Title	Talmud Page Activity
Created by	Lisa Handelman, The Jewish Federation of Greater Washington
Intended Audience	Jewish lay and professional leaders of congregations and Jewish agencies; other adults interested in advancing disability inclusion
Materials Needed	Talmud Page (one copy for each participant), list of Jewish quotes, watch or stopwatch, Flipchart or black/white board
Program Description	I. How do Jewish values, stories, and traditions guide our work? (#4) • Distribute a list of Jewish quotes to each participant or project this list for all to see. Ask everyone to pick a quote that they feel best frames our tradition's answer as to "why" including individuals with disabilities is the right thing to do. • Ask everyone to write or stick/paste the quote they picked under #4. • Ask everyone how our values, stories and traditions influence the language we use. II. Who needs to be involved? Why are you involved? (#3) • In addition to looking at Jewish values, stories and traditions, it is important to reflect on the personal stories that ignite our passion and involvement. It is about real individuals and personal stories, and it is through these stores that we are going to inspire others to get involve. • Ask everyone to find a partner and determine which partner is "A" and which partner is "B". • "A "talks for 2-3 minutes (the leader should time this and make sure this part lasts for 2-3 minutes). "A" should share his/her story about why disability inclusion is personally important. "A" should try to keep talking (personally digging deeper) for the entire 2-3 minutes. • "B" is silent while "A" talks. "B" can indicate he/she is listening by nodding, leaning closer or other body language. • When the leader calls "time", each person should write some notes under #3. • "A" and "B" switch roles – "B" talks while "A" listens silently. • When the leader calls "time", each person should write additional notes under #3 • With the full group, discuss common threads, new insights, and stories that can be shared outside the group. III. What are the universal rights of all? (#2) • Ask the group, what are the "rights" of members at this particular congregation or agency? Brainstorm as a group with answers written on the flipchart or board - what are the rights of membership? What are the special rights of those who need them? If there were no limitations and barriers, how would inclusion of individuals with disabilities look at this congregation or agency? IV. We are stronger (#1) • Discuss as a group the difference between justice and chesed. What is this group's vision?