

Grades 3-5 Virtual Camp Reunion

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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 have a clear understanding on how to set up and utilize video conferencing software. If you expect a large turn-out, arrange for camp counselors and other camp staff to participate and facilitate within break-out rooms. You may want to engage someone to be your tech support during your virtual reunion.

Educators should thoroughly review the lesson, videos, links, and accompanying reference materials to familiarize themselves with the entire lesson.

We encourage you to build in time before and after this lesson for reconnecting/welcoming, embedding camp traditions (like singing together, doing Havdallah, dance, chants, etc.), and closing "circles."

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.
 - A minority is a culturally, ethnically, or racially distinct group that coexists with but is subordinate to a more dominant group, as defined by [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.

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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: 10 minutes

Approximate Total Activity Time: 48-55 minutes

Lesson Flow:

Warm-Up/Set Induction (5-7 minutes)

Learning Activity One - Jamboard of Terms (10 minutes)

Learning Activity Two: - A Camp Takeover (30 minutes)

Conclusion/Wrap-Up (3-5 minutes)

Educator Activity Guide



Warm-Up/Set Induction

(5-7 minutes)

Note to Educator: If you have a very large gathering, you may want to utilize camp counselors and other camp staff to facilitate discussions in break-out rooms.

1. Have campers brainstorm ways you/we celebrate our Judaism at camp. (Answers may include things like use Hebrew words for activities and places, celebrate Shabbat together, wear t-shirts that have Jewish words or images, sing Jewish/Hebrew songs, put our behavior in terms of Jewish values or middot, enjoy special Shabbat meals, Israeli dancing, Havdalah under the stars, etc.)
2. Ask:
 - a. Do you think of light or darkness when you have these memories?
 - b. How much of these activities do you do outside of the camp bubble? Give examples if you do.
 - c. Why do you think there is a difference between the way we express our Judaism inside camp and outside camp?
 - d. If we did many of these activities in our own lives outside of camp, how would that be like spreading light in our lives and home community?

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Learning Activity One: Jamboard of Terms

(10 minutes)

Make a COPY of this Jamboard and save it as your own

1. Share the link to YOUR Jamboard COPY in the chat box.
2. Share the screen of the Jamboard so everyone can see it.
3. Introduce each term one at a time and ask campers to use sticky notes on the Jamboard to try and define the words. They may want to write: What they know about the word? What comes to mind when they see the word? How does it make them feel? Before moving on to the next word, be sure they have a clear/correct definition and understanding of the word:
 - a. bullying
 - b. antisemitism
 - c. upstander
 - d. bystander
 - e. ally
 - f. majority
 - g. minority



Learning Activity Two: A Camp Takeover

(30 minutes)

Note to Educator: Make pre-assigned breakout rooms based on spaces in your camp (i.e. Hadar Ohel, Blob, Girls Bunk, Mirpa'ah, Lake, etc). You will want about 6-8 campers in each breakout room.

Create Google Docs for each of the breakout rooms.

Optional: This kid-friendly version of the Chanukah story to screen share

1. Explain: Imagine a new larger group wants to take over camp and change all of the things that make it special. You are going to be divided into break out groups and in your group your task is to create a short skit script about this with someone being a bystander, bully, upstander, ally, member of the majority, member of the minority, etc. Everyone in the group must have a speaking part. You will be given a Google Doc link to use to write your script. You will have about 8 minutes in your group to plan.
2. Put campers in break out rooms of 6-8 campers in each for 8 minutes with a one minute warning.
3. When campers come back to the main room, each group (if time) will perform their skit. If there isn't enough time, ask for at least two groups to perform.
4. After each skit, the campers not in that group need to identify who was in which role.
5. Discuss after all have gone:
 - What emotions came from the upstanders?
 - What words did the allies tend to use?
 - What words did the bystander tend to use?
 - How did the members of the minority stand up for themselves?
 - How might these skits connect to the story of Chanukah?
 - You may want to read or screen share and have campers take turns reading the [kid-friendly version](#) of the brief history.



Conclusion/Wrap-Up

(10 minutes):

- Explain: While we spend every minute of every day shining a light on our Jewish community, our Jewish friendships, our Jewish joy, our Jewish traditions, our Jewish culture, while we're at camp we sometimes forget to Shine A Light on our Judaism year-round. When we light our Chanukah candles, and display them in our windows, this is one way to Shine a Light on our Judaism and our Jewish joy.
- Instruct students to use the chat and list ways that you could shine a light on your Judaism at home and school all year long. Read out some of the answers.
- Conclude by telling them you hope they will radiate some of the Jewish joy they experience at camp all year long. That they will find the inner light of the Maccabees to stand up to bullies — either for themselves or as an upstander or ally to someone else.