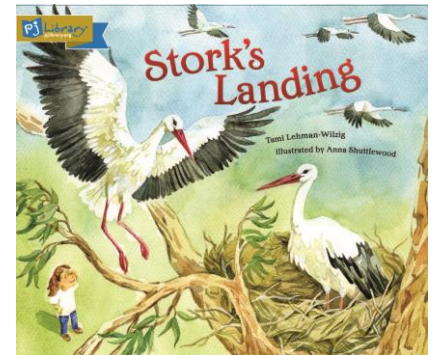




Stork's Landing

By Tami Lehman-Wilzig
Illustrated by Anna Shuttlewood



Program Focus

Age group:	Ages 3-10
Program length:	30-90 minutes
Central value:	Each human being has unique abilities and challenges (<i>Adam Yihidi Nivrah</i>) Being created in the image of God (<i>B'tzelem Elohim</i>)

Synopsis:

Israel has one of the largest populations of migrating birds. In **Stork's Landing**, a stork flies over a kibbutz fishpond and becomes entangled in a net. The stork breaks her wing and is unable to fly. Maya, a young girl who lives on the kibbutz, finds the stork and names her Yaffa (beautiful in Hebrew.) Maya cares for Yaffa and, together with her father, makes a nest for her on the ground. Although Yaffa heals, she does not recover her ability to fly. Tzadok, a male stork, builds a nest in a tree next to Yaffa. A female stork soon joins Tzadok in his nest, and within a month, three baby storks are born. One day, the mother flies off, in search of a practice route for teaching her babies to fly, and never returns. Tzadok is left to care for the baby chicks, but he cannot gather food for them because he cannot leave them alone. At Maya's urging, the Kibbutz members find a way to help Yaffa move to Tzadok's nest in the tree so that she can help care for the baby storks.

Goals:

- Help children and families learn to respect and value differences and unique abilities
- Help families understand that everyone gives and everyone receives including people with disabilities
- Build awareness of how to help others while preserving human dignity and granting every individual a feeling of empowerment
- Explore ways of creating more inclusive environments and settings.

Connection to Disability Awareness:

In **Stork's Landing**, Yaffa finds herself in a vulnerable situation when she is injured by the fishpond netting. She has a broken wing, cannot fly, and needs to adjust to a new way of living with a disability. Maya cares for Yaffa. She builds a nest that meets Yaffa's new needs and helps her to heal. When Maya discovers that Yaffa's injury will permanently prevent her from flying, Maya brings members of her kibbutz together to problem-solve how they can help Yaffa fill the important role of caring for Tzadok's baby birds.

Because Yaffa is a stork and cannot speak, Maya figures out ways to help her survive, heal, and find her place in the community. As human beings, we survive and thrive through teamwork. Life is about giving, receiving and sharing.

An important component of disability awareness involves learning to act sensitively towards those who are different from us. Our Jewish values teach that every person is created in the image of God (B'tzelem Elohim) and though we all look different and have different abilities, we are all worthy of love, respect and dignity. As we offer help to others, we must think about how to help in a way that will preserve human dignity and personal empowerment. Before offering help, one should always ask if assistance is needed. One should ask what type of help is needed and the best way of providing that assistance. We must also realize that asking for help can be an empowering experience. By asking for help, one is able to identify and assert his or her need. By thanking the helper, the one that was helped now gives recognition to the helper. Thanking, therefore, balances the power within the relationship.

Every person, no matter what his/her abilities or disabilities, longs to contribute to society. Stork's Landing teaches that we must work together to create supports that allow every individual to be a full participant in society. By the end of the story, Yafa is able to lead a fulfilling life and that is what we want for every person!

Program designed by:



Read the Story

Introduction

In this book, we will meet a girl named Maya who lives in Israel on a kibbutz. Does anyone know what a kibbutz is? A kibbutz is a type of farm where many families live and work together. Maya's kibbutz raises fish. In order to prevent (stop) birds and other animals from eating their fish, the kibbutz often covers its ponds with netting.



In our story, a stork who is flying over the kibbutz pond gets caught in the netting and breaks its wing. Maya names the stork Yaffa and cares lovingly for her. When Maya discovers that Yaffa's injury is permanent and that Yaffa will not be able to fly again, Maya enlists the help of the entire kibbutz to make sure that Yaffa is still able to lead a happy and satisfying life. As we read the story, let's try to keep track of the many different ways in which Maya helps Yaffa.

Discuss the Story

Please select the questions that are most appropriate for the age group that you teach. The bullet points extend thinking about the story and relate the topics to the students' lives.

1. How did Yaffa change over the course of the story? In what ways did she remain the same?

2. What did Yaffa need help with? How did Maya help her?

3. Like Yaffa, do people sometimes change over time?

- What are some ways people change that we can see with our eyes?
- What are some ways people change that we can't outwardly see?
- Have you changed in some way over the past year? What is something that you can do now that could not do in the past?

4. What kind of changes did Maya encourage the Kibbutz to make for Yaffa?

- Can you think of some physical changes that we can make at school or in our homes that would make more people feel comfortable?
- Can you think of any changes to our rules and policies at school or at home that would make more people feel comfortable?
- Why is it important to ask for changes for people?
- Why is it important to ask others what changes they need?
- What can you do to help others get the changes that they need?

- 5. Sometimes, people and animals that are injured need the help of machines or mechanical devices. What was used to help Yaffa?**
- What devices have you noticed that help people or animals with disabilities adapt to their surroundings?
 - What machines help you to get around? Communicate with others?
 - It is OK to ask someone about the devices they use to get around or communicate with – How could you ask someone about a device in a polite way?
- 6. Did Yaffa adapt well to the tire nest? Was it a good home for her? If Yaffa could have spoken to Maya, what do you think she might have said to Maya? What do you think she might have asked for?**
- 7. How does Tzadok, the male bird, welcome Yaffa and help her to become involved in the family? (He puts her wing around her). How do you think Yaffa feels in her new nest?**
- 8. What do you think might happen next in the story?**
- 9. Have you ever changed your way of doing something in order to help someone else?**
- Has anyone ever taken the elevator with someone because they couldn't go down the stairs? Maybe it was an elderly grandparent? Maybe your mother with a stroller?
 - Has anyone ever chosen to swim in the shallow end of the pool because a friend was not allowed in the deep end?
 - Was it hard for you to make these changes? Did you regret it? Did you feel good about it? Would you do it again?
 - How do you think "your friend" felt when you made these changes?
- 10. Have you ever needed to receive help from others because of a change, such as a sprained ankle or broken bone?**
- If yes, how did you feel asking for help?
 - What did you like about the way that the helper assisted you?
 - Would you have wanted the person to help you in a different way?

Follow Up activities and resources

Bird Dance

Goals:

- To explore different ways of being part of a group
- To experience flying like birds with different abilities
- To discover ways of including others in an activity
- To experiment with ways of asking for help



Materials:

- Two streamers for each child (could be fashioned from material, crepe paper, etc.)
- A recording of Pachelbel's Canon
- Chairs

Directions:

1. First, ask all of the children to fly like storks, exploring the room/outdoor space using their arms, legs and streamers.
2. Divide the group into two halves, with each half being led by a teacher or other helper. One half of the group will be sitting on chairs, while the other half of the group will be standing. Turn on the music. Ask the children to spread their wings and follow their leader/teacher. The children who are sitting can use their arms but not their legs.
3. Ask the children who are standing to try to include their friends who are sitting in the “flying dance”. Remind the standing children that before offering help, it’s best to ask what type of help is needed. Encourage the children to brainstorm several different ways of including everyone in the dance. Allow the children to test out their solutions.
4. Pause the music and have the children switch groups.

Post-Activity Discussion:

1. How did it feel to “fly” as one large your group?
2. Were you able to feel like you were flying if you were using your arms but not your legs?
How did you help someone in a chair participate in the dance?
3. How did the person in the chair feel when they were being helped?
4. Can you think of any other things that we could have done (but didn’t have a chance to try) in order to make everyone feel part of the group?

Animal Explorations

The following activities include several different modalities: movement/music, pictures, and making sounds. You can combine one or more of these modalities to explore the uniqueness of each animal in ways that will reach different kinds of learners.

Animal Movements

Goals:

- To discuss physical differences in a positive way
- To explore characteristics of different animals
- To appreciate the unique way that each animal is created

Materials Needed:

- Pictures of animals (included)
- Videos of animals
- Music of different tempos and genres



Directions:

1. Hold up a picture of an animal or watch a video of one specific animal, then ask the children to move around like that animal
2. Play music to fit the movements of the types of animals: fast, energetic music for small, quick animals like small birds or small animals; bluesy jazz for slithering animals like snakes; African music for jungle animals; etc.

Post-Activity Discussion:

1. Why do different kinds of animals move differently?
2. How does the shape of an animal's body influence the way it will move?
3. In what ways does an animal's movements help the animal? For example, why is it good that a bird is able to fly? How are snakes helped by the fact that they slither? Why is it important for monkeys to be able to use their hands and tail to climb?
4. Is one type of movement better than another? Why or why not?
5. Do people all move the same way? Do babies move the same as adults? Do 5 year olds move the same way as their parents or grandparents? Can you describe some of the ways that people move? Is one way of moving better than another? What's good about being able to run, what's good about moving and traveling in a wheel chair?

Who Am I? An Animal Guessing Game

Goals:

- To discuss differences in a positive way
- To explore a variety of characteristics of different animals
- To appreciate the unique way that each animal is created

Materials Needed:

- Pictures of animals (attached)
- Cards on which you write the name of different animals



Directions:

1. Tape the name of an animal or a picture of an animal to each student's back (an alternative is to tape the name or picture to each child's forehead or on a strip of paper made into a headband).
2. Direct the students to ask each other "yes and no questions" about what they are. For example, "Do I swim in the ocean?" "Do I have feathers?" or "Do I live in the jungle?"
3. After a sufficient period of asking questions, have each child take a guess at what type of animal they are.

Post-Activity Discussion:

1. Ask the children if they are happy with the type of animal that was assigned to them (If they had a choice would they really want to be that animal?)
2. Ask one child to show the group his/her animal picture. Ask the child and/or the entire group to describe one or two things that make this animal special? What types of gifts does this animal give to the world?
3. Remind children that just as there are many types of animals in the world, each with its own special abilities and gifts, there are also all types of types of people in the world, each with his/her own special abilities and gifts to share. For example, think about someone in your family. Can you tell us a few things about what makes that person special? What does the person give to the world?

Animal Sound Match

Goals:

- To explore what it might feel like to be in the minority, or to be excluded from a group

Materials Needed:

- Pictures of animals (included)

Directions:

1. Ask the children to stand in a circle.
2. Explain that you are going to give an animal picture to each child.
3. Randomly give "cow" pictures or card to most children; "chicken" pictures to fewer than most; "pig" to only a few; "cat" to only one student.
4. Ask the children to close their eyes and make the sounds of their animal.
5. Ask the children to walk around and try to find other like animals.
6. Allow the children to make sounds and search for matching animals for a few minutes, or until you notice that all like animals are together.

Post-Activity Discussion:

1. Starting with the largest group, ask children to talk about their experience: What was it like when you found out there were a lot of cows? How did you feel when you found your first cow? How did you feel when you found your first pig?
2. How did you feel when you found your first chicken? What was it like when you realized there were only a few other chickens?
3. When you realized you were the only cat, how did it make you feel?

Animal Sounds Extension Activity- A Barnyard Fruit Salad



Goals:

- To explore what it might feel like to be in the minority, or to be excluded from a group
- To discover ways of creating more inclusive environments

Materials Needed

- Pictures of animals (included)
- 4 tables-Each table contains the picture of an animal (cow, chicken, pig, cat), and one type of fruit or fruit topping. (For example the cow table contains bunches of grapes, while the chicken table contains a bowl of clementine's, etc.)
- Fruit-(grapes, clementines, bananas)
- Plastic knives
- Paper bowls
- Vanilla yogurt and/or whipped cream
- Plastic spoons or forks
- Small plastic gloves

Directions:

1. Ask children to look at the animal picture card that they're holding and move to a snack table that displays a picture of a matching animal
2. Ask children to raise their hand if they are happy with the fruit and/or topping that they have found at their table.
3. Ask the children to think about what could be done to insure that everyone gets a food that they like.
4. Point out that there are not enough clementines or bananas for everyone to have their own individual fruit. Ask if there is something that can be done to make certain that everyone gets some of the fruit that they like.
5. Ask the children to put on plastic gloves and work at making the fruits readily available to all. For example, ask some children to pull grapes off of stems and place the individual grapes in a bowl; ask others to peel and slice bananas, putting the sliced bananas in a bowl; ask a third group to peel and divide clementines into sections, placing the sections in a separate bowl
6. Allow children to disregard their animal signs, pick up an empty bowl and assemble their own fruit cups by walking from table to table and gathering their favorite fruits and toppings.
7. As the children enjoy the "fruits of their labor", point out that through teamwork the children were able to create an environment where everyone felt included and was able to get what they needed. "Just as Maya helped turn the kibbutz into a place where all types of storks could live comfortably, today you created a place where everyone could eat and have fun!"

Resources for Further Learning

Books about Individual Differences

Cakes and Miracles, Barbara Diamond Goldin

The Crayon Box That Talked, Shane Derolf

Disability Awareness – Do It Right! The Ragged Edge Online Community and Mary Johnson

Don't Laugh At Me, Steve Seskin

Gabriel's Ark, Sandra R. Curtis

Hooway for Wodney Wat, Helen Lester

In Jesse's Shoes, Beverly Lewis

It's Okay to Be Different, Todd Parr

Jeremy's Dreidel, Ellie Gelman

Junkyard Wonders, Patricia Polacco

Knots on a Counting Rope, Bill Martin Jr. and John Archambault

Lucy's Picture, Nicola Moon

The Mitten String, Jennifer Rosner

Nathan Blows Out the Hanukkah Candles, Tami Lehman-Wilzig and Nicole Katzman

Sneetches, Dr. Seuss

The Special Needs Acceptance Book, Wendy Sabin

The Ugly Duckling, Hans Christian Andersen

Videos

- [Braille](#) - Big bird discovers a different way to read a book
- [Itzak Perlman](#) talks about easy and hard
- [Make Friends with Autism](#)
- [I'm Tyler](#)
- Video for [Animal School](#)

Organizations and Contacts

- [Gateways: Access to Jewish Education](#): Arlene Remz, Rachel Fadlon, Lorraine Arcus and Rebecca Redner
- [Greater MetroWest ABLE](#): Rebecca Wanatick
- [Inclusion Innovations](#): Shelly Christensen
- [Jewish Learning Venture: Whole Community Inclusion](#): Gabrielle Kaplan-Mayer
- [The Macks Center for Jewish Education](#): Rachel Turniansky
- [MATAN](#): Orlee Krass
- [Yad HaChazakah-The Jewish Disability Empowerment Center Inc.](#): Sharon Shapiro-Lacks

Activity Sheet – Who Am I?



ELEPHANT



CHICKEN



MONKEY



LIZARD



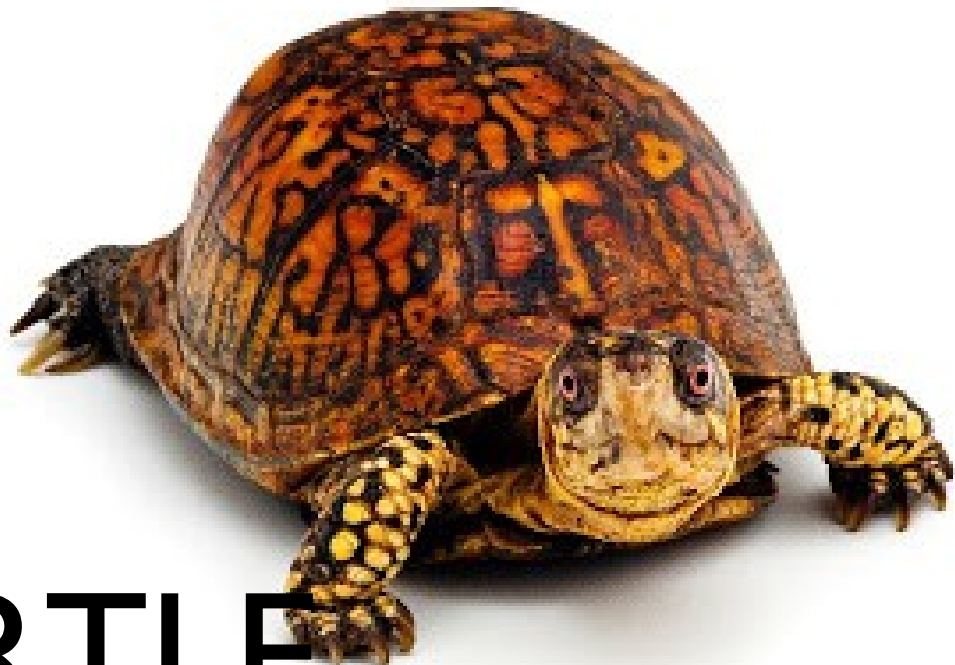
TIGER



FISH



CAT



TURTLE

DOG



FROG

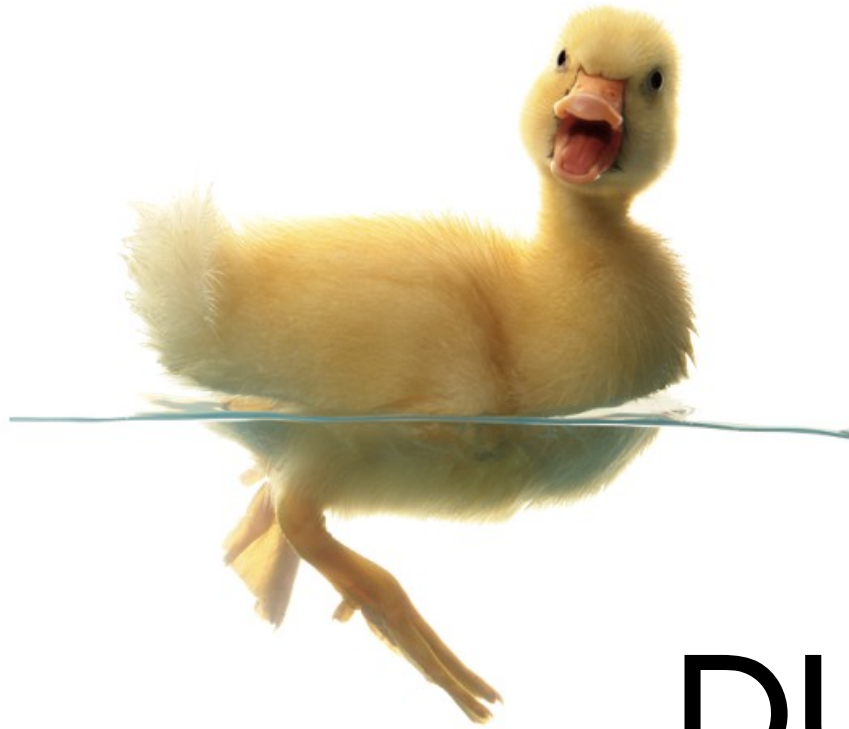




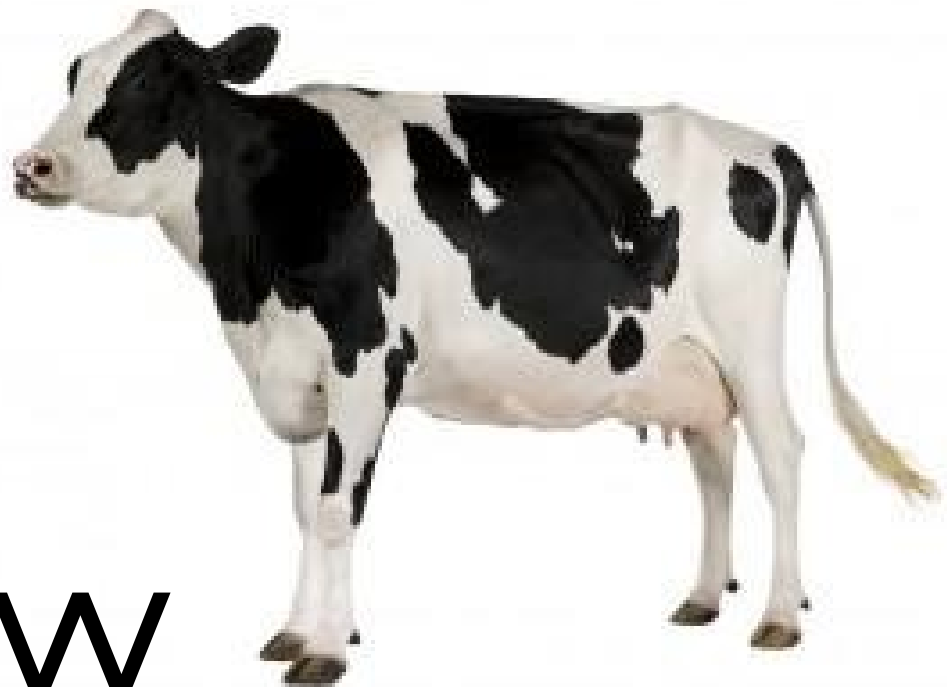
PIG



LION



DUCK



COW