



Jewish Disability Awareness, Acceptance and Inclusion Month

# Lesson Plans

*Kindergarten-2nd Grade*



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***“Tzelem Elohim: We are all different. We are all the same.”***

*Recommended for Kindergarten-2nd Grade*

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**OPTION 1: WE'RE AMAZING 1, 2, 3**

## Big Ideas

- *V'ahavta L'reichah Kamochah*: Love your neighbor as yourself (treat other people the way you would want to be treated).
- Children this age have noticed disability in the world around them, and need to know that it's okay to talk about it.
- We all have similarities and differences. Everyone in our community has something important to offer.
- There are things that are hard for some people and easier for other people, and we all bring different perspectives to the world.
- By working together, we can find ways to include lots of different friends.

## Objectives

- Children will feel more comfortable talking about disability.
- Children will understand that it's okay, and even important, that different people can do different things in different ways.
- Children will think about the ways in which people are different, and the ways in which people are the same.
- Children will start to feel empowered that there are small things they can do to make sure different friends are included.
- Children will be introduced to the idea of *“V'ahavta L'reichah Kamochah”* and will feel a personal connection to this value.



## Materials

- Electronic or paper version of We're Amazing 1, 2, 3
- Chart paper and markers
- Printed pictures of Elmo, Julia and Abby
- Coloring paper and crayons/color pencils/markers/other art supplies.

## Accessibility Considerations

- Consider your group of students in order to determine whether an electronic or hard copy of the stories would be best, or use both.
- Think about whether or not students can read and/or write and consider options that would work best for each student (i.e. playdough instead of writing)
- Make sure that students have writing/drawing materials that will work for them. For some students, this may mean an iPad, thicker crayons, taping their drawing paper to the desk so it doesn't move around, etc.
- Be careful with 'we', and 'they'. For instance, don't say, "It may be really easy for us to play a game, but it can be really hard for people with disabilities." Instead, say something like, "Playing some games can be really hard for some people with disabilities". When you say "we", include people with disabilities.
- If you have students with communication-related disabilities:
  - Give them time to process so that they can respond.
  - Don't talk about your students with communication disabilities like they're not there. Don't let any of their peers do that either.

## Activities

Introduce the Jewish value V'ahavta L'reichah Kamochah (love your neighbor as yourself, or treat everyone the way you would want to be treated). Consider asking your students:

- Have you heard of this before?
- What do you think it means?
- Do you think this is a good idea?
- What's one way you show your friends that you are treating them the way you would want to be treated?



Read the book, **We're Amazing 1, 2, 3**, put out by Sesame Street. It is available for purchase on Amazon. A free electronic version can be found here: <https://sesameworkshop.org/resources/building-bridges-understanding/>

During the book, ask children questions about what Julia likes, and what Elmo and Abby like. Ask them how Julia does things, and how Elmo and Abby do things. Write down their answers to each question as you go through the story. Consider using chart paper with a picture of each character in each of 3 columns (example attached). Consider making the list with both words and pictures so that reading is not required.

**Discussion questions:**

1. What do you notice about our chart?
2. What things are the same, and what things are different?
3. Was it hard for Julia, Elmo and Abby to play together?
4. When there were differences, did the friends work it out? How?
5. Remember earlier when we talked about “V’ahavta L’reichah Kamochah”? Do you remember what that means? How did Elmo and Abby treat Julia like they would want to be treated? How did Julia treat Elmo and Abby like she would want to be treated?

**Follow-up Discussion** (can list on another sheet of chart paper):

1. What is something that is hard for you, but you think is easy for your friends?
2. What would help make that thing easier, or more possible for you?
3. What is something that is easy for you, but you think is hard for your friends?
4. What do you think would help make that thing easier, or more possible, for your friends?
5. What is something you can do to show your friends “V’ahavta L’reichah Kamochah” - that you are treating them the way you would want to be treated? (Try to elicit different responses from the original discussion, now that they have had some more exposure to these concepts.)



## OPTION 2: RED: A CRAYON'S STORY

### Big Ideas

- Introduce the idea of K'lal Yisrael: Since everyone is created in God's image, we all have something important to offer to the world and are all equal members of the Jewish people.
- We all have things we can do that are special and that make us who we are.
- There are things that are hard for some people and easier for other people, and we all bring different perspectives to the world.
- By working together, we can find ways to appreciate people's differences.

### Objectives

- Children will understand that each individual person brings something unique to their classroom community.
- Children will think about the problem with trying to think that everyone should do everything in the exact same way (think about 'fair versus equal').
- Children will start to understand the idea of community, and how people can support each other to make things better.
- Children will be introduced to the idea of "K'lal Yisrael" and will feel a personal connection to this value.

### Materials

- Red: A Crayon's Story by Michael Hall - hard copy or [electronic version](#):
- Handout: Drawing Prompt
- Handout: Problems and Solutions
- Crayons and coloring paper
- Chart paper and markers
- Clay/Playdough



## Accessibility Considerations

- Consider your group of students in order to determine whether an electronic or hard copy of the stories would be best, or use both.
- Think about whether or not students can read and/or write and consider options that would work best for each student (i.e. playdough instead of writing)
- Make sure that students have writing/drawing materials that will work for them. For some students, this may mean an iPad, thicker crayons, taping their drawing paper to the desk so it doesn't move around, etc.
- Be careful with 'we', and 'they'. For instance, don't say, "It may be really easy for us to play a game, but it can be really hard for people with disabilities." Instead, say something like, "Playing some games can be really hard for some people with disabilities". When you say "we", include people with disabilities.
- If you have students with communication-related disabilities:
  - Give them time to process so that they can respond.
  - Don't talk about your students with communication disabilities like they're not there. Don't let any of their peers do that either.

## Activities

Introduce the Jewish value K'lal Yisrael - we are all part of one Jewish people, and each and every person is important. Consider asking your students:

- Have you heard of this before?
- What do you think it means?
- Do you think this is a good idea?
- What's one way you show your friends that we are all part of one community?

Then ask your students:

- What's something in our school that you're good at? (Examples may include reaching the tall shelf, finding the right book to use, knowing the Hebrew letters, being a nice friend, etc.)
- As the children respond, write their answers on chart paper

Next, divide the students into pairs. Give each member of a pair a red crayon. Ask each pair to make a list or draw what they can come up with using their one color.



Read the book, [Red: A Crayon's Story](#), by Michael Hall. It is available on Amazon, and a free electronic version can be found [here](#).

**Discussion Questions:**

- 1.How did the blue crayon feel when everyone told him that he was red?
- 2.Have you ever felt that way?
- 3.What changed when everyone realized that the crayon was blue?

**Drawing:** Create groups of 4, this time with each child in the group having a different color (1 child from a red pair, 1 from a blue pair, 1 from a green pair, etc.) Now ask them to see what they can draw together using all 4 colors.

**Discussion Questions:**

- 1.How could you draw more things? With one color, or with four?
- 2.What are things you can do by yourself as just one person? Refer back to original list of strengths.
- 3.What are things you can do even better with other people?
- 4.What happens when some people get left out?

**Activity:** Sometimes K'lal Yisrael means doing things differently. Show the students the examples in the hand-outs. Talk about how sometimes including everyone means people do things differently, and sometimes it means everyone changes what we're doing.

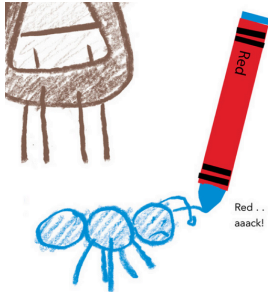
**Drawing activity:** Have students come up with their own example using the drawing prompt worksheet (or by creating with clay/playdough). They can then share their creations with the rest of the class.  
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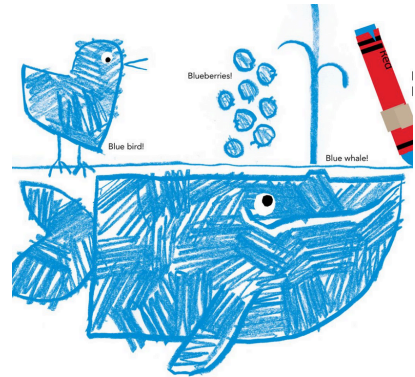


# Sometimes *K'lal Yisrael* means doing things differently.

Drawing red ants didn't work.



AND THEN



He drew a blue wale!

Reading books didn't work.

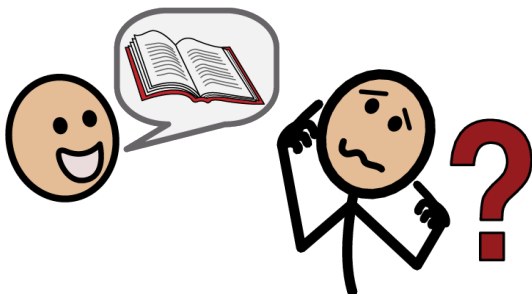


AND THEN

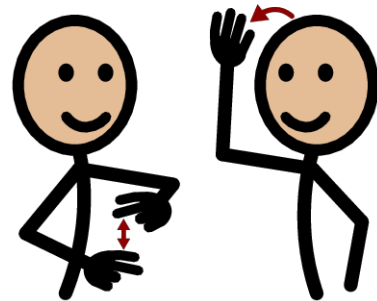


She learned to read braille!

Listening to people's voices didn't work.



AND THEN



They learned sign language!

Sitting still didn't work.

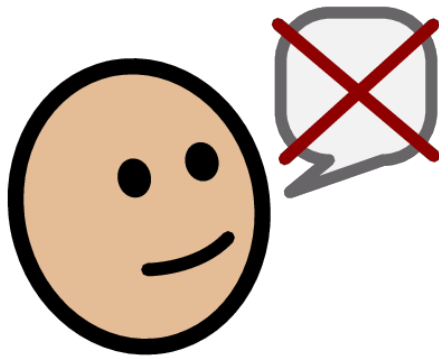


**AND THEN**

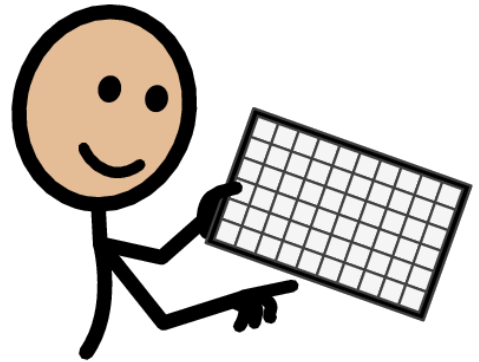


She sat on a wobble chair!

Talking didn't work.

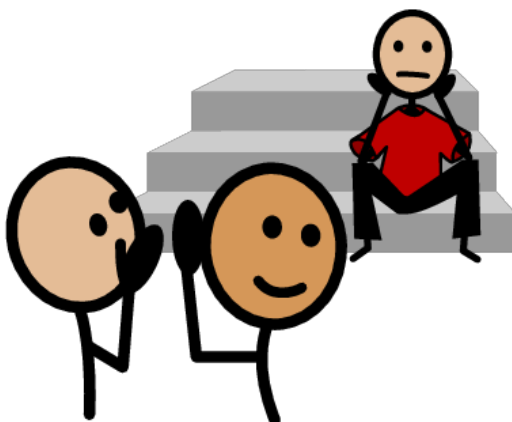


**AND THEN**



He pointed to the words he wanted!

Someone was left out.



**AND THEN**



They chose a game that was fun for everyone!



Name \_\_\_\_\_

*K'lal Yisrael* means everyone!

\_\_\_\_\_ didn't work.



AND THEN

