

# Jewish Disability Awareness, Acceptance and Inclusion Month (JDAIM)

## Lesson Plan and Teacher's Guide for K-2 Lesson

Lesson pairs with Shutaf Inclusion Guide's Resource, Training on the Go-Stay Flexible

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### Objectives

- Students will identify ways to talk about mental wellness from a Jewish values perspective and will identify ways to take care of their feelings and emotional wellbeing, as they do with their physical health.
- Students will be able to define the Jewish concept of *Shmirat Hanefesh* as the Jewish value of taking care of our wellbeing—not our physical body but our soul, spirit and emotions. In our Jewish tradition, we recognize the importance of taking care of both our bodies AND our spirits.
- Students will be armed with tools to recognize their needs and emotions, and determine appropriate responses.

### Materials

[Link](#) for support materials (includes):

- Stoplight Mood Meter (one printed copy or project on screen) (Step 1 and 4)
- Picture of stoplight (printed in color) (Step 2)
- Stoplight worksheet (one per student) (Step 5)
- Photos (Step 3 and 5)

### Background Resources

- Shutaf's Inclusion Guide Resource: [Training on the Go - Stay Flexible - Shutaf](#) ([shutafinclusionprograms.org](http://shutafinclusionprograms.org))
- "Red Light Green Light Game" Instructions: [Fun Games for Kids Series: How to Play Red Light, Green Light](#) (childhood101.com)
- Hebrew Colors for "Red Light Green Light Game": [Learn Hebrew Colors](#) (hebrew-for-beginners.com) (If you would like to use Hebrew words for colors in step 1 and 2)
- Hebrew Feelings Terms and Mood Resources: [Eich Atem Margishim Hayom Mood Posters - The iCenter](#) (If you would like to use Hebrew words for feelings and emotions in step 1)

# Process

## Step One: Introduction

- Show the students the Stoplight Mood Meter. Ask them to identify the color or face that shows how they are feeling right now. For the Hebrew words for colors and feelings, see website in "Background Resources" section on page 1. Ask students to look at the yellow face. What emotion or feeling is the face showing? What is the red face showing?
- Explain that today you are going to talk about ways to take care of yourself when you are feeling these types of feelings. In Judaism we talk about *Shmirat Hanefesh* (write on the board and ask students to repeat). This is the important Jewish way of taking care of not just our bodies but also our feelings like the ones you see on the yellow and red faces.

## Step Two: Play "Red Light Green Light"

- Explain to the students that before we talk about taking care of our feelings we are going to get up and take care of our bodies and move around. As a class play "Red Light Green Light". For instructions on how to play see the website in "Background Resources" section on page 1. Ask the students to pay close attention to what their body does when they hear each of the colors in the directions. Play at least 2-3 times in a row.
- Show the students the picture of the stoplight. Point to the red and ask what the students did when they heard the word red (stop, pause). Point to the yellow and ask what the students did when they heard the word yellow (slow down). Point to the green and ask what the students did when they heard the word green (go, move, take a step forward).
- Explain that we used the colors of the stoplight to help our bodies understand what to do. To stop, slow down or go. If you think back to the beginning of the lesson, we talked about how we think about *Shmirat Hanefesh* to take care of our feelings. Now we are going to see how we can use our three stoplight colors to help each of us take care of our own feelings and emotions.

## Step Three: Analyze the Photo

- As a class, look at the photo of the adult and child both holding onto the electronic device. Ask the class to describe what they see in the photo. Raise your hand if this has happened to you. Look back at the Stoplight Mood Meter. What did you feel when the adult took away your electronic device? How did you act when the adult took your electronic device away from you while you were using it (cried, stomped feet).

## Step Four: The Stoplight Plan

- Point to the Stoplight Mood Meter. Now, when you are in a moment when your feelings look like the yellow or red face, think about the "Red Light Green" Light Game and the stoplight. I am going to teach you about "The Stop Light Plan". A way to take care of your feelings, *Shmirat Hanefesh*.
- Share the following scenario with your students. You are playing on your electronic device after school when your parent comes over and tries to take it away because it's time for dinner.
- How are you feeling at that moment (angry, upset)? How would you act (cry, yell, stomp feet)?
- Instead, we are going to think about our Stoplight Plan.
  - **Step 1:** Let's start with red in the game. What did you do in the game when the teacher said red (stopped)? The first thing you do when you are feeling one of the red or yellow faces on the Stoplight Mood Meter is stop. **Pause** before you react.
  - **Step 2:** Next let's do yellow from the game. What did you do when the teacher said yellow (slowed down)? The second thing you do is slow down to think about how you are feeling. **Acknowledge** your feelings.
  - **Step 3:** Last is green. What did you do when the teacher said green (go, moved)? The last thing you do is go and **think about how you are going to act** to help take care of your feelings. What do you do to make yourself feel better when you are upset (count to 10, hold a fidget toy, hug from a parent)?

## Step Five: Stoplight Worksheet Practice

- Distribute the stoplight worksheet to each student.
- As a class, look back at the photo while giving the students directions to color in each circle.
  - Ask the students to color in the first circle red. What do we do for red? Stop. Looking at the photo, what would it look like for the child in the photo to stop? (Let go of the electronic device, Stop wrestling over it with the adult).
  - Now color in the yellow circle. What does the yellow circle mean? Slow down. What would it look like if the child in the photo slowed down and thought about what they were feeling at the moment? What are they thinking and saying to themselves?
  - Now color in the green circle. What does the green circle mean? Go. What do you think the child in the photo can do to make themselves feel better? Take a deep breath, find a fidget toy to hold instead.
- If time allows, you can use the additional photos to practice scenarios.

## Step Six: Conclusion

- Tell the students they now have their very own stop light to take home and remind them of the Stop Light Plan for when they need some *Shmirat Hanefesh*, the way of taking care of your feelings.
- Explain that anytime that they need support with their emotional wellbeing, just as they might need support if they are feeling sick, that they can reach out to you!

