LEARNING LESSON IN DISABILITY HISTORY

AN UNFINISHED JOURNEY

WAITING *for* RIGHTS:
Civil Rights and Developmental Disabilities in Minnesota

Minnesota Governor's Council on Developmental Disabilities

Lesson Duration: approx. 30 – 60 minutes

ABOUT *this* GUIDE

This facilitator's guide supports the presentation "Waiting for Rights: Civil Rights and Developmental Disabilities in Minnesota," developed by the Minnesota Governor's Council on Developmental Disabilities as part of the "An Unfinished Journey" educational project. The lesson is designed to be delivered in 30 – 60 minutes using an accompanying PowerPoint slide deck and video clips.

The guide is organized into three sections, each tailored to a specific audience:

1. **Individuals with developmental disabilities, their families, and supporters**
2. **Community groups** (libraries, support groups, civic organizations, etc.)
3. **School-aged children** as a supplement to social studies civil rights lessons

Each section provides an overview of how to frame the lesson for that audience, slide-by-slide facilitation notes, discussion prompts, and tips for encouraging participation and empathy. A final section presents five sample in-class activities that can be adapted for any audience.

LESSON OVERVIEW

Learning Objectives

By the end of this lesson, participants will be able to:

Define civil rights and explain why they matter to all people

Describe the history of disability rights in Minnesota and connect it to broader civil rights movements

Recognize ongoing challenges faced by people with developmental disabilities today

Identify at least one concrete action they can take to support full equality for people with disabilities

Slide Deck Summary

SLIDE	TITLE	KEY CONTENT
1	**Title Slide**	An Unfinished Journey — introduces the lesson theme
2	**Guide to this Lesson**	Overview of lesson
3-5	**Civil Rights are Human Rights**	Overview of Civil Rights and History
6	**What Are Civil Rights?**	Definition: basic rights and freedoms including education, voting, community living, and dignity
7/8	**Activity**	Think/Share: What does it mean to be treated as an equal citizen?
9	**The Struggle for Civil Rights in the US**	Injustice and the continued struggle for Disability Rights.
10	**Video Clip**	*Dupree Edwards: Leading the Charge for Employment Equality and Disability Rights*
11	**Civil Rights Movements in the U.S.**	Links racial justice, voting rights, housing rights, and disability rights under one shared goal
12	**Minnesota's Early History**	Over 100 years of institutionalization; decisions made about people, not with them
13	**Video Clip**	*An Unfinished Journey*
14-22	**Historical Timeline**	Visual anchor: An Unfinished Journey Timeline
23/24	**Activity**	Think/Share: What civil rights do you most value? Would you give any up?
25	**Waiting for Rights**	Rights were not automatic; most gained through court cases, advocacy, and activism
26	**Right to Live in a Neighborhood**	1999 ADA Supreme Court Ruling
27	**Video Clip**	*Key Federal Laws*
28	**Still Waiting Today**	Ongoing challenges: employment, housing, inclusion
29	**Full Inclusion**	In Minnesota, full inclusion remains a work in progress
30	**Video Clip**	*What Full Inclusion Means to Self Advocates*
31/32	**Activity**	Call to Action: What can individuals, schools, and com-munities do to support equality today?
33	**Civil Rights Recap**	Civil Rights are Human Rights
34	**Video Clip**	*Self Advocates Making a Difference*
35	**Key Points & Summary**	Civil rights are human rights; everyone has a role in inclusion
36	**Closing Video Clip**	*The Citizens' Courthouse with Judge Frank*
37	**Grant Citation**	Grant Citation and Credits

General Facilitation Tips

1. **Create a welcoming, respectful atmosphere** before the lesson begins. Acknowledge that some content may resonate personally for some participants.

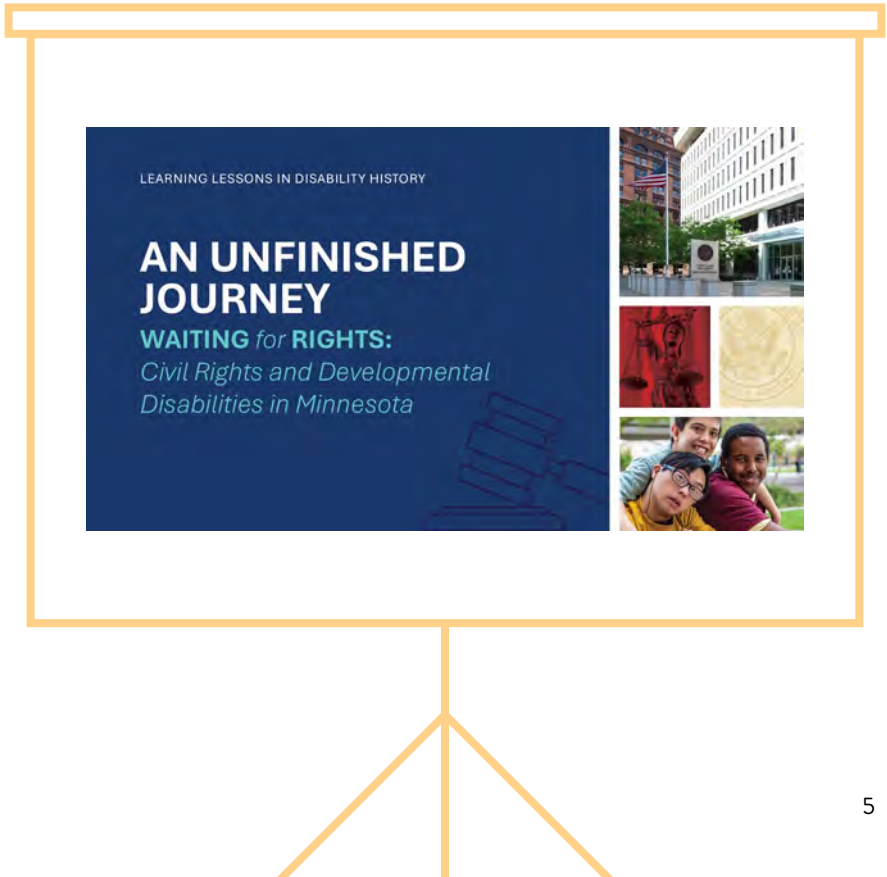
2. **Use inclusive language throughout** — refer to "people with developmental disabilities" rather than terms that define people by their diagnosis.

3. **Encourage all voices**. Make clear there are no wrong answers in discussion; you're exploring, not testing.

4. **When showing videos, briefly preview the content** before playing so participants know what to expect.

5. **Keep an eye on the time**. The three in-deck activities (Slides 3, 7, and 12) can be shortened or done as a quick 'show of hands' if time is limited.

6. **The lesson ends with a slide thanking volunteers and co-creators in this project,** and how to access additional information on the Governor's Council on Developmental Disabilities.



PART 1: INDIVIDUALS *with* DEVELOPMENTAL DISABILITIES, *their* FAMILIES, *and* SUPPORTERS

About this Audience

Individuals with developmental disabilities have a deep personal connection to the subject matter. Often their families and supporters do as well. Some participants may be the parents, siblings, or partners of individuals who have lived the history described in the lesson, or who continue to experience the "still waiting" reality described on Slide 28. Others may be newer to the disability community and be surprised by this history.

Your role is to honor the personal in this judicial and legislative struggle. Connect historical events to present-day family or individual experiences and frame the ongoing struggle for rights as both a community legacy and an ongoing responsibility for all of us.

Framing the Lesson

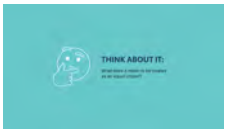
Open with something like:

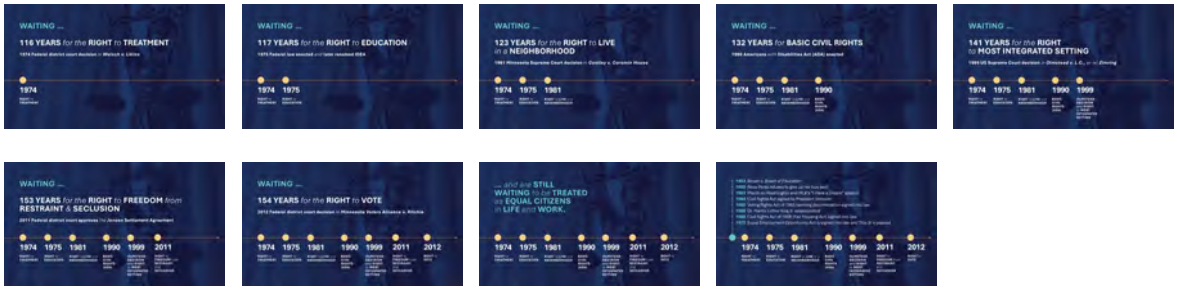
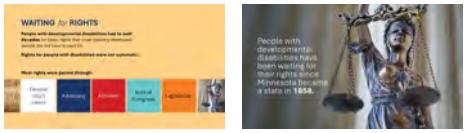
"Opener Script" for Families & Supporters

"Many of you are here because disability is a part of your daily life. It might be a part of your family, your home, or a person you love. Today we're going to look at the history of how people with developmental disabilities in Minnesota have fought for, and are still fighting for, the same rights the rest of us take for granted. Some of this history may surprise you. Some of it you may have lived firsthand. Either way, I hope today helps all of us see why advocacy matters, and why everyone in this room is part of the story."

Slide-by-Slide Facilitation Notes

SLIDE(S)	NOTES
1 – 6	**Title + What are Civil Rights?** Invite participants to think about what the word "rights" means in their day-to-day life as an individual with developmental disabilities or as a supporter. Note that civil rights apply to everyone, including family members and the people they support.

SLIDE(S)	NOTES
7/8	 **Activity: Equal Citizen** Prompt: "Let's take a moment and consider: has the person you support ever been treated as less than an equal citizen? You don't need to share details, but if you're comfortable, tell us how that felt for you and them." Allow 2–3 minutes for paired or table discussion before inviting volunteers to share.
9	 **The Struggle for Civil Rights in the U.S.** Explicitly connect the disability rights movement to the broader arc of civil rights in America. Many of you and your family members may not have thought of this advocacy work as part of a civil rights tradition. Affirm that it is.
10	 **Video Clip**: Play *'Dupree Edwards: Leading the Charge for Employment Equality and Disability Rights.* This is only about 2 minutes.
11 – 12	 **Civil Rights Movements + Minnesota's Early History** Again, connect the disability rights movement to the broader arc of civil rights in America — with regard to racial justice, voting rights, housing rights and disability rights under one shared goal. There was over 100 years of institutionalization where decisions were made about people, not with them!
13	 **Video Clip**: Play the *Unfinished Journey* video clip. This is only about a minute.

SLIDE(S)	NOTES
14 – 22	 **Historical Timeline** These slides can carry significant emotional weight for older people with developmental disabilities and their families who remember institutionalization. Pause at slide 22 and acknowledge: For you or some families in this room, this history is not ancient, it's personal. If you'd like to share, we welcome that. If not, that's okay too."
23/24	 **Activity: Rights You Value** Ask participants to jot down the rights they most value. Prompt them to consider rights specific to supporting individuals with developmental disabilities: the right to choose where they or a loved one lives, how they are supported or who provides support for them, how they spend their time. Then ask: "How many of these rights do you or the person you support actually have today?"
25/26	 **Waiting for Rights + Right to Live in a Neighborhood** Emphasize that the 1999 *Olmstead* decision (ADA) was a landmark, but that implementation is still incomplete. Ask: "Do you or the person you support live where they want to live? Is that a choice you or they've been able to make?"
27	 **Video Clip**: Play *Key Federal Laws*.

SLIDE(S)	NOTES

28/29

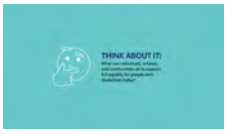
Still Waiting Today + Full Inclusion

Invite open discussion: "What's the biggest barrier you or your family member or friend still face today?" If the group is large, use a quick round-robin or ask for a 'show of hands' on common themes (employment, housing, inclusion).

30

Video Clip: Play *What Full Inclusion Means to Self Advocates*. This is about 2 minutes.

31/32



Activity: Call to Action

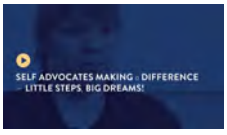
Bring the lesson home by reminding participants that their advocacy whether attending IEP meetings, contacting legislators, or sharing stories, is the same kind of work that won the rights described in this lesson. Encourage them to name one thing they will do.

33

Civil Rights Recap

Reemphasize what has been learned throughout the lesson: History reminds us that progress depends on people speaking up, caring, and acting. Civil Rights are Human Rights, History Helps us Understand Injustice, and Everyone has a Role in Inclusion.

34



Video Clip: Play *Self Advocates Making a Difference*. This is about 2 minutes.

SLIDE(S)	NOTES
35	 **Key Points & Summary** The stories, laws, and self advocates we've discussed show that meaningful change happens when people challenge barriers and advocate for equality. What lessons from this history can you apply in our own schools, workplaces, and communities?
36	 **Video Clip** Play *The Citizens' Courthouse with Judge Frank*.
37	 **Grant Citation & Credits**

Tips for Building Empathy & Participation

1. **Personal story sharing:** Invite (but never require) participants to share their own experiences. Stories from the room are the most powerful teaching tools you have.

2. **Validate emotion:** If participants become emotional, acknowledge it warmly. "This history hits differently when it's your personal story or your family's story."

3. **Connect past to present:** Repeatedly draw the line between historical events and the challenges individuals, families, and supporters face today. The history is not over.

4. **Highlight family-driven advocacy:** Point out that many of the legal victories mentioned in the lesson were won by families who organized and refused to accept the status quo.

PART 2: COMMUNITY GROUPS

(Libraries, Support Groups, Civic Organizations)

About this Audience

Community group audiences are typically mixed in their connection to disability. Some participants will know little about developmental disabilities, while others may be direct support professionals, volunteers, or people with disabilities themselves. The common thread is civic interest: these are people who choose to show up and learn.

Your goal is to broaden the circle of people who understand and care about disability rights, and to help participants see inclusion as a community, not just a family or government responsibility.

Framing the Lesson

Open with something like:

"Opener Script" for Community Groups

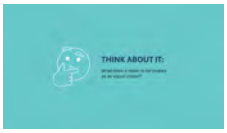
"When most of us think about civil rights history, we probably think first about the struggle for racial equality, or maybe voting rights, or housing rights. But there is another civil rights movement that unfolded right here in Minnesota — one that's less well known and is not yet finished. Today we're going to look at the history of rights for people with developmental disabilities and talk about what role each of us plays in making sure those rights are real, not just on paper."

Slide-by-Slide Facilitation Notes

SLIDE(S)	NOTES
1 – 6	 **Title + What Are Civil Rights?** Start by asking: "With a 'show of hands' — how many of you, before today, thought of disability as a civil rights issue?" Use this to establish common ground and frame the lesson as expanding a familiar story.

SLIDE(S)	NOTES

7/8



Activity: Equal Citizen

Invite participants to reflect on what equal citizenship means in their own community context. Ask: "Think about your library, your neighborhood, your workplace. Are people with developmental disabilities fully present and included there? What would it take for them to be?"

9

The Struggle for Civil Rights in the U.S.

Explicitly connect the disability rights movement to the broader arc of civil rights in America. Many family members may not have thought of their advocacy work as part of a civil rights tradition. Affirm that it is.

10

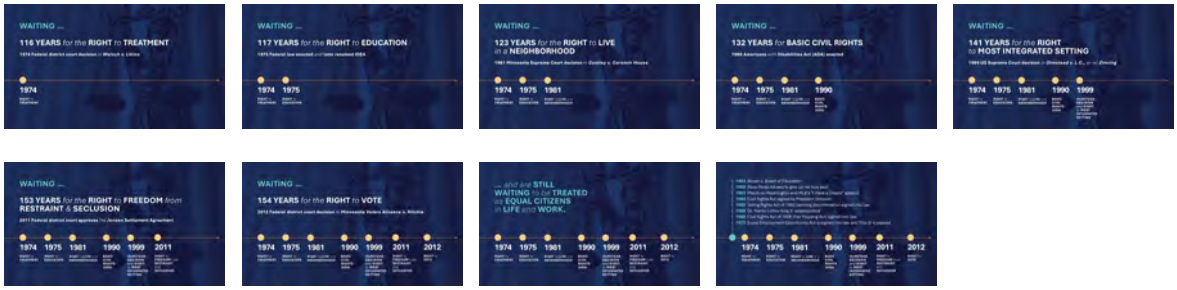
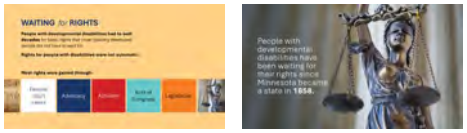
Video Clip

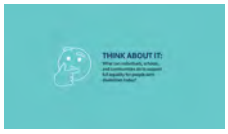
Play *'Dupree Edwards: Leading the Charge for Employment Equality and Disability Rights.*
This is only about 2 minutes.

11 – 12

Civil Rights Movements + Minnesota's Early History

Draw the explicit parallel: just as racial segregation kept Black Americans out of schools and communities, institutionalization kept people with developmental disabilities out of ordinary life. Use this comparison to build moral intuition without implying these struggles are identical.

SLIDE(S)	NOTES
13	 **Video Clip** Play *Unfinished Journey*. This is only about a minute.
14 – 22	 **Historical Timeline** You may want to briefly mention specific Minnesota institutions (such as Faribault State School) to ground the history locally. Ask: "Did any of you know this was happening in Minnesota? What surprises you about this history?"
23/24	 **Activity: Rights You Value** After participants list their valued rights, ask: "Which of these rights does your community make easy for people with developmental disabilities to access? Which ones are harder?" Shift from personal to communal.
25/26	 **Waiting for Rights + Right to Live in a Neighborhood** Use the *Olmstead* decision to emphasize that rights won in court still require community support to be real. Ask: "What does it actually mean for someone to live in your neighborhood? Is your block, your apartment building, your street welcoming to people with disabilities?"

SLIDE(S)	NOTES
27	 **Video Clip** Play *Key Federal Laws*.
28/29	 **Still Waiting Today + Full Inclusion** Ask: "If someone with a developmental disability applied for a job at your workplace, or moved into your building how do you think they'd be received? Be honest." This can generate candid and productive reflection.
30	 **Video Clip** Play *What Full Inclusion Means to Self Advocates*. This is about 2 minutes.
31/32	 **Activity: Call to Action** Redirect energy outward: What can this group (this library, this organization, etc.) do? Consider volunteering, accessible programming, speaking up, hiring inclusively. Make it concrete and local
33	 **Civil Rights Recap** Reemphasize what has been learned throughout the lesson: History reminds us that progress depends on people speaking up, caring, and acting. Civil Rights are Human Rights, History Helps us Understand Injustice, and Everyone has a Role in Inclusion.

SLIDE(S)	NOTES
34	 **Video Clip** Play *Self Advocates Making a Difference*. This is about 2 minutes.
35	 **Key Points & Summary** The stories, laws, and self advocates we've discussed show that meaningful change happens when people challenge barriers and advocate for equality. What lessons from this history can you apply in our own schools, workplaces, and communities?
36	 **Video Clip** Play *The Citizens' Courthouse with Judge Frank*.
37	 **Grant Citation & Credits**

Tips for Building Empathy & Participation

1. **Ground it locally:** Community audiences respond well to Minnesota-specific history and examples. The more local and tangible, the more it resonates.

2. **Normalize self-reflection:** Give permission for honest answers, including uncomfortable ones. "There are no right or wrong answers, and part of this is recognizing where we all have room to grow."

3. **Use the video clips as anchors:** For general audiences, the videos can be particularly powerful because they make the history vivid and human, they make the personal stories real. Allow a moment of quiet reflection after viewing before opening discussion.

4. **Invite people with disabilities to speak:** If any participants have a developmental disability or identify as disabled, offer them the opportunity to share their perspective because their voice carries unique authority. Always ask privately and in advance if possible.

5. **Connect to the library/organization's mission:** If presenting at a library, for example, link disability access to the library's core values of literacy, inclusion, and community service.

PART 3: SCHOOL-AGED CHILDREN
(Social Studies Supplement, Grades 4–12)

About this Audience

This lesson works best for students in grades 4 through 12 who are studying civil rights as part of their social studies curriculum. Students at this age are beginning to develop moral reasoning and empathy, and are capable of making meaningful connections between historical events and contemporary life.

Your role is to be a storyteller and a bridge-builder connecting what students already know about civil rights to a chapter of history they likely haven't heard, and inviting them to see themselves as part of the story.

Framing the Lesson

Open with something like:

"Opener Script" for School-Aged Children

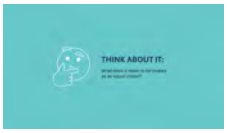
"Have you ever been left out? Maybe not picked for a team, or not invited to a party, or told you couldn't do something because of something about you that you couldn't change? That feeling is just a tiny taste of what people with disabilities in Minnesota experienced for a long, long time. Not just for a day or a week, but for their whole lives. Today we're going to learn that story, and we're going to think about what we can do to make sure it doesn't keep happening."

Slide-by-Slide Facilitation Notes

SLIDE(S)	NOTES
1 – 6	**Title + What Are Civil Rights?** Start with a quick check: "Raise your hand if you've heard of civil rights." Most hands will go up. Then ask: "Raise your hand if you've heard of civil rights for people with disabilities." Use that contrast to generate curiosity. Define terms simply: "Civil rights are the rules that make sure everyone is treated fairly. Not just some people but everyone."

SLIDE(S)	NOTES

7/8



Activity: Equal Citizen

Simplify the prompt: "Think about a rule at school or in your community. Is that rule fair for everyone including kids or people who learn or move differently? Turn to a neighbor and share what you think." Keep pairs to 60–90 seconds before inviting 2–3 students to share.

9

The Struggle for Civil Rights in the U.S.

Make a Connection: Have students think about civil rights as a struggle. Ask students if they can think of ways that the struggle for racial justice can be related to the struggle for disability rights. Because many students may not have thought of their advocacy work as part of a civil rights tradition, affirm that it is.

10

Video Clip

Play *'Dupree Edwards: Leading the Charge for Employment Equality and Disability Rights.*
This is only about 2 minutes.

---

11 – 12

Civil Rights Movements + Minnesota's Early History

Connect to what students know: "You've probably learned about Rosa Parks and Martin Luther King Jr. Disability rights is part of that same story with people saying 'We deserve to be treated equally, too.'" Use accessible language. "For most of Minnesota's history, people with developmental disabilities meaning people who might think or communicate differently, were sent away to live in big buildings, away from their families. They didn't get to go to school with other kids. They didn't get to choose where they lived. Imagine if that happened to someone you love."

SLIDE(S)	NOTES

13

Video Clip

Play *Unfinished Journey*. Check in briefly after: "What did you notice? What stood out?"

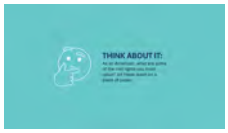
---

14 – 22

Historical Timeline

Ask: "Did any of you know that the struggle for civil rights was happening in Minnesota? What surprises you about this history?" To help students internalize the timeline, have them count the time that each gain in rights took.

23/24



Activity: Rights You Value

Adapt for students: "Write down three things you get to do that feel important to you. Maybe going to school with your friends, or living at home, or playing sports." Then ask: "Now imagine someone told you that you couldn't do any of those things, just because of how your brain works. How would that feel?"

25/26

Waiting for Rights + Right to Live in a Neighborhood

Keep it concrete: "It wasn't until 1999, which is not that long ago, that the Supreme Court said: people with disabilities have the right to live in their own communities, in real neighborhoods, not just in institutions." Ask: "Do you think that's fair that it took that long?"

SLIDE(S)	NOTES

27

Video Clip

Play *Key Federal Laws*. Ask: "What did you notice about how the people in the video talked about this?"

28/29

Still Waiting Today + Full Inclusion

Be honest with students: "Even though the law says everyone should be treated equally, it doesn't always happen that way. People with disabilities still sometimes have trouble getting jobs, finding places to live, or being included. Why do you think that is?"

30

Video Clip

Play *What Full Inclusion Means to Self Advocates*. This is about 2 minutes.

31/32

Activity: Call to Action

Make it age-appropriate and empowering: "You might think, I'm a kid, what can I do? But you can do a lot. You can include someone who feels left out. You can learn more and teach others. You can speak up when something isn't fair. Civil rights aren't just for grown-ups to fight for, they start with how we treat each other every day."

SLIDE(S)	NOTES
33	 **Civil Rights Recap** Reemphasize what has been learned throughout the lesson: History reminds us that progress depends on people speaking up, caring, and acting. Civil Rights are Human Rights, History Helps us Understand Injustice, and Everyone has a Role in Inclusion.
34	 **Video Clip** Play *Self Advocates Making a Difference*. This is about 2 minutes.
35	 **Key Points & Summary** The stories, laws, and self advocates we've discussed show that meaningful change happens when people challenge barriers and advocate for equality. What lessons from this history can you apply in our own school?
36	 **Video Clip** Play *The Citizens' Courthouse with Judge Frank* video clip.
37	 **Grant Citation & Credits** Optional slide – you may choose to skip this slide.

Tips for Building Empathy & Participation

1. **Use imagination and role-play:** Students this age are highly responsive to "Imagine if …" prompts. Inviting them to step into someone else's experience is one of the most powerful empathy tools

2. **Normalize disability:** Avoid framing that positions disability as tragic or as something to pity. People with developmental disabilities are full human beings with talents, preferences, and rights.

3. **Keep energy high:** Use think-pair-share regularly, keep discussion turns short, and bring humor and warmth where appropriate. Students respond to a facilitator who is genuinely engaged.

4. **Validate student answers:** Even partial or tentative answers deserve affirmation. "That's a really thoughtful way to look at it" keeps participation going.

5. **Connect to school life:** Ask how the lesson connects to their own school community. Are students with disabilities included in general education classes? In extracurriculars? Students often already have opinions about this.

6. **Be ready for big feelings:** Some students may have a family member with a disability. Some may have a disability themselves. Create safety: "This is a space where everyone's experience matters."

SAMPLE IN-CLASS ACTIVITIES

The following five activities can supplement or replace the built-in slide activities, or be used as follow-up. They are designed to be flexible: most can be adapted for any of the three audience types described in this guide, with the audience-specific notes provided.

ACTIVITY 1: *The* RIGHTS AUCTION

Time	8–10 minutes
Materials	List of 10 civil rights (printed or on a whiteboard), paper/pencil
Instructions	Give each participant a list of 10 civil rights (e.g., right to vote, right to live in a community, right to choose where you work, right to marry, right to decide your own medical care, right to attend public school, right to have friends, right to privacy, right to communicate, right to be in public spaces).
	Tell participants they have a budget of 5 "points" to spend. Each point buys one right. They must choose which rights to 'keep' and which to give up.
	After a few minutes, facilitate a debrief: Which rights did you give up? How did it feel? Which were hardest to let go? Point out that for many people with developmental disabilities in Minnesota's history, there was no auction, they simply did not have these rights by default.
Audience Notes	Works well with adults and older students (Grade 6+). For younger students, simplify the rights list. For families providing support, this often generates powerful personal reflection.

ACTIVITY 2: THEN *&* NOW — TWO VOICES

Time	5–8 minutes
Materials	Two short role descriptions (provided below or written by facilitator), optional: name tags
Instructions	Ask for two volunteers (or assign). One plays a Minnesotan with a developmental disability in 1950. One plays a Minnesotan with a developmental disability today. Give each person a short prompt: What does your day look like? Where do you live? Where do you go? Who makes decisions for you?
	The pair speaks briefly to the group from their character's perspective (1–2 minutes each). After both have spoken, open discussion: What changed? What stayed the same? What surprises you?
	If volunteers are not comfortable, the facilitator can narrate both voices and invite the group to ask questions.
Audience Notes	Works especially well with community groups and families. For school-aged students, consider reading two short character sketches aloud and asking students to respond in writing or drawing first.

ACTIVITY 3: SIDEWALK *to the* SCHOOLHOUSE — BARRIER WALK

Time	5–7 minutes
Materials	None required; optional sticky notes or whiteboard
Instructions	Ask participants to imagine a person with a developmental disability who wants to get a job at a coffee shop in their neighborhood. Walk through the process step by step: How do they find out about the job? How do they apply? Can they get to the interview? Can they communicate during the interview? If hired, can they get to work? Will coworkers know how to support them? Can they keep the job if they need accommodations?
	After each step, ask the group: What barriers might exist here? Write responses on a board or sticky notes. At the end, look at the full list together: these are the real-world gaps between rights on paper and rights in practice.
Audience Notes	Highly adaptable. For families, the scenario can be personalized. For students, simplify to: "Imagine a student with a developmental disability who wants to join the school play …" For community groups, use a local business or organization as the setting.

ACTIVITY 4: HEADLINE *from the* FUTURE

Time	5–7 minutes
Materials	Paper or index cards, pens
Instructions	Ask participants to imagine that it is 25 years from now. Disability rights in Minnesota are fully realized. People with developmental disabilities have equal opportunity, full inclusion, and genuine community belonging. Ask: What does the newspaper headline say? What changed to get there? Have participants write their headline (one sentence) on a card or piece of paper. Invite several to share. Post the headlines on a wall if space allows.
Debrief	What themes appear across headlines? What kinds of changes were imagined? Whose role was most prominent? Close by noting that headlines like these don't write themselves, they require people like those in this room to act.
Audience Notes	Excellent closing activity for all three audiences. Especially energizing for community groups. For students, pair with a drawing of what the future looks like.

ACTIVITY 5: ONE THING I WILL DO

Time	3–5 minutes
Materials	Index cards or sticky notes; optional: a designated "commitment wall"
Instructions	As a closing activity, ask every participant to write down one specific, realistic action they will take in the next week or month to support equality for people with developmental disabilities. Encourage specificity: not "be nicer" but "talk to my supervisor about making our hiring process more accessible" or "invite my neighbor to join us at the library" or "learn more about the Olmstead Plan." Participants keep their card as a reminder. If the group will meet again, consider starting next time by asking: Did anyone follow through on their commitment?
Audience Notes	Works with all ages and audiences. For school aged children, pair with a class pledge. For families, frame as: "What's one thing you'll do for the person you support, or one thing you'll advocate for on their behalf"

Closing Notes for Facilitators

This lesson covers difficult history that includes institutionalization, exclusion, and the ongoing reality of unfinished rights. Your job is not to have all the answers, but to hold the space for honest reflection and genuine connection. A few final reminders:

1. **It's okay to say "I don't know."** If a participant asks a question you can't answer, acknowledge it and offer to find out.

2. **Follow the energy.** If a particular moment in the lesson sparks real engagement, for example, a story, a video reaction, a heated discussion, it's okay to pause and let it breathe, even if it means shortening another section.

3. **The lesson ends with a slide thanking volunteers and co-creators in this project,** and how to access additional information on the Minnesota Governor's Council on Developmental Disabilities.
   ▶ **mn.gov/mnddc**

4. **You are part of the unfinished journey too.** By facilitating this lesson, you are doing the work of inclusion. Thank you.