



Title	What is my Ability
Created by	Karen and Yishai Barth; Lisa Handelman; The Jewish Federation of Greater Washington
Intended Audience	Teens, adults, lay leaders and individuals without prior experience working in the area of inclusion
Materials Needed	Worksheet with list of strengths and weaknesses (see attached) Pens, pencils or marker (1 for each participant)
Program Description	<ol style="list-style-type: none"> 1. Ask participants to circle three items that represent personal strengths or abilities 2. Ask participants to circle three items that represent personal weaknesses 3. Ask participants to combine the items that were circled as weaknesses to create their own personal “disability” – these made-up disabilities may sound humorous, which is fine. 4. The group leader shares his/her “disability” in this format – Hi, my name is ___ and I have _____ disability. 5. Depending on the size of the group, everyone can introduce themselves to the person next to them, the group leader asks for volunteers, or everyone can be asked to share. The format should be the same as the leader’s - Hi, my name is ___ and I have _____ disability. 6. As individuals share, the group leader may observe that some of the participants share a particular disability. 7. Possible follow up questions: <ul style="list-style-type: none"> ○ When does a weakness cross that invisible line and become a disability? ○ How did it feel to introduce yourself with your disability? ○ A group of parents were asked if they had members in their family with disabilities – they answered “no” yet several of them have children who the education system has labeled as LD, ADHD, Speech/Language disability. Which definition of disability is correct - the parents or the school system? ○ Some of us may have parents who use wheelchairs and walkers, who need large print material or hearing aids – yet beyond the parking tag that allows them to park in handicapped parking, we don’t usually think of them as having a disability. They may need the same accommodations, yet we assign different labels. ○ As we have just seen, we all have some type of “disability.” Why are we not always tolerant of others’ weaknesses?

Disability Inclusion

Look over the list of character strengths and life and career skills. Which are your top three strengths? Which are your three most significant weaknesses?

Advising, counseling, interviewing	Comparing and evaluating information
Assisting, protecting, providing physical care	Patiently searching for hard-to-find information
Coordinating work with others	Analyzing numerical data precisely
Supervising, directing, assessing	Calculating, computing, applying formulas
Demonstrating empathy, sensitivity, patience	Developing budgets
Training, instructing, coaching	Mathematical reasoning
Caring for and serving people; rehabilitate, heal	Using scientific rules & methods to solve problems
Encourage, empower or advocate for people	Analyzing, interpreting, evaluating statistical data
Talking to others to convey information effectively	Investigating clues
Speaking in small groups	Using logic and reason to identify solutions
Handling complaints in person or over the phone	Envisioning the future and leading change
Communicating with diverse groups	Managing personal, training, projects and time
Communicating with metaphors	Delegating responsibility
Broadcasting, entertaining, presenting	Increasing productivity and efficiency on budget
Listening carefully and attentively	Demonstrating flexibility during crisis
Designing, equipment, developing systems	Persuading, negotiating, selling
Doing precision work	Mediating peace between conflicting parties
Assembling, installing equipment to specification	Spirituality, faith, purpose
Using tools, measuring	Motivating, developing, directing others' work
Noticing and appreciating beauty and excellence	Drafting, drawing, painting, sculpting
Operating machines or equipment	Performing, creating art
Using scientific or medical equipment	Expressing ideas/creating images through art forms
Repairing cars, bikes or machines	Creating innovative solutions to complex problems
Following written and oral instructions	Spatial visualization of concepts and results
Writing and preparing logically written reports	Thinking of novel and productive ways
Demonstrating expertise in grammar and style	Curiosity, novelty-seeking
Editing and proofreading written materials	Examining things from all sides
Writing poetry, fiction, plays	Weighing all evidence fairly
Developing ideas, plans or setting objectives	Acting on convictions even if unpopular
Gathering information, conducting research	Speaking up for what is right
Keeping records, cataloging	Perseverance, persistence, industriousness
Classifying people or objects into categories	Self-regulations, self-control
Making diagrams	Zest, vitality, enthusiasm, vigor, energy
Planning, making decisions	Generosity, nurturance, care and compassion
Setting up and keeping time schedules	Social intelligence
Coordinating people, activities and details	Humor, playfulness, bringing smiles to others
Identifying and organizing tasks or information	Working well as a member of a group or team
Creating effective systems	Not letting personal feelings bias decisions

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