



Title	Talking About Inclusion with Children
Created by	Lisa Handelman, Capital Camps and The Jewish Federation of Greater Washington
Intended Audience	Parents, educators, youth professionals, camp councilors working with children grades 2 to 10
Materials Needed	None
Program Description	<p>The basic format of the program remains the same with each grade/age group. The Jewish values and follow-up questions change. This program can be repeated as children mature, and the person leading the program can pick and choose which questions to use depending on the group he/she is working with at the moment.</p> <ol style="list-style-type: none"> 1. Thumbs Up Activity <ul style="list-style-type: none"> • Ask everyone to think of an activity they can do well all by themselves, without help. Ask everyone to put their thumb up when they think of something. With younger children, the leader should give some examples of something he/she can do without assistance. Ask for a few volunteers to share or in a small group give everyone the chance to share. • Ask everyone to think of an activity they can do better if someone helps them. Ask everyone to put their thumb up when they think of something. With younger children, the leader should give some examples of something he/she can do with assistance. Ask for a few volunteers to share or in a small group give everyone the chance to share. • Ask everyone to think of an activity they can't do unless someone helps them. Ask everyone to put their thumb up when they think of something. With younger children, the leader should give some examples of something he/she can't do without assistance. Ask for a few volunteers to share or in a small group give everyone the chance to share. 2. For grades 2-5, the next part of this activity includes the idea that Judaism values <i>Hakhnasat Orchim</i> - Welcoming Others. It is important to take the first step to greet others, including individuals with disabilities. The leader asks the group the following questions: <ul style="list-style-type: none"> • Think of a time when you were new to a group – new class at school, new kid at camp, new player on a sports team, etc. • Who welcomed you into the group? (teachers, counselors, coaches, other kids, etc.)

- Did the teachers, counselors, and coaches do activities to help everyone learn each other’s names, get to know each other and feel welcome? What were some of these activities?
- Give some examples of how a “welcoming activity” can be a little different for different kids. – not everyone at summer camp needs help unpacking; some kids may know how to play a sport; others need more help with the drills, etc.
- Ask the group if they know the story of Abraham who ran from the entrance of his tent to greet three strangers.
- Why might we sometimes welcome different people in different ways?
- Ask everyone to think of a time when someone helped them or welcomed them in a way that worked especially well for *them* (ask for volunteers to share)
- Some kids may need an extra welcome, extra support – we all may need extra support at times. How can we welcome everyone into our group?

3. For grades 5-7 the next part of this activity includes the idea that Judaism values the concept *hanokh lana’ar al pi darko* - educate each child based on their way (proverbs 22:6). Fairness doesn’t mean everyone gets the same; fairness really means everyone gets what he or she needs.

The leader asks the group to respond to the following:

- Sometimes we want things to be equal; at other times we understand that it is “more fair” for things to be different.
- Thumbs up if you agree with each statement:
 - A parent should make sure all his/her kids get a good dinner
 - It is OK if a parent gives a sick child warm soup and tea even if the other kids are having pizza for dinner
 - As an American, I should be able to shop in any store in my town
 - Even if there are no other spots and I really want to shop, I should not park in a handicapped parking space
 - It is OK that teachers spend extra time with a student who is struggling to understand the lesson
 - It is sometimes fair to treat people differently (if some disagree, remind them about the sick child, the struggling student)
 - Fairness really depends on the situation
- Discuss other examples of when it is “more fair” for things to be different.
- Discuss the idea that it is “fair” to sometimes give a person with a disability “special rights”

	<ul style="list-style-type: none"> • Discuss the idea that a “disability” can depend on the environment and the tasks one is asked to perform. Sometimes when we do things differently we are actually making things more “fair”. • Think about someone who may seem to have a disability – what is the fair way to treat him/her; what are his/her needs? <p>4. For grades 8-10 the next part of this activity includes the idea that Judaism values the concept B’Tzelem Elohim - all are created in God’s image (God does not create junk)</p> <ul style="list-style-type: none"> • Explain the difference between equity and equality • We all have strengths and weaknesses. Ask the group to give a “thumbs up” when they have thought of a task at which they excel (don’t share) • Ask the group to give a “thumbs up” when they have thought of something that they like about themselves (don’t share) • Ask the group to give a “thumbs up” when they have thought of something others admire about them (don’t share) • We all have different things at which we excel, different things we like about ourselves and different things others admire about us –If we are all created in the image of God how come we are all different? What does B’Tzelem Elohim mean to you? • What does it mean to have a disability and still be created in the image of God? • How do we judge others and choose to include or exclude? <ul style="list-style-type: none"> ○ If someone can’t spell or does poorly on a math test, do we see them as not smart? ○ If someone isn’t graceful, or has any type of physical disability do we shy away from them? ○ How can we remember the concept of B’Tzelem Elohim when we meet someone new? ○ How can we remember the concept of B’Tzelem Elohim when we meet someone who has a disability?
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5. For grades 10 and older the next part of this activity involves exploring a blessing some say when they see someone who has a disability - Blessed are You, Lord our God, King of the Universe, who makes people different (Mishne Torah, Hilchot Brachot)
 - If we are all different, why was this blessing said when someone met a person with a disability?
 - What are some of the possible negative views of this blessing?
 - What are some of the possible positive views of this blessing?
 - How can we have both the idea of B'Tzelem Elohim, all are created in God's image, and a special blessing thanking God for making people different?