

Shoafim Peulat Edah: Inclusion (i) (Tuesday, July 28, 2015)

Program Type: Peulat edah

Duration: 50 minutes

Group Size: edah; 8 chanichim

Location(s) & Set up: Upper Migrash

Rain:

Goals: Make the idea of inclusion relatable and introduce it at a level that kochavim chanichim can understand. Introduce I-statements to chanichim.

Methods: Discussion; Art; Interaction

Activities: (10 minutes per activity)

Step In/Step Out

Shoe Game

I Statements

What Would You Do?

Tap In/Freeze

Instructions for running peulah:

Step in Step out

Goal for this activity: Show the importance of recognizing differences and the relevance of these activities by showing diversity within the edah.

Kids stand in a group. "If this statement applies to you, step or stay inside the circle . If it doesn't, step or stay outside the circle."

I like chocolate

I like vanilla

Sometimes I need time alone

Sometimes it's hard for me to not talk

I like sports

I like reading

I always feel included

I sometimes feel left out

I'm confident talking in front of people

I get nervous talking in front of people

I know Hebrew and Jewish stuff pretty well

I don't know much Hebrew or Jewish stuff

Sometimes I'm confused during tefilot

I can't always tell what people are thinking or feeling

Sometimes I hurt other people's feelings without meaning to

I sometimes feel like other people don't understand me

Shoe Game

Split edah into several groups of 7-8 hanichim. Chanichim are told they need to make the longest line using their shoes and they cannot speak. Madrichim whisper instructions to chanichim. Half are told to make the longest line with their shoes along the ground, half are told to make the longest line going up to the sky (in a stack).

After they seem frustrated and done or one side has prevailed, begin discussion (get in a circle).

How did you feel?

How were other people acting?

If they were being “mean”, “annoying”, etc. lead into the next question

Why might they have been acting that way?

Maybe instead of mean you just needed to be able to talk through it. In this activity you couldn't but in real life, what might you have wanted to ask?

Explain “Why are you doing [that]?” is a good thing to ask

Sometimes we get into arguments when we don't understand what another person is doing, so we label it as “mean” or “annoying” or “dumb” or something else that's not nice.

### I Statements

A great way to acknowledge that other people do things for reasons we sometimes don't understand are “I statements”. That's when you say “I get upset when you touch my stuff without asking” instead of “You're so annoying, don't touch my stuff.”

Words not to use are “weird” “dumb” “mean” and “annoying”. These are words that describe people when usually they're just doing something we don't understand!

### What Would You Do?

Madrichim should facilitate this, and let your group decide what to do. The end goal is to show that we should not assume we know what other people's behavior means.

There's a new person in your tzrif; their name is Ari. You think Ari seems nice at first, and you decide you want to befriend them. You sit together during aruchat tzaharayim and find out you both love the same hobby.

At aruchat erev, Ari doesn't seem to want to talk to you. You turn to say something to them and they turn their back towards you. What do you say or do?

Depending on the kids' response, they can either explain that something got spilled on their project in omanut so they're upset, or not - if they get to explain, they become friends; if not, they don't talk again.

### Tap In(clusion) / Freeze

Madrichim should act out these skits and then give kids the opportunity to “tap in” and replace the madrich and hopefully show what the inclusive thing to do in that situation would be.

A girl is helping a boy paint his nails while someone reads next to them. Someone walks by and sees them, and says “Painting nails is for girls! Seth, you're so weird.”

It's loud in the chadar and a chanich is trying to get another person's attention. They don't hear them saying their name, so they get annoyed when the chanich starts poking them.

A group of chanichim are one-upping each other on vacation spots. "I went to Hawaii!" "Well, I went to Aruba with my family!" One chanich is sitting quietly on the side; their family typically vacations close to home.

A madrich/a is handing out aliyot for Shabbat. S/he gives two out and asks another chanich/a if they want to read Torah. The chanich says that they don't know how to read Torah. The other chanichim start making fun of them because they can't read Torah.

A group of chanichim are going to hang-out on the migrash. Another chanich/a comes up and asks what they're doing. They say that they are going to hang-out and that the other chanich/a can't join them.

A couple chanichim are getting ready for Shabbat and they are borrowing each other's clothes. One chanich/a asks if they can also borrow clothes and asks if anyone wants to borrow their clothes. One of the chanichim responds "No one wants to wear your clothes, they're so ugly."