Disabilities Program

\*\*4 leaders needed to run stations.

Prep: Separate the materials by station into different areas of the room.

Activities:

0:00-0:05 Introduction. Split everyone into four groups. Direct them to separate stations.

0:06-0:13 Rotation 1. Give 1 minute warning, then switch for each rotation.

0:14-0:21 Rotation 2.

0:22-0:29 Rotation 3.

0:30-0:37 Rotation 4.

0:38-0:50 Discussion.

STATION 1: Speech Impaired --Tongue Twisters. Materials: M+Ms, tongue twister papers

     1. Instructions: Partner up. One partner puts a few candies in his/her mouth. They will be given a script with tongue twisters. The other partner’s job is to interpret what they said.

     2. Mini Discussion: Why is good communication so important? How did the candy in your/your partner’s mouth make it harder to communicate? How does this activity demonstrate the frustration someone with a speech impairment may have?  Have you gained any sympathy towards people with speech impairment?

TONGUE TWISTERS:

1. I saw Susie sitting in a shoe shine shop. Where she sits she shines, and where she shines she sits.

2. How many boards, Could the Mongols hoard, If the Mongol hordes got bored?

3. Six sick hicks nick six slick bricks with picks and sticks.

4. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

5. Toy Boat (repeat 7 times)

6. Irish wristwatch (repeat 7 times)

7. If Stu chews shoes, should Stu choose the shoes he chews  
8. Wayne went to Wales to watch walruses.  (repeat 3 times)

STATION 2: Hearing Impaired --Whisper Down the Lane Remix. Materials: radio

     1. Instructions: Get in a line. Turn the radio on. The line leader starts with a phrase and whispers it to the person behind him/her. The speaker may not repeat themselves. When the message gets to the last person in the line, they ask the first person if what they heard was the correct message. After each round, the last person in line becomes the first and the radio is turned up slightly louder.

     2. Mini Discussion: What made this game of whisper down the lane different from how you’ve played it in the past? Did the radio change how different the message turned out? What factors affected your hearing? How did you overcome the obstacle

STATION 3: Visually Impaired --Obstacle Walking. Materials: 10-20 styrofoam/paper plates

     1. Instructions: Set up styrofoam plates across the area. Partner up. One partner is blind-folded. Partners stand on opposite sides of area. The goal is for the blinded partner to get to the other side. The other partner may help the blinded partner by voice only from their side of the room. If they step on a plate or bump into another person, they must start over.

2. Mini Discussion: Was the activity harder to do than you thought at first? Was your partner helpful? How could they have been more helpful? What other senses did you need to rely on?If you felt vulnerable or uncomfortable, why? Could someone have finished this without a partner to guide them?

STATION 4: Physically Impaired -- Relay Races. Materials: 10-15 bandanas

     1. Instructions: 2 Part Activity

Army Crawl- Everyone spreads out across the starting line on their stomachs. You must crawl to the other side using only your upper body.

Three-Legged Race. Partner up. Partners stand next to each other and have their inner legs tied together with a bandana. Race to finish line.

2. Mini Discussion: Did you have any difficulty with these tasks?  What were they?  How did you overcome these difficulties? If you were able to use your full body in these races, would it have made the activity easier?  What things can you do to help people with physical disabilities?

Discussion

1. What were the difficulties you had to face with these activities? Did you feel frustrated if you couldn’t get the task done as quick as you could have?

2. How did the activities you just did relate to disabilities?

3. When you see someone with a disabilities do you ever think what it would be like to have one yourself?

4. Do you treat people with disabilities equal to other people?

5. If you had a disability, how would your life be different?

Advocacy Transition:

6. Do you know anybody with a disability? If so, have you ever joked around about it or heard anyone else make fun of someone with a disability?

7. What could you do if your friends were joking around about someone with a disability? (Ask nicely to stop harrassing the person. Let them know that they have someone on their side that won’t tolerate cruel behvaior, etc)

8. If you’ve heard anyone using the R-word (retard), what could you do? (Explain to them that it’s sensitive to you. Ignore them if they’re doing it to get a reaction from you. Walk away and hang out with other people. etc)

9. What is tikkun olam? How do disabilities relate to this? (Our duty to help others extends to those with disabilities, treat everyone equally, etc)

From R-word.org: When they were originally introduced, the terms “mental retardation” or “mentally retarded” were medical terms with a specifically clinical connotation; however, the pejorative forms, “retard” and “retarded” have been used widely in today’s society to degrade and insult people with intellectual disabilities. Additionally, when “retard” and “retarded” are used as synonyms for “dumb” or “stupid” by people without disabilities, it only reinforces painful stereotypes of people with intellectual disabilities being less valued members of humanity.

Conclusion:

In Judaism we see everyone as more than their physical beings. Would it really impact your morals or beliefs if you had no limbs? Hopefully not! The point is, we are all important, and a person with a disability is absolutely no exception to that rule. What can we do as BBYO members to show our community that we stand up for people with disabilities?

(Introduce R-word.org, and encourage for  people to take the pledge to not use the r-word and make it public)