

NFTY-TOR Summer Kallah 2005
Living Intentionally
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GOALS: To introduce PP's to the idea of "Living Intentionally." To help PP's explore the concept that all actions have consequences. To help PP's develop a sense of consistency between their actions and their world view. To show PP's that the process of making decisions is of equal or greater importance to the content of those decisions.

OBJECTIVE: PP's will be able to examine their actions for signs of intentional living. PP's will be able to define intentional living.

PEOPLE NEEDED: 1 or 2 Program Leaders to read questions and answers & to lead large discussions.
8 subgroup leaders (college staff or advisors) for discussion groups.

SPACE NEEDED: Teatron

MATERIALS: Golf Pencils (9th and 10th grade)
Score Cards

TIME TABLE:

00:00-00:05	Move 11 th and 12 th grade out of Teatron/Intro
00:05-00:10	Hand out score cards and pencils, explain procedure
00:10-00:20	First question
00:20-00:30	Second question
00:30-00:40	Third question
00:50-00:55	Split into discussion groups
00:55-01:10	Discussion groups
01:10-01:20	Wrap Up

PROCEDURE:

[00:00-00:05] Brief introduction to the idea of "Living Intentionally."

Program Leader- "This program is entitled, 'Living Intentionally.' 'What is living intentionally?' you may be thinking. It's looking at what you're doing, and realizing what consequences it may have. It's doing things because you know good things can come from them, not because you were told to do them."

[00:05-00:10] Each PP will receive a scorecard and a pencil. The scorecard will have spaces to record the PP's choice for each "Four Corner" question. Explain the game to the PP's:

Program Leader- "I will ask the entire group a question. Each corner of this room will be designated for each of the possible 4 answers to that question. After I ask the question and designate each corner for an answer, you will quietly walk over to the corner/answer that most applies to you, and then mark your choice on the report card you've been given."

After PP's are in the corners and quiet, ask people why they chose the corner they did.

[00:10-00:50] Each question will take approximately ten minutes – 1 minute to read the question once and the answers twice; 2 minutes to go to the corners; 7 minutes for discussion.

[00:50-00:55] After the last questions, each corner will be split into (2) subgroups for discussion.

[00:55-01:10] In subgroups, PP's will discuss the concept of intentional living and how it applies to them. They will use Jewish sources as well as other writings as guides. Group leaders should help PP's to begin to examine their own actions and consequences and choices.

[01:10-01:20] Program leader will make a statement about the nature of the program and take questions and comments from PP's and group leaders. PP's will then be released to go to the social.

FOUR CORNERS SCENARIOS AND CHOICES

1. A very large pharmaceutical company who makes a lot of over the counter medicines is involved in cancer research and they have made some significant breakthroughs. They also make Pain-Away, the least expensive, most effective and most natural pain reliever on the market.

In a news story on research, you find out that this company, whose product has helped you through school, uses animals for their medical research. Not only do they test on them, but they also treat them very cruelly and kill large numbers of animals each year in the name of medical advance. In the same story, you also discover that this company believes they are a step away from finding a cure for cancer. Their findings have been documented in every major medical journal in

the world, and the entire medical and research community believes they have found the answer.

How do you react?

- a. You withdraw your support entirely from the company and refuse to buy Pain-Away or any of their other products.
- b. You continue to buy Pain-Away and any of their other products; you give the company total support.
- c. You continue to buy the product because it really is the best, but you try to get the company to stop using animals for research.
- d. You don't really care one way or the other; there are more important issues to worry about.

2. You are part of a liberal youth organization whose General Board sets policy for all of its members. Your general membership usually follows the policies set by the board. Your organization is heavily involved in Social Action and rights issues.

One "hot" topic, in your organization, your parent's organizations, and the media, is gender neutral language. This especially applies to your organization in terms of prayer, because you are a religious group. Some members of your group want to require that your whole group use gender neutral language in prayer. They feel that using sexist language is oppressive, and that it demeans the contributions and the involvement of women in your religion. They believe that in order to promote true equality, the language of prayer and of G-d should not refer to any one specific gender, but should be inclusive of everyone.

Others in your group feel that while all the non-sexist stuff may be true, it would be equally oppressive to require that everyone use non-sexist language. They feel that people should have the freedom to choose the kind of language they use. Regardless of who is offended or oppressed by

it. They want to encourage people to use non-sexist language, but in fairness to some, they do not want to require it.

How do you react?

- a. You don't really think it's so important. You don't really see what the big deal is. Besides, they're just words.
- b. For the sake of equality, and to avoid oppressing anyone, you think your group must require that all its members use gender neutral language.
- c. For the sake of freedom of choice, you think your group should only strongly encourage gender neutral language, but should not require it.
- d. You don't think your group doesn't have the right to change the language of prayer; the prayers have always been this way for a reason, and we do not have any right to change them.

3. A good friend of yours is in your biology class. You always sit together and study for exams together. The day before the exam, you ask your friend if she wants to get together to study that night. She says she isn't going to bother studying for this exam; she's going to a party tonight with some other friends from your biology class. You can't believe it – this is the most important exam of the whole year! But she says she doesn't need to study... and neither do you. She and some of your other friends found the answer key to the exam. Do you want the answers too?

How do you react?

- a. You take the answers and go to the party that night.
- b. You pretend you don't know about the answer sheet, you study on your own, and you take the exam.
- c. You turn them in by going to the teacher yourself and telling him that they have the answers and they plan to cheat.

- d. You turn them in by sending an anonymous note or phone call to the teacher.

DISCUSSION GUIDE

USE THIS AS ONLY A GUIDE. DON'T READ VERBATIM

1. Ask PP's to look at their scorecards and to try to find any patterns or consistency in their answers. Encourage them to look for similar values or thought processes that led them to their decisions.

Did they struggle with competing values and choose one over the other? Or did they compromise so as not to abandon either one entirely?

For example, in the animal rights question, did they feel that the value of the cancer research outweighed the cruelty to animals? Or did they feel that no matter what lives might be saved, the cruelty must stop?"

Ask them to begin to look at what consequences your actions might bring about.

2. Begin to examine the concept of Living Intentionally.

Use some every day examples, like making your bed or brushing your teeth, to give a better of the idea.

Talk about motivation for doing things – do you brush your teeth because someone told you to, or because you believe that it is important to keep your teeth clean, etc?

3. Talk about times when intentional living can also be used for politically "incorrect" scenarios.

For example, someone might decide, after careful study, that they agree with Jesse Helms that erotic art is obscene, and that it should not be funded and should even be banned.

Discuss the process of decision making as opposed to the final outcome.

4. You may want to use the following quotes as triggers for discussion:

"I wished to live deliberately to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."

- Henry David Thoreau

"Cowardice asks the question, is it safe? Expediency asks the question, is it politically correct? Vanity asks the question, is it popular? But conscience asks the question, is it right? And if there comes a time when one must take a position that is neither safe, nor politically correct, nor popular, but he must take it because his conscience tells him it is right . . ."

- Dr. Martin Luther King, Jr.

"Whoso would be a man must be nonconformist. He who would gather immortal palms must not be hindered by the name of goodness, but must explore if it be goodness. Nothing is at last sacred, but the integrity of your own mind."

- Ralph Waldo Emerson

"A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines."

- Ralph Waldo Emerson

"Is it so bad, then, to be misunderstood? Pythagoras was misunderstood, and Socrates, and Jesus, and Luther, and Copernicus, and Galileo, and Newton, and every pure and wise spirit that ever took flesh. To be great is to be misunderstood."

- Ralph Waldo Emerson

" [It] is necessary for workers to become self-reliant and dare to prosecute their plans if they so desire, without hankering after the backing of . . . persons supposed to be great and influential. Let them rely upon the strength of their own conviction and the cause they seek to espouse. Mistakes there will be. But nations are not easily made."

- Mahatma Gandhi