

Grades 6-8 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 NY-based funders and the UJA-Federation of NY, 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. This lesson begins with some science-based activities. Educators can watch the [experiment](#) (starting at minute 3) to familiarize themselves with the activity in the Warm Up, however, they should not show this to their students as this video is made for young children.

This lesson plan will work with all of the activities, or by picking and choosing the activities educators wish to use to build the lesson. Educators could choose to do this activity during one class or over several classes. Educators could also choose to do these activities as a round-robin with stations if they are using this as a multi-grade activity with a large number of participants.

- If the class is doing the art project, the educator will need to find a partner organization ahead of time (i.e. a Jewish home for elderly, a Jewish co-living home for adults with developmental disabilities, a Jewish adult day care facility).
- If the class is making a video for the conclusion, they will need about 15 minutes following the lesson.

Educators should know:

- Chanukah candles are placed in a Chanukiah from right to left, but lit left to right. Meaning, if it is the third day of Chanukah, there would be a candle in the three right-most spaces and one candle in the Shammash spot. When you light the candles on the third night, you light the Shammash and then the left-most candle moving towards the right-most candle.
- The Talmudic debate of Hillel and Shammai. The full text is provided below for reference.

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. Encourage teens with social media accounts to share images from today and their Chanukah celebrations using this hashtag.



Prep & Activity Time

Approximate Prep Time: 25-40 minutes

Approximate Total Activity Time: 55-122 minutes

Lesson Flow

Warm-Up/Set Induction (5-12 minutes)

Learning Activity One: Beit Hillel and Beit Shammai's Chanukiah Debate (15-25 minutes):

Learning Activity Two: Sharing Our Light (8-35 minutes)

Learning Activity Three: Joyful Dance Party (15-30 minutes)

Conclusion/Wrap-Up (8-20 minutes)

Educator Activity Guide



Warm-Up/Set-Induction/Arrival Activity

(10-12 minutes)

*Fresnel lenses, one for every 2-4 students. You can buy them in multi-packs at Amazon: [here](#)
Balloons, one for every 2-4 students)*

Ribbon, twine or yarn, scissors OR buckets, pots, boxes that will hold the balloon still outside

If it is not sunny enough for the experiment: Large glass bowl, one for every 2-4 students; coin, one for every 2-4 students; large cups/pitchers of water, one for every 2-4 students

Educator Note: *You can watch the science experiment (starting at minute 3) to familiarize yourself with the activity in the Warm Up, however, you should not show this to your students as this video is made for young children.*

1. Have students blow up several balloons.
2. Take these balloons outside and tie them onto something very low, or place them into something which will hold them (options are a pot, bucket, pool donut, or other container which will hold the balloon).
3. Hold the Fresnel lens overtop of the balloon to direct the sunlight onto the balloon.
4. The light should pop the balloon.
5. Explain that the lens is causing the light rays to bend, merge and converge themselves directly to the balloon.

If it is not sunny enough for the experiment:

Large glass bowl (one for every 2-4 students)

Coin (one for every 2-4 students)

Large cups/pitchers of water (one for every 2-4 students)

1. Take a bowl and place it on a table and put a coin in the bowl.
2. Ask students if they can see the coin when they are seated or eye level with the bowl (not looking straight down inside). [They shouldn't be able to see the coin.]
3. Now pour some water into the bowl.
4. Ask them if they can see the coin now (they should be able to).
5. Explain that the water is bending the light which allows your eyes to see the coin in the bowl.
6. Discussion:
 - a. What does light have to do with Chanukah?
 - b. What is the connection between the experiment we just did and Chanukah? [See what the students come up with, and also share that the experiment was about bending light to either gather light (making the balloon pop) or using an added element to bend light to make something visible that wasn't otherwise visible (the water and coin).]
 - c. How could bending light to cause a reaction be related to Chanukah? [If they don't get there on their own, talk about how the themes of Chanukah is increasing light, sharing light and spreading light. Share with the students that we will be delving into how we can bend and concentrate our light this Chanukah to create reactions - sharing joy, sharing Judaism, spreading kindness, and spreading happiness.



Learning Activity One: Beit Hillel and Beit Shammai's Famous debate of how to light a Chanukiah (15-21 minutes)

*Several Chanukiyot of different shapes, sizes, artistic impression, kosher and not, one for every 3-5 students
Boxes of candles, one for every 3-5 students*

*Print copies of "How to Light a Chanukiah: An argument from 2,000 years ago" — Resource A ,
double-sided, one for every chevruta*

Pencils, pens, colored pencils, for every chevruta

Optional: Copies of the full Hillel and Shammai text, one for every chevruta

1. Divide the students into groups of 3-5.
2. Give each group a Chanukiah and a box of candles.
3. Ask students: What makes a Chanukiah (Chanukah Menorah) a "kosher" one?
4. Have the groups with non-kosher Chanukiyot to raise their hands, and explain to the class why theirs isn't kosher.
- 5 Explain: For some families, the artistic nature, or connection to the item itself has more value than the tradition of it being kosher - and that is a family decision to make.
- 6 Instruct them: Load your Chanukiah with candles as if it is the fourth night. (Check for accuracy of how they loaded it and which way it's facing.)
7. Instruct them: Now load your Chanukiah with candles as if it's the seventh night. (Check for accuracy of how they loaded it and which way it's facing.)
8. Be sure that the students all know that the candles are added in from right to left (newest on the furthest left point). You can compare how this might look on different Chanukiyot.
9. Ask the students: What do you think it would be like if instead of adding one candle each night we started with a full Chanukiah and subtracted one candle each night? What would be the impact to those viewing our Chanukiyot from outside our homes? What would be the impact on us?
10. Share that there was once a big disagreement over how we should light the Chanukiah. Let them know that they are going to go into small groups and read a debate that happened 2,000 years ago (and we have the primary text)!
11. Partner the students in pairs (chevruta) or triads. Give them the famous Talmud text of Beit Hillel and Beit Shammai, which showcases their famous debate of which way we should light a Chanukiah. Give the chevruta pencils/colored pencils/pens to use. *See resource 1, Page 7.*
12. After about 6-10 minutes of group work, come back together into a larger group of no more than 15-18 students. (The number of larger groups you will need will depend on how many teachers/students you have, it's best to limit the larger group to 18 or less students if you are able to.) Have everyone share some of their discussion from the smaller groups.
13. Then share that later on in the text we find out Beit Hillel's reason (we also find out Beit Shammai's reason but that's not our focus today). The full text is included below for your information if you choose to print and use it with the students at this time. In summary, the text says, "Beit Hillel's reason is based on the idea that we ascend in matters of holiness, we never descend." *See resource 2, Page 8.*
14. Ask the students:
 - a. What do you think that means?
 - b. How else or when else in our lives do we ascend in matters of holiness?
 - c. What might it mean to be shining our internal, ever-increasing light?
 - d. How do we bring our internal light to the outside?

Learning Activity Two: Sharing Our Light

(8-35 minutes)

Note to Educator: In this section, we offer an optional art project which students will give to (or you will mail/drop off to a partner organization (i.e. a Jewish home for elderly, a Jewish co-living home for adults with developmental disabilities, a Jewish adult day care facility).

1. Share: Chanukah is all about sharing our light, our story and our Jewish joy with the world. As Beit Hillel said, we want to increase our holiness, our happiness and share that holiness with everyone. There is the tradition to place the Chanukiah in a window in order to share the light of Chanukah.
2. Discussion:
 - a. How can we share our light?
 - b. How can we bend the light to pop people's isolation or sadness?
 - c. How can we bend the light to make sure we reveal our joy and the joy of Judaism with the world?
 - d. Do you think there is a connection between lighting Chanukah lights and the darkness of winter?
3. Share: Chanukah is all about sharing our light, our story and our Jewish joy with the world. As Beit Hillel said, we want to increase our holiness and our happiness, and share that holiness with everyone. There is the tradition to place the Chanukiah in a window in order to share the light of Chanukah.



Optional: Shine a Light Craft

8.5 x 11" or larger light or bright colored cardstock, 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 Masking Tape Set, 15 mm wide, solid variety 30 Rolls Washi Masking Tape Set, 15mm wide

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

Audio sharing via laptop or other device

1. Ask students: Consider what folks living in group facilities, during the winter and during a Jewish holiday may be feeling. Discuss the potential darkness they may feel and why.
2. Ask students: As Jews, how might you help others understand your Judaism and how you might go out in this world shining 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, living Jewish values like being a good friend or an upstander, explaining interesting customs like eating matzah, playing dreidel, etc.)
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 wish to Shine a Light of their own Judaism and Jewish joy with the recipient of their decoration. Please be sure their first name, last initial, grade, and school name are on the back of the craft.
5. During their crafting, set up a system to play Judah Maccabee by Rabbi Joe and Sara Black [Judah Maccabee](#) and [Shine](#) by Joe Buchanan, featuring Lior Ben Hur Joe Buchanan (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 Shine a Light of their own.

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Learning Activities, Continued



Learning Activity Three: Joyful Dance Party

(18-20 minutes)

Glow necklaces and bracelets, one of each for each student

OR Large glow sticks and white painter's tape so the students can imitate this video

Audio equipment connected to a device to play music

Large empty space to dance in the dark

1. Set up your speakers and playlist on an audio device.
2. Hand out the glow jewelry, and have the students activate them and put them on. If you choose large glow sticks, you can show them this [video](#) for inspiration. Please remind your students that they can only put glow sticks on their own bodies (personal boundaries are important).
3. Then turn out the lights and have a joyful Chanukah dance party.
Song suggestions:
Happy by Pharell Williams
Joy by Bastille
I Feel Good by James Brown
Blinding Light by The Weekend
Can't Stop the Feeling by Justin Timberlake
Other songs about joy, light, Chanukah, etc.



Conclusion/Wrap-Up (8-20 minutes):

Whiteboard/markers or flipchart/markers/blue tape

Optional: Candle cutouts (example [here](#) or [here](#)) and Sharpie markers

Optional: Construction paper and markers

1. Return to the discussion questions from activity 3 (see list below). Make a list on a board (chart paper, white board, etc.) of concrete examples of what the students can do outside of class.
 - a. How can we share our light?
 - b. How can we bend the light to help people's isolation or sadness?
 - c. How can we bend the light to make sure we reveal our joy and the joy of Judaism with the world? (Consider adding: How might this change bend/shift the way that people perceive Jews and Judaism, impacting the growing nature of antisemitism?)
 - d. Do you think there is a connection between lighting Chanukah lights and the darkness of winter?
2. Share this list. Some possible ways are:
 - a. Send an email home to students and families with the list.
 - b. Hang the list in the halls of the congregation for everyone to see.
 - c. Have each student write down one idea on a candle cutout, take a photo, post these photos to the congregation's social media accounts and email them to the parents.
 - d. Have each student write down and illustrate one idea on a sheet of construction paper, take a photo and turn these photos into a video collage to share on the congregation's social media accounts and to parents.

Comprehensive Supply List

Warm-Up/Set-Induction/Arrival Activity: Balloon experiment

- *Fresnel lenses, one for every 2-4 students. You can buy them in multi-packs at Amazon, [here](#)*
- *Balloons, one for every 2-4 students*
- *Ribbon, twine or yarn, scissors OR buckets, pots, boxes that will hold the balloon still outside*

Warm-Up/Set-Induction/Arrival Activity: Bowl experiment

- *Large glass bowl, one for every 2-4 students*
- *Coin, one for every 2-4 students*
- *Large cups/pitchers of water, one for every 2-4 students*

Learning Activity One: Beit Hillel and Beit Shammai's Famous Debate

- *Several Chanukiot of different shapes, sizes, artistic impression, kosher and not, one for every 3-5 students*
- *Boxes of candles, one for every 3-5 students*
- *Print copies of "How to Light a Chanuyiah: An argument from 2,000 years ago" (follows on page 7), double-sided, one for every chevruta*
- *Pencils, pens, colored pencils, for every chevruta*
- *Optional: Copies of the full Hillel and Shammai text (follows on page 8), one for every chevruta*

Learning Activity Two: Sharing Our Light

Optional: Shine a Light Craft

- *8.5 x 11" or larger light or bright colored cardstock , 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 Masking Tape Set - 15 mm wide*
- *Solid variety 30 Rolls Washi Masking Tape Set, 15mm Wide*
- *Thin markers and/or colored pencils, large supply for students to share*
- *Audio sharing via laptop or other device*

Learning Activity Three: Joyful Dance Party

- *Glow necklaces and bracelets, one of each for each student OR*
Large glow sticks and white painter's tape so the students can imitate [this video](#)
- *Audio equipment connected to a device to play music*
- *Large empty space to dance in the dark*

Conclusion/Wrap-Up

- *Whiteboard/markers or flipchart/markers, blue tape*
- *Optional: Candle cutouts (example [here](#) or [here](#)) and Sharpie markers*
- *Optional: Construction paper and markers*



How to Light a Chanukiah: An argument, from 2,000 years ago

Read: Beit Hillel and Beit Shammai were two very famous houses of Jewish study around the first century. They frequently disagreed about how we should follow Jewish law. Below is the actual disagreement between Beit Hillel and Beit Shammai from the Talmud about how we should light our Chanukiah.

<p>Shabbat 21b ...And those who like to do a little extra with their mitzvot – Beit Shammai says: On the first day, light eight. From then onward, reduce one each day. Beit Hillel says: On the first day, light one. From then onward, add one each day.</p>	<p style="text-align: right;"><u>שבת בא:</u> והמהדרין מן המהדרין בית שמאי אומרים יום ראשון מדליק שמנה מכאן ואילך פוחת והולך ובית הלל אומרים יום ראשון מדליק אחת מכאן ואילך מוסיף והולך</p>
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Draw a picture of how each side in the debate lights the candles on Chanukah.

<p>Beit Shammai First Night</p>	<p>Beit Shammai Third Night</p>
<p>Beit Hillel Third Night</p>	<p>Beit Hillel First Night</p>

Turn over for discussion

Discuss with your partner (or group) these questions:



- Which way do you prefer? Why?
- Imagine if we lit our Chanukiah like Beit Shammai instead of Beit Hillel. What would that feel like?
- Why do you think Beit Shammai said we should subtract one candle each night?
- Why do you think Beit Hillel said we should add one candle each night?
- What does adding light have to do with adding joy?

Full Hillel and Shammai Text

Shabbat 21b:5

The Sages taught in a *baraita*: The basic mitzvah of Chanukah is each day to have a light kindled by a person, the head of the household, for himself and his household. And the *mehadrin*, i.e., those who are meticulous in the performance of mitzvot, kindle a light for each and every one in the household. And the *mehadrin min hamehadrin*, who are even more meticulous, adjust the number of lights daily. Beit Shammai and Beit Hillel disagree as to the nature of that adjustment. Beit Shammai say: On the first day one kindles eight lights and, from there on, gradually decreases the number of lights until, on the last day of Chanukah, he kindles one light. And Beit Hillel say: On the first day one kindles one light, and from there on, gradually increases the number of lights until, on the last day, he kindles eight lights.

Shabbat 21b:7

Rabba bar bar Chana said that Rabbi Yochanan said: There were two Elders in Sidon, and one of them acted in accordance with the opinion of Beit Shammai, and one of them acted in accordance with the opinion of Beit Hillel.

Shabbat 21b:6

Ulla said: There were two *amora'im* in the West, Eretz Yisrael, who disagreed with regard to this dispute, Rabbi Yosei bar Avin and Rabbi Yosei bar Zevida. One said that the reason for Beit Shammai's opinion is that the number of lights corresponds to the incoming days, i.e., the future. On the first day, eight days remain in Chanukah, one kindles eight lights, and on the second day seven days remain, one kindles seven, etc. The reason for Beit Hillel's opinion is that the number of lights corresponds to the outgoing days. Each day, the number of lights corresponds to the number of the days of Chanukah that were already observed. ... The reason for Beit Hillel's opinion is that the number of lights is based on the principle: One elevates to a higher level in matters of sanctity and one does not downgrade. Therefore, if the objective is to have the number of lights correspond to the number of days, there is no alternative to increasing their number with the passing of each day.

שבת כ"א ב:ה'

תנו רבנן: מצות חנוכה, בר איש וביתו. והמהדרין, בר לכל אֶחָד ואֶחָד. והמהדרין מן המהדרין, בית שמאי אומרים: יום ראשון מדליק שְׁמֹנֶה, מִבֵּית הַלֵּל אומרים: יום ראשון מדליק אֶחָד, מִבֵּית הַלֵּל מוסיף והולך.

שבת כ"א ב:ז'

אמר רבא בר בר חנה אמר רבי יוחנן: שני זקנים היו בצידן. אחד עשה כבית שמאי ואחד עשה כדברי בית הלל. זה נותן טעם לדבריו כנגד פרי החג, וזה נותן טעם לדבריו דמעלין בקדש ואין מורידין.

שבת כ"א ב:ו'

אמר עולא: פליגי בה תרי אמוראי במערבא, רבי יוסי בר אבין ורבי יוסי בר זבידא. חד אמר טעמא דבית שמאי כנגד ימים הנכנסין, וטעמא דבית הלל כנגד ימים היוצאין. וחד אמר טעמא דבית שמאי כנגד פרי החג, וטעמא דבית הלל דמעלין בקדש ואין מורידין.