

Inclusion and Disabilities Track 1: 4 Children Activity, *FJC Knowledge Center Resource*

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SUMMARY:	An exploration of difference using the 4 children from the Passover Haggadah as a framework. - <i>Submitted by Ariella Rosen</i>
TOPICS:	Communication Skills, Community Building, Group Dynamics, Holidays and Celebrations, Identity, Inclusion- Special Needs, Jewish Text, Teen Programs
LEARNING OBJECTIVE:	Participants will develop empathy and understanding around issues of inclusion through the exploration of their own experience with difference and feeling “other.” They will begin to develop a toolkit of tips and techniques for creating programming that is inclusive for people of all abilities.
AUDIENCE:	This activity is best done in a group that can be managed easily, so no larger than the size of a typical camp division. Ideally it is done with a smaller group of around 15 to 20. Ideal audience includes staff and older campers, but can certainly be done with younger campers as well.
LENGTH:	30-60 Minutes
APPENDICES:	Ariella ST1 Appendix 1
MATERIALS NEEDED:	<ul style="list-style-type: none"> • 1 copy of Appendix 1 • 15 pens • Bandanas (color doesn't matter)- 1 per participant • White shipping labels- 1 per participant • Assorted markers (approx. 30 is enough) • 10 pieces of blank white paper
SETTING SUGGESTED:	N/A

Session Description:

Ask participants to use either a bandana or a shipping label to “tag” a part of their body that represents a part of yourself that you perceive as “different.” This difference could be physical, emotional, based on a particular experience, etc.

Separate participants into 4 groups. Go around in these small groups: name, camp, as much or as little as you would like to share about your tag.

Give each group the text of one of the 4 children from the Passover Haggadah.

Read or act out the script of the text as a group.

Discuss as a group:

- What is motivating the way the child asks (or doesn't ask) the question?
- What is behind the parents' reactions?
- In what ways might you act similarly or differently to this child?
- Explain to participants that they must now decide how they will represent their child and parent interaction it to the rest of the group.

They have 3 options for how to do so:

- Movement - pantomime or dance it
- Words - tell it as a story, poem, or other way of using words
- Art - sculpt or draw about it

Instruct participants to be attentive to accommodating for the needs of each person in their group with their tags in mind.

Each group has 10 minutes to decide and put together their presentation of their child, and the presentation itself must take 30 seconds or less. Take turns sharing.

After the presentations, discuss:

- What did you notice about the presentations? (Point out choices, multiple modalities)
- How did you accommodate and respond to the members of your group based on their "tags"?
- What did you notice about how others responded to you? How would you have liked for them to respond? (Exploring our own experiences with difference allows us to better notice the "otherness" that others in our midst might be feeling. Address person-first versus identity-first language.)

Additional Notes for Bringing it Back to Camp:

This activity can be used as a bunk activity for dealing with dynamics issues, inclusion challenges, or preparing a bunk or group of staff for creating an inclusive atmosphere. It can be used to address other areas of feeling different (besides disability) including body image, gender, sexuality, etc.

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APPENDIX 1

The Four Children

Translations based on "A Night to Remember: The Haggadah of Contemporary Voices" by Mishael Zion and Noam Zion

The Wise Child:

What does the wise child say?

"What are the testimonies, the statutes, and the laws which Adonai our God has commanded you?" (from Deuteronomy 6:20)

So, you teach the child all of the laws of Pesach (Passover), up through the last one: "We do not conclude the eating at the Passover Seder with the afikoman."

(Note: Now traditional seders DO conclude with the eating of the afikoman - the piece of matzah hidden earlier during the seder. This did not used to be the case.)

- What is motivating the way the child asks (or doesn't ask) the question?
- What is behind the parents' reactions?
- In what ways might you act similarly or differently to this child?

The Wicked Child:

What does the wicked child say?

"Whatever does this service [meaning, the seder] mean to you?" (from Exodus 12:26)

This child emphasized "you" and not "us." Since the child excludes themselves from the community and rejects a major principle of faith, you should set their teeth on edge and say:

"It is because of that which God did for me when I went free from Egypt." (from Exodus 13:8)

"Me" and not that one over there! Had that one been there, they would not have been redeemed.

- What is motivating the way the child asks (or doesn't ask) the question?
- What is behind the parents' reactions?
- In what ways might you act similarly or differently to this child?

The Simple Child:

What does the simple child ask?

“What is this?” (from Exodus 13:14)

And you say to that child:

[Let me tell you an awesome tale.] “With a mighty hand God brought us out of Egypt, out of the house of bondage.” (from Exodus 13:14)

- What is motivating the way the child asks (or doesn't ask) the question?
- What is behind the parents' reactions?
- In what ways might you act similarly or differently to this child?

The Child Who Does Not Know How to Ask:

And for the child who does not know how to ask, you should prompt (literally: open for them).

The Torah says: “You shall tell your child on that day.” [Don't wait for the child to take the initiative. Start the story, your story, and hopefully this silent child will listen, absorb and identify with you.]

“It is because of that which God did for me when I went free from Egypt.” [from Exodus 13:8]

- What is motivating the way the child asks (or doesn't ask) the question?
- What is behind the parents' reactions?
- In what ways might you act similarly or differently to this child?