



TZADDIK: CONVERSATIONS

AN OPEN HAND the transformative potential of giving

FACILITATOR'S GUIDE

The guiding questions of this TZADDIK Conversation are:

- What is happening when a man on the street asks you for loose change?
- What are the feelings and assumptions we bring to this frequent scenario?
- What values – whether from Jewish tradition or not – are at play?
- Can these moments be transformative or redemptive?

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

- That Judaism understands each of us as personally obligated to service.
- How Judaism defines service as transformational for both the giver and the receiver.

On the following page is a suggested step-by-step set of instructions for educators. Feel free tailor these steps to best fit the students and context in which you're 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 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 amongst 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.



AN OPEN HAND: THE TRANSFORMATIVE POTENTIAL OF GIVING

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: The Merits of Charity”. 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: Reflections on Giving”. Depending on the number of participants in your conversation, each day one or two students will post on the wall of this group their own personal thoughts about: **“How the lessons and take aways of this TZADDIK Conversation have followed me into the week.”** Students should be encouraged to share written reflections, links to relevant stories, accounts of being asked for money, and examples of other opportunities to give – whether of their money or their time, etc. **Educator should participate too, but not write the first posting.**

