



JUSTICE ISSUE ENHANCEMENT GUIDE

CIVIL-RIGHTS AND ANTI-RACISM

FOR CHANGEMAKERS90

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INTRODUCTION

This Justice Issue Enhancement Guide is designed to accompany Honeycomb (formerly Jewish Teen Funders Network) Changemakers90: A Youth Giving Circle in 90 Minutes.

As part of this educational model, Honeycomb has identified 22 Justice Issues that reflect the needs and challenges of the world we live in. While we recognize there are more than 22 issues that need to be addressed in the world today, by providing this standard, we can introduce new opportunities for participants to engage with and understand the power of philanthropy through a specific issue area.

In order to help create a deeply meaningful and focused experience, this guide will provide additional framework to enhance the session. By adding these questions and activities, participants will be able to make their giving decisions through a Jewish and racial equity lens focusing on **Civil Rights and Anti-racism**.



Throughout Changemakers90 there are  icons to mark the instances in the session that can be added to - or replaced with - content from this guide.

> **SETTING OUT > ESTABLISH THE GROUP > ENTERING THE "SPACE"** (Page 5)

To help frame the conversation, ask participants 1 of these 3 prompts and invite participants to share their answer in the chatbox:

- What do you think of when you hear the word racism?
- What do you think of when you hear the words civil rights?
- What do you think of when you hear the word justice?

Spotlight a few answers by reading through the chatbox and invite 1-2 people to elaborate on what they typed.

> **WHAT IS JEWISH ABOUT PHILANTHROPY? >
WHAT DOES JEWISH TEXT SAY? > PLAY GIVE10! (Pages 7-8)**

After GIVE10! is played, and participants have had a chance to reflect on giving something away, REPLACE the closing script with the following:

1.

Say to participants:

In this exercise you gave 10% of your items (1 thing) but are still left with 9 items. Even when giving something away whether it be tangible items or in giving money, we are still left with an abundance and we have provided support, fulfilled a *mitzvah* (commandment) and made an impact on the world. This was just one of many *mitzvot*, values and Jewish text that contribute to the Jewish tradition of giving.

As givers we are privileged to be able to give something away. In this activity you were able to look around at your most important belongings and decide what you would be willing to part with. But what if the item you chose wasn't what was needed? If, for instance, you chose to give your book away but it turns out that a clock was actually the item that was needed most, your intention was good, but your assumption didn't lead to solving the problem. In order to address civil rights and anti-racism through philanthropy, as givers, it is our responsibility to dig deeper—to not only identify what we CAN give but to consider HOW we give. This means asking questions in your community that will amplify voices and needs that otherwise may not have been heard.



> **PERSONAL VALUES EXPLORATIONS (Pages 8-10)**

Jewish youth philanthropy begins with an exploration of big ideas or Core Values that can impact the way we interpret and find meaning in our lives. Honeycomb has identified 7 Core Values that we believe underlie the whole process of Jewish philanthropy.

VALUES AND TEXT STUDY

1. Say to participants:

We are going to explore 7 Jewish values (Core Values) that will help guide us throughout this process. These 7 values are: Responsibility, Service, Lovingkindness, Human Dignity, Preservation, Hope, and Justice.

In addition to the values we will look at traditional and modern texts. These texts will help us explore key themes of justice and anti-racism both in the modern era and within Jewish tradition.

In this next exercise we will explore the correlation between these texts and the 7 values.



2. Share 7 Core Values explanations [[Click here for slide deck](#)] and ask participants to read through to themselves. Give participants 2-3 minutes to read through.

3. Choose one of the following pairs of texts to share with the group and select the accompanying slide. [[Click here for slide deck](#)]



PAIR 1:

"If I am not for myself, who will be for me? If I am only for myself, what am I? And if not now, when?" – Pirkei Avot 1:14

"If not us, then who? If not now, then when?" – United States Congressman, John Lewis

PAIR 2:

"Do not stand idly by the blood of your neighbor." – Leviticus 19:16

"We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented." – Elie Wiesel

PAIR 3:

“You are not obligated to complete the work, but neither are you free to desist from it.”
– Pirkei Avot 2:16

“Struggle is a never-ending process. Freedom is never really won, you earn it and win it in every generation.” – Coretta Scott King

4. Explain the context for the chosen pair of texts:



• **For Pair 1 say:**
Pirkei Avot, which translates as “Ethics Of The Fathers” is a collection of ethical teachings and moral principles from Jewish tradition. John Lewis (1940-2020) was a United States Congressman, activist, and civil rights leader.

• **For pair 2 say:**
Leviticus is the third book in the Torah (Old Testament). Elie Wiesel (1928-2016), was a writer, professor, political activist and Holocaust survivor.

• **For pair 3 say:**
Pirkei Avot, which translates as “Ethics Of The Fathers” is a collection of ethical teachings and moral principles from Jewish tradition. Coretta Scott King (1927-2006) was an American author, activist, civil rights leader, and wife of Martin Luther King Jr.

5. Discuss and answer some or all of the following prompts/questions with the group:

- What words stand out to you in each text?
- Are there any words you have a question about?
- Are there any words you find challenging or confusing?
- How would you describe each text as a 6-word headline?
- What are the key themes of the text?
- What is similar about the two texts?
- What is different about the two texts?
- What do the texts make you think about?

6. Give the link to the chosen Quote Board to the participants by typing in the chatbox. On the board there will be the chosen pair of texts. The board also has the 7 Core Values on cards that are moveable:

- [Link for Pair 1 Quote Board](#)
- [Link for Pair 2 Quote Board](#)
- [Link for Pair 3 Quote Board](#)

7.

Say to participants:

Now that we have explored the pair of texts, one traditional and one modern, take a look at the 7 Core Values. Select 3 value cards that you feel are most representative of the two texts and move the cards into the values bubble. Keep in mind this is subjective and there is NO right or wrong answer. While there can be multiple answers, please make sure to select just 3 values.



8. Reconvene the group after a few minutes. Select one or two participants to share the chosen values and why.

9.

Say to participants:

It is important to note how many different possibilities there are when making these connections between Core Values and texts. [Reiterate some examples from the group.] As you can see there are so many possibilities and combinations of how these themes of justice and anti-racism can be addressed using Jewish values as our guide.



IDENTIFYING PERSONAL VALUES

1.

Say to participants:

Now that you have a better understanding of how our values can be used as a lens to explore themes of justice and anti-racism, you are prepared to make a decision about your personal values. By understanding this connection, you can identify the values that can help guide you to make change in the world. Think about the themes in the texts that resonate with you the most and how it connected to each value. Consider the 3 values you selected to link to the texts in the last activity and select 1 personal value. Type your chosen value into the chatbox.



2. Select 1-2 people to share why they made their selection.

> CLOSING AND REFLECTION (Page 19)

As participants reflect on their experience in the session, replace step #2 by asking one of the following questions:

- What do you commit to carrying forward from our session today?
- Was there something you learned that challenged your ideas about anti-racism/ justice?
- What role can you play in your community based on what you learned?

RESOURCES

This enhancement guide provides an experience for participants to explore philanthropy through the lens of Justice Issue of Civil Rights and Anti-racism. To learn more on how to develop additional content or sessions, we recommend starting with some of the following resources:

- [Honeycomb Sefaria- Civil Rights and Antiracism Resource.](#)
- [Community Investment Network](#)
- [Jews of Color Initiative](#)
- [Facing History](#)
- [Jewish Education Project- Responding to the Moment](#)
- [Learning to Give - Justice-Related Service-Learning Toolkit](#)
- [Community Build Ventures – 6 Steps for Creating Authentic Conversations Around Race](#)

APPENDIX I – FACILITATOR CHECKLIST > PRIOR TO THE SESSION (Page 20)

When selecting 8 potential recipient organizations for the participants to consider and filling out the organization information template for each selected organization, consider exploring and adding to the “Other Information” box:

- Is the Board of Directors diverse? Does their Board represent the population they serve?
- Does their staff reflect the community they serve?
- Do they have a Diversity, Equity & Inclusion (DEI) statement? (If yes, copy and paste from organization website)

ORGANIZATION EVALUATION

Some questions to consider when looking through the information:

- What are the overall aims of organization?
- Does their mission statement support diversity?
- What are the different ranges of programs offered?
- What need do these programs meet?
- Does it help a few people with a lot of impact, or many people on a less deep level?
- What group of people does this organization serve? Everyone? Families? Youth? Jewish community? Etc.
- Does the organization serve a particular segment of the community? Does it benefit an underserved population?
- How will the world be different because of this work?

Use these scores to spark conversation about which organization you would like to put through to the next round. You DO NOT have to choose the organization solely based on this score.

ORGANIZATION NAME	HOW WELL DOES THE MISSION OF THIS ORGANIZATION ALIGN WITH OUR GROUPS VALUES? 3 – aligns perfectly with values 2 – somewhat aligns with values 1 – aligns a little with values 0 – doesn't align with values	HOW WELL DO THE PROGRAMS AT THIS ORGANIZATION ALIGN WITH OUR GROUPS VALUES? 3 – aligns perfectly with values 2 – somewhat aligns with values 1 – aligns a little with values 0 – doesn't align with values	TOTAL VALUE SCORE
1.			
2.			

JUSTICE ISSUE: CIVIL RIGHTS AND ANTI-RACISM:			
	HOW WELL DOES THE MISSION OF THIS ORGANIZATION ALIGN WITH THE JUSTICE ISSUE OF CIVIL RIGHTS AND ANTI-RACISM? 3 – aligns perfectly 2 – somewhat aligns 1 – aligns a little 0 – doesn't align	HOW WELL DO THE PROGRAMS AT THIS ORGANIZATION ALIGN WITH THE JUSTICE ISSUE OF CIVIL RIGHTS AND ANTI-RACISM? 3 – aligns perfectly 2 – somewhat aligns 1 – aligns a little 0 – doesn't align	TOTAL SCORE
1.			
2.			

ORGANIZATION 1:	ORGANIZATION 2:
Important facts about this organization: . Our three favorite things about this organization are: . Our questions/concerns are: .	Important facts about this organization: . Our three favorite things about this organization are: . Our questions/concerns are: .



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