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:

BabagaNewz.com
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>DEVARIM 16:20</th>
<th>דברים יב:ט ה justices, justices you shall pursue.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAIAH 1:17</td>
<td>ישעיה יא:ו enfrentו את צדקך בו כותש את צדקך על צדקך:</td>
</tr>
<tr>
<td>PIRKEI AVOT 1:18</td>
<td>פורקי אבות א:ח עֲבָרִים וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וגו וג</td>
</tr>
<tr>
<td>VAYIKRA 19:16</td>
<td>וַיַּרְדוּ חַשְׂמוֹת אָזְנֵי אֵשׁ.</td>
</tr>
<tr>
<td>ISAIAH 32:17</td>
<td>ישעיה ב:ח שְׁתֵּי מֶשֶׁכָּה שְׁלֵמָה וְשָׁלוֹם וַדָּוָא וַדָּוָא.</td>
</tr>
</tbody>
</table>

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.

BabagaNewz.com
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.areyyut.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.areyyut.org/areyyut_in_action/summer_chesed_ideas/. Areyvut invites people to suggest ideas to add to the list by emailing info@areyyut.org.

NEXT: Part 2: SERVICE