



Inside the Mind Of
Winter Kallah – URJ Camp Harlam
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Touchstone Text:

- ✧ “You shall not insult the deaf, or place a stumbling block before the blind” – Leviticus 19:14

Goals:

- ✧ For PPs to experience the life of a disabled person
- ✧ For PPs to recognize their own disabilities

Objectives:

- ✧ PPs will go through “disability simulations”
- ✧ PPs learn what the textual perspective on disabilities says

Timeline:

00:00 – 00:05 – Intro
00:05 – 00:30 – Rotation 1
00:30 – 00:35 – Transition
00:35 – 01:00 – Rotation 2
01:00 – 01:05 – Transition
01:05 – 01:30 – Rotation 3

Detailed Procedure:

00:00 – 00:05 – Intro

PLs will introduce program with brief explanation of how the program will work.

00:05 – 00:30 – Rotation 1

GLs will provide a brief text on disabilities (Appendix A) and will engage in discussion:

- What is like to have a family member with a disability?
- What does it mean to “not put a stumbling block before the blind”?
- Why is it difficult for us to talk about family members with disabilities?
- How do we go about answering questions about our loved ones/ourselves when they/we are disabled?
- Why is it important to recognize our disabilities?

00:30 – 00:35 – Transition

PPs will rotate to the next group in which they will experience another topic.

00:35 – 01:00 – Rotation 2

Activity 1

PPs will be given an index (Appendix B) that shows where certain topics are in a “book”. They will then be given a quiz (Appendix C) on where certain things are in the book. The catch is that PPs will



be given a dyslexic index in which the page numbers they are given are wrong. The GLs will have the “correct” page numbers. This will frustrate them and show them what it means to deal with being dyslexic on a daily basis.

Give the following answers for the questions. They are supposed to be wrong to simulate dyslexia. This is somewhat of a dramatization, but the effects will be propitious.

Move on to Activity two once the former has been completed.

Activity 2

PPs will be given two colors of beads. They will be told that they will have to make a pattern with four different-colored alternating beads. They will immediately realize this is not possible! The GLs will insist that it is possible and the PPs will have to finish the task anyway. This is a simulation of color blindness.

PPs will engage in the following discussion:

- 1) How did it feel to be “disabled”?
- 2) Did you feel upset that you could not complete the tasks?
- 3) How would it feel if you had to deal with this on a daily basis?
- 4) Did this change your perspective on people with these disabilities?

01:00 – 01:05 – Transition

PPs will move over to the next GL for the next activity

01:05 – 01:30 – Rotation 3

PPs will watch a scene from *A Beautiful Mind*.

PLs will close the program



APPENDIX A

Disability Rights and Jewish Values

Historically Jews have reached out to help facilitate the full participation of individuals with disabilities in religious and public life. Judaism teaches, "You shall not insult the deaf, or place a stumbling block before the blind," (*Leviticus* 19:14). The Reform Movement has taken considerable steps to ensure that Jewish learning and worship are accessible to individuals with special needs, that disability awareness is included in religious school curriculums and that the structure of synagogues accommodates those members with special needs.

APPENDIX C

QUIZ

- 1) What page was "Conflict Resolution 101" on?
- 2) What page was "Poor Listening Habits" on?
- 3) What page was "Guide to a NFTY Shabbat Service" on?
- 4) What page was "Action Item: Israel" on?
- 5) What page was "Writing an Effective Flier" on?