive meaning from their personal narratives within the collective Israeli Story, while cultivating the ability to listen and respond with curiosity to the stories of peers and campers. They will gain tools to explore how to strategically deliver stories based on audience, context, and setting for maximum impact at camp.





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# OUR TEAM



**GAL ATIA**

Director of the Summer Shlichut Program



**HANOCH GREENBERG**

Director of Operations



**LOTEM EILON**

Director of Education



**BAR MASHIACH**

Screening and Operations Coordinator



**ADI ATTIAS**

Summer Camps and Shlichut Coordinator



**MAYAN CAPLAN**

Summer Camps and Shlichut Coordinator



**ZOHAR GLEZIN**

Summer Camps and Shlichut Coordinator



**KESHET GALILI**

Summer Camps and Shlichut Coordinator



**SHAHAR VAKNIN**

Summer Camps and Shlichut Coordinator



# OUR PARTNERS



# "NICE TO MEET YOU"

## The Story

🕒 30 Minutes 📍 Classrooms/Lawns

### Activity Description

#### Part 1 (15 Minutes)

GL will make the introductions within the group through icebreakers of their choice. It is recommended to use games where the participants are able to learn each other's names.

#### Part 2 (15 Minutes) - "Long Story Short"

**"Welcome to your Shlichut journey! Your Shlichut is all about your story, something you'll hear a lot about during our training. We're here to celebrate what makes each of us special—the stories that shape us. Your story is one-of-a-kind, made up of experiences, choices, things you love, people you know, and more. Take a moment to think about the things that make you who you are. The questions nearby can help jog your memory and allow you to explore your personal story once again."**

The GL will encourage participants to explore the space and read the questions posted around. After a minute or two, the GL will ask everyone to stop and share their answer to the question nearest to them with a nearby partner. After a few minutes of sharing, the GL will ask participants to resume walking and stop next to another question, repeating the instructions.

### Activity Props



# "SUMMERTIME MADNESS"

## Fitting Into Camp

🕒 50 Minutes 📍 Classrooms/Lawns

### Objectives

- ◆ Understand that the camp revolves around the campers.
- ◆ Understand that camp is an intense environment.
- ◆ Understand that participants are an integral part of the general staff.

### Preparation for the Activity

- ◆ "Camp Circles" per group
- ◆ Daily Schedule per group

### Activity Description

#### Part 1 (15 Minutes)

**"We want to welcome you to our camp community. In our community, everybody fills a meaningful role that makes camp the amazing place it is. To explain more about our camp, we created circles consisting of different people to illustrate the camp's structure. Unfortunately, all of the information went missing.**

**Please help us reorganize our circles. When you do that, keep in mind that the camp's structure mostly relies on how we support each other as a community- starting with the center of camp."**

GL will write on the board only the titles for the different circles and briefly explain about each one - Campers, Staff, Leadership Team, Support Staff, Senior Management, Parents. Make sure to not write them in order.

**Campers-** Kids in different ages who come to camp to have fun

**Staff-** We are young and fun, ready for a great experience.

**Leadership team-** Usually a Department head or age groups Leader, supervises a staff and makes sure things work appropriately.



**Support staff-** We Want to make sure you can do your job right and we will do our best to provide you with what you need.

**Senior management-** Camp Director, assistant director and potentially more roles of people who deal with the bigger picture of what happens in camp.

**Parents-** We choose to send our children to camp, knowing they have fun and feel safe. GL will divide the participants into smaller groups and give each group a blank circle to fill the correct positions.

The GL will ask some groups to share what they filled and where.

After listening to the different answers, the GL will write the correct model focusing on several things:

- Campers are the center of camp.
- You are not alone. When in need, approach the appropriate people in camp.
- Getting to know camp is a process, and once you arrive you will learn of more roles that exist in camp. You can try to use this format to categorize them by the different circles.
- The camp's senior leadership might be here right now, but in camp, it is most likely that they will not be available to you. Take advantage of the Training Course and when arriving at camp, make sure you know who your contact people are.
- Pay attention to the division of the outer circle- parents, community and host families. Please note that in many of our camps, the parents are part of the community the camp is a part of.

GL will ask the participants what is missing from their circles. If they don't answer, the GL will ask about the placement for 'Shlichim/Shlichot'. They will ask the participants where would they place the card, and later mention the fact that Shlichut is not a role in camp- it is an added value.

**CR will share examples to how the circles come into play in their camp, and will move the pieces if need be. They will explain how they try to support their staff (While not describing it in details).**



## Part 2 (5 Minutes)

GL will Sum up this part of the activity:

- ♦ **At camp, everything revolves around the campers—they're the heart and soul of the experience. Regardless of their role, every staff member prioritizes the campers in every decision they make. Creating positive and meaningful experiences for them while ensuring their safety, both emotionally and physically, is our top priority.**
- ♦ At camp, everyone has a specific role and knows what they're responsible for. There's a clear structure, with each staff member having a supervisor to guide them. This helps things run smoothly, keeps everyone clear on their duties, and ensures support is available for everyone.
- ♦ **Working as a camp staff member can be incredibly fulfilling, with opportunities to positively impact campers and collaborate with fellow staff. However, it also comes with its challenges and moments of intensity. Thankfully, you're never alone; there are supervisors, advisors, and others who can help you when things get tough.**
- ♦ A 'Shaliach' or 'Shlichah' isn't an independent role at camp; it's your added value. Your main duty as a staff member is to care for campers and ensure they have positive and meaningful experiences. This responsibility should always be your top priority.

*Optional "Camp Time" to camps with representatives - GL will give the instructions:*

**"Now that you've gained a deeper understanding of the camp's structure, let's take a moment to visualize a typical day at camp. The camp schedule is pretty complex, filled with various components and terminology to absorb. You'll now sit with your camp representatives to review a daily schedule of camp, our aim is to provide you with a comprehensive understanding of its full scope - its intensity, the significance of carving out personal time when appropriate, and how even the smallest moments at camp can be important."**

## Part 3 (15 Minutes) - optional

Before splitting the group into smaller groups, the GL will explain and demonstrate to the participants the second part of the activity.

**"Now that you have a better understanding of camp's structure, we're going to make things a bit more challenging. You'll work in smaller groups to make a day schedule using the list of activities we'll give you. You can decide how to organize them. If**

**you're unsure about the meaning of any activity, feel free to ask your CR or GL. Any questions before we begin?"**

CR/GL are asked to help the participants translate the different cards into "camp language", ask them questions and challenge them as they build their daily schedule.

After 10 minutes, the GL will hand out a new "bank" with a staff member's personal needs, Please ask each group to place the different things in the schedule.

### **Part 4 (15 Minutes)** - *optional*

The GL will place all the schedules in the middle of the room and will initiate a short discussion using the following questions.

CR are encouraged to ask participants about the group's decision-making process. The GL will explain that in camp, they will not be asked to create the schedule. In fact, it has already been written and a lot of thought was put into it.

- How was the process?
- What was easy/difficult for you to place?
- What are, in your opinion, good opportunities to be meaningful at camp? (CR & GL will add things from their own experience in camp).
- Was it difficult to fit in your personal needs in an already full schedule?
- Now that you see the full schedule, how does it make you feel?

Please make sure to make the following points in case they did not come up in the discussion:

- Camp is an intense 24/7 job; from the moment you step off the bus up to the moment you leave.
- Knowing your camp schedule well and managing your time right will allow you to find more time for your social and personal needs.
- Always try to recognize the moments your presence is most meaningful to your campers- if it is during their bedtime, their morning wake-up routine and other moments.



Part 5 (5 Minutes)

The GL will summarize both parts of the activity.

- **Camp has an extremely demanding schedule that can quickly feel overwhelming. However, carefully managing your time allows you to navigate the intensity without burning out.**
- While short, camp is fast-paced and packed with activities. This condensed experience creates a powerful impact unlike other programs. Embrace the challenges this unique schedule brings - it's what makes camp so special.
- **During these intense weeks, be intentional. Immerse yourself fully and seize every opportunity. Don't just go through the motions. At the same time, remember your job responsibilities come first. Carve out moments to recharge when appropriate, while keeping your camp duties the priority.**
- The support system of supervisors and advisors is there to help when the schedule becomes too difficult. Don't hesitate to communicate your needs.

Activity Props

**JAFI CAMP**

DAILY SCHEDULE

6AM

7AM **Breakfast**

8AM

9AM

10AM

11AM

12PM **Lunch**

1PM

2PM

3PM

4PM

5PM

6PM

7PM **Dinner**

8PM

9PM

10PM

11PM

12AM

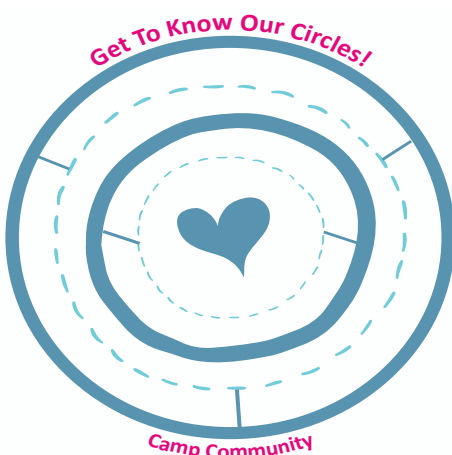
**PERSONAL TIME**  
IT'S ABOUT MAKING TIME

WORK OUT  
CALL HOME  
READ A BOOK  
USE SOCIAL MEDIA  
DO SOMETHING FUN  
HANGOUT WITH FRIENDS  
LISTEN TO MUSIC

**BANK OF ACTIVITIES**  
OVERNIGHT CAMPS

STAFF CURFEW  
SNACK  
CAMPER CURFEW  
CABIN MORNING RITUAL  
SHOWER TIME  
BEDTIME RITUAL  
CABIN ACTIVITY  
FREE PLAY  
CABIN CLEANUP  
STAFF MEETING  
REST TIME

STAFF ACTIVITY  
CHUGIM ACTIVITY  
STAFF MEETING  
REST TIME  
TEFILA  
SNACK  
WALKING TIME  
NAP TIME  
CLOSING CEREMONY  
EVENING PROGRAM



# "CABIN OF CARDS"

Campers @ The Center

🕒 75 Minutes 📍 Classrooms/Lawns

## Objectives

- ◆ Identify and deal with campers' social dynamics.
- ◆ Learn how to strengthen a camper's self-esteem.
- ◆ Learn how to make camp a 'safe space' for everyone.
- ◆ Learn how to be more considerate of other people's needs.

## Preparation for the Activity

- ◆ Have one full deck of cards and 'drop cards' according to the number of participants in the group.
- ◆ Stick an appropriate note on each card.
- ◆ A fair amount of smiley stickers.

## Activity Description

### Part 1 (10 Minutes)

Every participant gets one random card. They will not yet show anyone else their card or open the sticky note on it.

**"Now, please walk around the space and play "WAR". In this game you only play with the card you got from us. Walk around and play others randomly, whoever has the higher-ranking card wins and gets a sticker. After you win or lose, you just move on and play the next person until we tell you to stop."**

GL- Be aware of the different behaviors that come up during the game, it will help you lead the following discussion



## Part 2 (20 Minutes)

Ask the group to please sit down by the numbers they have from 2-ACE.

GL- the following questions are divided by numbers, but please refer to the participants as individuals when asking the questions. When asking the questions, dedicate more time to the lower numbers.

### Numbers 2-5

How did you feel while playing?

What was your motivation level when you saw your card? Did it change during the game?

### Numbers 6-10

How did you feel while playing?

Did you try to look around to find participants with lower numbers?

### Jack-Ace

How did you feel while playing?

### All numbers

What group of numbers gets the least amount of attention?

What do you think is the game's metaphor when we relate it to camp?

**"Imagine that each camper in the group you work with has a number, that number represents that camper's self-esteem and social status within that group. Your job is to do your best to increase every camper's number."**

## Part 3 (10 Minutes)

### How do you do it?

**Recognizing the camper's strengths.** You need to actively "see" the campers, recognize what they are good at and create more opportunities for them to succeed. GL and CR are encouraged to share stories from camp.

Examples: A shy camper is good at playing Yo-Yo. Show interest! Ask questions, provide a platform for them to demonstrate their skills (before bedtime, talent show).

**When dealing with challenging situations,** do not overreact even when things are stressful. Be calm and productive with your reaction, do your best to not be impulsive and react emotionally. Try to understand why the camper chose to act a certain way and understand the context.

GL and CR are asked to give examples of what are platforms that can serve the shlichim and shlichot in their job and some challenging situations they might face.

### **Part 4 (15 Minutes)**

**"Now, please divide into groups according to the color of the sticky note you have on your card. When sitting with your group, each one will share what their note says. Together, your task is to figure how to make your camp a 'safe space' for your campers.**

**Notice that even campers with higher numbers have different needs, as we mentioned in the last part, it is your job to know as much as you can about your campers".**

**The information on the notes is:**

**Brian-** Feels uncomfortable being naked or only wearing a towel around others.

**Emma-** Can only fall asleep when the room is silent.

**Jacob -** Is diagnosed with Autism and has a hard time reading social situations and making friends.

**Emily-** During the school year suffered from bullying, worried about coming to camp mainly because some of the other campers go to school with her.

**Daniel-** Is very anxious about his privacy and his personal belongings, can get very upset if something happens to his stuff.

**Rebecca-** Does not feel comfortable eating in front of others.



## Part 5 (15 Minutes)

Every group will share their thoughts on how they created a 'safe space' for their campers. Questions:

- While creating a 'safe space'- what did you actually do?
- Can you think of other needs that campers might have?
- CR- what are some examples of needs that exist in your camp?
- CR- what does the camp community do in order to be inclusive to everyone? What are the camp's expectations of staff and campers?

## Part 6 (5 Minutes)

- **In this session we discussed both the social status and the needs your campers might have, both are very important things that you should constantly think of.**
- All of us have different needs, some more than others. It is important to make sure we are inclusive in our language and actions.
- **You might not know a lot about your campers before they arrive at camp, but it is very important to do your best to first identify the campers' needs and social status.**
- After recognizing the situation, you need to actively "increase the numbers" and take care of your campers' needs. Empower strengths and do not react impulsively when dealing with challenging situations.
- **Use the 'circles' appropriately to identify the person who can support you when you need help and guidance.**
- You might face extreme situations. When you are not sure what to do- ask!!! Asking shows power, not weakness, and it is the safest way to handle challenging situations.

## Activity Props

<p><b>DANIEL</b></p> <p>IS VERY ANXIOUS ABOUT HIS PRIVACY AND HIS PERSONAL BELONGINGS CAN GET VERY UPSET IF SOMETHING HAPPENS TO HIS STUFF.</p>	<p><b>EMILY</b></p> <p>DURING THE SCHOOL YEAR SUFFERED FROM BULLYING, WORRIED ABOUT COMING TO CAMP MAINLY BECAUSE SOME OF THE OTHER CAMPERS GO TO SCHOOL WITH HER.</p>	<p><b>REBECCA</b></p> <p>DOES NOT FEEL COMFORTABLE EATING IN FRONT OF OTHERS.</p>
<p><b>JACOB</b></p> <p>LIVES WITH AUTISM AND HAS A HARD TIME READING SOCIAL SITUATIONS AND MAKING FRIENDS.</p>	<p><b>BRIAN</b></p> <p>FEELS UNCOMFORTABLE BEING NAKED OR ONLY WEARING A TOWEL AROUND OTHERS.</p>	<p><b>EMMA</b></p> <p>COULD ONLY FALL ASLEEP WHEN THE ROOM IS SILENT.</p>



# "SUCCESS STARTS HERE..."

## Fitting Into Camp

🕒 60 Minutes 📍 Classrooms/Lawns

### Objectives

- ◆ Defining the Shlichut as a job, which its success depends on the Shaliach or Shlichah's success as a staff member.
- ◆ Highlighting what makes a Shaliach or Shlichah successful at camp
- ◆ Emphasizing the connection between professional work and meaningful relationships at camp.

### Preparation for the Activity

- ◆ Setting up the board game on the ground, including the game pieces
- ◆ Splitting up the group to two smaller groups, of 4-5 participants per group.

### Activity Description

#### Part 1 (25 Minutes)

**"When you signed up for the Shlichut program, you effectively became an employee of your camp, not just a volunteer. This distinction highlights the importance of professionalism and personal accountability. As part of the camp team, professionalism is key; both your colleagues and campers expect you to act and work professionally. Demonstrating commitment to high work standards is crucial for success.**

**Throughout this program, we'll focus on what it takes to be a successful camp staff member. We'll discuss behaviors, actions, and decisions that help you excel professionally, as well as those that might hold you back from reaching your full potential."**



At this point the group should split to two-four smaller groups, depending on the number of participants in each group, preferably no more than 4-5 participants per group. Then, the GL will give the following instructions:

**"Welcome to the exciting game, 'Ready to Succeed?' In this game, you'll use four-sided dice to navigate towards a successful summer. Each turn, you'll do a task, discuss a dilemma, or learn a professional tip. Watch out for 'Great Job' cards to help you move ahead and 'Oh No' cards that might set you back. Your goal? Reach the 'Camp is Over' step. Ready to succeed?"**

The participants will start playing "Ready to Succeed" by using their 4-sided dice. The GL will be walking around, making sure the participants are following the instruction and offer advices if needed, as well as encourage those who are not engaged to join the game.

Key points about the game:

- The participants need to follow the instructions appearing on every set – "Great Job", "Oh No", "What would you do", "Tip" and "Task".
- The "What would you do" cards are professional and ethical dilemmas in which the participants are asked to discuss with their team members.

## **Part 2 (15 Minutes)**

When game is over, the GL will run a discussion about the game and its take-outs, while using the following questions:

- Is there a professional expectation at camp that you're worried about or think will be challenging? What can you do to prepare for it?
- Can you think of something in the game that seemed weird at first but made sense later? How might that happen at camp?
- Can you think of a time in your life when you were successful at something, like a job or leading a group? What helped you succeed?
- How do you think your professional behavior will affect your relationships at camp, like with your colleagues, campers, and supervisors?
- What do you think it means to be professional, especially in a camp setting?

### Part 3 (10 Minutes)

CR will share how they define success at camp and give an example of a Shaliach/Shlichah that have succeeded at camp and how, and an example of a Shaliach or Shlichah that have not been successful and why.

### Part 4 (5 Minutes)

The GL will Summarize the activity:

- **The program shed light on the responsibilities of a camp staff member, providing insights into both the enjoyable aspects and the challenges involved. It emphasized the significance of understanding camp rules and routines for success, even when tasks initially seem unfamiliar.**
- Professionalism is key to building relationships at camp. When campers and colleagues witness your dedication, follow-through on commitments, and teamwork, it fosters trust and establishes a strong foundation for meaningful connections.
- **By embodying professionalism and embracing hard work, we can contribute to making camp a positive experience for everyone involved. Success in our roles depends on our performance, reflecting our commitment to our Shlichut. Instead of making excuses or giving up, let's strive to do our best, go the extra mile, and meet camp's expectations. Are you ready to succeed?**

### Activity Props



# "DO'S & DONT'S"

## Fitting Into Camp

🕒 60 Minutes 📍 Classrooms/Lawns

### Objectives

- ◆ Set clear expectations of the norms and accepted behaviors at camp, while emphasizing that making bad decisions might result in the firing of specific staff members.
- ◆ Discuss a few "grey area" behaviors at camp and clarify them for the participants while addressing any doubts or questions.

### Preparation for the Activity

- ◆ Hang /place the full set of situations & elements (14 pcs) and a blank piece of paper under it.
- ◆ Every participant gets four rows of stickers, one for each color (blue, red, yellow & green).

### Activity Description

#### Part 1 (5 Minutes)

GL will start the activity with the following pointers:

**During the summer, we have the opportunity to make a significant impact on various groups within the camp. As staff members, our role is to build relationships and embody positive, meaningful behavior, serving as role models for the entire camp community. This is the core of your Shlichut!**

**Recognizing that camp operates with its own unique structure, different from other environments we may have experienced, is key to fully embracing and enjoying the camp experience.**

**Now, let's discuss expectations and camp rules. These guidelines shape our collective experience, influencing whether it's for the better or worse. While some rules may seem obvious and others confusing at the moment, understanding and following them are vital for a fulfilling camp experience."**

## Part 2 (5 Minutes)

"Around us, you can see different elements and behaviors that we think are relevant to your camp experience. Under them, there is a blank sheet of paper. Walking around the room, you will have to decide whether this element or behavior in a camp setting is a problem, not a problem, could be a problem, or you do not know what it means.

There are four colored stickers:

**Red-** It is a problem

**Orange/Yellow-** Could be a problem

**Green-** Not a problem

**Blue-** I don't understand what this means

Take the next couple of minutes to walk around the room and to place the stickers according to what you think."

## Part 3 (45 Minutes)

GL will take all the signs off the walls and place them on the ground.

- If the group has CR in this session, please reemphasize the importance of using them as a resource.
- GL & CR will analyze what are the things that stand out the most based on the colored stickers on the papers.
- Every card should be addressed to some extent based on its importance to camp life and by how the participants addressed it using the stickers.

There are grey areas that might depend on the situation, circumstances, camp's culture and rules. These are sometimes the most challenging ones for Shlichim and Shlichot to recognize and to avoid. It is important to give them some examples and to send them a clear message about camp policies.

**The following questions\ statements are our guidelines when we address the following elements or situations:**

- Are you making someone feel uncomfortable?
- Are you putting yourself or others in danger?
- Is this the role model you aspire to be?
- Could your behavior affect your ability to support your campers' needs, now or later?
- Campers' parents send their kids to camp, trusting YOU to make sure they are safe and happy.



**Alcohol-** It is against US law to drink under the age of 21. It is forbidden to drink on camp property. Even if you drink outside of camp, coming back to camp drunk might incapacitate you and you won't be able to help a camper in need.

**Drugs-** It is strictly forbidden to use drugs while in camp, even if it is legal (like marijuana) in the state your camp is located. Always remember you are a role model to your campers, and your inability to perform might put them at risk.

**Cigarettes-** When sending their kids to camp, parents are not interested in them being exposed to cigarette smoking, Juul or any other electronic smoking devices. You must remember you are a role model to kids and teenagers and they are very curious, especially about these kinds of things.

**Tattoos & Piercings -** Parents are expecting to get their kids back as safe and whole as they sent them, as well as happier. There is no room in camp for improvising a tattoo or piercing your camper. Serving as a role model, you might be expected to cover a tattoo or to remove a piercing.

**Sexual Harassment-** Before the Training Course, you were sent 4 short videos. In case you didn't already take the time, please watch them to understand the appropriate language and important information that will help you stay safe.

Camp is a place of growth, learning and feeling good about yourself. Sexual harassment is the opposite and it's considered a crime. This includes sexual abuse, sexual extortion, humiliating statements based on gender and/or sexual orientation, publications of photographs, films and recordings of a sexual nature without the consent of the photographed person and exploitation of relations of authority. This isn't just about avoiding these actions- you cannot be a bystander when these things happen. You are committed to stop them and report.

This topic is not only relevant when talking about campers- it is relevant for interactions among staff as well.

**Personal Space-** A space between people that makes everyone feel comfortable. Every person has their own perception of what their personal space is (cultural & personal), so it's mostly about being aware of your surroundings. The better you get to know people and have a meaningful relationship with them, the more that space may narrow.

**Relationships-** The shlichut's goal is to create meaningful relationships, but you should be discreet about your romantic life, especially around campers. Parents educate their kids in different ways about relationships. You are a role model to the campers, so be very thoughtful about the impact you might have.

**Personal Stories-** It's an amazing experience, sharing personal stories about your childhood, your army service or any other exciting facts about yourself. However, you should always think about whether the story you want to tell the campers is age-appropriate, or perhaps too scary. We trust your judgment, but getting a second opinion is always a good idea (Summertime Madness-Circles).

**Social Media-** This is a complex issue. You should find out what the policy is in your camp about posting pictures of campers, allowing campers follow you on Instagram or being your Facebook friend. Parents are very involved with their children's social media, so even posting pictures of yourself or other staff members drinking or smoking (even if it is legal) creates a negative impression of camp and does not make you a good role model.

**Safety-** You should always make sure your campers & colleagues are safe. When planning an activity, walking on a hike, swimming in the pool\lake, or during any other activity, do your best to give them the safest experience possible. Try to ask yourself what the camp director or the campers' parents would think about it. Some safety rules might sound weird to you at first, but you must follow them and make sure to use common sense.

**Camper Care-** You want to keep your campers both physically and emotionally safe. Parents send their kids to camp trusting you to take care of them. Never promise a camper you will not tell anyone about something they shared, campers might share things you are not trained to handle.

**Language –** Words are powerful. As role models to our campers and fellow staff, we have to consider the words we use. At times the message we want to convey will not 'culturally translate' and may not be received well. We have to consider the words we choose, the language we use around campers and staff in order to maintain good and meaningful relationships.

There may be words we regularly use in our everyday conversations (foul words), that we need to be aware of the context and place they are used.

**Clothing -** You have to be prepared with the appropriate clothing for the appropriate activity (swimsuit for the pool, closed-toed shoes etc.). When packing you should consider any inappropriate messages that may be on your clothing items (such as T-shirts).

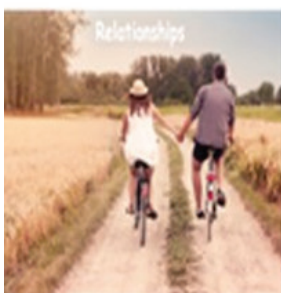
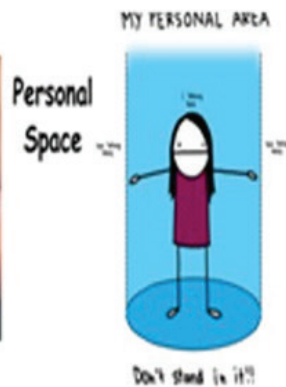
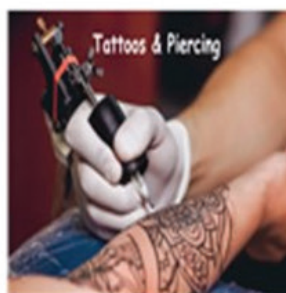
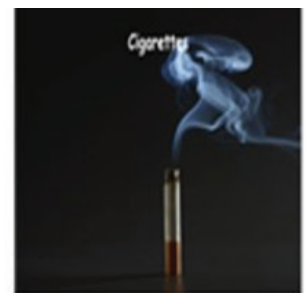


### Part 4 (5 minutes)

The GL will Summarize the program:

**"You've been selected to join the camp staff based on your skills and experience. The camp is all about giving campers a fantastic time. Your job is to keep them happy, safe, and engaged while creating awesome memories. Every choice you make affects both campers and your team, so think about the impact you want to have. As a staff member, you're expected to be a role model, following camp rules and values to keep everyone safe and happy. Even if others don't follow the rules, you should. You'll learn more about camp rules before arriving, so use that info to be well-prepared. Not following rules could mean leaving camp, disappointing your campers and friends. But if you make positive choices, you'll leave a great impression on camp and everyone in it."**

### Activity Props





# "THE STORY WE SHARE"

## The Story

🕒 60 Minutes 📍 Classrooms

### Objectives

- ◆ Participants will learn the right times and places to share their personal stories.
- ◆ They will understand that their individual story is part of the bigger story of Israel and its people.
- ◆ Participants will see that many different stories make up who they are as individuals.

### Preparation for the Activity

- ◆ Pens
- ◆ Papers/ notebook for writing
- ◆ Handout text pages

### Activity Description

#### Part 1: I am standing in a circle (10 min)

GL will give the participants instructions for the activity while standing in the middle of the room.

The group starts standing in one large open circle. With each sentence that the GL reads, those that it applies to take one step into the middle. They keep moving in, every time a sentence is relevant to them. At the end of the activity, the group is standing in a chaotic group, much closer to each other than when they started.

**" I would like you all to stand in one big circle. I will read a few sentences. If you feel a sentence applies to you, take a step into the circle."**



- ◆ I listen to the news multiple times a day.
- ◆ I feel grateful for blessings in my personal life.
- ◆ I have been in reserve duty myself.
- ◆ have friends or family that have been in reserve duty.
- ◆ I took a trip or vacation somewhere in the last few months.
- ◆ I try to avoid the news.
- ◆ I smiled last week.
- ◆ I am sadder than usual.
- ◆ I went to a family or friends celebration recently.
- ◆ I have family or friends who are not living in their homes.
- ◆ I have family or friends abroad who have suffered from antisemitism.
- ◆ My understanding of the State of Israel has changed.

GL will conclude with the following statement:

**"The events of October 7th and the last few months shook all of us in different ways - some physically, many emotionally. Even though we don't know each other personally, we're still deeply connected because we're part of the same bigger story. In this exercise, we saw that each person has their own individual experiences. At the same time, our personal experiences are all part of one bigger story that we all went through together. This idea - that our own stories fit into a larger shared story - applies to many of our experiences, not just October 7th. We each have our own personal stories. But we are also part of the overall story of the Israeli people and the Jewish people."**

**This is really important as you prepare for your Shlichut at a camp in North America this summer. As Israelis, you'll each be carrying your own personal story with you, but also the stories of the Israeli people. And you'll hear the stories of the Jewish peers and campers you'll meet at camp.**

**We want to make sure you're ready for that experience of sharing stories across cultures. That's what today's session is all about [and we'll have another session later today]."**

## **Part 2: Text study- "The Danger of a Single Story" (25 min)**

The exercise will be split. 15 minutes for the text study and 10 minutes for a group discussion.

GL will give context to the activity:

**"During this unit, we'll work with your personal stories. We want to find mindful ways to share them that create an open the one hand allows us to share and on the other hand doesn't cross the boundaries of the appropriate, especially for younger campers.**

**We will also try to see how our story is one of many stories that represent the state of Israel and its people.**

**In a moment, I'll share a handout with some questions. Please split into pairs with someone you don't know well. Then read through the handout together and discuss the questions."**

The GL hands out a text study handout and gives the group 15 minutes to work in pairs.

After the time for pair work is done the GL will invite everyone back and ask them to share their thoughts on the experience of the text study.

In the group setting, there is a discussion regarding the danger of a single story and how can we avoid this.

The GL will conclude: **"A story can be seen as flat and one-dimensional. Or it can have multiple layers and facets. Multi-dimensional stories are valuable because they allow for richer meanings and a broader understanding of life's complexities."**

### **Part 3: Identifying My Stories- Making It Personal (10 min)**

The GL explains the next step:

**"Now that we talked and heard about Chimamanda Ngozi Adichie's idea of the complex story I want to ask you to think of the different identities and personal components that make you the individual that you are. Try to write down your different identities (spouse, sibling, child, artist, kibbutznik etc.) on a paper."**

Participants take 10 minutes on their own to write their different identities.

### **Part 4: Sharing and Conclusion (15 min)**

GL: **"In the last 10 minuets we took some time to examine how we are seen and act in different hats and identities I want to ask some of you to share these different identities you have and how do they show up in your day-to-day life"**



After hearing a few participants, the GL can ask the following questions:

- How is this helpful for you as you prepare for Shlichut this summer?
- Do you have identities that you feel are more personal than others?  
(that you wouldn't necessarily want to share)
- When you meet someone for the first-time what identity and story do you share?

After a short discussion the GL concludes:

**"In this past session we worked on the idea of complex stories we are all holding multiple stories and identities that we choose to use in different spaces. It is easy to see us and others as one thing and one story, but the truth is that we are much more than that. In the next session we will be examining the ways we can take those identities and stories and use them as an educational tool."**

# "PIECE BY PIECE"

## The Story

🕒 60 Minutes 📍 Classrooms

### Objectives

- ◆ The participants will start making meaning out of events that happened in their life.
- ◆ The participants will be able to share a meaningful personal story from their life.
- ◆ The participants will understand that there are many stories around them.

### Preparation for the Activity

- ◆ Pens
- ◆ Papers/ notebook for writing
- ◆ Worksheet handout

### Activity Description

#### Part 1: collecting stories (10 min)

GL gives out papers and pens while the group is sitting in a circle.

Then give the following instructions:

**"In the previous session we spoke about complex stories and saw that we all have many identities that compose the individual that we are. In this exercise, we will ask you to try and identify a few moments that were meaningful for you in your lifetime based on the different identities that you wrote down, you will be given an empty page that you will write on it the different identities that make you and based on those identities you will try to find stories that express those identities. we ask you to note some of the memorable moments that you have experienced. They can be big or small; just list them."**



It might help you think about:

- ♦ A moment that you remember.
- ♦ A strong memory of a place you were in.
- ♦ A meaningful conversation you had.

After 10 minutes of writing, GL stops everyone and moves on to the next activity.

*Optional: There is no sharing of what moments people came up with at this point, but if you have time, you could ask: how was that exercise? Was it hard? Easy? What did you notice?*

## Part 2: Sharing (20 minutes)

GL: **"In the next exercise, I want you to pick one moment and share the story of that moment with a partner. Each person will have up to 10 minutes to share the story of their chosen moment. Following the sharing, work with your partner to come up with a title for the story that was shared. By the end of this exercise, each participant will have both shared a moment and heard another, as well as created a title to capture its essence."**

The GL keeps time. At 10 minutes instruct the pairs to switch to the second person.

## Part 3: group discussion (10 minutes)

At the end of the exercise the GL will open a short discussion in the group and ask:

- ♦ How was that exercise?
- ♦ What did you learn about your story as you told it?
- ♦ What was the process of finding a title? Was that hard? Helpful?

If there is time the GL might ask people to share their title.

## Part 4: Challenging My Story- Worksheet (15 min)

The GL hands out a worksheet for more work on the story. Participants take 10 minutes to work individually. Once the time is up the GL gathers the participants in a circle.

GL opens the circle for a discussion on the worksheet with the following questions:

- ♦ Did your story become clearer?
- ♦ Do you have more than one story? Does your story represent more than one identity of yours?

After giving some time to process the experience the GL asks the following questions:

- ♦ How much sharing do you think is appropriate?
- ♦ Why might it be risky to share too much in a story?
- ♦ What factors should we consider when deciding what to share in a story?

The GL concludes:

**"In this session, we delved into the stories we hold and discussed the advantages and disadvantages of sharing them. We hope this journey of reflection continues, inspiring you to appreciate the importance of purposefully sharing your diverse stories. As you have some time before heading to camp, you'll likely gather more meaningful experiences to share. I encourage you to apply the insights gained here, using the tools you've learned, to select stories that resonate with you and can be shared meaningfully. Your stories have the potential to enhance your Shlichut experience and serve as valuable educational tools, especially when shared with intentionality and care for your audience."**

### **Part 6: Conclusion (5 minutes)**

GL instructions: **"Now, I'd like to open the floor for anyone to share their thoughts or insights from our discussions today and in our previous sessions."**

After sharing in the group setting is done, the GL will share the summary of this activity:

- ◆ Throughout the last two programs, we've been exploring moments that held significance for you. I hope our discussions and writing activities have brought you clarity. In times of crisis, it's often challenging to find the words to express the array of emotions and thoughts we experience.
- ◆ **It's important to remember that each of us is not defined by just one story; just as individuals, we are multifaceted and hold multiple stories within us. This notion extends to Israel, which we represent in our Shlichut— it's comprised of diverse narratives, each contributing to its rich tapestry.**
- ◆ Israel engagement doesn't have to be a structured hour-long program; it can be integrated into various aspects of camp life, such as nightly rituals for campers or special touches in your area of expertise, like how you decorate your bed area.
- ◆ **Everything we've just done, focusing on sharing stories, is precisely how you can infuse Israel into camp life. Israel isn't a singular concept; it's multifaceted, just like each of us and our North American colleagues. Instead of designing complex programs, we emphasize building genuine relationships. When your colleagues, campers, or staff members think about Israel, we want them to think of you, as this is the most authentic way to foster connection and create meaningful experiences.**



# "STAYING COOL IN THE HEAT"

## Fitting Into Camp

🕒 60 Minutes 📍 Classrooms

### Objectives

- ◆ Participants will learn the definition of resilience.
- ◆ Participants will learn about the "window of tolerance" and the fight flight freeze response.
- ◆ Participants will identify their strengths and challenges as they prepare for their Shlichut.

### Preparation for the Activity

- ◆ Window of Tolerance model (tape for lines on the ground and posters)
- ◆ Fight, Flight, Freeze examples cards.
- ◆ The definition of resilience sheet
- ◆ Half circle- strengths, half circle- challenges.

### Activity Description

#### Part 1 (10 min)

Participants will come into the activity space where the Window of Tolerance model will be laid on the floor. GL will ask them to gather in the Window of Tolerance area and read out the following instructions:

**"Welcome to our Window of Tolerance. I'm going to read some situations you may be in this summer. After each one, take a moment to think about how it would make you feel. If a situation would upset or anger you, take a few steps forward - the more steps, the stronger your feelings. If a situation seems calming, take a step back. If something doesn't really affect you, stand still."**



GL will then read out the following sentences:

- **Your Co counsellor is sick, leaving you in charge of the cabin. As a result, the time off you were supposed to have today is cancelled.**
- You planned a super fun nighttime activity for your cabin, but at the last minute your supervisor called a staff meeting. Due to the busy schedule, you may not be able to have the activity after all.
- **Your campers were very well behaved during the evening and you managed to get them ready for bed early. As a result, you have an extra half hour to yourself in the evening.**
- Your campers decided to have opposite day, where they do the opposite of what you tell them to do.
- **During a meeting with your supervisor about an activity you planned, they asked you to change almost everything you wanted to do in your activity. As a result, your activity now looks totally different from what you originally wanted it to be.**
- You walk into breakfast and discover breakfast is your favourite food ever.
- **When you get to camp, you realise that speaking English all day is a bigger challenge than you anticipated. You feel like you're not able to express yourself as well as in Hebrew.**
- You get into a big argument with your supervisor about your responsibilities, and you feel unheard and misunderstood.
- **You manage to get up an hour early and work out before the schedule starts.**
- Due to schedule changes because of the weather, the day off you were supposed to have tomorrow has been pushed back by two days.
- **You manage to have a super fun dance party with your cabin before lights out.**
- After a stressful day, you manage to find some time with a good friend and share how your day was with them.



GL will ask the group a few questions about the process:

- What made you moved forward or backwards?  
[emphasizing that some actions only moved us within the window, some took us out of it, and some brought us back into it]
- Was there something particular that made you move backwards? Did anyone else have a different reaction to it?

## **Part 2: Window of Tolerance Model and FFF (30 Minutes)**

GL will ask the participants to look at where they are on the model, then step back out of it. GL will read out the following instructions:

**"This is the Window of Tolerance model. We receive information from our surroundings with our senses. The information that makes us go into survival mode is called "triggers"- they can be things that we see, hear, experience and can be things that remind us of situations that we experienced in the past, or the way we felt in them. It's important to recognize that different people may find different things challenging. When we're in the window of tolerance, we're in our emotional comfort zone. When we're inside the Window, we feel fairly calm and can cope with normal stresses of life. But when difficult things happen that overwhelm us, we can move outside the Window into survival mode. Not all challenges and not all triggers will make us go into survival mode, but a combination of both may challenge our nervous system."**

The GL will begin by explaining the various survival modes. Before reading the explanation for each mode, the GL will display the corresponding poster to the participants and ask them to share their thoughts on what they think the image represents.

**Our three main survival strategies are fight, flight and freeze.**

- 1. Fight** - anger, frustration. The feeling of "me against the world". Will appear as resistance, acting out, anger at the surroundings, getting angry easily.

**2. Flight** - anxiety, stress. The feeling of wanting to disconnect, get away from the situation, that the world is large and scary, and I can't deal with it. Wanting to run away to a safe place.

**3. Freeze** - desperation, helplessness, retracting from the world, low energy. Shutting down and not functioning. Not as common as fight or flight.

GL will then hand out cards with examples of how those strategies may appear during the summer and ask the participants to place them on the model.

**Here are some cards with examples of how these survival modes may look like at camp. Please read out the example on your card, then get up and place it on the model according to what mode you think it represents."**

Each example that is shared the GL can ask the group if anyone thinks it represents a different mode. After all examples are shared discuss for 5 Minutes before concluding, using the following questions:

- ♦ What did you notice with the examples that we read out?
- ♦ What's the common thread between all the examples given?
- ♦ CR – can you share examples to when a staff member went into one of the survival modes?

GL will sum up this part before moving to the next:

**"Flight, Fight or Freeze responses are instinctive ways our nervous system tries to ensure survival. The problem is neither state allows us to process information or events normally. When we feel extreme panic or shut down emotionally, our brain acts differently. It focuses totally on danger - not normal information. This means our brain can't understand or process regular situations well at all.**

**For example, a stressed brain may see all feedback as attack even when it's normal advice. When we are in survival mode we can't think, learn or respond like usual. Learning our personal triggers and signals helps us engage coping skills to stay inside our Window as much as possible."**



### **Part 3: Challenges and Strengths (15 Minutes)**

GL will hand out the "Challenges" half circle sheet and read the following instructions:

**"Now that you have a better understanding of different situations that may happen at camp, think about the challenges you might personally face this summer. Please take a few minutes to fill out the half circle with the challenges you might face when you get to camp and when in the summer you anticipate facing them."**

After the participants finish filling out the half circle GL will ask the participants to define resilience in their own words. GL will read the definition of resilience, hand out the strength half sheet and read the following instructions:

**"Our strengths are the base for our resilience. Please take a few minutes to fill out the top half of the circle with 5 of your biggest strengths and the bottom half with where in camp you think you could fulfill these strengths."**

When participants are done, GL will ask the participants to share their challenges and strengths as they feel comfortable- "popcorn" style, without any comments. After a few minutes the GL will point out commonalities as well as connect one participant's challenges with another's strengths.

*Optional* - Ask the participants how the strength can they mentioned may help them get back to their Window of Tolerance when they feel overflowing?

*Example: If I am outgoing and friendly, having a friend to talk to may help me balance back.*

### **Part 4: Conclusion (5 Minutes)**

GL will conclude the activity:

- **By now, you likely have a better understanding of camp operations and the expectations of you as staff, as well as the possible challenges you may face. While camp can be both fun and meaningful, it doesn't mean it will always be easy.**

# "STAYING COOL IN THE HEAT"

Fitting Into Camp

- ◆ Building resilience is key to handling stresses well. Understanding your own resilience and inner strengths will enable you to stay within the window of tolerance and proactively seek solutions to your challenges. Being aware of how challenges can overwhelm us and push us out of our window of tolerance is crucial. This awareness allows us to recognize when we may be reacting impulsively and gives us the opportunity to pause and restore balance.
- ◆ **Each of us will have different ways of returning to the window of tolerance, but the key is awareness. Being conscious of what stresses you out and what strengths you possess is crucial.**
- ◆ Today, you've taken the first steps to understand your personal coping abilities. Each person here has their own inner tools to navigate tough situations. By leveraging these strengths, you can enhance your resilience and readiness for the summer.
- ◆ **Recognizing your challenges and strengths is the first significant step towards resilience. I encourage you to connect your two half circles into one, symbolizing your circle of strengths. This visual representation serves as a reminder of your capabilities as you embark on this journey.**

## Activity Props



Sharon is present during a conversation between staff members one evening about the war in Israel. One of the American counselors expresses strong opinions about a ceasefire, saying he had been to protests calling for one, and the other American staff members don't disagree with him. As a result, Sharon feels like all the American staff is against the Mishlachat which makes him feel anxious, and avoid interactions and conversations with them at all costs.



Inbar is a general counselor in charge of a cabin of 13 year olds. Her campers often ask questions about her life in Israel. One evening, during a casual conversation with a group of girls in her cabin, one of her campers expresses her frustration at the loss of life of Palestinian civilians. Inbar quickly gets very angry, lets the anger take over and finds herself screaming at the camper that she doesn't understand anything and should keep her opinions to herself.



Haim gave up on having a positive experience as a Shalich. He doesn't function in his role as a counselor, tends to spend a lot of hours in his room sleeping, and comes to meals from time to time. Haim doesn't interact much with the mishlachat or other staff, seems disconnected from the camp environment and tends to finish conversations quickly.



Dani had a few negative interactions with his supervisors about the way things are done at camp. Dani made a few suggestions that he thinks can make the schedule run more efficiently but was met with a polite and negative response from the camp director. Over the past couple of days Dani feels like "if only they would listen to me things could be a lot better, they don't understand anything" which makes him react negatively to the senior staff at camp, he doesn't have patience for his campers and gets angry very quickly from small things.



### FIGHT

Frustration  
Acting out  
Anger  
Resistance



"Me against the world"



### FLIGHT

Avoidance  
Stress  
Fear  
Anxiety



"It's too much"



### FREEZE

Tiredness  
Loss of interest  
Shut down  
Disconnect



"I'm not taking part anymore"



# "FROM HERE ON OUT"

## Fitting Into Camp

🕒 60 Minutes 📍 Classrooms

### Objectives

- ◆ Go over the content learned and reiterate the important lessons learned in the Training Course.
- ◆ Show the value and impact of meaningful adults in a child's life.
- ◆ Set an expectation for the participants to be positive role models in camp.

### Preparation for the Activity

- ◆ Two-sided worksheet.
- ◆ Make sure to adjust the amount of puzzle pieces to the number of participants and camp representatives in the room.
- ◆ Honeymoon model cards.

### Activity Description

#### Part 1 (10 min)

The first ten minutes of the activity will be dedicated to answering a survey the Shlichim and Shlichot will be sent to their phones.

#### Part 2 (10 Minutes)

Every participant gets a two-sided worksheet.

Starting with one side, they are asked to write about a meaningful adult in their life. After most of the group is done, the GL will ask the participants to recognize the values and traits they think best describe the person they chose and the impact they had on them.

### Part 3 (20 Minutes)

The GL will ask the participants to flip the worksheet.

**"On your sheet you can see a variety of values. Throughout our time together in this training, you've gained valuable knowledge, tools, and ideas to prepare you for your upcoming camp experience. Each program highlighted important values for being an effective and impactful camp staff member - one who builds connections, leads by example for campers, and makes the most of opportunities to shape your campers' journeys. A role models."**

Every participant gets one random piece of a blank, communal puzzle for them to express what role model they want to be.

**"Let's reflect on these core values that will guide the camp experience.**

**Take a few quiet minutes now to consider what kind of role model you want to be for campers and staff this summer. What 1-2 values best reflect how you aspire to lead and inspire others?**

**Choose values that feel real for you. When situations get tough, use these values to make good choices. They can help us support each other through the summer days and ground us back to our goals – our 'why?'"**

GL will have a short discussion with the participants as they decorate their puzzle pieces:

- Was anyone surprised by the meaningful adult they chose?
- Was the role model you want to be influenced by that meaningful adult? How?
- Did anyone tell the adult they chose that they are so meaningful to them?

CR- you will get several puzzle pieces (depending on the amount of CR in the group).

Please write on the puzzle pieces the values that are most important to your camp community. The pieces you will receive are the top\bottom corners of the puzzle and will serve as a "framework" for the staff and campers in camp.

The group starts to put the puzzle pieces together. When done, the CR will add the



remaining pieces they have and will share their camp's core values and how they come to play in camp.

GL questions for CR:

- ♦ Why did you choose these values?
- ♦ How do these values come into play in camp?

### Part 3 (20 Minutes)

The GL will summarize the activity by presenting the "Fitting into Camp" model, going through each stage and before sharing the explanation they will place the relevant card in front of the participants and ask them what they think it means, in the context of arriving to a new place or situation. After each stage is presented, GL will connect it to examples from the training experience.

We encourage CR to connect each stage to actual examples from camp.

**"Look at the puzzle; these are this group's most important values. Very soon, the puzzle will get much bigger. It is important that you start thinking about the values of your peers in North America, how they increase the diversity and how all these values are framed by the camp's values.**

**As you can see in the puzzle you created, even this group is diverse and motivated by different values and strives to be role models in perhaps different ways. Camp is a wonderful example of how a very diverse people can become one, great community.**

**The job demands many skills - professional and social. By learning camp customs, schedules and language, you are able to integrate smoothly into this environment. Routines take adjusting to. New tasks and activities may seem strange at first. But with understanding, views widen, and connections deepen. All unfamiliar places require some adaptation.**

**We would like to present you a model of different people commonly go through when encountering a new experience or place (such as camp). Each one of us might go through these stages in a different way. It does not mean that you will experience each one necessarily; it's a possibility. The model consists of 4 phases:"**



GL will place each of the phases in front of the participants, and before explaining the phase, GL will ask the participants to share their thoughts on it accordingly. Questions may include: What do they think this phase is/means? What might it look like at camp? Share examples etc.

**"Honeymoon"** – when we arrive to camp everything is new, people are nice and welcoming, and we might feel enthusiastic to explore everything camp offers. There is a strong feeling of excitement and motivation for your job at camp.

**"Cultural Challenge"** – the more we explore camp and experience it, we might face cultural challenges that come from differences and comparison with our own culture: in Israel that would have never happen; in the army we do it differently; when I was in the scouts, we had better ways to do things, etc. We need to keep our minds open and not be judgmental.

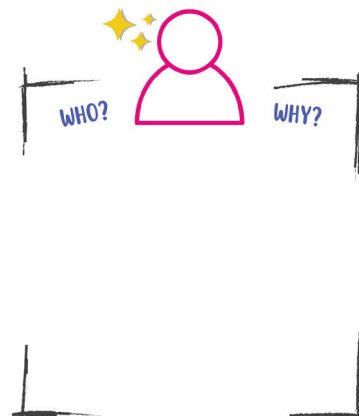
**"Gradual Adjustment"** – the more we keep an open mind and participate in all aspects of camp, we might find similarities and accept the differences. This is an opportunity to learn and become an integral part of something new.

**"Feeling at Home"** – after experiencing and learning new things, once we accept and become a part of them, we might be at our best as part of camp community. In this phase, we are comfortable, accepting, participating and even leading traditions and initiating. We are fully integrated into camp.

 Activity Props



 MEANINGFUL ADULT





f  #jaficamps



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Every one of us, together.

**תכנית שליחות**  
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