



What is my vision?

Vision and leadership – social, moral and political dilemmas.

The International Education Department - the Education Division of the KKL-JNF is happy to present the activity VISION



Age: The activity is intended for teenagers and adults



Aims:

1. To introduce the participants to the vision of outstanding leaders and personalities.
2. To give the participants tools for defining their independent vision.
3. To discuss historical and modern dilemmas that leaders face and have faced, with the aim of introducing the participants to the complexity of things, to their need to be aware of a variety of opinions and to take a personal stand when the time comes.



Length of the activity: Approximately 95 minutes



Equipment:

- A ball
- Statement cards
- Vision wall
- Paper and pens
- Dilemma cards / for and against
- “My personal vision” page
- Mini Vision wall



The activity:

Stage 1: A vision wall, an opening game and statements (25 minutes)

Stage 2: What is my vision? (20 minutes)

Stage 3: Debate (45 minutes)

Stage 4: Summing-up (5 minutes)

Stage 1: A vision wall, an opening game and statements (25 minutes)

1. The vision wall is a trigger for the unit and is placed in the activity room. The participants read the statements written on it and write their personal vision / their main ideal / their “tomorrow” associatively.
2. The participants stand in a circle, the moderator passes a ball to one of them, the person who receives the ball has to say the name of a leader with a known vision, who is significant in his/her opinion, and to pass the ball to another participant. Anyone who doesn’t manage to say a name when they receive the ball is out of the game. Repeating the same name twice is not allowed. The winner is the last remaining person.
3. The moderator then spreads over the floor of the room statements that express the vision of outstanding leaders and personalities. The participants have to choose a statement they identify with and explain why they chose it (the statements are in the attached appendix, including the statements on the vision wall and more).

Stage 2: What is my vision? (20 minutes)

The moderator reads the group an excerpt from “Alice’s Adventures in Wonderland” by Lewis Carroll in which there is a dialogue between Alice and the Cat: “‘Would you tell me, please, which way I ought to go from here?’ ‘That depends a good deal on where you want to get to,’ said the Cat. ‘I don’t much care where’ – said Alice. ‘Then it doesn’t matter which way you go,’ said the Cat. ‘– so long as I get SOMEWHERE,’ Alice added as an explanation. ‘Oh, you’re sure to do that,’ said the Cat, ‘if you only walk long enough.’”

After reading the above excerpt the moderator asks the participants what kind of thinking characterizes them most, that of the cat or of Alice, and why. To sum up the discussion, the moderator speaks about the need to define to ourselves where we want to get to, in order to find the best way. A personal vision creates strong internal motivation to overcome external and internal fears and obstacles. It is like a compass that helps you make suitable choices throughout life.

The moderator asks the participants to define their educational vision according to the following points:

- A. A dream/goal that you want to achieve.
- B. Why is it important to you?
- C. What do hope will happen? which result will satisfy you?
- D. How will you know that you have achieved your objective?
- E. Define your vision based on your dream, your abilities and strengths, your values and your mission.

Anyone who wants to do so will tell the group about their vision. Keeping the page and checking in a few years’ time whether we have managed to realize our vision is recommended.

Stage 3: Debate – for and against (45 minutes)

There are 11 cards. Each of them presents a historical or modern dilemma, which leaders and politicians face or have faced. The moderator chooses the 8–10 dilemmas that are most relevant to the group members.

The moderator then divides the group into four, and each two groups receive the same four or five cards. One group has to prepare a speech supporting the statement and the other group has to prepare a speech opposing it.

The time for preparing the speeches is about 25 minutes. The participants can use their cellphones in order to enrich their knowledge and write their arguments. About 20 minutes will be devoted to the speeches themselves. Each speech will last up to a minute. The groups will choose representatives to make the speeches. Each dilemma will be presented by a different representative. At the end of each round of two speakers, for and against a particular topic, the entire group will vote for or against, and there will be a short discussion.

- 1. The reparations agreement:** on March 1952, a reparations agreement was signed between Israel and Germany. The agreement determined that Germany would pay Israel a financial compensation in recognition of its responsibility for the murder of members of the Jewish People and the loss of Jewish lives and property. The agreement gave rise to heated arguments, which included violence in the Knesset and among the general public, between those opposed to accepting reparations from the Germans and those in favor.
- 2. The deal to release Gilad Shalit:** Gilad Shalit is an Israeli soldier who was abducted on June 25, 2006, during his military service, by Palestinian terrorists belonging to the Hamas, Popular Resistance Committees and Islamic Army terrorist organizations. Shalit was held captive in the Gaza Strip for about five years and four months (1,941 days). In a deal between Israel and the Hamas, he was released and returned to Israel on October 18, 2011, in exchange for the release of 1,027 security prisoners, including hundreds of prisoners serving life sentences.
- 3. Leaving the European Union:** In a referendum that took place on June 23, 2016, the United Kingdom voted on whether to remain in the European Union or leave. Leaving the EU was nicknamed Brexit (Britain + exit). The supporters of leaving the EU won the referendum, with 17,410,742 (51.9%) votes, compared to 16,141,241 (48.1%) who voted to remain in the EU.
- 4. Giving asylum to refugees:** According to a United Nations Refugee Agency report, at the end of 2012 there were 31 million people who were forced to leave their countries or their homes due to conflict, violence, or violation of human rights, who were considered entitled to international protection. This issue occupies many countries in the world including Israel.
- 5. The character of Shabbat in Israel – public transport on Shabbat / opening stores on Shabbat:** The controversial issue of Shabbat expresses the deep differences between religious and secular people. Most secular people support at least the opening of places for entertainment and operating public transport on Shabbat. However, most religious people see public desecration of the Sabbath as damaging the Jewish character of the State of Israel.
- 6. The Uganda project:** A proposal made by the British Colonial Secretary, Joseph Chamberlain, to Herzl in 1903. According to the proposal the British government would lease the Zionists an area in East Africa where the Jews would be able to found a self-governing Jewish colony. The difficult situation of the Jews of Russia influenced Herzl, and he was inclined to accept the proposal, although it was opposed to the Basle program. Herzl brought the Uganda project for discussion at the Sixth Zionist Congress in 1903, and emphasized that accepting the Uganda project was an emergency solution intended to save the Jews, and that Uganda would be a temporary refuge for the Jewish people until it would be possible to move them to Israel. The discussion of this question at the Congress was accompanied by strong emotional turmoil, and was seen by some as betrayal of Zionism.
- 7. The disengagement plan:** A plan that was carried out by the Israeli government headed by Ariel Sharon, in summer 2005, during which Israel unilaterally evacuated the residents of the Jewish settlements and the IDF forces completely withdrew from the Gaza Strip to the exact borders of the Green Line in that region. At the same time, the government evacuated four isolated settlements in Northern Samaria. Some 8,600 Jews were living in the Gaza Strip until the disengagement. The protest against the plan, symbolized by the color orange, was one of the most prominent in the history of Israeli democracy.

- 8. The declaration of Jerusalem as the capital of Israel:** US president Donald Trump's declaration on December 6, 2017, of the official diplomatic recognition by the USA of Jerusalem as the capital of Israel and the instruction to transfer the embassy from Tel Aviv to Jerusalem.

This declaration was welcomed by Israel, and received with anger by the Palestinian Authority, which tried to prevent the step. A large majority of the international community remained opposed to recognizing Jerusalem as the capital and supported the denouncement of the American declaration in the UN General Assembly.

- 9. The peace treaty with Jordan:** On October 26, 1994, a peace treaty was signed between Israel and the Kingdom of Jordan. The ceremony took place in the Arava, in the presence of King Hussein of Jordan, Prime Minister Yitzhak Rabin and US President Bill Clinton. In the peace treaty both sides emphasized their aspiration to "a just, lasting and comprehensive peace in the Middle East... based on freedom, equality, justice and respect for fundamental human rights," a peace that would ensure the rights and obligations of the two countries "to live in peace with each other... within secure and recognized boundaries," to develop "friendly relations and cooperation" and to ensure "lasting security" for both countries.

- 10. The patient protection and affordable care act:** The highlight of the social legislation of President Barack Obama's administration, which was given the name "Obamacare". According to the main clause of the reform proposed by the law, all American citizens are obliged to purchase health insurance, and will be fined if they do not do so.

The law was approved in Congress on March 21, 2010. Obama declared that he regards the law as his biggest political achievement. However the law had many opponents.

- 11. Censorship in Facebook:** Removing content that encourages violence (such as posts calling for murder or videos that present terrorist attacks in a positive light), prohibition of shaming, closing the pages of terror organizations, content that constitutes a threat to public safety, calls to overthrow a regime, hate content, or content that praises criminal activity. Reporting writers of posts who announce their intention of committing suicide to the legal authorities.

Stage 4: Summing-up (5 minutes)

After the speeches, the moderator asks the participants which speech they remember most and why. Usually they remember a speech with well-constructed arguments, made by a person with a clear vision, enthusiasm and a passion for the subject.

The leaders' decisions on the dilemmas we have dealt with often reflect their vision, but sometimes they have to act against their will, according to majority opinion.

As future leaders we have to define for ourselves what our vision is and how we want to act to realize it; where we draw the line and where we compromise, what powers exist in us and what we are trying to achieve, and as **Theodor Herzl** said "If you will it, it is no dream."

