



Yitzhak Rabin

Leadership

40-60-Minute Learning Experience

Before beginning, check out our [Facilitator's Guide](#), which explains how to use this learning activity as a set induction prior to watching the video.

Through gameplay, discussion and observation, your participants will experience different aspects of leadership. They will encounter what it feels like to serve as a leader and what it feels like to be a follower under a leader. Participants will come to understand the different leadership qualities they are drawn to. They will be asked to think about conflicts and challenges that arise in leadership and what kind of leadership is needed in different scenarios.

Activities (20-30 min)

Supplies: Board or flip chart, 3 colored markers

1. Play a few rounds of Simon Says (7-10 min)

- Allow for a few different volunteers to act as leaders.
- Ask and record (on board or flip chart): What leadership adjectives would you use to describe someone who is leading Simon Says?

2. Play a few rounds of Follow the Leader (7-10 min)

- Allow for a few different volunteers to act as leaders.
- Ask and record using a different color: What leadership adjectives would you use to describe someone who is leading Follow the Leader?

3. Play the Mirror Game (7-8 min)

- Pair up participants and assign one to be Person A and one to be Person B.
- Stand them facing each other, with the pairs spread out around the space.
- Explain that they will be playing a silent mirror game and that at different points you will call out which one of the pair is leading.
- Encourage them to use physical space generously (not just hand and eye movements).



- e. Start with Person A leading (while they are playing, keep an eye on HOW different people are leading each other – slowly, quickly, helping, trying to trick the person, etc.) (45-90 sec)
- f. Switch to Person B leading (45-90 sec)
- g. Switch to Person A leading (30-45 sec)
- h. Switch to Person B leading (30-45 sec)
- i. Now instruct them to choose, without speaking, who is leading and to switch leading back and forth between them over the next 90 sec without speaking.
- j. Ask and record using a third color: What leadership adjectives would you use to describe someone who is leading the Mirror Game?

Processing: Grade 8-Adult (10-15 min)

- In comparing/contrasting the three lists, what is similar? What is different? Why would different skills be needed in different types of leadership situations?
- As a follower in Follow the Leader, did you feel as though the leader was trying to make it interesting/fun? Why or why not?
- As a follower in Simon Says, how did it feel knowing that the goal of the leader is to get you out? Is this true leadership? Why or why not?
- As a leader in either Simon Says or Follow the Leader, what sense of responsibility do you feel for your participants?
- If you were an early leader in Simon Says or Follow the Leader and then became a participant, what did you think about the job that a person after you performed? Do you think you were more judgmental or had higher expectations because you had once been the leader?
- In the Mirror Game, everyone had a chance to be a follower and a leader. Raise your hand if you preferred being a follower. Explain why.
- If you preferred being a leader in the Mirror Game, explain why.
- When you had to transfer leadership to another person – give up control – during the Mirror Game, how did that feel?
- Are there specifically Jewish leadership qualities? If so, what are they?
- The Torah tells us that the great leader Moses was the most humble of people (Bamidbar 12:3). Does humility usually go hand-in-hand with leadership? Why do you think the Torah points to this as an important leadership quality?



Additional Processing: Grade 11-Adult

- Share a time when you had leadership responsibilities and you then had to turn over that role to someone else. How did that feel? What went through your mind during that experience?
- How does responsibility play into leadership ...
 - if your goal is teamwork?
 - if your goal is fun?
 - if your goal is safety?
 - if your goal is “mission success”?
- In thinking about leaders in the following situations, how might participating in today’s activities help shape your thinking or understanding?
 - sports team leader
 - group project leader
 - political leader
 - military leader
- In your opinion, what Biblical or historical Jewish figure embodies a true leader? Did they face different or similar leadership challenges than those leaders face today?

Video Viewing and Post-Video Reflection (15–20 min)

After doing these learning activities with your participants, watch the [video](#) together. Then use these discussion and reflection questions for a final conversation and wrap-up to the program.

- Rabin was a unique military and political leader. After Israel’s victory in the Six-Day War, he stated: “The whole nation was swept by joy and yet we encounter a strange phenomenon among the fighters. The fighters in the front lines saw with their own eyes not just the glory of victory but also its price, their comrades fell next to them, covered in blood.” What does this quotation tell you about the type of leader and person Rabin was?
- During the Six-Day War, as Rabin led Israel to military victory, he suffered from intense anxiety. What does this tell you about Rabin as a person and as a leader? What in your life triggers anxiety, and how do you manage it?
- Yitzhak Rabin is remembered in different and even conflicting ways. From watching this video, what kind of leader did Rabin seem to be? What qualities of his might you emulate, and what qualities do you not identify with?
- Rachel Rabin, Yitzhak Rabin’s sister, said about him: “Somehow Yitzhak always felt that he was responsible for me. That he needed to take care of me. To protect me. And that’s how I felt. Till his last day, really, I felt he was protecting me, even from afar.” Yitzhak Rabin wore many hats. He was a father, a brother, a husband, a soldier, a politician. How do you want to be remembered?