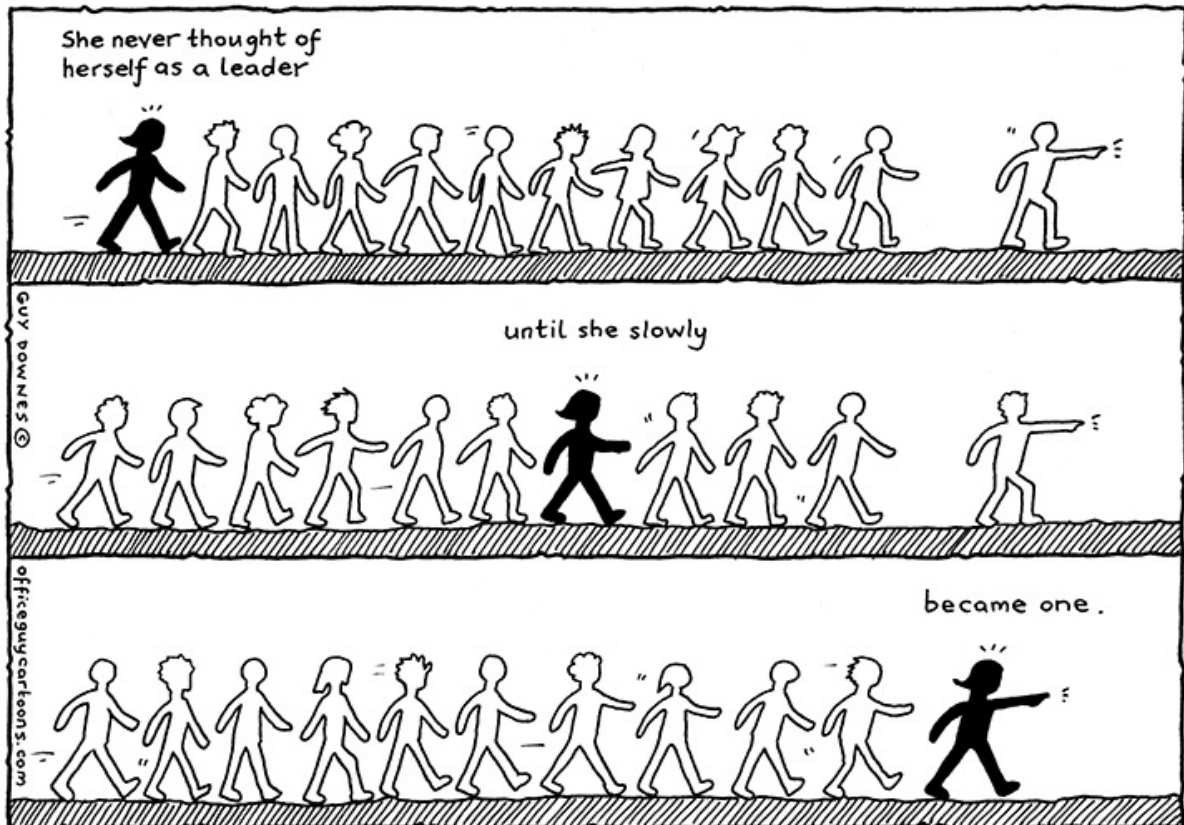


Signal 1 – Educational Leadership



Aims:

1. To appreciate the power of leaders and understand the influence they can have.
2. To realise the importance of acquiring knowledge before one can teach.
3. To discuss how Bnei Akiva educates and to learn how they can do it too.

Keywords: Knowledge, Power, Leadership, Informal Education

WARNING: You are now about to enter a Machane different from any other. A Machane about Machane, the Chomer behind the Chomer, and Tochniot about Tochniot... Welcome to H-Course!

The first Kvutza is on 'Educational Leadership' and it goes right to the core of what we do at Bnei Akiva. Let's start by looking at leadership in isolation...

**Discussion Point 1: What comes into your mind when you think of a leader?
What is the difference between power and leadership?**

Some leaders have had absolute power over large numbers of people, despite having odd facial hair, but does that make them good leaders? By what do we judge a leader's efficacy?

Leaders are often driven by a thirst for power and influence, but are those really the qualities we want to instil in budding Madrichim, or do we look to create a generation of Madrichim that can achieve loftier goals?

So many questions, it's like Seder Night!

Maybe some answers lie in looking at two very different but equally important leaders... How do they answer Discussion Point 1?



Mordechai Anielewicz (1919-1943)

Mordechai Anielewicz – a leader of his youth movement – organised cells and groups, participated in underground publications, arranged meetings and seminars, and visited other groups in different cities. Anielewicz dedicated part of his time to learning Hebrew, reading, and studying history, sociology and economics. His activities changed when the news about the mass killings of Jews in Eastern Europe became known. He immediately got involved in the resistance in the Warsaw ghetto and helped with training self-defence groups. On Erev-Pesach 1943, he headed the Warsaw Ghetto Uprising, and during the first days of the battle he commanded the resistance forces. When the street fight ended, he moved the headquarters' shelter to Mila 18 Street. On 8th May 1943, Anielewicz was killed aged 23 in the headquarters' bunker together with some colleagues.

Golda Meir (1898-1978)

Golda Meir was a teacher, immigrant, kibbutznik, stateswoman, politician and the fourth Prime Minister of Israel. Growing up in the United States, she was a member of the Poale Zion youth movement, which later became Habonim. Meir was elected prime minister in 1969, after serving as Minister of Labour and Foreign Minister. In 2019, she remains the only woman to have held this role. She has been described as the "Iron Lady" of Israeli politics; the term was later applied to British Prime Minister Margaret Thatcher and Indian Prime Minister Indira Gandhi.



Discussion Point 2: Take a look at the leaders below. Should try and learn something from them? How can such bad people hold such positions of influence? Are there any figures like these within Judaism?



You've Got the Power



We live in a meritocracy, based on the principle that 'he or she who is best for the job deserves the job'. Traditionally, positions of importance were transmitted by blood – whether with religious leaders, national leaders, or military leaders. In the twenty-first century this is no longer the status quo, and hereditary monarchs with real royal power are few and far between.

The key to achieving greatness in our generation is effort, so changing the world is truly within our grasp. The harder we work, the more we can achieve. This idea is key to what we are trying to put across and has always been at the very heart of Judaism; our actions in both the spiritual and physical realm are considered to have earth-shattering significance.

"Whoever destroys a single soul from Israel, it is as though he has destroyed an entire universe; whoever saves a single soul from Israel, it is as though he has saved an entire universe." (Sanhedrin 37a)

So far, we have seen the relationship between leadership and power and looked at how leadership can be harnessed. We have looked at how leadership is available to a greater percentage of the population today than ever before. This is no more relevant than at H-Course, where we have the responsibility of creating approximately 40 or so leaders all at once! What an incredible challenge and opportunity!

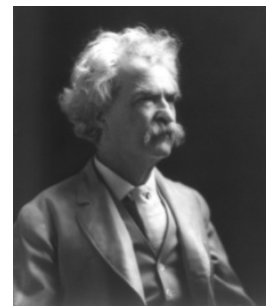
This concludes our discussion of leadership. Let's turn now to education as we seek to understand the whole picture of this Kvutza.

Chinuch Working

There is a Tosafot in Masechet Nazir (28b) which discusses the nature of Chinuch: 'Chinuch only applies to giving warning in order to do and fulfil Mitzvot; however, to warn against transgression is not Chinuch.' **ללמד** means to teach, whereas **לחנך** means to instruct or to dedicate. Chinuch is from the same root as Chanukah, which means dedication – establishing a building as something holy (whether a Temple or a house). Similarly, when we 'dedicate' our Chanichim, we put them on a certain path, encouraging them to lead a Torah lifestyle. This process seems to be more positive than negative; although there is a place for rebuke within Jewish education, it would appear that this does not fall within the remit of Chinuch.

"I never let my schooling interfere with my education" (Mark Twain)

Discussion Point 3: R' David Aaron says that as educators we should be "gardeners not carpenters." What do you think he is getting at and how can we apply this to H course?



Leading towards...

There are countless organisations which champion the cause of leadership. Quite rightly, they recognise that by empowering individuals – especially young people – they are investing in the future of the world. However, they often fall short in that they assume leadership to be an end rather than a means. In Bnei Akiva, however, **we see Hadracha as a means rather than an end**. We are not satisfied with creating people who value leadership; we want people who will take **responsibility** for the community and who are convinced that they can and must **make a difference**. Chinuch is a process, Hadracha is a means, and our ideology is our goal.

Discussion Point 4: How can we communicate to our chanichim the concept of "leadership towards"?

Where do we learn in the Torah that one must learn Torah?

"You should teach your children...when you sit in your house, when you walk by the way, when you lie down, and when you rise up." (Devarim 6:4-9)

- *Why does the Torah speak about teaching and not about learning?*
- *Where does learning take place?*
- *Do we have an obligation to teach our Chanichim? After all they are not our own children! And if so, why?*

"The prophets and sages made a decree that teachers of children should be appointed in Jerusalem and the children from the outlying areas of Israel should be brought to the Holy city. [...] when this ordinance lost its effectiveness, and too many were lacking a Jewish education, it became mandatory to have teachers stationed in all towns and provinces." (Bava Batra 21a)

What makes Bnei Akiva so unique is not just that we create leaders who can inspire, lead and empower – WE TEACH THEM TORAH!!!

And this, my friends, is Educational Leadership!

Educational Leadership is the method of leadership which we use in Bnei Akiva.

We are creating educators and leaders through being educators and leaders.

Video time!

"Good leaders create followers.

Great leaders create leaders."

(Chief Rabbi, Lord Sacks)

The purpose of role models isn't to become them.

It's to use them to become a better you'

(Rav Jesse Horn)



Just to elaborate further [from Covenant and Conversation Parashat Chukat, 5767]

Moshe was a great leader, the greatest of all time. But he was also the supreme teacher. The difference is that his leadership lasted for forty years, while his teachings have endured for more than three thousand years (that, incidentally, is why we call him Moshe Rabbeinu, "Moshe our teacher", not "Moshe our leader").

This is not to devalue leadership: on the contrary. Had Moshe only taught, not led, the Israelites would not have left Egypt. The message of the rock is not that leadership does not matter; it is that leadership must be of its time. A teacher may live in the world of ancient texts and distant hopes, but **a leader must hear the music of the age and address the needs and possibilities of now.**

Great leaders are those who know the history of a people and are dedicated to its future yet are able to inspire their contemporaries on the long journey from exile to redemption. They neither long for an age that was, nor rush precipitously into an age that cannot yet be. As Moshe understood more profoundly than any other human being, great leaders are also teachers, empowering those who come after them to continue what they have begun.

Moshe is a great example of an educational leader. Although his leadership failed after the incident with the rock in Parashat Chukat, he achieved great things as an educational leader. He inspired millions of Jews around the world throughout history – including every single Tanna, Amora, Gaon and Rabbi, as well as Bnei Akiva Madrichim –not only to learn Torah, but to teach it. Quite an achievement!

The model which we use to put our educational leadership into practice is informal education. As Madrichim we are no less concerned for the educational well-being of our Chanichim than formal educators are for their students. Where we differ is how we approach our Chanichim; without the shirt and tie, the formal title, or the stigma which characterises the classroom teacher, it is much easier for our Chanichim to view us as one of them. Bnei Akiva takes place outside of the school environment, which automatically makes it more conducive to creating the impact that we hope to make through our educational leadership.

Final Thoughts

The methods of Jewish education are numerous and varied; they reflect both the needs of the time and the needs of the pupils being taught. The needs and methods of education differ from person to person and generation to generation. Our challenge is to translate the mass of educational material which we possess into palatable chunks for the Chanichim. As Madrichim, we learn more ourselves from the process of teaching, as we educate ourselves by entering into conversation with those around us. We have an immense opportunity to teach by example and to teach our Chanichim to care. The rules of growing up dictate that someone a little bit older is almost automatically cool, which gives us an

unparalleled opportunity to educate and empower our Chanichim. So, make the most of it!

K1 Concrete Concepts

1. Great leaders can be influential without being powerful.
2. We believe in leadership as a means not as an ends.
3. We educate to create leaders. **GLCF.GLCL!**

Extra Chomer

"Informal Jewish education is aimed at the personal growth of Jews of all ages. It happens through the individual's actively experiencing a diversity of Jewish moments and values that are regarded as worthwhile. It works by creating venues, by developing a total educational culture, and by co-opting the social context. It is based on a curriculum of Jewish values and experiences that is presented in a dynamic and flexible manner. As an activity, it does not call for any one venue but may happen in a variety of settings. It evokes pleasurable feelings and memories. It requires Jewishly literate educators with a "teaching" style that is highly interactive and participatory, who are willing to make maximal use of self and personal lifestyle in their educational work."

(Barry Chazan, The Philosophy of Informal Jewish Education)

Some useful quotes

- *"Power isn't control at all--power is strength and giving that strength to others. A leader isn't someone who forces others to make him stronger; a leader is someone willing to give his strength to others that they may have the strength to stand on their own."* **Beth Revis**
- *"My job is not to be easy on people. My job is to take these great people we have and to push them and make them even better."* **Steve Jobs**
- *"Leadership is not about titles, positions, or flowcharts. It is about one life influencing another."* **John C. Maxwell**
- *"A leader...is like a shepherd. He stays behind the flock, letting the nimblest go out ahead, whereupon the others follow, not realizing that all along they are being directed from behind."* **Nelson Mandela**
- *"A leader is a dealer in hope."* **Napoleon**
- *"Ideas are more powerful than guns"* **Josef Stalin**
- *"Some are born great, some achieve greatness, and some have greatness thrust upon 'em"* **Shakespeare, Twelfth Night, Act II Scene V**
- *"With great power comes great responsibility"* **Uncle Ben**

Signal 2 – Dugma



Aims

1. To understand the concept of Dugma.
2. To learn about the importance of Dugma for themselves and for others.
3. To discuss Dugma within Bnei Akiva.

Keywords: Example, Role Model, Hypocritical, Values

Leading by example

One of the very first concepts we are presented with in the Tanach is learning and leading by example. The entire book of Bereshit is a series of narratives and ordeals experienced by our forefathers/mothers, and one of the most common reasons given for their stories being recorded at all is so that we can learn from their actions.

Furthermore, we can learn not only from the good things our Avot and Imahot did, but also from their mistakes. When the Avot, Moshe, Adam, and Bnei Yisrael messed up, they got punished. It can be quite comforting to know that no-one is perfect, but so long as we are constantly striving to better ourselves, and THIS is what is seen over and above the mistake itself, our Dugma Ishit will still be intact.

So, what is Dugma Ishit? Why is such emphasis placed upon it?



It is worth noting that we often idealise the characters of the Torah and spend hours trying to justify their actions. Alan Dershowitz's *The Genesis of Justice* is an entire book dedicated to the actions of our ancestors in the book of Bereshit and how we can claim that they acted in a moral and ethical manner. There are times, however, where he concludes that we simply cannot justify certain actions, such as the murder of an entire city by Shimon and Levi. Dershowitz writes that because Yaakov criticised them for their actions, and no one would ever say that mass murder is a fair swap for rape, that we must conclude that Shimon and Levi acted incorrectly. Dershowitz suggests that there is just as much wisdom and learning what NOT TO DO in Bereshit, as what TO DO from some of our role models. However, we often dismiss people as role models if they make a mistake – **how do we find a balance between the two?**

Rav Warren Kaye, Rav Shaliach of Bnei Akiva UK 5766-9, had some things to say on this matter:

”במקום שאין אנשים, השתדל להיות שם איש”

‘In a place where there are no men, endeavour to be the man’ (Avot 2:5)

*As a Madrich/a you are the “Ish”. Nobody asks you; nobody will inform you of this role - it is just something that you are. The term Dugma Ishit is applicable 24/7 as you become a role model for the movement. Bnei Akiva has an ideology – Torah V’Avodah which I would describe as Religious Zionism. You must strive in everything that you do to remember this. Your personal example represents a world organization. On the other hand, your Chanichim look to **you** as a role model – you can never know what*

effect you will have and when the effect will occur. Remember who you are representing and that you represent them all the time."

Setting the example

Dugma Ishit is not just a call for us not to do the wrong thing but it is a call to be a living *good* example for those around us. We must prove that we have internalised the teachings that we have learned and transformed them into actions. It is no coincidence that Kiddush Hashem and conversely Chilul Hashem, are dwelled upon to such a degree.



Discussion Point 1: Is Dugma limited to a Madrich/a at Sviva or at Machane?

Dugma Ishit is something that is a constant burden upon us all. Now with the prominence of social networking sites (Facebook, Instagram, Twitter etc..) we are constantly on show. So, what happens if we're not the perfect BA robots that we were programmed to be? What if you have a Madrich who finds certain aspects of Halacha difficult? In what cases would you be apprehensive about unleashing them on your Chanichim?

Here is an extract from a letter from an early chaver of Bnei Akiva in Israel called Ben Zvi addressed to Rav Moshe Neriya, the author of Yad Achim and founder of Yeshivot Bnei Akiva:

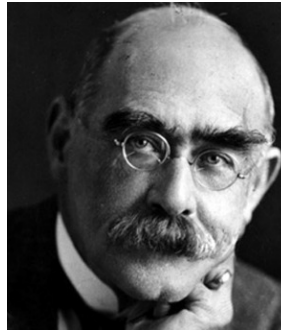
There is, after all, nobody who never sins, and everyone fights his own individual internal battle. I do admit I sometimes went the wrong way following empty philosophies which said this was permitted or there is nothing wrong with such and such. I do not feel spiritually whole and am far from the fulfilment of Torah V'Avodah. Maybe even this is not so bad for we are all far from perfect and it is only my desire that is not strong enough. My conscience is not settled. It cries out to me. Therefore, I have decided under these conditions of spiritual crisis when I do not know whether to turn this way or that I feel it is forbidden for me to be a Madrich, since there may be occasions that I will produce ideas contrary to our ideology and I will sin and cause others to do likewise. This letter is a form of confession. I hope you will note this and even though I would want to, you will not allow me to be a Madrich in the movement.

*Bvirkat Shalom,
Hechaver Ben Zvi*

Discussion Point 2: Is his situation different from that of any other Madrich/a? Is it simply a balance of good and bad?



Dugma is the best form of subliminal messaging we impart to the Chanichim. How do many traditional Jews know what to do when it comes to Pesach, Succot, Rosh Hashana, Shabbat etc when for the



No printed word, nor spoken plea can teach young minds what they should be. Not all the books on all the shelves - but what the teachers are themselves.

— Rudyard Kipling —

most part, very few of them have picked up any kind of book on halacha? The way they know, is because that is what their parents did and that's what their parents did before them. Even in the least religious homes there will be families who buy matzah on Pesach, light candles for Shabbat etc. It most probably was due to seeing the sincerity and the devotion their parents showed when performing these acts, with only a small part due to being told to do it. Indeed, if anyone can explain to us very bluntly our role, it's the Rambam:

One should not study from a teacher who does not follow a proper path even though he is a very wise man and his instruction is required by the entire nation, until he returns to a good path, as it says (Malachi) "For the priest's lips shall keep knowledge, and they shall seek Torah from his mouth, because he is an angel from the Lord of Hosts." Our sages said: If a teacher resembles "an angel of the Lord of Hosts" seek Torah from his mouth. If he does not, do not seek Torah from his mouth. (Rambam Hilchot Talmud Torah. Chapter 4)

As Madrichim we have to resemble the angel from Hashem. It does not matter how much we know and how many books we have read; **if we do not act in the correct way then we are not in the position to teach.**

"If you sit down to learn and by the time you get up, haven't changed who you are, then you haven't learned a thing." Rav Dovid Ebner paraphrasing Rav Yisroel Salanter

(A Tanna) taught: That day, they removed the entrance guard and gave permission to [the students] to enter, for Rabban Gamliel used to announce, "Any student whose inside is not like his outside may not enter the House of Study." (Berachot 28a)

This idea is called *mimetic transmission*, and it is why *shimush talmidei chakhamim* is so important. There's only so much you can learn from books, without seeing

the teachings of Judaism and the Torah embodied in a person and teacher. Teachings are more than simply words; there is a meta-educational component that is communicated via mimesis from teacher to student in the chain of *mesora*.

Discussion Point 3 – In what way can we sensitively communicate this concrete concept to our H course chanichim?

Being a Mensch

We know that the Mishna states: **וכשאני לעצמי, מה אני?** – 'If I am for myself, what am I?' But how many times do we have problems on Machane with people being selfish and inconsiderate? Enough to make it into an issue which not only affects the Tzevet but is then passed down onto the Chanichim.

An outsider looking in will be able to predict whether the Machane will be a success by the Madrichim's meetings. The common situation that occurs is when Madrichim talk over each other, whether it's voicing over an opinion, chatting with the Madrich next to you or just having a small joke. When you cut someone off who's speaking to the group not only are you saying you don't value what the person is saying but you also are saying that you value yourself more than this person. Once this lack of respect becomes common between the Madrichim – between Hadracha and Technical Tzvatim too – the Chanichim are quick to catch on and it's only a matter of time before they start being disrespectful too. This can be something very important to impart to soon-to-be Madrichim.

Blessed is the maker of creation – **ברוך עושה בראשית**

We say it every day and the Vilna Gaon explains that this talks about the creation of time, the ultimate creation, yet it is the creation we take most for granted. So, let's not waste it.

Of course, there is a necessity to enjoy yourselves and to "have a laugh" but this in no way should compromise on **דרך ארץ** – Derech Eretz or on the reason why one chooses to be involved with Bnei Akiva - to inspire and infuse Chanichim with Torah v'Avodah.

Concrete concepts of K2.

1. There is much to learn from the Avot, both good and bad.
2. Leading by example is the most effective form of chinuch.

**DON'T COMPARE
YOURSELF TO OTHERS.
COMPARE YOURSELF TO
THE PERSON FROM
YESTERDAY.**

believe-toachieve.tumblr.com

The writings of Yoni Jesner

The following are some of Yoni Jesner's thoughts on life, found among his belongings after he was killed. He wasn't writing them to show people, he wasn't writing them to impress. He was writing them for himself - to live by and to think about.

- Don't make out that something is very obvious, or people will be scared to ask questions.
- Don't argue a point, even if you are sure that you are correct. Always say, "I'll have to check it out because you might be right".
- Never say 'obviously' or 'of course'.
- Always push yourself to go out with friends, even if you can't be bothered – you'll be happy in the end.
- Always laugh when someone makes a joke.
- Never blow your nose in front of people.
- Always listen when people tell you about themselves.
- Always give, taking rarely makes you liked or feel good about yourself.
- Don't be scared to get up and dance. You'll get the hang of it.
- Don't be sarcastic.
- Never rely on anybody too much if at all.
- Always be prompt – never arrive late.
- Never be impatient.
- Learn from those around you.
- Always be enthusiastic.
- Never raise your voice.
- Always be tolerant of other people's imperfections.
- When you feel that you've got too much to do, make a list – there's nothing like organisation to bring you back down to earth.
- Be very aware of peoples' immaturities so that when they hurt you, you don't bear a major grudge.
- Forgive but do not forget, remember what was done and be on your toes when around the person.
- Mental approaches to different problems and situations will vary from person to person, be VERY aware of that fact when explaining or discussing – a different approach is not necessarily wrong.
- If you can't improvise then don't even think about working with kids.
- Give that compliment!
- Always look for the good, both in people and situations.
- If you don't do it who will?
- Just because I can get away with it doesn't mean it should be done.

Signal 3 – Rosh Gadol



Aims

1. To understand the enigmatic term Rosh Gadol.
2. To recognise the importance of showing initiative and being part of a team.
3. To appreciate how every member of the team has a role to play and how everybody's role matters.

Keywords: Teamwork, Dedication, Initiative, Responsibility

The expressions Rosh Katan and Rosh Gadol come from the IDF, and as with most military terminology they do not translate very easily into regular human language. A 'Rosh Katan' (literally 'little head') is someone that does exactly what he is told to do. For example: you tell someone to clean the barrel of their rifle. A 'Rosh Katan' will strictly clean the barrel, perhaps leaving it unfit for use because the trigger mechanism has sand in it, whereas a 'Rosh Gadol' will clean the entire rifle and lubricate it so that it is ready for use and does not rust.



- ***What will make someone display Rosh Gadol or Rosh Katan?***
- ***Where does it derive from?***
- ***Can you teach passion?***
- ***Can you make someone passionate without 'brainwashing' them?***



Rosh Gadol may be translated as **initiative** – another elusive idea which people often claim nobody told them to use. However, in reality you are unlikely to put yourself out to use initiative or Rosh Gadol unless you genuinely care about someone or something.

The purpose of this *kvutza* is twofold. First, we must explain the idea of Rosh Gadol, as even people who already demonstrate initiative need to realise the importance of such a skill for Madrichim. Second, we are trying to make sure that they care about their actions and their potential to be Madrichim themselves. This ties in with the overall theme of Machane, in that we want them to appreciate that they are the next leaders and their actions will make a difference.

Being the only Madrich/a of a Kvutza is all about Rosh Gadol. It is the perfect preparation for a Senior Tefkid or being an Israel Machane Madrich/a. These are tafkidim where you need to think on your feet, stepping in where no one else is going to. With only two/three people on a Senior Tzevet, or four if on IM, if you don't, who will?

The enemy of Rosh Gadol is apathy!

Discussion Point 1: How has apathy played out in our Tnuva over the last few years? What about over Anglo-Jewry?

Bnei Akiva is a counterculture. Although student culture offers 'three years off' with the opportunity to drink to your heart's desire, we teach through our words and our deeds that there is a bigger picture and we rise to the wider challenges of the world. We need our Chanichim to think about why it is important not only to be a Madrich, but to be the team player – working to the common goal. If they know that it is important, then they will internalise this message.



וכל מי שעוסקים בצרכי צבור באמונה, הקב"ה ישלם שכרם
"And all who faithfully occupy themselves with communal needs, may The Holy One Blessed be He give them their reward" (Shabbat Morning Tefilla.)

Why does it say that Hashem will give them their reward? The cynical answer is that when it comes to community work, nobody else will reward you so Hashem has to! Unfortunately, this joke has more than a grain of truth to it; of all the jobs available it is arguably the most essential – teachers, rabbis, community workers – which are highly underappreciated and under respected.

Discussion Point 2: Why is this the case? Why does society not have more consideration for people who invest their time and energy in the community?



Rosh Gadol is an amazing way to facilitate our end goal. Madrichim with Rosh Gadol are full of enthusiasm and kindle the flame of dedication to inspire their Chanichim.

"This is a little story about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought that Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done."

The third aim will be tackled mainly in Tzevet Dynamics. The following discussion is included here as Rosh Gadol and teamwork go hand in hand. You should touch upon teamwork in your Kvutzah but note that this Kvutzah will be done after both of the Tzevet Dynamic sessions. This material will be very useful for those sessions as well.

Teamwork makes the dream work

Feeling part of a team and having a sense of responsibility makes us function better. Without this feeling a Tzevet will fall apart as each and every person will perform their own role alone. On a simple level, Rosh Gadol may be a technical idea, limited to basic things like picking up litter at Machane even if



you did not drop it. However, while this may ensure a number of clean campsites, it will not build a strong movement with the power to affect change. We must start by looking at our relationship with the world. People with a sense of Rosh Gadol will be active and passionate in all that they do – whether in their families, in Bnei Akiva, or in the wider community wherever there is a need. (It often occurs to me that there's a reason most of my friends are involved in Bnei Akiva: they share the same values of caring for others that are important to me. We associate ourselves with like-minded people.) Rosh Gadol is not just rubbish!

"I used to tell my students before they went out for military service, that alongside the Bnei Akiva movement, a "Bnei Kehat" movement must be established. The role assigned to the descendants of Kehat was "bearing on their shoulders" (Bamidbar 7:9). It is important that in every society and in every family, there are those who feel that the burden of society or the family rests upon their shoulders, and as a result they will



*initiate and organise activities on behalf of the community. Various obligations fall upon the community, both interpersonal matters and matters between man and Hashem. In order for these obligations to be fulfilled, individuals must step forward and assume the responsibility of seeing that they are executed. It is a bad sign for any association of people if none of its members are willing to assume this role." (Rav Yehuda Amital ZT"L, **Jewish Values in a Changing World, p. 158**)*

The Mishna in Avot says it best:

"...נושא בעל עם חברו..."

Participating in the burden of one's fellow

(Avot 6:6 – one of 48 ways to acquire Torah)

Discussion Point 3: How can we ensure our chanichim will have Rosh Gadol and work effectively as a team when planning and executing H course takeover?

Characteristics of a good team

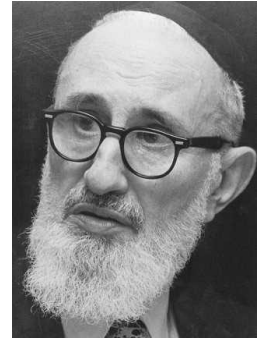
- Everyone participates actively and positively in meetings and projects.
- Team goals are understood by everyone.
- Individual members have thought hard about creative solutions to the problem.
- Members are listened to carefully and receive thoughtful feedback.
- Everyone takes initiative to get things done.
- Each member of the team trusts the judgment of others.
- The team is willing to take risks.
- Everyone is supportive of the project and of others.
- There is plenty of communication between team members.
- Team decisions are made using organised, logical methods.
- Full team acceptance is expected as decisions are made.
- Dissenting opinions are recorded and may be revisited if future situations dictate.
- Team goals are given realistic time frames.
- Everyone is focused on the goal of the project, while also looking into its underlying details.

Characteristics of a good team member

- Works for consensus on all decisions.
- Shares openly and honestly with others regarding personal feelings, opinions, thoughts, and perceptions about problems and conditions.
- Involves others in the decision-making process.
- Trusts, supports, and has genuine concern for other team members.
- 'Owns' problems rather than blaming them on others.
- When listening, attempts to hear and interpret communication from other people's points of view.
- Influences others by involving them in the issues.
- Encourages the development of other team members.
- Respects and is tolerant of individual differences.
- Acknowledges and works through conflict openly.
- Considers and uses new ideas and suggestions from others.
- Encourages feedback on their own behavior.
- Understands and is committed to team objectives.
- Does not engage in competition with other team members.
- Perceives and understands what is going on in the group.

Extra Chomer - Sacrifice and Communal Worship

Rav Soloveitchik discusses an anomaly regarding the bringing of sacrifices. If two people get together and buy an animal together in order to bring it to the temple then it has the status of a 'korban shutfim' – a shared sacrifice. Both people are considered the 'ba'alim' – the owners of the sacrifice. The implication of it being shared is that if one of the people dies then the sacrifice cannot be brought at all, as it is half owned by someone who is dead and dead people cannot bring sacrifices.



The sacrifice which is 'owned' by the largest number of people is surely the 'korban tamid' – the daily sacrifice brought every morning and afternoon, come rain or shine. This was paid for by the half shekel contributions of Am Yisrael, which creates an intrinsic problem, as we can never guarantee that all members of the Jewish people are still alive. Therefore, the sacrifice might come to be partly owned by dead people which would invalidate it from being brought in the Temple.

Rav Soloveitchik explains that there is a fundamental qualitative difference between the communal sacrifice and a shared sacrifice. Regardless of numbers, even if a million people were to bring a korban shutfim, it would still be susceptible to becoming פסול due to the death of an owner. The Korban Tamid, however, is not brought by each and every individual Jew; it is brought by Am Yisrael – it is a Korban Tzibbur. Am Yisrael is an indestructible entity which consists of more than the total sum of its parts. When each and every Jew comes together and identifies as Am Yisrael, then we have unimaginable power.

The same may be said of Tefilla B'Tzibbur (praying with a Minyan) – our prayers are considered to be worthier when accompanied by the prayers of others. We are not relying on the righteousness of other individuals, but rather on the favourable way in which Hashem views Am Yisrael as a collective.

Many great events in history have been pushed through by the people and have relied on people stepping forward and using their initiative to instigate changes in the world.

Concrete Concepts of K3.

1. Rosh Katan = Just doing what you're told to do. Rosh Gadol = Taking initiative!
2. Rosh Gadol creates great teamwork = Great peulot/tochniot, etc.
3. Work together and go change the world!

More Extra Chomer.

"If the individual, however, neglects his being part of the whole, that is to say, his obligation to pursue the welfare of the community of which he is a part, and decides to retain for himself alone any benefit that he may achieve, he sins thereby against the community, and more against himself. For the relation of the individual to the community is like the relation of the single limb to the body. Should the arm refuse to give blood in a case where bleeding is required, the whole body, the arm included would suffer. It is, however, the duty of the individual to bear hardships, or even death, for the sake of the welfare of the community. At the very least, he must consider his being part of the whole, so that he always gives his portion and does not neglect it."

(Rav Yehuda Halevi, Kuzari III:19)

"There are two paths in the service of Hashem, blessed be He. One path is that of one who dedicates himself to the service of Hashem and goes in to seclusion; and [the second path] is that of one who occupies himself with the affairs of the community, negating himself on their behalf and renouncing himself for their sake.

This being the case, we should say that the one who goes into seclusion will rise higher and higher, whereas the other one's [spiritual] stature will deteriorate ... yet we find that Noach secluded himself and refrained from reproaching the people of his generation. It was therefore said about him (see Sanhedrin 108a) that he, too, was fit for destruction, having gone into seclusion. Therefore, after having been called "a righteous man," he went down in level and was called "a man of the earth". But Moshe who was called "an Egyptian man" after having been forced into exile ... since he endangered his life on behalf of Israel when he killed the Egyptian, was called a "man of Hashem", for he reached the ultimate perfection that man can attain."

(Rabbi Meir Simcha of Dvinsk, Meshech Chochma Bereshit 9:20)

Signal 4 – Madrichim as Life Long Learners



Aims

1. To realise that we must continue the process of learning in order to be good Madrichim.
2. To realise that one of the key character traits of a good Madrich is Anava – humility
3. To understand the positive effect learning can have on the practicalities of Hadracha.

Keywords: Learning, Striving, Humility

Why is learning important?

We all know that much of the Chanich's career is focused on learning...at least if you've been focused on teaching them you should have worked it out by now! However, we must realise that our attitude to knowledge and learning is not one that we should be careful about only while we are students/Chanichim. Even more so when we are teachers/Madrachim we have to be able to learn, adapt, and constantly grow.

*"Rabbi Nachman Bar Yitzchak said, "Why are the words of Torah likened to a tree, as it is said, 'It is a tree of life to those who grasp it'? This is to teach you, just as a small tree may set on fire a bigger tree, so too it with scholars, the younger sharpen the minds of the older." This will be in agreement with what Rabbi Chanina said, "I have learnt much from my teachers and from my friends more, **but from my students more than from all of them.**" (Taanit 7a)*

This Gemara is a perplexing one (where's that guide when you need it!?) – **What is it that Rabbi Chanina learnt from his students which his Rabbis could not or did not teach him?**

An easy approach to take is to quote the Mishna in Avot:

בן זומא אומר, "איזהו חכם? – הלומד מכל אדם."

Ben Zoma said: Who is wise? One who learns from everyone. (Avot 4:1)

However, we could deepen this idea based on a Rambam:



המצווה ה"א היא הציווי שנצטוונו ללמד חכמת התורה וללמדה - וזהו הנקרא: תלמוד תורה, והוא אמרו "ושיננתם לבניך."

The 11th Mitzvah is the commandment of learning the wisdom of Torah and to teach it and this is what is called Talmud Torah and it says, 'and you will teach it to your children'. (Rambam Sefer Hamitzvot)

Why has the Rambam not listed the learning of Torah and teaching of Torah as two separate mitzvot? Surely, they're worth their own slots?!



The Rambam here is giving us a subtle hint. He is suggesting that learning Torah without teaching it afterwards isn't really learning Torah at all! We must "Lilmod al menat l'lamed" – in order to get your mitzvah points for your learning, you are obliged to pass it on to others.

There's a wonderful set of statistics that some clever guy who should probably have been spending his time trying to cure illness once produced:

People learn 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what is discussed with others, 80% of what they experience, but 95% of what they teach to others. (William Glasser PhD.)



That last one is remarkable and really provides an understanding of Rav Chanina's statement.

When you know you need to give over an idea or Dvar Torah or Sugya or Halacha or thesis or presentation or chabura, you must be sure of what you are saying! It is this that causes you to know and remember what you have just learnt. Students, or in our case, Chanichim will come at you with questions from all ends of the spectrum, both testing your knowledge of the high-flying concepts you may be trying to teach them, and importantly also testing your understanding of the basic principles that you have spring-boarded off.

Discussion Point 1: Our chanichim will have never been a madrich before. How can we communicate to them that its important to learn in order to lead?

Your Chanichim simply won't learn and internalise that which you are trying to teach them unless a) you know what you're on about, and b) you have answers to satisfy any and all questions they may throw at you. And if your Chanichim aren't learning, then the Madrich isn't really Madriching!

The dreaded question

But what happens when you get that question that you just can't answer...? Here's a lovely story from back in the day...when the Mir yeshiva was in Mir...

In the Mir in Poland, Rav Chaim Shmuelevitz (who later became the Rosh Yeshiva) and Rav Shmuel Charkover were learning a Yerushalmi. It started getting late and Rav Shmuel went to his bed to sleep. In the early hours there was a tapping on the window of Rav Shmuel. Rav Shmuel got up and opened the window and saw Rav Chaim. 'What are you doing at such an hour?!' he asked. 'I found it! I found the answer to our kashya in the Yerushalmi!' exclaimed Rav Chaim excitedly. 'But it's not



yet dawn, and everyone is asleep' answered a sleepy Rav Shmuel. 'Sleep!? How can you sleep when you don't have an answer?!'

Let's take a survey:

How do you react to a Chanich's question to which you don't know the answer?

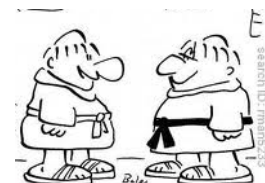
- A. *I don't know, go and ask Rav Avichai*
- B. *I don't know, but I will not rest until I find an answer*
- C. *I have no idea but that is such an excellent question! I'll message Rav Avichai and ask him on your behalf because I really want to know the answer too!*

Feedback and Humility

Avraham encounters the same situation twice on his travels:

Case 1 – When Pharaoh finds out Sarah is Avraham's wife, he asks Avraham how he could not have told him? The key here is he says 'me'. Pharaoh realizes the sad truth that his people are evil, and would have harmed Avraham, but he is upset that Avraham felt he could not even tell him, the Pharaoh. He separates himself from his people, (and as we discover in a toilet related midrash with a different pharaoh, but with probably the same feelings) he thinks he's above them. Then, in what appears to be a good act he escorts Avraham out of Egypt so that this great man will not be tarnished by such an evil nation. What a thoughtful thing to do.

Case 2 – When Avimelech finds out about Sarah's true relationship to Avraham, he asks Avraham how he could have done this to "us". This is a major difference. Avimelech is not placing himself above his people. He has no inflated egotistical ideas. We learn even more in the next few lines, when, instead of just showing him the door, Avimelech questions Avraham further and wants to know the reason in detail. Avimelech showed a want to learn and improve himself and his people. He is not big headed. He realizes the state his nation is in, himself included, and wants to do something about it. He wants to keep Avraham in the land so that they can learn from this great man.



"No kidding? – a black belt in humility?"

Here's an interesting quote...

"Do not rebuke a scoffer, in case they hate you; Rebuke a wise person, and they will love you" (Mishlei 9:8)

We are always told as Madrichim – 'feedback is a gift'. Why does the scoffer hate being rebuked and why will the wise person love you for it? What are we trying to

do as Madrichim? Prove that we are correct and know everything or get to **אמת**? Being a Madrich isn't just about giving over our points of view and our opinions but it is about getting to a state of truth. We need to display that key character trait of humility (as Avimelech did above) to allow us to learn where we may be going wrong as Madrichim.

As Yoda didn't say:

"The root of all evil arrogance is. Arrogance leads to anger, anger leads to hate, hate leads to the dark side."



And it is on this note of humility that we return to that famous Mishna to lead towards our answer:

בן זומא אומר, "איזהו חכם? – הלומד מכל אדם."

Ben Zoma said: Who is wise? One who learns from everyone. (**Avot 4:1**)

Clearly only a humble person will realise they don't know everything!

Discussion Point 2: Humility being so central to being a madrich isn't something you can communicate easily in a kevetza. How could you go about it?

In fact, one could say that there is so much to learn from so many people that the task is too large to comprehend! So, what's the point even trying!?



Don't worry, yet another Mishna in Pirkei Avot comes to our rescue (this one is even a great song)!

הוא היה אומר: לא עליך המלאכה לגמור ולא אתה בן חורין לבטל ממנה.

"He (Rabbi Tarfon) used to say: It is not incumbent upon you to complete the task, but you are not free to give up on it." (**Pirkei Avot 2:16**)

As Madrichim we can't know everything, so we must aspire to learn as much as we can in order to impart knowledge and wisdom. However, we must always be prepared to admit gaps in our knowledge.

When you are hit with that killer question, sometimes the best thing to say is 'I don't know, but I'll try my best to find out the answer!'

Lilmod al menat la'asot

Discussion Point 3 - What do you think is more important - learning Torah or doing Torah?

Along with the reasons outlined above for learning, there is also another important benefit. Our starting point is another interesting Gemara:

It happened that Rabbi Tarfon and the elders sat round in the attic of the house of Nitzah in Lod. The question was asked before them, is learning greater or is action greater? Rabbi Tarfon answered and said that actions are greater. Rabbi Akiva answered and said learning is greater. Everyone (else) answered and said learning is greater, since the act of learning will bring one to action. (Kiddushin 40b)

At the end of the day, the point of our whole shtick in Bnei Akiva is to get people to do more Jewish and Zionist stuff under the banner of our ideology. To believe in the ideals of Torah v'Avodah, to make Aliyah, to empower the youth, to keep Halacha better etc. And everyone should be going in the same direction, from the Atid Chanich at Sviva, to the great Mazkir/a themselves, - the goal is to be constantly improving ourselves, and our observance and appreciation of the Torah.



This Gemara teaches us the trick: Learning leads you to action.

Learning (and not necessarily just learning Torah) impacts upon who you are. Without it you become a stagnant being, with less passion, vibrancy, creativity, and awareness. The more you learn, the more you (and your brain) grow and the more you are inclined to put what you have learned into practice. It is surely with this improvement in practice and dedication to the cause that will allow you to make a bigger impact on your Chanichim and have a huge effect on the world.

Concrete Concepts of K4.

1. Teaching is the best form of learning, and you can only teach if you've learned what you're teaching!
2. Don't be afraid to say, "I don't know the answer".
3. Learning should lead to action.

"Leadership and learning are indispensable to each other."

- John F. Kennedy

Signal 5 – H-Course in the Bigger Picture



Aims

1. To conclude their H-Course journey by understanding the significance of becoming a leader in Bnei Akiva.
2. To appreciate that they are playing their part in the big Bnei Akiva story.
3. To motivate the Chanichim to want to be a part of Bnei Akiva in the future and to contribute to the community wherever they go.

Keywords: Change, Ideology, Giving back, Obligation

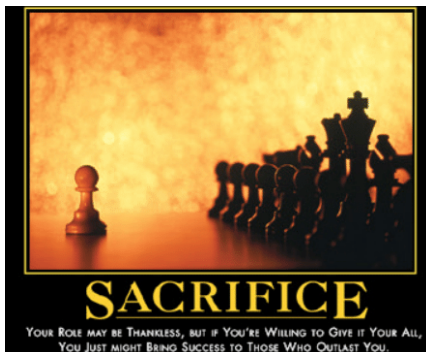
The Aim of H-Course

So, we've gone on a magical mystery tour of all things Hadrachic and Bnei Akiva... and now it's the moment when we must wrap everything up take a big step back and say, 'And that my friends... is H-Course... what happens now?' At what point do we know we've fulfilled our job as Madrichim?



The aim of this Kvutza is really to wrap up everything that we've learned over the past week and to apply it to the rest of our lives, both as Madrichim on Machane and as Madrichim on a day-to-day basis. This is a particularly key point to put across that being a Madrich, or a leader of any sort, isn't something that is confined to three weeks a year. It's a commitment to a set of ideals that affects our everyday lives even away from Machane.

We will look at Bnei Akiva and everything we've learned in a much broader perspective to understand the true value of what we can do as part of Bnei Akiva.



The only difficulty with this Kvutza is that there are not really any mekorot for this point. We have no Amoraic discussions on the value of Bnei Akiva in England, no quotes of Greek philosophy to bask in its wisdom, no wise American poets or 80's pop stars from which to take counsel. The best source from which our Chanichim can take true inspiration is **ourselves** as their Madrichim and immediate dugmaot. This Kvutza requires **you** as Madrichim to

show your passion for the ideals that we are going to talk about so that the Chanichim can see that they are true, that they are real, and that they work, so that these ideals are appealing to them and they say 'I want to be a part of that.'

It's also time for us to shatter the 'BA Keeno' myth - to get rid of this common misconception that someone who is dedicated to an ideology that is entrenched in strong Torah ideals and making the world a better place should be ridiculed and made jest of. You wouldn't make fun of this ideal so why mock those who stand for it!

So, let's proudly read on about the history of our Tnua.

A short history of nearly everything

Bnei Akiva first came into existence in the late 1920s, following World War I, whilst Bnei Akiva UK was founded in 1936 by Arie Handler z"l. It is named after Mishnaic Sage Rabbi Akiva who is famed for his exceptional Torah study, his massive respect for others and his arrival at religiosity and Torah study late in life. He famously stated that to love your neighbour as yourself is one of the great general rules of Judaism.

Bnei Akiva is the largest religious Zionist youth movement in the world with over **125,000 members** and is the UK's largest Jewish youth movement.

Bnei Akiva stands for **Torah, Avodah and Aliyah.**

Torah encompasses the worldview of Bnei Akiva entirely and finds its expression both in a religious lifestyle of Torah and mitzvot but also through **'Avodah'** as an active engagement with the outside world and more specifically with the building the State of Israel.

This recognition of the significance of the State of Israel for religious Jews is expressed most clearly through proactive and positive **Aliyah**, made with the intention of fulfilling the Jewish destiny and building the State.



Yechiel Eliash, one of the founders of Bnei Akiva writes:

*"...At that time, there was a need to rebel. The Histadrut ruled mightily. Any Hapo'el Hamizrachi member who sought work in construction was banished in disgrace. Anti-religious sentiment was rife... **We believed that a youth movement would have to engender faith in its own strength and in our power to erect a religious Judaism with great accomplishments.** Not individual creative Jews, but **organized religious Judaism...** The opponents, including leaders of Hapo'el Hamizrachi feared rebellion and contended that a religious movement, intrinsically, cannot be oppositional and must be traditional. Some worried that the conduct of study in school would be impaired; others disparaged young people's ability to stand at the head of a youth movement. Impressive educators, they argued, must hold this position. However, despite all this opposition, I decided to find the youth movement..."*

Against the odds, seeing that there was a need for a Religious Zionist youth movement, the founders of Bnei Akiva stepped forward and went for it. As a historical point it wasn't until the 1950s that the organisation was formalised with a Mazkirut Olamit, etc. However, what we see is that from the beginning Bnei Akiva has stood fast against the tide and followed its ideals.

Bnei Akiva, both in Israel and worldwide, went on to pioneer religious settlement in the Land of Israel - a point former Mazkir, Michael Rainsbury, always loves to point out is that many of the Kibbutzim in Israel we are all familiar with were set up by members of Bnei Akiva UK. For example, Kibbutzim such as Lavi, Alumim, Beit Rimon, Ein HaNatziv, Ein Tzurim and Ma'aleh Gilboa were set up by Bnei Akiva members from Europe or continued by Bnei Akiva members after their founding. Remember, if you are going to put this point across to your Chanichim, the Bnei Akiva members who were involved in these kibbutzim were our age or a bit older at the time. Some of you or your Chanichim may have family who were involved in setting up kibbutzim. There is a handbook for Bogrim in Bnei Akiva from the 60s and in there it even suggested some Chaverim should leave school at 16 for a life of Chalutzit. **Would your Chanichim today consider this?** Just a thought!



Bnei Akiva - A Youth Movement, Rebels with a Cause

Bnei Akiva is and should be (to an extent) a challenge to its members and their families. We do not merely pander to the people who attend. We offer them a breed of ideology, Zionism, and religious identity, which are sadly lacking from the abandoned cathedrals of the United Synagogue. We must proudly promote things which are sometimes at odds with others.

Discussion Point 1: Are Bnei Akiva today mainstream or still rebels? Are we rebelling against the same things as in the past? If not, then what are we rebelling against?



"It is not the Torah which needs to change to the spirit of modern times, but it is modern times which have to accommodate themselves to the spirit of the Torah." (**Rav Samson Raphael Hirsch**)

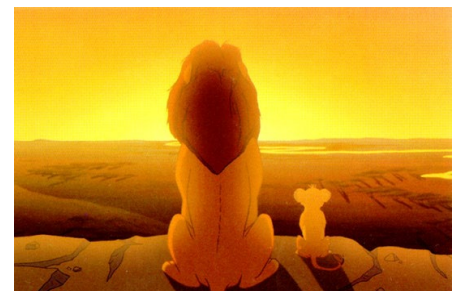
Whilst our values have stayed constant our method of application is fluid. We are firmly rooted into our historical reality and to claim otherwise is to deny our purpose on earth. We are not here to fulfil the role of Avraham Avinu, Moshe Rabbenu, the Rambam or the Rama. We are here to achieve that which we have been given.



Reb Zusha was on his deathbed, and tears were streaming down his face. "Why are you crying?" asked his disciples. "If God asks me why I wasn't like Moshe or Rambam," answered Reb Zusha, "I'll say, I wasn't blessed with that kind of leadership ability and wisdom. But I'm afraid of another question," continued Reb Zusha, "what if God asks, "Reb Zusha, why weren't you like Reb Zusha? Why didn't you find your inner being and realize your inner potential? Why didn't you find yourself?" That is why I am crying."

The Aim of H-Course

These ideas may seem somewhat grand and lofty, but your job at H-Course is to help turn them into a reality. What does it take to become that person who can pass these messages on? Who is the person who can carry over thousands of years of dreaming and idealism? Who will create powerful strong leaders for the future?



"One day, all of these svivot will be yours"

At this point in history the task is in your hands. Look around. Anglo-Jewry has no leaders like you. You cannot stand by idly and wait for someone else to act. We must ignite the desire to live a life of action and not be on the side-lines. H-Course gives the Chanichim the skills to lead and become Madrichim – to take their part on the stage of the Jewish future.

The Power of Bnei Akiva

For a few seconds, imagine a UK where Bnei Akiva actually works, like, really well! Where the Mazkirut don't have to tear their hair out to get all the tafkidim out for Machane; where our Svivot around the country are bursting with Chanichim who are desperate for more of those great Peulot which their Madrichim are coming up with week in week out; where people are initiating different projects throughout the country; where communities actually appreciate the fact that they have a Sviva in their community. Is this an unrealistic thought? Is this utopian image of Bnei Akiva UK so far from reach?

Bnei Akiva really could do all of this – and more! Bnei Akiva is the largest youth movement in the UK; we boldly go where no tnuva has been before and we offer things that no other movement offers. Bnei Akiva is made up of lots of different groups – we have Svivot, Shvatim, Kvutzot on Machane, Israel Machane groups, Sviva Tzvatim, Machane Tzvatim, Hanhallot, Mazkirut – the list goes on... In all the above group projects can be achieved – Tzedakah projects, community work,

Torah learning initiatives, etc. All it takes is a small group of people with a clear vision and with the enthusiasm to pursue it and get it done.

So now imagine if all these different groups took one thing and made it happen – it's much like the doughnut effect really; we're all familiar with the concept – getting 100 people to be silent in seconds with only a few Madrichim. If we all took it upon ourselves to step forward and do something, Bnei Akiva really would be bursting with a constant flow of new ideas and projects. Furthermore, it's not even about the big huge events, but the small actions and deeds that we could do.

“A great power has been sleeping here for many long years. The coming of Merry and Pippin will be like the falling of small stones that starts an avalanche in the mountains”

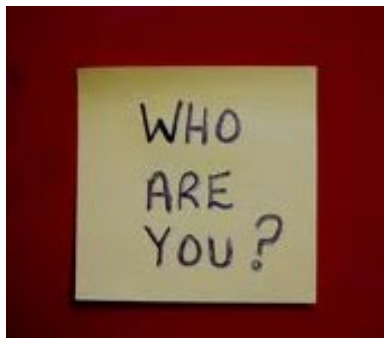
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Bnei Akiva Needs You!

We can be very proud of all these things that Bnei Akiva has achieved, but if we want things like this to carry on, manpower is needed. It seems that now, more than ever, Bnei Akiva doesn't just want Chaverim to be involved – but it **needs** them to be! It's really important to put across to our Chanichim that Bnei Akiva wants them and needs them to be involved. We all look back with fond memories of our first Aleph Machane (broad generalization – go with the flow!), but why shouldn't the Chanichim of tomorrow have the same opportunities that we had?

To achieve all the things that Bnei Akiva can achieve it needs people: it needs us, and it needs our Chanichim. If we want Bnei Akiva to carry on we need to be there – to take Machane, to be at events, to help out, or whatever it may be. Bnei Akiva doesn't run itself; things aren't run by Bnei Akiva – **they are run by us.**



Who is Bnei Akiva?

How many times have you heard the phrase 'Bnei Akiva screwed me over', or 'Bnei Akiva hate me' or 'Bnei Akiva aren't organised' or 'Typical Bnei Akiva' – who are they talking about? The Mazkirut? The Hanhalla? The Bogrim? The Chanichim? Bachad? Ruth? Adam? Who is Bnei Akiva? If someone has been 'screwed over' by this terrible person, we must find the perpetrator!

Discussion Point 2: Have you said any of those things before? Who were you referring to?

The answer is simple and logical, Bnei Akiva is me and you and everyone here and everyone on Machane and everyone who goes to Sviva... everyone. **Bnei Akiva is all of us** – we make Bnei Akiva, it is our movement, we make the decisions, we make things happen. There is no magical life-force like the Force making everything happen... binding us all, it's all us. We are Bnei Akiva. The problem seems to be that either people haven't taken their portion of Bnei Akiva or they haven't been given their opportunity. Whichever way it is – it's important that we all have a portion in Bnei Akiva!

H-Course is about taking responsibility. It is about examining our lives and looking at whether we are givers or takers; whether we are learners and role models; whether we are followers or leaders. The greatest legacy we can give to Bnei Akiva is to help produce – and be part of – a group of excellent, passionate and committed Madrichim, who will take Bnei Akiva from strength to strength in the years to come.

Discussion Point 3: Quite the Kevutza. Let's take a minute to think about the best possible ways we could communicate the concrete concepts below to our chanichim.

Concrete Concepts of K5

1. The brief history of Bnei Akiva.
2. We are a movement with a cause! Our message stays the same, although our methods must be fluid and change with the times.
3. Turn your Chanichim into Madrichim and make Bnei Akiva truly great; we have so much potential!
4. Bnei Akiva needs YOU to make a difference.
5. We are ALL "Bnei Akiva", so take the opportunity to make a difference and affect the direction of the movement!

