

**Debrief after the lesson, Jenny and Sharon conversation:
Tuesday, November 15**

Wonderings and Things We Noticed

Jenny: Thanks Arlene Horwitz.

Arlene: Today their performance was something I have not seen this year.

Jenny: Roberta, thank you so much. So clear that they were ready.

Jenny: I was concerned that they grouped boys and girls; duh, they were sixth graders, that's how it falls. I had to think; do I want to interrupt that. I decided to let that go. Wondering what the consequences were for that.

Jenny: Self-conscious about not being able to follow the plan. The place where I swapped in stuff on _____. I am duly reminded; stick with the script. I felt like it was a lot of ping pong; teacher/kid; I was doing a ton of talking, the kids were doing very little talking. That wasn't the script; just a bad habit of mine.

Jenny: I thought most of the kids comments were on point, but we didn't unpack that a lot. I was kind of worrying; what were they making all of that.

Paulette: I noticed in several of the hevruta, they didn't know what to do, or they were uncomfortable doing it, until we came around. When the adults came around, then they started doing it. First, they were sitting there saying "I don't know what we're supposed to do."

Joyce: I thought just the opposite. If it were me and I was a kid, I thought it would feel like an animal in the zoo.

Tamar: I noticed when you put the names on the floor, the boys all grabbed and the girls took last.

Demetrious: I am curious how this unusual experience plays out for this group in the future.

Arlene (the teacher): Jenny was kind of beating herself up that she went off script. But the lesson flowed so beautifully, good pace, and you kept them engaged. That's more important than following a given script. Today it was a one shot deal, as a classroom teacher, if I didn't hit on something today. Please don't be hard on yourself. The lesson flowed beautifully.

Jenny: The parts where I stayed on the script, I think the students were learning more.

Betsy, When we studied the text, I don't think we spent a lot of time on what "the world stands on meant" — whether it is "the world" or "the society." The essential values for living a good life, for having a good life, or what the world needs." At the end, you said "what the world stands on." I noticed that the responses were more diffuse at the beginning and then more focused with the final prompt.

Luciana: In the text group, we suggested to spend some time with the "al shlosa dvarim ha'olam omed" — but we didn't spend time on this. When one person answered, "opinion, technology, money," they might not have understood the concept.

Debbie: But the kids who said them expressed them as negatives; “unfortunately”.

Sharon: Jenny said “you are distinguishing between what is and what should be.”

Oren: It dawned on me that the students might have thought what the world DOES stand on.

Jenny: Wow, we needed more specificity around the definitions. And I think you saw evidence of this in where I ended up fumbling.

Daniel: I think a lot of what we saw — there were five or six distinct part of this very short lesson, the line up of the people; if the same people had developed the end of the lesson, we might have come back there. It looked like six different groups developed parts of the lesson.

Debbie: I was in the text study group and we spent 2 hours debating whether or not we define the terms. What Jenny did reflected our ambivalence and amorphousness.

Allison: I thought it was very coherent. Jenny brought in that piece in the end — about your link in the chain. I also appreciated that private raising of the hand.

Jenny: It occurs to me that we are going to the six things; it might have been cool just to ask about the stem — what is that whole concept.