



EXERCISE 2

Reflections on Our Own Best Learning Experiences

This is a more complicated exercise whose purpose is for people to extrapolate from their non-Jewish learning experiences some general principles about what makes learning particularly powerful, enjoyable, and meaningful. Handout 1 (below) suggests one way in which this assignment might be framed.

Preparation:

An instruction sheet for participants will be required. See Handout 1 for a possible model.

Grouping of Participants:

Small groups with five participants each.

Time Required:

30–40 minutes for the small groups, and 1–2 minutes for each group to report back.

Facilitation:

Each group can work on its own, following the instruction sheet.

Record Keeping:

The “principles” should be placed in the vision folder.

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HANDOUT 1

Reflections on Our Own Best Learning Experiences

In Small Groups:

Think for a moment of a very positive learning experience you have had, either learning a skill or a new subject. For purposes of this exercise think of something you learned that was *not* particularly Jewish.

- **What factors or conditions made this a particularly positive experience for you?**
- Take turns sharing both the experience and the factors that made it so successful. As people talk, have someone list the factors or conditions. Notice how many of these are mentioned more than once.
- After everyone has had a turn, spend some time analyzing and prioritizing the list: Which items can be combined? Which seem to be most important?
- Pick your group's top five priorities.
- Turn each of these five into a sentence that explains what the factor is and why it is important. Write them on a flipchart or a large piece of butcher paper to be shared with the other groups; keep a copy to place in the vision folder.

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