

Grades 3-4 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, 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 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: 15-30 minutes

Approximate Total Activity Time: 60-75 minutes

Lesson Flow:

Warm-Up/Set Induction (10 minutes)

Learning Activity One - Maccabee 101 (10 minutes)

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

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

Learning Activity Four - Allies #ShineALight Craft (15-25 minutes)

Conclusion/Wrap-Up (5 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, and 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, and they should write them in the spaces between the points, in the other color.
5. Give students about 5-7 minutes to complete this.
6. Discuss:
 - o Have a few groups share 1-2 things their group had in common.
(See if other groups also had these things.)
 - o Have a few groups share 1-2 things their group discovered are differences.
(See if other groups also had these things.)
 - o What brings us closer together, our similarities or our differences?
 - o Which brought more joy for your group to discover together, the similarities or the differences? Why?
 - o How might differences drive people apart? How MIGHT people treat each other if they have big differences between them?
 - o How SHOULD people treat each other if they have big differences between them?



Learning Activity One: Maccabee 101

(10 minutes)

Optional: Copy of A Kid Friendly Version of the Hanukkah Story by Rabbi Sara Y. Sapadin, one for every two students.

Whiteboard, markers or flipchart and markers.

1. Ask the students what they know about the Maccabees and the story of Chanukah.
2. Fill in any necessary details (found in Educator Lesson Notes). Alternatively, give students a copy of *A Kid Friendly Version of the Hanukkah Story* by Rabbi Sara Y. Sapadin, and then have students sum up what they read.
3. Have students list adjectives to describe the Maccabees. List these on a white board or flipchart.
4. Ask for examples of ways they have been like a Maccabee.
5. Ask for examples of ways they might want to be like a Maccabee.



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 them 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.
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: 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](#)

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? How do you know?
 - 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?



Learning Activity Four: 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):

Tell students that we are supposed to put our lit Chanukah menorah in the window.

There is a Jewish concept of “advertising the miracle of Chanukah” called *pirsumei neisah*.

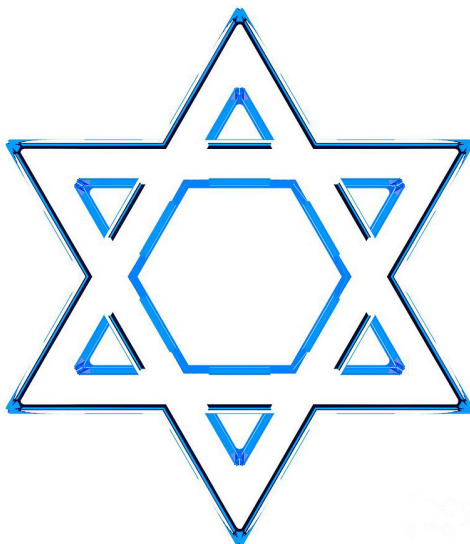
Discuss:

- Why do you think we do this?
- How can this Shine A Light on the joy of Judaism?
- How can enacting the Chanukiah flames we wrote help advertise the miracle of Judaism all year long?

Comprehensive Supply List

Warm-Up/Set Induction

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



Learning Activity One: Maccabee 101

- Optional: Copy of *A Kid Friendly Version of the Hanukkah Story* by Rabbi Sara Y. Sapadin, one for every two students.
- Whiteboard, markers or flipchart and markers.

Learning Activity Two: Learning Activity Two: Definitions and Maccabee Comparison

- Whiteboard, markers or flipchart and markers.

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

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

Learning Activity Four: Allies Shine a Light Craft

- 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.