

Family First?

Facilitator Guide

Are we allowed to “care” more for our family or chosen family than for others?



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Info For Facilitator



Target Audience:

University or high school students in Israel on immersive experiences (i.e. Birthright, Onward, high school gap programs, MTF, volunteering trips)



Length Of Program:

90 minute



Materials & Prep:

- White board & markers
- Printed source sheet or qr code to access it
- Magic markers/colored pencils, scissors, glue (general craft supplies)
- White paper
- Tape
- Sticky notes and pens

ESSENTIAL QUESTIONS

What is the value of family? Who are my family members? Are they only my immediate family? What is my connection to the larger Jewish People? Where am I in the story? Do I have responsibility to my family? If so, what is it? Are hostages of all faiths and nationalities currently captured in Gaza a priority for us?.

FRAMING THE ISSUE

At this time when Israel and the Jewish People are in need, how do we navigate all of the causes close to our heart? Tikkun Olam is a core value in Jewish life, as is the value of family. When the need to fulfill Tikkun Olam and help others grows in us, where does the value of family fit in? How do we know where to turn first? What is my role and what is my responsibility to those close to me and farther away? How do I decide?

LET'S EXPLORE

Opening

- *Facilitator asks: What is the value of family?*
- *Participants shout out words and the facilitator puts them up on the whiteboard to be visible for the whole session.*

Activity

- *Draw your family or make a family tree (with colored pencils and markers), however you define family (does not need to be your bio family).*
- *Post the drawings around the room for gallery view later.*

Discussion

- *Turn to the person next to you and each answer the following questions:
Who is my family? What does family mean to me? Do I have an obligation to care for my family more than for strangers?*
- *Come back together and highlight common themes.*

Learning

- *Each hevruta pair finds another pair, so there are 4 in each group.*
- *Read the texts on the source sheet and answer the questions at the bottom of each text.*
- *In the large group, discuss:*
 - *What does it mean for you to be in Israel at this moment in time?*
 - *Talk about a moment on the trip that you have been confronted with the value of family.*
 - *When you see a poster with a hostage's face, do you see a member of your family or a stranger? (Either answer is OK)*
- *Walk around the gallery and say hi to everyone's family. Feel free to leave them a note. (Sticky notes will be provided)*

TAKE ACTION!

- *Come back together as a full group:*

The hostages and their families are a part of our family. They need our love and attention.

Here are some suggestions of Calls to Action.

Which ones should our group adopt? Do we have other suggestions?

- Group meets a hostage family or a sib/child in their age range.
- Campus “adopts” a hostage
- Leave an empty seat on the bus for a particular hostage
- Have a morning intention every day which can include a poem/prayer/saying about the hostages.
- Email representatives every day
- Call representatives in the United States
- Give out dog tags to everyone

When back at our college community:

- Greek life students could create a campaign for their sorority/fraternity about the hostages.
- Share information with others.

CLOSING INTENTION

It’s OK to care about your family first! This does not mean you care “less” about people that are not in your family.

Journal or draw or record yourself a message:

What is one way I am thinking differently about family and its connection to my Jewish identity?