

ACCESSIBILITY HACKS

REVISE

To make this series more accessible for students with disabilities, here's what to adjust . . .

While playing the Week 2 "Bumper Seats" activity seats, create enough space for them with adaptive equipment to navigate the game. You may consider having larger aisles or having an adult volunteer help teenagers with mobility limitations move chairs as they play the game.

During Week 3, look for big feelings. Have empathy and create extra space for teenagers with disabilities as you talk about the wrongs you see. These teenagers have a unique experience with these types of hurts, so even if you don't fully understand the struggles, you can still show empathy and solidarity.

For the "Panel of People Who Seek And Love Good" story module in Week 3, consider inviting parents of people with disabilities to participate in the panel. Invite them to share what it looks like to advocate for their kids. Have them share suggestions on how they can further help right the wrongs they see for people with disabilities.

Every week for the "Prayer Labyrinth" module, familiarize yourself with the adaptive equipment used in your group. Watch for uneven floors or obstacles that may get in the way, and be conscious of the amount of space required that may be needed for a wheelchair, crutches, or other mobility aids. Ensure the labyrinth is set up to allow all your teenagers to participate.

REPLACE

And here are the Building Blocks you may want to swap for something else . . .

Consider replacing the Week 1 "This or That: Roller Coaster Edition" poll with a question module asking, "What's your favorite amusement park ride?" If you have teenagers with adaptive equipment or other impairments or limitations that make riding roller coasters prohibitive, create a module that will help invite them into the conversation.

In the story modules in Weeks 1, 2, and 3, ensure the people telling their stories are in a healthy place to share. Be mindful that if a hurtful moment happened recently, telling their story may not be ideal for them.

REMEMBER

This series deals with challenging questions and abstract concepts like fear, hurt, righting wrongs, and worry. Some teenagers with particular special needs may struggle to connect with all the concepts. However, because of their disability, many of them will have a disproportionate number of experiences of hurt, fear, and worry compared to teenagers who don't. Make space to spend extra time with these teenagers to help them break down big questions and concepts into small and more straightforward pieces. You can make it personal, figure out their questions about how God meets them in their stress and anxiety, and process those questions with them. In addition, this would be a great time to connect with families of parents who have kids with disabilities and ask what it looks like to support their kids when they have the types of hurts and pains you are talking about in this series.