SIX-PART UNIT ON SOCIAL LEARNING AND THE INTERNET
By Robyn Faintich, JewishGPS

UNIT AT A GLANCE
In this six-part lesson, students will learn about the concept of social justice, the Jewish values it expresses, and how to use the internet to implement social justice work.

OBJECTIVES
• Students will be able to explain why social justice is a Jewish concept.
• Students will learn how to use the internet, under adult supervision, to engage in social justice work.
• Students will learn techniques to engage others in social justice using online tools.

INTRODUCTION
Service Learning is a type of experiential education which takes social justice beyond just doing a hands-on one-shot social action project to an in-depth educational experience. Service Learning can be broken down into four steps:
• Preparation,
• Action,
• Reflection, and
• Evaluation.
The Action step can be broken down into 5 sub-actions (acronym SPACE):
• Service Project,
• Philanthropy,
• Advocacy,
• Community Organizing, and
• Education.
The internet is an extremely helpful tool in implementing all five of these steps.

This lesson is sub-divided into these categories with appropriate websites indicated.

➢ Part 1: Social Justice
➢ Part 2: Service
➢ Part 3: Philanthropy and Fundraising
➢ Part 4: Advocacy
➢ Part 5: Community Organizing
➢ Part 6: Education
Ideally, this lesson would be divided over six class sessions or be implemented as a special program in an extended session.

We encourage you to log on to each of the websites in the lesson and walk through how to use them before introducing them to your students. In some cases, if applicable, set up a sample for your class.

You will need at least one computer with internet connection for each pair of students. Also, make sure to have handy copies of your institution’s internet safety policies and parent signatures, if applicable. If a policy does not currently exist, consider drafting a safety brit (covenant) with your class prior to the first lesson.

HELPFUL SITES AND LINKS USED IN THE UNIT

- JustAction: www.justaction.org
- Social justice Jewish texts online: www.on1foot.org
- www.areyvut.org
- www.babaganewz.com/activities/mitzvah-machine/
- www.lotsahelpinghands.com/
- www.volunteerspot.com/
- www.kiva.org
- www.firstgiving.com
- www.wordle.net
- http://polldaddy.com/
- www.gopetition.com
- http://www.senate.gov/index.htm
- www.wordpress.com
- www.blogger.com
- http://bubbl.us/
- www.evite.com
- www.constantcontact.com
- www.mailchimp.com
- http://wikispaces.com
- http://troovi.com/
- http://photobucket.com/
- http://jaycut.com/
- http://animoto.com/

NEXT: Part 1: SOCIAL JUSTICE
SIX-PART UNIT ON SOCIAL LEARNING AND THE INTERNET
Part 1: SOCIAL JUSTICE
By Robyn Faintich, JewishGPS

ACTIVITY
1) Set Induction
Divide the group of students in half. Have each student stand opposite a partner in the form of an inner and outer circle. Students introduce themselves to their partner, the teacher reads aloud the first question below, and students share their answers with their partner. The inside group then moves one position to the left, students introduce themselves to their new partner, the teacher reads the second question below, and students share their answers. Continue in this fashion until all questions have been asked and answered.

- If you won the lottery today and received $1 million, how would you spend it?
- What act of kindness have you performed for another in the last week?
- What tzedakot or charitable causes are you or your family most connected with and why?
- If you had to pick one charity to volunteer for, which would it be and why?
- What injustice (unfair things) do you see in the world? In your school? What have you done about it, if anything?
- In what ways have you used the internet to do good deeds?

Then bring the group back together. Discuss:
Which questions were the easiest to answer and why?
Which questions were the hardest to answer and why?
Do you think it is possible to give charity, volunteer, and do acts of kindness online? Can you give examples of how it might be possible?
What is Jewish about doing social justice?

2) Text Study
The six texts below help frame the Jewish concept of social justice. If you have a large enough group, divide the class into six groups, where each group studies a different text and then presents it to the class. For smaller groups, put each text on a piece of paper and post the six texts around the room. A source sheet with these texts is available to print at BabagaNewz.com. Give each student 2 stickers. Allow students to walk around the room, read each text, and place a sticker on the two they would most like to study. Study the top three texts (texts with the most stickers) together as a class.

Questions for discussion for each of the following texts:
What does this text say about Jewish obligations to take care of others?
Do you feel obligated to take care of others? Why or why not?
What is justice? What is justice in American society? What is justice as a Jew?
Do you agree with this text? All of it?
How are peace, justice, righteousness, truth, and action all related?

<table>
<thead>
<tr>
<th>What does this text say about Jewish obligations to take care of others?</th>
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<table>
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<tr>
<th>DEVARIM 16:20</th>
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<td>Justice, justice you shall pursue.</td>
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<th>ISAIAH 1:17</th>
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<tr>
<td>Learn to do good. Devote yourselves to justice; aid the wronged; uphold the rights of the orphan; defend the cause of the widow.</td>
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<th>PIRKEI AVOT 1:14</th>
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<tr>
<td>And if I am only for myself, what am I?</td>
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<tr>
<th>PIRKEI AVOT 1:18</th>
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<td>Rabban Shimon Ben Gamliel says, “On three things the world stands: on judgment, on truth, and on peace.”</td>
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<th>VAYIKRA 19:16</th>
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<td>Do not stand idly by while your neighbor’s blood is shed. I am God.</td>
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<th>ISAIAH 32:17</th>
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<td>For the work of righteousness shall be peace, and the effect of righteousness, calm and confidence forever.</td>
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3) Web-Quest:
Divide the class into pairs or groups of three.
Send them each to a computer and have them google “Jewish Social Justice.” Have them make a list of 5 web page titles that come up in the search. Tell them that they should try to find web page titles that won’t be duplicated by other pairs or triads, so they should look through several pages of results. Give them a few minutes to complete this task.

Come back together as a class. Have students share the names of the pages they found. See how many non-duplicated web page names you can come up with on your list. After all of the pages are listed, together look for trends and commonalities in the types of pages.
What does it tell us that so many web sites are focused on Jewish Social Justice?
Time permitting, use a projector and computer to actually go to a few of the pages together and examine what the goal of each site is.

Who is it for?
What does it tell us?
What does it ask us to do?
What other search terms or phrases can we google to find more Jewish web sources on this subject? (possible answers: tikkun olam, gemilut hesed, Jewish values, and so on. Try as many alternate spellings as you and your students can think of.) Try a few of these to see how many search results pop up.

4) Conclusion/Take Home Web Resource
Log on to the website www.areyvut.org. Show students the “Kindness a Day” box. Read aloud both the suggestion and the originating text. Ask a few students to share a time when they might have participated in that particular Act of Kindness. Encourage students to log on daily to this website (with their family, depending on their age) and read the “Kindness for the Day.” Challenge them to see how many they can do in the next week (or month).

You can also show students http://twitter.com/Areyvut and ask their parents to follow Areyvut’s tweets or sign up for the daily e-mail so they will get the Kindness A Day sent to them.

You can also show them Areyvut’s Summer Chesed Ideas list at http://www.areyvut.org/areyvut_in_action/summer_chesed_ideas/. Areyvut invites people to suggest ideas to add to the list by emailing info@areyvut.org.

NEXT: Part 2: SERVICE
SIX-PART UNIT ON SOCIAL LEARNING AND THE INTERNET
Part 2: SERVICE
By Robyn Faintich, JewishGPS

ACTIVITY
1) Set Induction
Place the following items in a garbage bag: hammer, paint brush, get-well card, sandwich in a Ziploc bag (or a picture of a sandwich), old T-shirt or sweater, packet of flower seeds, small broom with dustpan, small toiletry item, cell phone, pet toy or collar, stuffed animal, balloon, pack of markers, can of soup, recycling bin (or picture of one), blanket, etc. Try to put in at least one item per pair or triad of students in the room.

Divide the group into pairs or triads and have each small group reach into the bag and pull out one item. Give them about 10 minutes, a sticky poster, and markers. Assign them to think about how they can use that item to help another person. Ask:
If you were going to create a mitzvah project using that item...who would you serve?
What is the need you are addressing?
What would the project be?
How long would you need to do that project?
Who would you invite or need to have there to do the project?

Bring the class back together and have each group present their project. After each presentation, ask the entire class:
What Jewish value does that project address? (for example, a pet toy could be taking care of animals, tza’ar ba’alei hayyim; a get-well card could be visiting the sick, bikur holim; etc.)

After all of the presentations, ask:
How do we know that we, as Jews, should participate in these acts of service for others?
What are some social action projects you have participated in?
Who in your lives has role modeled doing social action?

2) Text Study

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<th>SOTAH 14a</th>
<th>&quot;You shall follow God, your God&quot; (Devarim 13:5). Is it possible for a human being to follow God’s Presence? …Rather, we should emulate the traits of the Holy Blessed One. Just</th>
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BabagaNewz.com PAGE 6
as God clothes the naked, as it says: “And God made garments of skin for Adam and his wife, and clothed them” (Bereishit 3:21), you too should clothe the naked. The Holy Blessed One visited the sick, as it says: “And God appeared to [Avraham after his circumcision] in the plains of Mamre” (Bereishit 18:1), you too should visit the sick. The Holy Blessed One comforted mourners, as it says: “And it was after the death of Avraham that God blessed Yitzhak his son” (Bereishit 25:11), you too should comfort mourners…

According to this text, in what ways do we imitate God when we do social action?

VAYIKRA 19: 18
Love your neighbor as yourself.

Tell the following story: When someone who wanted to convert to Judaism asked the sage Hillel if he would describe the essence of Judaism while standing on one foot, Hillel answered that we shouldn’t do to others what we wouldn’t want done to us, the rest is commentary, go and study. How is this similar to and different from the Vayikra text above? For some added fun, ask a few students to answer this question while actually standing on one foot.

DEVARIM 15:7-8
If there is a needy person among you, one of your kin in any of your cities in your land that God, your God, gives you, do not harden your heart or close your hand against your needy kin. Rather, you must open your hand to the person and lend the person sufficient for whatever the person lacks.

Were you ever approached on the street to give someone money?
How did you feel?
What did you think?
In what other ways, besides money, do you think you could help that person?

3) Conclusion/Take Home Web Resource
Ask students: If you were trying to come up with a project to work on, how would you find one?
As a class, log on to babaganewz.com/activities/mitzvah-machine/. Ask a student to volunteer to be the example. Have that student answer the questions that the Mitzvah Machine asks. Review the results together. If there’s time, repeat the Mitzvah Machine program for a few other
students; or if there is more than one computer available, allow students time to each run the Mitzvah Machine. Alternatively, assign each student to run the Mitzvah Machine at home.

Find out ahead of time if your city has an organization that helps promote volunteerism by providing a searchable database of projects. If so, visit that site as a class. Show students how the site works by clicking through it. Talk about a few of the possible projects that appeared.

Have students think back to the opening activity and the projects they had to create.
**How many of your projects involved gathering other volunteers?**
**How would you go about doing that?**

Log on to [http://www.lotsahelpinghands.com/](http://www.lotsahelpinghands.com/). Show your class how to set up a “community” to recruit volunteers for a project or to organize people to help a family in need of support (such as when a family member is sick).

If time, log on to [http://www.volunteerspot.com/](http://www.volunteerspot.com/). Set up a sample activity and show the class how to use it to organize volunteers. Consider using [lotsahelpinghands.com](http://www.lotsahelpinghands.com) or [volunteerspot.com](http://www.volunteerspot.com) to organize a class project, class party, or bake sale.

**NEXT: Part 3: PHILANTHROPY AND FUNDRAISING**
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Part 3: PHILANTHROPY AND FUNDRAISING
By Robyn Faintich, JewishGPS

ACTIVITY
1) Set Induction
Prepare three envelopes, labeled “Scenario 1,” “Scenario 2,” and “Scenario 3.” Read each of the following scenarios out loud:

a. Scenario 1: Your friend tells you that his aunt was just diagnosed with a brain tumor. Your friend has decided to participate in the upcoming Walk for Brain Tumor Research and asks you to sponsor him.

b. Scenario 2: Your family has been volunteering at a soup kitchen every week for the past month. The director approaches your family and says that the soup kitchen desperately needs more plates to feed more people. She asks your family to donate money to help with that purchase.

c. Scenario 3: You are watching the TV news about an earthquake that destroyed so many homes, left so many people hurt and sick, and turned many children into orphans when their parents were killed. The American Red Cross is asking for disaster relief donations.

Give each student one dollar bill. Explain that you will pass around all three envelopes, and students should put their money in the envelope of the cause they wish to support. As they do so, students should share with the class why they are making that choice. (If the class is large, break into sub-groups for this part of the activity.) When the envelopes have gone all the way around, count which scenario has the most money in its envelope. Discuss how students believe money helps people. Brainstorm ways that money is collected for donations.

2) Text Study

MAIMONIDES, MISHNEH TORAH, LAWS OF GIFTS TO THE POOR 10:7
The highest degree of tzedakah—above which there is no higher—is one who strengthens the hand of his or her poor fellow Jew and gives the poor person a gift or [interest-free] loan or enters into a business partnership with the poor person, or finds the person a job, in order to strengthen the poor person so that he or she will not be dependent on others.
Divide students into small groups, assigning each group one rung of Rambam's ladder hierarchy of tzedakah. Each group should create a short skit depicting that rung and perform it for the class.

ESTHER 9:22
He [Mordechai] wrote them to observe the days as days of feasting and joy and giving presents of food to one another and gifts to the poor.

This verse from Megillat Esther is referring to matanot l’evyonim (gifts to the poor).

Why is it important to give gifts to the poor during a celebration?

MAIMONIDES, MISHNEH TORAH, LAWS OF GIFTS FOR THE POOR 9:12
One who settles in a community for thirty days becomes obligated to contribute to the charity fund; one who settles there for three months becomes obligated to contribute to the soup kitchen; one who settles there for six months becomes obligated to contribute clothing for the poor; one who settles there for nine months becomes obligated to contribute to the burial fund to pay for the funeral and burial needs of the indigent.

Put Agree-Disagree signs on the sides of the room, while students stand in the middle. As you read off the following statements, students should walk to the side of the room (Agree or Disagree) that corresponds to how they feel about the statement. Ask one or two students to explain why they chose that answer.

- A person/family who moves to a new city should donate money to the local police department fund within the first month.
- A person/family who is visiting a city on vacation for a week should find a charity to donate to in that community.
- Only people who have a relative/loved one buried in a particular cemetery should donate funds to that cemetery.
- A person/family who lives in our community for at least 5 years should be donating to at least one local charity.

Bring the group back together and read the above text. How does your agreement or disagreement with the statements we read relate to this?
DEVARIM 15:11
For there will never cease to be needy ones from the midst of the land, which is why I command you, saying, “open your hand to your fellows, to your poor, and to your needy in your land.”

Do you believe we can ever end poverty and hunger?
Is money the only (or best) way to solve these problems?

3) Conclusion/Take Home Web Resource
A. Log on to http://Kiva.org. Explain to the class that Kiva’s mission is to connect people, through lending, for the sake of alleviating poverty. Kiva empowers individuals to lend to an entrepreneur across the globe. By combining microfinance with the internet, Kiva is creating a global community of people connected through lending. Each time a micro-loan is repaid, the person who donated it can re-gift it to another recipient.

- OPTIONAL: Consider asking parents ahead of time to load a specific amount of money onto a Kiva card for their child to participate in this activity. Or, ask the school to let your class use some of its tzedakah money to load a Kiva card for investment at this time, letting the class decide who receives the loan.

B. Log on to http://www.firstgiving.com/. FirstGiving helps people raise money for the nonprofits they care about. For the purposes of a sample, you can go to http://www.firstgiving.com/jewishphilanthropysample or create your own. Point out the different elements of the page: a thermometer; a way to promote the page using Facebook, Twitter, and e-mail; a personal message as to why this cause is important to you; etc. Explain to the class that this website can be used to raise money for any cause they are interested in (if it is a legal 501(c)(3) registered with GuideStar) and donors pay by credit card. Consider having the class pick a charity. Create a FirstGiving page and give the link to the students and parents so they can ask family and friends for donations. Set a fundraising goal as a class and see how much money the class can raise in a week (or month) for that cause using this site.

NEXT: Part 4: ADVOCACY
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Part 4: ADVOCACY
By Robyn Faintich, JewishGPS

ACTIVITY
1) Set Induction
Show your class this Wordle, http://www.wordle.net/show/wrdl/2359119/Advocacy_Wordle, by projecting it onto the board or handing out printed copies. Ask them what words stand out the most in the image (most prominent words) and what they might mean. Using the Wordle, define what Advocacy is. Ask students to go around the room and share one change that they would advocate for in their schools and how they might do it. Have students vote:
How many feel that advocacy is a Jewish concept?
How many think they have been advocates for something in the last month?
How many think that their one voice can make a difference?
[Note: you can use a free http://polldaddy.com/ to have the students use their computers to vote on this; consider creating a few more questions to add to the poll and then display the results on your computer.]

2) Text Study
Have you told a friend when you think s/he is doing something wrong?
How did it feel?
When has a friend told you that you were doing something wrong?
Share a time when you witnessed someone doing something wrong and didn’t intervene. Why?
What does Judaism have to say?

Print and hand out copies of the above Wordle to pairs/triads of students, and print and hand out source sheets (available to print at BabagaNewz.com) with the following four texts. Have students highlight in yellow words in the English translations that also appear in the Wordle. Have them highlight on the Wordle in blue themes or words they think are mirrored in the Jewish texts. Have them highlight in pink words in the texts they think are “advocacy” words.
MAIMONIDES, MISHNEH TORAH, LAWS OF CHARACTER TRAITS 6:7
If someone sees his friend transgressing or going down a bad path, it is a mitzvah to restore him to goodness and inform him that he is transgressing through his evil deeds, as it says: “You shall surely rebuke your neighbor”… Anyone who has the ability to intervene but does not is held responsible [by God] for those sins because he had the ability to intervene against them.

DEVARIM 10:18
[God] upholds the cause of the orphan and the widow, and befriends the stranger, providing him or her with food and clothing.

ESTHER 4:14
On the contrary, if you keep silent in this time, relief and deliverance will come to the Jews from another place, while you and your father’s house will perish. And who knows, perhaps you have attained a royal position for just such a crisis.

BEREISHIT 18:27
Then Avraham answered and said, “Behold now, I desired to speak to my God even though I am only dust and ashes.”

Next, make a list on the board of all the words that are highlighted in pink. Discuss:
What does it mean to “uphold a cause”?
What is the danger of “keeping silent”?
Can you recall a time in history when people kept silent and others suffered? What is the context for the Bereishit text? What is the significance of Avraham taking it upon himself to “speak to God”?

3) Conclusion/Take Home Web Resource
As a class, generate a list of ways students think they can use the internet for advocacy. Some possibilities: signing petitions, e-mailing senators, writing op-ed pieces, and blogging.
   a. Signing Petitions: At http://www.gopetition.com/, you can create your own petition to be sent to senators, members of congress, the president, the United Nations, etc.
   b. E-mailing senators: Visit http://www.senate.gov/index.htm or your state government’s official website to find your City and County leaders.
c. *Writing Op-Ed Pieces:* As a class, consider an issue you’d like to address and write an op-ed piece together. Submit your article to your local newspaper via its website. You can also write to your local Jewish paper or school newspaper.

d. *Blogging:* Consider creating a class blog using [Wordpress.com](http://Wordpress.com) or [Blogger.com](http://Blogger.com).

**NEXT: Part 5: COMMUNITY ORGANIZING**
ACTIVITY
1) Set Induction
Ask students:
Share a time when you attended a rally, whether a school sports rally, a political rally, or a rally in support of Israel.
What did it feel like to be a part of that experience?
Why is having something in common to rally about a critical part of the experience?
How did all those people know to show up? [newspaper ad, e-mail invitation, signs, posters]
What are some critical elements to a rally? [signs, flags, cheers, music, speakers]

As a class, choose something around which to plan a quick mock rally (for example, Israel). Break up into two groups. One group should create a few signs (using markers and poster paper) and one group should create two cheers. Bring the class back together and have each group present what it created.
How is bringing people together around an issue or idea a Jewish value?

2) Text Study

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<tr>
<th>ISAIAH 1:18</th>
<th>PSALMS 94:15</th>
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<tr>
<td>“Come now, let us reason together,” says God.</td>
<td>For justice shall revert to judgment and all the upright shall follow it.</td>
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Divide the class into two groups. Give one group a sign with the Isaiah text and the other group the Psalms text. Have each group create a mind map around this idea using http://bubbl.us, a free web application for brainstorming. Suggest they take each major word and break out what it means and what steps can get to that place.

Have the groups come back together, and discuss the essence of each text they studied. Then each group can share the mind map it created.
Looking at the most outside boxes, do you believe those are the elements of community organizing? What else would you add?

3) Conclusion/Take Home Web Resource
Create an Israel rally as a class and invite the entire school, parents, and friends to attend. If you can’t do this in reality, create a mock event. Either way, utilize these web tools:
- Using Facebook, create an Event page and invite friends.
- Invite people to a rally or town hall meeting using [http://www.evite.com](http://www.evite.com).
- Using Twitter, you could send the link to the Evite.
- Consider using an e-news system like [http://www.constantcontact.com](http://www.constantcontact.com) or [http://www.mailchimp.com](http://www.mailchimp.com) to use a template to create an e-mail announcing the event.
- There are many project tracking websites to consider using to orchestrate an event. By dividing the responsibilities among the students and using the website to track activity, students can hold each other accountable and see the progress on a timeline. You can also get a free K-12 private Wiki ([http://wikispaces.com](http://wikispaces.com)) to use for this purpose.

NEXT: Part 6: EDUCATION
Six-Part Unit on Social Learning and the Internet

Part 6: Education

By Robyn Faintich, JewishGPS

Activity

1) Set Induction

This game is a variation on the game “I am going to… and I am taking….” Have the class sit in a circle. The teacher begins: “I am going to teach you about …..(pick some issue, skill, content area)… and I am going to do it by….” [Example: “I am going to teach you about swimming and I am going to do it by taking you to the pool.”]

As you go around the circle, each student makes up their own sentence, and then repeats all the ones that came before them. The group can help everyone along. As the last person recites the entire group’s list, record on the board the list of words given after the word “by.” [In the example, it would be “taking.”]

On the board, you will have a long list of the ways in which people teach other people to do things. There will most likely be duplicate words. Add check marks or stars as words get repeated. Discuss:

Are these good ways to educate people about something we care about?
Are there any that are missing?
Why is it important to educate people about the things we care about?

2) Text Study

Devarim 6:4-9

Hear, O Israel, God is our God, God is One. You shall love God, your God, with all your heart, with all your soul, and with all your might. And these matters that I command you today shall be upon your heart. You shall teach them thoroughly to your children and you shall speak of them while you sit in your home, while you walk on the way, when you retire and when you arise. Bind them as a sign upon your arm and let them be ornaments between your eyes. And write them on the doorposts of your house and upon your gates.
The above text is the *Shema* and *V’ahavta* prayer. As a class, recite the prayer out loud (in English or Hebrew), stopping when you get to anything about teaching or learning. Record these words on the board. Discuss:

**Why are teaching and learning such critical parts of our liturgy?**

| DEVARIM 4:9 | 
| --- | --- |
| Only beware and watch yourselves scrupulously, so that you do not forget the things that your eyes saw and so that they do not fade from your heart as long as you live. And make them known to your children and to your children’s children. | דְּבַרְיָמָה דִּתָדְךָ כְּאֹתֶת הַשּׁמֶר לִפְיֶמֶנֶה רַבֶּשֶׁךָ מַאָּ דָּפָּ הַשּׁמֶר אַתָּ הַמֶּכָּרֶם שָׁאָרָּא זַאָרָּא צַאָרָּא קָדָשֶׁךָ מַעָּוֶרֶךָ קַלּוֹקָבֶּךָ לְיִמֶנֶה ציִיקֶלְשָׁם לֵבֶנֶה לַבַּבֶּךָ בִּInSeconds:

| PROVERBS 1:2-3 | 
| --- | --- |
| For learning wisdom and discipline; for discerning words of understanding; for accepting wise discipline, righteousness, justice, and fairness… | מְשַׁלְחֵהוֹ אֵלָּ חָטָא מַעָּשֶׁךָ לֵבֶנֶה לַבַּבֶּךָ אֵלָּאֵי קָדָשָׁלְשָׁם ציִיקֶלְשָׁם לִבֶּךָ בִּInSeconds:

On their own, have each student read the above texts (available to print at BabagaNewz.com) and **think** about what each means to them. Have them consider what that text is telling us about education and learning. Then have them **write** a few main ideas down. Next, in pairs, have students study these two texts. Ask them to discuss what it means to them and what they wrote down. Have them formulate one main idea to share with the entire group. Finally, bring the group back together and have each pair present their ideas.

3) Conclusion/Take Home Web Resource

One of the ways we educate people is via photos and videos. Websites like [http://troovi.com/](http://troovi.com/) allow users to create a central URL for photos multiple people want to upload. If your school has digital cameras, send the group out in pairs or in rotation to take pictures of people learning and teaching. Have them come back and, using their computers, upload to a Troovi site you have pre-established. Consider publishing this final product to parents or school board members. ([http://photobucket.com/](http://photobucket.com/) and Facebook photos are other ways to share photos online).

Note: Captions help educate along with the picture. Have students practice writing captions for a few of these photos with the goal of educating others about the content of the photo.

If you have flip cams, you can upload education videos to YouTube. A website like [http://jaycut.com/](http://jaycut.com/) can help you edit them easily. Consider how interviewing people and broadcasting the interview is a form of education.

Websites like [http://animoto.com/](http://animoto.com/) let you combine photos, videos, captions, and music into a presentation that can then be distributed via e-mail, Twitter, Facebook, blogs, etc.
For a longer-term project on “educating,” have the class pick a social justice issue they want to focus on. Divide the class into groups. One group will take photos, another will interview experts or those affected by the issue, and another will research data about the issue and write a news article. Then, create an e-mail “press release” that will contain all of these elements (or links to them) and send it out to the entire school or congregation.