



INTRODUCTION

Jewish Disability Awareness, Acceptance & 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, Jewish Learning Venture's 'Whole Community Inclusion' initiative works to expand opportunities for families of students with disabilities. We're excited to share these comprehensive lesson plans with schools, youth groups, and early childhood centers in our area. **This year because so many of our schools are online or have a hybrid school model, we have created presentations that are easy for teachers to use via your online platform.** If you are meeting in person, the teacher can bring up the presentation on a screen.

We hope that the children in our classrooms and youth groups will eventually become Jewish leaders and we hope that thinking about disability awareness and inclusion will become a natural part of their Jewish experience.

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.

Thank you to Alanna Raffle for her hard work on this project!

Sincerely,
Gabrielle Kaplan-Mayer,
Co-Interim Executive Director

NOTES FOR EDUCATORS

- We hope that you can make these lessons as inclusive as possible for all kinds of learners and for students with different kinds of disabilities. If you need any help in adapting these lesson plans, just get in touch!
- You may have students in your classroom who would like the opportunity to speak personally about their disabilities. Give students a heads up that you'll be doing this lesson so that they have a chance to think about whether they might like to share. Similarly, you may have students whom you know have an invisible disability but they may prefer not to share with the class. The most important thing is to let the student lead by their comfort.

You may also want to consider how you present the materials in this lesson. All of the videos referenced in these lessons have captions, and the texts and activities can be accessed visually or by a teacher reading aloud.



Teacher's Guide to K-2 Lesson

This lesson should take 20-25 minutes to complete depending on size of class.

Objective:

- Students will name and/or draw pictures of how to welcome friends of all abilities to their classroom.

Process:

Slide 1: Introduction

Slide 2: Check-in--How are you feeling?

- We encourage you to do some kind of 'mood meter' at the beginning of every class to see how students are feeling. Take a moment to invite them to share by color or number in the chat box. You may want to close class with a similar check-in to see whether moods have shifted during the lesson.

Slide 3: JDAIM

- Explain what the acronym JDAIM stands for and share that people all over the world in the Jewish community are participating in programs and learning about disability inclusion during February.

Slide 4: What's Jewish about inclusion

- We can find guidance about how to treat all people, including those with disabilities in Jewish texts. Explain to students that we want to be kind and not hurtful to all people--including those who are different from us because of a disability.

Slide 5: WATCH this short video

Slide 6: Discussion activity--Teacher can do a whole class discussion or send groups of students to breakout rooms if you have a teen helper to facilitate a discussion.

Slide 7: Art Activity--Students will need paper and drawing materials. Give them this prompt, time to create their picture and share back with the group. You could ask parents to send photos of their work and create a class collage of the students' art.

Slide 9: Wrap up--Invite each student to share one thing that they've learned today



Teacher's Guide to 3-6 Lesson

This lesson should take 20-30 minutes to complete depending on size of class.

Objective:

Students will name and/or draw ways to include students with disabilities in their school.

Process:

Slide 1: Introduction

Slide 2: Check-in--How are you feeling?

- We encourage you to do some kind of 'mood meter' at the beginning of every class to see how students are feeling. Take a moment to invite them to share by color or number in the chat box. You may want to close class with a similar check-in to see whether moods have shifted during the lesson.

Slide 3: JDAIM

- Explain what the acronym JDAIM stands for and share that people all over the world in the Jewish community are participating in programs and learning about disability inclusion during February.

Slide 4: Disability Inclusion definition

- This slide shares the definition of disability inclusion. Ask students: Can you think of an activity or setting you've participated in when people with disabilities were fully included? It could be school, a club, in your synagogue, sports team, etc.

Slide 5: What's Jewish about inclusion

- We can find guidance about how to treat all people, including those with disabilities in Jewish texts including the Torah. Invite students to share: This instruction seems very obvious about how we should treat people who are blind or deaf. Why do you think it needed to be written?

Slide 6: WATCH this short video

Slide 7: Discussion activity--Teacher can do a whole class discussion or send groups of students to breakout rooms if you have a teen helper to facilitate a discussion.



Slide 8: Extension Activity--Students will need paper and drawing materials. Give them this prompt, time to create their picture and share back with the group. You could ask parents to send photos of their work and create a class collage of the students' art.

Slide 9: Wrap up--Invite each student to share one thing that they've learned today

Teacher's Guide to Teen Lesson

This lesson should take 20-25 minutes to complete depending on size of class.

Objective:

Students will name ways that people with disabilities are portrayed in media and name ways that we can all be responsible for creating inclusion and accessibility in our communities.

Process:

Slide 1: Introduction

Slide 2: Check-in--How are you feeling?

- We encourage you to do some kind of 'mood meter' at the beginning of every class to see how students are feeling. Take a moment to invite them to share by color or number in the chat box. You may want to close class with a similar check-in to see whether moods have shifted during the lesson.

Slide 3: JDAIM

- Explain what the acronym JDAIM stands for and share that people all over the world in the Jewish community are participating in programs and learning about disability inclusion during February.

Slide 4: Disability Inclusion definition

- This slide shares the definition of disability inclusion. Ask students: Can you think of an activity or setting you've participated in when people with disabilities were fully included? It could be school, a club, in your synagogue, sports team, etc.

Slide 5: What's Jewish about inclusion

- We can find guidance about how to treat all people, including those with disabilities in Jewish texts including the Torah. Invite students to share: This instruction seems very obvious about how we should treat people who are blind or deaf. Why do you think it needed to be written?



Jewish Learning Venture®



Walter Ferst | President
Gabrielle Kaplan-Mayer | Co-Acting Executive Director
Anna Marx | Co-Acting Executive Director

Slide 6: WATCH this short video

Slide 7: Video discussion can be done by chat responses or sharing out loud

Slide 8: Articles can be read and discussed in breakout rooms. When students return to the main room, share their article takeaways

Slide 9: Wrap up--Invite each student to share one thing that they've learned today