

## CORNERSTONE 2017 RESOURCE

### Inclusion and Disabilities

#### Specialty Track 3

<b>AUTHOR(S):</b>	Ariella Rosen
<b>SUMMARY:</b>	This session explores how to be an effective advocate for campers with disabilities and how best to meet each person where they are. - <i>Submitted by Ariella Rosen</i>
<b>TOPIC(S):</b>	Asking for and offering help, advocacy
<b>LEARNING OBJECTIVE:</b>	Participants will leave this session with an understanding of how to elevate the voice of another without speaking for them. They will develop concrete tools to better understand their campers and their own personal instincts for offering help.
<b>AUDIENCE:</b>	Ideal audience age is 15 and older; ideal group size is 15-40.
<b>TIMING:</b>	90 minutes
<b>APPENDICES:</b>	Handout 1 (Guided Meditation), Handout 2 (The Reason I Jump), Handout 3 (Four Parents), Handout 4 (Advocacy Cards), "The Prince of Egypt" Clip ( <a href="https://www.youtube.com/watch?v=6ds9y3lJGig">https://www.youtube.com/watch?v=6ds9y3lJGig</a> )
<b>MATERIALS NEEDED:</b>	Copies of handouts, assorted art supplies, paper, yarn or cord, AV capability, butcher paper (about 4 feet wide), crayons, flipchart paper, markers.
<b>SET-UP DETAILS:</b>	Any indoor space with room to spread out works. Set-up should include chairs in a circle with materials off to the sides. Butcher paper should be taped to one wall.

#### SESSION TIMELINE & OUTLINE:

- 00:00-00:05- Guided Meditation**
- 00:05-00:15- Reflection on Meditation**
- 00:15-00:35- The Reason I Jump**
- 00:35-01:00- Behavior is Communication**
- 01:00-01:20- Raising Our Banner**
- 01:20-01:30- Debrief**

#### **Entering A Happy Place: A Guided Meditation (5 min.)**

Welcome participants and invite them to spread out around the room. They can either lie down, sit on the floor, sit in chairs, or find another position that is comfortable for them. Read the Guided Meditation (Handout 1).

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### Reflection on Meditation (10 min.)

Explain: You now have several minutes to reflect and record how you were feeling and where you were during the meditation in different ways. Your choices are to:

- Write
- Draw
- Collage
- Sit quietly and think

After a few minutes of participants reflecting, one preselected participant should begin to react in a physically active way (skipping, jumping, smiling, stretching, making exclamations if they feel comfortable doing so). Reactions should be genuine and personal, and not an imitation of anyone or anything. Instruct that person that they need to sit quietly like everyone else to participate in the activity. Tell them that they need to follow directions like everyone else or they will not be able to continue with the rest of the activity.

### The Reason I Jump (20 min.)

After the reflection time has ended, gather participants back into the circle and discuss:

- How did you feel during the meditation? What did you reflect upon?
- What did you notice during the reflection time?
- How did it feel to notice \_\_\_\_\_ react differently?
- How did you feel about the way I reacted and responded?
- What would have been a better way for me to respond?

Share excerpt from “The Reason I Jump” (Handout 2)

Invite everyone to stand and notice how their bodies are feeling while listening to the piece. (Make copies available for those who would prefer to follow along visually.)

- What did you notice in your body as you listened?
- What did you relate to? What felt less accessible to you?
- What does this piece help you to understand? What questions do you have for this author?
- How do we best support someone who communicates differently?

Introduce the concept of **advocacy**, and define as a group. (Definition should include the notion of speaking on behalf of, and not speaking over, another person.)

Share the excerpt from the Passover Haggadah (Handout 3). Briefly touch on the first three of the four children, and focus on the last.

- Rank the parental responses 1-4 on their listening skills and advocacy abilities.
- Who is the child who does not know how to ask?
- What does it mean to “open” for them?
- How is this response different from the other three?
- How do you pay attention to what is being said as well as what is NOT being said? (The next activities will take us there.)

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### **Behavior is Communication (25 min.)**

Ask for two volunteers, one who will narrate and not act, and one who will act and not speak. Ask the actor to think of a particularly memorable camp moment, and to act it out in detail. The narrator will attempt to tell the story of that day based on what the actor is doing. Do this 2-3 times, each time with different volunteers.

- Ask the narrators: what cues did you look for to know what to say?
- Ask the actors: how accurate was the narrator? What would help them tell your story more accurately?

How can we better pay attention to the cues around us? (Introduce the concept of behavior as a form of communication) If there is time, consider a few examples:

What might you look for if a camper (regardless of whether or not they use words to communicate):

- Has a stomach ache
- Accidentally left their towel at the pool
- Doesn't like the chicken fajitas and wants to hit up the pasta table
- Is having a great day

Show Burning Bush clip from "Prince of Egypt" (approx. 6 min.)

<https://www.youtube.com/watch?v=6ds9y3JJGig>

Share the Exodus 4:10-15 text (on flipchart paper). This is the moment when God is trying to convince Moses at the Burning Bush to become the leader that leads the slaves out of Egypt:

But Moses said, "I have never been a man of words; I am slow of speech and slow of tongue." And God said to him, "Who gives people speech? Who makes someone non-verbal or deaf, seeing or blind? Is it not I? Now go, and I will be with you as you speak and will instruct you what to say."

But he said, "Please, O Lord, make someone else Your agent."

The God became angry and said, "There is your brother Aaron. He, I know, speaks readily. You shall put the words in his mouth."

Ask for initial reactions to this story.

- What is Moses really communicating? What cues did you notice that told you so? Is God responding to what Moses is really saying?
- There are 3 individual characters mentioned here (God, Moses, Aaron). Which best represents the way you see yourself as a counselor?
- Suggest that being an advocate means sometimes being more like Aaron than Moses. How can we make space to let the campers we are advocating for take center stage?

### **Raising Our Banner (20 min.)**

Explain: Creating a giant advocacy banner with a catchy slogan that will convince Pharaoh to let the people go.

Ask participants to get into groups of three with people they have not interacted with much yet. (If one or two groups has 4 people, then there can be two designers.) One person in your group will be Moses. Moses must articulate the vision for this banner, and can only speak to Aaron. Aaron can speak to Moses and to the designer. The designer can speak with Aaron and with other designers. Every Moses must agree to the consensus design of the banner before it can be completed. Designers can only use crayons and can communicate out only to their individual Aaron. Moses' will stand at the far end of the room. Aaron can move around the room.

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Designers must remain by the banner (the butcher paper on the wall) and may only use crayons. Begin!

Debrief and unpack the roles.

- Who is Moses at your camp?
- Who is Aaron?
- Who are the designers?
- How did it feel to play your role?
- How do each of these roles contribute to successful advocacy? (Moses was able to articulate clear vision, Aaron make sure that vision was carried out accurately, and the designers worked together to make sure Moses' needs were met.)
- Freedom, liberation happens when needs are heard and amplified and not spoken over.
- (Note: Why did we use crayon? It's an equalizer- no one is a great artist with crayon. Learned from a webinar organized by Matan and facilitated by rabbinic intern Ruti Regan.)

### **Debrief (10 min.)**

- What tools can we add to our toolkit? (Multiple modalities, giving choices in how to participate, behavior is communication, using crayons)
- Fill out the back of the Advocacy card (Handout 4). Give participants all of their cards back and a piece of cord. Invite them to assemble their "keys" for the summer.
- Which key do you feel most prepared to use? Which key do you still need to work on? What door will you open first?
- In the final go-around, invite participants to share one word or phrase that they are carrying with them from the track.
- Cheer – we've done great work together!

### **ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:**

Consider other "equalizing" materials like crayons to use in your activities. For example, do a sports activity in the pool where everyone moves differently.

A twist on the banner activity could be that Moses does not talk at all, and Aaron must interpret what Moses is trying to describe.

Use the guided meditation and reflection time as a way of preparing for Shabbat (you can always replace the meditation with one focused on relaxing, or even create one more specifically about Shabbat). It could also be designed as an end-of-summer activity, a way to guide campers through the summer, with the change to reflect afterward.

The "Behavior is Communication" narration exercise is a great time-filler if you ever need to entertain campers for 10-15 minutes until the next activity.