

## **Journal Entry**

After the session, create a journal entry (which will be shared at the June Seminar) in which you discuss:

What happened? (Describe the workshop)

*I met with two women who are involved in Jewish Education. I invited them both over to my house for an afternoon of hevruta study. I explained about MTEI and its mission and some of the topics we've addressed so far. I explained that they were going to study a text as a hevruta learning pair and that I was going to lead them through the steps of the text study and observe their interpretations and ways that they challenged and supported each other.*

- *I began the study time with an explanation of Attentive Listening, Challenging and Supporting each other's interpretations.*
- *I shared Elie's Powerpoint presentation about the norms and differences of challenging and supporting. That was my way of setting the stage.*
- *I read them the information from the study guide which provided the background about Rabbi Yochanan and Resh Lakish.*
- *I handed copies of the first page of the Rabbi Yochanan and Resh Lakish text.*
- *They took turns reading the text out loud (by paragraphs)*

How did you (or did you not) use the prompts and language that were provided in the guidelines for the assignment?

- *I used the prompts and language that were provided for us in the guidelines.*

- *After they read the first page, I asked them to share their interpretation with us and give evidence that supports it.*
- *Patty:*
  - *I felt there was a message about the man in the water and sword. She backed up her statement about repentance is being a bandit*
  - *The man jumped into the river raised the question when does something or someone become ritually pure?*
  - *When does one become a master?*
- *Debbie to Patty:*
  - *I follow your line of reason*
  - *"furbishes in the water" is that at the end of a process or closer to the beginning?*
  - *He jumps into the water at the beginning of the story*
- *Patty:*
  - *Perhaps seeing a beautiful human (finished) product.*
- *Debbie:*
  - *Repent for what?*
  - *About his purity as a man because he has an attraction to another man*
- *Patty:*
  - *The comment of "I will give you my sister"*
- *Debbie:*
  - *Was there an impurity in the relationship? When would it happen?*
- *Debbie:*
  - *The phrase "robber understands about robbery"*
  - *What made him sick? What kind of illness?*

- **NO CHEVRUTAH NO LEARNING**
  
- Debbie:
  - *Reish Lakish went crazy without a challenge*
  - *How much are we influenced by what is going on around us?*
  - *Life lost meaning for Rabbi Yochanan without Rabbi Shimon questioning him.*
  - *What we learn from each other is what is important in this life*
  - *Using clarifying questions our learning is expanded vs guiding someone to the text.*
  - *Where is the next generation of Reish Lakish?*
    - The widow
      - *Ain kemach ain Torah*
  
- *This brought up a discussion of the tension – grief*
- *24 objections > 24 responses*
  - *when you make a statement be prepared to validate it textually of what you are saying*
- *the conversation continued to unpack the text using the challenging and supporting mind set.*

**How did this compare with what you assumed or hoped would happen?**

*I chose Patty and Debbie to do this chavruta study for several reasons. They both love to learn. They are both introspective people and I knew they would walk about having learned something about each other and themselves and different ways of seeing things through challenging and supporting each other.*

Joyce Siegel

**Were there aspects of what happened that surprised you?**

*I wouldn't necessarily say I was surprised because of the reasons noted above.*

**Were there aspects that pleased you? Why?**

*I was very pleased that they took the study seriously and were open to learning about the triangle and the role of the text. In addition/ they each chose different phrases that they focused on so it was great to be able to work on challenging and supporting.*

**What did participants report about their experience and/or learning?**

*They both were very grateful for the opportunity to participate in a text study with a different perspective. They felt they learned something that they will be able to utilize in future text studies that they facilitate as well as applying to their lives. They said that at first it didn't feel "natural" to challenge their partner/ but once they got the hang of it they really felt it was a great way to look at a text.*

Read the Journal entry you wrote on your learning of these practices during our last seminar:

**Anything new you've learned?**

*I learned that respectful attentive listening to others who are studying and then using challenging and support leads to deeper learning. It takes a bit to adjust to the mind frame but once adjusted is a wonderful way of studying and learning in chavruta.*

Joyce Siegel

**Any new question or insights you have about your learning of these practices?**

*The insights I gleaned are to be as specific about what I am looking to achieve with the chavruta students without coming across as telling them how they need to interpret the texts.*

**Any new question or insights you have about teaching these practices to colleagues?**

*When teaching these practices to colleague next time, I think I would start off with the I/Thou/It triangle in which the text has a voice and how to make that voice come out in the study of the chavruta partners.*