# Religious Education

Accessibility Worksheet for greater

inclusion of Disabled UUs in congregations

Full participation in all aspects of congregational life for disabled people is the aspiration for UU congregations. This is a big undertaking and one that is ongoing. **Accessibility is only one part of this, but it is essential. Here, we cover one of the many areas within congregational accessibility.** As new technologies emerge, this list will change. Additionally, the brief accessibility checklist is not complete or specific to you. This checklist is meant to start the conversation. Your building, grounds, and/or policies are unique to your congregation. We encourage everyone to participate, either through a survey created for your congregation, or helping with or giving input on accessibility projects.

Each worksheet has four sections and should be revisited for updates.

1. Links to EDUCATIONAL RESOURCESwith detailed information.
2. CHECKLIST:
	1. Check **Yes or No** as it applies at this moment even if you have plans to add this accessibility in the future.
	2. Mark **NA** if it does not nor ever will apply. For example, an elevator would never be installed in a single-story building with no basement.
	3. In the **Action** column, note what needs to happen next. Does another committee need to be involved? If so, what committee? Would this item be best handled by someone on the staff? Use the **Notes** for additional space.
3. SOME THINGS TO CONSIDER poses questions to start conversations on dismantling ableism in your congregation.
4. ADDITIONAL RESOURCES are articles, blog posts, activities, and other information that is current and will be revised yearly.

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| Educational Links:Civil Rights Principles for Safe, Healthy, and Inclusive School Climateshttps://interfaithalliance.org/cms/assets/uploads/2021/02/Civil-Rights-Principles-for-Safe-Healthy-and-Inclusive-School-Climates\_2021.pdfInclusion Resources https://www.uua.org/re/teachers/inclusion-resourcesInvolve Training Materials and Activities: A Guide for Teacher Training https://embracechildspirit.org/pdfs/teacher\_training.pdf |
| Checklist | Yes | No | N/A | Action |
| 1. Is there an explicit policy to be fully inclusive of children with disabilities in Religious Education classes and programs, social activities and camps?
 |[ ] [ ] [ ]   |
| 1. Is the RE director educated about how to provide RE that is inclusive of children with disabilities?
 |[ ] [ ] [ ]   |
| 1. Has the RE director integrated disability and children with a disability into the program?
 |[ ] [ ] [ ]   |
| 1. Is training/consultation offered to our religious education teachers to assist them with issues they encounter in teaching children with disabilities?
 |[ ] [ ] [ ]   |
| 1. Does the RE program use images of children with disabilities and non-disabled children together?
 |[ ] [ ] [ ]   |
| 1. Are books with disability related themes read during A Time For All Ages?
 |[ ] [ ] [ ]   |
| 1. Are the books about disability topics available in the library? Are they kept current?
 |[ ] [ ] [ ]   |
| Notes: |
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Some things to consider:Have you ever observed someone staring at a disabled person? How did you react? Read *Do This When Your Kid Stares at People With Disabilities**.* What other ideas you have? Were you taught interdependence in school? Read *The Importance of Interdependence Within the Classroom**.* How can we teach interdependence?

## Additional Resources:

Crip Camp Curriculum https://cripcamp.com/curriculum/

How To Talk To Your Kid About Disabilities

https://www.huffpost.com/entry/how-to-talk-to-kids-disabilities\_l\_60368650c5b6dfb6a735d8b4

Best Practices for Building Belonging in Congregations: Role-Based Tips

https://allbelong.org/for-churches/roles/

25 Disability Awareness Activities for Kids of all Ages

https://adayinourshoes.com/resources-to-teach-kids-about-disabilities-awareness-and-inclusion/

Teaching About Ableism https://educators4sc.org/topic-resources/teaching-about-ableism/

We welcome your feedback and additions to this form: equualaccess@gmail.com