



# TZADDIK: CONVERSATIONS

MY LIFE JOURNEY choosing a career path

## *FACILITATOR'S GUIDE*

The guiding questions of this TZADDIK Conversation are:

What values are important to you, that you want to express in your career?

Which of these are your values, and which of these are values that you have absorbed from others?

What should be the role of service in your choice of career?

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

Recognize that making career choices is a part of how a person expresses his or her life values and works to accomplish his or her life goals.

Begin to clarify some of the life values and goals that they wish to express in their career.

Become more intentional and value-driven in their career choices.



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.



# MY LIFE JOURNEY: CHOOSING A CAREER PATH

*Timing is approximate*

- 1** Open session by explaining why these questions are personally relevant to *you*. (5 min)
- 2** Invite students to form chevrotot (pairs, or groups of three) and to read/respond to the “First Questions” scenario. You may wish to give participants’ several pairs of sunglasses and ask them to choose the values through the lens of key influencers in their lives (their parents, friends, the messages they receive from the media). Then have participants take off the glasses, and uncover the values that are most important to them. (10 min).
- 3** Bring group together, inviting several students to share key reflections and comments from their chevrotot. (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 chevrotot, explore “Texts: Everyday Virtue.” 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 chevrotot 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 chevrotot 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** Invite students to participate in an interactive, web-based experiment that will extend for several days. “Invite” each member of the community to join a Facebook “Group” entitled, for example, “TZADDIK: Choosing A Career”. Every day, include a guest post on the wall of this group authored by an alumnus of your school about his or her career decisions, and how his or her career expresses some of the values that are important to them. Students should be encouraged to comment on the posts and reflect on their own career decision-making. Educator should participate too, but not write the first posting.

