



Periphery

Preparing Educators for Periphery

Educators in Public Schools

Start With Yourself

Watch *Periphery* on your own time and reflect on the film:

- How do the ideas and information **connect to, extend or challenge** your understanding of identity? of Jewish identity?
- How did this film change/alter/shatter the gaps in knowledge or biases you might have? How do you imagine this will impact your students?

Consider your hopes and fears as you think about teaching this content:

- What are your most hoped for and feared outcomes when showing *Periphery* and discussing the diversity of Jewish experience?

**Fears indicate to you how you can prepare for the lesson and some helpful next steps. Hopes are what will drive your important work forward.*

Checking your own biases about Jewish identity:

- Are you knowledgeable about ethnic diversity within the Jewish community? If not:
 - What resources can you explore to fill those gaps in knowledge? Remember, you don't have to be an expert, you can always be transparent and come back to students with answers later on.
 - Are there community members, experts and colleagues that can support your learning and preparation?

Preparation is Key

- Do you have familiarity with learning or teaching about Jewish identity and culture? If you are unfamiliar with any of the words in *Periphery*, [this glossary](#) will clarify and define them. These words are often used within the Jewish community and reflect the diverse identities.
- How are you creating a classroom space that is brave, courageous, reflective and identity-affirming?
 - After watching the film, think in particular of your Jewish student(s) who may be in the room during this lesson. What might they need? What extra steps can you take to ensure they feel acknowledged and understood?
 - Note: Be mindful when checking in with Jewish students that you aren't asking them to contribute to the lesson beyond what is comfortable for them.

- What are some comments/questions you could foresee surfacing in the classroom before, during or after watching Periphery?
 - See the [Intro to Judaism](#) guide to better prepare to respond to comments and questions.
 - Consider creating an anonymous question box for students so you can prepare to respond.
 - Are there experts in your midst and among your colleagues that you can ask to join this conversation? Your school board may have a Jewish education lead that can assist.
- Israel is mentioned in some clips by interviewees. The focus is about the participants' unique relationship to family, culture and belonging. We know that Israel-Palestine is a topic that can be met with strong emotions and opinions. See the following resources for support:
 - [Diane Goodman's Straight A's of Facilitation](#)
 - [Facing History and Ourselves Teaching Current Events Educator Guide](#)
 - [Solutions not sides](#)

Final Takeaway: What are the lessons about humanity I want my students to walk away with from these videos?

Educators in Jewish Spaces

Start With Yourself

Watch *Periphery* on your own time and reflect on the film:

- How do the ideas and information **connect to, extend or challenge** your understanding of identity? of Jewish identity?
- How did this film change/alter/shatter the gaps in knowledge or biases you might have? How do you imagine this will impact your students?

Consider your hopes and fears as you think about teaching this content:

- What are your most hoped for and feared outcomes when showing *Periphery* and discussing the diversity of Jewish experience?

**Fears indicate to you how you can prepare for the lesson and some helpful next steps. Hopes are what will drive your important work forward.*

Reflect on the Jewish spaces you have been involved with and consider the following:

- What were the spaces like? How did they look, sound, and feel?
- Did you feel a sense of belonging, why or why not?

Checking your own biases about Jewish identity

- Are you knowledgeable about ethnic diversity within the Jewish community? If not:
 - What resources can you explore to fill those gaps in knowledge? Remember, you don't have to be an expert, you can always be transparent and come back to students with answers later on.
 - Are there community members, experts and colleagues that can support your learning and preparation?

What do your students need?

Think of your Jewish students who hold multi-ethnic identities during this lesson. What might they need? What extra steps can you take to ensure they feel acknowledged and understood?

- See the [Intro to Judaism](#) guide to better prepare to respond to comments and questions
- Are you able to make space for an affinity group for Jewish students who hold multi-ethnic identities to discuss and reflect on film clips as a group?

- Note: Be mindful when checking in with Jewish students that you aren't asking them to contribute to the lesson beyond what is comfortable for them.

Final Takeaway: What are the lessons about humanity I want my students to walk away with from this video? Now that you have heard these stories, what are 3 tangible things you can do/next steps to create a more diverse, equitable and inclusive teaching practice, classroom environment and wider school community?