



Advanced Facilitator’s Guide Getting Grounded

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How “Getting Grounded” Can Help

Below are eight reasons that “Getting Grounded” material can positively impact and deepen people’s connection to Israel and Zionism

1. Help people feel more confident and grounded.
2. Help people gain the knowledge and experience to feel more connected to Israel.
3. Create a trusted learning environment where people can ask the questions and do the learning they need to do.
4. Create a shared language that helps foster a more productive conversation about Israel and Zionism.
5. Deescalate political tensions by creating a shared language and shared assumptions.
6. Empower people to better explain Israel and Zionism to others.
7. Inoculate people in the political middle from being negatively affected by biased media or popular sentiment.
8. Create a sense of catharsis and respite from only engaging with Israel when it comes to debate or crisis response.

Possible Target Populations for “Getting Grounded”

For any of these target populations, “Getting Grounded” is useful both for advancing their own knowledge and confidence and to empower them to better navigate conversations with others.

Internal Federation Audiences

1. Professionals - This course can be useful for all segments of professionals working in Federations including but not limited to engagers, fundraisers, marketing pros, security, finance, etc.
2. New professionals and new lay leader onboarding
3. Lay Leadership Development for donors, boards, committees, and affinity groups

Other Jewish Audiences

Here are just some other target populations to consider. It is not intended to be exhaustive.

1. Members, leaders, professionals, and staff of synagogues
2. Community Relations Councils staff, and lay leaders
3. Youth group advisors and camp counselors
4. Jewish schools - students, teachers, staff, administrators, and advisors
5. Campus professionals, boards, and donors
6. University students, parents, faculty, administrators, and student life professionals
7. High school age participants in summer camp, youth group, or other teen programs
8. High school or college students who are traveling to Israel on Birthright or RootOne trips (course can be used as orientation or follow through)
9. High school seniors preparing for college

Audiences Outside of the Organized Jewish Community

1. City council members
2. Other faith leaders
3. Members of a local school board or or community organizations
4. Students in public schools, private schools - students, staff, administrators, and advisors
5. Other local elected officials and their senior staff
6. Local media including print and TV journalism
7. Local library and museum professionals

8. Social service and nonprofit professionals
9. Local union leaders

Power Mapping Tools - Ways to Finding Additional Target Populations

Engage in a power mapping or community mapping exercise to identify other populations that might benefit from “Getting Grounded.”

Helpful links:

- <https://www.nea.org/professional-excellence/student-engagement/tools-tips/power-mapping-101>
- <https://commonslibrary.org/power-and-power-mapping-start-here/>
- <https://online.hbs.edu/blog/post/power-mapping-what-it-is-and-how-to-use-it>
- https://cdn.prod.website-files.com/67cafbff6880dabe1f2342b0/680faf779aad4ed370bdec8e_HIP_Set2_Ch3_Power-Mapping.pdf

Power Mapping Activity Guide

Goal: By the end of this session, the group will have created a power map that identifies key players, their influence, and potential strategies for achieving your campaign goal.

Time: 60–90 minutes

Group size: 4–20 people

Materials:

- Flip chart paper or whiteboard
- Sticky notes or index cards
- Markers
- Tape or push pins
- Large printed blank grid (optional; draw one if needed)

Step-by-Step Guide

Step 1: Welcome & Goal Setting (10 minutes)

Say: “We’re going to build a power map to help us understand who has the power to make change on an issue we care about—and how we can influence them.”

Do: Ask the group: *“What is the specific change we want to make?”*

- Write the campaign goal on a large piece of paper and post it visibly.

Example: Get the city to adopt a fresh food program in public parks.

Step 2: Brainstorm Key People & Groups (15–20 minutes)

Say: “Let’s list everyone who might be involved in or affected by this issue.”

Prompt participants with questions like:

- Who makes the final decision?
- Who influences them?
- Who supports this change?
- Who might oppose it?
- Who do we already have relationships with?

Do:

- Have people write one person or group per sticky note.
- Stick them to a wall or table so the larger group can see.

Step 3: Build the Power Map Grid (5 minutes)

Draw or post a large grid with two axes:

- X-axis (left to right): Opposes ← Neutral → Supports
- Y-axis (bottom to top): Low Power ↑ High Power

Say: “We’re going to place each person or group on this map based on how much power they have, and how they feel about our goal.”

Step 4: Place Stakeholders (15–20 minutes)

Do:

- Take each sticky note and ask the group:
 - *“How much power do they have over this issue?”*
 - *“Do they support, oppose, or feel neutral?”*
- Place the sticky on the grid accordingly.

Tip: Don’t worry about perfect placement. The conversation is often more valuable than precision.

Step 5: Draw Connections (Optional – 10 minutes)

Say: “Who influences whom? Let’s draw arrows showing relationships.”

Do: Use markers or string to draw influence lines (e.g., from a local journalist to a city council member).

Optional: Use a second color to highlight allies who *could* become influencers.

Step 6: Identify Your Targets & Next Steps (10–15 minutes)

Ask the group:

- Who is the primary target—the person who can make the decision?
- Who are secondary targets—people who can influence them?
- Which allies could help us apply pressure or build support?

Do:

- Circle or highlight these people on the map.
- Write down 2–3 next steps for engaging them.

Wrap-Up (5 minutes)

Say: “Great work! This map is a tool we can come back to and update as things change. Let’s take a photo or copy it down so we can keep using it.”

Optional Homework: Digitize the map or create a version to share and edit.

Tips for the Facilitator

- Keep it moving: Don’t get stuck debating exact placement.
- Encourage all voices: Make sure quieter folks get a chance to contribute.
- Focus on usefulness over perfection: The goal is a shared understanding and plan.
- Use real names if appropriate; otherwise, use titles (e.g., “Director of Parks”).

4 Easy Ways to Use Videos or Podcasts for Your Teaching

The goal of creating a full suite of educational materials for “Getting Grounded” is to provide you with the tools to mix and match to help others to learn more about Israel and Zionism.

Below is a list of how to use the online resources but feel free to shift it up and use different modality for different sessions. Do whatever works best for you and your learners.

1. **Fully Asynchronous Course** - You can ask folks to watch or listen to the material on their own time using “Getting Grounded” as a fully asynchronous course. This might make sense for onboarding new staff and professionals or sharing this with anyone who is interested in learning more.
2. **Watch or Listen Before Class** - Have the group watch or listen to selected chapters before the class session so that you can use the time together to facilitate discussion, answer questions, or help synthesize the information.
3. **Watch Videos in Class** - You can set up key video chapters or segments of chapters to act as your “in class instructor.” In this format, you can use the videos to transmit the information especially if you don’t feel comfortable presenting the information. Use the facilitation guides to find resources for how to prepare the group for the videos and for finding discussion questions and activities to help facilitate learning after watching the videos
4. **Watch, Listen, or Read to Help You Teach** - You can use the videos, podcasts, and book to brush up on your Israel knowledge so you feel empowered to teach your own class.

[Sample Lesson Plans \(Approx. 1 hour in Duration\)](#)

Sample structure when sharing content in the lesson - Opening Session

Welcome - Welcome folks and frame why we’re here and let people introduce themselves if the group is small enough.	3-5 mins
Set The Tone - Set a warm and inclusive tone for people of different political backgrounds, different levels of knowledge, etc. The goal is to make people feel comfortable talking about Israel and Zionism and to set some group norms so people know the rule of engagement. You can use some of the materials from the facilitation guide or create your own version.	7 mins
Set Induction: This is your chance to get people talking so the session isn’t too frontal. A set induction is a way to get the learners to start thinking, talking, and building a social dynamic that will make it easier for them to learn and apply new information. Also, we know that the best way to learn is when you’re already emotionally and intellectually stimulated about the topic. You can use the set induction as a way to “prime the pump” so that people’s feelings, thoughts, and questions are already	7 mins

<p>coming to the surface before you share content.</p> <p>A list of simple set induction towards the bottom of this document. You can use the table of contents to click down to that section. You could also click on this link Simple to Use Set Inductions for Getting Grounded</p>	
<p>Content: Now the people are comfortable and primed, it's time to share content. I always like to frame what we're going to be learning with a reason of why it's important or why we've chosen it. Adding this context is a great way to keep people tuned in. These are examples of how to do this are:</p> <ol style="list-style-type: none"> 1. Draw on energy or questions that came up in the set induction. 2. Frame the content as an important way of dispelling common misunderstandings or common gaps in knowledge. 3. Share how this content is important for leadership, for being an informed citizen or any other relevant purpose that would make sense to the group. <p>Once things are framed, you share the content with the groups in any of the following ways:</p> <ol style="list-style-type: none"> 1. Teach the materials yourself. 2. Watch the relevant video chapters together as a class or in small groups. 3. Invite an outside expert come and present. 4. Use one of the other resources shared in the facilitation guide. <p>If you're watching videos together as part of the class, it's a good trick to ask participants to do something while the video is being shared. For example: Ask them to jot down questions they have as they watch or ask them to keep track of which information is new and interesting and which information might be challenging assumptions they already have.</p>	20 mins
<p>Synthesis: After the content is shared, you can use tools from the facilitation guide to help the group synthesize what they've learned. You can use discussion and reflections questions to help people to start to think through and synthesize the content you've shared. You can also use one of the many small group activities that are offered in the facilitation guide.</p>	15 mins
<p>Closing: Try to pull together some of the key themes and learnings that emerged from your time together. Highlight what seemed to really work or really resonate with the group. Restate why this learning is so important and give some highlights of what's coming up in the next session.</p>	5 mins

Sample structure when sharing content in the lesson - Following up Sessions

<p>Welcome - Welcome folks. Review major themes from the last session and restate the group norms and rules of engagement.</p>	3 mins
<p>Set Induction: Find a few of the discussion or reflection questions from the facilitation guide that speak to you or create your own and pose them to the group to get them talking, thinking, and building trust in the group. Also, the best way to learn is when you're already emotionally and intellectually stimulated about the topic. You can use the set induction as a way to "prime the pump" so that people's feelings, thoughts and questions are already coming to the surface before you share content.</p>	7 mins
<p>Content: Now the people are comfortable and primed, it's time to share content. I always like to frame what we're going to be learning with a reason of why it's important or why we've chosen it. Adding this context is a great way to keep people tuned in. Some examples of how to do this are:</p> <ol style="list-style-type: none"> 1. Draw on energy or questions that came up in the set induction. 2. Frame the content as an important way of dispelling common misunderstandings or common gaps in knowledge. 3. Share how this content is important for leadership, for being an informed citizen or any other relevant purpose that would make sense to the group. <p>Once things are framed, you share the content with the groups in any of the following ways:</p> <ol style="list-style-type: none"> 1. Teach the materials yourself. 2. Watch the relevant video chapters together as a class or in small groups. 3. Invite an outside expert come and present. Use one of the other resources shared in the facilitation guide. <p>If you're watching videos together as part of the class, it's helpful to ask participants to do something while the video is being shared. For example: Ask them to jot down questions they have as they watch or ask them to keep track of which information is new and interesting and which information might be challenging assumptions they already have.</p>	30 mins
<p>Synthesis: After the content is shared, you can use tools from the facilitation guide to help the group synthesize what they've learned. You can use discussion and reflections questions to help people to start to think through and synthesize the content you've shared. You can also use one of the many small group activities that are offered in the facilitation guide.</p>	15 mins
<p>Closing: Try to pull together some of the key themes and learnings that emerged from your time together. Highlight what seemed to really work or really resonate with the group. Restate why this learning is so important and give some highlights of what's coming up in the next session.</p>	5 mins

Sample structure when asking people to watch, listen, or read before the session

For this type of facilitation you can follow the same structure as the samples shared above. The major changes are:

- 1) Instead of a set induction, you would ask people to reflect on what they watched, listened to, or read at home. Give them a chance to ask questions and explore what aspects of the learning was new, what was challenging or what was affirming.
- 2) Instead of showing in the videos or presenting content in class, you can now spend more time on discussion or activities that help synthesize and apply the information.

Video Companion Worksheets

The link below will bring you to a series of worksheets that people can use while watching or listening to any of the 17 chapters of “Getting Grounded.” The purpose of these guides is to help people stay focused and absorb information in videos/podcasts

-  [Getting Grounded Video Companion Guides](#)

How to Access Course Materials and Resources

Below are links to help you access the “Getting Grounded” Facilitation Guide and Course Materials. They are all free and open to the public. We just ask that you register when asked.

Videos, podcasts, facilitation guides, and book

- You can find the videos, podcasts and downloadable course book at www.understandingisrael.org

PowerPoint Deck

- Here is a link to the presentation that you can use in your facilitation https://docs.google.com/presentation/d/1jJF3xK3u0FIItzEor_-OlyCrMvq8pJ2l/edit?usp=sharing&oid=114676109319910737438&rtpof=true&sd=true

Examples of Set Inductions to Use

1. **One Word Check-In** - *“Let’s go around and share one word that describes how you’re arriving today.”*
2. **Turn and Talk** - *“Turn to someone near you and share one thing you hope to get out of today’s session.”*
3. **Raise Your Hand If...** - *“Raise your hand if you’ve ever... [been to a workshop like this/ studied this topic before/felt overwhelmed by this issue].”*

4. **Quick Write** - *“Take 60 seconds to jot down what comes to mind when you hear the word [X].”*
5. **Complete the Sentence** - *“Finish this sentence in your head or on paper: ‘Today I hope to...’”*
6. **Poll the Room** - *“Let’s do a quick show of hands—how many of you have heard of [topic]? How many feel confident explaining it?”*
7. **Image Reaction** - *“Look at this image. What’s the first word or feeling that comes to mind?”*
8. **Silent Reflection** - *“Take a deep breath. In silence, think about why you chose to be here today.”*
9. **Stand Up If...** - *“Stand up if you’ve worked on [related issue] before... if you’ve ever facilitated something... if you like learning by doing...”*
10. **Something You’re Curious About** - *“What’s one thing you’re curious about coming into this conversation?”*
11. **Four Corners** - *Place signs in each corner of the room with categories like ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree.’ Then read a statement relevant to the session (e.g., “Dialogue changes minds.”). Participants move to the corner that reflects their view. Invite people to share why they chose their corner. (Good for surfacing opinions and encouraging movement.)*
12. **Step In, Step Out** - *Form a circle. Read a series of statements like “Step into the circle if you’ve ever felt unheard in a group setting” or “Step in if you’ve facilitated before.” After each prompt, participants step in if it applies, then return. Debrief with a few reflections. (Fosters vulnerability and shared experience.)*

How to Teach “Getting Grounded” in 3 Sessions

Sessions #1 - What is Zionism and how do we understand the accusations hurled at it

1. Powerpoint Slides: 3-11
2. Video and/or Podcast: Chapters 4 and 6
3. Facilitation Guide: Chapters 4 and 6
4. Book: Chapters 4 and 6

Session Summary

This session helps dispel common misconceptions about Zionism that exist among both Israel’s supporters and detractors. It shows how Zionism is deeply focused on solving the

Jewish question and how to make Jews “normal.” We will also unpack many of the accusations made against Zionism.

Sessions #2 - Origins of Palestine, when did Palestinian identity emerge and who is indigenous?

1. Powerpoint Slides: 13-20
2. Video and/or Podcast: Chapters 3 and 5
3. Facilitation Guide: Chapters 3 and 5
4. Book: Chapters 3 and 5

Session Summary

This session will get us grounded in the key terminology and history of the Palestinian people and their origin. We will explore where the term Palestine comes from and when Palestinian national consciousness really arose. Additionally, we will dive deeply into the question of who are the true indigenous people of this tiny strip of land.

Session #3 - How did Jews come to own land and what happened in the 1948-49 War?

1. Powerpoint Slides: 19-20
2. Video and/or Podcast: Chapters 5 and 8
3. Facilitation Guide: Chapters 5 and 8
4. Book: Chapters 8 and 9

Session Summary

There’s so much debate and misunderstanding about who are the true indigenous people of this tiny strip of land. This session gets us grounded in the facts and unravels many of the overly simplistic claims made about the region. This chapter delves into the complexities surrounding the 1948-49 War, including questions about its justification and nature. We’ll also unpack terminology used by Israel’s detractors to describe this war.

How to Teach “Getting Grounded” in 4 Sessions

Sessions #1 - What is Zionism and how do we understand the accusations hurled at it

1. Powerpoint Slides: 3-11
2. Video and/or Podcast: Chapters 4 and 6
3. Facilitation Guide: Chapters 4 and 6
4. Book: Chapters 4 and 6

Session Summary

This session helps dispel common misconceptions about Zionism that exist among both Israel's supporters and detractors. It shows how Zionism is deeply focused on solving the Jewish question and how to make Jews "normal." We will also unpack many of the accusations made against Zionism.

Sessions #2 - Origins Palestine, When did Palestinian Identity Emerge and who is indigenous

1. Powerpoint Slides: 13-20
2. Video and/or Podcast: Chapters 3 and 5
3. Facilitation Guide: Chapters 3 and 5
4. Book: Chapters 3 and 5

Session Summary

This session will get us grounded in the key terminology and history of the Palestinian people and their origin. We will explore where the term Palestine comes from and when Palestinian national discourse really arose. Additionally, we will dive deeply into the question of who are the true indigenous people of this tiny strip of land.

Session #3 - How did Jews come to own land and what happened in the 1948-49 War

1. Powerpoint Slides: 19-20
2. Video and/or Podcast: Chapters 8 and 9
3. Facilitation Guide: Chapters 8 and 9
4. Book: Chapters 8 and 9

Session Summary

There's so much debate and misunderstanding about who are the true indigenous people of this tiny strip of land. This session gets us grounded in the facts and unravels many of the overly simplistic claims made about the region. This chapter delves into the complexities surrounding the 1948-49 war, including questions about its justification and nature. We'll also unpack terminology used by Israel's detractors to describe this war.

Session #4 - 6 day war and the Birth of the Settlements

1. Powerpoint Slides: 29-34
2. Video and/or Podcast: Chapter 11
3. Facilitation Guide: Chapter 11
4. Book: Chapter 11

Session Summary

This session explores the unexpected outcomes of the Six-Day War. We'll examine the challenges that winning the war created for Israel, the changes to its borders, and the emergence of Jewish settlements in newly-acquired territories.

How to Teach “Getting Grounded” in 5 Sessions

Sessions #1 - What is Zionism and how do we understand the accusations hurled at it

1. Powerpoint Slides: 3-11
2. Video and/or Podcast: Chapters 4 and 6
3. Facilitation Guide: Chapters 4 and 6
4. Book: Chapters 4 and 6

Session Summary

This session helps dispel common misconceptions about Zionism that exist among both Israel's supporters and detractors. It shows how Zionism is deeply focused on solving the Jewish question and how to make Jews “normal.” We will also unpack many of the accusations made against Zionism.

Sessions #2 - Origins Palestine, When did Palestinian Identity Emerge and who is indigenous

1. Powerpoint Slides: 13-20
2. Video and/or Podcast: Chapters 3 and 5
3. Facilitation Guide: Chapters 3 and 5
4. Book: Chapters 3 and 5

Session Summary

This session will get us grounded in the key terminology and history of the Palestinian people and their origin. We will explore where the term Palestine comes from and when Palestinian national discourse really arose. Additionally, we will dive deeply into the question of who are the true indigenous people of this tiny strip of land.

Session #3 - How did Jews come to own land and what happened in the 1948-49 War

1. Powerpoint Slides: 19-20
2. Video and/or Podcast: Chapters 5 and 8
3. Facilitation Guide: Chapters 5 and 8
4. Book: Chapters 8 and 9

Session Summary

There's so much debate and misunderstanding about who are the true indigenous people of this tiny strip of land. This session gets us grounded in the facts and unravels many of the overly simplistic claims made about the region. This chapter delves into the complexities surrounding the 1948-49 war, including questions about its justification and nature. We'll also unpack terminology used by Israel's detractors to describe this war.

Session #4 - 6 day war and the Birth of the Settlements

1. Powerpoint Slides: 29-34
2. Video and/or Podcast: Chapter 11
3. Facilitation Guide: Chapter 11
4. Book: Chapter 11

Session Summary

This session explores the unexpected outcomes of the Six-Day War. We'll examine the challenges that winning the war created for Israel, the changes to its borders, and the emergence of Jewish settlements in newly-acquired territories.

Session #5 - The Rise and Failure of the Oslo Peace Process

1. Powerpoint Slides: 39-44
2. Video and/or Podcast: Chapters 15, 16
3. Podcasts: Chapters 15, 16
4. Facilitation Guide: Chapters 15, 16
5. Book: Chapter: Chapters 15, 16

Session Summary

This session explores the historical context of the Oslo Peace Process, examining why it offered a unique opportunity for peace in the Middle East. We'll analyze the key elements of the Oslo Accords and their impact on Israelis and Palestinians. Despite initial hopes for a lasting resolution, this session delves into the factors that led to the collapse of the Oslo Peace Process. We'll analyze the lasting impact of this failure on Israeli and Palestinian consciousness, and how it continues to shape the political landscape today.