

**IISHJ Leadership Programs:  
Educator, Madrikh/a/Vegvayzer/Leader, Spokesperson**

**Sample Tasks for Fulfillment of Fieldwork Requirements for Graduation  
(effective April 1, 2000):**

**Fieldwork Tasks and Areas of Expertise**

Each Area of Expertise and its examples of Tasks are listed separately below. Every Task performed must demonstrate **at least** the following **skills** and **knowledge** in each Area of Expertise:

- **Area of Expertise One – Educational Consultant or Educator** – understanding of and ability to:
  - a) prepare lesson plans
  - b) develop curriculum
  - c) incorporate childhood cognitive development milestones into educational programs
  - d) apply effective techniques for appreciating and involving the adult learner
  - e) teach the origins (roots), basic ideas and practices of Secular Humanistic Judaism
  - f) demonstrate the teaching of values through action

**Choose ONE Task from Section A OR Section B**

**A. EDUCATIONAL CONSULTANT:**

1. Create a series of goals and objectives (accompanied by the necessary background information), and act in role of consultant in their implementation for a Secular Humanistic Jewish (SHJ) supplementary K-12 class. Choose **one** [1] grade for teaching any **one** [1] of the following:
  - a) the Basic Ideas of SHJ;
  - b) the Roots of SHJ;
  - c) a SHJ perspective of any period in Jewish history
  - d) a SHJ perspective of the literature and culture of any period in Jewish history (including those covered in the IISHJ seminars)
  - e) the evolution of and current SHJ beliefs and practices of the following festivals: *Rosh Hashana, Yom Kippur, Sukkot, Chanukah, Tu B'shvat, Purim, Pesakh, Shavuot, Shabbat*
  - f) the evolution of and current SHJ beliefs and practices of the following life cycles: *Birth, Bar/Bat Mitzvah, Marriage, Death*
2. Create a series of lectures (minimum four [4]), and act in role of consultant in implementation, for an adult education class, for teaching any subject set forth in Item 1a)-f) above.
3. Create a proposal, and act in role of consultant in its implementation, for incorporating an ongoing (calendar year) *tzedaka*/social activism program in **one** (1) of the following:
  - a) the curriculum of all grades of a SHJ supplementary K-8 school
  - b) the curriculum of all grades of a SHJ supplementary high school
  - c) the annual programming of a SHJ adult/family organization
4. Become an active volunteer on or chair the group's youth or adult education committee for a period of one program year.

-- OR --

**B. EDUCATOR:**

1. Teach one of the courses listed in A.1 above to any SHJ supplementary K-12 class or SHJ adult education series class.
2. Teach one of the courses listed in A.2 above to any SHJ adult education series class.
3. Organize and execute an ongoing (calendar year) *tzedaka*/social activism program in either:
  - a) SHJ supplementary school or class, or
  - b) the SHJ adult/family organization.
4. Teach any Jewish subject from a SHJ perspective to any class/es at any Jewish day or supplementary school or a public elementary or high school that involves a minimum of four (4) class sessions.



● **Area of Expertise Two** – Philosophical Advisor/Philosophical Counselor – understanding of and ability to:

- a) present Secular Humanistic Jewish philosophy
- b) incorporate this philosophy in all types of community programming
- c) serve as philosophical guide to the local Secular Humanistic Jewish community in matters of:
  1. basic ideas of Secular Humanistic Judaism
  2. practices consistent with our philosophy
  3. the philosophies and practices of other Jewish denominations
  4. sources and evolution of Secular Humanistic Judaism

**Choose ONE Task from Section C – OR -- Section D**

**C. PHILOSOPHICAL ADVISOR**

1. Create and present to a SHJ supplementary K-8 or high school curriculum director a detailed proposal of the philosophical and ethical foundations upon which the school needs to build its curriculum and programming, and act as advisor for its implementation.
2. Create and present to a Jewish elementary or high school director a detailed proposal for a comparative Judaism class incorporating the Secular Humanistic Jewish perspective, and act as advisor for its implementation.
3. Create and present to a public (secular) elementary or high school director a detailed proposal for a comparative Judaism class incorporating the Secular Humanistic perspective, and act as advisor for its implementation.
4. Create and present to a SHJ adult/family/youth program director a detailed proposal for incorporating SHJ philosophy and ethics into **one (1)** of the following, and act as advisor for its implementation:
  - a) any SHJ festival ceremony/program
  - b) any SHJ life cycle ceremony
  - c) any discussion series on a relevant SHJ subject

5. Create and present a detailed proposal to a leader in the larger Jewish community government, for integrating or establishing equal representation of the SHJ philosophical and ethical perspectives in Jewish governance, programming, marketing and public relations.
6. Volunteer on a relevant committee in the government of the larger Jewish community where you can act as spokesperson for the Movement, for a period of one committee year.
7. Participate as a speaker in at least **four (4)** presentations, lectures, or seminars to a non-SHJ audience regarding the philosophy, meaning, or practice of Secular Humanistic Jewishness/Judaism.
8. Respond in writing to **ten (10)** different articles or media presentations from a SHJ perspective or write **five (5)** articles about SHJ and submit to appropriate publications.
9. Develop the governing board of any SHJ group or organization to understand and articulate Movement philosophy.

#### **D. PHILOSOPHICAL COUNSELOR --**

1. Prepare and deliver an inspirational talk to a group of either school children or teenagers on a topic relevant to them of how to experience the topic or issue at hand as a Secular Humanistic Jew (SHJ).
2. Create and present to a Secular Humanistic Jewish (SHJ) adult or family audience a proposal for actions that can be integrated in the home to reinforce and enrich a SHJ identity.
3. Choosing any **three (3)** of the following topics, create guidelines containing SHJ philosophies or attitudes towards these topics, then deliver counsel to a person, couple, family or community on those **three (3)** topics either in person, by accompanying the mentor as apprentice during delivery of counsel, or by publishing articles on those issues in any local or national SHJ publication:
  - a) circumcision and baby naming
  - b) the value of a Jewish education for children
  - c) the value of SHJ home rituals
  - d) the value of SHJ community rituals
  - e) a SHJ celebration of coming of age
  - f) a SHJ celebration of a relationship commitment
  - g) intermarriage and weddings
  - h) raising children in an inter-cultural home
  - i) dying with dignity and aid in dying
  - j) a SHJ funeral or memorial or monument/tree dedication
4. Undertake to be the/a Group representative to visit the ill and recovering, attend funerals, *shivas*, and public honorings of members of the Group for a period of **one (1)** calendar year.



- **Area of Expertise Three – Festival Ceremonialist** – understanding of and ability to create, coordinate and/or present Secular Humanistic Jewish holiday celebrations, including:
  - a) ceremonial writing
  - b) public speaking
  - c) leading the community’s ceremony
  - d) philosophical guidance in matters concerning:
    1. historical roots and traditional Jewish observances of festivals
    2. basic ideas of Secular Humanistic Judaism (SHJ) and their appropriate application to our celebrations and observances.

**Choose ONE Task from Section E**

**E. FESTIVAL CEREMONIALIST**

1. Create, coordinate and deliver for the Group, or the Group's school, an original, or new compilation of a SHJ ceremony for any Jewish festival or memorial day.
2. Create and deliver for the larger Jewish community, a SHJ celebration of any Jewish festival or memorial day.
3. Volunteer on or chair the Group's festival committee for a period of one (1) program year, and actively participate in leading at least two SHJ festivals and/or memorial days to the Group.



● **Area of Expertise Four – Life Cycle Ceremonialist (this specific Area and its Task Section apply to Leader/Madrikh/a/Vegvayzer Program ONLY) – understanding of and ability to:**

a. create, coordinate and deliver a Secular Humanistic Jewish life cycle ceremony, including:

- 1.ceremonial writing;
- 2.leading/officiating;
- 3.public speaking;
- 4.philosophical guidance in matters concerning:
  - aa. historical roots and traditional Jewish observances of festivals and life cycles;
  - bb. basic ideas of Secular Humanistic Judaism and their appropriate application to our celebrations and observances.

**Choose ONE Task from Section F**

**F. LIFE-CYCLE CEREMONIALIST**

**Create, coordinate and ensure delivery of a *Mitzvah* ceremony for a group or an individual.**

1. Create for the Group – a life cycle sampler of original or new compilations of at least **one (1)** of **each of the following ceremonies**: baby naming; *bar/bat mitzvah*; Jewish wedding; inter-cultural wedding; funeral; interment or scattering; adult adoption into/acceptance of Jewishness/Judaism.
2. Accompany and assist mentor as apprentice during intake, coordination, writing and delivery of **each of the following**: baby-naming; a *mitzvah* ceremony; a wedding; a funeral.



● **Area of Expertise Five – Administrator** – skills and knowledge of basic ideas and practices of Secular Humanistic Judaism as they apply to:

- a. accounting and/or non-profit organization accounting practices
- b. personnel management
- c. community and public relations
- d. publicity and promotion
- e. basic marketing theory and applications
- f. fundraising/development strategies
- g. volunteerism: recruitment, retention, recognition
- h. membership: growth models
- i. organizational planning and procedures
- j. Secular Humanistic Jewish community structures
- k. non-profit organizational systems and structures

**Choose ONE Task from Section G**

**G. ADMINISTRATOR**

1. Volunteer for and actively participate in the operation of any local, national, or international Movement governing body or business or programming sub-committee.
2. Create a detailed policy and operational procedures manual for the student's affiliated community group, enabling efficient communication and co-operation at and between all levels of the organization. This procedures manual is to include, but not be limited to, the following:
  - a) job descriptions for all volunteer directors/officers/chairs;
  - b) staff hiring procedures, including job descriptions;
  - c) system for recruiting volunteers;
  - d) membership recruitment and retention system;
  - e) methods for delivering all affiliated community group programs;
  - f) record keeping systems;
  - g) forms.

