



Matan

Matan Teen Training

Fourth Edition, June 2024
All Rights Reserved

Created by:
Meredith Polsky
Rabbi Ruti Regan
*with gratitude to Mary Meyerson,
Orlee Krass & Lisa Friedman*

**520 Eighth Avenue, 4th Floor
New York, NY 10018
866.410.5600
www.mataninc.org**

Before you begin...

Dear Instructor:

Welcome to Matan's Teen Training, a program designed for an Education Director or anyone on your staff to teach teen *madrachim* about inclusion, and help teens fill a critical role in the most effective way possible.

Matan's Teen Training is divided into **4 units**. Each unit has **2 sessions** and each session should take approximately **45 minutes** to complete. Unit 1 is intended to be taught before the school year begins. If you do not have that luxury, don't worry. You can begin at any time.

Our hope is that you can meet with your *madrachim* for 45 minutes a month throughout the school year. The curriculum assumes that *madrachim* may not know their class or child assignments at the beginning of the year. As the year goes on, the sessions allow the *madrachim* to think about their particular work and how the lessons apply to them directly. We suggest you maintain a "Question Box" at every session so that students can submit questions anonymously. Remember to check the box!

Every session follows the same format:

Big Ideas: These are listed so that you, the trainer, can familiarize yourself with the overall theme of the session.

Objectives: As a best practice, you may want to write down the objectives for the participants to see as you begin each session. This will prepare them with what to expect, and will allow all of you to evaluate whether or not the objectives were achieved.

Materials: Here you will find a list of everything you will need during the session, including which handouts need to be copied in advance.

Accessibility Considerations: It is likely that some of the participating *madrachim* will have disabilities themselves, whether or not you are aware of them. It is always important to think about the barriers that might exist, so that you can make modifications in advance of the session. If you find that nobody requires the modifications, it is still important to model advance thinking about accessibility considerations.

Activities: This is where you will find the actual lesson and how to implement it. Throughout Matan's Teen Training curriculum, you will come upon various types of activities on an ongoing basis.

When you see “YouTube”:

You will need wifi and a projection screen. In each instance, we have provided you with the key words to search for. Go to www.youtube.com. In the search box, enter those key words. The correct video should appear at (or near) the top of the list. You can also download the videos ahead of time with YouTube video downloader.

When you see “Here or There”:

You will need enough space for participants to move around. During the activity, participants will move to one side of the room to choose one option, or the other side of the room to choose another. Some of the “Here or There” questions can be answered on a continuum – in which case they can choose a space in the middle of the room as well.

When you see “Think-Pair-Share”:

Students will work together in pairs to think about a particular question you have posed to them. They will talk about their ideas with one another. Typically, it is worthwhile to then come back together as a whole group so that they can share some of their ideas/thoughts with the rest of the class.

When you see “Distribute”:

In advance of the session, you will need to make copies of the handouts that are listed. Each handout is clearly numbered and labeled.

When you see “Discussion”:

You can decide whether to have a whole class discussion, or divide into smaller groups. This will largely depend on personal preference and the dynamics of your teen *madrichim*. Where appropriate, we have listed ideas that you can bring to the discussion if they do not arise naturally.

Everything you need for Matan’s Teen Training is contained in this curriculum. Of course, the tone you set and the relationships you build amongst your *madrichim* are entirely up to YOU! Have fun, and remember that you can reach out to us at any time as questions or concerns arise: Info@mataninc.org

Want more ideas? Choose a session to use at a professional development staff meeting, conduct a lesson with teachers and *madrichim* together or select an activity to demonstrate to your lay leaders how you are making inclusion a priority. Share with us how you are extending the learning!

Wishing you a successful and inclusive year,

Meredith Polsky, *Senior Director of Programs and Partnerships*
& Rabbi Ruti Regan, *Rabbinic Disability Scholar in Residence*

UNIT 1

Introduction to the Role of *Madrichim* and Inclusive Thinking



UNIT 1: SESSION 1

Introduction to Your Role as Madrichim

BIG IDEAS

- Trained teen assistants (*madrichim*) can help make our community more inclusive for all students
- Everyone in our community has something to offer
- There are things only you can do
- The work you do as *madrichim* is important

OBJECTIVES

- Participants will have a realistic understanding of what their job involves
- Participants will learn where the supplies are
- Participants will gain an understanding of the collaborative and supportive nature of their role
- Participants will become familiar with the policies and staff of the synagogue

MATERIALS

- Venn Diagram ([Handout 1](#))
- Venn Diagram Concept Bank ([Handout 1A](#))
- Supplies Scavenger Hunt ([Handout 2](#))

ACCESSIBILITY CONSIDERATIONS

- Can all of the participants write?
- If they cannot write, do they have phones? Phones can create options for differentiation.
- Make sure that the handouts are in an accessible format for your students. Does anyone need larger print? Braille? An electronic copy?

ACTIVITIES

1. **Distribute:** Venn Diagram ([HANDOUT 1](#)) and Venn Diagram Concept Bank ([HANDOUT 1A](#))
2. **Here or There?** Once participants have completed their Venn Diagram (in pairs or as individuals), use their diagrams as a jumping off point for discussion. Utilizing “Here or There”, participants will place themselves somewhere on the continuum depending on whether they feel each item is

more of a “*madrachim*” role or more of a “teacher” role.

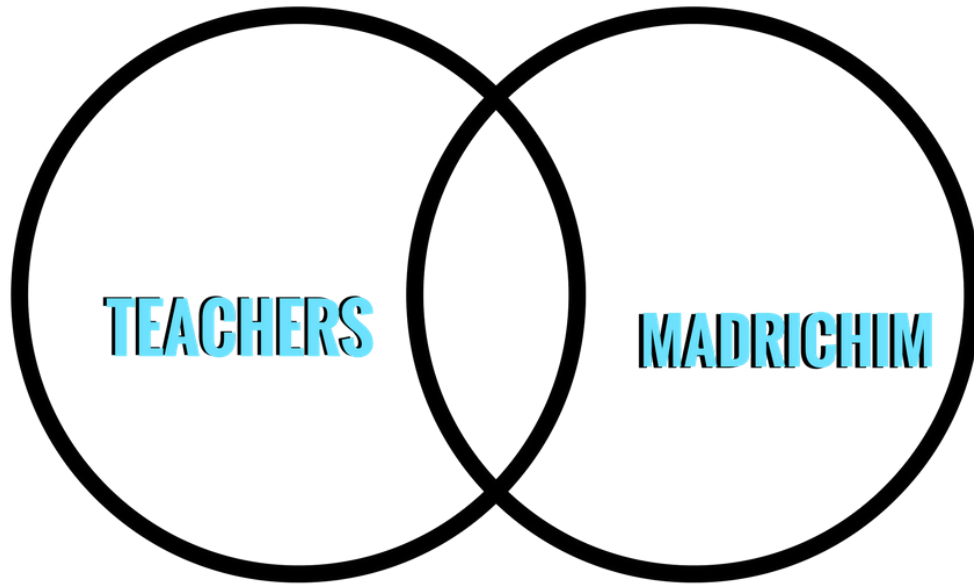
3. **Discussion:** Either during “Here or There” or as a follow-up group conversation, consider the following questions:
 - What do you expect to be doing?
 - What are you hoping you will do?
 - What are you hoping you won’t have to do?
 - What seems the hardest? What seems the easiest?
 - What do you want to learn to do better?
 - What questions do you have?

4. **Policies and Reporting:** At this time, it is important to talk to the *madrachim* about your school’s policies regarding safety, confidentiality and mandated reporting. Specific things that are important for *madrachim* to know include:
 - Strategies for supervision that can prevent or interrupt bullying
 - How *madrachim* need to respond if a child says, “Promise not to tell anyone?”
 - What to do if a child discloses abuse or other things that need to be reported.
 - The role of the teen if they observe or notice something concerning about a child.

5. **Distribute:** Supplies Scavenger Hunt ([HANDOUT 2](#))
Have students work individually, in pairs or in small groups. Once complete, they can report back to the full group.

HANDOUT 1: Venn Diagram

Collaboration: What can only you do? What can only teachers do? What can you do together?



HANDOUT 1A: Venn Diagram (Concept Bank)

Keep an eye out for kids who are confused

Be a role model

Add activities into a lesson plan

Help a child take a break

Explain a concept to students who are confused

Write down directions

Provide different materials

Allow children to use fidgets

Listen

Ask questions to support understanding

Model that being Jewish is important

Help students feel safe

Allow a child to record rather than write

Talk to parents about a child's diagnosis

Be kind

Change the rules

HANDOUT 1A: Venn Diagram (Concept Bank, Continued)

Work 1:1 with children who are having trouble

Read text to someone

Figure out why a child might be experiencing challenges

Ask a student what they're confused about

Protect students from bullying

Intervene if a child is acting meanly

Intervene if an adult is acting meanly

Write down answers that a student dictates

Enforce safety rules

Ask a student what he/she needs

Make a large print copy

Demonstrate how to do an activity

Back up the teacher

Plan inclusive activities

HANDOUT 2: Supply Scavenger Hunt

	FOUND	MISSING
Paper		
Markers		
Crayons		
Pencils		
Pencil Sharpener		
Art supplies		
Someone who knows how to use the copier		
Someone who knows how to change the Lightbulb		

Someone who considers accessibility part of their job		
Someone who knows how to get the <i>Torah</i> out of the ark		
<i>Chumashim</i>		
<i>Siddurim</i>		
Fidgets		
Picture books		
Something that is used to teach Hebrew		
Scissors		
First aid kit		
Fire extinguisher		
Two things that are missing from this list		

UNIT 1: SESSION 2

Introduction to Inclusive Thinking

BIG IDEAS

- You already have skills that can be helpful
- Everyone can learn
- Some people need support or changes in order to learn well
- By being on the lookout for problems and thinking creatively, you can help everyone to learn more in Religious School

OBJECTIVES

- Participants will articulate reasons that it might be hard for some people to learn in Religious School
- Participants will gain an understanding of the importance of watching for children who may need a break
- Participants will gain an understanding of the importance of watching for children who may need help or modifications
- Participants will think about skills they already have that they can use to support students
- Participants will learn some simple things that can make a difference

MATERIALS

- Helpful/Unhelpful Chart ([Handout 3](#))
- Helpful/Unhelpful Sorting List handout ([Handout 4](#))
- Scissors and Glue

ACCESSIBILITY CONSIDERATIONS

- Some of the *madrachim* may have disabilities.
- Keep in mind that *madrachim* may be thinking about personal experiences when they consider accessibility (and that some of these might be painful or private).
- Some of the *madrachim* may not be able to do some of the things on the helpful/unhelpful sorting list (e.g.: *madrachim* with dyspraxia may not be able to write down instructions). Be careful to express that different *madrachim* can do different things, and that not everyone needs to be able to use every method.

- As always, make sure that the handouts are in an accessible format for your students. Does anyone need larger print? Braille? An electronic copy?

ACTIVITIES

1. **Think-Pair-Share:** What is the most important thing about Hebrew school?
2. **Think-Pair-Share:** Why might it be hard for some people to learn in Religious School? How can you tell if a student in your class is having a hard time?
3. **Distribute:** Helpful/Unhelpful Chart ([HANDOUT 3](#)), along with the Helpful/Unhelpful Adaptations Sorting List ([HANDOUT 4](#)). Have participants work individually or in pairs. They will cut out the items on the Sorting List and decide where to glue them on the Helpful/Unhelpful Chart. They can also write in their own ideas.
4. **Here or There:** Based on the Helpful/Unhelpful Chart, *madrichim* will place themselves along the continuum of “helpful” or “unhelpful”, with the middle signifying “It Depends”. As they move through this exercise, generate discussion about why they made those choices.

HANDOUT 3:
Helpful/Unhelpful Chart

- Which of these adaptations might help some students?
- What would be unhelpful?
- And when does it depend?
- Which of these things do you think you might be able to do?

HELPFUL	IT DEPENDS	UNHELPFUL

HANDOUT 4: Helpful/Unhelpful Adaptation Sorting List

Saying “it’s easy!”

Saying “You are working hard”

Getting a different kind of pencil

Asking students questions

Telling someone they need to try harder

Glaring

Time Out

Fidget toys

Writing things down that a student dictates

Writing down instructions

Telling other students that you think they’re having a hard time

Telling the teacher that you think they’re having a hard time

Taking them to a quiet place for a break

Asking the teacher questions when you think the students might be embarrassed to admit to not knowing something

Letting them play games on your phone

Showing them YouTube videos

Telling them to hurry up

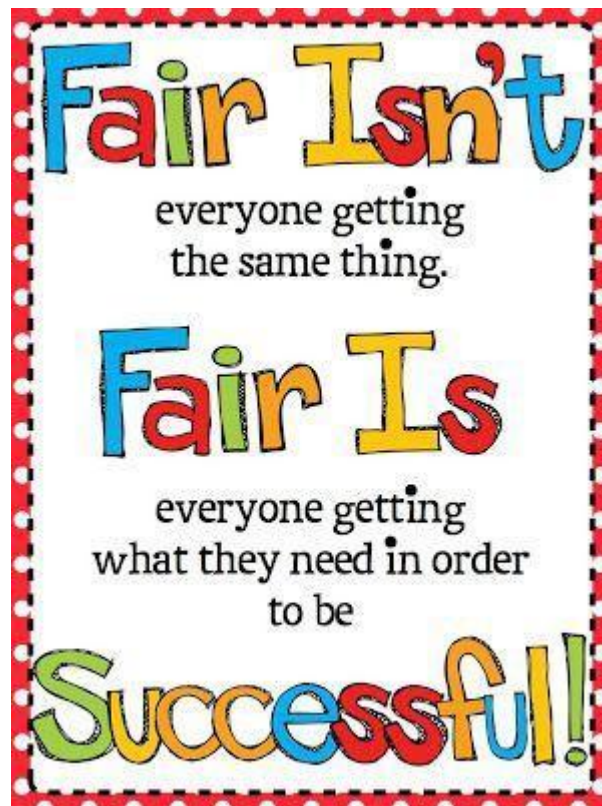
Waiting to see if they will figure it out

Doing their work for them

Apps

Unit 2

Differentiated Instruction



UNIT 2: SESSION 1

Introduction to Differentiated Instruction and Being Fair to Students with Disabilities

BIG IDEAS

- Differentiated Instruction means teaching differently so everyone can learn
- Differentiated Instruction is like band class
- Differentiated Instruction for people with communication disabilities means learning to listen in different ways

OBJECTIVES

- Participants will understand the concept of differentiated instruction
- Participants will understand that everyone wants respect, and will understand the difference between respectful and disrespectful interactions with people with communication disabilities
- Participants will be familiar with some methods of effective listening

MATERIALS

- Computer with wifi, projection screen
- Tosefta Text ([Handout 5](#))
- Differentiated Instruction Slides ([Handout 6](#))

ACCESSIBILITY CONSIDERATIONS

- If some students are blind or visually impaired and can't see the images, describe them.
- Speak with the assumption that some of the *madrachim* may have disabilities.
- As always, make sure that the handouts are in an accessible format for your students. Does anyone need larger print? Braille? An electronic copy?

ACTIVITIES

1. **Distribute:** Tosefta Text ([HANDOUT 5](#))
2. **Think-Pair-Share:** Individually or in pairs (or as a whole group if you would like), read the Tosefta Text handout and discuss the accompanying questions.
3. **Distribute:** Differentiated Instruction Slides ([HANDOUT 6 - SEPARATE FILE](#))

4. **PowerPoint Presentation:** Differentiated Instruction (You will need computer, wifi and projection screen and will guide the students through this ready-made presentation.

Tosefta kiddushin 1:8 (Note: The Tosefta is an early rabbinic text from about the same time as the Mishnah.)

(ח)....איזו היא מצות אב על הבן:

למולו

ולפדותו

וללמדו

תורה

וללמדו אומנות

ולהשיאו אשה

וי"א אף להשיטו בנהר

ר' יהודה אומר: כל שאין מלמד את בנו אומנות כאילו מלמדו לסטות.

8) ...These are the obligations of a father to a son:

- To circumcise him.
- To redeem him.
- To teach him Torah.
- To teach him a trade.
- To marry him to a wife.

And there are those who also say: to float in a river.

Rabbi Yehuda says: Anyone who does not teach his son a trade, it is though he has taught him robbery.

Questions:

1. Which things does the Tosefta say it is important to learn? Why?
2. Which of these things do you think kids learn about in Hebrew school
3. The Tosefta uses the language of “son”. Which are these things are different for girls? Which aren't?
4. What happens when girls are left out?
5. What happens when girls with disabilities and boys with disabilities are left out?
6. What might kids with disabilities need in order to learn these thing

UNIT 2: SESSION 2

What is Differentiated Instruction? How do we do it?

BIG IDEAS

- *Madrichim* can do different things than teachers can do – and that is a good thing
- For *madrichim*, trouble-shooting and strategies are more important than diagnoses
- There is a lot that *madrichim* bring to the table, which will be explored with self-reflection

OBJECTIVES

- Participants will understand why specific diagnosis is private
- Participants will develop skills for trouble-shooting
- Participants will use their own self-understanding to develop empathy and understanding of the students they are supporting

MATERIALS

- Glue
- Scissors
- Sorting Solutions Chart ([Handout 7](#))
- Sorting Solutions List ([Handout 8](#))
- Personal Preferences ([Handout 9](#))

ACCESSIBILITY CONSIDERATIONS

- Make sure that people who can't write have a way of participating.
- As always, make sure that the handouts are in an accessible format for your students. Does anyone need larger print? Braille? An electronic copy?

ACTIVITIES

1. **Discussion:** Have a brief recap of the previous session. We talked about what Differentiated Instruction is. This time, we will work on applying this knowledge. Remind the participants that diagnosis information is private, and you don't need it in order to troubleshoot and differentiate.

2. **Distribute:** Sorting Solutions Chart ([HANDOUT 7](#)), along with the Sorting Solutions List ([HANDOUT 8](#)). Have participants work individually or in pairs on sorting the way they see fit, and adding their own ideas not on the Sorting Solutions List. Participants will cut out the items on the Sorting Solutions List and glue them where they think they should go. Participants do not need to place all of the options on the Sorting Solutions List onto the Solutions Chart. Rather, they should think about the ones that really resonate with them, or the student(s) they are working with and focus on those.
3. **Distribute:** Personal Preferences ([HANDOUT 9](#)) – Inform participants in advance that this is a writing/self-reflection activity and that nobody will be asked to share, unless they want to. The facilitator is encouraged to complete this activity, as well, and to share something during the follow up discussion.
4. **Discussion:** The questions for discussion (also on the bottom of [HANDOUT 9](#)) are:
Do those things that you checked ever make school difficult? What do you find most helpful? What do you wish teachers would do, or do more of?

HANDOUT 7:
Sorting Solutions Chart

I can do this...	I can do this with the teacher...	Only the teacher can do this...

HANDOUT 8: Sorting Solutions List

Write directions on the chalkboard, as well as give them verbally

Give a copy of assignments in written form, weekly or daily

Use flash cards printed in bold colors

Break down an assignment into small parts

Use models, charts, graphs and other visual aids

Allow students to read assignments rather than depend on oral presentations

Use and teach students to use graphic organizers

Use apps

Have students take notes on important words, concepts or ideas

Provide a written copy of board work if student has difficulty copying

Record assignment directions so that the student can replay them as needed

Give verbal as well as written directions

Tape textbook materials for the student to listen to while reading

Give an oral rather than written test

Allow tests to be administered by the special education teacher in the resource room

If practice is needed, student can use recorder to recite, then play back

A student can practice aloud with another student

HANDOUT 8: Sorting Solutions List (Continued)

Help students to take breaks

Do an oral report instead of a written assignment

Ask students guiding questions to help them understand a concept they're struggling with

Do a written assignment instead of an oral report

Draw pictures to help the student understand

Have another student read important information to the student

Use frequent classroom demonstration and participatory modeling

Ask student to build models

Make a visual schedule of the lesson so students know what to expect

Ask student to draw pictures

Ask student to make a display or a video

Ask student to do an experiment

Ask student to give a dramatization

Sing songs

Use role-play and simulations

Provide a lecture outline for the student and give note-taking instructions

Allow the student to move - i.e., to another seating area - during class

Use manipulative objects (e.g.: counting bears)

HANDOUT 9: Personal Preferences

Check off the things that apply to you as a learner and as a person.

- I remember information better if I write it down.
- I need a quiet place to get my work done.
- I need to write down directions, not just take them verbally.
- Music or background noise distracts my attention from the task at hand.
- I doodle and draw pictures on the margins of my notebook pages.
- I have trouble following lectures.
- I do not follow written directions well.
- When I hear something, I remember it.
- I would rather listen and learn than read and learn.
- I'm not very good at interpreting an individual's body language.
- Pages with small print or poor quality copies are difficult for me to read.
- I start a project before reading the directions.
- I prefer first to see something done and then to do it myself
- I take frequent study breaks.
- I have a difficult time giving step-by-step instructions.
- I use my hands when describing things.

Do those things that you checked off ever make school difficult? What do you find most helpful? What do you wish teachers would do, or do more of?

Unit 3

Child Development/Remembering Who is in the Room



UNIT 3: SESSION 1

Child Development

BIG IDEAS

- There are developmental milestones that children typically reach at certain ages
- It is important to recognize those milestones in order to set expectations for interacting with children
- Children are the age that they are, even if their development isn't typical

OBJECTIVES

- Participants will improve their patience and ability to understand what is and is not reasonable to expect of the kids they work with
- Participants will improve their ability to explain things in a way that their students are likely to understand

MATERIALS

- Index cards
- TV or computer with ability to project video
- Developmental Milestones ([Handout 10](#))
- Spot the Problem ([Handout 11](#))
- Jeopardy ([Handout 12](#))

ACCESSIBILITY CONSIDERATIONS

- Some teen *madrichim* with disabilities may identify with the children described in the scenarios. This may raise difficult feelings.
- Be careful about “we” and “they”. Don’t use “we” or “you and I” to mean “people without disabilities” or “people who haven’t experienced struggling with these things”. Speak with the assumption that there are people with disabilities in the room.
- As always, make sure that the handouts are in an accessible format for your students. Does anyone need larger print? Braille? An electronic copy?
- Know how your students are with handwriting and literacy. If you have students for whom handwriting, reading, or writing is a problem, offer an alternative to the index cards (e.g.: typing, conversation, drawing), or do the activity in a different way (e.g.: think/pair/share or group conversation).

- Use a version of the “Meeting the Emotions” clip that has captions, and turn on the captions. (Don’t use the YouTube automatically generated captions; they don't work well enough to be understandable).

ACTIVITIES

1. **You-Tube:** Using a computer with wifi and sound, as well as a projection screen, show [Inside Out – Meeting the Emotions](https://www.youtube.com/watch?v=UWs7SWBDE8E) (1 minute, 54 seconds: <https://www.youtube.com/watch?v=UWs7SWBDE8E>)
2. **Distribute:** Developmental Milestones ([HANDOUT 10](#))
3. **Activity:** Spot the Problem ([HANDOUT 11](#))
4. **Play:** Jeopardy ([HANDOUT 12](#), questions/answers for use by facilitator) Pre-print the pages and fold in half. Hang them with the dollar amount on the front. Divide participants into teams. Read the corresponding question from [HANDOUT 12](#) (players can refer back to the information in [HANDOUT 10](#) if needed). Players give their answer. The folded card gets turned over to see if the answer is correct.
Or, play online: Round 1: jeopardy.rocks/developmentalappropriateness
Round 2: jeopardy.rocks/developmentalappropriateness2
5. **Exit Card:** Each participant receives an index card. Thinking about what they learned about child development, they should write down 2-3 things that they will keep in mind throughout the rest of the year.

HANDOUT 10: Developmental Milestones (adapted from PBS Parents)

5-Year-Olds

Most five-year-olds are creative and enthusiastic problem solvers. They offer progressively more imaginative ideas for how to do a task, make something or solve longer-term or more abstract challenges. As they participate in a variety of new experiences, most five-year-olds ask more analytical questions and weigh their choices. They are usually also more social as they learn new things and prefer activities that involve other children. Some research shows that a child's ability to focus on a single task is equal to their chronological age.

The language skills of five-year-olds are usually well developed. They usually pronounce words clearly, speak in complex and compound sentences, use correct grammar for the most part and have good-sized vocabularies that continue to grow rapidly. Most children this age enjoy initiating conversations, can wait their turn to speak during group conversations and are typically able to include appropriate details when sharing personal experiences.

Most five-year-olds begin to extend their oral language skills to reading and writing. Their knowledge of letters helps them to sound out words in print and write out words based on their sounds. They also can discuss stories and are able to tell their own tales.

Physically, most five-year-olds abound with energy and seek active games and environments. They can usually also use their fingers flexibly to control writing and painting tools, dress and undress dolls and manage zippers and buttons.

Five-year-olds usually really want to know more about how the world works. Hands-on experiences help them to form theories to explain "how" and "why" things happen.

They can usually manage feelings and social situations with greater independence. They might decide to go to another room to calm down, or try strategies like negotiation and compromise to resolve a conflict before seeking adult help. They also usually have improved skills for forming and maintaining friendships with adults and other children. For most five year olds, being accepted by "the group" is becoming more and more important.

In the creative arts, most five-year-olds create realistic art with recognizable subjects and more detailed settings. They also recognize that art can tell a story. The dramatic play of most five-year-olds is pre-planned, elaborate and sustained. They are usually able to perform simple plays, do pantomime and perform puppet shows.

HANDOUT 10: Developmental Milestones (adapted from PBS Parents)

6-Year-Olds

Most six-year-olds have longer attention spans and continue to prefer structured activities to more open-ended experiences. They enjoy taking on new roles and responsibilities, but still usually require much direction from adults and frequently ask questions to ensure that they are completing tasks the right way. Some research shows that a child's ability to focus on a single task is equal to their chronological age.

The language skills of six-year-olds usually become increasingly sophisticated throughout the year. In first grade, most children transform into true readers. Most are able to develop an idea beyond a sentence and will add some details to help describe or explain things in their world. They usually enjoy sharing their writing with others. Six-year-olds can also usually give and follow directions for moving around a room or on a map.

Scientific discovery for children this age is usually affected by their tendency to straddle the world between make-believe and reality. Most six-year-olds might continue to give animals human characteristics, such as suggesting what a worm might be thinking, or that a butterfly has eye lashes.

Most six-year-olds enjoy moving in a variety of ways. They are usually able to run in various pathways and can manipulate their bodies by jumping and landing, rolling and transferring their weight from feet to hands to feet. Their hand- and foot-eye coordination is still developing, so skills like throwing, catching, kicking and striking are still emerging.

In terms of social and emotional development, six-year-olds are generally confident and delight in showing off their talents. They often start to display an increasing awareness of their own and others' emotions and begin to develop better techniques for self-control. Six-year-olds usually enjoy sharing toys and snacks with friends, although conflicts among peers may remain quite frequent. Predictable routines are important sources of stability and security for children this age. Usually, six-year-olds also draw emotional stability from their interactions with adults with whom they feel secure, particularly during challenging situations and circumstances.

The dramatic play of six-year-olds usually show greater creativity and complexity in the use of props, costumes, movements and sounds. Children this age can also usually repeat simple text and cooperate with others in a dramatization.

HANDOUT 10: Developmental Milestones (adapted from PBS Parents)

7-Year-Olds

Most seven-year-olds enjoy having the opportunity to share their knowledge with others. They usually display a longer attention span and the ability to tolerate less-detailed directions and last-minute changes. Most seven-year-olds are curious and frequently ask adults and peers questions to satisfy their need to know. They utilize increasingly complex and creative strategies to solve problems at home and at school. Some research shows that a child's ability to focus on a single task is equal to their chronological age.

In second grade, most children recognize more words by sight and can apply reading comprehension strategies in flexible ways so that they read with greater fluency (speed, accuracy and expression) and independence. Reading is a pleasurable activity for most children and they demonstrate their understanding through discussion, written response and participation in dramatizations.

This is the age when most children begin to effectively combine motor skills like running to kick a ball, rolling after landing from a jump or traveling in rhythm to music. They usually continue to be enthusiastic about physical activity in all of its forms, especially when the sport or physical activity is structured so that they can be successful.

In terms of social and emotional development, most seven-year-olds enjoy having and making friends and take pleasure in imitating the actions of friends and peers at school. While they typically prefer structure and routines, they may also choose to work or play independently when frustrated. Children this age often choose to develop games with rules and are likely to treat peers with respect during play. In addition, they start to experiment more with handling their emotional and social lives independently; they show that they can take some initiative socially and that they have the capacity to understand others' actions and feelings.

A child's development in the creative arts varies greatly based on the child's experiences with art, music, dance and theater. Given exposure and practice, seven-year-olds create art that depict objects more realistically and that reflect personal culture and experiences. In addition, they increase their knowledge of art elements, materials, techniques and processes.

HANDOUT 10: Developmental Milestones (adapted from PBS Parents)

8-Year-Olds

Most eight-year-olds enjoy having the opportunity to solve problems independently. They are typically able to concentrate on tasks for longer periods of time and begin to use their own resources prior to seeking adult help or they may seek out peers for assistance. Eight-year-olds usually demonstrate more highly-developed thinking skills as well as the ability to solve problems with creative strategies. Some research shows that a child's ability to focus on a single task is equal to their chronological age.

Most children's fundamental reading skills are established and one's function of reading becomes its use for learning about various topics.

In third grade, most children select and combine skills and strategies to read fluently with meaning and purpose. Children this age usually use their knowledge of text structures, vocabulary and the world to understand and communicate. They usually like to read for pleasure and choose books based on personal preference, topic or author. Most children create engaging and detailed stories, as well as reports that are increasingly persuasive, informative or entertaining.

Physically, this is the age when the amount of practice and play done in the earlier years begins to manifest itself in skillfulness and in what might be called "athleticism."

When interacting with others, most eight-year-olds enjoy sharing their viewpoints on a variety of topics. They usually have a clearly developed sense of self-worth and may express frustration in response to activities that they perceive as areas of personal weakness. Most eight-year-olds begin to understand the concept of masking emotions and can vary their use of coping strategies to deal with challenging situations. In peer interactions, they may start to engage in leadership, goal-setting, elaborate fantasy play and an assortment of interactive games. Eight-year-olds typically still rely on adults for a sense of security, but are proud of their independence and will want to express it. Under emotionally stressful circumstances, they will seek adults in less direct ways but still need contact.

A child's development in the creative arts varies greatly based on the child's experiences with art, music, dance and theater. In the study of theater, children this age show greater concentration and sophistication in playing different characters and can draw from a variety of sources to improvise dialogue and tell stories.

HANDOUT 10: Developmental Milestones (adapted from PBS Parents)

9-Year-Olds

Most nine-year-olds may persist with an activity until they are exhausted. They are usually interested in their own strength, and draw with great detail. They are usually capable of fine hand and finger movements. Some research shows that a child's ability to focus on a single task is equal to their chronological age.

Most nine-year-olds are able to memorize and recite facts, but may not always show deep understanding of those facts. They now usually read to learn (instead of learning to read) and have a strong desire to complete tasks. They are usually able to keep a train of thought and will continue to work even after interruptions. They are often very interested in mastering skills, and critical thinking skills start to emerge. They are also beginning to be aware of right and wrong.

Socially and emotionally, many nine-year-olds may experience mood swings and may be critical of themselves and of others. They may use physical complaints to avoid things they don't want to do, and they often dislike the opposite sex. They can usually be depended upon and trusted, and they place great importance on fairness. They like to talk and share ideas.

10-Year-Olds

Most ten-year-olds have both the skill and stamina for gross motor activities such as biking, skating and team sports. Their personality may be seen in their posture and movement. Girls may show signs of approaching puberty.

Ten-year-olds still memorize and recite without thinking deeply about the subject. They are usually aware of time, but need help to plan time in a practical way. They are still certain that their own beliefs are correct and are universally shared by others. Some research shows that a child's ability to focus on a single task is equal to their chronological age.

Most ten-year-olds are generally respectful and affectionate toward their parents. Fears which were previously bothersome often become minimal. They may anger quickly but expression of that anger depends on the situation. Friendships are very important, and are usually friends of the same sex. They tend to enjoy clubs and group activities.

HANDOUT 10: Developmental Milestones (adapted from PBS Parents)

11-Year-Olds

Most eleven-year-olds are very active and energetic; constantly wiggling and moving. Boys show few outward signs of puberty, while girls may display more physical changes (including rapid height gains).

Eleven-year-olds are usually able to use logic in arguments and apply logic to specific, concrete situations. They combine oral, visual and written material in school reports, and their decision-making skills improve. Typically, they start to realize that others may hold beliefs different from their own. Some research shows that a child's ability to focus on a single task is equal to their chronological age.

Many eleven-year-olds tend to be egocentric, critical and uncooperative. They may be tearful, fearful and full of worries. Their relationship with their parents may become more challenging, and they may display anger by slamming doors or kicking. Usually, behavior outside of the home is well mannered and helpful. Friendships are still important, but with more quarrels than before and they may have one "best friend".

12-Year-Olds

Most twelve-year-old boys and girls are often hungry. Girls are at the peak of physical change. Boys show a wide range of growth rates.

Most twelve-year-olds tend to categorize information in order to make sense of it and can summarize information from a book in their own words. They can generally proofread their own work for errors, and read adult newspaper or magazines (particularly about topics of specific interest). Some research shows that a child's ability to focus on a single task is equal to their chronological age.

Twelve-year-olds are typically very enthusiastic about likes and equally passionate about dislikes and have a strong need to conform to peers. Friendships are calm, without the turmoil seen at eleven. They begin to show interest in relationships beyond just friendship.

HANDOUT 11: Spot the Problem

Using [Handout 10 \(Developmental Milestones\)](#) as a reference, have students work in pairs, small groups or as a whole class to identify what might be going wrong in the lessons described below.

5-year-olds:

A kindergarten teacher is explaining to 5-year-olds why it's important to care about Israel. The talk has been going on for about 10 minutes, and the kids are continuously interrupting. In exasperation, the teacher says, "Stop acting like a bunch of 5-year-olds!" What's the problem?

6-year-olds

You are working in a first grade classroom. The kids are making *Purim* masks. Some of the students keep asking you, "Am I doing it right?" or, "What color should I make it?". You've told them that they can make it any way they want to, but they keep asking. What's the problem?

7-year-olds

7-year-olds are learning about the different levels of *tzedakah*. When they're told that the lowest level is giving grudgingly (and once the word "grudgingly" is explained), they keep asking questions like "What if someone doesn't want to share their money?" "What if they don't want to share their food?" "What if they still want their toy?" They continue on with questions and are really not accepting the answers the teacher provides. What's the problem?

8-year-olds

A group of 8-year-olds is working on learning to read Hebrew. They all have a sheet of paper with ten lines of Hebrew text. They are told to break up into pairs to practice their reading. Some of the pairs are taking turns, decoding the text, and working in partnership with one another. Other pairs of students are getting very frustrated. When you try to help, they say "I don't get it!" and "I can't read Hebrew!". You notice that most of the pairs who are doing it successfully are telling each other things like "try sounding it out" or "look for the letter you know". What's the problem?

9-year-olds

The teacher of a class of nine-year-olds is talking about Israel. The students keep interjecting with, "That's not fair!" when the teacher talks about various aspects of Israeli life that involve nuanced conflicts between Israelis and Palestinians. The teacher gets upset and says that it's not a black and white issue. What's the problem?

10-year-olds

The teacher has instructed the class to take out a text book and begin reading about Shavuot. They are asked to read independently, without talking to one another, and to monitor their time so that they are answering the written questions within 10 minutes of beginning the text. They will then have 15 minutes to complete the questions on their own. What's the problem?

HANDOUT 12: Jeopardy

Round One:

Five Year Olds

- \$200 Methods sometimes used before asking adults for help with conflicts
- \$400 An emerging reading skill
- \$600 Most five year olds care about being accepted by
- \$800 Questions five year olds ask
- \$1000 Plays performed by this age must be

Six Year Olds

- \$200 People frequently asked for feedback on if they're doing an activity right
- \$400 Can express ideas in more than one
- \$600 Still learning to tell the difference between reality and
- \$800 Emerging skill that may or may not make ball games possible

Seven Year Olds

- \$200 Prefer games with these
- \$400 Usually have strategies for doing this with greater speed/fluency
- \$600 Start to manage social activities with greater
- \$800 May choose to work this way when frustrated
- \$1000 Can usually demonstrate understanding through increasing awareness of their own and others'

Eight Year Olds

- \$200 Create meaningful and engaging
- \$400 Enjoy sharing these on a variety of topics
- \$600 Begin to understand the concept of masking
- \$800 Physical play and practice from earlier years leads to emerging
- \$1000 Seek adult help in less ___ ways in order to preserve independence

Development

- \$200 Activities planned around the abilities of the most kids of a particular age
- \$400 Activities planned around the abilities of different students in mind
- \$600 When you're not sure, you can check a list of developmental
- \$800 These are averages, not ___
- \$1000 When an activity is not developmentally appropriate, kids may ___

HANDOUT 12: Jeopardy

Round Two

Nine Year Olds

- \$200 Can usually memorize and repeat
- \$400 Will usually continue to work after
- \$600 Often dislike the opposite
- \$800 Emerging sense of right and wrong may lead to being_____of themselves and others
- \$1000 Like to talk and share _____

Ten Year Olds

- \$200 Usually show awareness of_____but need help managing it
- \$400 Girls may show signs of approaching _____
- \$600 Prior_____have usually become less bothersome
- \$800 May be quick to feel this emotion
- \$1000 Usually have the gross motor skills and stamina for team

Eleven Year Olds

- \$200 Usually able to use_____in arguments
- \$400 Begin to understand that others may have different_____from their own
- \$600 _____usually show few outwards signs of puberty
- \$800 May be more critical and less_____than younger children
- \$1000 May have one best _____

Twelve Year Olds

- \$200 Can usually do this to information they read
- \$400 Attitude towards likes and dislikes
- \$600 May be _____ most of the time
- \$800 Can often read books/newspapers written for _____
- \$1000 May show interest in the opposite

All Ages

- \$200 The number of minutes most kids can concentrate
- \$400 Kids this age usually still feel that their beliefs are shared by everyone
- \$600 Kids this age are too young for team sports
- \$800 Age at which most kids can learn by reading
- \$1000 Kids of most ages do better when routines are

UNIT 3: SESSION 2

Remember Who is in the Room

BIG IDEAS

- Disability can affect certain areas of development and not others
- People with disabilities are still their chronological age
- There is an important connection between something being developmentally appropriate AND age-respectful

OBJECTIVES

- Participants will use the knowledge they gained in the previous session on child development
- Participants will understand the difference between age and atypical skills
- Participants will understand the intersection of “developmentally appropriate” and “age-respectful”

MATERIALS

- Article: “Teaching Learners with Multiple Special Needs: Age Respectful vs Age Appropriate” ([Handout 13](#))
- Developmental Milestones ([Handout 10](#))
- Case Studies ([Handout 14](#))
- Chart Paper and Markers
- Computer with wifi, audio and projection screen

ACCESSIBILITY CONSIDERATIONS

- As in the previous session, this may be an emotionally loaded topic for *madrichim* with disabilities (including *madrichim* who may not have disclosed their disability to you).
- Continue to be particularly careful about your use of “we”, and “you and I”. Speak with the assumption that there are people with disabilities in the room and that they are part of the group.
- As always, make sure that the handouts are in an accessible format for your students. Does anyone need larger print? Braille? An electronic copy?
- Whenever you show a video, turn on captions.
- Some of these questions are abstract, and some students may need help understanding or sharing their thoughts. Make sure to watch what students are doing, and offer scaffolding as-needed.

ACTIVITIES

1. **Distribute:** “Teaching Learners with Multiple Special Needs: Age Respectful vs Age Appropriate” ([HANDOUT 13](#)). Ask participants to read it individually or in small groups.
2. **Discussion:** What is the difference between having a developmental disability and being 5? Based on the article, what are 3 ways that we can be age-respectful as *madrichim* in a classroom? What are specific examples of how you can actually implement those ideas?
3. **YouTube:** [Sh*t People Say to Non-Verbal Peeps](https://www.youtube.com/watch?v=vLT5DbgB6mk) (46 seconds)
(<https://www.youtube.com/watch?v=vLT5DbgB6mk>)
4. **Discussion:** Brainstorm as a group on “What did people do wrong in this video?” Write the answers on chart paper. (If you can’t write, ask for a student volunteer to write for you.)

Points to hit on during this discussion:

- They didn’t talk directly to the person
 - It’s really weird to say “I love you” to a complete stranger
 - Talked to people like puppies or babies
 - Talking about someone’s communication instead of listening to what they’re saying
 - Acting like disability is weird and like nonverbal forms of communication are “telepathy”
 - Asking invasive personal questions
 - Touching someone’s communication device without permission
 - Assuming people don’t understand just because they can’t talk
 - Not waiting for an answer
 - Predicting and not waiting for an answer
 - “God will heal you” nonconsensual prayer
 - Assuming that all disabled people know each other
 - Taking atypical replies as an insult
 - Asking the support person instead of the person
 - Not giving someone a chance to communicate
 - “Isn’t he such a good boy?! Such a good communicator!” praising someone for communicating then not actually listening to them
 - Assuming people don’t have a job
 - Not minding your own business
5. **Case Studies:** Participants can work alone, in pairs or in small groups. Each participant will receive a case study ([HANDOUT 14](#)) based on the age group that is closest to the age they work with, as well as the Developmental Milestone

(HANDOUT 10) from the previous session. The questions to consider are located on each case study.

6. **Discussion:** Each group can share their case study and solutions with the whole group, or age ranges close together can share with each other, or different ages can share different solutions for the same case study.

Handout 13: Age Respectful vs Age Appropriate

Written by Kate Ahern, published on her blog, "Teaching Learners with Multiple Special Needs", September 11, 2015

Age-appropriate has long been a mainstay of special education and related fields. On one hand, it is an important concept; since it means treating everyone as the age they are (no baby talk, no rubbing people's heads, etc.). On the other hand, it puts us in the position of deciding what interests and hobbies our students are "allowed" to have. And who are we to judge? Would it really be the end of the world if a young adult carries a Tinkerbell backpack or a teenager wears a Mickey Mouse shirt? Why is it that an individual without a developmental disability can do those things but a person with a developmental disability can't? (Have you seen the men's T-shirt section in Target?)

It is time we all embrace a new way of looking at this. Let's think about age respectful instead of insisting on age appropriate.

What is age respectful?

Age respectful means that when something is our choice we choose items, activities and interactions that are respectful of the age of our student in our setting. We choose typical and adapted books that will be motivating and are respectful of the students age (an adapted version of Huck Finn in middle school instead of a *Brown Bear, Brown Bear*, for example). While at the same time we allow choices made by the individuals themselves to reflect their tastes and interests.

Age respectful means we offer and teach how to do new activities and use new materials while never judging the student for choosing to return to old activities or materials.

Age respectful provides multiple meaningful opportunities to expand exposure to new ideas, activities and experiences because we like what we know. We do this not to replace "age inappropriate" choices but to augment and expand our students' horizons. If we wish to be truly successful at this we try to stay just one step beyond current tastes and interests.

Age respectful re-frames (formerly "age inappropriate") interests as legitimate hobbies, collections and interests. Meaning that an interest in Elmo including collecting Elmo items can and is a hobby for many people of all abilities.

Age respectful means that we teach our students manners. All of our students. Students who love Barney learn that one really needs to ask and gauge the interest of others before sharing about that hobby enthusiastically. Students who don't share that interest need to learn how to politely redirect the conversation.

Age respectful means that the rules apply evenly. If bringing toys to class is unacceptable then it is unacceptable for ALL students from the student with the Star Wars collectibles to the student with the Big Bird toy.

Age respectful is about making choices that respect our students while age appropriate is about assuming we can and should make choices FOR our students.

HANDOUT 14: Case Studies

Case Study: 5-6 Year-Olds

You are assigned as a 1:1 aide to David, a kindergartener. David's voice is hard to understand, and he rarely speaks more than two or three words at a time. Most of the other students are speaking in complete sentences, telling stories, and having conversations. Some of the students have started talking to David in the same way they talk to their baby brothers and sisters.

Why might David be upset about this?

What skills do kindergarteners usually have other than speech?

How can you respect David's age when you talk to him?

How can you encourage other kids to respect David's age?

Case Study: 7-8 Year-Olds

You are an assistant in a 1st grade classroom. Isabelle, 7, has unusually strong language skills for a child her age. She can read many books written for teenagers and adults, and speaks in complex logical sentences. She is often bored and frustrated with the materials designed for kids her age. Sometimes the teachers call Isabelle a "little professor" or "so old for her age!".

Most kids don't develop those kinds of language skills until they are at least 12.

Besides reading and making logical arguments, what skills do 12 year olds usually have?

What might happen if you assumed that Isabelle has those skills too?

What's the difference between treating Isabelle like she's 12, and treating her like a 7 year old with unusually strong language skills?

HANDOUT 14: Case Studies

Case Study: 9-10 Year-Olds

You are an assistant in a 3rd grade classroom. Ari is 9.5 years old and has been attending this Religious School since Kindergarten. Ari appears very driven, and always wants to do his work well. He is quieter than some of the other students, but he seems to be well-liked. You've noticed that when it is time for Hebrew reading, Ari often complains of a stomach ache. Sometimes he asks to go to the bathroom, and sometimes he just looks uncomfortable.

What do you know about 9-10 year olds that might help you understand Ari more?
What age-appropriate things might he be struggling with that lead to stomach aches during Hebrew reading?

Using what you know about Ari, and about kids Ari's age, how might you be able to help?

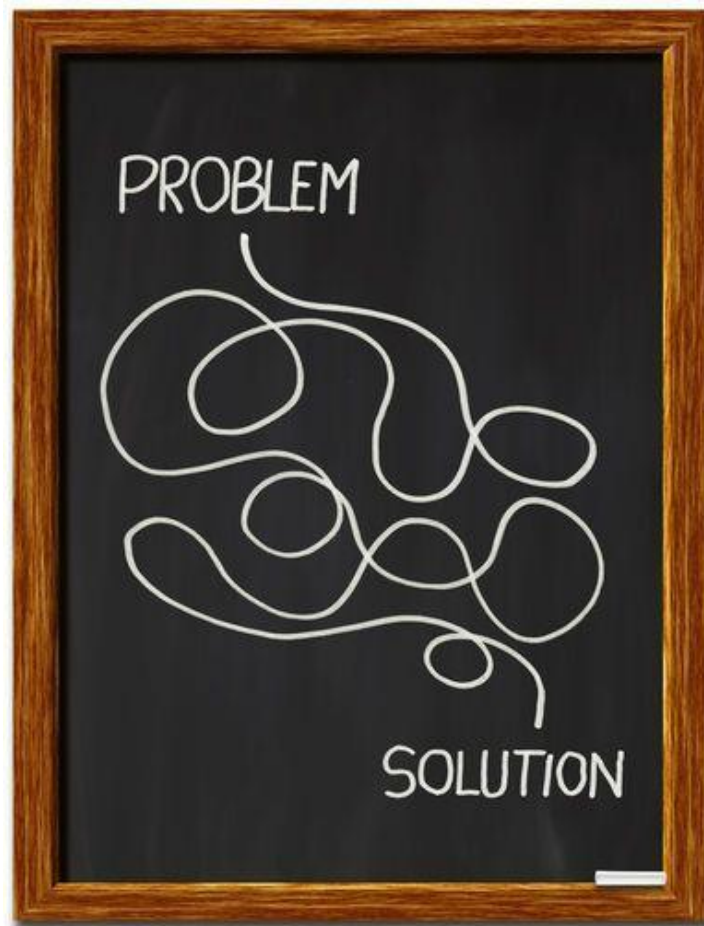
Case Study: 11-12 Year-Olds

This year, your school has decided to start using a Jewish values curriculum developed by another Jewish organization. The sixth graders are doing a unit about *teshuva* (repentance), using a textbook provided with the curriculum. Max is 11.5 years old, and started Hebrew school three years ago. You've noticed that Max often avoids reading, and the teacher recently told you that Max reads on a third grade level.

What might happen if Max is expected to read the 6th grade Jewish values textbook?
What might happen if Max is expected to read the 3rd grade Jewish values textbook?
How can you help Max to learn the material other students his age are learning?
How can you help Max and other students in his class to collaborate and learn together?

Unit 4

Problem-Solving and Wrap-Up



UNIT 4: SESSION 1

Active Listening

BIG IDEAS

- Everyone has something to say
- You can listen to people whose communication is unusual
- You can teach other people to listen
- “Being unable to speak isn’t the same as not having anything to say”

OBJECTIVES

- Participants will understand the difference between having something to say and having a way to say it
- Participants will list multiple forms of listening
- Participants will understand that listening is active and that they can understand more with practice
- Participants will practice listening skills
- Participants will identify situations in which students with disabilities aren’t being listened to

MATERIALS

- Active Listening ([Handout 15](#))
- Communication Experiment Words ([Handout 15A](#))
- TV or computer that can project a video
- [Speechless Pilot Episode](#), download from:
https://www.amazon.com/I-N-S--INSPIRATIONS/dp/B01LFSUM90/ref=sr_1_1?ie=UTF8&qid=1477574294&sr=8-1&keywords=speechless+episode
(Please note: this episode needs to be purchased from Amazon. The cost is \$2.99.)
- Article: “Social Skills: Noticing when Repetition is Communication” ([Handout 16](#))

ACCESSIBILITY CONSIDERATIONS

- Keep in mind that some of your teen *madrachim* may have communication disabilities or a history of communication problems. Continue to be careful about “We” and “you and I”.

- As always, make sure that the handouts are in an accessible format for your students. Does anyone need larger print? Braille? An electronic copy?
- The drawing activity will probably not work well for students with impaired motor skills. As an alternative, you can play the “keys” drama game (listed under activity one). Use your judgment about which activity will work better for your group. Or you can do the communication experiment.

ACTIVITIES

1. Distribute: HANDOUT 15. Divide the participants into 3 groups by providing each person with the number 1, 2 or 3. Divide into groups of three people. Each group should consist of someone with the number 1, someone with the number 2, and someone with the number 3. Each group receives the following instructions:

- Only person #3 may see the picture.
- Person #3 will write out directions for recreating the image they see.
- Person #2 will read those directions without using his/her hands, without gesturing, etc.
- Person #1 will draw what he/she hears and try to recreate the image that person #3 is looking at.

2. Share: Each group of 3 will share their final picture and see who came the closest to the original image. What were some strategies that worked well for each group? What didn’t work so well?

OR

3. Play “Keys” (in pairs)

- Person #1 has a set of keys (or another object).
- Person #2 must convince person #1 to give them the keys — without using the word “keys” or any synonym. They can use any other words, or any kind of body language.
- Everyone should have a turn to be both person #1 and person #2. (You can use an object other than keys, or switch up the objects.).

4. Share: How did you communicate without using the word “keys”? What was persuasive? What wasn’t? What strategies did you use?

OR

5. Communication Activity: Divide students into pairs.

- Person #1 is allowed to talk or communicate in any way they can think of.
- Person #2 can only communicate through gestures and pointing.

- c. Person #2 is given a word, which person #1 doesn't see.
- d. Person #1 and Person #2 have to figure out how to communicate well enough that person #1 can figure out the word.

(**HANDOUT 15A** has a list of words you can print and cut out, or you can use words of your own choosing.)

6. Share

As person #1, what strategies did you try? Were you able to figure out what your nonspeaking partner's word was?

As person #2, what strategies did you try? Were you able to communicate what your word was?

Did your partner do things that frustrated you, or that you couldn't understand?

Why did you do those things?

Did anyone try writing down choices, or making an alphabet board?

7. **Video:** Using a computer with wifi and audio, and a projection screen, show *Speechless* Pilot Episode

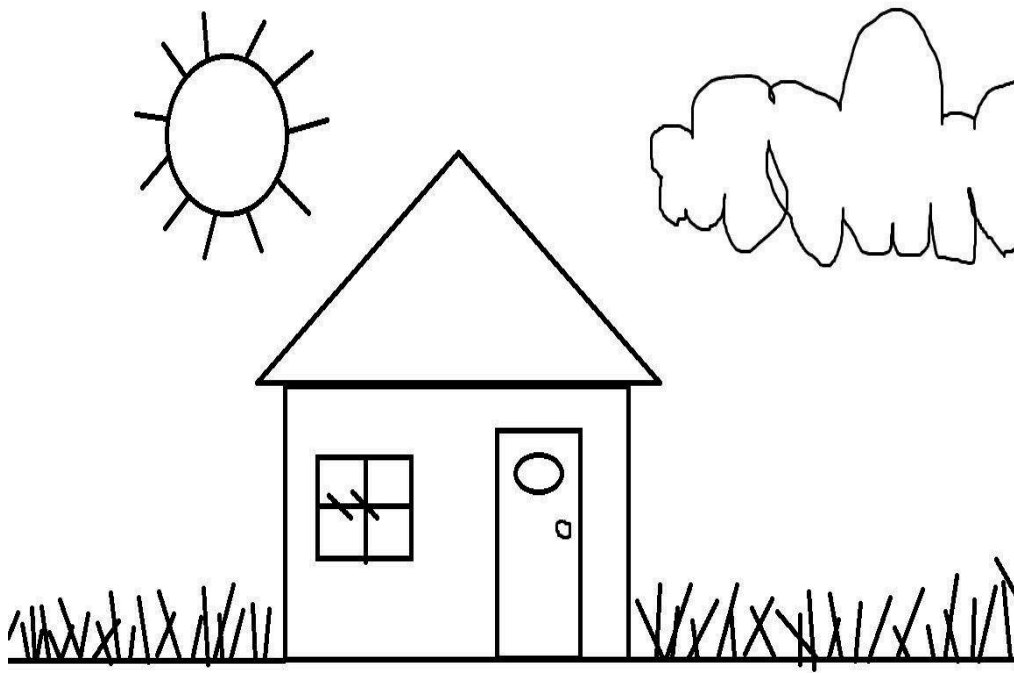
8. **Discussion:** When were people listening to JJ? When weren't they? Why do you think some people listened and some people didn't? When does JJ get mad? Why does he get mad? What are the different ways that JJ communicates?

Points to hit on:

- JJ spells out words, but he also uses body language, etc.
- Sometimes he says things that people don't want to hear.
- Sometimes they read his board anyway (e.g.: his brother), and sometimes they don't (e.g.: his aide lied about his reaction to being nominated for class president)
- His new aide listens and checks in with him.
- JJ gets mad when people treat him like a mascot.
- Are there times when the students you support are ignored?

9. **Distribute:** Article: "Social Skills: Noticing when Repetition is Communication" (**HANDOUT 16**). This is something for them to read on their own, and can serve as a resource.

ACTIVE LISTENING: HANDOUT 15



HANDOUT 15A: Communication experiment words

Rosh Hashanah	Seder	Mitzvah
Siddur	Teacher	Facebook
Israel trip	Voting rights	Reason
Angry	Embarrassed	Isaac
Opinion	Parsha	Classroom

HANDOUT 16: Social Skills: noticing when repetition is communication

Written by Ruti Regan, published on the blog, "Social Skills for Autonomous People"

So, there's this dynamic:

Autistic person: The door is open!

Other person: I *know* that. It's hot in here.

Autistic person: The door is open!

Other person: I already explained to you that it's hot in here!

Autistic person: The door is open!

Other person: Why do you have to repeat things all the time?!

Often when this happens, what's really going on is that the autistic person is trying to communicate something, and they're not being understood. The other person thinks that they are understanding and responding, and that the autistic person is just repeating the same thing over and over either for no reason or because they are being stubborn and inflexible and obnoxious and pushy.

When what's really happening is that the autistic person is not being understood, and they are communicating using the words they have. There's a NT social expectation that if people aren't being understood, they should

change their words and explain things differently. Sometimes autistic people aren't capable of doing this without help.

So, if this is happening, assume it's communication and try to figure out what's being communicated. If you're the one with more words, and you want the communication to happen in words, then you have to provide words that make communication possible. For example:

Other person: Do you want the door to be closed, or are you saying something else?

Autistic person: Something else

Other person: Do you want to show me something outside, or something else?

Autistic person: Something else

Other person: Are you worried about something that might happen, or something else?

Autistic person: Worried

Other person: Are you worried that something will come in, or that something will go out?

Autistic person: Baby

Other person: She's in her crib, and the baby gate is up. Is that ok, or is there still a problem?

Autistic person: ok

UNIT 4: SESSION 2

Wrap-Up

BIG IDEAS

- *Madrachim* are finishing a year in which they tried something new and challenged themselves
- *Madrachim* may or may not feel like they were successful in their roles
- *Madrachim* may want to pursue additional information about supporting children as they move on to their next role (in or out of the synagogue)
- *Madrachim* may have mixed feelings about the year coming to an end

OBJECTIVES

- Participants will think about how it feels to end this year as *madrachim*
- Participants will understand that 100% success is usually not possible
- Participants will reflect back on their year as *madrachim*
- Participants will create a “goodbye” card or gift for their class or for the students they worked with
- Participants will leave the next group of *madrachim* with tips
- Participants will know where to go for more information

MATERIALS

- Construction paper
- Markers, crayons, glitter, glue, felt, buttons and other craft supplies
- Participants’ phones or laptops with wifi
- Chart paper
- Certificates of Completion handout (filled out in advance), located on the last page of the curriculum
- Ice cream, toppings, bowls, spoons, scoopers, etc.

ACCESSIBILITY CONSIDERATIONS

- Make sure to get ice cream that all of your students can eat, and check the toppings too.
- Is anyone allergic to anything?
- Is anyone vegan or lactose intolerant?
- Amy’s Sorbet and So Delicious coconut milk-based ice cream are good vegan options.
- Have a scoop or spoon for each flavor to avoid cross contamination of allergens.

- Students with impaired motor skills may need help scooping ice cream.

ACTIVITIES

1. **Discussion:** Thinking back to the beginning of the year, what did you think it was going to be like to be *madrichim*? How does that differ from what it was actually like? How does it feel now that it is coming to an end? What if you don't feel 100% successful? How can you think about your work in realistic ways that both recognize the limitations of the job, and help you learn for the future?
2. **Think-Pair-Share:** What tips or advice do the participants have for next year's *madrichim*? These can be as specific or as broad as they would like. When they come back together as a group, you (the facilitator) should write down all of their ideas on the chart paper, letting them know that you will type them up and use them with next year's *madrichim*.
3. **Google:** In pairs, using participants' phones or laptops, consider what you might like more information about. Do you want to know more about organizations that specialize in Jewish disability? Would you like to know more about self-advocacy groups, or adult vocational programs, or other volunteer opportunities? *Madrichim* should decide on their search criteria, and decide which of their results might be the most helpful. Coming back together as a group, make a list of these resources on a new piece of chart paper. This can also be typed up and emailed to the *madrichim* after this closing session.
4. **Closure:** Participants will create a "parting gift" or card for the class or the particular students they worked with, using the arts and crafts materials provided (construction paper, markers, etc.) or using their own creativity. Maybe they want to write a poem or a song, or decorate a card.
5. **Ice-Cream Party:** Together, you will celebrate the success and accomplishments of the *madrichim*. As they eat and socialize, you can distribute their certificate of completion.