

Grades 4 - 5 Congregational School Program

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**SHINE
ALIGHT**
on Antisemitism

Educator Background Information/ Knowledge

The #ShineALight Campaign

The #ShineALight Campaign is a national initiative to create a collective light of celebration spreading the Jewish joy of Chanukah. Sponsored by two New York-based funders and the UJA-Federation of New York, the campaign is designed as a counter-expression to antisemitism and other messages of hate acts towards Jews and Israel. The Jewish Education Project is a proud content partner of the #ShineALight Campaign and is delighted to provide these

materials to Jewish educators. We encourage you to utilize this education content in the weeks leading up to and through Chanukah (this year and in the future), and if applicable, at other times of the year.

Educator Lesson Notes:

Educators should thoroughly review the lesson, articles, videos, links and accompanying reference materials to familiarize themselves with the entire lesson. We offer five core learning activities in this lesson but educators could choose to do either Learning Activity Four OR Learning Activity Five if they are short on time.

Educators should know:

1. Pronunciation of Antiochus - Anti-oh-ch(as in bach)-us
2. Brief history of Maccabees and Chanukah. Here is [one](#) source.
3. These definitions:
 - According to stopbullying.gov "Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time." According to the National Centre Against Bullying: "Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm."
 - The Anti-Defamation League (ADL) defines antisemitism as "The belief or behavior hostile toward Jews just because they are Jewish. It may take the form of religious teachings that proclaim the inferiority of Jews, for instance, or political efforts to isolate, oppress, or otherwise injure them. It may also include prejudiced or stereotyped views about Jews. "When Jews are bullied for being Jewish, this is antisemitism."
 - An upstander is a person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied as defined by Dictionary.com.
 - A bystander is a person who is present at an event or incident but does not take part. In a bullying situation, an upstander is someone who recognizes when something is wrong and does something to make it right. If an upstander sees or hears about bullying, they will do something. On the other hand, a bystander is someone who sees bullying happening but does not do anything to stop it.
 - Miriam-Webster defines an ally as someone who joins with another person, group, etc. in order to get or give support.

Supplies can be found under each activity and a comprehensive supply list is at the end of the document.



Social Media

If your social media and safety policy allow, please join the national #ShineALight campaign by sharing photos and videos on a variety of social media platforms (Facebook, Twitter, Instagram, YouTube, TikTok), and let the world know what you and your learners did today to inspire and celebrate the light of Jewish joy.



Prep & Activity Time

Approximate Prep Time: 30 minutes

Approximate Total Activity Time: 60-85 minutes

Lesson Flow:

Warm-Up/Set Induction (5 minutes)

Learning Activity One - Maccabee 101 (5 minutes)

Learning Activity Two - Definitions and Maccabee Comparison (10 minutes)

Learning Activity Three - Maccabee Skits with a Twist (18-20 minutes)

Learning Activity Four - Lyrics and Messages (15 minutes)

Learning Activity Five - Our Sources Say (15 minutes)

Conclusion/Wrap-Up (10 minutes)

Educator Activity Guide



Warm-Up/Set Induction

(5 minutes)

1. Ask students to share (without naming names):
 - a. the behavior of a bully in their school, club, sport, etc.
 - b. the behavior of a leader in their school, club, sport, etc.
2. Ask how you know the difference between leaders and bullies?



Learning Activity One: Maccabee 101

(5 minutes)

1. Ask students what they know about the Maccabees and the Chanukah story. Fill in details as needed. Students need a general overview, not the full detailed story. We recognize that different schools will teach different versions of the Chanukah story — reinforce what your school's philosophy is.
2. Have them brainstorm a list of adjectives to describe the Maccabees.



Learning Activity Two: Definitions and Maccabee Comparison

(10 minutes)

Whiteboard, markers or flipchart and markers.

1. Write the following terms on the board:
 - a. bullying
 - b. antisemitism
 - c. upstander
 - d. bystander
 - e. ally
2. Define each term either by giving students the definition provided in the Educator Lesson Notes or by having them work together to write a definition with you filling in the blanks and correcting misinformation.
3. Line the students up in two lines across from each other (if an odd number, make the end pair a triad).
4. Go through each word one at a time and have students try to think of an example from their own life, a tv show, or a movie where they have seen this and share with a partner. Rotate one of the lines to the left or right between each word so that the students get a different partner each round. You will shift five times total.

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Learning Activities, Continued

5. Bring the group back together and discuss how these terms are connected to what we just learned about the Maccabees:
 - a. Who were the Maccabees?
 - b. What did the Maccabees do?
 - c. How is the Chanukah story an example of antisemitism?
 - d. Did the Maccabees have any allies or upstanders?
 - e. Where did the Maccabees' courage come from? (Inside themselves, internal)
 - f. How can you be like a Maccabee?



Learning Activity Three: Maccabee Skits with a Twist

(18-20 minutes)

*Three bags of 6-8 props each *see note about number of groups under step 1.*

(These props can be totally random and goofy such as a spatula, an empty soda can, a marker, a book, a stuffed animal, etc. Use things from around home or your classroom/school).

Lined paper and pens/pencils.

1. Divide students into three groups.
**(if your school/class is very large, you can divide into more groups and create parallel universes. Or if your group is very small- keep them together and have them come up with three scenarios)*
2. Give each group a bag of about 6-8 props and paper/pens/pencils.
3. Give the students about 8-10 minutes to develop a script that tells the story of the Maccabees with a couple of twists.
 - a. one group should demonstrate internal courage.
 - b. one group should demonstrate allies and upstanders in the struggle.
 - c. one group should demonstrate bystanders in the struggle.
4. Instruct the groups that they must use all props and can only use the props given to them (they cannot make or find more). They have three minutes to perform their skit.
5. Each group performs its skit for the whole group. (10 minutes)



Learning Activity Four: Lyrics and Messages

(15 minutes)

Internet connection and the ability to play video clips with sound.

Optional: Printouts of the lyrics to the two songs, one per student:

- Shine
- This is Me

1. Watch and listen to the following two music videos. Pay attention to the lyrics.
 - a. [Shine](#) by Joe Buchanan, featuring Lior Ben Hur
 - b. [This is Me](#) from The Greatest Showman
2. Discuss with your students:
 - How do these songs help you understand what it means to be yourself?
 - How do these two songs inform you of how you can Shine A Light of your own in Judaism?
 - In what ways do these songs help you be a leader and stand up to antisemitism?

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Learning Activities, Continued

- What can we do to shine a light on Judaism publicly? (possible answers could include things like talk about our experiences and the joy in our holidays, wear clothing or jewelry that show our Judaism, be and act proud to be Jewish, explain interesting customs (eating matzah, playing dreidel, etc), teaching dreidel and introducing Jewish friends to classmates, enacting Jewish values: being a good friend, being an upstander, etc.)
- Ask students to consider how Shining a Light on Judaism through our pride and joy, may engage Upstanders and Allies against bullying and antisemitism.



Learning Activity Five: Our Sources Say

(15 minutes)

3 white poster boards 22"x28" or 3 sheets of large Post-It Paper or chart paper 25"x30" prepared with the following quotes — one quote per board/paper in the center with white space around it:

- *"Tzedek Tzedek Tirdof – Justice, justice you shall pursue." (Deuteronomy 16:18)*
- *"Do not stand idly by while your neighbor's blood is shed." (Leviticus 19:16)*
- *I will also make you a light of nations, That My salvation may reach the ends of the earth." (Issiah 49:6)*

Pens or markers (make sure they don't bleed through), one per student.

1. Hang these 3 prepared quotes around the room
 - a. "Tzedek Tzedek Tirdof – Justice, justice you shall pursue." (Deuteronomy 16:18)
 - b. "Do not stand idly by while your neighbor's blood is shed." (Leviticus 19:16)
 - c. "I will also make you a light of nations, That My salvation may reach the ends of the earth." (Issiah 49:6)
2. Give each student a pen or marker (make sure it won't bleed through to the wall), and instruct them to walk around to the different quotes and answer these questions directly on the paper:
 - a. What does this quote mean to you?
 - b. How can the words guide you to speak up about bullying and antisemitism?
 - c. How do these words encourage you to be a leader or an upstander?
3. Bring the group back together and ask three students to volunteer to be readers. Have each student stand next to one of the quotes and read out the responses around the quote.
4. Discuss:
 - If we understand these texts to be Jewish obligations, what does that say about how we must act in this world?
 - How do the texts empower us to Shine A Light on wrong-doing, injustice and bullying in this world?
 - How do the texts empower us to find an internal light to stand up for others in this world?



Conclusion/Wrap-Up

(10 minutes):

Prior to class play around with <https://wordart.com/>. Upload a simple Chanukiah (Chanukah menorah) to use for word art shape in wrap up. Feel free to use another word cloud creator if you can make your own shape.

Computer, projector, wifi, screen.

Pens or pencils, one per student.

Blank sheet of paper, one per student.

Optional: printed copies of the word cloud.

1. Give each student a piece of paper and pen or pencil, and have them think of words or phrases that describe actions or emotions related to:
 - a. shining a light on bullying
 - b. shining a light on Jewish joy
 - c. shining a light on being an upstander
 - d. shining a light on Jewish pride and self-confidence
 - e. shining a light on non-Jews serving as allies to the Jewish community
2. As they finish, have them submit their sheet to you so that you can input their words/phrases into the template from <https://wordart.com/> that you already set up. [Make sure you know how to input multi-word submissions on the template] An alternative to using a word cloud creator is to create this more freehand on the white/chalk board or flipchart.
3. Hit submit and watch their words become a Chanukah-shaped menorah word cloud.
4. Explain to students that we are supposed to put our lit Chanukiah in the window to advertise the miracle of Chanukah. This is called *pirsumei neisah*.
5. Ask: Why do you think we do this?
6. Discuss: If we print out or share this word cloud with our Jewish and non-Jewish friends and family, in what ways are we "advertising the miracle" that we learned today?

Comprehensive Supply List

Learning Activity Two: Definitions and Maccabee Comparison

- Whiteboard, markers or flipchart and markers, (chalkboard and chalk).

Learning Activity Three: Maccabee Skits with a Twist

- Three bags of 6-8 props each *see note under activity one regarding the size of your group.
(These props can be totally random and goofy such as a spatula, an empty soda can, a marker, a book, a stuffed animal, etc. Use things from around home or your classroom/school).
- Lined paper and pens/pencils.

Learning Activity Four: Lyrics and Messages

- Internet connection and the ability to play video clips with sound.
- Optional: Printout of the lyrics to the two songs, one per student
 - Shine
 - This is Me

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 - I will also make you a light of nations, That My salvation may reach the ends of the earth." (Issiah 49:6)
- Pens or markers (make sure they don't bleed through), one per student.

Conclusion/Wrap-Up

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- Pens or pencils, one per student.
- Blank sheet of paper, one per student.
- Optional: printed copies of the word cloud.