

Being Jewish in a Secular World

להיות יהודי בעולם חילוני



Category of Activity	Peulat Shabbat
Grade Level	8th-10th Grade
Time	One to One and a half hours
Method	Role play, Small Group Discussion
Size of Group	Eidah
Keywords	Jewish identity

GOALS

1. The camper will discuss dilemmas that might arise as a result of a conflict between his/her identity as a Jew and his/her identity as a member of a secular community.
2. The camper will seek to sort out possible resolutions of these kinds of dilemmas.

BACKGROUND

NONE

PLACE

Inside. Five small rooms for presentations and group discussions.

PREPARATION OF SUPPLIES AND RESOURCES

1. A copy of the character descriptions and discussion questions for each character.
2. A copy of the discussion questions for each camper.

STAFF PREPARATION

1. The program leader should review the program with the Eidah staff several days before the program.
2. The program leader should appoint staff or campers to represent the five different characters.
3. The program leader should review the order of the program, the specific roles and the discussion process to be followed by the presenters.
4. The program leader should assign the staff members to the five camper groups.
5. The staff members should accompany the campers and help to facilitate a smooth transition between stations and effective discussion.

SETUP PREPARATION

1. The Eidah should be divided into five groups that will rotate from presentation to presentation.

METHODOLOGY AND DETAILED DESCRIPTION OF PROGRAM

1. The Eidah should enter the program site, sit down and get quiet.
2. The program leader should explain the program to the entire Eidah.
3. The program leader should direct each group to a different station according to the pre-assigned list.
3. The counselor or camper presenting the "character" at each station should be waiting for the first group to arrive.
4. When a group arrives at a station, the counselor or camper presenter should act out his/her character according to the brief description listed below but not reveal the choice.
5. Following the presentation, the "character" should ask the group for advice on how to resolve the dilemma. See A in the questions for discussion in the attachment.
6. After collecting a number of responses the "character" should share with the group the decision that was made. The "character" should ask questions B found in the attachment. Each of the first four presentations and subsequent discussions should take a maximum of 15 minutes.
7. The rotations should continue until all five groups have visited all five "characters". At the fifth station, the "character" should review with the campers the different conflicts they have heard from the other characters. The character should raise question C in the attachment. This final presentation and

summary discussion should take no more than 20 minutes.

ATTACHMENTS- RESOURCE
TEXTS AND DISCUSSION QUESTIONS

Character descriptions

This is a list of Jews, some well known and others unknown, who have made choices as Jews living in a secular world.

1. Sandy Koufax was a pitcher for the Los Angeles Dodgers in the 1960's. He was scheduled to play in a World Series game that was scheduled on Yom Kippur. He chose not to play.

2. Senator Joe Lieberman is an Orthodox Jew and a U.S. Senator from Connecticut. During an important budget vote, Senator Lieberman had to choose between remaining in the Senate chamber and voting on Shabbat or missing the vote and returning home before Shabbat. He chose to remain in the Senate and vote, even though Shabbat had already begun. Following the voting session, he walked to the home of parents of a non-Jewish colleague to spend the rest of Shabbat.

3. Josh Miller is an observant Jew. While in high school, he was a candidate for the office of national president of the Boy Scouts of America. The national election was scheduled to begin at the national convention immediately after Shabbat. Most of the candidates were to arrive late Saturday afternoon. Josh chose to arrive at the hotel before Shabbat and spend the entire Shabbat alone in the hotel rather than travel on Shabbat.

4. Rachel received an important and very competitive athletic scholarship to the university of her dreams. Acceptance of the scholarship was conditional on her participating in all athletic meets in her sport, including those on Shabbat whether at her home campus or on other campuses. This demand necessitated Rachel giving up strict Shabbat observance as she has practiced it with her family until now. She decided that her university education and the scholarship were too valuable for her to give up.

Since beginning her university studies, she has given up the observance of Shabbat when she is participating in a competition.

5. Michelle attended a Jewish day school from first grade through eighth grade. She has been in very a large public high school for the past four years and has become very active and popular in her class.

All of her friends know that she is from an observant family. They have visited her often at home on Shabbat and holidays. This year, Michelle is on the planning committee for the Senior Prom. When discussing the date of the Prom with the rest of the committee members, she noticed it had been set for the first night of Passover, the Seder.

This means that she will have to miss the Seder. Instead of calling this fact to the attention of the committee, Michelle decided to remain quiet and not try to change the date of the Prom. She knows that the other Jewish kids will probably attend their family Seders and arrive at the Prom late.

A. Questions each "character" can ask the group after presenting the dilemma and before revealing the decision.

1. What should I (the "character") do in my situation? Why?
2. What do you (the campers) think are the conflicting values that I am dealing with?
3. Is there a way that I can resolve this conflict without giving up one value over the other, since both are important to me?
4. Is it necessary to choose one value over the other?

**B. Questions each character can ask after revealing the decision to the group.
Do you agree or disagree with my decision? Why?**

C. Questions for discussion at the final station.

Are there times when you have felt a conflict between Jewish values and secular values? Can you tell us about that time?

This program was developed by SimRon Interactive Programming