on Racial Justice:
Shabbat Dinner Host Guide
A closer look at education and race.

An initiative of Repair the World, in partnership with OneTable and Gather
WELCOME TO TURN THE TABLES

DEAR HOST,

Repair the World is a national nonprofit that mobilizes Jews to give time and effort to the causes they're passionate about. On behalf of the whole team, we want to THANK YOU for joining us in honoring the legacy of Dr. Martin Luther King Jr. by hosting a Turn the Tables on Racial Justice Shabbat Dinner as part of Points of Light’s MLK Day Sunday Suppers. On January 15, 2016, you will join thousands of people across the country in dining together and engaging in important dialogue about issues of racial injustice impacting communities and specifically our education system.

Racial injustice undermines hope, squanders potential, devastates communities, costs lives. At Repair the World, we believe that service is a way to act for racial justice and because service can: build relationships with others across contexts, be a way to act in solidarity with (and not for) your community, disrupt some of the systems that reinforce inequity, and address urgent short-term needs that broader efforts may neglect to rectify. We do service to build solidarity with our neighbors and with marginalized communities, among Jews, among non-Jews and among the increasing number of Jews of color. We serve in partnership, by listening to and taking the lead from others so that we honor a multitude of needs and lived experiences. Caring about racial justice isn't just about “us” or “them,” but about everyone. Service, done right, can support forward momentum in the racial justice movement.

We also believe that structured yet organic dialogue about critical social issues is a key catalyst that leads us to action. We hope that these conversations help ensure that our actions are thoughtful and intentional leading to action in solidarity with our neighbors. Education is the foundation of our society and provides the opportunity for individuals to achieve their potential. Racial injustice permeates our education system, creating deep cracks that have shattered individual lives and also broken our society. In this guide, we will explore the education system as a lens to explore the ways that racial injustice manifests in our society.

This Host Guide contains several different discussion activities to help you facilitate constructive and meaningful conversations. We encourage you to invite a diverse array of backgrounds, perspectives and experiences into your discussion, and to please use the activities that most resonate with you and your guests. While some activities are designed to be Shabbat-friendly, feel free to adapt the activities to best meet all customs and personal needs.

We hope that you and your guests leave your dinner with a heightened AWARENESS about education injustice in your local community, having had the opportunity to SPEAK UP about complex issues surrounding racial justice and access to equitable education, and feel driven to TAKE ACTION by volunteering your time. MLK Day is a national day of service, where tens of thousands of people will be honoring Martin Luther King Jr’s vision to create a more just America. You can join them by visiting weRepair.org.

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 will do to make this dinner possible!

The Repair the World team
weRepair.org

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# TABLE OF CONTENTS

**Preparation**  
3

**Respectful Conversations**  
6

**Appetizer: Opening Activity and Shabbat Blessings**  
8

**Discussion Entrée Option 1: By the Numbers: Looking at School-to-Prison Pipeline Statistics**  
10

**Discussion Entrée Option 2: A Lesson on Privilege (via Buzzfeed and Quartz)**  
12

**Discussion Entrée Option 3: Experiences and Realities of Getting Caught in the System**  
14

**Discussion Entrée Option 4: The School-to-Prison Pipeline as Seen in Late 2015 Media**  
15

**Discussion Entrée Option 5: Supporting Reentry and Combating Recidivism**  
16

**Discussion Entrée Option 6: Create Your Own and Additional Resources**  
18

**Dessert: Closing Reflections**  
20

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PREPARATION

A Turn the Tables Shabbat Dinner has several ingredients: a tasty meal, some meaty (or vegetarian) conversation about important issues, and an opportunity to get involved.

GETTING STARTED

1. **Read through the Host Guide in its entirety** before choosing which portions you wish you use for your dinner.
2. **Collect and print the necessary materials** and supplies as outlined throughout the Host Guide.
3. Print a copy of the **Respectful Conversations** sheet to have on hand throughout your dinner and to review in advance. It offers guidelines for facilitating fair and meaningful discourse about sensitive subjects.
4. As you read through the guide, be mindful of the space and environment in which you will host your dinner. Think about how you want to set up the seating so it's conducive to respectful conversation and dialogue.

SIMMER, DO NOT BOIL.

**Productive discomfort is encouraged.**

Feeling slightly uncomfortable and stretching a bit out of your comfort zone can generate learning and growth. Before starting the program, take a few minutes for your guests to understand your intention in maintaining a safe space that allows each of you to experience some productive discomfort during the evening. You might consider sharing the **Respectful Conversations** sheet with everyone present.

WHET YOUR APPETITE

**Serving the Appetizer: Opening Activity**

We believe that setting intentions for our conversations about racial justice is critical to fostering a productive, respectful and inclusive experience. The “**UNTIL JUSTICE ROLLS DOWN LIKE WATER**” activity asks you to begin your dinner by reflecting on the ritual of hand washing before a Shabbat meal. The goal of this activity is to start the meal by holding both the dreams we have for a just world as well as the ways we are complicit in perpetuating injustice.

**Choosing and Digesting your Discussion Entrée**

Select the entrée below that you’d like to chew on. Each option takes a look at a different aspect of racial justice in the education system. Feel free to mix and match pieces from different entrées during your meal or use the sources in the final option to guide your own discussion.

- **Discussion Entrée Option 1: By the Numbers: Looking at School-to-Prison Pipeline Statistics**
  In this discussion option, guests will have the opportunity to explore statistics and school discipline data from their district and state, and reflect on how that compares to national totals and patterns.

- **Discussion Entrée Option 2: A Lesson on Privilege (via Buzzfeed and Quartz)**
  This entrée asks guests to read and reflect on two illustrated portrayals of privilege in a classroom setting.

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one from Buzzfeed and the other from Quartz.

● Discussion Entrée Option 3: Experiences and Realities of Getting Caught in the System
This discussion option features a brief clip from a FRONTLINE PBS documentary that follows one student’s story of skipping school. Guests will then have the opportunity to read select poems written by students “given the chance to shed light on the realities of their lives and experiences.”

● Discussion Entrée Option 4: The School-to-Prison Pipeline as Seen in Late 2015 Media
This entrée takes a look at how racial injustice in the education system is portrayed on social media and in the news. You will have an opportunity to follow the Twitter conversation in the days following the assault of a black, female student at Spring Valley High and read an article about dress code policy proposals in Dadeville, Alabama.

● Discussion Entrée Option 5: Supporting Reentry and Combating Recidivism
With many youth caught in the criminal justice system and the school-to-prison pipeline, individuals are asking what can be done to support them in reentering their lives and staying out of the system. This discussion option takes a look at two innovative programs focusing on reentry and restorative justice.

● Discussion Entrée Option 6: Create Your Own and Additional Resources

NOTE: For more information about the school-to-prison pipeline, here’s a great resource on “Locating the School-to-Prison Pipeline” created by the American Civil Liberties Union (ACLU).

Concluding with Dessert: Closing Reflections
Just as we conclude our meal on a high note with dessert, we want to conclude our conversations with an opportunity for reflection.

TAKE ACTION!
Repair the World’s MLK Day 2016 campaign focuses on inspiring the Jewish community to volunteer to honor Martin Luther King Jr.’s legacy of service and to engage in conversation about issues of racial justice.

MLK Day is a national day of service, where tens of thousands of people will be honoring Martin Luther King Jr’s vision to create a more just America. You can join them by visiting weRepair.org.

And don’t forget to tell us how it goes! Email us at mlk@wererepair.org. Or connect with us on Facebook, Twitter or Instagram @RepairtheWorld, #TurntheTables

IF YOU NEED SUPPORT
While we can’t help you cook dinner, we can help you prepare for your Turn the Tables program. The team at Gather is here to help you at every step of the way with tools, book suggestions, discussion questions, recipes, hosting tips and more.

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As your Gather concierge, **Elyse invites (and encourages!) you to set up a call**, so she can help you coordinate everything from the discussion questions to the food for your Turn the Tables Shabbat Dinner. Click here to choose a time that works best for you: [https://calendly.com/elysekort/30min](https://calendly.com/elysekort/30min)

Have a question, need clarification or want to get more involved with Repair the World’s campaigns? Reach out to us at mlk@weRepair.org

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RESPECTFUL CONVERSATIONS

The ultimate measure of a person is not where they stand in moments of comfort and convenience, but where they stand in times of challenge and controversy.
– Dr. Martin Luther King, Jr.

OVERALL TIPS

The first step to working towards a better society is to talk openly and honestly about the issues that affect our communities. Talking about racial justice is challenging, which is why this section about HOW to have the conversation is much longer than the actual discussion questions! As the host, you are responsible for creating a safe space in which guests can express their opinions thoughtfully and openly, ask difficult questions, and where the feelings of the group are valued and protected.

● Acknowledge that racial injustice is complicated and far-reaching; we’re not going to cover all aspects of this issue.
● Appoint a facilitator.
● Acknowledge that you or your guests might have moments of discomfort – and that it’s okay.
● Establish group ground rules.
● Do not tokenize people – everyone should only speak from their personal experience.
● Ensure that everyone who wants to speak, gets a chance to speak.
● Be respectful of introverts – and of silence.
● Avoid the terms “right” and “wrong.” Try not to use charged language.
● If you’re offended, share – don’t blame. Use “I” statements to avoid blame.
● Provide context.
● Don’t get stuck in facts.

DIGGING IN

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

ACKNOWLEDGE THAT YOUR GUESTS MIGHT HAVE MOMENTS OF DISCOMFORT. It can oftentimes be the elephant in the room, but in many cases, it helps to say out loud what others are feeling: “I know we don’t usually talk about racial justice at the dinner table, and it might make you or others feel uncomfortable, and that’s ok.”

ESTABLISH GROUP GROUND RULES. Before your dinner program begins, collectively establish a set of rules for your discussion. These could be formal, such as “whoever holds this spoon speaks,” or “if you agree, snap your fingers.” These rules could also be informal, including “whatever is said in this room, stays in this room.”

DO NOT TOKENIZE PEOPLE. Individuals can only speak to their own experiences. Do not look to others to speak on behalf of their race, gender, or ethnicity.

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ENSURE THAT EVERYONE WHO WANTS TO SPEAK, GETS A CHANCE TO SPEAK. Very frequently, individuals who are most comfortable expressing their opinions out loud can dominate conversations. The facilitator should respectfully ask 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. Similarly, if the conversation reaches a point of silence, do not push people to speak. Be respectful of reflection.

IF THE DISCUSSION BECOMES HEATED OR UNCOMFORTABLE:

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

IF YOU’RE OFFENDED, SHARE – DON’T BLAME. Ignorance is not animosity. Use the “I felt... when you...” format to discuss how you personally perceived someone’s statement. You could say, for example, “I felt offended when you said that your grandfather worked himself into the middle class, and therefore anyone could achieve the American dream if they tried hard enough. In my experience, some of the opportunities available to your grandfather weren’t available to a lot of people because of formal or informal restrictions and institutional racism.”

TRY NOT TO USE CHARGED LANGUAGE. 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 a lot worse. Use the opportunity to share what has offended you and 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.

DON’T GET STUCK IN FACTS. People often claim truth or fact to back up their opinions without considering other people’s perspectives or the limitations of their own knowledge. Remind people that this is a conversation. Everyone’s personal experience matters. Recommend that people share information to deepen the discussion, not to shut down the conversation.

Never forget: This very moment, we can change our lives. There never was a moment, and never will be, when we are without the power to alter our destiny. This second, we can turn the tables on resistance. This second, we can sit down and do our work. -Steven Pressfield

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APPETIZER: OPENING ACTIVITY

“UNTIL JUSTICE ROLLS DOWN LIKE WATER”¹

Items Needed:

- One copy of hand washing blessings and meditations
- A pitcher or large cup of water and a large bowl to create a handwashing station
- A towel/paper towels

Framing:

Traditionally, Shabbat is set aside at the end of the work week for rest and reflection on both the days that have passed and the days to come. It is also often regarded as an opportunity to return to the metaphorical “Garden of Eden” and imagine the world as it could be, before heading back into the work of creating that ideal in the coming week.

Judaism offers many connections between ritual and water- for marking transitions, welcoming guests, and preparing to eat a meal. The ritual of hand washing before a Shabbat meal, as an extension of the hand washing some engage in before every meal, is intended to help bring about that moment of ideal - to wash away the impurity that exists in the world and provide the opportunity during Shabbat to imagine something better. In the context of the conversation you are about to engage in, there is something incredibly powerful about taking a moment to imagine a world free of racial injustice, and also something incredibly troubling about the notion of “washing one’s hands clean” of an injustice we are all inherently complicit in.

With the “UNTIL JUSTICE ROLLS DOWN LIKE WATER” activity, we encourage you and your guests to start your meal by imagining the ideal AND by recognizing the things we cannot wash clean. With this intention, we prepare ourselves for the conversations we will have tonight and the work we commit to continuing in the days, weeks and years to come.

Host Instructions:

In advance of your dinner, read through this activity and set up a pitcher or large cup filled with water alongside a large bowl.

At the beginning of the dinner, we encourage you to begin with the Shabbat rituals of lighting candles and making kiddush to set the tone for your Shabbat meal (you can find a Friday Night Blessings for Shabbat sheet here). Feel free to also bring in other Shabbat customs that you or your guests have. A friendly explanation of these rituals, as you understand them, can be informative and useful for the people at the table.

Before saying Hamotzi (the blessing over bread) and/or starting your entrée conversation, we encourage you to pause and facilitate the following activity.

NOTE: There is some God language and Jewish ritual in the following activity and blessings. Invite your guests to interpret it in their own way.

¹ From MLK’s address at Holt Street Baptist Church, Montgomery, Alabama, 1955.

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the way that both feels comfortable to them and encourages them to explore different perspectives. If Shabbat rituals aren’t your thing, feel free to complete the prompts without the hand washing.

Share with guests:

Shabbat is traditionally a time set aside at the end of the work week for rest and reflection on the days that have passed and on the days to come. It is also often regarded as an opportunity to return to a metaphorical “Garden of Eden” and imagine the world as it could be, before heading back into the work of creating that ideal in the coming week.

The ritual of hand washing before a Shabbat meal is intended to help bring about that moment of ideal - to wash away the impurity that exists in the world and provide the opportunity during Shabbat to imagine something better. For some, this act is part of a broader Jewish practice of the washing of hands in moments of transition and reflection, such as waking up in the morning or on leaving a cemetery. Each of these frameworks pushes us to recognize what we are both leaving and entering into in that moment.

In the context of the conversation we are about to engage in, there is something incredibly powerful about taking a moment to imagine and dream of a world free of racial injustice, and also something incredibly troubling about the idea of washing away something that we cannot “wash our hands clean” of - an injustice we are all inherently complicit in.

To honor that tension, we are going to start our meal by both imagining the ideal AND by recognizing the things we cannot wash clean.

"I say to you today, my friends, though, even though we face the difficulties of today and tomorrow, I still have a dream." - Martin Luther King, Jr. "I Have a Dream..." (1963)

Ask guests to go around the table and share two things:

- A dream they have for a more racially just world; and
- A brokenness that we cannot wash away as we go into this conversation.

Conclude by inviting guests to each ritually hand-wash using any of the blessings or mediations that resonate with them on the Handwashing Blessings and Meditations sheet.

Share that there is a Jewish custom of observing a silence between handwashing and reciting the blessing over the bread/eating the meal. Silence can mean a lot of things. It can reflect a person's shyness or reticence to raise a difficult point. It can express disengagement or apathy, or even frustration, anger or judgment. It can indicate that those present are taking in the true depth of what has just been shared, weighing their thoughts and feelings, and intentionally considering how to respond. This potential uncertainty about a silence's meaning can leave us feeling unsettled and uncomfortable, feelings exacerbated by racial overtones of silencing others in public and private conversations.

Encourage guests to lean into this silence as a reminder of the need for allies, in racial or other justice contexts, to temper their own words, to listen to those who experience oppression, and to create spaces where marginalized individuals can tell their own stories.

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DISCUSSION ENTREE: OPTION 1

BY THE NUMBERS: LOOKING AT SCHOOL-TO-PRISON PIPELINE STATISTICS

Items Needed:

- Copies of the source sheets (at least one per every two guests)

Framing:

The American Civil Liberties Union (ACLU) defines the “school-to-prison” pipeline as:

> the policies and practices that push our nation’s schoolchildren, especially our most at-risk children, out of classrooms and into the juvenile and criminal justice systems. This pipeline reflects the prioritization of incarceration over education.

The United States has the highest incarceration rate in the world. Through this activity we will explore the school-to-prison-pipeline by looking at local, state and national youth incarceration and school discipline statistics.

Facilitator/Host Instructions:

We believe it is important to be locally rooted in the issues we are working to change, and to know how those we share a community with, our larger social networks, and perhaps some of us around this table are affected by an issue.

Before the meal, go online to the Civil Rights Data Collection (CRDC) collected by the Office for Civil Rights of the U.S. Department of Education. Print the following:

1. Search for your city/zipcode here and on the results page click on your district (it will be hyperlinked in the far left column) to view your district’s data summary. Print this page being sure to include the “Discipline, Restraints/Seclusion, Harassment/Bullying” section and charts.

2. 2011-12 Discipline Estimations for your state

3. 2011-12 Discipline Estimations National Total

4. Any other data you come across that you’d like to use as a discussion source.

[NOTE: here's a more in depth summary of school discipline data from the CRDC that you are welcome to use and pull from: “Data Snapshot: School Discipline.”]

At the meal, share the framing above with guests and explain that you are opening the conversation with an opportunity to look at numerical sources - school discipline statistics in the district and city, compared to the rest of the state and then with the national total.

Pass out the printouts from the Civil Rights Data Collection (above) along with copies of the source sheet linked to in the “Items Needed.” Ask guests to look at the data with a partner, starting with the local summary, then state, and then

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national. Suggest that they reflect out loud and discuss any patterns, differences, similarities and/or surprises that they notice.

To conclude this activity, bring guests back together to discuss these questions:

- What came up for you and your partner as you looked at this data?
- What, if anything, surprised you? What, if anything, didn’t?
- How does seeing statistics and local data add to or change the conversation?
- How does data, as a medium, help understand an issue? What does it not get at?

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DISCUSSION ENTREE: OPTION 2

A LESSON ON PRIVILEGE (via Buzzfeed and Quartz.com)

Items Needed:

- Copies of source sheets
- Scrap paper (optional)
- Recycling bin (optional)

Framing:

In November 2014, Buzzfeed’s Nathan Pyle shared a powerful lesson about privilege using a recycling bin and some scrap paper that went viral, with over 4.8 million views. Many people, including Jeff Yang at Quartz, felt the lesson Nathan Pyle shared was a bit too simple and suggested ways to better represent privilege as a concept.

Comics and simulations can be interesting lenses into current issues and can spark interesting reflections. We hope that by examining two comics that tackle different ways of understanding privilege you and your guests will be able to approach the conversation about education and racial justice from different perspectives.

Facilitator/Host Instructions:

The facilitator should begin by handing out the source sheets and reading the text out loud. Guests are encouraged to simulate the teacher’s exercise by using the scrap paper and placing a bin at the front of the room.

After simulating or reading the first exercise, ask guests to find a chevrutah (a partner) and discuss the guiding questions on the source sheet. They should then continue to read through the second illustration and discuss those guiding questions.

A note about chevrutah learning:

Chevrutah literally means “friendship” or “companionship.” It is the traditional rabbinic approach to Talmudic study in which a pair of students analyze, discuss, and debate a shared text. Unlike a teacher-student relationship, partnered learning puts each student in the position of analyzing the text, organizing their thoughts into logical arguments, explaining their reasoning to their partner, hearing out their partner’s reasoning, and questioning and sharpening each other’s ideas, often arriving at entirely new insights into the meaning of the text.

Read each source out loud together. Spend some time wondering about it out loud together before referring to the guiding questions. Read the guiding questions together. Allow space for each partner have the

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opportunity to share a response. This is a dialogue and a conversation!

There is no right or wrong amount of time to allow for the chevrutah learning. If it seems like the energy iswaning, take a temperature check and ask if folks are ready to come back together. If they are, bring the group back together to share pieces of what they discussed and their general reactions.

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DISCUSSION ENTREE: OPTION 3

EXPERIENCES AND REALITIES OF GETTING CAUGHT IN THE SYSTEM

Items Needed:

- Internet-capable video device (such as a tablet, TV or computer) to play the FRONTLINE PBS video clip
- Speakers
- Copies of source sheets

Framing:

As noted in the opening activity, continued listening and seeking out opportunities to hear others’ experiences is at the center of both racial justice allyship and action. In this discussion entrée you and your guests will have the opportunity to watch and listen to one person’s story of getting caught in the system, and read poetry written by students reflecting on their experiences and realities.

Host Instructions:

Gather guests around a device and play the PBS FRONTLINE clip “Locked Up for Skipping School: Christel's Story.”

Use the Guiding Questions below to facilitate group conversation about the video clip.

Afterwards ask guests to find a chevrutah (a partner) and read the poems and discuss the guiding questions on the source sheet.

A note about chevrutah learning:

Chevrutah literally means “friendship” or “companionship.” It is the traditional rabbinic approach to Talmudic study in which a pair of students analyze, discuss, and debate a shared text. Unlike a teacher-student relationship, partnered learning puts each student in the position of analyzing the text, organizing their thoughts into logical arguments, explaining their reasoning to their partner, hearing out their partner’s reasoning, and questioning and sharpening each other’s ideas, often arriving at entirely new insights into the meaning of the text.

Read each source out loud together. Spend some time wondering about it out loud together before referring to the guiding questions. Read the guiding questions together. Allow space for each partner have the opportunity to share a response. This is a dialogue and a conversation!

There is no right or wrong amount of time to allow for the chevrutah learning. If it seems like the energy is waning, take a temperature check and ask if folks are ready to come back together. If they are, bring the group back together to share pieces of what they discussed and their general reactions.

NOTE: Some more observant Jews refrain from engaging with technological devices on Shabbat and Jewish holidays. If either you or your guests are traditionally observant, feel free to omit the video clips and focus on the written sources. Feel free to adapt any of the other activities accordingly.

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DISCUSSION ENTREE: OPTION 4

THE SCHOOL-TO-PRISON PIPELINE AS SEEN IN LATE 2015 MEDIA

Items Needed:

- Copies of the Source Sheets
- Printouts of tweets or access to view the #AssaultAtSpringValleyHigh hashtag

Framing:

When examining pressing issues facing our communities it can be important to turn to digital and social media sources to see how these issues are portrayed and how others react to these portrayals.

Host Instructions:

Before your meal make copies of the source sheets and print tweets or pull up the #AssaultAtSpringValleyHigh hashtag.

Share the above framing with guests

Afterwards ask guests to find a Chevrutah (a partner) and read the tweets and article and discuss the guiding questions on the source sheet.

A note about chevrutah learning:

Chevrutah literally means “friendship” or "companionship." It is the traditional rabbinic approach to Talmudic study in which a pair of students analyze, discuss, and debate a shared text. Unlike a teacher-student relationship, partnered learning puts each student in the position of analyzing the text, organizing their thoughts into logical arguments, explaining their reasoning to their partner, hearing out their partner's reasoning, and questioning and sharpening each other’s ideas, often arriving at entirely new insights into the meaning of the text.

Read each source out loud together. Spend some time wondering about it out loud together before referring to the guiding questions. Read the guiding questions together. Allow space for each partner have the opportunity to share a response. This is a dialogue and a conversation!

There is no right or wrong amount of time to allow for the chevrutah learning. If it seems like the energy is waning, take a temperature check and ask if folks are ready to come back together. If they are, bring the group back together to share pieces of what they discussed and their general reactions.

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DISCUSSION ENTREE: OPTION 5

SUPPORTING REENTRY AND COMBATING RECIDIVISM

Items Needed:

- Internet and video capable device to show video clip
- Speakers
- Copies of source sheets

Framing:

With many youth caught in the criminal justice system and the school-to-prison pipeline, individuals are asking what can be done to support them in reentering their lives and staying out of the system. There are many incredible organizations and people who have developed innovative restorative justice and reentry programs aimed at youth empowerment and combating recidivism.

According to the National Institute of Justice, recidivism is:

- *one of the most fundamental concepts in criminal justice. It refers to a person’s relapse into criminal behavior, often after the person receives sanctions or undergoes intervention for a previous crime.*

Restorative justice is defined as:

- *a system of criminal justice that focuses on the rehabilitation of offenders through reconciliation with victims and the community at large.*

This discussion option provides you and your guests with the opportunity to learn about two of these programs and discuss the opportunities and challenges associated with each.

Host Instructions:

Before your dinner set up the video on an internet-capable device and print copies of the source sheet.

Start the conversation by sharing the framing and definitions above. Hand out the sources sheets and have guests gather around the screen to view the video.

Then ask guests to find a chevrutah (a partner), read through the sources and discuss the guiding questions on the source sheet.

A note about chevrutah learning:

*Chevrutah* literally means “friendship” or “companionship.” It is the traditional rabbinic approach to Talmudic

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3 NOTE: Some more observant Jews refrain from engaging with technological devices on Shabbat and Jewish holidays. If either you or your guests are traditionally observant, feel free to omit the video clips and focus on the written sources. Feel free to adapt any of the other activities accordingly.

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study in which a pair of students analyze, discuss, and debate a shared text. Unlike a teacher-student relationship, partnered learning puts each student in the position of analyzing the text, organizing their thoughts into logical arguments, explaining their reasoning to their partner, hearing out their partner's reasoning, and questioning and sharpening each other's ideas, often arriving at entirely new insights into the meaning of the text.

Read each source out loud together. Spend some time wondering about it out loud together before referring to the guiding questions. Read the guiding questions together. Allow space for each partner have the opportunity to share a response. This is a dialogue and a conversation!

There is no right or wrong amount of time to allow for the chevrutah learning. If it seems like the energy is waning, take a temperature check and ask if folks are ready to come back together. If they are, bring the group back together to share pieces of what they discussed and their general reactions.

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DISCUSSION ENTREE: OPTION 6

CREATE YOUR OWN! (AND ADDITIONAL RESOURCES)

Have you come across an engaging video, article or piece that you want to use as a prompt for discussion with your guests? Interested in facilitating a conversation without a source? Want to ask your guests to each bring interesting sources that they've come across with them to the dinner and use those to prompt discussion? Go for it!

We recommend creating Guiding Questions beforehand, or asking guests to bring Guiding Questions with them, and then wrapping up your discussion with the Closing Reflections.

Still looking for more inspiration? Check out these additional resources:

Art:


Video/Film:


Click here to view the video.

Video Description:
Back in the day, when you got in trouble at school, it usually meant you were heading off to the principal's office or to detention. These days? Getting in trouble at school can mean ending up in the juvenile justice system. But how does that happen and who does it affect?


Film Description:
The Raising of America Series is a five-part documentary series that explores the question: Why are so many children in America faring so poorly? What are the consequences for the nation's future? How might we, as a nation, do better? The series investigates these questions through different lenses: What does science tell us about the enduring importance of early life experiences on the brain and body? What it is like to be a parent today? And what policies and structures help or hinder the raising of healthy, happy and compassionate children? The Signature Hour covers all three of these issues. The four subsequent episodes each dive in for a closer look.

The Raising of America Action Toolkit

Articles about the School-to-Prison Pipeline:


Share your experience with us!
Tag and post your photos, stories, or videos with @RepairtheWorld #TurntheTables
If you do choose this route, please share your resources and customized activities with us - post using @RepairtheWorld #TurntheTables or email us at mlk@weRepair.org.
DESSERT: CLOSING REFLECTIONS

CLOSING THE DISCUSSION

After your entree discussion has concluded, we encourage you and your guests to reflect on this dinner experience and process the information presented in your discussion.

We recommend the Triangle-Square-Circle reflection method, which asks participants to share either:

- **Triangle**: Three points they took away from this discussion
- **Square**: Anything that “squares” with their thinking or anything they agreed with
- **Circle**: Something that’s still circling around in their head

TAKE ACTION

We believe that meaningful and structured dialogue about community issues is the catalyst that leads to action. We hope that after tonight’s conversation you and your guests feel inspired to **TAKE ACTION** and volunteer around issues of education and racial injustice.

*Visit weRepair.org, where you will find opportunities happening over MLK Weekend in your area!*

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Thank you for your participation!

Remember to share your experience with us!

Tag and post your photos, stories, or videos using

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