



CORNERSTONE 2016 RESOURCE

Inclusion and Disabilities Session 1,

Specialty Track 1

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SUMMARY:	An introduction to various ideas around inclusion and feeling different through the framework of a Passover Seder. - <i>Submitted by Ariella Rosen</i>
TOPICS:	Communication Skills, Community Building, Group Dynamics, Holidays and Celebrations, Identity, Inclusion- Special Needs, Jewish Text, Team Building
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 session is best done with a group that can fit around one table so no more than about 30 people (unless there is a setup that can accommodate more). This session in its entirety is best geared towards staff, especially staff working in an inclusion setting, or older campers (13 and older), but various components of it can be modified for younger campers as well.
LENGTH:	75-90 Minutes
APPENDIXES:	<ul style="list-style-type: none"> • Ariella ST1 Handout 1 • Ariella ST1 Handout 2
MATERIALS:	<ul style="list-style-type: none"> • Plastic cups-one per participant- or water bottles • 1 copy of handout 1 • Copies of Handout 2- one per participant, printed in booklet form • 1 pen or pencil per participant • Bandanas (color doesn’t matter)- 1 per participant • White shipping labels- 1 per participant • Assorted markers (approx. 30 is enough) • Several pieces of blank white paper • popsicle sticks (or colored craft sticks)- one per participant (can be any unobtrusive object that is not too small to find)- cotton balls, squares of paper, etc. • AV: video and audio capabilities
SETTING:	Tables set up in a square with enough seats for each participant along the outside edge of the square. (ie even if there is open space on the inside of the tables, that space should remain vacant). As much open space as possible next to the table set up. Projector and screen set up wherever there is space to do so- projector can go on the inside of the tables if need be.

Session Description:

Welcome and Introductions: (10 min)

- Invite participants to take a seat at the table. Each seat has a haggadah in front of it.
- Open: We are about to embark on a story of liberation, a story of independence, agency, freedom. A story of how we move from being strangers in a strange land to feeling free and at home. From otherness to acceptance.
- Establish community norms: Confidentiality (nothing said leaves the room with identifying



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features of the person who shared it). Be open to making mistakes and learning from each other. Invite participants to share anything else to the list. Anyone can take a break at any time without needing to ask permission. Ask participants to show their agreement by giving a thumbs up or nodding.

- Our seder will be punctuated by 4 cups of water, because at camp, we hydrate! Rather than a formulaic blessing, before drinking each cup, a volunteer will have the opportunity to share a BRIEF example of inclusion at their camp (30 seconds or shorter). Invite everyone to raise their cup, shout “lechaim!” in response, and take a sip.

Cup 1: Asking Questions (7 min)

- Invite one participant to share an inclusion story before drinking the first cup.
- How is this night different from all other nights? How do we include all those who feel different?
- Ask participants: What are 4 questions you have about Inclusion?
 - Instruct participants to write them in their haggadot.
- List a few questions on flip chart paper to be explored more later.

Cup 2: What Makes Us Different? (25 min.)

- Invite one participant to share an inclusion story before drinking the second cup.
- 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 and ask them to 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.)
- Invite participants to return to the table.

The Meal: Digesting Our Questions (10 min.)



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- It's time for the festive "meal" of our seder. Look at the list of questions. Write down one (from the list or of your own) which you are particularly "hungry" to have answered. Take turns discussing your question with one of the people sitting next to you. Invite a few participants to share out loud.

Cup 3: Finding the afikoman. (15 min.)

- Invite one participant to share an inclusion story before drinking the third cup.
- Explain: We cannot end our meal until we find the hidden "afikoman." There is one per person hidden in this room. No one may pick up more than one afikoman and all must be brought to the table before we can complete our seder. Oh, and if your cup has a black "x" on the bottom, you cannot use your hands. If your cup has no "x" on the bottom, your feet cannot touch the ground for the duration of the search. There is an additional role that I need filled by a couple of people. If you would prefer to have an alternative job, please come see the facilitator.
- For those who choose the alternative role: Explain that their role is to help make sure each afikoman is actually discovered, and to offer guidance and advice to any participants who need help. They may not touch an individual or an afikoman- except for the one allotted to them.)
- After all afikomans are found:
 - What were some of the challenges of this activity?
 - In what ways was it inclusive of different needs or abilities?
 - In what way could it be improved?
 - Disclaimer about simulating disability.
 - Suggest that this is an example of an equalizing activity, a competition in which no one/everyone actually wins
 - What are other competitions that can be equalized?
- Explain: Part of the move from otherness to acceptance is to realize that we cannot move forward together unless every single person is able to. We are not collectively "free" until each person is given the tools to succeed.

Cup 4: Next year in Jerusalem, next month at camp!

- Invite one participant to share an inclusion story before drinking the fourth cup.
- In what ways are inclusion and liberation related?
- Share an example:
 - Guinness Commercial and photo from Camp Ramah in New England of 2 campers preparing to race in wheelchairs.
- Invite participants to write in their Haggadah:
 - What is one tangible step you know you can take to make camp a more inclusive space for your campers?
- Overall debrief:
 - What's something you are interested in continuing to explore this week?
 - What is useful about Passover as a framing for inclusion?
 - When during camp might you be able to use the structure of a seder as a program?
 - What "tools" did we use today? Add them to a flipchart sheet labeled "toolkit."

Additional Notes for Bringing it Back to Camp:



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This session can be used as staff training for an inclusion setting, and to work on bunk dynamics issues, especially if a camper with a disability is involved. The Passover seder as a framework can be used for a bunk activity for campers of any age to explore a variety of topics.

APPENDIXES:

ARIELLA ST1 HANDOUT 1
ARIELLA ST1 HANDOUT