

CORNERSTONE 2020 RESOURCE

Revolution and Renewal: Social Justice [Specialty Track 2]

| | |
|----------------------------|---|
| AUTHOR(S): | Sarra Alpert |
| SUMMARY: | Exploration of how to do excellent social justice programming at camp - <i>Submitted by Sarra Alpert</i> |
| TOPIC(S): | Social Justice |
| LEARNING OBJECTIVE: | Fellows will learn a range of methods for approaching social justice content. |
| AUDIENCE: | Session is aimed at staff members. Content within session can be used with a range of ages and group sizes. |
| TIMING: | 90 minutes |
| APPENDICES: | Handouts in process |
| MATERIALS NEEDED: | Masking tape, art supplies |
| SET-UP DETAILS: | Any space is fine |

SESSION TIMELINE & OUTLINE:

- 30 minutes: Activity 1
- 25 minutes: Activity 2
- 40 minutes: Activity 3

We'll pick up with the first session's core concept of developing a range of angles on how to come at one broad justice concept or value -- i.e. with varying levels of depth, or based on varying assumption of previous experience, or aiming towards varied types of community engagement and change. Today's activities will work with the overall justice value of Access.

Activity 1: Chutes and Ladders (30-45 min total)

- 5 min: Explain the game: everyone will move along the "game board" (set up in advance with masking tape on the floor) in pairs. The game is a variation on "Chutes and Ladders" – pairs will roll the dice to get started, and then there will be instructions and/or counselors at each "game tile" to give you your game cards. Some cards will move you forward, others will send you down "chutes" that move you backwards on the game board. Tell participants to keep in mind the "choices" theme – many of the cards have to do with factors that make life choices more available (or easier to make) or less available (or more difficult to make). In this case, "winning" (moving forward on the board) is about having as many options available to you as possible – having the chance to make choices about what you want to do and how you want to live.
- 15-20 min: Split everyone into pairs. Give each pair a chance to roll a dice. Once everyone has rolled, the game begins – each pair moves forward the number of spaces that they rolled. Depending on the size of the group, you may want to have a double row for the first half-dozen spaces so that multiple groups can move forward at the same time without getting too crowded. Once they get past their first turn and start getting "chute" and "ladder" cards, they'll get more spread out across the board. It's okay if there's more than one pair on a tile at a time – the staff can give out different cards to the pairs but lead them in the same discussion (if applicable).
 - The layout of the board (and the staff-to-tile ratio) will depend on the size of the group, the size of the space, and the number of staff present. At least half the tiles, staff members should be posted, with cards and questions for discussion. The cards will tell the pairs of things that help them along their path (sometimes just a few tiles forward, sometimes up a ladder to the next row of tiles), and after having the pair read their card out loud, the staff member should ask a few follow-up questions to flesh out the real-life side (i.e. if the tile says "You're having trouble with algebra, so you get a tutor to help you – move forward two spaces" then the follow-up question might be "Why is having a tutor helpful? What if someone can't afford a tutor?"; if the tile says "Your father has to have back surgery but his insurance doesn't cover all of the costs. You have to get a part-time job after school and on weekends to help – slide down the chute" then the follow-up question might be "What do you know about health care? Why might this situation make it harder for someone to "get ahead" in life?"). Pairs move forwards and backwards according to the cards they get. You can either end the game when someone gets to the end of the game board or when the maximum time you've allotted for the game is up.
- 15 min: Bring group back together (or, if the group is large, split into a few small groups). Discuss: what did this game help you consider about choices? Why are some choices more available to some people than to others? What were some factors that surprised you or that you hadn't thought about before? What are some things that could change to make more choices available to more people?

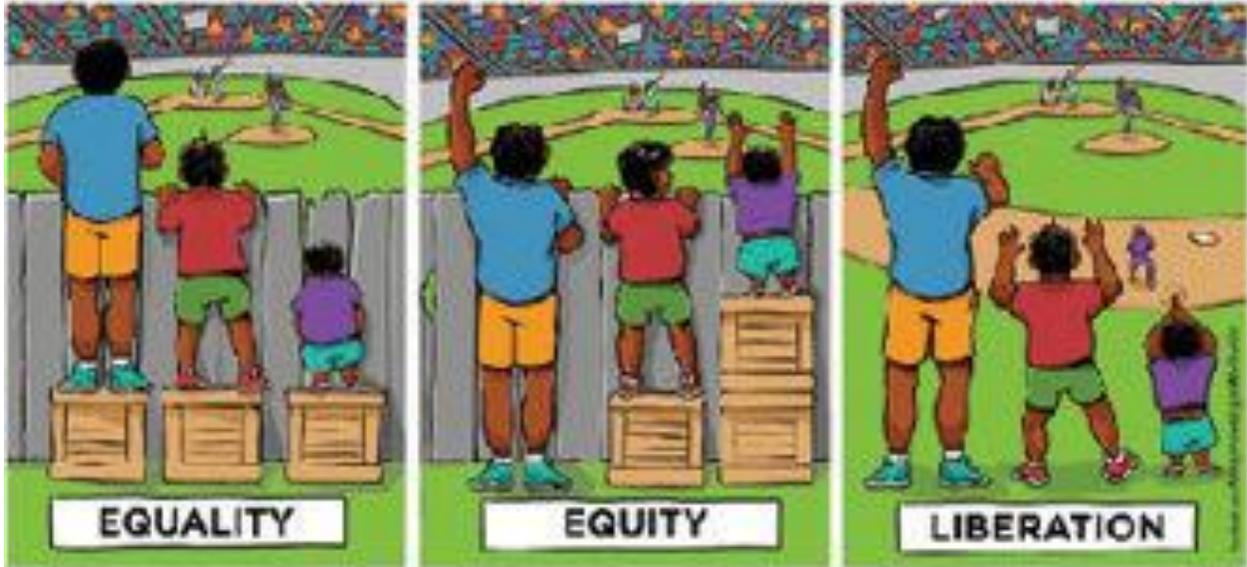
Activity 2: Scavenging Blessings (25-45 min total)

- 5 min: As a full group, brainstorm a list of factors one could look for in a community like your camp to see how genuinely accessible, safe and anti-oppressive it is in its construction, structures, leadership, common vocabulary, etc. Be sure to consider a range of areas of difference: race, ethnicity, family makeup, class background, ability, gender, sexual orientation, etc.
- 10-30 min (depending on whether you do the physical scavenger hunt): Split into small groups and go on a virtual scavenger hunt, mentally going through your own camp (and/or camps they've visited) to note examples where those camps are doing especially well at building an accessible and inclusive space or not doing well at it. Keep in mind what it would take for someone to feel that they see themselves (and the various aspects of their identity) addressed and represented, in addition to the more evident elements of making actual activities and spaces directly accessible. Also keep in mind to try and think about what's not there (i.e. posters of Jews that don't all appear to be white) as well as what is.
 - *Note: If doing this activity with more time, this would be great as an actual scavenger hunt where teams move around the camp environment looking for items to add to their lists.*
- 10 min: Give each person art supplies. Each person should choose one area of access that especially matters to them and then write a blessing that would wish that for their community. They should artistically write out and decorate that blessing in a way that could hang over a doorway like an additional mezuzah.

Activity 3: How do we share? (40-45 min total)

- Have a range of supplies in the room -- some food items, some art supplies, some fidget toys.
- 10 min: Ask the group to come up with at least three different ways that they could conceivably decide how to distribute the supplies (i.e. evenly, with more going to those who are taller or older, etc). The systems they decide on don't have to make sense (i.e. there doesn't have to be a good reason why a taller person might need more of the supplies), they just have to be able to be acted upon (i.e. we can determine who the tallest person is and we can give them a larger share of the supplies).
- 5 min: Discuss: what factors did they want to consider in distributing the supplies?

5-10 min (depending on whether you show the video):
Show this image:



(Depending on the age of the campers and the time for the activity and the A/V capabilities, you can also show the “The Unequal Opportunity Race” video: https://www.youtube.com/watch?v=vX_VzI-r8NY)

10 min: Discuss: what do they see in these images? What new ideas does that give them in terms of how we share resources?

10 min: Gather all of the supplies back together in the middle of the room. Ask questions about what people need. For example, who’s hungry and could use a snack? Who has trouble concentrating and could use some fidget toys? Who gets particular joy from making art and would most enjoy the art supplies? Distribute the supplies accordingly. Ask people to reflect on how it feels to: a) think honestly about what you need, b) receive what you need, c) for those who end up with none of the supplies, how does it feel to not get anything when you know that others needed the items more than you did?