OUR LIVES BEGIN TO END THE DAY WE BECOME SILENT ABOUT THINGS THAT MATTER.

DR. MARTIN LUTHER KING, JR.

SHABBAT SUPPERS

LIVE THE LEGACY

PRESENTED BY REPAIR THE WORLD
DEAR HOST,

On behalf of the team at Repair the World, a national nonprofit that mobilizes Jews to volunteer, we want to THANK YOU for honoring the legacy of Dr. Martin Luther King Jr., by hosting a Shabbat Supper as part of Points of Light’s MLK Day Sunday Suppers Series.

We know hosting this dinner involved spending your time, dollars, and energy. But we hope you’ll think it’s worth it. This weekend, you’ll join thousands of people across the country dining together and engaging in important dialogue about the issues impacting their communities.

As you know, the focus of this year’s Repair the World Shabbat Supper is education inequality. With the enclosed toolkit, you’ll have all you need, and an amazing opportunity to facilitate important conversations with your guests.

We hope your dinner leaves a not just a good taste in your mouth, but a taste for action. We hope that you leave seeing the world around you a little differently and most of all, we hope you’re inspired to make a difference for children in your community by volunteering your time over the coming year. Because while many of the statistics about student achievement are grim, the opportunity for action is full of promise.

One of our favorite quotes by Dr. King comes from just a year before his passing. He reminded the world “the arc of the moral universe is long, but it bends toward justice.” It’s dinners like these with people like you that bend the universe toward Dr. King’s legacy of justice, in ways big and small. And it’s because of leaders like you that the world can change: table by table, and city by city.

Thanks again for all you do – and all you did to make this dinner possible!

Onwards and United,
Your friends at Repair the World
weRepair.org
Thank you again for hosting a Repair the World Shabbat Supper to celebrate and honor the work of Dr. Martin Luther King, Jr. This program has several ingredients: a tasty meal, some meaty conversation about important issues facing America’s young people, and an opportunity to get involved.

While we can’t help you prepare the dinner, we hope to help you prepare for the discussion. If you have questions about how to run the program, contact Sophia@werepair.org.

GETTING STARTED AND MAKING IT HAPPEN:

READ THE INSTRUCTIONS
Review the TALKING RACE & CLASS tip sheet about how you can facilitate a respectful discourse about a touchy subject with which we come in contact everyday.

WHET YOUR GUESTS’ APPETITE
Sharing information from the “CREATING CONTEXT: EDUCATION INEQUALITY” fact sheet which contains important (and disturbing) insights about education inequality with your guests as you begin your dinner

CHOOSE YOUR DISCUSSION ENTRÉE
Decide which topic you’d like to chew on. (yes, you can choose both!)

A. Is Education The Civil Rights Issue of our Time?: Inspiring nuggets followed by a debate on academic testing, schooling and civil rights

B. How Can Young People Reach their full potential?: A screening of soon-to-be-released “Brooklyn Castle” followed by a conversation about mentoring (note that you will need internet connection, a screen, the access code and listed link to stream the movie available on your Brooklyn Castle access code card)

SIMMER, BUT DO NOT BOIL
Keep your CHEAT SHEET notecard to keep on hand during the meal so you can have a filling conversation that makes everyone feel just a bit uncomfortable—and at ease.

SERVE!
Make sure to check out and highlight ways in which you and your guests can TAKE ACTION and stay in touch

Don’t forget to tell us how it went! Email us at campaigns@weRepair.org. Or tweet us @RepairtheWorld!

ADDITIONAL TOPPINGS:
Ready to take action? Show your support!
Share Repair the World stickers, pins and cards with your guests, and make sure you sport your special Repair the World t-shirt!
There is a reason why the section about how to hold the conversation is much longer than the actual discussion questions — being uncomfortable isn’t always a bad thing, as long as everyone’s voices are heard and respected.

When talking about the achievement gap and education inequality, the topics of race and class inevitably come up. And they should. Race and class are deeply intertwined, but might be sensitive topics for many of your guests.

The first step to eliminating racism and inequality is to talk about it open and honestly, which you’re about to do – so, BRAVO!

As the host, you should create a safe space where individuals can express their opinions honestly and where the feelings of the group are valued and protected.

**A FEW TIPS TO FACILITATE HONEST AND RESPECTFUL DISCOURSE:**

**APPOIN A FACILITATOR.** Before your meal, decide among your friends who should lead the discussion. As the host, the best leader is likely you, but if you’re not comfortable in that role, ask a friend. A discussion leader guides the discussion – s/he doesn’t dominate it. If things get out of hand, or if voices are being blocked out, the facilitator is the one who will intervene.

**ACKNOWLEDGE THAT THIS MIGHT BE UNCOMFORTABLE FOR YOUR GUESTS TO TALK ABOUT.** It’s sort of the elephant in the room, but in many cases, it helps to say out loud what others are feeling: "We know you don’t usually talk about race at the dinner table, and it might make you or others feel uncomfortable, and that’s ok."

**SET GROUP GROUND RULES.** Collectively, decide on a set of rules for your discussion. These could be formal, such as "whoever holds the spoon speaks," or "if you agree, wave jazz hands." These rules could also be more informal, including "whatever is said in this room, stays in this room."

**EVERYONE SPEAKS FROM THEIR OWN PERSPECTIVE.** Nobody can speak on behalf of their entire race, gender, or ethnicity. Individuals can only speak to their own experiences, and it puts unfair pressure on your guests to ask them to represent the entirety of their identity, especially if it differs from the majority. For example, there is a great deal of diversity within the Jewish experience, and not one single individual can speak to its totality.

**ENSURE THAT EVERYONE WHO WANTS TO SPEAK GETS A CHANCE TO SPEAK.** Very frequently, individuals who are most comfortable expressing their opinions can dominate conversations like these. Being verbal about one’s opinions isn’t necessarily an indicator of how strong those opinions are. Make sure the facilitator respectfully asks for the opinions of others if a few voices begin to dominate the conversation.

**BE RESPECTFUL OF INTROVERTS – AND OF SILENCE.** Make sure the facilitator is noticing who is not speaking. Encourage those individuals to contribute, but do not force them to. Similarly, if the conversation reaches a point of silence, do not push people to speak. Be respectful of reflection.
TALKING ABOUT RACE & CLASS

SHOULD THE DISCUSSION BECOME HEATED OR UNCOMFORTABLE...

AVOID “RIGHT” AND “WRONG.” While some opinions are commonly accepted as “right,” it is unproductive to cast someone’s statements or beliefs as “wrong.”

USE “I” STATEMENTS TO AVOID BLAME. Ignorance is not animosity. Use the “I feel” format to discuss how you feel especially when responding to others comments that you may not agree with. For example, you could say, “I felt offended when you said anyone could achieve the American dream if they tried hard enough. I feel that there is institutional racism that may play a part too.”

TRY NOT TO USE CHARGED LANGUAGE SUCH AS “BIGOT” OR “RACIST.” If someone says something offensive, assume that they simply do not realize that they have said something hurtful. Calling them a racist is one surefire way to make the situation much worse. Use the opportunity to educate.

PROVIDE CONTEXT. Even though it’s difficult, try to explain why you believe what you believe. Provide examples, facts, and stories to illuminate your opinions, and encourage others to do the same.

“RACISM IS MAN’S GRATEST THREAT TO MAN – THE MAXIMUM OF HATRED FOR A MINIMUM OF REASON.” – ABRAHAM J. HESCHEL

HANDLING COMMON MISPERCEPTIONS

“RACE IS A FACT OF LIFE.” Race is actually a social construct. No genetic, personality, or intellectual differences exist between people of different races. Explain that race was developed as a category to classify people.

“I’M NOT RACIST!” While most people harbor very little ill-will towards people of other races, they may continue to make assumptions about others based on race. That includes you…and your guests. In order to combat racism and tackle misperceptions, we first have to acknowledge that we are all somewhere on a spectrum of racial prejudice. Once you take the guilt out of the word, you can have an open conversation about the issue. Acknowledge the reality of racism as a spectrum, not as a dirty word.

“We live in a post-racial society.” Racism is still virulent in our society, and all over the world. While our generation has a more open mind about race and inequality, racism is still a defining part of the American experience. Have everyone go around the table and give an example of discrimination they faced for their religion, race, gender, sexual orientation or ability. Very quickly an accurate portrait of the work yet to be done will emerge.

“The achievement gap could be eliminated if people just ‘tried harder.’” The institutional odds are stacked against poor children from birth. Even with exceptional intelligence, a student’s odds of escaping the cycle of poverty are extremely slim without comprehensive support services. Remind your guests that what comes to many as a privilege of birth is systematically denied to millions of children across the country.

“The achievement gap is the result of bad parenting.” While it is true that involved parenting can help raise student achievement, many parents do not have the luxury of being as involved as they would like to be. Many parents in low-income communities work multiple jobs, or support households by themselves. This means less time to dedicate to things like the PTA or homework help. It’s not simply bad parenting that contributes to the achievement gap – it’s the realities of poverty.

FOR MORE RESOURCES ON TALKING ABOUT RACE, VISIT FACING.ORG OR NCJJ.ORG.
CREATING CONTEXT: EDUCATION INEQUALITY AT A GLANCE*

Poverty in America still disproportionately impacts Black, Hispanic, and Native American children.

- The percentages of children who are living in poverty are much higher for minorities. A striking 34% of black children are living in poverty, compared to only 10% of white children.
- This poverty is even more apparent in our public schools, where 77% of Hispanic and 74% of black fourth graders qualify for free and reduced lunch – compared to only 29% of their white peers.

Over a half-century after school desegregation was deemed illegal under Brown vs. Board of Education, many schools are still separate and unequal.

- Minorities make up a larger percentage of the population in our nation's cities. White children are more likely to live in rural and suburban areas.
- This has led to the continuation of de-facto segregation in many areas. 87% of white students go to schools that are at least 50% white.

Race, class, and academic performance are now linked in a complex web that is frequently referred to as “the achievement gap.”

- On nationwide reading and math tests, white and Asian students continue to have higher percentages of students above or at proficient than their black, Hispanic, and Native American peers.
- Students of color also have higher high school dropout rates. The dropout rate among Hispanics is an alarming 21%, versus 8% among blacks and 5% of whites.

Regardless of terminology, the reality of education inequality in America is clear. The reason for these striking statistics isn’t aptitude. It’s access: by and large, minority children are relegated to urban, poorly-funded and understaffed schools.

- Despite the success of programs like Teach for America, teacher quality is an issue in minority, low-income areas. For example, 25% percent of secondary math teachers who teach in schools that are at least 50% Black do not have a certification in math. In schools that are at least 50% White, only 8% of teachers lack this certification.
- This does not negate the thousands of incredible teachers who use additional time and resources to help their students succeed. But when budget cuts hit, classroom aides are cut; and when class sizes grow, there is only so much a teacher can do on his or her own.

Without academic readiness, it is difficult to graduate from a university. Lack of a degree limits an individual’s access to a well-paying job – which means more children are born into poverty. Unless we take action, this cycle will continue.

That’s where YOU come in.

Have these statistics made you think? Have they made you so frustrated that you want to take action?

We hope so.

The good news is that there are hundreds of ways that you and your friends can improve the lives – and outcomes – of public school children all across America. Turn to “Taking Action” to hear about ways to get involved!

*I all statistics from Status and Trends in the Education of Racial and Ethnic Groups, released by the U.S. Department of Education’s National Center for Education Statistics in 2010
**TIPS FOR A RESPECTFUL DISCUSSION: FACILITATOR CHEAT SHEET**

- Acknowledge that this conversation might be uncomfortable for your guests.
- Set group ground rules.
- Everyone speaks from their own perspective.
- Ensure that everyone who wants to speak, gets to speak.
- Be respectful of introverts – and of silence.
- Avoid the terms “right” and “wrong.”
- Use “I” statements to avoid blame.
- Try not to use charged language such as “bigot” or “racist.”
- Acknowledge the reality of racism as a spectrum, not as a dirty word.
- Provide context.
A. IS EDUCATION THE CIVIL RIGHTS ISSUE OF OUR TIME?

Over the past decade, there has been nearly constant debate over the achievement gap – why it exists, who’s to blame, and how to fix it. If education is a civil rights issue, are we more compelled to ask? Below are quotes from two of the greatest minds in education to help you kick-off a conversation about education inequality, and the perceptions about it. Ask two people to read the quotes a loud, then discuss!

“Frankly, I am tired of the claim that education is the civil rights issue of our generation. No, it is not. The leaders of [the education reform movement] say that the civil rights revolution will be completed if only the test scores of whites and blacks converge; and that if kids take test prep endlessly and conquer the demands of standardized testing, then Martin Luther King Jr.’s legacy will be fulfilled.”
– Diane Ravitch, Scholar and Activist

“I’m just convinced education is the civil rights issue of our generation and we have a lot of hard work ahead of us. If we want our young people to have a chance to enter the mainstream of society and pursue the American dream, they can only do that through education.”
– Secretary of Education Arne Duncan

DISCUSSION QUESTIONS

• Is education the civil rights issue of our time?
• What IS the “achievement gap”? a rallying cry, a slur, or an excuse?
• Are state and federal tests really a good way to measure what students have learned?
• Are students in your neighborhood receiving a great education? What about in your city? Are there differences?
• Why do you think education outcomes are so closely tied to zip codes?
• Come up with your own questions ____________

CLOSE THE CONVERSATION: A CALL TO ACTION. Big or small, make sure that each person leaves with one concrete thing s/he can do to make a difference. Ask your guests to:

- Talk about the most meaningful part of the conversation
- Pledge to do ONE thing to move the needle towards education equality.
- Check out the ideas for action we’ve included in your toolkit or visit weRepair.org!
B. HOW CAN KIDS REACH THEIR FULL POTENTIAL?

Once you’ve streamed Brooklyn Castle for your guests, start a discussion with the questions below (or come up with your own!)

BROOKLYN CASTLE tells the stories of five members of the chess team at a below-the-poverty-line inner city junior high school that has won more national championships than any other in the country. The film follows the challenges these kids face in their personal lives as well as on the chessboard, and is as much about the sting of their losses as it is about the anticipation of their victories.

The students in Brooklyn Castle are just like the kids you’ll find in any school in New York City, or any other urban center, for that matter. More than 70% of the students live in poverty. Their test scores, teacher salaries, and budget cuts are average. What’s not average about I.S. 318 is the students’ access to caring adults who are committed to them achieve their full potential.

DISCUSSION QUESTIONS

• Was there a moment in the film where a student realized that they could raise their expectations for themselves? Ever have a moment when you realized you could achieve more?

• How does the staff at I.S. 318 motivate their students to dream bigger, and to reach their full potential? How do they change the way their students see themselves?

• Imagine being Ms. Vicary, but for a student who cares about exactly what you care about. What could you unleash within them?

• Pobo, after being coached by Ms. Vicary and Mr. Galvin, starts coaching other students on his team. What lessons can we glean from his example about how to be an effective mentor?

CLOSE THE CONVERSATION: A CALL TO ACTION. Big or small, make sure that each person leaves with one concrete thing s/he can do to make a difference. Ask your guests to:

- Talk about the most meaningful part of the conversation
- Pledge to do ONE thing to move the needle towards education equality.
- Check out the ideas for action we’ve included in your toolkit or visit weRepair.org!
As part of Repair the World’s mission to promote social justice through service, we’re challenging Americans to improve public education by volunteering their time as mentors, tutors, and college-access coaches through our education campaign. Together, we can repair schools across the nation student by student, one volunteer a time.

**WHY?**  Because the system is leaving kids behind, and it’s not fair.

89% of children growing up in low-income households are reading below grade level

1/459 average school counselor to student ratio

7,000 kids drop out of school in America **EVERY. SINGLE. DAY**

**HOW?**  Our campaign empowers volunteers to become agents of change through proven intervention methods.

TUTORING + COLLEGE ACCESS + MENTORING

Repair the World is excited to unite the education reform movement with our broader efforts to make service a defining part of American Jewish life. This campaign is building partnerships between top-tier organizations in the education space and volunteers on the ground. It will build the capacity of great programs, and lead to the creation of many more. Most importantly, it will give our generation a platform to unleash the potential of America’s students by using the most powerful resource we have...

**YOU.**

Learn more at weRepair.org/repair-now/education-campaign.
**TAKEING ACTION**

**VOLUNTEER AS A TUTOR**

Did you know that 40% of below average readers improve with an average of just 1.5 hours of tutoring per week? Your time can make a huge difference in the life of a child. Here are two awesome options!

**Who:** READING PARTNERS works directly with local schools to improve the literacy skills of students in underserved schools.

**Where:** Operating in New York, the San Francisco Bay, Sacramento, Los Angeles, Washington D.C., Dallas, Baltimore, and the Denver metro area

**Time Commitment:** 45-minute one or more times per week during the school day. All tutors receive two training sessions so they are prepared to assist students in the classroom.

**What You’ll Do:** Tutors will read one-on-one with a student, review vocabulary words, and work on reading out loud to improve the student’s fluency and reading comprehension.

**This is a good fit for:** Professionals who can volunteer during their lunch hour, college students, retirees, full-time parents, self-employed individuals or consultants with flexible work schedules

**How to get involved:** Sign up at readingpartners.org/volunteer.

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Who: JUMPSTART works with preschools all over the country to make sure that young children in low-income communities are ready to excel in Kindergarten.

**Where:** Operating in California (San Francisco + Los Angeles), Connecticut, Florida (Tallahassee), Georgia (Atlanta), Illinois, Massachusetts, Michigan (Ann Arbor), Missouri (Kansas City & Columbia), Pennsylvania (Pittsburg & Philadelphia), New Jersey, New York, Rhode Island, Texas (Dallas & Lubbock), Washington (Seattle) and Washington, DC.

**Time Commitment:** Variable. You can tutor regularly, or help out with special weekend or back-to-school events.

**What You’ll Do:** Tutors will be asked to do everything from working one-on-one with preschoolers to reading out loud at a community event. Bilingual volunteers are also especially needed!

**This is a good fit for:** Young professionals who can volunteer during their lunch hour, college students, retirees, full-time parents, self-employed individuals or consultants with flexible work schedules

**How to get involved:** Go to jstart.org/locations, and click on the area closest to you. Call or email the point of contact listed for specific opportunities, including tutoring and events.

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**BECOME A MENTOR**

As a mentor, you will help a student’s academic performance and their confidence. A striking 62% of students with a formal mentor improve their self-esteem!

**Who:** iMENTOR works with entire high schools to match every single student with a mentor. Through their innovative platform, mentors and mentees communicate weekly via email and then meet in person once a month.

**Where:** Operating in New York City (Bronx, Manhattan, Queens, and Brooklyn). iMentor has also partnered with organizations in 11 states who use their virtual platform.

**Time Commitment:** One in-person meeting per month (1-3 hours) as well as weekly emails (totaling approximately 3 additional hours per month).

**What You’ll Do:** You will work with your mentor to implement iMentor’s curriculum, which has a focus on college access and skill development.

**This is a good fit for:** Young professionals who have limited time, but who want to make a difference. You must have a college degree to become a mentor with iMentor.

**How to get involved:** Go to iMentor.org/become-a-mentor, or attend a local information session hosted by Repair the World by emailing sophia@weRepair.org!

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**HELP IMPROVE A STUDENT’S ACCESS TO COLLEGE**

Receiving a college degree is one of the most tried and tested ways to break the cycle of poverty. Students in college access programs are 50% more likely to receive a college degree!

**Who:** SEO runs an incredibly comprehensive eight-year program that provides low-income youth with mentoring, tutoring, and internships before and during college.

**Where:** Operating in San Francisco and New York City.

**Time Commitment:** SEO has two levels of commitment. Mentors commit to twelve pre-selected, in-person meetings during the course of a year. Tutors commit to a two-hour session at least once per week.

**What You’ll Do:** You can either provide tutoring or college essay assistance to students or you can mentor an 11th or 12th grader throughout the college application process.

**This is a good fit for:** Young professionals, retirees, stay at home parents.

**How to get involved:** Email scholarsvolunteer@seo-usa.org.

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If these aren’t a good fit for you, email us at Campaigns@weRepair.org
THANK YOU FOR ATTENDING A SHABBAT SUPPER!

Repair the World is a national nonprofit that works to inspire American Jews to volunteer. We connect people with meaningful service opportunities to help their local, national and global communities, and enable individuals and organizations to run effective programs rooted in Jewish values.

We’d love to see you again soon!

Find out the latest on our education campaign + other service opportunities by signing up for our e-newsletter at weRepair.org.

Email us at campaigns@weRepair.org, or follow us!
“I LOVE THIS FILM”
- ROGER EBERT

“LIGHTENING SPIRERING”
- THE MERRY, THE WASHINGTON POST

“I CAN’T MISS FILM”
- KENNETH TURAN, L.A. TIMES

“IRRESISTIBLE”
- MAHNGHA DAROIS, THE NEW YORK TIMES

BROOKLYN CASTLE
IMAGINE A SCHOOL WHERE THE COOL KIDS ARE THE CHESS TEAM...
WELCOME TO I.S. 318

WWW.BROOKLYNCASTLE.COM
EXPLORE EDUCATION INEQUALITY THROUGH FILM

Imagine a school where the cool kids are the chess team! Welcome to I.S. 318.

**BROOKLYN CASTLE** tells the story of the members of an inner city junior high exceptional chess team that has won more national championships than any other in the country. The film follows the challenges in their personal lives as well as on the chessboard. To watch the trailer and learn more, go to brooklyncastle.com

Available for streaming at

http://vimeo.com/57215949

from Fri 1/18 – Mon 1/21 using the passcode: **BC2013FB**.

Available on iTunes on Feb 5th.