



Yitzhak Rabin

# Leadership

90-120-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 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 (65-95 min)

*Supplies: Signs for around the room – Aleph, Bet, Gimel and Dalet, blue tape; pens and post-it notes; rug or tarp; white construction paper (11x17), markers, crayons, pencils; small marbles, tokens or rocks where every one of them is the same color except one – and a small opaque bag to carry them in; Coat of Arms small group discussion sheets.*

### 1. Four Corners Game (8-10 min)

- a. Hang signs around the room – Aleph, Bet, Gimel and Dalet.
- b. Explain that there will be three rounds of this activity. For each round the facilitator will read a statement with four possible endings, each one corresponding to Aleph, Bet, Gimel or Dalet.
- c. Ask participants to stand under the sign that best completes the sentence, in their opinion.
- d. Once they are under that sign, read a discussion prompt and have them find 2-3 people under that sign to share the prompt with.
- e. Have everyone return to the center for the next statement.

Statement 1: This word best describes the value that you feel is most critical in leadership:

- Aleph = Integrity
- Bet = Honesty



- Gimel = Truthfulness
- Dalet = Respect of Others

Turn to those around you and share one leadership value (any) you try to exhibit.

Statement 2: This word describes the kind of leader I look up to:

- Aleph = Powerful
- Bet = Confident
- Gimel = Creative
- Dalet = Consensus-Builder

Turn to those around you and share what leader you admire the most and why.

Statement 3: This word describes the kind of leaders you want those around you to become:

- Aleph = Compassionate
- Bet = Energetic
- Gimel = Knowledgeable
- Dalet = Team-Oriented

Turn to those around you and share one skill you think is critical for a leader to have.

## 2. Center Stage (12-15 min)

- Select five participants as volunteers. One participant plays the role of a sports team member who has missed a lot of practice or has been late to games. Each of the other four participants demonstrates a different style of team captain that you pre-assign privately: Compassionate but firm on boundaries; Angry and not listening; Supportive and collaborative in problem-solving; A pushover and reluctant to confront.
- Ask all participants to form a circle, and put two chairs in the middle of the circle, center stage.
- One by one the captains meet with the team members about the issue and speak to them for no more than 2 min each. (8 min)
- Discuss: (4-7 min)
  - How was leadership displayed in each of the scenarios?
  - What leadership qualities did you see displayed on the stage?
  - Which leadership style worked and which did not?
  - If you served as the captain, how did you feel being in the leadership seat?



- v. If you played a leadership style contrary to how you would normally respond, what was that like for you?
- vi. If you served as the player, which leadership style did you feel the most comfortable responding to? Why?
- vii. What challenges do team leaders typically face?
- viii. Consider what the “ideal” leader would do in the scenario and describe.

### 3. Magic Carpet (15-20 min)

- a. Provide a small tarp or rug that has enough room for all workshop participants to stand on.
- b. Show the group that there are two colored items in an opaque bag. Tell the group that the person that draws the odd color is the leader but that no one else will know that they are designated leader.
- c. Pass around the opaque bag with small marbles, tokens or rocks (each of them should be the same color except for one). Each person discreetly takes an item and looks at it and puts it in their pocket or hands it back to the facilitator (do not put it back in the bag).
- d. Have everyone stand on the tarp/rug.
- e. Inform the group that their task is to work together to flip the rug or tarp over without any participant stepping off. If (or when) a participant steps off, the team discusses what went right or wrong, but they must all step off the tarp and the team must begin again. The designated leader must try to assert his or her leadership without ever saying that s/he is the leader. Other participants can participate in a way that is natural to them – offering suggestions, helping others, staying quiet, listening. (8-10 min)
- f. Discuss:
  - i. Did you work well together as a team? What worked? What did not?
  - ii. How were conflicts resolved in your group?
  - iii. How does listening to different ideas – different from your own – play into teamwork? How does it play into leadership?
  - iv. How does consensus-building play into teamwork? How does it play into leadership?
  - v. If you consider yourself a natural leader but you weren't the leader for this activity, how did this game feel for you?
  - vi. If you are a natural follower, were you confused by which “leading voices” to follow? Why or why not?
  - vii. Did you know who the designated leader was for this activity? How?
  - viii. If you were the designated leader:
    - 1. What different tactics did you try to use in order to assert your leadership over the group?



2. Was it hard being the leader without having public authority? Why or why not?
3. What different emotions did you feel during this activity?
4. How does public authority play into leadership?
5. Would this task have been easier if there was one publicly designated leader? Why or why not?

#### **4. Leadership Characteristics (15-20 min)**

- a. Divide the group into pairs or groups of three. Have each group member share a story about someone they consider to be an influential leader. After each story has been shared, have participants discuss the characteristics that they think made the person in the story an effective leader. (6 min)
- b. Once each participant has shared a story, have the group compile a list of all the characteristics of an influential leader they identified and write each unique one on a post-it note. (3-5 min)
- c. Post these characteristics on a wall around the space in alphabetical order, creating a pile for repeated characteristics.
- d. Have the entire group “museum walk” the compiled list (walk around and read the notes).
- e. Discuss: (5-8 min)
  - i. What leadership qualities were most repeated? Why do you think that is?
  - ii. Which leadership qualities on the wall do you think represent you the most?
  - iii. Did any of the leadership qualities on the wall represent challenge or conflict? In what way?
  - iv. What was the most unique characteristic you saw posted on the wall? What about that characteristic makes you think differently about leadership?
  - v. In what ways do “influential” leaders display different qualities than someone who is simply leading a project or leading a sports team?

#### **5. Leadership Coat of Arms (15-20 min)**

- a. Based on what they experienced and processed during the activities, ask participants to draw their own Coat of Arms that symbolizes the most important elements of their leadership philosophy.
- b. Give out 11x17 white construction paper and a variety of markers, crayons, colored pencils, etc. (Give them no more than 8 min -- explain that it doesn't have to be a masterpiece.)
- c. As they finish, place them in small groups of 2-4 people to share their Coat of Arms, debrief and discuss together with the small group.
- d. Discuss:



- i. Which activities you experienced today influenced your Coat of Arms the most? Explain.
- ii. What leadership qualities emerged on more than one Coat of Arms?
- iii. What leadership quality stood out as the most unique?
- iv. Which of these Coat of Arms' leadership philosophies in your small group would be best in the following:
  1. Military Leader?
  2. Sports Captain/Coach?
  3. Classroom Teacher?
  4. Camp Counselor?
  5. Rabbi?
  6. Country President?

Why might it be different depending on these roles?

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

- Thinking back on the activities – particularly Center Stage and Magic Rug – what did it feel like to learn from witnessing leadership in action?
- If you served as a leader today in either of the games, what is most memorable to you about your experience?
- What did you learn today about your own beliefs/understandings regarding leadership?
- What did you learn from others today about leadership that you might not have considered before?
- As each activity occurred, what did you take from the previous activity into the next activity?
- If we were to do the opening activity again – Four Corners – do you think that any of your answers would change as a result of going through today's activities? (If needed, read them again and discuss each one.) What changed your mind?
- 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**

- Think back to the different kinds of conflicts that you witnessed or experienced today. Can you articulate what you experienced?
- How does leadership style impact conflict management?
- How do you tend to respond during conflict, both as a participant and a leader?



- How does internal conflict play out in leadership?
- What role does taking consensus play in leadership?
- What challenges arise for leaders who try to build consensus before making a decision? Should a leader try to build consensus?
- As a result of today's experiences, how might you lead differently the next time you are put into a leadership position?
- If you were going to explain leadership – the good and the difficult – to a younger child, how would you describe it based on today's experiences?
- In your opinion, what Biblical or historical Jewish figure embodies a true leader? Did they face different or similar leadership challenges than Jewish 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?