# HONEYCOMB INCLUSION GUIDE

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# INTRODUCTION

Jewish youth philanthropy offers the unique opportunity to engage in Jewish identity formation, teamwork, Jewish values exploration, civil discourse, grantmaking, and leadership skills. These wonderful benefits can—and should—be open to all types of learners in our communities.

As part of the suite of resources that Honeycomb offers the Jewish youth philanthropy field, we are delighted to present this guide that will offer advice, concrete examples and best practices in creating an inclusive environment for different types of learners in your Jewish youth philanthropy program. We have engaged with experts in the field and have included tried and tested methodologies, as well as resources and recommendations that can be implemented to make programs more accessible to a diverse population.

We encourage you consider these key questions as you review the guide and strive to create an inclusive Jewish youth philanthropy program:

- What would I need to do to expand my program and make it more inclusive?

- How do I let interested teens and families know that this program is open to students with diverse learning needs?

- Are there physical space considerations that I need to think about?

- Who do I know who might want to partner with me in this program?

- How do I get started?

## A note from Leah Goldstein, former Director, Jewish Teen Foundation of Greater Boston:

On the website for the Jewish Teen Foundation of Greater Boston (JTFGB), one of the questions asked is, "Who should apply?" and the answer given is, "Jewish teens who will be in grades 9-12, and who are interested in philanthropy, leadership and helping to transform the world around them."

Yet within the Jewish teen population, there are many teens who felt as if this program was not accessible to them; teens with learning challenges, developmental delays and anxiety. Believing that all teens should have the opportunity to put Jewish values such as *Tikkun Olam* and *Tzedakah* into practice and learn the skills needed to set a life-long pattern of activism and philanthropy, JTFGB and Gateways proudly collaborated to build, create and deliver this amazing program that fosters leadership and commitment to philanthropy to teens of diverse learning backgrounds.

Since 2019, JTFGB and Gateways formed a partnership board. This board included teens who had participated in at least one year of our philanthropy program and functioned as both participants and as mentors to new teens with diverse learning needs in the program. Not only was the program now inclusive of diverse learners, but a secondary benefit of providing opportunity for increased socialization emerged. When summing up his experience, a four year participant in JTFGB said, "I feel charged to not only use the tools which I have been given by JTFGB, but also to pass on those tools to others in order to encourage and enable my peers with the same sense of personal ability to make change that I now feel that I have."

# GETTING STARTED

## Language and Vocabulary

When talking about diversity and inclusion, language choices matter. Some general guidelines to consider are:

1.  Disability is not a derogatory term. It refers to a diagnosis and there is not a negative stigma attached. It is the diagnosis of a disability that secures services for people who need them.

2.  A person is more than their disability. In general, we favor a person-first language; for example, "a person with a reading disability". An exception to this is within the autism community, which sees their neurodiversity as who they are, and not as a disability. Within this group, they prefer to think of themselves as an autistic person and not a person with autism.

3.  Language preferences are fluid and change. When in doubt, always ask the person with a disability what terminology they prefer.

**Inclusion:** Inclusion means believing that diversity makes us stronger. It means everyone can have a place in our community and can be successful. It is a verb—something we need to actively work at.

**Neurodiversity:** This refers to the range of differences in both brain functioning and character traits. It is widely accepted today that there is significant variation within the human population.

**Neurotypical:** A non-medical term to describe people who are not characterized as being autistic or having other atypical patterns of thoughts and behavior.

**Hidden Disability:** Some disabilities are ones we can see, such as a person who uses a wheelchair, making it clear as to when to provide accommodations. Other disabilities are considered to be hidden, or invisible, meaning that you will not know by looking at someone if they need additional supports. Learning disabilities, ADHD, Autism and mental health challenges are all considered to be hidden disabilities. At the same time, it is these hidden disabilities which are the most commonly diagnosed in teens.

## Goals and Expectations

It is important to articulate realistic parameters for creating an inclusive youth philanthropy group. Young people who have already participated in the program make wonderful mentors and can be an integral part of helping their peers be successful in the program. Yet, they are still participants and we want them to have a meaningful and valuable experience as well. **Remember that we are accommodating learning needs, not modifying the goals of the program.**

Being specific and naming the skills participants need will ensure the success of the group. Being aware of and honest about what supports you can provide is sometimes uncomfortable. Consider the following parameters:

- Participants must be able to work cooperatively in a group setting.

- Participants must demonstrate the ability to communicate independently.

## Finding Partner Agencies

Your chosen partner agency requirements might change depending on your participant's needs. You may find that Honeycomb can provide you with the consultation and support you need. You may be part of an organization that has inclusion support that could consult with you around a participant's learning profile. Often, a parent will share their child's educational plan and/or connect you with someone from their teen's learning team who can provide guidance and suggestions for creating a successful experience. Partnering with an organization, agency, or school that has expertise in working with diverse learners can help you consider various structural and logistical elements to your program. These elements will vary based on the level of support that is needed by the participants. Questions you will want to discuss together might include:

- What is the ideal number of participants?

- What is the ideal number of mentors?

- How many sessions will you offer?

- How long should each session be?

- Should there be homework/pre-work? or should that be avoided?

- How many facilitators are needed?

- What staff-participant ratios need to be adhered to?

- Any other best practices on structure or facilitation that people need to know about?

## Ensuring Accessibility

Each participant will be the best resource in terms of what supports will be most helpful for them. That being said, there is much that we can do to establish a baseline of expectations for people applying to be part of your programs. Here are some questions to ask yourself, along with suggestions to consider incorporating, when planning for an inclusive program.

### Is your space physically accessible?

We are aware that not everyone who runs a youth philanthropy program will have complete control over the facilities available to them. Looking at one's space, and seeing it through the eyes of someone with a disability, and preempting challenges before they occur is important when creating an inclusive program.

It is important that space is neat and organized to allow for people with mobility limitations to navigate independently and easily. In general, this means leaving a 5-foot circle for a wheelchair user to be able to reverse direction if necessary. Look at your space and identify potential tripping hazards, both for those with mobility issues and those with visual impairments. This might include objects that have dropped to the floor, chairs that weren't pushed back into place and even carpets. In general, carpets should be no more than half an inch high and area rugs will need to be secured so that a wheelchair or crutches would be able to move safely over them.

Think about your lesson plan. Are there times when a participant might need to move around the room and carry items? If so, what supports might someone with a mobility issue or a visual impairment need in order to participate fully?

Hosting your program in an Americans with Disabilities Act (ADA) compliant space is critical to sending a message about your commitment to inclusion. Do a full inclusion check:

- Does your building have automatic door openers and are your light switches at a height where a wheelchair user would be able to reach them?

- If the building is more than one story, is there an elevator?

- Are table heights adjustable?

- Consider your restroom facilities. Are they wheelchair accessible?

- Take a look at your outdoor space. Is there ample accessible parking with curb cutouts? Is your main door accessible for a wheelchair user to gain entry independently?

## Is your program accessible to someone with a hearing impairment?

You may want to take into account the following considerations when examining your space:

- What are the acoustics like in your space? Did you know that carpet and hanging curtains or cork boards can help absorb sound?

- Consider the lighting in the space where your program meets. Is the light bright enough for someone who reads lips?

- Position desks or tables at angles rather than in rows (When desks are in rows, participants might be sitting with their backs to each other. When the desks or tables are angled, then someone who relies on facial cues to aid their comprehension will be able to see more people in the room. Also, when the desks are at an angle, the facilitator will be more visible, closer and accessible to the participants).

- Remember to turn off equipment that might add to the noise level when they're not in use.

- When meeting online, using closed-captioning services should be automatically turned on and available.

- Facilitators should ask participants to identify the right spot for them to sit in. For some, sitting with no one behind them may cut down on distracting noise. For others, sitting in the middle may help them feel connected.

## How can you incorporate assistive technology to make information more accessible?

Assistive technology allows participants to access material and perform functions that might be difficult or impossible without these tools.

Here are some examples of assistive technologies that your participants may be using:

- **Screen readers and text to speech systems** are exceptionally helpful for people who are blind or have low vision, have audtiory processing weakness or have a reading disability because they read all content on a screen or in a text out loud.

- **Speech recognition** allows someone to speak to a device and the words are then typed as they were dictated.

- **Closed captioning,** or often referred to as CC, are texts written on the screen to accompany a video. Closed captioning is helpful for people with hearing impairments as well as people with auditory processing challenges who might be distracted by background noise.

# ADAPTING YOUR SESSIONS FOR DIVERSE LEARNERS

## Why Adapt Your Sessions?

There are many different learning abilities, learning styles and learning needs that might present themselves in a group of teens. You might be aware of participants who have particular needs, or there might be a teen who does not want to disclose the challenges they face. Being proactive by making your session inclusive can have wonderful effects on both those who are most-often marginalized, and can also make learning accessible for as many in your group as possible, regardless on their learning needs. In this section you will find suggestions, tips and concrete examples of what you can do in your programs in order to make the material more accessible for diverse learners.

## Getting-To-Know-You Activities

These ice-breaker activities, along with others that you can find in Honeycomb's **Changemakers: A Journey Through Teen Philanthropy** are a great way to help the participants find connections and begin to build a sense of community. They have been particularly highlighted for diverse learners as they allow each participant to view others as their peers, regardless of their learning abilities. These activities highlight similarities between participants which further build bridges and promote conversation in a low-barrier fashion. This allows all participants to be on a level playing field.

- **Dice to Know You**

  Using the **Dice To Know You** sheet as a guide, roll the dice and answer the questions that correspond to the numbers on the dice. Several rounds can be played in small groups.

- **Get-To-Know-You Bingo**

  Create bingo boards with random pieces of information (for example: I have been to Israel, I light Shabbat candles each week, I play the guitar, etc.) Ask the participants to walk around and mingle and talk with each other. Find someone in the group and write their name in the box in applies to. Participants need to find someone in the group who answers "yes" to that question before they can mark the box off. **Use this link to create your custom bingo card**.

- **What Do We Have in Common?**

  Divide participants into groups of 3. Challenge them to find 3–5 things they all have in common. The answers can't be related to the Jewish Youth Philanthropy program (for example: we're all interested in philanthropy). Ask the groups to share what they found with each other. Participants can vote on which group found the weirdest things in common.

- **Team Engineers**

  Divide participants into groups of 4. Each team is given a collection of objects and asked to build something. The objects should include items like sticky tape, glue and popsicle sticks. You could also include a challenge, where teams need to accomplish a specific task with their creation.

## General Suggestions

It is important to build support that will allow students with varied learning backgrounds to participate and also increase the level of success they have in the program.

### Previewing

- Ask parents in advance, "In order to help us make the program meaningful and successful, please share with us any information about your teen's educational and emotional needs, as well as what support would help them to thrive."

- Before the session, let the participants know the prompts for icebreakers and activities where they will need to think of something to share with the group. This allows participants the option to consider their answers beforehand, which eliminates the anxiety of having to come up with something on the spot.

- Some participants may benefit from receiving a vocabulary list or a preview of the day's content being sent home so that it can be reviewed with a parent or tutor.

### Schedule and Transitions

- Make a large schedule of what to expect during the session and display it in a prominent place. Go over this schedule at the beginning of the session and go back to it throughout the day as you complete activities. Illustrate the class schedule with visuals including symbols and pictures.

- Hand-out individual copies of the schedule so that each participant can follow along on their own if they prefer. Certain students may benefit from being sent this schedule in advance of each session.

- Give time warnings before ending an activity and transitioning to a new activity. For longer activities call out the half-way point, 5 minute mark , and 2 minute mark. For shorter activities make sure to call out at the halfway point and minute mark.

- Some participants may benefit from the chance to come early to the first session in order to tour the space in which the sessions will take place, be introduced to the facilitator, and go over the schedule for the day.

### Directions

- Be prepared to show 2 or 3 examples of finished work when giving directions for an activity.

- Give directions both out loud and in written format, such as on large flipchart paper.

- Illustrate any written directions with pictures or symbols.

- Break down multi-step directions.

- Make directions as concrete and simple as possible.

### Movement and Focus Tools

- Make sure individuals know that if they are feeling overwhelmed or overstimulated that there is a designated and clearly marked break space away from the group they can take advantage of.

- Allow students to stand behind their seats instead of sitting as needed.

- If students really need to move around, allow them to pace in the back of the room where they won't distract the other students.

- Have a basket of fidgets that the students can have access to. Make sure to remind participants that fidgets are tools rather than toys, and if a fidget becomes distracting to the person using it or to other students in the class then it should be put away or switched out for a less distracting fidget.

## Breaks

- Designate a clearly marked break space away from the group for students who are overwhelmed or overstimulated. Make it clear to the participants that anyone can go there if they need to.

- Make sure the break area is a quiet and plain space. This will help calm students who are overstimulated, and it will also ensure that the break area is not a reinforcing space where students will want to escape to.

- You may want to arrange in advance with specific students limits on the break area. For example, you might figure out in advance how many breaks they can take or use a timer to limit the amount of time they spend in the break area.

## Text

- Enlarging text can make it easier for students with many different kinds of disabilities to read. Try making the font size 14 or 16.

- Use clear, sans-serif fonts that have been shown to be easy for struggling readers to decode such as Arial, Century Gothic, Comic Sans, Tahoma, Trebuchet, Verdana.

- Increasing spacing between lines to 1.5 space or double spacing can make it easier for struggling readers to track the text.

- Limit the amount of text on a page—white space is good!

- Use bold for emphasis instead of underlining or italics, both of which can make the letters seem to run together.

- Align font to the left side of the page instead of centering it.

- Break up large blocks of text by either dividing them up into smaller paragraphs or breaking them down into bullet points.

- Keep sentences concise.

### During the Session

- Try to incorporate a few consistent routines into each session, such as a welcome ritual, a goodbye ritual, and a routine for quieting down the group. These will make the sessions more predictable and reduce anxiety. The Honeycomb curriculum **Changemakers: A Journey Through Jewish Teen Philanthropy** has many suggestions for opening and closing rituals.

- Make it clear that all participation is voluntary, and students do not need to speak or share if they don't feel comfortable.

- When reading aloud as a group, allow students to skip their turn if desired.

- For activities that require writing, allow students to type or have a partner scribe for them.

- During activities where participants are working individually or in small groups, if there is a student who is easily distracted or overstimulated, find a quieter and less crowded space for them to work.

- If a student is easily distracted or says things that are unexpected or inappropriate, you can arrange a private signal (tugging your ear, casually walking behind them and putting a hand on their shoulder) to communicate with them that they need to refocus. * Some children need redirection and a light touch is a successful strategy. For others, any touch might be received as invasive. Before using touch as a signal with any participant, it is best to have a discussion with both the participant and their parents.

- If a student is easily overwhelmed or anxious, pre-discuss a private signal that the student can give you.

## Alternatives To Whole Group Discussions

When facilitators rely on whole group discussions as their primary activity, diverse learners are often at a disadvantage. It is frequently challenging to identify the main idea and to follow the thread of a conversation due to cross talk and multiple ideas being discussed all at the same time. The lack of visuals, time it takes to process meaning and sensitivity to noise are also factors which might interfere with a participant being able to successfully participate and benefit from whole group discussions. When not actively engaged in the discussion, attention tends to wander. As a result, diverse learners often feel less confident to share their thoughts and be a full participant.

Instead, build in opportunities for the participants to feel more comfortable sharing their ideas. The following strategies will foster social skills and provide participants with the chance to practice and develop their listening and speaking skills.

## Think-Pair-Share

Think-Pair-Share is a collaborative learning strategy that asks students to work together to discuss a question or solve a problem. First everyone is asked to think quietly about the topic, then two students are paired together to share their ideas. The whole group can then come back together and each pair shares one take-away.

## Cooperative Groups

Ask participants to work in small groups and assign jobs to each member of the group to ensure that everyone has a role and a chance to contribute. Common jobs assigned in cooperative group work may include a reader, a note taker, a time keeper and a turn keeper.

## Gallery Walk

Write questions on large paper and hang them around the room. Ask the participants to walk around the room, either alone or with partners, adding their comments and thoughts on to each sheet.

## U Shape Discussions

This is a strategy that allows participants to see multiple sides to an issue. Present an issue that has polarizing views. Have participants select where they want to stand on a U, with one tip being designated as one point of view and the other tip the opposite point of view. Participants can choose to stand anywhere on the U and their physical position will let everyone know how strongly they feel about the issue. The U shape allows everyone to be seen at the same time.

Share the following guidelines in advance:

- Everyone will have a chance to explain why they placed themselves where they did.

- Anyone can move to a new position if their opinion changes after listening to others.

- Only the person called on may speak—no chatting while waiting for your turn.

# SETTING UP A DEDICATED PROGRAM WITH TEEN MENTORS

The Jewish Teen Board of Greater Boston and Gateways partnered for their youth philanthropy board to create a dedicated program that brought together neurotypical and neurodiverse teens. The neurotypical teens were trained as "Teen Mentors" and then paired with a neurodiverse teen throughout the program cycle. All teens served on the youth board together, experiencing a granting cycle, making funding decisions and forming a community together. In this section, we have included activities to prepare your Teen Mentors, best practices to set up your program to succeed and suggested adaptations that you may want to consider.

## Preparing The Teen Mentors

Having a strong understanding and experience in the program is a critical component to the success of a teen mentor program. In order for the teen to be a successful mentor, they must first understand the content of the program and be able to reword and/or present the material in a different way if needed. While some participants may have experience working with people with diverse learning needs, others may not. Taking time in the beginning to teach teens about disability awareness and provide training on how to work with diverse learners during the course of the year will help them be successful in their role of mentor.

## Building A Community

Even though your participants may already know each other, it is likely that the teen mentors and neurodiverse participants will still need to establish key group dynamics and relationships in order to be successful. Taking time to allow connections to be made and a level of comfort to develop will allow your sessions to be more productive in the long run.

Help your teen mentors become aware of their language and tone. Frequently, neurodiverse teens are spoken down to and/or spoken to as if they were much younger than they really are. Helping teen mentors understand that there is a fine line when providing support will be important to the success of your program.

# Disability Awareness Activities

Depending on the background and comfort level of the teen mentors you may want to engage in some disability awareness activities.

Here is a short video that discusses how to interact respectfully with individuals with disabilities.

## Activity: What is a Disability?

Have the teen mentors work in partners or small groups. Ask each group to brainstorm a list of all of the disabilities they can think of. Then have them place a star next to the disabilities that they can't see. Realizing that the majority of disabilities are actually hidden or invisible disabilities is very powerful.

## Activity: Go Fish!

This is a game that helps teens understand what it would be like for them if they had challenges with communication.

**Begin by reviewing the rules for playing Go Fish.**

- Divide students into groups of 3- 4 players. Using a standard deck of cards, deal 5 cards to each player. The object of the game is to collect "bundles", all 4 cards of a number or picture. The cards not dealt out are turned face down in the center.

- Each player takes a turn asking an opponent for a specific card. (i.e. Do you have any 4s?). Players may only request a card that they already have in their hand and players must turn over all cards they possess if asked for them. If a player succeeds in getting a match, their turn continues and they can ask the same opponent or a new opponent for another card.

- If no match is made, they are told to go fish and they pick a card from the center pile.

- If a player succeeds in gathering all 4 cards, they remove the cards from their hand and leave their bundle in front of them.

- The game continues until someone is out of cards. The winner is the person with the most bundles.

**Part 1**

- Using the [Go Fish Communication Board](#), each person on the team will create their own communication board to reflect the necessary words or phrases you would need to play GO FISH! Each square can have up to 4 words in it, or you can draw pictures (or a combination).

- A timer will be set for each team to play a round of Go Fish for 3 minutes. The room should be silent, you can only communicate using your communication board.

- Switch boards! Let's play again using a board someone else created.

**Part 2**

Discuss the following questions in your teams and then choose one person to share your responses with the larger group:

1. Did you feel your communication board had enough words on it to play the game successfully?

2. Did you feel you held back from saying anything you typically would have said if you were playing the game with verbal communication? Give examples of what you would have said.

3. What were some of the challenges of using a board that someone else made?

## Activity: Understanding Noise Sensitivity

This roleplay activity is designed to demonstrate how autistic people may be concerned, distracted or be anxious about certain things that other people might not notice. People with autism are often extra sensitive to noise, movement and even background noises most of us can often overlook. Remember, not everyone with autism has these challenges and some people without autism may also experience this sensitivity to noise and movement.

- Choose a participant to play the part of **Person #1**. This person's job is to try and listen to what **Person #5** is reading so that they'll be able to answer questions on the material afterwards.

- Select 4 other participants, each one with a different job.

- **Person #2:** Stand behind the Person #1. Crinkle a piece of paper or card over and over.

- **Person #3:** Grab a book (any book will do), sit next to Person #1 and read in a loud voice the entire time.

- **Person #4:** Tap fingers on the table.

- **Person #5:** Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

You can repeat this activity a few times, switching up roles.

**Questions to discuss:** How did it feel to have so much commotion going on? Were they able to concentrate on the paragraph being read? What might have helped?

## Activity: Language Without Visuals

This is a back-to-back exercise to help participants experience the importance of using precise language.

**Materials:** identical sets of random Lego pieces (10-15 pieces per set)

**Instructions:**

1. Participants sit back-to-back so they cannot see each other's Legos.

2. Partner A builds a structure and then describes their structure to Partner B, who attempts to replicate the structure based on the description offered by Partner A. No peeking allowed!

3. When completed, they look together at the outcome.

4. Discuss what worked and what didn't work in the communication. How could Partner A have made the task easier for Partner B?

5. Switch roles and have Partner B take the lead.

6. Repeat the procedures above.

**Debrief:**

- Consider the differences between the two rounds of building and giving instructions.

- How did the experience of the first round contribute to improvements in the second round of communication?

- What language was confusing?

- Which concepts or words changed the meaning?

- What specific tools made a difference?

- What will you do differently the next time you begin to give directions or communicate a thought to another person?

# Adapting Program Materials For A Mixed Group

As you consider your existing materials and resources for your dedicated program, you may consider adapting your curriculum and program materials to be inclusive using some structures listed below. You can make changes, or create new activities to ensure that all of your sessions are more accessible to a diverse population of participants.

## Program Materials: Nonprofit Glossary

In the example below, the original program materials were changed to make them more accessible for all participants. The *Nonprofit Glossary* was once a very dense document displayed across 12 pages. After reformatting the same content by using a larger font, additional colors, more spacing, bullet points, and lines to break up each section, it now takes up 20 pages but is much easier to understand for all audiences.

### Original Version

**JTFGB NONPROFIT GLOSSARY**

**501(c)(3)**
Organizations that are classified as non-profit entities. Formally recognized by the IRS (Internal Revenue Services) through the federal government. All contributions and donations to the 501c3 organizations are tax-deductible.

**990 (FORM)**
The IRS form for nonprofits that is called the *Return of Organization Exempt from Income Tax*. It's the federal form that must be filed every year by all tax-exempt organizations. It includes all the basic information for the nonprofit, such as their mission, its various programs, projects, financial strength, staff, board, etc. 990s for almost all nonprofits are required to be available to the public.

**ANNUAL FUND**
Any organized effort by a nonprofit to solicit contributions and donation on an *annual* basis.

### Same Content, Reformatted

**JTFGB Nonprofit Glossary**

**501(c)(3)**
**Organizations that are classified as nonprofit entities.**
- Formally recognized by the IRS (Internal Revenue Services) through the federal government.
- All contributions and donations to the 501c3 organizations are tax-deductible.

**990 (FORM)**
**The IRS form for nonprofits that is called the *Return of Organization Exempt from Income Tax*.**
- This federal form that must be filed every year by tax-exempt organizations (nonprofits).
- The information on a 990 includes things such as the organization's mission, its various programs, projects, financial strength, staff, board, etc.
- 990s for almost all nonprofits are required to be available to the public.

**ANNUAL FUND**
**Any organized effort by a nonprofit to solicit contributions and donation on an *annual* basis.**
- Annual—meaning yearly/every 12 months.

## Program Materials: Mission Statement Guide

The *Mission Statement Guide* initially had all of its content crowded to fit on one page. It was reformatted to span across three pages with larger fonts, more spacing in between the content, and additional bullet points making it a more useful resource for everyone.

### Original Version

**JTFGB Mission Statement Guide**

**What is a mission statement?**
Do we *really* need a mission statement in order to move forward with the grant cycle? *YES!* How will our mission statement reflect who we are as a teen foundation board? *Let's take a look...*

**Three parts of a mission statement:**
1. **WHO?**
   - *Who* are we?
   - What are the Jewish values that we believe in and *represent us* as a board?
2. **WHAT?**
   - *What* are we trying to do?
   - *What* actions are we taking?
   - What outcomes do we *hope to see* from our work?
3. **WHY?**
   - *Why* are we doing this?
   - *Why* is this issue and work important?

Below is a list of questions that are meant to help guide your group discussions when crafting the mission statement.

1. **What are the (Jewish) values of our teen foundation board?**
   - You should come to consensus on at least three values from your list.
   - As you choose the values, keep in mind that these are the key values you will look for in the organizations that we will be funding later in the year.
2. **Based on what you choose, how do you want the organization(s) that we fund to embody the values of your JTFGB board?**
   - *Example:* The organization(S) we choose will embody the values by treating others with kindness (*chesed*) and respect (*kavod*).
3. **What does the world look like if our foundation (JTFGB) is successful?**
   - ***Think about it...*** In a completely ideal world, all people will feel safe in a society where we can eradicate the issues of *gun control, mental health, substance abuse, etc.*
4. **Find "action words" to use in the mission statement. See below for examples.**
   - Collaborate; empower; engage; achieve; instill; develop

### Same Content, Reformatted

## JTFGB Mission Statement Guide

This is a list of questions that are meant to help guide your group discussions when creating our **board's mission statement.** Once you have answered all of the questions, use that information to help guide as you write the **mission statement** as a group.

- **The mission statement needs to:**
  - Include our **Jewish values**
  - Be **short** and **concise**
  - Explain in *one-two sentences* **who** we (JTFGB) are and **what** we believe in (*i.e. gun control, mental health, substance abuse, etc.*)

- **Choose "action words" that can be used in the mission statement. See below for examples:**
  - **Collaborate**
  - **Empower**
  - **Engage**
  - **Achieve**
  - **Instill**
  - **Develop**

## Program Materials: Nonprofit Glossary Activity

Activity objective: Introduce nonprofit definitions and terminology to program participants. In this example, this part of the curriculum took place in December, so a Chanukah theme was included.

**Supplies:**

- Nonprofit glossary (modified example above)

- A large (poster-sized) printed Chanukiah/menorah

- 8 slips of paper (per group) with the different terms

**Instructions:**

| 1 | Participants work in small groups or partners to learn about the basics of nonprofits. |

Participants worked in pairs or small groups. One person in each pair was a mentor teen—meaning they have already learned and are familiar with this material, allowing them the ability to help teach it to their partner.

| 2 | Each group receives 8 different pre-assigned terms to find and learn about in the nonprofit glossary. (Examples: 501c3, donation, grant, overhead, RFP, tax-exempt, etc.) |

Choosing eight words/terms from the nonprofit glossary is an appropriate amount to work with. The nonprofit glossary is a dense document with almost 100 words in it, but this version has a curated a list of eight important and relevant words for each group examples listed on page 20).

| 3 | Each group has their 8 terms printed out on small slips of paper (the paper only has the word and not the full definitions). |

| 4 | After the participants look through their nonprofit glossary, learn what the terms mean, and how they are relevant to the work we are doing in the program, they write the definition along with an example on their slips of paper. |

**5** Each slip of paper will then be glued to one of the eight candles on the Chanukiah (this is why there are eight total).

Additionally, the eight words for each group coincidentally fit well with the theme of Chanukah and the amount of candles/spots on the Chanukiah.

**6** The *shamash* candle (helper candle) will be the same for everyone's Chanukiah as it will be the definition of the word "nonprofit"—the most important word to know within the lesson (and year).

**7** At the end of the activity, all of the groups present their Chanukiah as an opportunity to teach each other about the terminology they have learned.

Each pair/trio was given eight different terms, giving them the opportunity to come back together as a large group at the end and "light the candles" of the Chanukiah together—which was another way to make it interactive as they went through and presented each definition.

# HONEYCOMB INCLUSION GUIDE