

Transcript: Framing Expectations for *Havruta* Time

Note: The transcripts in this webcase are excerpted from longer classroom discussions. They are not intended for use independent of the videos which they accompany.

Teacher: This is what I'd like to do now. I'd like for us to get into *havruta* so that we can go back to the actual text. Can we try that? (Students respond "hmhm.") Then you'll be in *havruta* for 15 minutes. Then we'll come back altogether and see where our ideas are at. Can we do that? (Students respond "hmhm.")

Today, I am going to be specifically listening for respectful challenge moves. Today is a day to practice actively listening so that you can decide if you have a question for the person, to ask them a question about their idea or if you want to know more about what they are thinking. And I will be looking to see that you are not interrupting. You are letting each person finish his or her idea before you say your own. So you may want to try thinking of your own idea first and then having one person say their idea.

Could you be like Beit Hillel and ask for the other person to share their idea first and then you will share yours? But someone has to go so you need to make a decision who's going to go or take turns.

Any question about what skill we are working on today? (Students respond "no.") I'm going to keep this poster up as a reminder. Does everyone know where to go into your *havruta* spots? (Students respond "yes.") When I turn the music on, you can start moving.