



The Jewish Special Needs/Disability Inclusion Consortium of Greater Philadelphia

Presents

Jewish Disability Awareness & Inclusion Month (JDAIM) Lesson Plans



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INTRODUCTION

Jewish Disability Awareness & Inclusion Month (JDAIM) is a unified national initiative during the month of February that aims to raise disability awareness and foster inclusion in Jewish communities worldwide.

In the Philadelphia area, the Jewish Special Needs/Disability Inclusion Consortium works to expand opportunities for families of students with disabilities. The Consortium is excited to share these comprehensive lesson plans with schools, youth groups, and early childhood centers in our area.

We appreciate you making time for teachers to use these lessons during February—or whenever it's convenient for you.

For additional resources, please email me at gkaplan-mayer@jewishlearningventure.org or call me at 215-320-0376.

Sincerely,

Gabrielle Kaplan-Mayer,

Chief Program Officer

JDAIM 2018 Lesson Plan: 1st-3rd Grade

Created By: Gabrielle Kaplan-Mayer

Objectives:

- Students will name ways that they can treat friends and peers with kindness and dignity, whether they see that a person has a disability or not.
- Students will learn the terms “accessibility” and “accommodation” and name some kinds of accommodations for people with disabilities.

Jewish Value:

Adam yehidi nivra: every person is a unique creation.

Materials:

- [Daniel's New Friend](#) book and/or [video](#)
- Whole Community Inclusion coloring book
- Coloring materials including crayons, markers, dot paints, etc.
- Photos of accessible playgrounds (attached)

INTRODUCTION (5 minutes):

- Introduce JDAIM to the students
 - **SAY:** February is Jewish Disability Awareness, Acceptance & Inclusion Month (JDAIM for short). During February, the Jewish community raises awareness about how we can all support people with disabilities. We're going to read a fun story (or watch a fun video) about a character you will recognize: Daniel Tiger. We're going to use this story to help us think about the ways that each one of us is a unique creation and how we can learn to act with respect and kindness to each other. We'll also identify ways that we can make the places where we play accessible for everyone.

Reading Activity and Discussion (15 minutes):

1. **SHOW** the students the cover of the book and point to Daniel's friend, Chrissie.
2. **SAY:** I want to tell you about this really fun book! Daniel and Miss Elaina are visiting Prince Wednesday's castle for a play date. When they arrive they are so excited to meet a new friend—Prince Wednesday's cousin, Chrissie. Daniel has so much fun playing with his new friend... and then he notices that Chrissie wears braces on her legs to help her walk. Even though Chrissie may walk differently than Daniel, she is able to play and participate in the best way for her. Let's learn about what Chrissie needs so that she can play with everyone.
3. **READ** the book.
4. **SHARE** these discussion questions with your students:
 - Walking with crutches is only one of the things that makes Chrissie unique. Can you name something else that's special about her? What does she have in common with her friends?
 - When Daniel realizes that Chrissie wears braces on her legs, he doesn't just touch them...he asks if he can touch them. Can you explain why that was an important and respectful thing to

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do? What are other ways that we can be respectful when we see a person who has a disability? (For example, don't just push a wheelchair; ask someone if they need help.)

- When the other children are running, Chrissie stands and is the guard. Daniel says "We have to go fast to catch the dragon!" What does Daniel learn about how Chrissie plays? Was it kind and respectful to ask her to run faster? What are some ways that you can imagine the kids can support her when they play together in the future?
- Chrissie uses braces and crutches because she has a physical disability, a condition that limits her movement. We are able to see some kinds of disabilities and sometimes people may have disabilities that we can't see. We are going to talk about accessibility--how we can make sure that people with different kinds of disabilities can enter and experience places we go.

Accessibility and Accommodations Activity (15 minutes)

1. **SAY:** In the book, we learn ways that Chrissie is able to play with her friends. People who have different kinds of disabilities may need accommodations--that means when something is adapted or adjusted. For example, a person in a wheelchair may need an accommodation like a ramp instead of using stairs. Another accommodation example is that a person who gets overwhelmed by lots of noise may need to have a quiet place to go when they are in loud places or may wear noise-cancelling headphones. When we create accommodations, we are making sure that a place is accessible--and everyone can use it.
2. **SAY:** We are going to look at some really cool pictures of playgrounds and parks--even a water park. I am going to hold up the picture and show it to the whole group. If you see an example of an accommodation in the picture, put up your hand and I'll call on you to share it!
3. **SHOW** the pictures to the students. Ask them "What kind of accommodations do you see? What is helping everyone be able to use the park?" You will notice that the accommodations focus on different kinds of needs--ramps for wheelchair users; tactile elements for children who are blind; swings with extra support for children with motor issues; spaces to be quiet for children who are overwhelmed by noise.

Wrap-Up: Whole Community Inclusion Coloring Book (5-10 minutes--can also be a take home activity)

SAY: Today we have learned a lot about being a kind and respectful friend. We've learned about creating accommodations so that everyone can be part of our communities! We want you to remember about what we've learned today so we have a coloring book that you can work on and take home with pictures to remind you! Thank you for all of your energy and ideas today.



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