



# TZADDIK: CONVERSATIONS

MY MONEY & YOUR LIFE

## *FACILITATOR'S GUIDE*

The guiding questions of this TZADDIK Conversation are:

How much responsibility should we feel when we simply want to buy a T-shirt? How much time, effort and money should we invest in making ethical consumer choices?

How can moments of ethical consumerism be transformative?

What impact can my individual decisions have on the world?

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

Recognize that while spending money might seem to have nothing to do with religion, how we spend our money has reverberations for our ethical and spiritual lives.

Demonstrate greater awareness and responsibility when making consumer decisions.



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 chevrotot (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 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: Connection & Responsibility.” 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)

