

JCI CURRICULUM: UNIT 2: CHAPTER 1 – TAKING CIVIC ACTION LESSON 1: CAFÉ DILEMMA

LESSON 1: CAFÉ DILEMMA – PART 1 (30 mins)

Goals

For students to:

- Share and deepen what they know about how people take effective civic action
- Talk about themselves as potential agents of change

Materials

- “Menus” (see appendix)
- Blackboard/Poster paper

Procedure:

1) Framing Exercise: “Café Dilemma” (45 minutes)

Set up:

Cluster chairs in groups of no more than four. On a table or a chair by each cluster, put out a different one of the “menus.” You can mount them on colored paper and fold them in half lengthwise to look like a menu.

- a) Divide students into 5 clusters, and talk for seven minutes about the questions on the “menu” they are sitting near. (You can dress up this activity with actual desserts to make a true ‘café’ or salon atmosphere!)
- b) After five minutes, have groups rotate to another dilemma and continue until each group has rotated through all 5 dilemmas.
- c) Convene as a whole group to talk about what interesting thoughts came up. Ask:
 - Which menu generated the most interesting discussion?
 - What was the most interesting comment or thought you heard from someone else?

Shorter version: Have each group go to fewer stations.

Winter break is coming up, and you have decided to do some volunteer work to address hunger in your community. You have heard about two organizations that could use volunteers in interesting ways.

Which would you personally be more likely to do? Which do you think would make a more lasting impact in the world?

Second Course uses volunteer drivers and carriers to collect uneaten food from restaurants and parties. The food is then brought to soup kitchens in churches, synagogues, and community organizations all across town.

Neighbors in Action is a grassroots organization working to mobilize the residents of a low-income neighborhood to lobby city government and landlords. Their volunteers are currently going door to door to invite residents to a meeting next month, where the subject will be how to press the city to establish a minimum wage that would lift a family or four above the poverty line.

JCI CURRICULUM: UNIT 2: CHAPTER 1 – TAKING CIVIC ACTION
LESSON 1: CAFÉ DILEMMA

*“I don’t care too much for money,
money can’t buy me love”*

--The Beatles

*“We are living in a material
world, and I am a material girl”*

--Madonna

*“Don’t have much money, but if I
did/I’d buy a big house where we
both could live”*

--Elton John

“Money changes everything”

--Cyndi Lauper

What do you think
about the role of
money in your life and
in society?

Which messages come
from your parents,
from friends and
neighbors, from what
you see in popular
culture?

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JCI CURRICULUM: UNIT 2: CHAPTER 1 – TAKING CIVIC ACTION
LESSON 1: CAFÉ DILEMMA

Try to arrange these
words in order from
most positive to most
negative:

Power

Money

Words

Community

Friendship

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LESSON 1: CAFÉ DILEMMA

You are part of a student group concerned about the negative image of Israel that many people get from the media, and the effect of that image on U.S. policy toward Israel.

Someone has just donated \$2,000 to your group to support your efforts. You could use the money in one of following ways. Which would you choose?

Pay for your congressman to go to Israel as part of a special program to educate elected officials about the Israel-Palestinian conflict

Arrange for speakers to visit four local high schools to talk with students there about Israel and the history of the conflict

JCI CURRICULUM: UNIT 2: CHAPTER 1 – TAKING CIVIC ACTION
LESSON 1: CAFÉ DILEMMA

*Rabban Gamaliel the son
of Rabbi Judah the Prince
said: . . . Beware of rulers,
for they befriend someone
only for their own benefit;
they act friendly when it
benefits them, but they do
not stand by someone in
his time of need.
--Pirkei Avot 2:3*

*Shemaiah used to say:
Love work, hate power,
and do not testify before
the ruling authority.
--Pirkei Avot 1:10*

Are you powerful? Do
you love or hate power?

Why?

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