Social Justice Specialty TrackSession 3

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| **AUTHOR(S):** | Sarra Alpert |
| **SUMMARY:** | In these sessions, we’ll be exploring a series of activities and perspectives about what it means to be in solidarity with others. How do I genuinely learn from others about what they’re experiencing, what they need, and how I can support them? How have Jews stood up for and with other communities in the past? How can Jews come together with other communities to stand up for social justice now and how are we doing that already? |
| **TOPIC(S):** | Social Justice, Tikkun Olam |
| **LEARNING OBJECTIVE:** | Fellows will gain new tools and activities for social justice activities that focus on how communities and individuals come together, stand up for each other, and support each other, especially in the current political moment. |
| **AUDIENCE:** | Most activities are designed for older campers (13 and up) or staff. Some activities can be adapted for younger groups. |
| **TIMING:** | This full set of sessions covers several hours’ worth of material. Smaller sections are broken out into separate activities in the Knowledge Center, as well. |
| **APPENDICES:** |  |
| **MATERIALS NEEDED:** | Chart paper, markers, journaling paper, handouts, glasses cutouts (link in outline), assorted art supplies, something to play music from (a phone with a good speaker is fine), A/V setup for a laptop projection if possible (can be adjusted to do without) |
| **SET-UP DETAILS:** | Space with enough room to have everyone in a circle. Also need some room to move around (can move within and around the chair circle) and will need walls for posting texts. Some activities involve A/V but can be done without, if needed. |

**Session Timeline & Outline:**

**Track Session 3: Showing Up Now**

1. **Solidarity Today:**

* Brainstorm and discuss: what are some great examples of people working together in solidarity today?
* Give everyone cutouts of Facebook “reactions.”
* Listen to this clip from WNYC and have people raise their cutouts when they’re having a reaction (as if this were happening on Facebook Live) <http://www.wnyc.org/story/were-witnessing-extraordinary-moment-muslim-jewish-solidarity/>

1. **What’s Needed?**

* Post examples around the room of current calls to action. Examples:
  + <http://www.truah.org/campaign/mikdash-the-jewish-sanctuary-movement/>
  + <http://www.uua.org/immigration/witness/partners/newsanctuary>
  + https://www.hias.org/work/advocacy
* Give everyone some time to journal on their reactions:
* What are they inspired by in these ideas?
* What concerns or questions are coming up?
* What feels challenging or makes them nervous about some of these ideas?
* What would they hope to achieve by engaging their communities in some of these

projects or ideas?

* Put chart paper up around the room with the following headings: Actions in my relationships, Actions with my family, Actions with my synagogue, Actions at my school, Actions as a camp. On each of these, people should write their ideas for how they can act on the ideas we’ve been discussing at these sessions.

*Note: If you were to do some combination of this track’s activities at your camp this summer, it’s always important to help people generate ideas for how they can act on all of this once they go home. Not only is it great to make lists like these as part of this activity, it would be great to leave the lists up somewhere in camp for a while so that other people can see them and consider if they would do try those ideas as well.*

1. **This summer:**

* Using the “Actions as a camp” list that was just generated (plus the overall programming ideas we’ve been working on throughout this track). We’ll split into groups to work through your own ideas about how to bring these concepts to camp this summer in your social justice programming.
* If there is time, come back together to present some of these ideas.