

>> May 22, 2025.

[Music ¶]

As your day unfolds, challenge what the
future holds, try to keep your head up to the
sky ¶

¶ Whatever causes you tears, release your
fears, don't be ashamed to cry ¶

¶ You have to have bad ¶ you have to be bold
you have to be wiser ¶ you have to be hard ¶

¶ You have to be tough

You have to be calm

You have to stick together ¶

¶ Love will save the day ¶

Hear what your mother said, hear the books
your father read ¶

Trying to solve the puzzles in your own sweet
team

Some may have more cash than you, others take
a different view ¶

¶ My, oh my ¶

¶ You have to be bad, you have to be bold,
you have to be wiser ¶

¶ You have to be hard, you have to be tough,
you have to be stronger ¶

¶ You have to be cool, you have to be calm,
you have to stick together ¶

¶ All I know, all I know, love will save the
day ¶

¶ Don't ask no questions, leaving you behind
if you can ¶

¶ Best part, strangers staring you in the
face ¶

¶ As your day unfolds, challenge what the
future holds, trying to keep your head up to
the sky ¶

¶ Love may cause you tears, release your
fears, my, oh my ¶

¶ You have to be bad, you have to be bold,
you have to be wiser ¶

¶ You have to be hard ¶

¶ You have to be tough ¶

¶ You have to be stronger ¶

¶ You have to be cool ¶

¶ You have to be calm, you have to stick
together ¶

¶ All I know, love will save the day ¶

¶ You have to be bad, you have to be bold,
you have to be wiser ¶

¶ You have to be hard, you have to be tough,
you have to be stronger ¶

¶ You have to be cool, you have to be kind,
you have to stick together ¶

¶ All I know, all I know, love will save the
day ¶

¶ You have to be bold ¶

¶ You have to be bad ¶

¶ You have to be wise ¶

¶ Got to be hard ¶

¶ Not too hard ¶

¶ Love will save the day ¶

¶ You have to be bad ¶

¶ You have to be bold ¶

¶ You have to be wiser ¶

¶ You have to be hard ¶

¶ You have to be tough, you have to be
stronger ¶

¶ You have to be cool ¶

¶ You have to be calm, you have to stick
together ¶

¶ You have to be bad ¶

¶ You have to be bold ¶

¶ You have to be wiser ¶

¶ You have to be kinds, you have to be
tough --

>> Gretchen: Hi, and welcome. I am
the UUA accessibility resources coordinator.
My pronouns are she/they, Zooming in from

Columbia, Missouri. I'm a disabled, white
elder millennial with blue-streaked brown
hair. Today, I am wearing a joyful blue with
other colors scarf along with my standard
black top, and multiple pairs of headphones.
To increase accessibility, we have employed
both CART and ASL and we'll describe visual
elements. If you have access needs that
aren't being met, please direct them to our
technology manager, Wendy work. The
recording is being used as a disability
resource and the recording and transcript
will be e-mailed out at some point in the
coming weeks. A final note, please know that
it is always okay to turn off your camera
and/or leave the meeting space at any time.
It's also okay to show up however you are
able. This includes lying down, moving
around, and more. However you show up,
whoever you are, you are beloved and welcomed
here. Our opening words are by Leslie
Takahashi Morris from voices from the
margins. They teach us to read in black and
white. Proof is this, the rest false. You
are whole or broken. Who you love is
acceptable or not. Life tells its truth in
many hues, but we are taught to think in

either/or. To believe the teachings of Jesus or Buddha, to believe in human potential or a power beyond a single will. I am broken or I am powerful. Life embraces multiple truths, speaks of both and of and. We are taught to see in absolutes, good versus evil, gold versus young, gay versus straight. Let us see the fractions, the spectrum, the margins. Let us open our hearts to the complexity of our worlds. Let us make our lives sanctuaries, nurture our many identities. The day is coming when all will know that the rainbow world is more gorgeous than monochrome, that a river of identities can ebb and flow over the static, stubborn rocks in its course, that the margins hold the center. Our chalice is now lit, and our opening song is "come, sing a song with me." Music by Carolyn Mcdade. Singers include Bryan, Elaina and the K UU F choir. The vision shows garden views with insects, colorful flowers and a bunch.

[Music ¶]

Come sing a song with me, come sing a song with me, come sing a song with me, that I might know you're mine ¶

¶ I'll bring you hope, when hope is hard to
find, and I'll bring a song of love ¶

¶ And a rose in the wintertime ¶

¶ Come, dream a dream with me ¶

¶ Come dream a dream with me ¶

¶ Come, dream a dream with me ¶

¶ That I might know your mind ¶

¶ And I'll bring you hope when hope is hard
to find ¶

¶ And I'll bring a song of love ¶

¶ And a rose in the wintertime ¶

 Come, walk in rain with me ¶

¶ Come walk in rain with me ¶

¶ Come walk in rain with me ¶

¶ That I might know your mind ¶

 And I'll bring you hope, when hope is
hard to find ¶

 And I'll bring a song of love and a
rose in the wintertime ¶

 Come share a rose with me ¶

¶ Come share a rose with me ¶

¶ Come, share a rose with me that I might
know your mind ¶

¶ And I'll bring you hope ¶

¶ When hope is hard to find ¶

¶ And I'll bring a song of love and a rose in
the wintertime ¶

>> Gretchen: This is Gretchen, again, and I am so happy to welcome you to our May uplift access webinar. These monthly lunchtime learning sessions provide lead leaders and religious professionals, an opportunity to learn about an array of topics, regarding accessibility, inclusion and disability justice, and how to apply the information to their work within unitarian universalism. As unitarian universalists, we affirm the dignity of all people. We don't always know what that looks like in action. We are called to dismantle forms of oppression in ourselves and our institutions, but we don't always know how. Through presentations on accessible practices, by dismantling, systemic ableism, we aspire to equip you with the knowledge and tools to live these values out loud when it comes to our disabled siblings.

This month, we are talking about making deeper joy activities accessible to all participants. Deeper joy is songs, practices for building inclusive, accessible, multigenerational, spiritual communities. Here to talk about deeper joy in accessibility is my colleague Jennica who

deserves as staff for engagement in the new England region. Jennica has worked in UU religious education and youth ministry since 2008. Since then she has served for first unitarian church Salt Lake, district consultant for mountain desert, specialist for Pacific western and youth ministry associate for the office of youth and young adult ministries. She now serves as youth emerging adult specialist for life engagement. Jennica is the project lead for deeper joy, games activities and practices for community builders, and second addition of youth ministry advising, complete guide, pure pastoral care and UU institute course and UU youth ministry volunteer course on UU institute. Jennica is passionate about creating multigenerational communities of care. Some young people, especially with marginalized identities, those going through life transitions, and those experiencing mental health challenges. Her spiritual practices include learning things from her flower and medicinal Herb garden, sitting with her Buddhist, practicing anti-oppressive parenting, and being a total nerd for

relationship dynamics. Jennica, thank you so much for joining us today.

>> Jennica: Thank you, Gretchen. I'm so excited to be here. This is a wonderful group of people. So, I use she/her pronouns. I'm in my living room with an orange wall with ukeleles to the left, a white wall to the right. I'm wearing my brown hair up in a messy bun, white skin with wear and tear, nose jewelry and rimmed glasses, and I am wearing a white cardigan and a gray top. I work for life span faith engagement. We are the office at UUA that asked, what do we teach together as unitarian universalists, and how do we teach it? How is the conversation I like to have. It's what we'll be talking about today. In the most exciting way to me to teach universalism, the direct experience of the world we are trying to cocreate. That world is one of joy and liberation in the community. The way I get to do that in my work is sharing about deeper joy, this song and practices and games for building radically inclusive, accessible and multigenerational grounded communities. So, raise your hand, use an icon or put something

in the chat to let me know if you know about deeper joy already. Yes, I see thumbs up. I see head shakes no. This is cool. I love to be in a room with a spectrum of knowledge about deeper joy. So, one of the working principles of deeper joy is that joy is building capacity together to get more free. So, in a context like uplift access, I want to point out that it takes more time and more work, more energy than we usually a lot to do things accessibly and inclusively, but it's worth it. A principle of deeper joy is doing less but better. When we Plating, it's not just to forget our worries for a while, it builds the resilience that we need to face life's many challenges and to do it together. So, I want to open it up to the room. You can un-mute and share aloud. You can share something in the chat. I want to celebrate many ways to communicate authentically here. You can draw a picture and hold it up. Anyway you want to share, I want to ask you, what brings you joy? How do you cultivate it, and what gets in the way of joy? What brings you joy? How do you cultivate it, and what gets in the way of your joy. You can answer all three

questions, riff off of any of the prompts --
and I'll read aloud what's shared in the
chat.

>> I'm going to share. Accessibility
brings me joy, and my dog. And --
inaccessibility gets in the way of my joy. I
cultivate it by asking other people what they
need, and what their access needs are, and
meeting those needs.

>> Jennica: Jessica writes, children
and nature bring me joy. Michael says,
blackness with a lot of exclamation marks
brings me joy.

>> Lalon: What brings me joy is
working with children, teaching children. I
volunteer at our UU church. What gets in the
way is often other people trying to measure.
Are we doing it right? Does it look like
school? You know? So, when I'm having --
when I'm teaching the children and we are
making things, we are sew, we are having
experiential learning, other adults sometimes
even the other teachers will be like, how is
this learning our values, right? They'll
look at it and they'll be like, there's no --
there's no measuring, right? As opposed to
that experiential creating the world we want

to live in, right? I love teaching. I love doing. Doing. With the kids. We have been sewing buttons, we have been making creatures -- yeah. I think that's it. I want to teach. I'm listening to what you're saying, and how to teach the adults. How to teach the adults that this kind of learning is important.

>> Jennica: Yes. I saw the universal yes, knock. Shawna writes, singing brings me joy. Joy itself is a metric. If we are using joy as a metric, we are moving forward together. The heart of deeper joy is the community building map. I'll share my screen and describe the map in a moment.

>> Gretchen: I'll fill the space while you are doing that. Did you see Cat's message? The people that acknowledge current reality and navigate it with intent, helping those in pain and visibility.

>> Jennica: Yes, thank you, Wendy. That's great. Can you see my screen with the map on it? Not yet. It says you have started screen sharing but -- now it is.

>> Jennica: I have to get my script on a new screen. If I do this, the map goes away. Is that right? Okay, we have blended

the five stages of community building with a number of community building models and added points on the community building map specific to spiritual community and UU faith information. We have done away with the idea of stages like Denny ryeburg had all together and instead are thinking of the features of community. The community features are landmarks on the community building map. There is no singular, linear way to move about the map. You will be able to ramble around it. On the slide is whimsical slide depicting enchanting places. I smile when I look at this map. It has a playfully inviting color palette with greens and blues and Earthy tones, and it reminds me of a journey through a different relational landscape. It has detail like cerulean to teal to water at the bottom of the map. The banners add a handmade touch as if each label is lovingly crafted for the adventure out of parchment paper. A UU young adult and creative visual storyteller created the map for us. Located in the top left corner of the map are canyons of deeper sharing and the twisting canyons are depicted with orange, winding paths filled with sparkling water.

The canyons represent with preparation groups can support each other in the depths and heights of spiritual growth. The deeper sharing can be about ourselves, our feelings and situations, sharing experiences, making memories shared and moments of awe and wonder together. Right in the heart of the map are the healing springs which bubble with magical clear blue water surrounded by lush greenery and weeping willows. When there is hurt or harm in a community or beyond the community, the way we show up for each other matters and repair and amends are vital on the journey to deeper joy. The stretching river is a waterway that connects every corner of the land and the stretching river represents the trials, problem solving opportunities, challenges that can all bring a group closer to each other. It meanders and is fed by the springs and after it passes through rapid-making rocks, splits into tributaries in the bonding harbor. On the right side is the forest of affirmation. This is a happy grove of trees. At the edge there is a wooden welcoming sign. When we value other's experiences, when we witness their growth and when we support them in their tender moments,

our own trustworthiness increases, we offer gratitude to each other and the group as a whole and celebrate differences and our gifts.

>> In the top right corner, there are cliffs above the blue waves, labeled cliff of exclusivity. These are the jagged borders where we actively or inadvertently keep others out instead of drawing the circle wider. Standing tall on the far right of the map is the covenant lighthouse with a bright guiding light. Like the beacon in rough waters, the agreements we make with one another guide our way. Covenants are UU theology of messing up and repair. We can refer back when we get lost. Like a lighthouse, the covenant for safety. Below the lighthouse on the right is sunny opening up beach with dunes and grasses and fencing and the waves are soft on the shore. When we share low-risk or non-threatening stuff about ourselves and our lives, we feel we are received, considered and valued, our sense of safety within a group increases. Okay, situated near the bottom of the map, there's a crescent shaped harbor labeled the bonding harbor, and it has one sailboat in it, and

another one approaching. I love this. This is my favorite detail. Their little red flags are waving at each other excitedly in the wind. In the bottom left corner is another crescent shape that mirrors the bonding harbor. It's called the tepid bay. It's somewhat isolated from the other part of the map. There are two in the bay but they are pointing away from each other. There is no wind and the boats are adrift. The first step in community building is in -- would be in the bonding harbor to identify cohesiveness and low stakes of sense of contributing to the collective. In the tepid bay, it might be tempting to endlessly paddle around where the waters are calm and you are a safe distance away, but the waters are shallow and of the sun sets, it's lonely in the tepid bay. If you are go to UUA.org/deeper-joy, Wendy will put the link in the chat, you will find the map and select any of the locations to find a bunch of games and activities and practices that you as a facilitator can try on with the group regardless of age to help them bond and open up and heal. What we are going to talk about today is how to make sure the activity that

you pick for your group is accessible to every participant. How would you make this map itself accessible? That's going to depend on your context. In this context right now, we are all here online at the same time, and I can provide a visual description for those who can't see it. Let's say you want to buy the map from the bookstore, shameless plug for buying the map from the bookstore in the chat right now, and you want people with limited sight to be able to interact with it in an ongoing way when there is no one available to provide a visual description, Gretchen gave me the great idea that I passed along to Amber Kelly, using a role-playing game to have a group session where everyone creates a 3D tactile version of the map. You can build right on top of the poster using materials like pipe cleaners or the sticky foam, anything you could find in a religious education closet. I'm going to stop sharing my screen now. I want to point out if you want to get in on the piloting of the deeper joy role-playing game, you can review the first five lessons. Wendy will put the link in the chat. We'll send out all of the lings -- can we do that,

Gretchen, send out links afterwards? I see a yes. There is a link to the row playing game and another link to be added to the list of congregations that want to pilot this deeper joy role-playing game. I have talked for long enough. I want to play a game with y'all. We are going to try a game today that I have used universal design to adapt. Universal design is the design of spaces and things in such a way that it's useable to anyone regardless of ability or age or background. So if you think about it, it makes sense for us unitarian universalists to build out to think of universal design as the foundation of how we create. Even in attempting universal design, you likely need to adapt the game or activity again based on context and who is in the room. We'll try out the game, mighty wind blows." After, I'll open up with the prompt, what did you notice that made this version accessible to people with disabilities, and/or how could the game be changed even more to be accessible in this context with the people in this room? Okay, I used to love this game, mighty wind blows at youth conferences. Big wind blows, spill the basket, all my friends

and neighbors. Here's how it would work.

Everyone would sit in the circle. Whoever is it would stand in the middle saying, the mighty wind blows for everyone who -- then they would say something true like, dyed their hair. They would run up and run like mad to try to find another chair. The loser was prodded in the middle to serve as it.

There is nothing wrong with the game for the people for whom it worked. But, it left a lot of people out. People with limited mobility. People who can't process in loud environments, for people with social anxiety, this get to know you game was a total nightmare. Here is the adaptation we'll try right now. I have the directions on a slide. I'll read it to you, and we'll put the directions in the chat too. So -- there we go. So the person who is the lead introduces themselves, and they are greeted by the group. They come off mute. I'll be ca cough news, and that's fine. An example is, hi, I'm Alex. Everyone would shout, hi, Alex. The mighty wind blows for people who -- and you come up with something true. Maybe whoever dyed their hair the color of the rainbow. They make a gesture for the

person in the lead. It might be a vocal hoot, hand forward, standing up, whatever works for the group. The lead chooses someone to go next. That person can accept or pass. The game ends when everyone who wants to, has had a chance to be the lead. All right. I'll put these directions in the chat. I'll stop the screen share. Oh, and I want to note -- what Cat says in the chat. When I was an early intervention supervisor, we put up signs. When we build together with blanks, we -- blank. When we craft, we are learning blank. The signs changed the questions parents or bossy adults asked. I love that. We have the directions for the game in the chat. If anyone wants a refresher out loud, we can do that. Are there any questions about the game before we try it on?

>> Okay. I see no questions. I'll start us off -- no, before. What do we want our signal to be? We can do jazz hands and a vocal hoot hoot.

>> How about a woo woo and a gesture? I can't see the gesture, but others can see the gesture, but I can hear the woo woo.

>> Jennica: Gretchen, instead of woo
woo, we say our name.

>> Gretchen: Then I get to know who
it is.

>> Jennica: If it's true for you, you
say your name and do jazz hands. So, raised
hand not requiring finger moving. Thank
you. No jazz hands, just raised hand and
your name. Excellent. Hi, I'm Jennica.

>> Hi, Jennica.

>> The mighty wind blows for anyone
wearing glasses.

>> Shawna. Woo woo.

>> Cat: Lailani.

>> I choose Cat.

>> The mighty wind blows for anyone
with chronic pain or a family member who
experiences chronic pain. I'm Cat.

>> Gretchen: Leilani.

>> Oh, I have to choose. I choose
Shayna.

>> I think you have to choose someone
who said yes.

>> Then I choose Leilani.

>> Thank you. The mighty wind blows
for everyone who has the experience of
teaching.

>> Jennica: Shawna.

>> Cat: woo woo.

>> Gretchen: I pick Shawna.

>> Shana: Hi, everyone, I'm Shana.

She/they pronouns.

>> Hi, Shana.

>> Shana: The big wind blows for people who have ever gone to a visibility or protestor other activism-type event.

>> Woo woo.

>> Leilani, woo.

>> Shana: I will pick Gretchen next.

>> This is Gretchen. The mighty wind blows for anyone who has ever dyed their hair blue.

>> Jennica. Shawna. Kristi. Who was that?

>> Kristi.

>> Gretchen: Kristi, have you gone yet?

>> Kristi: I'm still working, but thank you so much.

>> Jennica, I pick you.

>> Jennica: Hi, I'm Jennica. The mighty wind blows for anyone wearing their hair up.

>> Gretchen: Woo.

>> Come on, Jessica.

>> Jessica: Hi, I'm Jessica.

>> Hi, Jessica.

>> The mighty wind blows for anyone
that enjoys --

>> Who enjoys what?

>> Spending timeout side.

>> Oh, Jennica. Cat. Woo woo.

>> When there's not too many
mosquitoes. Gretchen?

>> Leilani, when it's not too hot.

>> Shana when there are not too many
mosquitoes or black flies.

>> We'll pass to Cat.

>> Cat: Hi, I'm Cat. I wasn't
thinking what to say next, okay? So, the
mighty wind blows for everyone who thinks in
pictures or music.

>> Gretchen: I think in pictures a
lot.

>> Leilani.

>> Did everyone who wanted a chance to
go get a chance to be in the lead? Yes? All
right. I love that game. I know so much
more about you just after a short couple of
minutes. It's kind of low risk. As you are
in the lead, you get to choose. You get to

opt in. You get to share. You get to disclose your level of comfort. If it was true for you, but you didn't feel comfortable saying it, you cannot say it was true for you. It gives a sense of agency in what they want to share with the group. Let's open it up for conversation. What did you notice from the way I described the way the game was traditionally played to the way we played it today, what was accessible about the way we played it and how can we make it more accessible this context or the context you would play at home. How was it accessible? How can we make it more accessible here or in your own context? Cat?

>> Cat: You invited questions and modifications to the way that the game would be played. I think it could be played more accessible with a pause at that point so that people who might be neurodivergent with needs to catch up would be able to do so. Also, I think, I'm thinking in terms of a room of people with disabilities, beginning there so when we are thinking about things like -- like for me, tremors and specific finger movement are a problem. Of course, they are especially a problem if I'm trying to sign.

Still. The thing I would most recommend is that pause. Not having the pause often interferes with the comprehension of people who hear and understand in different ways.

>> Thank you, Cat. Yes, and Leillani, turning our mic on instead of enablist language.

>> Gretchen: I thought -- I really appreciated how it was accessible in that people both were making a gesture and sound frequently as a behind person I'm a part of things where people raise their hand. I'm like, huh. That was awesome. Also that you asked. I think it's a big part of thing people forget. It's simple, asking what works for people and what makes it accessible. I am always learning, so I love that someone, when we were discussing it mentioned that hey, how about raised hands. I didn't think about that. You don't need to be unidexterous to be able to do this.

>> Shana?

>> Shana: Am I un-muted now? There. This is Shana. I love the accessibility pieces that were brought in. I got to thinking just now as we were talking about accessibility that wasn't there, we had sound

for people who might not see the gestures.
We had gestures for people who -- would see them, and I'm thinking also, for anyone nonverbal, being able to type woo and their name in the chat would be another accessibility that we could add.

>> Jennica: Yes, many ways to communicate.

>> Shana: There are probably three more I'm not thinking of. To expand the thinking on all of the different ways.

>> Jennica: Leilani says, as a variation to this game we use ASL signs.

>> I think you could also play it with people that used picture communication system as long as you have them set up in advance true for younger kids, especially. It's difficult to be regulated enough to type, and not everyone uses sign language, or can. The sign language is more static than speech, it's still not static. There's that. Then, the other piece is that -- to remember that typing is verbal. Signing is verbal. These are uses of verbal language, but that other things like the waving of the hand, a love sign might -- although they are words, you know, love is often the first word that we

teach children who are learning sign language because it's the most important word there is. Thank you, Gretchen. Same right back at you. I don't think you can see it, but -- there you go.

>> Jennica: I love this so much. Every time I do this, I learn something. I learn so much from getting to play these games. I hope you all were able to share wisdom with each other. I'm going to pass it back to Gretchen now for our next spot, but I want to put the -- Wendy, would you please put the link to this particular game in the chat, and I think it was Cat who said you have to do preparation and put some prework into making -- like what you choose and how you adapt it for the moment. Take time to peruse the deeper joy website and find what might work for your group. I'll pass it back to you, Gretchen.

>> Gretchen: Thank you so much, Jennica. I learned a lot too. So, yeah, we are going to skip over a song we are going to play because we have such awesome discussion. Before I move into a couple of closing items, does anyone have any -- I will

send out these links, but does anyone have final questions for Jennica?

>> I see head shakes no, and thank yous.

>> I was trying to pause in case people wanted to think. Okay, thanks for being flexible, y'all. I have one more thing. It's a totally different topic. I'm going to do a quick call to action here. Last night, maybe more early this morning, the congress of the U.S. house passed out what I call the destroy Medicaid and food stamps bill, and passed it on to the senate. I'm going to ask y'all to, if you have time, the capacity, the spoons, whatever it is for you, please, even if you think it won't do any good, please -- do people across our country a favor, and call your senator and ask them to prevent -- to do whatever they can to save lives and pass Medicaid and food stamps. Wendy is dropping in the capital switchboard phone number into the chat. Thanks so much. When I went blind in 2007, I went on Medicaid and food stamps, and they made a huge difference for me. They make a huge difference for millions of people. Thanks for that. Thanks for however there are many ways to take

action in this world, and thanks for whatever you do to make a difference for everybody.

>> Gretchen, Cat has her hand raised.

>> Gretchen: Oh, yes, Cat?

>> Cat: Did that work? Yes. Okay.

It's important to remember that if you have senators that are really deeply committed to MAGA because they want to be this or that person in the future, that you can still call senators in other states and even better, if you know somebody who lives in that other state, especially swing states where they might be concerned about keeping their seats, you can call them too. I do think even in Florida, though I don't know, I may be the only person here from the -- what do we call it? The fourth Reich? Even in Florida, Medicare and Medicaid are a big deal. This is the state with the oldest average population in the country, and they be pointed in what it is they are complaining about. When they talk about access to Medicare, Medicaid or social security, which is also impacted, that those specifics make a difference between people are seeing that, that's not fine with their constituents. That was a long speech. Now, I'll be quiet.

>> Gretchen: Thanks, Cat. This is also important. I know that this is very concerning to a lot of people. So, moving back to deeper joy, which joy is a in active resistance, just not the only one. I want to thank everybody for engaging in this work of love and radical welcome with us today and days to come. Thank you to Jennica, my colleague and friend for joining us today. Thank you to Wendy. Thank you to our ASL interpreters and captioner. Thank you to Michael for his guidance, and our closing song today -- "look up" by Joy -- sorry for a mispronunciation there. There is a black person with a black top looking up, braided hair sitting in a field of green plants.

[Music ¶]

You tell yourself it's raining ¶
¶ The clouds are in your head ¶
¶ You tell yourself it's better before you
fall again, look up ¶
¶ Somebody loves you. You know trouble will
always be there ¶
¶ Don't let it bring you to your knees ¶
¶ Look up ¶
¶ Mondays are not always bright ¶
¶ Some days you lose the fight ¶

¶ Life can be beautiful if you let it be ¶

¶ Tomorrow keeps taunting you ¶ with all
kinds of mystery ¶

¶ It's a blank page for poetry if you let it
be ¶

¶ Don't tell yourself it's raining ¶

¶ The clouds are in your head ¶

¶ You tell yourself it's better to jump
before you fall again ¶

¶ Before you lose it all again ¶

¶ Look up! Do you see the sunlight?

Look up! There's flowers in your
hand ¶

¶ Look up, somebody loves you ¶

¶ You know trouble's always going to be
there ¶

¶ Don't let it bring you to your knees ¶

¶ Look up ¶

¶ Sometimes your life feels like a broken
rollercoaster, a thousand uses, moving
parts ¶

¶ look up! Do you see the sunlight? Look
up! There's flowers in your hand ¶

¶ Hold on ¶

¶ Because somebody loves you ¶

¶ You know trouble is always going to be
there ¶

¶ Don't let it bring you to your knees ¶

¶ Look up ¶

¶ Trouble's always going to be there ¶

¶ Look up! ¶

¶ Don't let it bring you to your knees --

look up! ¶

>> Gretchen: Thanks, everybody. This is our last access webinar at the church here. Stay tuned and follow -- subscribe to my news letter if you don't already do so, uplift access news letter. Stay tuned to what's next for us. If you have questions, of course, please reach out. You can reach me at accessibility@UUA.org. You can also reach my colleague, Reverend Schuber at ASCHUBER@UU.org, and thanks so much!

[Recording stopped]