

FJC STAFF TRAINING RESOURCE

HINEINI - HERE I AM

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TOPIC (S)	Staff training, professional development, leadership, supervision
SUMMARY	FJC's Hineini poster has so many unique applications. This staff training resource shares four different ways you can use it throughout the summer for staff training, ongoing conversations, and supervision. These activities can be used in concert with one another or as standalone interventions.
GOALS:	<ul style="list-style-type: none"> ● Staff members will have a better understanding of how they can show up across different situations and environments in camp life. ● Supervisors will have a new tool and framework for meetings and check-ins. ● Staff members will have a new framing for their unique perspective and role at camp. ● Staff members will be set up for success in addressing the needs of all campers.
AUDIENCE:	Staff members of all ages and roles!
TIMING:	The activities shared below provide four different interventions which can happen at different points throughout the summer. Each description below includes its own specific timing suggestion.
APPENDICES:	<p>Hineini Poster: https://drive.google.com/file/d/14D8DYeKRBc07zLK0KoOnVP7xHrhEQH99/view</p> <p>Hineini Coloring Page: https://drive.google.com/file/d/1hLRnJ3I9U0DpdhOux7Zu2LzZkEsb95CJ/view</p> <p>More information about Hineini and other related resources: www.jewishcamp.org/hineini</p>
MATERIALS NEEDED:	<ul style="list-style-type: none"> ● Printouts of appendices ● 5 different colors of crayons, colored pencils, or markers ● Manilla envelopes (one for each supervisee)
SET-UP DETAILS:	No specific set up required - these conversations are created to occur at any area in camp!

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SESSION TIMELINES

Session 1: Intro to Hineni (designed for staff week, to happen by unit or bunk team)

- **Overall timing: 45 minutes**
 - :00- :05 - Facilitator invites groups to sit by unit or bunk teams, distributes materials, and welcomes the participants
 - :05 - :15 - Facilitator reads prompts and invites participants to color in their sheets
 - :15- :35 - Unit/bunk teams discuss in small groups
 - :35 - :45 - Full group debrief led by the facilitator

Session 2: Lost & Found/Gaining Perspective (designed for all staff week attendees)

- **Overall timing: 1 hour**
 - :00 - :05 - Facilitator invites participants into the session and distributes copies of Hineini posters or shows one big version of the image
 - :05 - :12 - Facilitator provides prompt for discussion and groups of 3 work together
 - :12 - :25 - Groups of 3 have time to share their stories with the big group
 - :25 - :35 - Facilitator unpacks why this activity was done and invites reflections from the group
 - :35-50 - Facilitator goes over camp handbook or other resources/procedures for reporting
 - :50 - 1:00 - Participants are invited to think about and discuss how to also report/share when good things happen and set goals for their campers

Session 3: Dealing with all types of campers (designed as a midsummer staff refresher)

- **Overall timing: 45 minutes**
 - :00 - :05 - Coloring exercise
 - :05 - :15 - Partner discussion regarding Hineini interpersonal questions
 - :15 - :20 - Group discussion
 - :20 - :45 - Reflection and planning time with co-counselors

Session 4: Supervision Template

- **Overall timing: 20 minutes, each time a supervisor meets with their supervisee**
 - :00 - :20 - The supervisor and supervisee use their Hineini coloring sheet to reflect on how they have shown up for one another since their last check-in and plan any adjustments for improvement in the timeframe to come

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SESSION OUTLINES

Session 1: Intro to Hinieni (designed for staff week, to be completed by unit or bunk team) -

Overall timing: 45 minutes

- :00 - :05 - Facilitator invites participants to sit by unit or bunk teams and distributes at least 5 different colors of markers/crayons/colored pencils for each group. Each member of the staff is also given their own [Hinieni coloring sheet](#).

- :05 - :15 - Facilitator prompts participants to color in their page with the answer to a question - they should use the color provided next to each prompt. (Note: colors below are place holders, you can use whatever colors you have available as long as each prompt has a different color associated with it)
 - Where at camp do you feel like your most authentic self? (purple)
 - Which item represents how you naturally show up at camp?(green)
 - Which item represents how you want others to show up for you? (orange)
 - In an ideal world, which item represents a way of showing up you'd like to improve upon? (blue)
 - Which item represents a way of showing up that isn't your style (and makes it hard to get along with others who show up this way)? (red)

- :15- :35 - Once everyone has colored in their page, the facilitator invites participants to discuss in their small group - made up of other members of their unit or bunk team. They should be prompted to unpack what they learned about themselves and share their answers with one another.
 - Facilitators write the following discussion questions on flipchart paper, print out a page for each group, or share aloud interspersedly:
 - Was this activity easy or difficult for you?
 - What do you need from this team this summer to set yourself up for success?
 - How as a group could we be mindful of each other's needs?
 - How do we leverage each other's strengths to work as a team?
 - What is a gap we have in our team? How could we adjust for it?

- :35 - :45 - The facilitator, preferably a member of the senior leadership team, should bring the group back together and mention the importance of showing up as our true selves and acknowledge where and how we can show up best for others.
 - As the first introduction of this tool to the staff, the facilitator should ask the staff members:
 - How could you use this resource throughout the summer?
 - What ideas do you have for bringing this idea to life for your campers or peers?
 - What reminders would help you reflect on how you are showing up?

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Session 2: Lost & Found/Gaining Perspective (designed for all staff week attendees) -

Overall timing: 1 hour

- :00 - :05 - Facilitator shows the poster to the staff - this can be done either by giving everyone a hand out, or showing one large image.
 - Facilitator says to the participants: Let's say you show up to the scene in this picture (the Hineini poster) and you are immediately concerned based on what you see that something is wrong- what happened that resulted in the scene looking like this? What story can you make up to explain why this scene looks this way?

- :05 - :12- Facilitator invites participants to get into groups of 3-4, and asks each group to come up with a story of what happened in the camp scene above that resulted in the picture.
 - Allow them 5 minutes to write their story in groups and ask them to designate someone who will share back their work to the rest of the participants.

- :12 - :25 - The facilitator brings the group back together and gives the opportunity for each group to share their story. (Note: depending on size of your staff, you could choose to just hear back from some of the groups)

- :25 - :35 - The facilitator engages in a debrief - first asking the group how they felt about the activity and what they might take away from it.
 - The facilitator then acknowledges that all of the stories are different (and people might have even disagreed in their small groups), because we all come to our roles with different perspectives and show up differently in our response.
 - The facilitator reminds the staff of their obligation to report concerning things to a member of the Senior Leadership team (if you see something say something) and to bring their perspectives to partnerships with co-counselors, unit heads, and senior leadership.
 - The facilitator reminds participants that their attention to detail within their own bunks or units is something that senior leadership can't always have due to their wider perspective at camp. This is why you need staff to report issues happening within the community.

- :35-:50 - The facilitator should then use this opportunity to review the camp's reporting structure.
 - Who should staff go to for specific things? What is considered important to elevate, and what can staff handle on their own (and when they are empowered to do so, how/when/where should they share updates, even if the situation seems resolved)?
 - Provide the staff with the list of things they are required or encouraged to report and explain what it means to be a mandatory reporter. Go through any



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- handbook regulations on this matter.
- (Note: We understand the policies differ per camp - so utilize this time as you see fit!)

 - :50-1:00 - Facilitator should end on a positive note - mentioning that not all reporting needs to be negative or concerning. Senior Leadership also wants to hear about the things you notice that are great! Senior Leadership wants to be informed of the positive things you notice - ask your staff to share with your team when someone is a rockstar or has a really great day.
 - Share with staff when and where there are built-in opportunities for noticing the positive ways fellow staff and campers are showing up. (Do you share gratitude during Staff Shabbat Oneg? Do you give out values-based beads each evening to exemplary campers?)
 - If time permits, share with staff what the specific goals are for different age groups and campers.
 - If you don't have these goals, invite your staff to create their own goals for their campers using the following guiding questions:
 - What are we looking for from our campers this summer?
 - How do we want them to grow?
 - How can we notice and share that as well?

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Session 3: Supporting all types of campers (designed as a midsummer staff refresher) -

Overall timing: 45 minutes

- :00 - :05 - Facilitator invites everyone to participate in a color exercise.
 - Ask everyone in the room to look around and focus on all items they see that are blue.
 - Then ask them to close their eyes and tell the group anything they saw that was yellow.
 - Ask the participants to open their eyes and reflect on the exercise - were they able to acknowledge anything yellow? Why or why not?

- :05 - :15 - The facilitator should provide participants with copies of the Hineini poster and ask them to sit with a partner (*chevruta*). Partners are prompted to discuss:
 - What item(s) represent behaviors that make you frustrated or make it hard for you to work with/have a relationship with people who engage in them?
 - Which item(s) represent behaviors you align with or naturally gravitate towards?

- :15 - :20 - Bring the group back together and ask them to reflect in group discussion:
 - How much of our time do we spend with the people or behaviors that make us frustrated?
 - How much of our time do we spend with the people or behaviors we naturally gravitate towards?
 - The facilitator should introduce the rule of 60: when it comes to any group of things or people, we usually love/gravitate towards 20% and hate/frustrates us 20% - that then leaves a remaining 60% that we ignore.
 - This rule works for campers as well. We give the majority of our attention to our campers who are most like us and who are most difficult to us. As a result we are ignoring the campers “in the middle”
 - Facilitator should say: How could you show up differently to address that disparity? How could you be a better counselor to 100% of our campers? How can we stop and acknowledge when we are showing up too much or not enough for certain groups?

- :20 - :45 - Facilitator should invite everyone to sit and talk to their co(s). As they sit together they should use the Hineini tool to go through their list of campers and think of how they could split up their time and natural strengths to make sure that every camper has someone showing up for them. Co-counselors should create a plan for showing up for each one of their campers throughout the rest of the summer.

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Session 4: Supervision Template (to be used throughout the summer) - **Timing: 20 minutes, each time a supervisor meets with their supervisee**

First meeting between supervisor and supervisee:

- The supervisor should come prepared to the meeting with two Hineini coloring sheets in a manilla folder with the supervisee's name on it, and three different colored pens/markers/colored pencils for them and the supervisee.
- The supervisor and supervisee should both take a coloring sheet, and color in the sheet based on the following prompts for themselves:
 - What you are best at - how do you show up well? (yellow)
 - What is the way of showing up you want to grow in? (blue)
 - What is the way you want the other person to show up for you? (green)
- The supervisor and supervisor should go over their answers and discuss how they can best plan to show up for each other this summer
- At the end of the meeting the supervisor should put both sheets back in the manilla folder for safe keeping.

Summer check-ins:

- Every time the supervisor has a schedule check in with their supervisee (however often is typical in your camp community) they should bring the folder take 15-20 minutes to reflect on the time since they met using the document for reflection.
- Potential Check-in questions for the supervisor to use:
 - What is an example of how I showed up for you the way you wished?
 - What is an example of how I didn't show up for you the way you wished?
 - How did you work on showing up in the way you are working on?
 - How do you think your natural way of showing up benefits those around you?

Final meeting of the summer:

- At their final meeting at the end of the summer the supervisor should revisit this envelope. Both the supervisor and the supervisee should get a clean coloring sheet. Both parties should color in new sheets without looking back at their old ones using the following prompts:
 - What areas did you grow in?
 - What way of showing up are you the most proud of?
 - If you come back next summer would you want to work on?
- The pair should discuss the questions and compare back to their sheets from the beginning of the summer.
- The supervisee should then be given their envelope with both coloring sheets to keep. If there is time, it would be lovely for the supervisor to also include in that folder a thank you note to the supervisee for their work and growth this summer