



TZADDIK: CONVERSATIONS

JUSTICE & LOVE

FACILITATOR'S GUIDE

The guiding questions of this TZADDIK Conversation are:

How can I pursue chesed and tzedek in my life?

How can I prioritize between the two when there is a conflict?

The intended outcome for participants of this conversation is that they:

- ❖ reflect on the impact of chesed and tzedek on their own personal development, their relationships with others, and the broader community
- ❖ clarify the values that impel them to do acts of chesed and tzedek
- ❖ pursue / continue to pursue acts of chesed and tzedek



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On the following pages is a suggested step-by-step set of instructions for educators. Feel free to tailor these steps to best fit the students and context in which you are using this guide. TZADDIK Conversations are designed to run for one hour. The role of the educator is to personally connect with these questions, and then invite students to seriously engage with them the coming hour. The following guide assumes that the educator has already studied the texts related to this session and has completed the reflection writing.

TZADDIK Conversations often utilize “virtual” opportunities for continued post-conversation reflection among students. This technique is still experimental, and we encourage educators to play with this concept, adapting and developing new formats by which students can bring “key take aways” to their (online) lives.



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Timing is approximate

- 1** Open session by explaining why these questions are personally relevant to you. (5 min)
- 2** Invite students to form chevrutot (pairs, or groups of three) and to read/respond to the “First Questions” scenario. (10 min)
- 3** Bring group together, inviting several students to share key reflections and comments from their chevrutot. (5 min)
- 4** Transition students toward exploring a selection of Jewish texts. We turn to our textual tradition hoping to be both inspired as well as challenged by the voices of our Jewish ancestors. We turn to these texts as much out of curiosity as reverence.
- 5** In larger group or in chevrutot, explore “Texts: Paths of Righteousness.” Use “Discussion Questions” to open up conversation. (10 - 15 min)
- 6** Turn students toward quiet “Reflection Writing”. (5-10 min)
- 7** Have students return to original chevrutot to process and share their written reflections. Encourage students to take turns sharing what they wrote about and how they feel. This should not be so much as a conversation as it is an opportunity to speak and listen. (10 min)
- 8** Bring students back together, inviting one or two reflections from chevrutot to be shared. (2-3 min)
- 9** Ask students to write down a single “Key Take Away” from the conversation. Allow a handful of students to share these “Key Take Aways” as well as any closing reflections. (2-3 min)
- 10** Ask students to try to engage in an act of chesed or tzedek every day over the course of the next week. Set up a private online group (you know which one works best on your campus) where students can share their chesed/ tzedek daily accomplishments. At the conclusion of the week, ask them: (1) what effect their Tzaddik study and reflection had on their chesed/ tzedek actions over the course of the week; and/or (2) what new insights they now have about chesed and tzedek, and the balance between them, after mindfully engaging in them for a week.



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