

CORNERSTONE 2020 RESOURCE

What's So Jewish About Inclusion?

Elective 2

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| AUTHOR(S): | Rabbi Lauren Tuchman |
| SUMMARY: | What's so Jewish about inclusion? Does Torah have anything to say about it? In this session, we'll do a deep dive into some of the Jewish tradition's most beautiful teachings about why including everyone is so important and so needed. - <i>Submitted by Rabbi Lauren Tuchman</i> |
| TOPIC(S): | Inclusion, text study |
| LEARNING OBJECTIVE: | Participants will come away being able to draw direct connections between Jewish/Torah values and disability inclusion |
| AUDIENCE: | Ages 12 and above, 15-20 people max. |
| TIMING: | 90 minutes |
| APPENDICES: | What's So Jewish About Inclusion source sheet |
| MATERIALS NEEDED: | Copies of handout |
| SET-UP DETAILS: | A room with a boardroom-style configuration. All participants should sit around table, and there should be room for folks to break into chavruta pairs. |

SESSION TIMELINE & OUTLINE:

- 00:00-00:10- Introduction and Opening Activity
- 00:10-00:20- Introduction to Text Study
- 00:20-00:50- Chevruta Study
- 00:50-01:10- Open Discussion
- 01:10-01:25- Apply this to Camp
- 01:25-01:30- Closing Go-around

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Introducing educator/facilitator and opening activity. (5 min.)

Go around and have each participant introduce themselves and say one thing about why they are there.

(Alternate activity: word association. What is one word that comes immediately to mind when you think of inclusion?)

Introduction to text study. (10 min.)

Why is studying Jewish texts important? Why does it matter that we learn these texts as part of doing inclusion work? What is chavruta and why are we using it?

Chevruta Study (30 min.)

Break participants into chavrutot or groups of three and ask them to go through Genesis 1:27, Exodus 4:10-16 and Mishnah Sanhedrin 4:5.

Each source will have several guiding questions.

Encourage participants to read the sources aloud, going one at a time, and answering the guiding questions together. There are no right answers here. The goal here is to generate original thinking.

Open Discussion (20 min.)

Bring group back together and facilitate an opening discussion. Ask participants to reflect back from their groups.

Draw them out on what resonated for them and what they had questions about.

Apply to Camp (15 min.)

Transition from text study to practical application at camp. How do we translate all of this learning into how we interact with and treat others in our community?

If facilitator has personal experience around inclusion and camp, they may choose to share some of their own story. If not, they can ask folks in the audience for their own anecdotes.

Closing (5 min.)

Check out activity. Go around the room and ask each person to say one word or one takeaway.

ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:

This session can be adapted for staff training, discussions with older campers, and to explore group dynamics, especially if a member of the camp community is feeling marginalized due to their identity.