



The Jewish Special Needs/Disability Inclusion Consortium of Greater Philadelphia

Presents

Jewish Disability Awareness & Inclusion Month (JDAIM) Lesson Plans



Jewish Learning Venture innovates programs that help people live connected Jewish lives.

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Partners with Jewish Federation of Greater Philadelphia

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: 7th Grade + Whole Community Inclusion

Written by: Mikey Hess Webber

Objectives:

- Student will become familiar with the story of Purim through the lens of disability awareness and inclusion.
- Students will describe their preconceived ideas about peers with disabilities.
- Students will identify ways that they can reach out to people in their schools, synagogues and communities who have disabilities.

Materials:

- Markers and other art materials
- Pens/pencils
- Print-outs of the role play scenarios
- Print-outs of the self-portrait sheet.
- Paper

INTRODUCTION (5 minutes):

- Introduce JDAIM
 - **SAY:** February is Jewish Disability Awareness & Inclusion Month (JDAIM for short). During February, the Jewish community works to raise awareness about disabilities and to foster inclusion for people with special needs.
 - **ASK:** Does everyone know what I mean when I say “inclusion”?
 - **DEFINE:** Inclusion - Involvement and empowerment of all people. Their worth and dignity are recognized. An inclusive community promotes and sustains a sense of belonging; it values and respects the talents, beliefs, backgrounds, and ways of living of its members.
 - **SAY:** During February, teens all over Philly will be doing today’s lesson. We are trying to raise your awareness about how you all feel about people with disabilities. What are our preconceived ideas about disability and what are ways that we can feel better equipped to reach out to and befriend peers with disabilities.
- Set the space as safe:
 - **SAY:** Some personal things might come up in the lesson. Feel free to share as little or as much as feels comfortable for you. Please listen closely and respond with kavod/respect.

Self-Portraits (15 minutes):

INSTRUCTIONS:

- Take a sheet of paper and fold it in half (long-ways).
- Illustrate yourself - half on one side and half on the other so that the crease in the paper divides your portrait in half.
- On the right side draw yourself as you think other people see you from the outside.
- On the left side draw yourself as you see yourself from the inside.
- Feel free to use words, symbols, and illustration too.
- You can also include props, actions or activities that you identify with.

REFLECTION:

- Do you think people see you differently than you see yourself?
- Do you hide/choose not to reveal pieces of yourself to others? Why?
- Are there aspects of yourself that you cannot hide that make others treat you differently?
- Do you ever wish people saw you the way you saw yourself?
- Does the way people look at you affect how you see yourself?
- Are there people who see you as you see yourself?
- **SHARING IS GREAT BUT EMPHASIZE THAT IT IS VOLUNTARY!**

SAY: Disabilities can present in a lot of different ways. They can be cognitive, physical or emotional. For people with different ways of learning, communicating or getting around, in some cases their disability is easier to see and in some cases it is easier to hide.

ASK: Why might someone with a disability want to hide their disability? What might be gained and what might be lost? How do you imagine it feels when someone isn't able to hide something that makes them different from others? Think back to your self-portraits, do you feel like it is easier to be yourself or to hide parts of yourself?

INTRODUCTION TO PURIM (10 minutes):

Purim is the ultimate Jewish inclusion holiday: when we dress up on Purim we are hiding our "true" selves under masks and costumes, yet asking to be included in the celebration.

ASK: for a brief summary of Purim story

Key points: Esther is the Queen of Persia (wife of King Ahashveros) and is Jewish but hides her true identity. If needed, here is a fun video about Esther:
<https://www.bimbam.com/purim-story/>

ASK: Why didn't Esther reveal her true identity until the end of the story? What had to happen before she felt she could be herself? Have you ever been in a situation in which you were afraid to reveal who you really are?

SAY: Individuals with special needs often are not seen for who they are on the inside but rather are judged by appearances, often inaccurately. Imagine wearing a mask 24/7 and no one recognizing who you really are on the inside. It is painful and difficult to constantly struggle for recognition and acceptance.

ROLE PLAY (15 minutes):

Let's brainstorm ways that we can help people with special needs feel seen and accepted for who they truly are.

INSTRUCTIONS:

- Divide into groups - each group will get a different Role Play Scenario Sheet.
- Take five minutes and brainstorm the scenario and how you might respond.
- Present your scenario to the class.



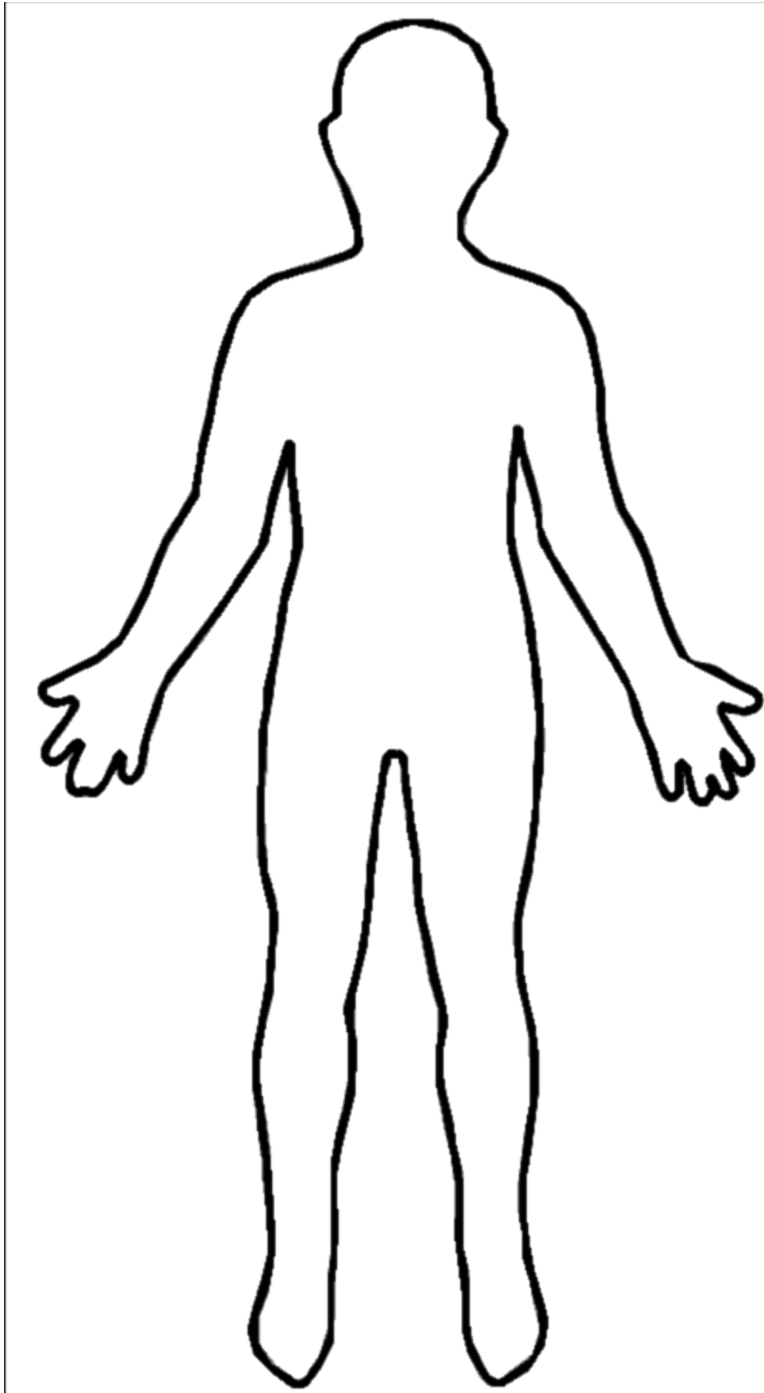
REFLECTION: 6 Word Memoirs (20 minutes):

- **For Teachers:** The exercise of writing a 6 Word Memoir is meant to be a way to get to the essence of a feeling or idea. The prompt is to use six words, no more and no less, to reflect on an experience.
- **SAY:** We are going to create Six Word Memoirs which will describe our takeaways from our time together. In six words, no more and no less, reflect on what you have learned today. Be thoughtful, be reflective and be yourself! Think about what it means to be seen and to be included. What does it feel like to hide parts of yourself or to have people assume things about you based on your exterior presentation?
- **EXAMPLES:**
 - Small things have a large impact.
 - Happiness, Netflix, and my introverted self.
 - Reach for the light, not darkness
- **INSTRUCTIONS:** **Spitfire** for 10 minutes - come up with as many as you can. Then choose your best and write it in your best writing on a piece of paper. Then **illustrate** the memoir. **Share** your memoir with the class.
- If you'd like, take a class picture with everyone holding their 6-Word Memoirs and send them to Gabby Kaplan-Mayer at gkaplan-mayer@jewishlearningventure.org for use on Whole Community Inclusion social media!

WRAP UP: Purim helps to remind us that everyone needs to be seen for who they are on the inside, and everyone deserves to be included in our communities. It is important to remember that what we see on the surface is never the full story. Let us move into the holiday with curiosity, reaching out to seek depth and friendship with those in our community. Chag Purim Sameach!

HOW I FEEL ON THE INSIDE:

HOW I SEEM ON THE OUTSIDE:



Role Play: Scenario 1

Jacob is in your grade in Hebrew School. In class, he can't sit still and clicks his pen a lot during class. This behavior frustrates a lot of kids because they can't concentrate with the commotion. Often, the teacher scolds him about his behavior. You notice he doesn't have a lot of friends and is often standing alone during breaks. How could you make Jacob feel more seen?

Role Play: Scenario 2

Rachel is in your class at Hebrew School. She uses a wheelchair to get around the building. You notice that often, it takes her a little longer to open doors and to get up to the bima. Many of your classmates run ahead of her and she is left in the halls alone when you switch classes. How could you make Rachel feel more seen?

Role Play: Scenario 3

Noah is deaf. He is in your class at Hebrew school and he has an interpreter who sits in class and translates for him. No one talks to Noah because they assume he won't understand them. Sometimes when he talks, he sounds different from your other classmates and some people giggle. How could you make Noah feel more seen and more included?

Role Play: Scenario 4

It's Purim! You are at a Purim assembly with your Hebrew school. Everytime Haman's name is said, the whole school makes a lot of noise with groggers. You notice that the kid sitting next to you, a new kid at your synagogue, is getting more and more upset. They are putting their hands over their ears and rocking back and forth. How could you make them feel more seen and more included?



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Additional Resources:

Jteach.org has wonderful lesson plans about the movie [Wonder](#)

Visit www.jdaim.org for more ideas and resources

Learn about [Whole Community Inclusion](#) and the [Jewish Disability Inclusion/Special Needs Consortium of Greater Philadelphia](#)