



Tzedek

How-To Guide

Updated May, 2005

Hillel

The Foundation for Jewish Campus Life
Charles and Lynn Schusterman International Center
Arthur and Rochelle Belfer Building
800 Eighth Street, NW
Washington, DC 20001-3724

phone: 202.449.6500 • fax: 202.449.6608
Web site: www.hillel.org

Table of Contents

Greetings	3
Weinberg Tzedek Hillel – Mission, Focus, Approach, Guiding Principles	5
The Citizen Model	6
The CASE Methodology	7
Community Partners	8
Community Needs Assessment	8
Coalition Building	10
Your Community Phone Book	12
Connecting to National Initiatives	16
Advocacy and Activism	17
Advocacy on Campus	18
Advocacy Anytime	19
Advocacy and Government	20
Advocacy and the Environment	24
Service	27
Preparation – Action – Reflection	28
Education	32
Thought Provoking Jewish Texts	34
Where to Begin	35
Questions to Ask and Answer before Running a Successful Program	35
Tzedek Action Plan	36
How to Add Tzedek to Existing Programs	38
Best Practices - Tzedek Programming on Campus	39
Tzedek Training Workshops	41
Explore Wally: Looking at Root Causes of a Problem	41
Step Over the Line	43
What’s Jewish about Social Justice?	43
Collage-Making and Rip Art	44
Diversity: Service Peddling vs. Community Building	44
Closing	46
Additional Tzedek Resources	47
Social Justice Books	47
Resource Guides	48
Conferences	49
Volunteer Opportunities	50
Listserves	50
Speakers Bureau	50
Web Resources	51

Greetings

Shalom! Congratulations on your decision to take on the gallant task of bringing Tzedek work to your campus and/or enhancing the Tzedek work that is already taking place. It is my pleasure to provide you with this new and improved *Tzedek How-To Guide* for your convenience and learning. It has been created for you – students, campus professionals, lay leaders, community members, and anyone who wants to learn more about successful Tzedek programming on campus. It is meant to be used as a tool kit, so take whatever you need, whenever you need it! I hope that it will prove to be a valuable resource.

This updated guide could not have been created without the Schusterman International Fellows who came before me, who began to cultivate and create the material you will find inside. Alissa Peltzman, Public Policy Fellow 1999-2000, laid the important groundwork in *Hillel's Guide to Social Justice Programming*. Mallory Barg, Weinberg Tzedek Hillel Fellow 2000-2001 added a new dimension of service-learning to Tzedek, which is included in *Moving From Band-Aid Solutions to Systematic Change: A Service-Learning "How-To" Manual for Hillel Foundations*. Rachel Weiss, Weinberg Tzedek Hillel Fellow 2001-2002 who put together the most recent rendition of the *Tzedek How-To Guide*, that of which I've molded, sculpted, and shaped into what it is today. I would also like to thank Michelle Lackie, Director of Weinberg Tzedek Hillel, for supporting me in this and all my endeavors at Hillel throughout my fellowship year.

If you have any questions, would like to share your thoughts, or feel material is missing, please contact the current Weinberg Tzedek Hillel Fellow at the Schusterman International Center. Enjoy these following pages of knowledge, inspiration, theory, and practice. It is through your work that *tikkun olam* – repairing the world – is happening on campuses and in communities across the globe. Good luck in your endeavors and thank you for your commitment to the pursuit of justice!

B'Shalom v'Tzedek,

Jessica Beitch
Weinberg Tzedek Hillel Fellow, 2004-2005

“Tzedek, Tzedek, Tirdof”

“Justice, justice, shall you pursue.”

~ Deuteronomy 16:20



Weinberg Tzedek Hillel

**“Tzedakah is not about giving; Tzedakah is about being.”
~ Rabbi Bradley Shavit Artson**

Our Mission

Weinberg Tzedek Hillel seeks to engage Jewish students and the wider campus community with the Jewish values of Tzedek; to strengthen the identities of Jewish students by providing opportunities for them to integrate their commitments to social justice with their Judaism; to lead the campus community on issues where Tzedek values can contribute to dialogue and action; to imbue a culture of Tzedek values into Hillel at all levels.

Our Focus

Weinberg Tzedek Hillel seeks to focus on two areas of student programming in order to bring Tzedek (Hebrew word for “justice”) work to the forefront of Hillel and Jewish Student Life on campus, as well as to elevate the presence of Hillel to a leading campus organization dedicated to service, advocacy, activism, and justice.

- *Intensive and Immersive Experiences:* This area focuses on the individual student and his/her potential for personal transformation through intensive experience. The types of experiences that Weinberg Tzedek Hillel currently supports and/or coordinates (locally, nationally, internationally, and/or with partner organizations) are the annual Tzedek Mission trip to Israel, Domestic Alternative Breaks, International Alternative Breaks to Central and South America, the Pesach Project in the Former Soviet Union, the OTZMA-Hillel Fellowship, the Spitzer Forum on Public Policy, and more. Students who participate in these and similar trips/experiences achieve a new understanding, yearning, and dedication to continuing Tzedek work, and foster conscious interaction with Jewish values of Tzedek. The long-term impact results in building social justice on campus and continually throughout their lives. The experience fuels change – both in the community as well as for the students themselves.
- *Highly Visible Campus Programs:* This area focuses on the campus as a whole. Weinberg Tzedek Hillel supports and encourages large-scale and highly visible campus programming that effectively engages new students, empowers involved students, facilitates co-sponsorship and campus/community partnerships, includes explicit components that highlight the Jewish perspective, and is largely student-initiated and student-run. Hillel’s efforts to become visible on campus in the realm of social justice work will encourage other campus groups to seek out Hillel as a strong, effective partner. Additionally, these high level programs succeed in drawing the attention and involvement of the more activist-minded students who are passionate about campus organizing and discouraged by the usual sandwich-making or clothing drives. There is also a significant sense of accomplishment for all students involved after successfully completing an event of such magnitude.

Our Approach

Weinberg Tzedek Hillel believes that at the heart of all social action and Tzedek work are strong relationships. Relationships formed with other student groups, community partners, student-peers, campus professionals, college advisors, community mentors, etc. are going to be the major support system and network that guide both immersive experiences and visible campus programs.

Our Guiding Principles

Weinberg Tzedek Hillel operates upon the foundation of understanding community dynamics and assessing community needs. Weinberg Tzedek Hillel strives to find appropriate, strategic, and effective ways to view Tzedek work on campus and reach out to a broad base of interested and dedicated students. Forming relationships and building coalitions are integral to successful networking and program execution. It is important to consider the population of students on campus and to whom the programs are being targeted. Utilize the following *Citizen Model*¹ when assessing the student population on campus, and find ways to effectively activate each of these groups.

	Personally Responsible Citizen	Participatory Citizen	Justice-Oriented Citizen
Description	<ul style="list-style-type: none"> ▪ Acts responsibly in his/her community ▪ Works and pays taxes ▪ Obeys laws ▪ Recycles, gives blood ▪ Volunteers 	<ul style="list-style-type: none"> ▪ Active member of community organizations ▪ Organizes community efforts to care for those in need, promote economic development or clean up environment ▪ Knows how government agencies work ▪ Knows strategies for accomplishing collective tasks 	<ul style="list-style-type: none"> ▪ Critically assesses social, political and economic structures to see beyond surface causes ▪ Seeks out and addresses areas of injustice ▪ Knows about social movements and how to effect systemic change
Sample Action	Contributes food to a food drive	Helps to organize a food drive	Explores why people are hungry and acts to solve root causes
Core Assumptions	To solve social problems and improve society, citizens must have good character; be honest, responsible and law-abiding members of the community	To solve social problems and improve society, citizens must actively participate and take leadership positions within established systems and community structures	To solve social problems and improve society, citizens must question and change established systems and structures when they reproduce patterns of injustice over time
Hillel Examples	<p>Hillel – Gift of Life Bone Marrow Campaign</p> <p>Million Minutes of Mitzvah – university-wide pledge to contribute minutes of service (University of Florida)</p> <p>Songs of Love – recording songs for people with cancer (Hofstra)</p>	<p>Kids and Computers – computer enrichment at Hillel for local children (Purdue)</p> <p>Smile – teaching children in barrios about brushing teeth and health (Brazil)</p> <p>Doing Good Well – Jewish service learning and leveraging \$180 to “do well” (Berkeley)</p>	<p>SUDAN – Student group to raise awareness about Sudan (UNC)</p> <p>Alternative Break and Follow-Up Campus Programming</p> <p>Just Work – Urban Fellows internship program at local not-for-profits (Columbia/Barnard)</p>

In Summary:

- ❖ *Personally Responsible Citizen*: To reach these students, plan programs that focus on one-time involvement, making the students feel good about contributing, and incorporate minimal Jewish content. **Connection*
- ❖ *Participatory Citizen*: To reach these students, target active Tzedek student leadership and campus social justice leadership and plan ongoing volunteer opportunities. Also, incorporate a large/visible Tzedek program once a semester or year (depending on your type of campus). **Leadership*
- ❖ *Justice-Oriented Citizen*: To reach these students, build on the Participatory Citizen framework with additional focus placed on advocacy work, and incorporate Tzedek training for your students. **Activist*

¹ Kahne, Joseph and Joel Westheimer. *Service Learning Required*, Education Week, Volume XIX, January 2000

The CASE Methodology

“Who is considered wise? One who learns from everyone.” ~ Pirkei Avot 4:1

The *Citizen Model* helps to identify and target students on campus. The *CASE Methodology* provides a framework of four components – the best practices – of Tzedek programming that compliments the *Citizen Model*. CASE provides a holistic approach for addressing social issues. Although it is not necessary to incorporate each of the four components into every campus program, working to touch on all aspects of CASE throughout the year will raise the level of programming that is happening at Hillel and around campus and will provide the students who become involved in programming with a complete picture of the issues they are tackling. The next few pages will go into detail about the four components, but here is a brief outline:

The CASE Methodology: Transforming social-justice ideas into a tangible action.

- ❖ **Community Partners:** Get involved with groups on and off campus that support your cause.
- ❖ **Advocacy/Activism:** Find the source of the issue and create change.
- ❖ **Service:** Provide direct service to those in need.
- ❖ **Education:** Remember to make the connection between being a responsible citizen and a responsible Jew.

Use the *Citizen Model* to guide you when targeting specific student groups for various CASE components in your programs, i.e. target the justice-oriented citizens for your advocacy campaigns, and the participatory citizens for your service projects that incorporate education and community partners.

Also consider CASE and the *Citizen Model* when planning highly visible campus programs, as well as the intensive and immersive experiences. To be successful in your large scale programs, you will need to form strong and practical partnerships. These partnerships will serve as networking opportunities and also work to create a “buzz” on campus. Partnerships help to assemble a diversity of students to become involved in the planning and a range of students to attend the event. In partnership with other organizations, you can effectively and broadly raise awareness, create change, and provide reflection or Jewish education to those that are most intimately involved with the program. To instigate transformative experiences for students, you’ll need the buy-in from them first, and then a commitment to thorough programming, reflection, service, and understanding of root causes.

Tzedek work is difficult to pinpoint, as there are many complex issues plaguing our society. Understanding your student body and presenting holistic programs will be the first steps to creating change on campus, in your community, across the nation, and around the world. Keep reading to find out how...

Community Partners

“Never doubt that a small group of thoughtful committed citizens can change the world: indeed, it’s the only thing that ever has.” ~ Margaret Mead

As we’ve discussed, relationships are at the heart of Tzedek activity – be it community service outings, tabling on campus, advocacy campaigns, networking, raising awareness, or planning an overseas trip. It is necessary to choose an issue or issues to focus on (for the group/organization or as a theme throughout the year) and then identify possible partners to contact. When discussing said issues with these partners, determine goals, objectives, what you can gain from the partnership, what you will give to the partnership, and how you can create change by working together. Later in this section, you will learn the differences between coalitions, partnerships, and co-sponsors.

It is also during these conversations that you should determine the needs of the community. All Tzedek initiatives on campus should incorporate the voice and needs of the community. The community voice is essential to building bridges, solving problems, and making sustainable changes. See below the steps to a comprehensive Community Needs Assessment.

There are many ways of learning about the needs of your community. Individuals who live in the community can help express some parts of it; however, in order to learn as much as possible you will need to find individuals or organizations who can serve as **community gatekeepers**. Community gatekeepers are individuals who typically know a lot about the dynamics of a particular community including its unique challenges, strengths, traditions, and people.²

Example of gatekeepers include:

- *Local government:* Mayor, city councilmen, state congressman
- *Local community agencies, schools, clinics, hospitals, etc.:* Staff members and administrators
- *Local community groups, organizations, and associations:* Lions Club, Community Centers, Women and Children’s Shelters
- *Local religious groups:* Area synagogues, churches, mosques, and other houses of worships

Arrange planning and informational meetings with local **community gatekeepers** to see where the community needs can best fit into the interest of the students participating.

I. Community Needs Assessment³

A. Community Needs and Resources

Needs can be defined as the gap between what a situation is and what it should be. A need can be felt by an individual, a group or an entire community. For example, older adults in a community need help getting around town, but the community has no public transportation – a concrete need. These same adults may feel a need to be valued for their knowledge and experience – an abstract need. *Examining needs helps us discover what is lacking and points us in the direction of future improvement.*

Resources, or assets, are those things that can be used to improve the quality of life. They can be anything from people to places to organizations. A single mom may be a great financial planner

² Make a Difference Day, <http://usaweekend.com/diffday>

³ Community Tool Box, http://ctb.ku.edu/tools/en/sub_section_main_1019.htm

(stretches minimum wages to cover food and rent) – an asset; or volunteers running an after-school program in an empty school – a resource. *People can be assets or resources, all of which can be used for community building.*

B. Why Do a Community Needs Assessment?

Before you start implementing a program of change, it makes sense to assess the needs of the people who will be most affected. Communication with the people who are directly experiencing the problem will enable them to discuss what their needs are with those who have the resources to provide solutions; this will ultimately increase the effectiveness of services provided.

Everyone benefits from a community that understands its strengths and limitations. Once its strengths and limitations are widely known, the community can work as a whole to improve its well-being, utilizing its strengths to build a better future.

C. When Should You Do a Community Needs Assessment?

Identifying resources and needs should be done on an ongoing basis throughout your initiative:

- *Prior to planning the initiative.*
- *During implementation of an initiative.*
- *Ongoing basis after completion.*

D. How Do You Conduct a Community Needs Assessment?

There are many ways to identify local needs and resources by focusing on the needs or strengths in your community. You can interview key people or hold community meetings or focus groups. The most important part of identifying local needs and resources is listening to the insights of group members, community members, leaders and others while incorporating community data and history into the analysis. Decide on an area you are interested in, then seek out key people or organizations involved in those areas and arrange informational meetings.

E. The Concerns Report Method

The Concerns Report Method for identifying local needs and resources is briefly outlined below. In following this method, you'll go out to people in your community and ask them what they feel are your community's greatest needs and assets.

Phase 1: Brainstorm and find your focus.

Phase 2: Start with what you know.

Phase 3: Decide what you still need to know, finalize the questions you will ask.

Phase 4: Identify your target population.

Phase 5: Decide what methods you will use to collect information.

Phase 6: What is missing? What are the limitations of the assessment or study?

Phase 7: Determine whether you have the resources to conduct the study.

F. To Sum it Up

Needs and resources are really two sides of the same coin. Without each other, they don't buy much. In order to get a comprehensive view of your community, it is important to look at what you have and what you need. A needs assessment is a way of asking members of the community what their most important collective needs are. This type of assessment stems from dissatisfaction with the status quo, or current situation, and is focused on the outcomes rather than the process of improving the dissatisfaction. With these things in mind, you can have a positive impact on the problem you wish to address. Understanding your community in this manner will also help your organization clarify where it would like to go and how it will get there.

II. Coalition Building

It is important to work with other organizations on campus and in your community. There are three different types of relationships you can build with these organizations. Each type of relationship meets different needs and yields different rewards.

When thinking about **coalition building**, **partnerships**, and **co-sponsorship**, think strategically about a variety of organizations. Consider both the “usual suspects” and the “unusual suspects” as potential partners. Think about campus organizations, academic departments, and community groups. The following are general definitions for coalition building, partnerships, and co-sponsorship. These terms may be used differently on your campus. It is important to use the language of your campus.

A. Coalition Building requires the most specific commitment. A coalition is a group of organizations who are able to work towards an agenda, or strengthen a specific mission by working together. Coalitions can span over a semester, a year, or longer. Coalitions are most successful when the organizations involved have clear communication, are cognizant of each other’s goals, and have clearly defined expectations for involvement in the coalition.

For example, it may be useful to form a coalition of organizations to work together on voter education, registration, and mobilization efforts. By forming a coalition with American Israel Public Affairs Committee (AIPAC), United Students Against Sweatshops (USAS), the campus radio/tv station, and the College Democrats and College Republicans you have the opportunity to reach a wide scope of campus, get your message out, and each of the organizations is able to fulfill its goal of increasing student activism and encouraging civic participation.

**Remember:* Coalitions form around a common issue, therefore there may be times when a group you have never worked with before may suddenly be a part of your coalition because of their interest in the specific issue. Determine the value of building a coalition with groups that may conflict with your organization’s standing on other issues. Is it worth the relationship if this is the only issue for which you agree? If you agree on 50 percent of your issues? Only on all of your issues? These are important questions to answer before building coalition.

B. Partnerships are another way of working together with one or more organizations. Generally, a partnership involves a small number of organizations who build strong interpersonal relations between the members of each organization. In doing so, they increase the communication between the membership which translates into increased participation at each other’s events.

For example, Hillel may have an on-going partnership with the Women’s Resource Center. The advisors and professionals in Hillel and the Women’s Resource Center are familiar with each other’s resources, programming, upcoming opportunities, and the student leadership of each organization. There is likely an overlap in the students who are involved with both groups, which leads to the promotion and participation in each other’s events.

C. Co-sponsorship is a third way to work together with a wide variety of campus organizations. This relationship is usually defined by a specific short-term commitment, like financial support, requiring a liaison to attend planning meetings, promising a certain percentage of student participation, publicity, or any other number of things. The terms for co-sponsorship are up to you and should be considered in light of your needs and the potential benefits for involving other specific organizations. You can target specific groups and ask them to co-sponsor an event or you can present the opportunity to the entire campus and see who responds.

For example, Hillel may ask the Panhellenic Association and the Inter-Fraternity Council to co-sponsor a motivational speaker. Hillel may work with the National Student Campaign Against Hunger and Homelessness, Oxfam America, MAZON: The Jewish Response to Hunger, the Campus Y, and the campus ministries to plan events to raise awareness and action on issues related to hunger and homelessness the week before Thanksgiving. Each group may sponsor a different activity/program during the week.

Another great way to be proactive in developing campus partnerships is through meeting with university personnel and student groups. It is good to introduce yourself to different professionals on campus and let these campus departments and groups know that Hillel is an address for social justice work in the community. Find out what their area of interest or specialty is so when planning a program you can have them in mind. Here are some possible university departments and student groups to meet with:

- Community Service Center
- Political Science Department
- Education Department
- Urban Studies Department
- Jewish Studies Department
- Greek Life
- Service Fraternity
- Residential Life
- Education Department
- Social Work Program

Reaching past the campus district and being involved in your community is a tenet of successful Tzedek programming and relationship building. Use the following pages as a guide to the different individuals and stakeholders in your community. All of these individuals/organizations can be key resources for funding, expertise, networking, partnering, etc. Make copies of these pages each year and fill them in with updated lists.

Remember, it is important to establish rapport and build relationships. There doesn't have to be an end goal for each meeting you have with someone. Consider what you can offer to others as much as what they can offer to you.

Program Examples – Community Partners

Intensive and Immersive Experience: Beyond Alternative Break at Columbia University. This program fosters student leadership from multiple years of Alternative Break participants. The students plan different social justice activities including awareness days, photography exhibits, Tzedek Shabbats, etc. both on campus and in the community, partnering and co-sponsoring with a variety of organizations. This is a great example of Alternative Break follow-up and establishing an Alternative Break alumni community.

Highly Visible Campus Program: Day of Consciousness at University of Virginia. This was a week-long initiative to raise awareness about genocide, specifically in the Darfur region of Sudan, while simultaneously providing students and faculty with a means to take action. Hillel's co-sponsorship included Amnesty International, the Muslim Student Association, the Minority Rights Coalition, and Students Taking Action Now Darfur (STAND).

YOUR COMMUNITY PHONE BOOK

Who are the players on and around your campus?

School:
Academic Year:

CAMPUS

Community Service Center:

Name: Phone: Location:

Student Government:

President: Phone: Location:
Vice-President: Phone: Location:

Service Fraternity/Student Service Groups:

Name: Phone: Location:
Name: Phone: Location:
Name: Phone: Location:

Honor Societies:

Name: Phone: Location:
Name: Phone: Location:
Name: Phone: Location:

Chaplain's Office (e.g. Newman Center, Islamic Student Center):

Name: Phone: Location:
Name: Phone: Location:

Cultural Groups (e.g. Black Student Association, Chinese American Association):

Name: Phone: Location:
Name: Phone: Location:
Name: Phone: Location:

Athletic Department – Sports Teams:

Name: Phone: Location:
Name: Phone: Location:

School Newspaper:

Editor: Phone: Location:

Campus Radio:

Contact Person: Phone: Location:

Residential Life:

Contact person: Phone: Location:

Dean’s Office:

Contact person: Phone: Location:

Hillel Professionals:

Name: Phone: Location:
Name: Phone: Location:

Hillel Lay Leaders:

Name: Phone: Location:
Name: Phone: Location:

Hillel Students:

Name: Phone: Location:
Name: Phone: Location:

Other:

Name: Phone: Location:
Name: Phone: Location:

COMMUNITY

Food Bank:

Volunteer Coordinator: Phone:

Soup Kitchen:

Volunteer Coordinator: Phone:

Homeless Shelter:

Volunteer Coordinator: Phone:

Housing/Hunger Coalition:

President’s Name: Phone:

Environmental Group:

President’s Name: Phone:

Local Hospital:

Volunteer Coordinator: Phone:

Local Library:

Volunteer Coordinator: Phone:

Community Center/Teen Center:

Volunteer Coordinator: Phone:

Local Elementary School:

Principal: Phone:

Local Middle School:

Principal: Phone:

Local High School:

Principal: Phone:

Board of Education:

President's Name: Phone:

City Council:

Local Representative: Phone:

Congress

State Congressman: Phone:

Federal Congressman: Phone:

Senate

State Senator: Phone:

Federal Senator: Phone:

Local Newspaper

Name of Newspaper:

Contact Person: Phone:

National Organizations:

Name: Phone: Location:

Name: Phone: Location:

III. Connecting to National Initiatives

Another incredible way to get involved in Tzedek programming on campus and build strong relationships is to connect to national initiatives working on different issues. The following are just some examples of the many national initiatives that currently occur on numerous campuses. The information below is to help get you started and let you know where you can go to find additional information.

Gift of Life Bone Marrow Registry

All it takes is a cheek swab to become part of the registry and increase the representation of Jewish people in the bone marrow donor pool. Gift of Life facilitates bone marrow transplants for patients around the world suffering from life-threatening illnesses. Through Hillel's partnership, create a bone marrow registry drive on your campus. For more information, visit www.giftoflife.org.

Yom Kippur FAST Action Campaign

Join Hillels across the country and participate in the FAST Action campaign, a program where students donate the meals that they are skipping on Yom Kippur to MAZON: A Jewish Response to Hunger. This program presents a simple way for students on your campus to make a real difference in the lives of others. For more information, visit www.mazon.org.

National Hunger and Homelessness Awareness Week

Hunger and Homelessness Week is the week prior to Thanksgiving each year. Hundreds of campuses in the country participate in this week of fasts, sleep outs, educational speakers, canned food drives, and fundraisers. The main purpose of the National Hunger and Homelessness Awareness Week is to raise awareness of and action on the problems of hunger and homelessness domestically and internationally. Use the week as an opportunity to recruit volunteers and develop leaders who will continue to work with your group throughout the year. For more information go to www.nscanh.org.

World AIDS Day

World AIDS Day is commemorated around the globe on December 1st with news and events to highlight progress made in the battle against the HIV/AIDS epidemic, while at the same time reminding people how much still needs to be done. For more information go to www.worldaidsday.org.

Alternative Break Trips

Alternative Break programs place college students in developing communities around the world for participation in service projects and experiential learning during their winter or spring breaks. Students perform short term projects for community agencies, thereby forming domestic and international partnerships, and learning about issues such as literacy, poverty, racism, hunger, homelessness and the environment. Being completely immersed in a diverse environment enables participants to experience, discuss, reflect, and understand social issues in a significant way. The intensity of the experience and the Jewish integration during the trip increases the likelihood that participants will transfer the lessons learned onsite back to their own communities after the break ends. Although the trip is only a week long, the preparation, learning, partnership, and reflecting pieces actually extend throughout the whole academic year and beyond. For more information, visit www.tzedekhillel.org.

Earth Day

Earth Day occurs each year at the end of April. Earth Day inspires a groundswell of grassroots action in communities around the world. People from Peru to India, and from Ireland to the USA take part in Earth Day events and actions which educate, spread awareness and push for tangible change. Every voice counts; every action matters. Earth Day is based on the simple philosophy that ordinary people, acting together, can achieve extraordinary things. For more information go to www.earthday.org.

Advocacy and Activism

“You must be the change you wish to see in the world.” ~ Mahatma Gandhi

The advocacy and activism component can be the most difficult piece to understand but can produce the most value. The basics of advocacy are to be able to speak on behalf of those who cannot speak for themselves, to engage with a population and gather around a cause to speak on an issue, and/or to affect systemic change. Before we delve into the world of advocacy and activism we need to understand what each of the words mean.

Definitions and Terminology:

Advocacy: the act or process of advocating or supporting a cause or proposal

Advocate: to plead in favor of

Activism: The use of direct action in opposition to or support of a cause

Excerpt from Volume I: Reflections on Advocacy by David Cohen, Co-Director, Advocacy Institute from the Advocacy Learning Initiative by Oxfam America and the Advocacy Institute:

Advocacy is pursuit of influencing outcomes – including public policy and resource allocation decisions within political, economic, and social systems and institutions – that directly affect people's lives.

Advocacy has purposeful results:

- to enable social justice advocates to gain access and voice in the decision making of relevant institutions;
- to change the power relationships between these institutions and the people affected by their decisions, thereby changing the institutions themselves;
- and to bring a clear improvement in people's lives.

Advocacy consists of organized efforts and actions based on the reality of "what is." These organized actions seek to highlight critical issues that have been ignored and submerged, to influence public attitudes, and to enact and implement laws and public policies so that visions of "what should be" in a just, decent society become a reality. Human rights – political, economic, and social – are an overarching framework for these visions. Advocacy organizations draw their strength from and are accountable to people – their members, constituents, and/or members of affected groups.

I. Advocacy on Campus

Definitions and Terminology:

You **RALLY** for something you support and you **PROTEST** against something you oppose.

***Rally:** to organize in support of a common purpose; to arouse for action.*

***Vigil:** a peaceful event to show solidarity and support for a cause or issue.*

***March:** a walk from a designated point to a community destination in order for a message to be conveyed to the public.*

***Protest:** the act of objecting; organized public demonstration of disapproval.*

***Boycott:** to engage in a concerted refusal to have dealings with (as a person, store, or organization) usually to express disapproval or to force acceptance of certain conditions.*

Twelve Easy Steps to Organize an On-Campus Gathering

1. Identify the purpose of the gathering. A clearly defined goal is the first step in ensuring that your gathering is well organized and has a clear message.
2. Identify student leaders and define their roles (i.e. organizer, publicity chair, coalition representative, crowd control, speakers).
3. Reach out to other campus groups for co-sponsorship (i.e. fraternities/sororities).
4. Invite the local Jewish community to participate (i.e. JCRC, synagogues, JCC). Your local Jewish community may also hold vigils or rallies that you may want to attend and support.
5. Contact your Student Activities Office or other appropriate offices (i.e. Office of Multicultural Affairs) for approval and to select a time, date and location where the gathering will be highly visible. Make sure to follow your university protocol.
6. Contact your university's security office to inform them about the gathering. Appoint students to ensure crowd control. Always encourage a peaceful event.
7. Identify students, professors, and local activists to speak at the gathering. This could include elected officials and representatives of relevant organizations.
8. Develop the program (i.e. MC, speeches, songs, poems) and identify logistical needs (i.e. tables, chairs, audiovisual supplies).
9. Purchase supplies (i.e. candles, poster board, markers, song sheets, ribbons, stickers).
10. Get the word out (i.e. e-mail lists, flyers, posters, phone calls).
11. Contact the media (i.e. campus newspaper, campus Web site, local radio).
12. The day of the event: be organized, have a clear message, be safe, distribute talking points for all involved, and hand out information for individuals to take home (i.e. fact sheet).

II. Advocacy Anytime – Program and Tabling Ideas

1 Minute

- Sign a petition
- Wear t-shirts, buttons, and stickers that make a statement
- Utilize the Internet; check out Web sites regarding education, children, the environment, hunger, poverty, HIV/AIDS, international issues, etc.
- E-mail your members of Congress and other representatives

5 Minutes

- Raise awareness by tabling for an issue on campus
- Register to vote; help others register to vote
- Join a listserve; read a discussion board
- Phone calls – call your member of Congress, you can easily locate your member by calling the Capitol switchboard at 202.224.3121
- Fax a local community organization, a corporation, your member of Congress, or a specific Congressional Committee
- E-mail a local community organization, a corporation, your member of Congress, or a specific Congressional Committee

15 Minutes

- Present an issue to a campus organization (sorority, fraternity, student government, service group, faith-based group)
- Post informational flyers on campus
- Post on a listserve or a discussion board
- Watch the news

30 Minutes

- Write a letter to the editor of your campus and local newspapers
- Meet with a campus administrator, school board member, local community organization
- Raise money for your cause
- Attend a candlelight vigil
- Audit the environmental soundness of your residence hall/apartment
- Read the newspaper
- Place tent cards on tables throughout campus (dining hall, library, student union, study rooms, computer center)

1 Hour

- Write an op-ed to your campus or local newspaper
- Attend a panel discussion, town hall meeting
- Participate in a rally
- Write a letter to your member of Congress' district office
- Meet with community organizations to learn about issues and gather resources
- Meet with local elected officials and staff (city council, mayor, school board, congressperson)
- Take a walking tour of your community to assess local needs
- Audit the environmental soundness of your university
- Bring a speaker to campus
- Create a 'Bill of Rights' related to a specific area (environment, children, health)

3 Hours

- Participate in a service event to learn more about an issue (soup kitchen, homeless shelter, shelter for battered women, animal shelter, old-age home, environmental clean-up)
- Hold a summit on your issue
- Attend or organize a sit-in
- Create and display banners
- Apply for a grant to help fund your initiative
- Visit your state capitol; set-up a meeting with members in the state legislature

One Week

- Participate in an alternative break; create advocacy follow-up opportunities for the participants
- Participate in an awareness week
- Dedicate a Shabbat dinner to issue education and ways to get involved with that issue

One Month

- Organize a food salvage program with your campus administrators
- Incorporate an advocacy component and service opportunity around a Jewish holiday
- Participate in an awareness month; build coalitions, educate, advocate, serve, and learn how the issue relates to Jewish tradition and law

Semester

- Create a public service announcement (PSA)
- Organize and implement all of the above within your surrounding community; create an action plan, build coalitions, grassroots activism

Year

- Develop a strategic plan
- Create a theme that you Hillel focuses on in terms of resources, programming, awareness raising, and advocacy efforts
- Elect a Tzedek chair to your Hillel student board
- Incorporate Tzedek activities into large campus events and other Hillel activities
- Organize a speakers/film series
- Adopt a city on the other side of the world and do programming on campus to raise money and resources to send over
- Plan a conference

III. Advocacy and Government

The government is the body that represents the people of our nation. Be sure they know what is important to you, and how you would like them to act on your behalf. A college student's voice is important to government officials, so be sure to speak up and get others talking as well. Written, oral, lobbying – these are all vital aspects of advocacy.

Register. Vote. Volunteer. Organize. Educate. Network. Change. Serve. Lead. Speak. Get Involved.

A. Phone calls

When calling a member's office, you will most likely be routed to a staff member. You should talk with these staff members, respect that they are in the position to represent the person you are calling and will inform them about their constituents concerns.

Helpful Hints:

Identify yourself.

- Make sure that the person with whom you are speaking knows that you are a constituent.
- Be prepared to give your address, phone number, and e-mail for verification or follow-up purposes.

Clearly and specifically explain the reason for your call.

- Make sure that you are prepared to communicate the specifics of the issue on which you are advocating.
- What is the bill number or name of the legislation you are calling about?
- How do you want your member to vote?
- Are you supporting his or her previous votes or are you asking your member to vote differently than s/he has in the past?
- Organizing and outlining your thoughts or talking points ahead of time is useful.

Explain how the issues affect you and those whom you represent.

- Remember, Congress deals with a multitude of issues simultaneously; therefore, it is important to communicate your position in terms of how it will affect you.

Focus and be brief.

- Discuss one issue per phone conversation. This is the most effective way of gaining support for a particular issue.
- Keep in mind that staffers will likely keep a tally of the number of constituents who call in regarding a particular issue.

Ask your member to take a position.

- It is important to clearly state the action that you want your member to take.

Use accurate and up-to-date facts and figures.

Say “thank you” to whomever you speak.

- Congressional staffers keep hectic schedules, let them know that you appreciate their time.

Follow Up

- Send a letter or e-mail to follow-up with your conversation.
- Concisely reiterate your points and then say thanks again.

You can reach your representative or senator through the Capitol switchboard at 202.224.3121. Simply ask for your member of Congress’s office.

B. Written Advocacy

Whether advocating for a campus or community issue, written advocacy can be an effective way to address specific issues, voice concerns about legislation, and be in regular contact with your member of Congress. In addition, written advocacy is a great tool for involving others on your campus with a particular concern or piece of legislation. Each piece of written advocacy, be it letter, email, or fax, should be **personalized**. Form letters do not bear as much significance, and may be passed over, compared to personalized letters.

Letters. The most effective form of written advocacy is a “snail-mail” letter. While any form of communication is valuable, e-mail will probably not receive the same attention as a written letter.

Emails. However, there are times when e-mail can be effective. Many Web sites, like the Jewish Council for Public Affairs, (www.thejcpa.org) or the Anti-Defamation League (www.adl.org) give you the opportunity to locate your member's e-mail address and then send an e-mail in response to a particular issue. These letters can be adapted so that you are comfortable with the text. Often, when sending an e-mail, you will receive an automatic response from a member's account acknowledging the e-mail. Don't underestimate the potential power of e-mail. It is particularly valuable when many individuals send e-mails on a particular issue in a given time frame.

Faxes. Faxes are another form of written communication. Your member's office will receive many faxes each day and chances are that your fax will not receive attention. Traditional letter writing is the most dependable form of written communication.

Helpful Hints:

Make your letter look official.

- If you are generating a letter campaign, have your organization make letterhead on the computer.
- Your address needs to be on the letter itself, demonstrating that you are a constituent.

Clearly state your purpose.

- At the beginning of the letter, clearly state your purpose.
- If you are writing in response to a particular piece of legislation, then the first paragraph must identify the exact number and title of the legislation.

Be clear and concise.

- Each letter should only address one subject.
- If you have any expertise or have had a personal experience that is relevant to the issue, feel free to state or share this briefly
- Your letter needs to be well written, grammatically correct, and without spelling mistakes.

Be timely.

- Do not thank a member for his or her vote six months after the fact, and do not request action too far in advance. Either request will most likely be forgotten or irrelevant.

Avoid form letters.

- Be specific and personal while remaining brief.
- If you are generating a letter writing campaign, consider offering multiple sample letters for students to use. Keep in mind that photocopied letters are taken much less seriously.

Impressions are critical.

- Your letter needs to be reasonable and respectful.
- Your comments should be constructive, avoid harsh criticism, and propose alternative thinking when you disagree with the action or vote of your member.

Write thank-you letters.

- If you are excited about a particular piece of legislation that your member of Congress lobbied on behalf of or co-sponsored, do not hesitate to write a simple thank-you letter to express your gratitude. **Keep copies of the letters that you send.**

Include your address after signing the letter and on the envelope.

- This serves two purposes: it ensures that your letter will be processed more efficiently and it identifies you as a constituent.

Addressing correspondences.

- Address the letter (for all elected representatives), “The Honorable [name].”
- You can obtain a Congressional Directory for each session, each year (contact AIPAC at www.aipac.org).
- You can track addresses and contact information on the internet, which can be particularly useful at the state and local level. You may consider checking the following sites:
 - National Political Index: www.politicalindex.com
 - State Legislature Links: www.ncsl.org
 - Writing Your Representative: www.house.gov

C. Personal Visits

While personal visits may seem like the most effective and exciting way to lobby members of Congress, there are several things to keep in mind. First of all, meetings are difficult to arrange. Each member of Congress keeps an extremely demanding schedule. Secondly, if you do arrange a meeting, and a congressional staffer meets you instead, be gracious. **Staffers are critical links and are in constant communication with your member of Congress.** Staffers write speeches, prepare talking points, and inform members of Congress on the pulse of his constituents. Further, and perhaps most importantly, staffers will be your liaison in your work with a member’s office. Developing a good relationship with a staffer can be key to your efforts.

If you are not able to travel to Washington, D.C. to meet with your member of Congress on Capitol Hill, consider arranging a district meeting. On a more local level, your role as a constituent is both more apparent and more important. Chances are that the meeting will be more relaxed, as the staffer or member of Congress will be less distracted. You may also find yourself more comfortable in a setting in which you are familiar.

Invite your member of Congress, and their staff to large-scale events that you are hosting. Keynote speeches, ceremonies, and ribbon-cutting events are all prime opportunities for your member of Congress to interact with their constituents and reap public relations benefits.

Helpful Hints:

Make an appointment in advance and be punctual.

- This shows that you are prepared, organized, and respectful of the elected official or staffer’s time.

Be patient.

- If you have to wait, use the time to further prepare for your meeting.

Prepare your goals strategically.

- Think about the language you use and the order in which you present a clear, coherent, and persuasive message.

Be brief and specific. Be polite.

Inform, but do not overwhelm.

- Again, elected officials and staffers have very busy schedules and are responsible for covering many issues at one time.
- Bring materials for your member and leave them there with contact information.

Follow-up.

D. Voting

Chances are your great-grandparents could not vote in the land of their birth and did not have their voices heard. But that time has past. We now have the right to participate in the decisions that inevitably affect our lives. We have the right to advocate for ourselves and the values in which we believe. This advocacy starts with the simple act of voting.

Judaism teaches a this-worldly approach to life, encouraging prayer and faith as supplements to, but not substitutes for, doing everything in our power to work for *tikun olam*, the repair of the world. Voting is a part of that work, one instance of the way that Judaism expects us to recognize and use the tools we have for shaping a better world. The Jewish sage Hillel taught his disciples about the obligation to participate in determining communal priorities: “If I am not for myself, who will be for me? If I am only for myself, what am I? If not now, when?” (Pirkei Avot 1:14).

It is important to demonstrate your support of public officials and the work that they pursue. In fact, when a public official knows that your vote, your organization’s vote, and your friends’ votes are at stake, they are more likely to listen to your opinions and value your feedback. This, of course, assumes that you are **registered** to vote and that you will **turn out to vote on Election Day** (or complete and send in an absentee ballot at least six weeks prior to Election Day).

For a comprehensive guide to voter registration and mobilization on campus, check out Hillel’s Get Out the Vote Guide at www.tzedekhillel.org.

IV. Advocacy and the Environment

As Jews, we are commanded to make the world a better place for future generations. At times, it feels like there is so much to do, and we wonder if our efforts will make a difference at all. Individuals and small groups of people do have the power to make positive changes that benefit our neighbors, ourselves, and our planet. With every purchase we make, every piece of junk mail we eliminate, and every ounce of pesticide we don’t use, we’re making important choices and sending messages of hope and change to the rest of the world.⁴

Ten Steps Toward Greening Your Residence Hall

1. BYOB - That is, bring your own bag. When you go food shopping, don’t take plastic or paper bags from the cashier- bring your own re-usable canvas one.
2. Carry a mug with you so you don’t have to drink from Styrofoam or paper cups. You might even get a discount.
3. Be creative. Make rags out of old tee shirts and use them instead of paper towels when you clean. Use the backsides of photocopies for scratch paper. Donate used (and clean) plastic containers and egg cartons to local nursery schools for art projects.
4. Just say no to junk mail. Besides clogging up your mailbox, it is a huge waste of paper. Write Mail Preference Service and request your name, address, and phone number be deleted from all mailings and marketing lists. Be sure to write when you move, and be certain to sign and date your letter. Mail Preference Service, c/o Direct Mail Marketing Association, PO Box 643 Carmel, NY 10512. Visit www.the-dma.org or www.stopthejunkmail.com.

⁴ Betsy Taylor, Executive Director Center for a New American Dream

5. Use your consumer power. Buy rechargeable batteries for your CD player, alarm clocks and other appliances. Buy products in bulk when practical and products with as little packaging as possible. And of course, buy recycled and recyclable products.
6. Save energy and water. Check for drafts around your windows and if there are any, have Buildings and Grounds Staff fix them. Also, take note of drafts in hallways, bathrooms, and public space. Report any pipe leaks, leaky toilets or dripping faucets in the bathroom.
7. Instead of using conventional household cleaners that are often toxic, use safer earth-friendly products.
8. Don't forget the basics. Recycle newspapers, magazines, cans, plastics, and bottles.
9. Spend a little more to save later. Buy quality products that last, rather than ones that have to be replaced regularly.
10. You're on a roll, don't stop now. Visit www.coejl.org for more simple steps (as well as more complex ones) you can take to make a difference.

Ten Steps Toward Greening Your Hillel*

1. Dedicate one Shabbat as an eco-Shabbat. Hold services outside. Serve a Shabbat meal of organic food (on non-disposable dishes if possible). Organize a Shabbat afternoon walk and discuss Judaism and the environment. Lead a Torah study session on an environmental issue. Co-sponsor a Shabbat program with the environmental group on campus.
2. Celebrate Tu B'Shvat, Sukkot, and Earth Day – holidays with intrinsic environmental messages – and connect your celebrations with raising awareness about environmental concerns.
3. Use recycled paper with at least 20% post-consumer content and recycle used paper. Also, be sure to make double-sided photocopies when possible. Use the backsides of drafts for faxes or as notepaper. And make sure recycling bins are located near the fax and copying machines.
4. Invite a speaker to address the connection between Judaism and the environment. You might co-sponsor this event with a campus environmental organization. Check out COEJL's (Coalition on the Environment and Jewish Life) Guide to Speakers on Judaism and Ecology.
5. Organize hands-on action: clean up your local Hillel, park, river or beach.
6. Sponsor a hike. Study Jewish texts during a break. Pick up garbage along the trail.
7. Conduct an environmental audit of your Hillel (contact COEJL for an audit checklist). Determine how you can make the Hillel "institutional lifestyle" more environmentally responsible.
8. Participate in campus-wide and community-based environmental awareness activities. Participate in environmental coalitions, especially on campus, working to protect the local environment. Co-host an environmental fair with campus green groups and local environmental organizations.

9. Find out about the COEJL affiliate in your area. COEJL regional affiliates organize Jewish environmental holiday observances, educational programs, and action opportunities. It's a great opportunity to connect with other Jewish organizations in your community.
10. Stay in touch with COEJL. Sign up for COEJLAction (e-mail action alerts about important opportunities for advocacy), L-COEJLNews (announcements), and Kol-Chai (on-line discussion group), visit www.coejl.org.

*For more information, advice, and guidance, contact Hillel students and/or professionals at UC Davis www.hillelhouse.org, and at the University of Florida www.ufhillel.org. Both of these campuses are in the process of greening their Hillel buildings.

It has been said that the most important time to plant a tree was seventy years ago. Before you wait any longer, get involved with environmental advocacy today. The future generations will thank you!

Program Examples – Advocacy and Activism

Intensive and Immersive Experience: Lobby Training Day. Students met with advocacy experts at their local Community Relations Council (CRC) for a morning of lobbying introduction, training, and issue briefing. Later in the afternoon, students traveled to the state capitol for visits with government representatives. The group of students met regularly to further develop their issues and maintain contact with the CRC and government representatives and planned follow-up campus programs relating to lobbying as well as their issues.

Highly Visible Campus Program: Mock Refugee Camp at University of North Carolina, Chapel Hill. Students built and occupied an imitation Darfur refugee camp for 36 continual hours on UNC's main quad. The camp was well-known and discussed around campus and the students were able to raise awareness about the crisis in Darfur, fundraise money for Darfur relief efforts, and continue a letter-writing campaign that was initiated at the beginning of the year.

Service

“How wonderful it is that nobody need wait a single moment before starting to improve the world.” ~ Anne Frank

Participation in effective, direct-service activities benefits communities and provides powerful experiences for students. Service is a catalyst for self-reflection and personal growth at a time when most students are seeking to define themselves. Through Tzedek programming, Hillel strives to create meaningful and challenging service projects for participants, and partner with existing campus and/or community projects to fulfill unmet needs.

Definitions and Terminology:

***Direct Service:** interacting one-on-one with service recipients, i.e. tutoring, mentoring, doing a clean-up...*

***Indirect Service:** doing work that supports the infrastructure of service, i.e. drives, fundraisers, mailings...*

***Service Learning:**⁵ integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, build community, and make Jewish connections...*

***One-time Service:** single volunteer outing or event, i.e. gift wrapping for the holidays, koshering a disabled person’s kitchen for Passover...*

***On-going Service:** regular visits and/or established relationship with volunteer organization, i.e. weekly food service at soup kitchen, monthly visits to senior citizen home for Shabbat...*

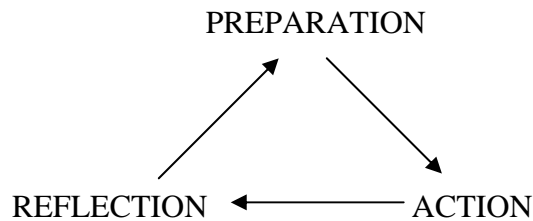
Skills and qualities you may learn through service...how to:

- Make a difference in another person’s life.
- Interact with people who are different from oneself.
- Work in a team and develop team spirit.
- Take different roles in a group.
- Organize people to get things done.
- Recruit and involve others.
- Maintain perseverance.
- Articulate a concern and suggest solutions (problem solve).
- Persuade people to act in a new way.
- Understand the relationships among issues.
- Appreciate the duties and privileges of citizenship.
- Appreciate the political process.
- Understand the connection between advocacy and structural change.

⁵ National Service Learning Clearing House, www.servicelearning.org

Preparation – Action – Reflection⁶

There are three main stages to service projects, preparation, action, and reflection. All stages lead into the next in a continuous cycle.



Preparation: Lays the groundwork for both service and learning to occur.

Action: Meaningful service project implemented.

Reflection: Leads to personal growth and transformation.

A. Preparation

- 1. Identify** and analyze problems in your community. *(See worksheet on next page.)*
 - What are the problems/needs of your community?
 - What are the root-causes of these problems?
- 2. Select** a service project that meets the needs of the problems identified.
 - Of all the needs identified, which will be your area of focus?
 - Brainstorm projects that will meet this need.
 - Choose an achievable project (don't forget to keep in mind the realistic number of volunteers you can recruit).
- 3. Plan** the project. Develop partnerships with local community groups and other campus organizations. Be sure to involve partners from the very start of your planning process!
 - Create an action plan. An action plan outlines all of the necessary components of your project, including resources, funding, media, etc.
 - Divide responsibilities (who is doing what, when, where and how).
 - Communication is key. Effective communication with community members, partners and volunteers should take place throughout the planning process.
 - Problem Solving is essential. Discuss the “what ifs” ahead of time and allow ample time for preparation.
- 4. Learn** the skills needed for the project
 - Orient volunteers prior to the project about the community and how this project will meet their needs.
 - Train volunteers (inform them of their tasks and teach any skills required for them to be successful when they serve).

⁶ Hillel's Moving from Band-Aid Solutions to Systematic Change: A Service-Learning How-To Manual

5. What happens **before** the service project?

- First, you need to find out what is already going on in your community and who is already doing the work. It is essential to find out who is doing what so that you can decide if you can partner with another group or start from scratch. In either case, don't completely reinvent the wheel, just adapt to the needs of the community and the resources of your group.

Pick one:

- θ Services that address the issue of (*i.e. all agencies dealing with homelessness*)

- θ Services located within the community of (*i.e. a three-block radius or college community*)

Organization name or service program	Services offered	Days and times that services are offered
<i>Example: Martha's Table</i>	<i>Food, after-school care, computer classes</i>	<i>6AM-8PM M-F 9AM-3PM Sa-Su</i>
<i>Example: Office of Community service, GWU</i>	<i>Tutoring programs, elder care, community development</i>	<i>9am-8pm M-F</i>

- After you figure out what is already going on, it is time to figure out what you are going to do. Set program goals and objectives so that it will be easier to evaluate your program.

Goals represent the ultimate place you want a program to end up. Goals are general and broad.

Objectives must be clear, concise, and measurable. Objectives must have a specific time frame under which specific things will be accomplished. There will be several objectives under each goal.

An example . . .

Goal 1: *Reduce the illiteracy rate amongst seventh graders in the Shaw community of Washington, DC.*

- Objective 1.1: By August 15, identify a location to hold tutoring sessions.
- Objective 1.2: By August 30, obtain permission from the local school to identify students who will participate in tutoring.
- Objective 1.3: By September 1, recruit 30 tutors.
- Objective 1.4: By September 15, train 30 tutors.
- Objective 1.5: By September 15, identify 30 students in the third grade or younger to be tutored.
- Objective 1.6: By September 30, obtain permission from all parents of participants.

- Objective 1.7: By October 1, pair up tutors and students.
- Objective 1.8: By November 30, have 75% of students improve their level of reading according to the Standardized Reading Assessment Test.
- Objective 1.9: By December 30, evaluate the literacy program.
- Objective 1.10: By December 30, meet with teachers at the local elementary school to assess the impact the program may be meeting on campuses.

Constructing clear, concise, and measurable objectives is the first step to thoroughly evaluating a program.

B. Action

Things to Remember about Service:

- Must meet a genuine community need.
- Must be meaningful (understanding the ‘big picture’).
- Be sure to utilize volunteers’ skills.
- Must be wanted by the community.

C. Reflection

What is Reflection?

- Discussion of what happened during the service project.
- Discussion of broader social issues.
- Discussion of personal experiences.
- Creatively examination what could have been done differently and what could be din in subsequent service projects.
- Connection to the Jewish piece.
- Discussion of personal reactions.

Here are some programming ideas:

- Present a story, piece of text, poem or newspaper article. Offer opportunities for the group to read and discuss the issues that it raises. Depending on the comfort level of the group, you may want to provide discussion questions.
- Bring in some music (Jewish or secular—whatever you think will resonate) that has a social justice theme. This can be done informally (music in the background as people eat breakfast) or can be done much more formally. A formal program could involve playing a song and distributing song sheets. The groups could discuss the lyrics of the song as well as the general tempo and feelings the song evokes. Through dialogue, you can discuss what the song may say about or to the individuals you encountered in your service project.
- Statistics are everywhere and can be (with the right audience) a wonderful springboard to social action conversations. Be sure to check the validity of the statistics and how long ago the report was published. Be wary of biased or invalid sampling. Here are some Web sites to check out:

Bowling Alone: Civic Engagement Data
 Child Trends
 Data on the Elderly
 FedStats
 MAZON: A Jewish Response to Hunger
 Stateline
 The United States Census Bureau

www.bowlingalone.com
www.childtrends.org
www.agingstats.gov
www.fedstats.gov
www.mazon.org
www.stateline.org
www.census.gov

- Get people talking. Before the group meets, prepare some discussion questions. Providing food is always helpful to facilitate the dialogue.
- Tzedek Mural: bring in lots of magazines, scissors, markers, tape and construction paper. Spread them out on the floor. Give the students time to develop a mural that reflects their personal definition of Tzedek. Invite them to share their mural with the group.
- Personal totem pole of service: totem poles were created by Native American groups to tell a story or a history. Have students draw their own personal totem pole of involvement with the community. Invite them to share their totem pole with the group.
- Improv/role play: through this exercise, students act out the roles that were played by individuals at the service site. The exercise starts with two chairs facing one another. A scenario is presented to the two individuals to discuss. As other students want to enter the dialogue, they tap one of the two students in the chairs on the shoulder and take their place in the dialogue.

Possible scenarios:

Scenario A: an isolated elderly individual

Person A: You are Michael, a Jewish elderly man who has been living at a residential facility for 10 years. You have Alzheimers disease. You have no local family and you have not made too many friends in the facility. The residential facility where you have been living is not a Jewish facility. Yom Kippur is approaching and you want to recognize it.

Person B: You are a Jewish volunteer with minimal Jewish knowledge at the residential facility. You meet Michael. He has a bit of an odor and seems aggressive with many of the other residents and staff. Michael begins to talk with you about Yom Kippur.

Scenario B: a homeless individual

Person A: You are Charlie, a homeless man who visits the Miriam's Kitchen soup kitchen. You have been going there for two years.

Person B: You are a student volunteer at Miriam's Kitchen. You have been volunteering with meal preparation for three weeks but haven't had the courage to talk with anyone. Today, you approached Charlie...

Service provides the opportunity for comprehensive and positive experiences for students. Service is not just visiting a food bank and serving lunch one Sunday morning; as you have read, service incorporates community needs assessment, forming partnerships, interacting with community members, and meaningful reflection programs and discussions. Planning a service project is a great way to exercise student leadership and dedication to Tzedek work on campus and in the community.

Program Examples – Service

Intensive and Immersive Experience: Tutoring Project at the University of Toronto. This weekly one-on-one volunteer tutoring project made significant connections to the local community and elementary schools. The program was entirely student-run and included training, matching, tutor gatherings, bi-monthly group reflection programs, and monthly dinner sessions with teachers from the school.

Highly Visible Campus Program: Read by the River at Tufts University. This program was led by Hillel students but involved the entire campus community in a literacy carnival for local school children. The carnival included reading circles, games, and a kids' concert. The campus and community impact was significant.

Education

**“There are two ways of spreading light: to be the candle or the mirror that reflects it.”
~ Edith Wharton**

Deuteronomy 16:20 tells us, “Justice, justice shall you pursue.” This text makes it clear that being Jewish is intertwined with pursuing justice. Indeed, the concept of Tzedek is at the very heart of any community service project or awareness campaign. Yet is it enough to know that Tzedek is a Jewish value? Or, are there feasible ways to use the Jewish tradition to further enrich our social justice work?

There are definitely ways to integrate relevant Jewish ideas, texts, and content into your Tzedek work on campus. The result will be that your event is Jewish not just because it promotes the Jewish value of Tzedek, but also because it provides a meaningful Jewish experience for those who participate in the program. Imagine if everyone walked away from your program having learned a new idea, discussed their opinion about a text, or reflected on the spirituality of their endeavor. Taking advantage of “teachable moments” during your event will add lasting meaning to the experience.

How can this be achieved? Below are some suggestions for how to make Jewish content an integral part of your Tzedek programs at different stages in the program process.

Pre-Program Media. For effective advertising, take advantage of different media at your disposal.

- **Fliers:** Advertise for your event using quotes from Jewish texts. For example, if you’re doing a fund-raising drive to benefit MAZON: A Jewish Response to Hunger, use quotes such as this to strengthen your advertising:

Defend the poor and the orphan; deal justly with the poor and the destitute. Rescue the weak and the needy; deliver them from the hand of the wicked. Psalm 82:3-4

- **Palm Cards:** Use brightly colored cardstock to spread the word about your event. Include relevant Jewish quotes on the cards, along with logistical information about when and where. These palm cards can also be used at the event itself – place one in each chair.

During the Program.

- **On the wall:** Jewish content can literally jump off the walls when you create provocative posters that will arrest students’ attention. Combine texts with thought-provoking questions that will force students to examine their own attitudes towards Tzedek. For example, a recent poster created by the Joseph Meyerhoff Center for Jewish Learning reads:

Welcoming guests is greater than receiving the divine presence (Rabbi Yehuda in the name of Rav, Talmud Shabbat 127a). Would you leave a divine experience to make a stranger feel comfortable?

Because this text deals with the extra effort it takes to reach out to strangers, this poster could be a great jumping-off point for your service project. All it takes is someone to facilitate a brief introductory conversation that will nicely frame the activity your group is about to begin.

- **Conversation starters:** Create small strips of paper containing various Jewish ideas on a theme. For example, if you’re doing an AIDS awareness program, find texts dealing with sickness and healing. At an appropriate point in the program, hand out the strips and have people gather in

groups to discuss the texts. Not only will this contextualize the AIDS cause in Jewish terms, it will also give the participants a chance to converse and interact.

- **Reflection Time:** Build in moments for students to reflect on what their service endeavors have meant to them. This works particularly well if you can go outside and sit in a circle. For instance, you and your group have just completed a park cleanup. Gather together and have someone read this quote from Martin Buber's "I and Thou":

I can contemplate a tree. I can accept it as a picture.... I can feel it as a movement.... I can assign it to a species and observe it as an instance.... I can overcome its uniqueness and form so rigorously that I can recognize it only as an expression of law.... I can dissolve it into a number, into a pure relation between numbers, and externalize it. Throughout all of this the tree, the tree remains my object and has its time span, its kind and condition. But it can also happen, if will and grace are joined, that as I contemplate the tree I am drawn into a relation, and the tree ceases to be an It (Martin Buber, I and Thou, 57-58).

Then, have each student find a tree or plant in the area and reflect both on the project they have just completed and on their connection to nature.

These ideas can be implemented by anyone, regardless of knowledge level. Yet it may seem a daunting task to find these texts or ideas on one's own. Don't be afraid to take advantage of resources that are readily available for you.

- Hillel's Joseph Meyerhoff Center for Jewish Learning provides applicable Jewish content for the whole range of Hillel programs, including Tzedek. Whether you are planning a freedom seder or tutoring program, the Meyerhoff Center can locate the right sources for you. Further, the Meyerhoff Center is available to help talk you through creative ways to incorporate this content into your programs. Contact the current Meyerhoff Fellow or Clare Goldwater, the Director of the Meyerhoff Center.
- The Internet has several sites with quotes, divrei Torah, and teachings for your use. Try www.socialaction.com, www.avodah.net, and www.coejl.org to see what the Jewish Web has to offer.
- Anthologies of Jewish quotes are often indexed by major topics, which make for easy research. It may be a valuable investment for your Hillel to purchase one or two of these books. Further, anthologies can provide a wide range of Jewish thinking such as voices of the Talmud, medieval Spanish poets, and modern philosophers.

Program Examples – Education

Intensive and Immersive Experience: Creation of a fellowship program for Tzedek leaders on campus that holds a bi-weekly dialogue group for discussion and review of books and texts that incorporate a social justice theme or topic (for the month, semester, or year). In addition, invite expert speakers from the campus and local community, CRC representatives, and dynamic local rabbis.

Highly Visible Campus Program: Advertise on campus for a free screening of "Trembling Before God." Partner with student health services, the queer student group, women's organizations, and the religious studies program. Follow-up with a debriefing discussion and/or text study about sexuality and religion.

Thought Provoking Jewish Texts

Do not separate yourself from your community (Mishna, Abot 2:4).

When was the last time you made someone feel welcome in your community?

The Tongue can be as Murderous as the Hand (Talmud, Arachin, 15b).

When was the last time you spoke out against injustice?

One who destroys a single life, destroys a world. But one who saves a life, saves a world (Talmud, Sanhedrin, 37a).

Giving blood can save a world. When was the last time you rolled up your sleeve?

One who teaches a child, it's as if s/he had created it (Talmud, Sanhedrin, 19b).

When was the last time you helped a child learn to read?

The breath of school children is the reason for the world's existence (Maimonides, The Laws of Torah Study, 2:1).

When was the last time that you appreciated a child's potential?

The Eternal One placed the human being in the Garden of Eden, to till it and to tend it (Genesis 2:15).

When was the last time you checked the water quality in your community?

. . . for the land is Mine; you are but strangers resident with me (Leviticus 25:23).

When was the last time you greened your dorm room? Is your Hillel eco-friendly?

You shall not harden your heart, nor shut your hand from your needy brother, but . . . lend him sufficient for his need (Deuteronomy 15:7).

When was the last time you advocated on behalf of the needy or fed the hungry?

You are not obliged to finish the task, neither are you free to neglect it (Pirkei Avot 2:21).

When was the last time you formed a student group or created a campus initiative?

Where to Begin

“Social justice is the right of all men; that truth, justice, and liberty for everyone must always remain Jewish goals.” ~ Albert Einstein

Questions to Ask and Answer before Running a Successful Program

- What are the outcomes and goals you want to achieve?
- Who is the target population(s)?
- Who are your partners on campus? Who are your partners off campus? Why did you choose them? What are their roles in this project?
- In what kind of setting will the program take place? Where is the setting?
- What time of the day, what day?
- What is the university doing at this time?
- Do you need to reserve space? When?
- What will the space look like? What will you use to decorate?
- How will you publicize this program? What posters and flyers will be posted? Where, when, what will they look like, who will create them, who needs to approve of them before they are made public?
- What flyers will be on the tables? When do they have to be gathered? From where will you gather them?
- Is there music playing? If so, what?
- Are there student leadership roles in this project? If yes, who why, when, how?
- What are the student roles? Why?
- How will the students be welcomed? What are you going to say?
- What are you going to give out?
- Is a Jewish connection being made? How explicitly are you making the connection?
- Who is with you during this activity?
- How will you evaluate the program? What part of the evaluation will be verbal? What part of the evaluation will be written?
- How will you follow-up with the students who participated in the program from the designated target population? From other target populations? From leadership students who may have helped plan and participate in the program? (When, where, what?)
- How will you follow up with your partners? (When, where, what?)
- What are the next steps?
- Will you submit a write-up of the program to be included in the next Hillel newsletter? Other newsletters, which ones? Campus newspaper? Local Jewish community newspaper? Web site? Where else?
- How can this program be adapted for other target populations? Who, when, where, how?

Tzedek Action Plan

Issue: _____

Need: _____

Goals of the Project: In the end, what do we want to achieve?

1) _____

2) _____

3) _____

Projects:

Service Project:

Advocacy, Activism, Awareness Project:

Community Partners: Who can you work with on campus and in the local community?

1) _____

2) _____

3) _____

Target Audience: Any college student may be interested in activism, but where should you begin to recruit volunteers? *Some students may be only interested in service, some may only be interested in advocacy, while other students may be interested in both. (See the Citizen Model).*

- What are their majors? _____

- What are their classes? _____

- What are their personal interests? (i.e. theatre arts, music, computers, etc.)

Tzedek Action Plan, continued

Advertising: How do you get the word out?

1) _____

2) _____

3) _____

Education: How can you make the connection to Judaism?

1) _____

2) _____

3) _____

Reflection / Evaluation: How do students process their experience, celebrate their success and improve the project?

1) _____

2) _____

3) _____

Concerns: What concerns do you have about the project? What are the “what ifs?”

1) _____

2) _____

3) _____

How to add Tzedek to Existing Programs

Simple Suggestions:

Think of your program calendar. What small things can you do to bring social justice to programs that are already planned? How can you infuse social justice into your regular programming? Think of the variety of programming Hillel offers and the diverse students involved with Jewish life on campus.

- Add 3% to the cost of participating in a program and provide the option for the students to pay the additional 3% as a donation to MAZON: A Jewish Response to Hunger.
- Go bowling: collect canned goods in exchange for reduced admission, or play in teams and get sponsors to raise money for a cause.
- Sporting events: bring disadvantaged children, residents from a Jewish home for the elderly, or individuals with disabilities. Try and arrange to meet the players.
- Performing arts: raise awareness for an issue in the playbill; select one performance and donate the proceeds to a worthy organization; offer free tickets to the group/residence hall/individual who collects the most of an item you can donate (i.e. used books, school supplies, canned goods, clothing).
- Schedule 1-3 hours during your student leadership development retreat to help with facility clean-up, restoration, or building.
- Turn a dance or semi-formal into a Dance-a-thon: get the facility, music, and refreshments donated and then charge admission to raise money for a specific issue.
- Taste of the Town: ask local restaurants to sponsor an evening where they donate 10% of their proceeds to a specific cause, then advertise and publicize for students to go to these popular and delicious establishments.
- Begin a meeting by visiting Web sites like the hunger site at www.thehungersite.com.
- Choose an issue for the semester and present facts and volunteer information about the issue for the first five minutes of your group's weekly meeting.
- Bring one new or different friend with you when you volunteer.
- Ask the sororities to do a women's clothing drive and donate the clothing to Dress for Success or the local Salvation Army.
- Have a creative, bold, and educational publicity campaign about an issue.
- Hold a personal care campaign (to collect miniature bottles of soaps) during orientation, parents' weekend, and commencement.
- Choose one issue a month to learn about and then contact your elected officials regarding that issue.

Best Practices - Tzedek Programming on Campus

“The world rests on three things: on justice, on truth, on peace.” ~ Pirkei Avot 1:18

<u>Program Title</u>	<u>Program Description</u>	<u>Best Practice</u>
Buzzing For Change – GWU	One-time/Annual/Full campus. Receive pledge money for shaving head – collective donation with raised funds; also incorporate Locks of Love.	Campus involvement, innovative program
Day of Consciousness – UVA	Week-long/Full campus. Week-long initiative to raise awareness about genocide, specifically in the Darfur region of Sudan; simultaneously providing students and faculty with a means to take action.	Co-sponsorship: Amnesty International, Muslim Student Assoc, Minority Rights Coalition, Students Taking Action Now Darfur (STAND)
Clown College 101 – Hillels of Metro Detroit	One-time/On-going/Hillel. Educate students on the values of <i>bikur cholim</i> (visiting the sick), through hands-on community service project; participants taught basic clowning skills by local clown; explore Jewish laws with local rabbi; entertain and prepare dinner for families staying at the Ronald McDonald House.	Program for commuter campus, possible to do only once or on continual basis
Rotating Shabbat Dinner – Montevideo Hillel	One-time/On-going/Hillel. Shabbat dinner experiences in various Jewish community institutions on regular basis; student volunteers interacting with hungry/poor local Jews.	Community partnership
Oxfam Hunger Banquet – Hunter College	One-time/Full campus. Educate student population on poverty throughout the world; engage new students; partner with Nutrition and Food Science program and Circle K.	Hunger, partnerships, good engagement for 1 st year students
Miriam’s Kitchen Dialogue – GWU	On-going/Hillel. Short story class at local shelter. Faculty taught for both homeless people and students.	Education/awareness raising, community partnership
Hunger and Homelessness Awareness Week – Brown University	Week-long/Full campus. Week of education and engagement for whole campus around issues of hunger and homelessness. Programs include: keynote speaker, Faces of Homelessness Panel, interfaith programming, text study on community activism in the Jewish faith.	Large scale program, campus impact.
Project Dinah – UNC	On-going/Full campus. Campus-wide program to raise awareness about issue of sexual assault; provide resources for women on campus; distribute “rape whistles.”	Integration of Judaism in information card

<u>Program Title</u>	<u>Program Description</u>	<u>Best Practice</u>
Million Minutes of Mitzvah – University of Florida	On-going/Full campus. Campus-wide commitment to community service and social action projects; initiated through Hillel.	Create strong presence for Hillel and tzedek on campus, takes Habitat for Humanity and makes it bigger
Jewish Response to Reproductive Choice – GWU	Year-long/Issue-oriented/Full campus. Year-long advocacy project incorporating many student groups; speakers series including panel of rabbis from multiple denominations discussing perspectives on reproductive choice and why.	Intra-Jewish dialogue, strong Jewish piece
Crazy Science Extravaganza – University of Texas, Austin	One-time/Full campus. Hillel-led, students plan one-day fun, interactive science experiments for local elementary school children.	Community partners, large scale
Read by the River – Tufts University	One-time/Full campus. Hillel-led, campus-wide, literacy carnival for local school children. Including reading circles, games, kids' concert.	Campus & Community impact
SAT Prep – Oberlin College	Year-long/Issue-oriented/Full campus. Year-long advocacy project where students run workshops and prepare high-schoolers for the SAT; help students fill out generic college application to get them started.	meeting/assessing community needs
Doing Good Well – UC Berkeley	Year-long/Hillel. Participation in three-part learning series (skills, Jewish, community). Each student given \$180 grant they had to leverage to create own social justice program that affected a larger group of people.	Student empowerment, Jewish piece
Beyond Alternative Break – Columbia University	Multiple years/Hillel. Student leadership from multiple years of AB participants. Plan different social justice activities including awareness days, photography exhibits, Tzedek Shabbat, etc.	AB follow-up, establishing AB alumni community
Green Hillel – UC Davis	One-time/Hillel. Environmentally sustainable Hillel building, equipped with low flush bathroom fixtures from Israel and a solar powered <i>Ner Tamid</i> (eternal light over the ark).	Environmental
Tutoring Project – University of Toronto	Year-long/On-going/Hillel. Student-run tutoring at local elementary school, including training, matching, tutor gatherings.	On-going volunteer project, connection to local community

Tzedek Training Workshops

“Say little, do much; greet every person with a cheerful face.” ~ Pirkei Avot, 1:15

The following pages consist of different exercises that have been put together to help students and professionals understand different components of Tzedek work. These activities would be appropriate for anyone who knows what Tzedek is or wants to learn. Use them at your Tzedek group meetings, a visioning meeting, general Hillel meeting, board retreats, etc. They were created to help individuals like you be successful in Tzedek programming on campus. Instructions are included in each exercise so use them, have fun, and good luck!

I. Explore Wally:⁷ Looking at Root Causes of a Problem

The first part of exploration phase involves working with a figure we call Wally. The Wally exercises are used to help us narrow down the topic area. The Wally process involves a few steps:

1. Defining the Wally statement.
2. Assessing the multiple factors that can affect your topic.
3. Organizing your ideas into environmental, economic, and social categories.
4. Identifying other existing resources.

Creating the Wally Statement

This exercise involves developing a statement of need for Wally.

Some examples are:

- Wally is a polluted stream.
- Wally is an abandoned building.
- Wally is a senior citizen without access to fresh produce.
- Wally is a person with an STI.
- Wally is a run-down basketball court.
- Wally is a dirty street.
- Wally is a 7th grader reading at a second grade level.

Creating a Wally statement involves figuring out what real community need members of your group are interested in researching and addressing. That Wally statement should be:

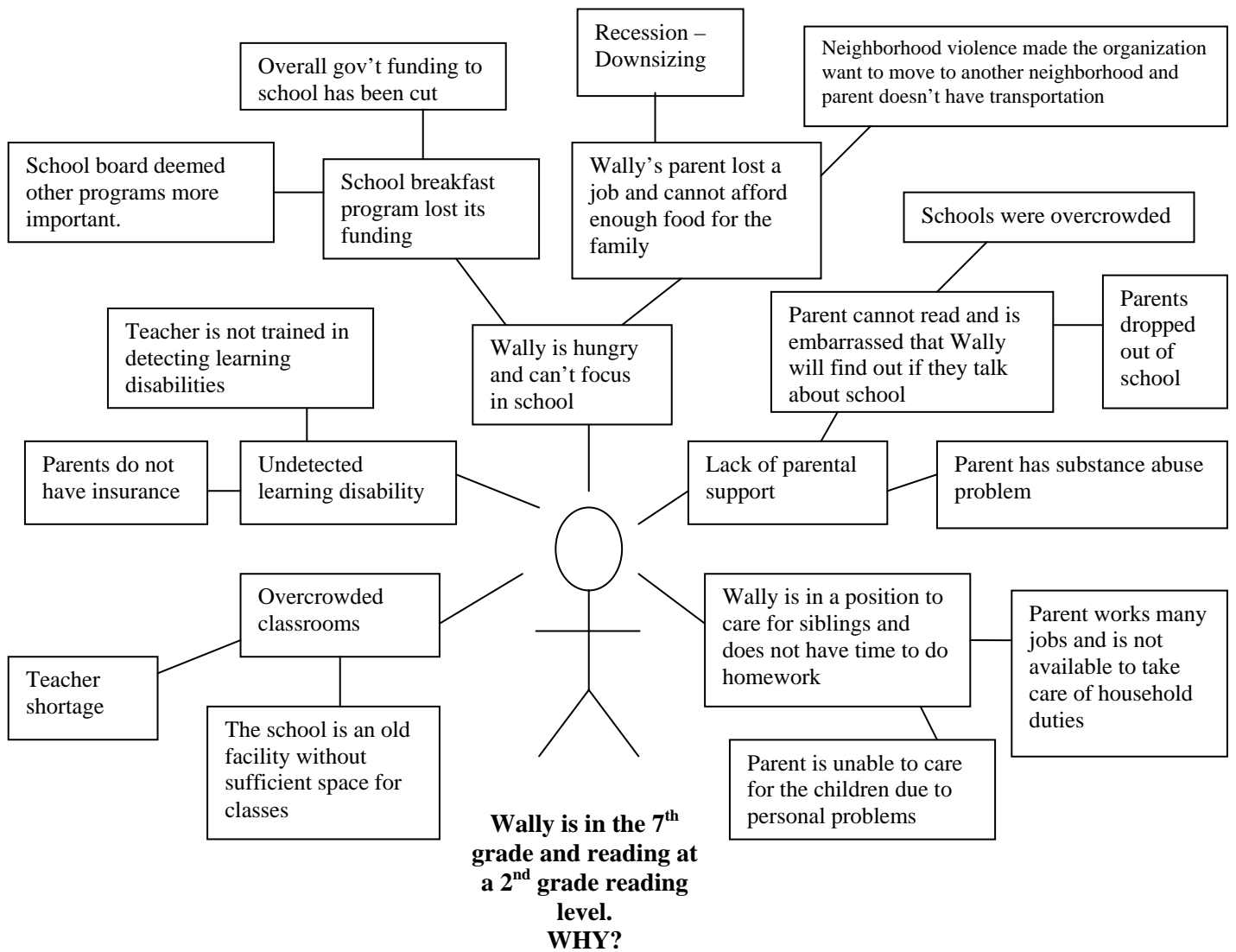
- One sentence
- Fairly specific
- Realistic to address

The Wally Exercise...Understanding the Root Cause of a Problem

This exercise has been called “The Wally Exercise.” It involves a dialogue about the nature of social problems. Wally can be inflicted with any issue and could be non-human (i.e. Wally is: a polluted stream, an isolated senior citizen, visits a soup kitchen once a week, has a sexually transmitted disease, a broken down building, violence in a particular school district).

⁷ Copyright 2002 Shaw EcoVillage. Author, Mallory Barg

A stick figure is drawn on a blackboard or piece of butcher paper. The figure is intentionally a stick figure because it does not have a racial identity, gender, or any distinguishing characteristics. Students are asked to list possible causes for the issue that is affecting Wally. They are listed around the stick figure. Each of those issues is broken down further to illustrate the webs of causation that affect social problems.



CASE(ing) Wally:

- What **community partners** are available to work with Wally?
- How can we **advocate** on behalf of Wally? How can we learn and become more aware and active about the social issues that are affecting Wally?
- What type of **service** project can we do with our available resources?
- **Education:** What does Judaism say about interacting with Wally?

II. Step Over the Line

Everyone stands in one straight line, shoulder to shoulder. A few feet in front of them there is a line on the ground. A moderator reads each statement, after which some people walk to cross the line, and turn to look back at those who stayed put. The two groups look at each other for a few moments, and then the walkers return. The whole exercise is done silently, followed by a de-briefing session.

“Step over the line if you have ever...”

- given away money
- donated old clothing
- visited a sick person in a hospital
- volunteered at a soup kitchen
- mentored another person
- voted in an election
- signed a petition
- attended a vigil
- participated in a rally
- needed financial aid or applied for a loan
- been in debt
- been hungry
- been without a home
- been sexually assaulted
- felt lonely or invisible
- been to counseling
- lobbied the government
- been discriminated against
- stood up for what you believe, even if it was not the “cool” thing to do

III. What’s Jewish About Social Justice?

Tzedek is not just a word. It is more than the translation of the concept “social justice.” For Hillel, Tzedek signifies a collection of Jewish values, a way of seeing the world through a Jewish lens, and an aspiration to infuse these values into the work of Hillel, for the enrichment of Jewish students, the wider campus community and, ultimately, the whole world.

Match the Jewish value with the activity/action. Explain that whether our involvement is with acts of loving kindness (*g’milut chasadim*) in the form of direct service or with repairing the world (*tikkun olam*) in the form of advocacy, we learn that the justice (*Tzedek*) work we do, indeed comes from our Jewish tradition.

The Values of Tzedek:

- the **dignity of the human being** created in the image of God (*kavod ha’adam*);
- **justice** that integrates compassion with judgment (*tzedek*);
- **equality** that weighs the rights of the individual against those of the community (*shivayon*);
- **responsibility** to be engaged in the world (*areivut*);
- optimism that aspires **to perfect** that which is imperfect (*tikkun*);
- **generosity** of spirit and loving kindness towards others (*hesed*).

Together, these Jewish values become the foundation of Tzedek in all its forms on campus.

IV. Collage-Making and Rip Art

This is a great project for starting a training/program/meeting. It allows students to think about community service, activism, and Tzedek and how it relates to them in secular and Jewish ways.

Materials:

- Old magazines/newspapers for people to cut out for collage
- Scissors
- Tape/glue
- Construction paper

Step 1:

After everyone has arrived, go around the circle and ask what each person hopes to learn during the training. Write these things down on large paper for everyone to see.

Step 2:

Have the students sit on the floor or at tables and have them create a collage about what they think of when they hear the words “service,” “advocacy,” and “Tzedek.” (Students can also draw a picture or write a poem if they prefer.)

Step 3:

Students will divide into three groups, introduce themselves, and explain their collage.

V. Diversity: Service Peddling vs. Community Building⁸

This program works to identify and explore the skills it takes to build a strong diverse community. Participants will scratch the surface on how to self-reflect and actively listen to cultural experience, cope with labeling/stereotypes, develop multi-cultural communication, appreciate diversity, challenge concepts of leadership and understand perspectives of privilege.

Materials:

- Note cards
- Markers
- Huge piece of butcher paper
- Packages of post-it notes

Step 1: World of Diversity (3 mins)

Each student will receive a note card and pen when they enter the room. They will be asked to take two minutes and write down three qualities or characteristics, which make them unique either in this group or in their communities. They can list labels (feminist, democrat, hippie), identities (Jewish, male, Caucasian) or facts (only-child, redhead, physically challenged). *Staff will collect the cards and one staff member will need to go in another room, take the markers and make a big mural of all of the unique qualities on the butcher paper (this will be shown at the end of the session).*

Step 2: Post-it-Party (5-10 mins)

Staff will circulate the room putting post-it-notes on the foreheads of students. Each post-it will have a different stereotype or label such as; HIV positive, inner-city youth, homeless person, Muslim, politician, etc. Then the students will be told they are at a party, they should mingle and meet with as many people as they can and try to learn more about their own identities through conversations.

⁸ Liba Beyer, The Ohio State University, Social Justice Coordinator, 2000-2001

Step 3: Reflection (25 mins)

Everyone returns to the tables or floor where they were sitting earlier, and removes the post-it note to look at their identity. The group should reflect on their experiences and discuss some of the following questions (split into smaller groups if necessary).

Discussion Questions:

- How were you treated and how did it feel?
- What were some of your immediate associations to some of the labels? *De-socializing ourselves
- When you learned more about your identity how did you modify your behavior? *Filling cultural/societal expectations and its long-term affects
- When it is possible, why do we choose to be open or conciliatory with our labels? *In-group vs. out-group, “passing”
- How do or don’t you ignore people’s labels? *“Color-blind”

Step 4: Wrap-up in Large Group (10 mins)

Allow some time for each group to report back about their discussions. Continue with these questions:

Questions about leadership and diversity

- How did it feel to communicate in a new way? *Alternative forms of communication and adaptation
- Did you spend more time trying to “hear” or “be heard”? *Self-reflection and experiential listening
- How did leadership form? Was anyone left out? Why? *Challenge traditional conception of leadership
- How did it feel to have or lose privileges? *Community building vs. service peddling
*Understanding privilege perspective; class vs. race vs. gender vs. religion vs. sexuality

Closing

You've reached the end of this guide – well done! There is valuable information in these pages, but there is definitely much more value in your actions and the decisions you make because of what you've learned. Becoming involved on campus and embracing leadership roles make the college experience rich, memorable, and ripe with life lessons. Take this opportunity to learn about your campus and your local community. What needs will you act to resolve? Who can you work with as partners, co-sponsors, or in coalition? What types of relationships are you looking to form and build?

There is amazing work being done all around the world by the Jewish community. Sometimes, approaching Tzedek work and our social justice obligations can be overwhelming, exhausting, go without recognition, and be done without tangible results. Don't get discouraged, as every small action or minimal contribution makes a difference somewhere, somehow, and is joined with the actions of people from all over the world. It is always important to remember, "You are not obliged to finish the task, neither are you free to neglect it" (Pirkei Avot 2:21). So get out there to start the task, assess the needs, donate money, write a letter, stand up in protest, raise awareness, pick up some trash, recycle a can, drink fair-trade coffee, tutor a child...do what you can, and do it passionately, innovatively, and with commitment as a Jew engaged in Tzedek.

Good luck in all your undertakings, and please be in touch. We love to hear about the amazing work that is being done on campus. It is with much gratitude and appreciation that we send you off into the world to spread the values of Tzedek!



Hillel: The Foundation for Jewish Campus Life
Charles and Lynn Schusterman International Center

Arthur and Rochelle Belfer Building
800 Eighth Street, NW
Washington, DC 20001-3724

www.hillel.org

Additional Tzedek Resources⁹

“For it isn’t enough to talk about peace. One must believe in it. And it isn’t enough to believe in it. One must work at it.” ~ Eleanor Roosevelt

Social Justice Books

Marla Brettschneider, *The Narrow Bridge : Jewish Views on Multiculturalism*. Rutgers University Press, New Jersey: 1996.

David D. Chrislip and Carl E. Larson, *Collaborative Leadership: How Citizens and Civic Leaders Make a Difference*. San Francisco, Jossey-Bass Publishers: 1994.

Elliot Dorff and Louis Newman, *Contemporary Jewish Ethics and Morality*. Oxford University Press, 1995.

Deborah Dchultz, *Going South: Jewish Women in the Civil Rights Movement*. New York University Press, New York: 2001.

Ari Elon, Naomi Mara Hyman & Arthur Waskow, Ed., *Trees, Earth, and Torah: A Tu B'Shvat Anthology*. Jewish Publication Society, 1999.

Murray Friedman, *The Utopian Dilemma: American Judaism and Public Policy*. Washington, DC: Ethics and Public Policy Center: 1985.

James Heintz, Nancy Folbre, and the Center for Popular Economics with The National Priorities Project and United for a Fair Economy, *The Ultimate Field Guide to the US Economy: A Compact and Irreverent Guide to Economic Life in America*. New York, The New Press: 2000.

Irving Howe, *World of Our Fathers : The Journey of the East European Jews to America and the Life They Found and Made*. Galahad Books, 2001.

J.P. Kretzman and J. L McKnight, *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Communities Assets*. ACTA Publications, 1997.

Annalise, Orleck. *Common Sense & A Little Fire : Women and Working-Class Politics in the United States 1900-1965 (Gender & American Culture)*. University of North Carolina Press, North Carolina: 1995.

Charles Payne, *I've Got the Light of Freedom : The Organizing Tradition and the Mississippi Freedom Struggle*. University of California Press, California: 1996.

Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community*. Touchstone Books, 2001.

⁹ Hillel: The Foundation for Jewish Campus Life does not endorse any of the organizations, including their missions and programming. Hillel is interested in providing students a resource that lists a wide variety of opportunities in order for them to get further involved with campus and community life.

Rabbi Marc Schneier, *Shared Dreams: Martin Luther King, Jr. and the Jewish Community*. Jewish Lights Pub, 1999.

Allan L. Smith, ed. *Where We Stand: Jewish Consciousness on Campus*. New York, UAHC Press: 1997.

Stuart Svonkin, *Jews Against Prejudice: American Jews and the Fight for Civil Liberties*. New York: Columbia University Press, 1997.

Rabbi Joseph Telushkin, *Jewish Literacy*. William Morrow & Co, 1991.

Albert Vorspan and David Saperstein, *Jewish Dimensions of Social Justice : Tough Moral Choices of Our Time*. New York: Union of American Hebrew Congregations, 1999.

Article:

"*The Irony of Service: Charity, Project, and Social Change in Service- Learning.*" Michigan Journal of Community Service Learning, Morton, Keith.. Fall 1995, pp. 19-32.

Resource Guides

The 26% Solution, by Wendy Lesko

Activism 2000 Project

PO Box E, Kensington, MD 20895

Info@youthactivism.com www.youthactivism.com

Organizing Guide

Presented by Netchange and The Center for Campus Organizing

Available on-line or in print

<http://metalab.unc.edu/netchange/cco>

Activites Handbook, Hunger Banquet Planning Kit

Oxfam America

733 15th Street, NW, Suite 340, Washington, DC 20005 (202) 783-7302

dc@oxfamamerica.org www.oxfamamerica.org

So You Want to Make A Difference: Advocacy is the Key,

by Nancy Amidei

To order a copy, contact OMB Watch at (202) 234-8494

To Till and to Tend: A Guide to Jewish Environmental Study and Action

Produced by the Coalition on the Environment and Jewish Life

To order a copy, contact COEJL

443 Park Avenue South, 11th Floor, New York, NY 10016

www.coejl.org

The Co/Motion Guide to Youth-Led Social Change

To order a copy, contact the Alliance for Justice

2000 P Street NW, Suite 712, Washington, D.C. 20036

(202) 822-6070 www.afj.org (\$30 + SH, student rates available)

Ziv Giraffe Curriculum

Based on the work of Danny Siegel, The Ziv Tzedaka Fund, & The Giraffe Project
To order a copy, contact The Ziv Tzedaka Fund
(973) 763-9396 zivtzedaka@aol.com (\$160, including SH)
www.ziv.org

Conferences

American Israel Public Affairs Committee (AIPAC)

Political Leadership Development Program
Campaign Training Institute, Policy Conference, National Political Leadership Training Conference
440 First Street NW, Suite 600, Washington, D.C. 20001
www.aipac.org

Campus Outreach Opportunity League (COOL)

Annual COOL National Conference on Student Community Service
and COOL Leaders
Contact COOL at 1531 P Street NW, Lower Level, Washington, D.C. 20005
www.cool2serve.org

Hillel: The Foundation for Jewish Campus Life

The Charlotte B. and Jack J. Spitzer B'nai B'rith Hillel Forum on Public Policy
800 8th Street, NW, Washington, D.C. 20001 (202) 449-6596
www.hillel.org

United Jewish Communities, University Programs

National Student Leadership Conference
111 Eighth Avenue, Suite 11E, New York, NY 10011 (212) 284-6547
www.ujc.org, www.generationj.com

Campus Green Vote

Summer Training Academy
1611 Connecticut Avenue NW, Suite 3-B, Washington, D.C. 20009
www.envirocitizen.org

Coalition on the Environment and Jewish Life

COEJL's Mark and Sharon Bloome Jewish Environmental Leadership Training Institute
443 Park Avenue South, 11th Floor, New York, NY 10016 (212) 684-6950
www.coejl.org

Jewish National Fund, College Activists Department

Annual Eco-Zionism Conference
42 East 69th Street, New York, NY 10021 (212) 879-9300
www.jnf.org

Student Environment Action Coalition

Summer Training Institute
P.O. Box 31909, Philadelphia, PA 19104 (212) 222-4711
www.seac.org

Student Coalition for Action in Literacy Education (SCALE)

Read. Write. Act Conference

208 N. Columbia Street, University of North Carolina, Chapel Hill

CB #3505 Chapel Hill, NC 27599 (919) 962-1542

www.unc.edu/depts/scale

National Student Campaign Against Hunger and Homelessness

Annual Conference

233 N. Pleasant Ave., Amherst, MA 01002, (413) 253-6417, (800) NO-HUNGR

www.nscahh.org

Volunteer Opportunities

www.networkforgood.org

Networkforgood.org is an easy-to-use, one-stop online resource designed to help people find volunteer and giving opportunities in their own communities and beyond.

Servenet at www.servenet.org

SERVEnet is your one-stop portal for information and resources on service and volunteering. Use SERVENet to post and find volunteer and career opportunities, service news, events, best practices, and other resources. Enter your zip code in the box below to find volunteer opportunities in your community.

Listserves

Activism Now

<http://metalab.unc.edu/netchange>

E-Tzedek Hillel

<http://www.hillel.org>

Idealist

<http://www.idealists.org>

Institute for Public Affairs, Union of Orthodox
Jewish Congregations of America

<http://www.ou.org/public/>

National Service Resource Center

<http://www.etr.org/nsrc>

Religious Action Center of Reform Judaism

<http://www.rj.org/rac/>

SocialAction.com

<http://www.socialaction.com>

ServeWeb

<http://www.ostberg.org/serveweb>

Service-Learning Listserve

<http://www.gseis.ucla.edu/sic/>

The Electronic Activist

<http://www.berkshire.net/~ifas/activists/>

The Learn and Serve American Exchange

<http://www.lsaexchange.org/>

Web Active

<http://www.webactive.com>

Speakers Bureau

Anti-Defamation League, Department of Campus Affairs/Higher Education

Blacks and Jews in Conversation and the Campus of Difference Program

823 United Nations Plaza, New York, NY 10017 (212)885-7813, www.adl.org

Best Bookings Agency

PO Box 567, Brookfield, CT 06804 (203) 740-9134

Coalition on the Environment and Jewish Life

Guide to Speakers on Judaism and Ecology

443 Park Avenue South, 11th Floor, New York, NY 10016 (212) 684-6950, www.coejl.org**Facing History and Ourselves**16 Hurd Road, Brookline, MA 02645 (617) 232-1595, www.facing.org**Jews for Judaism**PO Box 15059 Baltimore, MD 21282 (410) 602-0276, www.jewsforjudaism.org**Jewish Women's Archive**68 Harvard Street, Brookline, MA 02445 (617) 232-2258, www.jwa.org**Simon Wiesenthal Center**

9760 West Pico Blvd, Los Angeles, CA 90035 (310) 553-9036

Speak OutPO Box 99096, Emeryville, CA 94662 (510) 601-0182, www.speakersandartists.org**The State of Israel Office of Academic Affairs in the USA**800 Second Avenue, New York, NY 10017 (212) 499-5430, www.israel.emb.org**Web Resources****Social Justice Organizations**

20/20 Vision

<http://www.2020vision.org>

Advocacy Institute

<http://www.advocacy.org>

Alliance for Justice

<http://www.afj.org>

American Civil Liberties Union

<http://www.aclu.org>

American Israel Public Affairs Committee

<http://www.aipac.org>

America's Promise

<http://www.americaspromise.org/>

America's Second Harvest

<http://www.secondharvest.org>

Campus Outreach Opportunity League

<http://www.cool2serve.org>

Center for Environmental Citizenship

<http://www.envirocitizen.org>

Children's Defense Fund

<http://www.childrensdefense.org>

Children Now

<http://www.childrennow.org>

Close Up Foundation

<http://www.closeup.org/>

Coalition on the Environment and Jewish Life

<http://www.coejl.org>

Common Cause

<http://www.commoncause.org>

Common Ground

<http://www.commonground.org>

Co-op America

<http://www.coopamerica.org>

Corporation for National Service

<http://www.cns.gov>

Food Chain

<http://www.foodchain.org>

Food Resource Action Center

<http://www.frac.org>

Human Rights Campaign

<http://www.hrcusa.org>

Human Rights Watch

<http://www.hrw.org>

Interfaith Alliance

<http://www.tialliance.org>

Jewish Fund for Justice

<http://www.jfjustice.org>

Jewish Women International

<http://www.jewishwomen.org>

Just Food

<http://www.justfood.org>

Kids Can Make A Difference

<http://www.kids.maine.org>

League of Conservation Voters	http://www.lcv.org
League of Women Voters	http://www.lwv.org
Ma'ayan: The Jewish Women's Project	http://www.maayan.org
National Coalition for the Homeless	http://nch.ari.net
National Wildlife Federation	http://www.nwf.org
National Council of Jewish Women	http://www.ncjw.org
National Gay and Lesbian Task Force	http://www.nglhf.org
National Jewish Coalition for Literacy	http://njcl.net
National Student Campaign Against Hunger and Homelessness	http://www.nscanh.org
NetAction	http://www.netaction.org
People for the American Way	http://www.pfaw.org
Points of Light Foundation	http://www.pointsoflight.org
Public Citizen	http://www.publiccitizen.org
Sierra Club	http://www.sierraclub.org
Student Coalition for Action in Literacy Education	http://www.readwriteact.org
Student Environmental Action Coalition	http://www.seac.org
The White House Project	http://www.thewhitehouseproject.org
U.S. PIRG	http://www.pirg.org
U.S. Student Association	http://www.usstudents.org
Violence Policy Center	http://www.vpc.org
Youth Service America	http://www.servenet.org
Ziv Tzedekah Fund	http://www.ziv.org

Federal Government

FedStats	http://www.fedstats.gov
Thomas Legislative Info on the Internet	http://thomas.loc.gov
The United States House of Representatives	http://www.house.gov
The United States Senate	http://www.senate.gov
The White House	http://www.whitehouse.gov

Magazines and Journals

Business Week	http://www.businessweek.com
Chronicle of Philanthropy	http://www.philanthropy.com
Fortune	http://www.fortune.com/fortune
Harper's Magazine	http://www.harpers.org
Heeb Magazine	http://www.heebmagazine.com/
Mother Jones	http://www.mojones.com
Policy Review	http://www.policyreview.org
Political Science Quarterly	http://www.psqonline.org
The Atlantic Monthly	http://www.theatlantic.com
The Economist	http://www.economist.com
The Nation	http://www.thenation.com
The New Republic	http://www.thenewrepublic.com
The New Yorker	http://www.newyorker.com
The Progressive	http://www.progressive.org
Tikkun	http://www.tikkun.org/
Time	http://www.time.com/time

Political Organizations

College Democrats of America <http://www.collegedems.org/>
College Republican National Committee <http://www.crncc.org>
Democratic National Committee <http://www.democrats.org>
National Jewish Democratic Council <http://www.njdc.org>
Republican Jewish Coalition <http://www.rjchq.org>
Republican National Committee <http://www.rnc.org>

Think Tanks

Center for Government Research <http://www.cgr.org>
Center for Law and Social Policy <http://www.clasp.org>
Center for Public Integrity <http://www.publicintegrity.org>
Center for Women in Politics and Public Policy <http://www.cwppp.com>
Center of Budget and Policy Priorities <http://www.cbpp.org>
Institute for Women's Policy Research <http://www.iwpr.org>
National Center for Policy Analysts <http://www.ncpa.org>
The American Enterprise Institute for
Public Policy Research <http://www.aei.org>
The Brookings Institute <http://www.brook.edu>
The Cato Institute <http://www.cato.org>
The Heritage Foundation <http://www.heritage.org>
The Rural Policy Research Institute <http://www.rupri.org>
The Urban Institute <http://www.urban.org>