

LEADER'S GUIDE

for

The Madrichim Manual: Six Steps to Becoming a Jewish Role Model

By Barbara Dragul

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Introduction

If you are reading this guide you probably have madrichim in your school. You are fortunate to have teenagers who are active participants in your congregation and can model Jewish values for your younger students. You have support and extra hands, eyes, and ears for your teachers.

Madrichim can serve your religious school in a myriad of ways: sharing a story with the children, helping out with an art project, walking a sick child to the office, tutoring a child in Hebrew, cataloging books in the library, or participating with the children as they learn new songs or attend services.

Typically, madrichim are eighth- or ninth-grade students through seniors in high school. Some madrichim start in tenth grade. Regardless of what age they begin, all madrichim need support and guidance to do their jobs well. In addition, the teachers who work with madrichim in their classrooms need direction and assistance to mentor the teens. A madrichim program is a big investment of time and resources, but it is also a wise investment. Teens' continued involvement in formal Jewish settings throughout high school has tremendous impact on the strength and vitality of their Jewish identity.

Purpose of This Guide

This guide will show you how to use *The Madrichim Manual: Six Steps to Becoming a Jewish Role Model* by Lisa Bob Howard. It will help you train your madrichim as leaders and as role models and will show you how to assign them work that matters. It will help you create a cohort of teens who want to give back to their community. And it will enable you to build a madrichim program that has the potential to touch every member of your school—students, teachers, parents, and teens.

The guide is divided into four sections:

- 1) Building a Madrichim Program in Your School
- 2) Involving Teachers
- 3) Evaluating Madrichim
- 4) Using *The Madrichim Manual: Six Steps to Becoming a Jewish Role Model*

Building a Madrichim Program in Your School

Assigning Madrichim to Classes

If you have not yet assigned the madrichim to classes, get to know them first. Assigning madrichim to classes and teachers is a matchmaking process; for example, you may want to put a quieter madrich or madrichah with a more experienced teacher. If assignments are done with care, they can help ensure a positive and effective partnership between teachers and madrichim and allow teacher-madrichim pairs to model working together in positive ways.

Orientation Meeting with Madrichim

Ideally, you should begin the year with an orientation meeting. The meeting could include the following activities:

- Begin with ice-breakers to help madrichim get to know one another.
- Articulate the expectations you and the school have for the madrichim and discuss what it means to be a role model.

- Review school policies and administrative logistics, for example, work hours, sign-in procedures, important events, and pay.
- Consider inviting more experienced madrichim to share some of their positive experiences in the classroom.
- Introduce madrichim to their specific responsibilities and tasks.
- Underscore the Jewish values that lie at the heart of their work.
- Convey the seriousness of their work (this is a real job!) and the real contributions they will make to the school and the students' education.
- Express your and the congregation's appreciation and enthusiasm for their involvement.
- Introduce madrichim to *The Madrichim Manual: Six Steps to Becoming a Jewish Role Model* and talk about how it will be used throughout the year.

Involving Teachers

Supporting and Guiding Teachers

At the same time as you are training the madrichim, you will need to educate teachers about working with classroom assistants. A teen in the classroom may feel more like a burden for the teacher than a source of help. Remember, the support and guidance that you offer teachers will contribute to the success of the madrichim program as a whole. Review the goals of your madrichim program with the teachers at your faculty orientation, in the faculty handbook, or by letter or email. You may want to plan a teacher development session devoted to working with madrichim. Whatever means of communication you use, try to cover the following areas:

- Review the expectations you have set out for the madrichim (examples: attending regularly; supporting the teacher; treating all students with patience and respect).
- Discuss the kinds of support you are offering the madrichim (observing and giving them feedback; offering open office hours for consultation; communicating regularly) and introduce the teachers to *The Madrichim Manual: Six Steps to Becoming a Jewish Role Model* and the topics the madrichim will be exploring.
- Discuss the many different ways madrichim can be an asset in the classroom (help the teacher manage the classroom; act as a role model for younger children; help children feel included; offer feedback to the teacher) and specific jobs they can do to aid the teacher (greet children when they enter; create bulletin boards; lead games; prepare art supplies).
- Encourage the teachers to see themselves as mentors to their madrichim. Talk about why this program matters (helps keep teens involved; enriches teens' Jewish learning; gives them teaching experience; creates tutors, mentors, and group leaders in the classroom; provides teachers with help and support).
- Emphasize the key role the teachers can play in making your madrichim program an effective and meaningful component of your school. The teachers' encouragement and support of their madrichim may be the most important ingredients for a successful program.

Helping Teachers Plan for Madrichim in Their Classes

You can help teachers plan to have madrichim in the classroom by suggesting teachers do the following:

- Meet with their madrichim at the beginning of the year to explain their classroom management style, to review the curriculum, to discuss their expectations of the madrichim, and to present their plan for the first day of school. They can also inquire

about the madrich or madrichah's personal goals for the job. Teachers should remind madrichim that they are expected to inform the school if they have to miss work.

- Help madrichim acclimate to the classroom by giving them light responsibilities the first week or two of school and encouraging them to observe the teacher. This way madrichim will get to know the teacher's style and will slowly begin to build relationships with the students.
- Set a regular time to talk with their madrichim—before or after class, or during the week by phone or email. Teachers should be as specific as possible about the madrichim's tasks, for example, taking attendance, passing out books, reading a story, or leading a game. They should list tasks, attitude, and behavior they expect. Over the course of the year the madrichim should be able to take on greater responsibilities, and it will be up to the teachers to have ongoing conversations with their madrichim about potential new tasks.
- Give their madrichim constructive feedback about their performance *in private*.
- Learn the protocol for handling difficult situations with their madrichim. Make yourself available to help teachers who are having difficulty working with their madrichim. Reassure teachers that you too will be working to develop and nurture the madrichim's abilities and strengths, particularly through their participation in the workshops outlined in *The Madrichim Manual*.
- Solicit feedback from their madrichim, who may have insights about why a lesson did not work, what might help students work better together, or how students are progressing.

Informing Teachers about the Workshops

Before each madrichim workshop (training session), send a note or an email to teachers letting them know when the workshop will take place and what you will discuss. Tell them that after a workshop madrichim may ask questions or initiate conversations about what they have learned. Consider providing each teacher with a copy of the book.

Assessing Madrichim

Halfway through the year and again at the end of the year assess the structure of the program and the madrichim's work. Not only will this help keep you informed but teachers can use the evaluations as the basis for conversations with madrichim about what works well and what changes are needed.

Ask teachers the following assessment questions:

- What has worked well with your madrichim this past semester?
- What are your madrichim's strengths?
- What areas need improvement?
- Is there anything you would have done differently in your working relationship with the madrichim?

Ask madrichim the following assessment questions:

- What have been the most fun or meaningful experiences you have had this past semester? Share one or two highlights.
- What are three of your strengths as a madrich or madrichah?
- What was most difficult about your work this past semester?
- Is there anything you would have done differently in your working relationship with the teacher?

Using *The Madrichim Manual: Six Steps to Becoming a Jewish Role Model*

The Madrichim Manual consists of six workshops covering the following topics:

- 1) What Are Madrichim?
- 2) Leadership Skills
- 3) Delivering on Daily Responsibilities
- 4) Working with Small Groups and Individuals
- 5) How Students Learn
- 6) Working with Students with Disabilities

There are a variety of ways to use the handbook. Among the possibilities are the following:

- Use the workshops to structure a day-long madrichim retreat before school begins.
- Schedule six one- to one-and-a-half hour madrichim development sessions after religious school throughout the year. Perhaps require madrichim to attend only four or five of the six sessions. Collect the manuals at the end of each session so you need not depend on the madrichim to bring them back for the next session.
- Distribute the manuals at the beginning of the year (at orientation or on the first day of school). Have the madrichim work on the assigned workshops alone, in pairs, or in small groups. Have the madrichim report back to you on the work they have done, or ask them to turn in their manuals after they have completed each workshop.
- Give the manuals to the teachers and ask them to work with their madrichim on selected workshops. If you choose this option be sure to introduce the manual at teacher orientation and guide teachers in how to use the manual with their madrichim.

Techniques for Each Workshop

Workshop One: What Are Madrichim? Pages 5–16

A. Introduction

Tell madrichim that they are expert learners and already know a lot about working in a classroom just by being a student. Let them know that their work matters and is valued by teachers, students, parents, the rabbi, and congregants.

B. Advance Preparation

- 1) Inform the teachers about the contents of Workshop One. Familiarize them with the contract on page 15 before they complete it with their madrichim.
- 2) Create posters listing the following items from the book:
 - Hebrew madrichim terms
 - Administrative responsibilities
 - Interactive responsibilities
 - Creative responsibilities
- 3) Make a list of “what makes a great madrich or madrichah.”

C. Putting the Workshop into Practice

What Are Madrichim? (page 6)

Discuss why it is important to use Jewish terms and value words. Let the madrichim know that you will be referring to them as madrichim (or madrich or madrichah) in all of your communications.

Responsibilities (page 8)

Ask students to share other administrative, interactive, and creative responsibilities that they think are important for madrichim to perform. Add them to the “responsibilities” posters.

Educational Games

Ask madrichim to share the educational games they described on page 10. List the games on the board or on a flip chart. Create a Word document listing the games and give each of the madrichim a copy. Encourage madrichim to refer to the list for ideas and to offer game suggestions to their teachers.

Hobbies and Skills

Ask madrichim to share one of their hobbies or skills, then brainstorm about how those hobbies or skills can be useful in the classroom. Talk about ways to draw on one another’s strengths. For example, a madrich or madrichah with artistic talent can help another who is required to create a bulletin board. Emphasize that madrichim are resources for one another.

What Is a Teacher? (page 12)

Break madrichim into small groups and ask them to describe older students whom they admire. Encourage madrichim to consider their own qualities that younger students might admire.

Focus on Text (page 13)

On a poster, compile a master list of ways the madrichim can nurture a relationship with their students. Remind madrichim to consider ways their own teachers have connected with them.

Madrachim Contract (page 15)

Review the contract with the madrichim. Explain that they should complete the contract with their teacher and make three copies in the school or synagogue office—one for themselves, one for the teacher, and one for the madrichim supervisor.

Musings (page 16)

The “Musings” section in each workshop allows madrichim to express personal thoughts and feelings about their job or reactions to specific prompts about in-class situations. Some madrichim may choose to share their writing with the rest of the group; others may wish to keep it private.

Posters

Hang posters up at each workshop to review what was covered in previous workshops. For example, at the beginning of the second workshop, ask students to look over the administrative, interactive, and creative responsibilities posters and to share one new task they have done since the last workshop.

Review

At the end of the session, ask madrichim to:

- Share with their teachers those administrative, interactive, and creative responsibilities they could perform, any game ideas they may have, and their hobbies or skills that could enhance the classroom experience.
- Remember their titles—are they a madrich or madrichah?
- Complete the contract with their teachers and make copies for themselves, the teachers, and the madrichim supervisor.

D. Enrichment

- 1) Assign madrichim to small groups to create an educational game they can use in their classroom.
- 2) Invite one or two classroom teachers to come to the workshop for a five-minute presentation on how madrichim make a difference in their classes.
- 3) Additional resources:
 - *How to Talk So Kids Can Learn* by Adele Faber and Elaine Mazlish is an excellent book for teaching communication skills, including the best ways to praise a child. The book includes cartoons that are fun to use with teens.
 - www.educationworld.com has a “learning games” section with great game ideas. Share this website with the madrichim.

Workshop Two: Leadership Skills

Pages 17–24

A. Introduction

Explain that this workshop will examine the meaning of Jewish leadership and the challenges madrichim may face as Jewish leaders. Explain that you will be discussing what Donald H. McGannon, former CEO of Westinghouse Broadcasting Corporation, calls “Leadership as action, not position.”

Share the following excerpt from *Exploring Jewish Ethics and Values* by Rabbi Ronald H. Isaacs:

A leader in Judaism is generally understood as one who shows us the way by going in advance, guiding and directing by virtue of wisdom, experience, or the confidence we place in him or her. . . . Danny Siegel, a poet and author, once wrote that among the qualities of a Jewish leader are first and foremost compassion and caring for those under his leadership. Letty Cottin Pogrebin, contributing editor of *Ms.* magazine, once wrote that a Jewish leader is someone who empowers other Jews to be more effective, humane and secure in the larger world as well as in the Jewish community.

B. Advance Preparation

1. Inform the teachers about Workshop Two. Madrichim will be approaching teachers to discuss their role in enforcing classroom rules.
2. Prepare a list of the qualities of an effective leader.
3. Compile a list of techniques that teachers currently use to motivate students. Ask three or four teachers for suggestions.
4. Hang up the posters from Workshop One: definition of terms (madrich, madrichah, madrichim), the lists of responsibilities, and ways to nurture a relationship with students. Use the posters as a review at the beginning of Workshop Two.

C. Putting the Workshop into Practice

Lesson Launch (page 17)

- Place the names of Jewish leaders in a hat. Choose Jewish leaders from different time periods and with different leadership skills such as Miriam, King David, Maimonides, and Sandy Koufax. Have madrichim draw a leader and together discuss that person’s leadership qualities. If necessary, explain what the person’s accomplishments were.
- Record on a poster the top qualities of an effective leader.

Motivating Students (page 18)

Share the ideas you received from teachers prior to the workshop about effective techniques they use to motivate their students.

Respect (page 20)

- Brainstorm with madrichim about the definition of “respect.” How do we know when we are being treated with respect? Discuss how we show respect to the students and teachers.

- Remind the madrichim to use Jewish value words when giving feedback to students. “I see how you are showing *kavod* to your classmates” communicates a more valuable Jewish lesson than “I see how respectful you are.”

Asking for Help (page 21)

Divide madrichim into pairs to share their answers to the scenarios. Be sure to emphasize that we are all partners in this work. Encourage madrichim to ask each other for comments, advice, or help.

Classroom Management (page 22)

Maintaining discipline is an area that concerns many madrichim. How can they establish authority in the classroom? How should they respond if a student does not follow directions?

Introduce this section by distinguishing between *proactive* classroom management (good lesson planning, preparedness, building a sense of community and accountability in the class) and *reactive* classroom management (discipline). Emphasize that the madrichim are there to support the teacher in classroom management, not to be in charge of it.

Explain to students that sometimes their most effective role in classroom management is to play *zone defense*. How they physically position themselves in the room at key times will have a significant impact. If the teacher is leading a lesson at the front of the room, the madrichim should position themselves behind or near the students who may have the most trouble paying attention.

Focus on Text (page 23)

Remind madrichim that becoming a leader takes time and that true leaders continue to grow throughout their lives. Talk to them about your own, the school’s, or the congregation’s hope and commitment to helping the madrichim grow in their leadership abilities.

Review

At the end of the session, ask madrichim to:

- Talk with teachers about their role in enforcing classroom rules.
- Notice ways teachers motivate students.
- Put into practice the items they listed in “Musings” under “As a leader, I always want to....”

D. Enrichment

1. Invite older madrichim to talk with the group about the leadership skills they have acquired by working as madrichim
2. Additional resource:
Teaching with Love and Logic by Jim Fay and David Funk has useful information on motivating students, philosophies of discipline, and effective classroom interventions.

Workshop Three: Delivering on Daily Responsibilities

Pages 25–34

A. Introduction

Ideally, the relationship between teachers and madrichim is a partnership. By working together, supporting one another, and learning from one another, teachers and madrichim have the potential, as a team, to impact the classroom in many positive ways. The teacher has a large share of the responsibility to build a healthy and effective partnership. This workshop will give the madrichim insight into how fulfilling their classroom responsibilities will build that partnership. This session will also explore ways for madrichim to be active leaders in their classroom.

B. Advance Preparation

- 1) Inform teachers about Workshop Three. Madrichim will be checking in with their teachers about what their responsibilities will be in each class session. Inform teachers that you will be discussing what madrichim should be doing during “downtime” and that you will be helping madrichim prepare a short lesson to teach.
- 2) Collect a variety of Jewish children’s books for different ages.
- 3) Hang up the posters from previous workshops to review at the beginning of Workshop Three.

C. Putting the Workshop into Practice

Lesson Launch (page 25)

As a group, share some of the tasks madrichim listed that make up a typical workday. Ask madrichim to take note of tasks other madrichim are doing.

Communicating About the Lesson (page 26)

Remind madrichim that every teacher approaches lesson planning differently. Some teachers are skilled at planning ahead in detail; some prefer to be more spontaneous.

The madrichim’s questions to their teachers about the lesson plan may encourage a teacher to plan ahead more carefully. Remind the madrichim to be respectful in their questions to the teachers.

Reading a Story (page 28)

Choose a short book or story you can read to the madrichim to demonstrate the techniques listed in the handbook. Let them know what age group you are pretending to read to. You can even ask the madrichim to pretend they are that age! Ask the madrichim: What questions would you pose to students after reading this story?

Leading a Game (page 29)

Introduce this section with a discussion about why games are important. Ask madrichim to brainstorm why games can be of value in the classroom. Responses may include the following:

- “Games are fun.”
- “They help kids get to know one another.”
- “They are inclusive.”
- “They help kids learn without even realizing they are learning.”
- “They are a good way to review what has been taught.”
- “Different kinds of games appeal to different types of learners.”

Teaching a Mini-Lesson (page 30)

Reassure the madrichim that, although you want them to learn about planning and teaching a mini-lesson, it is not a problem if they do not feel ready for this experience yet. At some later point they will be ready, though perhaps not this year. It will still be useful for them to learn about the process of writing a lesson and to think creatively about how they would teach a topic.

Encourage them to observe how their teachers create their lesson plans. Do they have a set induction, a main activity, and a closing activity? Do they clearly state the objectives of the lesson?

Focus on Text (page 33)

After the madrichim describe the challenges of being a leader, divide them into groups of three. Invite madrichim to share with their groups the challenges they face in their classes; the group should discuss ideas of how to meet those challenges. End this section by encouraging madrichim to express one thing they feel confident about in their work. Reinforce the lesson that it is important to end on a positive note!

Review

At the end of the session, ask madrichim to:

- Talk with their teachers before each class about the plan for the day. Remind them to ask, “How can I help today?” Encourage them to find out if their teachers can email them the lesson ahead of time.
- Share the “Making Use of Your Downtime” list with their teachers.
- Take their game idea back to the classroom and ask the teacher if they can lead it.
- Be on the lookout for games that could be adapted for their class.
- Discuss with their teachers the possibility of writing and teaching a lesson.

D. Enrichment

- 1) Bring in a variety of puzzles and board and card games. Break students into small groups and ask them to re-create one of the games as a Jewish game, for example, using Scrabble with Jewish words only.
- 2) Have madrichim work alone or in small groups to create a lesson plan on a specific topic for a specific age group, such as a Hanukkah lesson for second graders. Provide textbooks and teacher resources about the subject. Then give each individual or group a chance to teach a part of their lesson to the whole group. Be sure to leave time for feedback.
- 3) Bring in a variety of lesson plans. Distribute and discuss the different ways to approach lesson planning.
- 4) Invite one or two teachers to speak about the process of writing an engaging lesson plan.
- 5) Additional resources:
 - *The Ultimate Jewish Teachers Handbook* (Nachama Skolnik Moskowitz, editor) has excellent chapters on enriching instruction with stories and storytelling and with games.
 - *Judaism Through Children’s Books* by Ellen Musikant is a wonderful resource for selecting children’s books to use in the classroom.

Workshop Four: Working with Small Groups and Individuals

Pages 35–44

A. Introduction

In this workshop madrichim will explore a variety of ways to work with students in small groups or individually. The quality of relationships that students, madrichim, and teachers experience is the key to a healthy classroom community. That sense of community is essential in order for learning to take place. It gives students a feeling of belonging while strengthening their Jewish identity.

B. Advance Preparation

- 1) Inform teachers about Workshop Four. You will be teaching the madrichim how to lead small groups in the classroom. Suggest to teachers that they assign their madrichim the same group several times so that madrichim can test out all of the ideas in the workshop.
- 2) Let madrichim know that at the end of the workshop you will ask them to name one thing they have learned from the session.
- 3) Hang up the posters from previous workshops to review at the beginning of Workshop Four.

C. Putting the Workshop into Practice

Lesson Launch (page 35)

Following the Group Work Evaluation, ask madrichim to share one thing they learned about themselves as a group participant or one thing they learned about how groups work.

Working in Groups (page 36)

Ask madrichim how many of them have had the opportunity to work with a small group in their class. What worked well? What was most challenging?

Tell them that you will be discussing ways to make small groups more successful. Talk about why small groups are an effective teaching technique. Some reasons include they build community, give students opportunities to have meaningful roles in the class, make all members accountable, and enable madrichim and teachers to get to know the students better. Ask madrichim if there are other roles in addition to those listed on page 37 that can be given to students in a small group.

Groups of Two and Tutoring (pages 39 and 40)

Ask madrichim how many of them have worked as a tutor or mentor one-on-one with a student or have been tutored themselves. Discuss: What worked well? Why is tutoring a valuable educational tool?

Mentoring (page 41)

Be sure to act as timekeeper for the back-to-back active listening exercise described on page 42.

Emphasize the importance of confidentiality. Information students share about their lives should be kept confidential unless it is something that needs to be reported to an adult or is important for the teacher to know. It is very important that madrichim do not discuss their students with other students or madrichim—inside or outside the synagogue.

Encourage madrichim to talk with teachers about ways to work one-on-one with students.

What Would You Do? (page 42)

Come back together as a whole group after the small groups have worked on the situations. Ask the groups to share some of their responses. Remind students that all responses should be grounded in *kavod*, respect for all students.

Focus on Text (page 43–44)

To emphasize the idea that “(you) will likely learn new things from the students you work with,” invite madrichim to share something they have learned from their students.

Conclusion

Follow up on the task you gave madrichim at the beginning of the workshop: ask them to name one thing they learned from today’s session. Record their responses on a poster. Remind the madrichim that you discussed this strategy—that of posing a question at the beginning of a class and answering that question at the end of the class—in the discussion of promoting teamwork on page 38. Did the technique help them to stay focused during the workshop?

Review

At the end of the session, ask madrichim to:

- Talk with their teachers about the possibility of working one-on-one with a student.
- Practice active listening with students.
- Continue getting to know their students.

D. Enrichment

- 1) Divide madrichim into pairs and invite them to use active listening while discussing their experiences in the classroom. Let one partner practice active listening while the other partner shares what has been going well in his or her work. Then have the partners switch. Give each person two minutes for sharing, and allot five minutes for partners to report their experiences to the entire group.
- 2) Share the following quote from the Talmud with the madrichim: “*Happy [is] the generation whose great listen to the small, for then it follows obviously that in such a generation, the small will listen to the great*” (Rosh Hashana 25b). Discuss: How do you feel when someone “great” listens to you? Who is great in your life? How do you think your students feel when you—a teenager—listen to them?
- 3) Give madrichim the opportunity to tutor one another. Break them into pairs. Give each pair an assignment such as reading a Hebrew prayer. Each person will have five minutes to tutor his or her partner and then get feedback on what was useful and constructive and what was not. Then switch roles.
- 4) Additional resources:
 - *Jewish Identity Games: A How-To-Do It Book (Jewish Law Review)* by Richard J. Israel has a variety of community-building activities that can be adapted to different classrooms.
 - www.education-world.com has twelve lists of icebreakers, such as *Icebreakers 2001: Sixteen Getting-to-Know-You Activities!*

Workshop Five: How Students Learn

Pages 45–56

A. Introduction

This workshop will help madrichim understand that teaching and learning are complex processes. To be an effective educator one must understand how students learn. In this session students will explore different theories of teaching and learning and how to reach every student.

B. Advance Preparation

- 1) Inform teachers about Workshop Five. Explain the two primary theories you will be teaching the madrichim—multiple intelligences and different learning styles.
- 2) Make a poster of the seven intelligences to use as a reference. Allow room to write examples within each section.
- 3) Hang up the posters from previous workshops to review at the beginning of Workshop Five.

C. Putting the Workshop into Practice

Learning Styles Quiz (page 45)

Ask the madrichim which category of learner they generally fall into: visual, auditory, or kinesthetic and tactile. Ask one person from each category to describe how they like to learn.

Invite the madrichim to close their eyes and picture the students they work with. Can they picture who among their students is a visual, auditory, or kinesthetic and tactile learner? Do the lessons in their class fall primarily into one category?

Break madrichim into pairs and ask them to discuss one activity they could organize that would help balance the learning activities in their class. Suggest that they discuss their idea with their teachers, if they wish.

Stages of Development (page 47)

After reading through the developmental profiles, ask the madrichim if the paragraph describing the age group they work with rings true. Are there other qualities they have observed in that age group?

The Seven Intelligences (page 51)

Introduce each of the seven intelligences. Ask the madrichim to reflect on what their strengths are as learners. Remind them that we are all a combination of these intelligences with one or more categories dominating. You could ask them to make a pie chart of their intelligences, allocating different percentages to the many types of intelligences that describe their learning abilities.

After the students fill out the worksheet on the Seven Intelligences, ask them for examples from each category and add the examples to each section of the poster. Consider telling madrichim that Howard Gardner has since identified an eighth intelligence—naturalist intelligence, expertise in recognizing patterns in nature and the environment. People with this type of intelligence learn by—and enjoy—collecting and classifying objects in nature, doing natural experiments, studying the stars, and visiting zoos, botanical gardens, and museums of natural history.

Teach to Reach Every Student (page 54)

Ask the madrichim to share the activities they have observed or participated in that appeal to different intelligences and different learning styles. Emphasize that some activities can encompass a variety of modalities. Often, our goal is to teach to different types of learning modalities over the course of one class session.

Review

At the end of the session, ask madrichim to:

- Review and keep in the mind the developmental profile of their students.
- Talk with their teachers about ways to accommodate different learning styles in their classroom activities.
- Remember to think of their students not in terms of how smart they are but in terms of what *kind* of smart they are.

D. Enrichment

1. Break the madrichim into groups in which each madrich or madrichah in that group works with students of a different age. Each person must teach the others in their group about the characteristics of their students, giving examples of the traits for that age from their own experience in the classroom.
2. To help the students remember the seven intelligences, have them create movements to go with each one. For example, linguistic intelligence could be a hand “talking.” Logical intelligence could be counting with the fingers of one hand. And musical intelligence could be holding your arms out like a conductor. This will help madrichim master the material using bodily-kinesthetic intelligence rather than linguistic intelligence, which we teachers use so often!
3. Share the following quote from the Talmud with the madrichim: “*A teacher should cheerfully explain again and again, in accordance with the pupils’ intelligence, the difficult parts till they understand them fully*” (Orhot Tzaddikim, 15C, Ch. 2). Discuss: What does this mean to you? How does it relate to our discussions about multiple intelligences and learning styles?
4. Additional Resources:
 - *Quantum Teaching: Orchestrating Student Success* by Bobbi Deporter, Mark Reardon, and Sarah Singer-Nourie has great classroom applications from current research about how the brain works. It includes sections on multiple intelligences and learning styles.
 - For the original theory on multiple intelligences read Howard Gardner’s *Multiple Intelligences: The Theory in Practice*.

Workshop 6: Working with Students with Disabilities

Pages 57–63

A. Introduction

Creating a classroom environment that is safe and caring for all its participants is a Jewish value. The information and techniques offered in this session should be prefaced by and grounded in the core Jewish values of *kavod*—honor and respect—and *rahamim*—compassion. In this workshop, madrichim will focus on working with students with disabilities.

B. Advance Preparation

1. Inform teachers about Workshop Six. Explain that this workshop will focus on how madrichim can work with students with disabilities. Madrichim may want to talk with the teachers about ways to help these students.
2. Find out what your school's policy is on inclusion of children with disabilities.
3. Find out which madrichim are working with students with disabilities.
4. Hang up the posters from previous workshops to review at the beginning of Workshop Six.

C. Putting the Workshop into Practice

Lesson Launch (page 57)

Ask madrichim to share descriptions of students with disabilities without naming names. Ask where these students' learning and behavioral difficulties lie.

Remind madrichim that not every student who has difficulties necessarily has a learning disability (LD). When we focus on helping students with difficulties, we should address the behaviors and actions—not the person. For example, a student is not annoying; his or her actions, however, may be disruptive and may need to be managed.

Strategies for Helping Students with ADHD (page 60)

Ask madrichim who are working with students with a learning disability if they have tried any of the strategies listed in the handbook. Were the strategies successful?

Explain that often in secular school students with an LD have an IEP—an individualized education plan. For students in their class who have LDs, madrichim may wish to talk with their teachers about writing out individualized religious school plans, preferably with input from the parents.

Focus on Text (page 62)

Review the blindfolded walk exercise that madrichim did at the beginning of the workshop. Ask madrichim to remember what it feels like to be unsure, disconnected, and anxious. Madrichim have so many ways to help students feel safe and valued as members of their class. Each time they remove a stumbling block, add another measure of assurance, or build trust with a student, they are indeed fulfilling the commandment, “You shall not insult the deaf or place a stumbling block before the blind.”

Review

At the end of the session, ask madrichim to:

- Talk with their teachers about any students with learning disabilities and discuss ways they can help those students learn best.
- Remember that they do not need to handle all situations on their own. Sometimes a teacher needs to manage the situation instead of the madrich or madrichah.

D. Enrichment

1. Invite a teacher who works with students with learning disabilities to speak with the madrichim about the challenges of working with these students. Perhaps there is a parent in your school who works professionally with students with learning disabilities. Invite him or her to be a guest presenter at the workshop.
2. Many communities have an organization that promotes inclusion of people with disabilities (in some communities it is called the Inclusion Network). Find out if your community has such an organization. They may have materials, speakers, or consultants that are available to you.
3. Additional Resource:
Special Kids Problem Solver: Ready-To-Use Interventions for Helping All Students with Academic, Behavioral & Physical Problems by Kenneth Shore. Written by a school psychologist, this book provides helpful information for identifying students with a wide range of special needs.

Concluding Activity

Divide madrichim into small groups. Ask each group to create an acrostic using the word MADRICHIM. Each line should articulate one thing they have learned in their training program. Below is an example.

M – many different kinds of learners
A – always treat students with *kavod*
D – detailed lesson plans are most effective
R – role models
I – interactive responsibilities
C – children have developmental needs
H – help our fellow madrichim
I – interpersonal intelligence
M – madrichim rock!

Conclusion

With the proper guidance and nurturing, our madrichim have tremendous potential to contribute in meaningful ways to our congregations. Through their work they will also build a useful skill set, deepen their self-confidence, work with role models who will inspire them, be a role model themselves, and strengthen their own Jewish identity and connections. You are providing them with these opportunities, and that is no small thing. May you be strengthened and inspired in your work with these teenagers.

About the Leader's Guide Author

Barbara Dragul has been a Jewish educator for eighteen years, the last thirteen at Isaac M. Wise Temple in Cincinnati, where she has been the Director of Education and Lifelong Learning for the past six years. Barbara is also the chair of the Jewish Educators Council of Cincinnati. Over the past twelve years, Wise Temple has developed a successful madrichim program, currently with more than ninety teenagers. The program is valued by teachers and parents but especially by the teens themselves, who as religious school students look forward to being part of the "cool" madrichim program when they reach high school.