



Supplemental Program on Racial Justice
NFTY-TOR Elections, April 2021
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Touchstone Text: "Why did G-d create swarms of bees, prides of lions, herds of deer, schools of fish, and flocks of birds, and only one human couple? So that no one can say to another 'My ancestry is superior to yours'" (Mishnah Sanhedrin 4:5)

Goals:

- ★ Provoke thoughtful discussions on racial justice
- ★ Challenge existing beliefs on the ideas of race and racism
- ★ Create inspiration for speaking out against bigotry

Objectives:

- PPs will learn the context of racial justice and how it can be achieved
- PPs will be given a platform to pursue racial justice, both immediately and long-term, through the NFTY pillars of connect, learn, and serve.

Leader Materials: *(written for virtual format)*

- Intro song
- Padlet
- Presentation
- Jamboard
- Kahoot
- Legislator look-up

Breakout Rooms if Virtual:

Open for participants to choose their own room.
Three rooms: Connect, Learn, Serve.

Space/Setup Needed if In-Person:

Three stations around the program area.
Leader materials can be converted to a physical format.

People:

1-2 PLs
3 GLs

Time Table:

00:00-00:02 - Welcome
00:02-00:10 - Brief Presentation
00:10-00:30 - Rotation 1
00:30-00:50 - Rotation 2
00:50-00:60 - Reflection & wrap-up

Detailed Procedure: *(written for virtual format)*

00:00-00:02 - Welcome

- Intro song - *Glory* by Common & John Legend (share computer audio)
- Padlet poll - *What racial justice issues are important to you and/or Judaism?* (share link in chat with instructions)

00:02-00:10 - Brief Presentation

- Google Slides - PL shares screen with presentation on historical context of racism in a modern society, racism and inclusion within Judaism, efforts by Reform Movement and the RAC, and tangible solutions to these issues.
- Instructions - PL lists breakout rooms (with visual list on presentation) and directs participants to select the rooms they would like to join.

00:10-00:30 - Rotation 1

- Connect (reflect)
 - Discussion - GL facilitates a conversation on the "colorblind" theory that gaslights issues of racial injustice and prevents self-reflection.
 - *Does anyone know what the colorblind theory is? Would you like to explain it for the group?*
 - *[The colorblind theory simplifies the issue of racism by invalidating the identity and experiences of people of color. It ignores the differences of race, perceiving it to be negative to discuss it. Believing this theory hinders one's ability to address racism and implicit bias, causing the status quo of oppression to be maintained.]*
 - *Is there a time you saw this theory impact someone, or in history?*
 - *[answers will vary]*
 - *How can we go beyond this colorblind ideology in our everyday lives?*
 - *[Recognize unfairness in society; listen to people of color when they share their experiences; push yourself and others beyond stereotypes]*
 - *How can we call out this theory when someone we know maintains it?*
 - *[Explain its harm; suggest the better perspective we discussed; etc]*
 - Google Slides - GL shares supplemental presentation to interactively provide more information and context.
 - Engage - PPs are encouraged to discuss the colorblind theory with a person in their family, friend group, school, or local community (either immediately or in the coming week).
- Learn (relate)
 - Jamboard - GL provides link to religious texts on racial justice. GL facilitates a conversation on the texts while PPs type their thoughts onto the board.
 - Kahoot - GL shares screen with live quiz on history, recent events, policy, and impacts of racial justice in both a Jewish and secular perspective. In between each question, GL explains each in more depth.
 - Discussion - GL facilitates a reflection on what was learned and how they could stay aware and engaged in racial justice.
- Serve (react)
 - Discussion - GL facilitates discussion about the concept of power: consolidated power over people vs collective power of people vs powerlessness; sources and resources of power.
 - *What is power; is it always negative?*
 - *[People in positions of power can enforce oppression or enact justice. People not in power positions can create power using resources they have like organized people and money.]*
 - *What is an example of organized people?*
 - *[The Montgomery Bus Boycott successfully organized people, creating financial losses for the establishment, resulting in a district court ruling the segregation unconstitutional.]*

- *What can we do to convince powerful people to pursue justice?*
- *[Connect with their friends or colleagues who could persuade them to act; meet with them as a lobby group; contact them individually to share your experience; organize people to coerce action]*
- *What resources does the Reform Jewish Movement have?*
- *[Thousands of voices at a grassroots congregational level to be mobilized; finances; teens; etc]*
- *How is powerlessness of POC enforced, and what is its impact?*
- *[institutional oppression, internalized beliefs, interpersonal tensions; racial wealth gap, environmental discrimination, voter suppression, violence, lack of sympathy]*
- Google Slides - GL shares screen with presentation on current racial justice legislation and tangible ways PPs could take direct action in their community.
- Action - GL provides link to legislator lookup for PPs to write an email/letter to their legislators with a personal experience related to racial justice and a current bill.

00:30-00:50 - Rotation 2

- PL informs PPs to select their second (and last) breakout room.

00:50-00:60 - Reflection & wrap-up

- Reflection - PL facilitates an open discussion for PPs to describe what they took away from the program that they would like others to know.
- Continuity (long term) - PL encourages PPs to create a commitment statement on what they hope to do in the next week, next few months, and next year. PPs can create an event in their calendar or somewhere they will be reminded.
- Continuity (short term) - PL shares screen with key takeaways and upcoming opportunities to stay involved in racial justice efforts.

Follow-up Email After Program

- Provide leader materials
- Upcoming opportunities