

Just

Judaism Action Social Change

JCI CURRICULUM: UNIT 1: CHAPTER 1 – CALL TO ACTION LESSON 3: LIGHT UP THE NIGHT

LESSON 3: LIGHT UP THE NIGHT (45mins -1hr)

Time

If you have

60 minutes – run the full program

35 minutes – skip Part 1 of the main activity - the school committee time and presentations. Instead, hand out the list of schools and briefly discuss and explain needs of each school. Move directly to Part 2 of the main activity.

Goals

For students to:

- simulate the process by which a college Hillel might determine priorities and allocate funds to various schools.
- participate in the process of determining the funding priorities of the fictional (but typical) student group - both as members of schools advocating for their school's needs and as members allocating funds.

Materials

- Program Description
- Values Matrix
- Hillel instructions

Procedure

Before the class begins: the facilitator should put signs around the room with names of the schools used in the activity. There are 6 schools that can be represented.

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1) Introduction (5 mins)

- a) Hand out the following program description:

Program Description

Your local college Hillel has run a “Light up the Night” Hanukkah fundraising campaign to help provide children with meaningful, quality education. It was a huge success – you raised \$5,000! The committee now has the task of allocating the money. They narrowed down the possible choices to six schools. They may apportion the money any way they like, but can give to no more than 3 schools. Because they are a Hillel, the committee agreed that whoever they decide to give the money to, it is important that they be guided by Jewish values. You represent one of the 6 local schools requesting funding from Hillel. You must make the case for your school’s eligibility. In order to appeal to the Hillel committee, you will try and make your case in Jewish terms (you can use the attached list of Jewish values to help you). Good luck! 😊

Ask a student to read it out loud/ Give them a minute to read the description.

- b) While they are reading this, have someone go around the circle, giving each student a piece of paper with the name of a school on it.
- c) Divide students into “school committees” according to the school that is allocated to them. Explain that for the first part of this activity, students will represent each of the schools to the rest of the group. Their “committee” will make their case for funding their school.
- d) Each of the school groups should go to different areas in the room.

2) Main activity Part 1 – (25 mins)

- a) **School Committee Preparation time - 10 mins-** Tell students to prepare a presentation for the group in which they make the case to receive funding from the Hillel. **All** students in the group must be a part of the presentation. Make sure that each group chooses a chairperson during their prep time, so the chairperson takes notes and is prepared to answer questions before the group.

Things the students should keep in mind as they prepare:

- 1 - Why is their school deserving of these funds? Keep in mind the goal of the fundraiser (to provide children with meaningful, quality education) in addition to the specific needs of their school.

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2 - How are the school's needs explained through various Jewish values? (In their presentations, students should be using at least one - preferably more - of the Jewish values in the Jewish Values Matrix they have been given.)

Students can be creative! They are encouraged to dramatize personal stories and situations to demonstrate the importance of their school and the work it does.

During this time, circulate among the groups to see how they are progressing, provide assistance, and make sure the groups are on track with the points listed above.

b) **School Presentations - 2 minutes for each school (12 minutes total)** – Regroup in a circle, with each of the schools sitting together. Have each group present their case. At the start of each presentation, the school spokesperson should state the school he/she is representing. Make sure that the presentations stay on focus and are limited to 2 minutes each.

3) Main activity Part 2 – (25 mins)

a) After the school presentations have been made, redivide the students into groups of roughly 8-10. Make sure that there are representatives from each of the original school committees in each group. (If it's a small class you may have only one group.) Explain to the students: The new groups are model Hillels and are meeting in order to decide how the money should be allocated among the schools.

Remind the students that they are now all “changing hats” and are now collectively listening to their colleagues as Hillel members (and not competing schools) who will have to discuss how to allocate their funds. Give each group the following instructions:

Hillel Instructions

It is time for Hillel to deliberate and decide how to allocate their budgets of \$5,000. You may **not** allocate more than you have available for the year ahead! Take 10 minutes to deliberate and allocate the funds. Keep in mind the needs of individual schools - but be careful not to bring with you the biases of the schools you recently have sat with. Keep in mind the original campaign which was: a “Light up the Night” Hanukkah fundraising campaign to help provide children with meaningful, quality education. You must refer to the Jewish values on your handouts and make sure that each of your decisions can be defended by at least one of these values.

b) **Hillel Deliberations - 15 minutes** – Send each of the groups to different sides/corners of the room. Give them 10 – 15 minutes to deliberate and prepare a brief presentation of their

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decision for the rest of the group. Make sure that there is a spokesperson appointed for each group.

c) **Sharing and Processing - 10 minutes** - Regroup in a circle. Ask each group to briefly present their version of Hillel's budget. Ask them to focus on the substance of its discussion; i.e. - 2-3 issues their group struggled with or priorities it chose. Do not focus on the specific amounts their Hillel decided to allocate to each school. You may also want to accept two students to briefly voice the arguments on either side of a particular issue.

When you facilitate the discussion:

- a. accentuate and/or elaborate on the major issues identified by the students
- b. emphasize that budgeting is an expression of *values* - a budget is a *moral* document
- c. point out that *tikkun olam* can be effected on a variety of levels. All of these schools need the funds. Your job is to figure out where you can be most effective.

4) Conclusion (5 mins)

Ask each student to state the Jewish value that most guided their decision making as a Hillel representative.

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School Descriptions

- KIPP (Knowledge is Power Program) is a local charter middle school that serves needy children who otherwise would go to sub-standard neighborhood public schools
- St. Thomas is a private Catholic school that services kids in an impoverished farming village in Chile, giving them quality education along with a Catholic education
- Rabin School is a local Jewish community day school that services Jewish children with quality general and Jewish education. The gift would go to the scholarship fund.
- Gramercy is a local private school for special needs children.
- Beit Yeladim is a kindergarten in Ashkelon serving primarily Ethiopian refugees, helping to weave them into Israeli culture
- Public School #23 is a high school located on an Indian Reservation in Utah. This school needs assistance with its academic programs as well as maintaining its alcohol and drug abuse programs.

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JEWISH VALUES MATRIX

Adam Yachid = אדם יחיד = a single human being/ The rabbinic concept that one human being was created originally so that no one can say, 'my father was greater than your father.' In other words, every human being is unique and inherently precious. (*Mishna Sanhedrin 4:5*)

Ahavat Ger = אהבת גר = love of "the stranger in your midst"/ A series of laws insisting on compassionate behavior towards strangers, empathy with foreigners, and their inclusion in every aspect of society. (*Exodus 22:20,23:9; Deuteronomy 16:14; Tractate on Strangers, Minor Tractates of Talmud*)

Arevut = ערבות = the concept that Jews have a special obligation to other Jews/ A series of ideas and laws encouraging commitments of mutual aid and devotion among Jews. (*Sanhedrin 27b; Shevuot 39a*)

Chesed, Rachamim = רחמים חסד = compassion, especially for those who are disadvantaged or vulnerable. (*Zechariah 7:9; Hosea 2:21; Sabbath 151b; Bezah 32b; Sotah 14a*)

Darchei Shalom = דרכי שלום = ways of peace/ Talmudic rulings intent on preserving societal peace and maintaining positive inter-ethnic relations; includes directives to feed the poor of the gentiles and care for their vital needs. (*M. Shevi'it 4:3; Gittin 61a*)

Shalom Bayit = שלום בית = for the sake of peace in the house/ The need to ensure that there are peaceful relations in one's home and family. This can also be extended to one's synagogue, workplace, or community. (*Sanhedrin 76b; Yevamot 62b*)

Tzedek Tzedek Tirdof = צדק צדק תרדוף = justice, justice, you must pursue/ The obligation to actively promote justice. (*Leviticus 19.36; Deuteronomy 16.20; Zechariah 8.16-17; M. Avot 1.18*)

Umot ha-Olam = אומות העולם = other nations of the world/ A set of principles recommending care and respect for gentiles, especially those who are vulnerable or in need. (*Kiddushin 33a; Pesachim 113b; Berachot 17a*)

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