

Grades 3-5 Day 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, videos, links, and accompanying reference materials to familiarize themselves with the entire lesson.

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 AntiDefamation 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, he or she 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
 - A minority is a "culturally, ethnically, or racially distinct group that coexists with but is subordinate to a more dominant group," as defined by <https://www.britannica.com>.
 - A majority is usually the group with the most people but can also mean the group with the most power.

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: 30-45 minutes

Approximate Total Activity Time: 120-135 minutes

Lesson Flow:

Warm-Up/Set Induction (10-15 minutes)

Learning Activity One - Chanukah as a Story about Antisemitism (20 minutes)

Learning Activity Two - Movie Clip and Discussion of Upstander vs Bystander (10 minutes)

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

Learning Activity Four - Our Sources Say (15 minutes)

Learning Activity Five - Lyrics and Messages (15 minutes)

Learning Activity Six - Allies Shine a Light Craft (15-20 minutes)

Conclusion/Wrap Up (10 minutes)

Educator Activity Guide



Warm-Up/Set Induction

(10 minutes)

*Copy of Jewish Star outline enlarged to 11x17 printed on white or light color copy paper, one per group.
Different colored markers or pens, two per group.*

1. Have students get into groups of 3-4 participants. This can be student-selected or teacher-assigned.
2. Give each group a copy of the Jewish Star outline and two different colored markers/pens.
3. Instruct the group to come up with six things they have in common with each other. They should write them in the points of the star, one per point, in one of the colors. They cannot use: Jewish, grade level, or congregation.
4. Then, students should think of up to six ways they are different - these should be written in the spaces between the points, in the other color.
5. Give students about 5-7 minutes to complete this.
6. Discuss:
 - Have a few groups share 1-2 things their group had in common. (See if other groups also had these things.)
 - Have a few groups share 1-2 things their group discovered are differences. (See if other groups also had these things.)
 - Which brings us closer together, our similarities or our differences?
 - Which brought more joy for your group to discover together, the similarities or the differences? Why?
 - When is it helpful to focus on our differences? (When we want to stand out, when we have a skill or talent that is unique)?
 - When is it helpful to focus on our similarities? (When meeting someone new, when it helps us to be kind to others, when we want to get along or resolve a conflict, etc.)

- Think about a really good leader you know (public figure or someone you know personally). Do you think that leader focuses on the similarities or the differences between people?
- How might differences drive people apart? How MIGHT people treat each other if they have big differences between them?
- How SHOULD people treat each other if they have big differences between them?
- Think about any public figures or people in power positions that you would consider to be a bully. Do you think that person focuses on the similarities or the differences between people?
- Think about a really good leader you know (public figure or someone you know personally). Do you think that leader focuses on the similarities or the differences between people?



Learning Activity One - Learning Activity One: Chanukah as an Antisemitism Story

(10 minutes)

Computer, projector, wifi, speakers, screen to show The Hanukkah Story for Kids: Maccabees, miracles and dreidels from G-dCast (5 min)

Whiteboard, markers or flipchart

1. Watch *The Hanukkah Story for Kids: Maccabees, miracles and dreidels from G-dCast* (5 min)
2. Ask students if the Greeks were more focused on the similarities or the differences between them and the Jews?
3. Write the following terms on the board:
 - bullying
 - antisemitism
 - upstander
 - bystander
 - ally
 - majority
 - minority
4. Define each term either by giving them the definition provided in the Educator Background Information, or by having them work together to write a definition with you filling in the blanks or correcting mis-information.
5. Line the students up in two lines across from each other (if an odd number, make the end pair a triad).
6. 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 it 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 seven times total.
7. Discuss:
 - What did the Maccabees do?
 - How is the Chanukah story an example of antisemitism?
 - Did the Maccabees have any allies or upstanders?
 - In the time of the Maccabees, who were the majority and the minority?
 - Where did the Maccabees' courage come from? (Inside themselves, internal)
 - How can you be like a Maccabee? Do you have courage to stand up to bullies?
 - Think of a time you were an ally or an upstander.



Learning Activity Two: Movie Clip and Discussion of Upstander vs Bystander

(10 minutes)

Computer, projector, wifi, speakers, screen to show Wonder (2017) - School Tour Scene (1/9) | Movieclips [Lionsgate production]

1. Watch this clip from the movie *Wonder (2017) - School Tour Scene (1/9) | Movieclips* (2 min, 23 sec) [Lionsgate production]
2. Discuss:
 - Who is the bully in this clip?
 - Who is the upstander?
 - Is Charlotte a bystander or an upstander?
 - Towards the end of the clip, Augie has a small moment of bullying Julian. Is this okay or not okay? Why? How did Augie's comment make Julian feel?
 - How is this clip from the movie *Wonder* similar to the story of Chanukah?



Learning Activity Three: Maccabee Skits with a Twist

(18-20 minutes)

*Three bags of 6-8 props each *see note under activity three regarding the size of your group (These props can be totally random and goofy such as a spatula, an empty soda can, a marker, book, 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 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: 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 Tzekek 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 the 3 prepared quotes around the room:
 - a. "Tzedek Tzekek 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).

Learning Activities, Continued

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.
 - a. What does this quote mean to you?
 - b. How can the words guide you to speak up about bullying and antisemitism?
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??



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 two songs help you understand what it means to be yourself?
 - How do these two songs inform you of the idea of Shining A Light on Judaism?
 - In what ways do these songs help you be a leader and stand up to antisemitism?
 - What can we do to shine a light on Judaism publicly? (possible answers could include things like talking about our experiences and the joy in our holidays, wearing clothing or jewelry that show our Judaism, being and acting proud to be Jewish, explaining 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: Allies Shine a Light Craft

(15 minutes)

8.5 x 11" cardstock or larger, one per student,

Washi tape supply with variety. Examples here and here and here, at least three feet total per student.

Other samples:

- 40 rolls Washi Tape Set
- Solid variety 30 Rolls Washi Masking Tape Set

Thin markers and/or colored pencils, large supply for students to share.

Audio sharing via laptop or other device.

1. Ask students: As Jews (and allies if you have non-Jews in class), how might you help others understand what Judaism is and how we go out in this work to Shine A Light on our Jewishness? (Possible answers could include things like talking about our experiences and the joy in our holidays, wearing clothing or jewelry that show our Judaism, being and acting proud to be Jewish, explaining interesting customs (like eating matzah, playing dreidel, etc., living Jewish values like being a good friend, being an upstander, etc.).)
2. Ask students to consider how Shining a Light on Judaism through our pride and joy, may engage upstanders and allies against bullying and antisemitism.
3. Give each student a piece of cardstock and have a variety of washi tape and thin markers or colored pencils available.
4. Instruct students to make a Chanukiah (Chanukah Menorah) using the washi tape ([see sample here](#)). For each of the flames, students should write a way that they can Shine A Light on their own Judaism and Jewish joy.
5. During their crafting, set up a system to play [Judah Maccabee](#) by Rabbi Joe and Sara Black and [Joe Buchanan - Shine \(feat. Lior Ben-Hur\) Official Music Video](#), while students are working on their projects. Other Chanukah music can be found on [JKids Radio Spotify Chanukah Playlist](#).
6. If there is time, as they complete their project, have students share their Chanukiyot with each other — focusing on how they said they would Shine a Light of their own.



Conclusion/Wrap-Up

(5 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 paper, one sheet per student

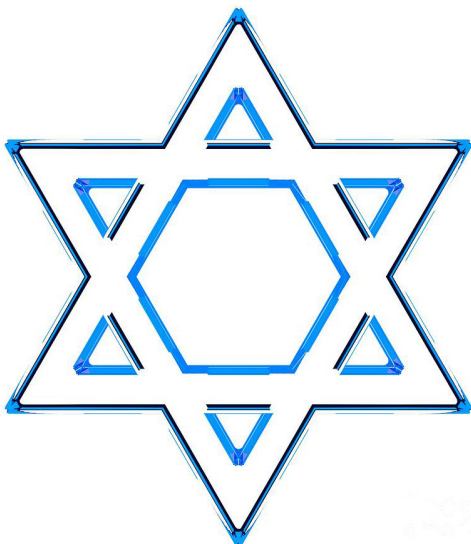
Optional: printer copies of the word cloud

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. How to Shine A Light on bullying
 - b. How to Shine A Light on Jewish Joy
 - c. How to Shine A Light on being an upstander
 - d. How to Shine A Light on Jewish pride and self-confidence
 - e. How to Shine A Light on non-Jewish 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 flip chart.
3. Hit submit and watch the their words become a Chanukiah (Chanukah Menorah) shaped 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: In what ways, if we print out this Word Cloud and share it with our Jewish and non-Jewish friends and family, are we “advertising the miracle” of what we learned today? [Note: you can download and send it to parents and/or download and print it for the students to take home and share.]

Comprehensive Supply List

Warm-Up/Set Induction

- Copy of Jewish Star outline enlarged to 11x17 printed on white or light color copy paper, one per group
- Two different colored markers or pens per group



Learning Activity One - Learning Activity One: Chanukah as an Antisemitism Story

- Computer, projector, wifi, speakers, screen to show *The Hanukkah Story for Kids: Maccabees, miracles and dreidels* (5 min)
- Whiteboard, markers or flipchart

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- Three bags of 6-8 props each *see note under activity three regarding the size of your group (These props can be totally random and goofy such as a spatula, an empty soda can, a marker, book, 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: Printouts of the lyrics to the two songs, one per student:
 - Shine
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Learning Activity Five: Allies Shine a Light Craft

- 8.5 x 11" Cardstock (one per student)
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Other samples:

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- Solid variety 30 Rolls Washi Masking Tape Set, 15mm Wide
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