

Guidelines for the Facilitation of Inclusive Religious Education

1. Develop an understanding of the wide variations in individual student learning styles and the importance of a multi-sensory experiential basis for development of lesson content.
2. Significantly reduce and eliminate where possible, the use of a language arts (listening/reading/writing) format as the primary mode of sharing information with the students.
3. Keep components of the lesson plan short (10-12 minutes, 15 minutes for upper grades) providing a wide variety of activities that encourage student participation and involvement.
4. Make frequent use of small-group student-centered activities. Students learn a great deal from their peers and are our most valuable resource in the implementation of the inclusion vision.
5. Seek opportunities to link lessons to the larger community through such activities as nursing home visits, letters to prisoners, etc. Encourage students to see the connection between what they are learning in the classroom and how it applies to their daily lives.
6. Creative dramatizations, music, role playing, collages, photography and color offer a wide variety of ways to "respond" to a lesson.
7. Classroom opportunities for movement and the use of background music help students focus attention on classroom activities.
8. **BE WILLING TO ASK FOR HELP.** Remember that a child's experience of community is far more important than any course content that is mastered.