

Note: this portfolio follows the 2009 program plan for Associate level; please refer to the current program plan for portfolio guidelines.

Portfolio for Rebecca Fricke

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Human and Faith Development

Summary

Teaching requires a full awareness of the people who are hoping to learn from you and be guided by you. A teacher must take into account the age of the the students, the students' strengths and interests. Since most of our UUSA RE groups are multi-age I must always be cognizant of the range of interests and abilities of the children and youth in the group and in turn, provide a variety of options for every discussion and activity.

I am very lucky to have an amazing cadre of volunteers. I have a paid qualified preschool teacher who leads our small preschool group as well as covers our childcare. I do my best to encourage her so that she feels like she is an integral part of our society and the RE program. I also have very experienced volunteers (many of them professional teachers) leading our youth programs including Neighboring Faiths (6-8) and OWL (9-10). Everyone in the role of teacher is

willing and able to accommodate children with special needs. I check in regularly with all of my volunteers and offer them teaching suggestions if they ask me for help.

In writing this section it occurs to me that because our UUSA religious education time is so very limited at every level of our programming, it is difficult to get to a deeper level of conversation about faith and religion, but despite this barrier, I think this lack of depth should be improved on. Actually, I believe that my congregation has a culture of skimming along the surfaces of many facets of faith. In fact, I would guess that a good number of people in our congregation might be uncomfortable with the word “faith!” I am hoping that when we hire our next minister this person will take up the challenge of moving us on a path of greater discovery. UUs have the 7 Principles and our 6 Sources, but in any given circle of children, I have to be very careful about how we talk about religion since I know my families are coming from different faith backgrounds. I need to do a better job helping to guide more in depth conversations and perhaps this will mean occasionally separating out K-3 and 4-5 when we have a few kids for each group.

Formation

Academic Courses -

Masters in the Art of Teaching (MAT) - National Louis University - 1997. My education classes focused on teaching best practices that encompassed inclusion, creativity, scaffolding of lessons, and educational theory. I took one required class called Human Development.

Structured Learning Experiences -

- In my Youth Ministry, Adult Faith Formation, UU Identity and RE Philosophy Renaissance Modules (see Renaissance documentation for dates and leaders) we discussed Erik Erikson’s Stages of Psychological Development, Lawrence Kohlberg’s Stages of Moral Development, James W. Fowler’s Stages of Faith Development and Dr. Tracy Hurd’s Stages of Development. We also read and discussed the eight different ways people learn.
- Youth Mental First Aid - 10/7/16 given by the National Council for Behavioral Health
- Pastoral Care for Teens - 12/8/16 UU Webinar
- Inclusive Youth Ministry - 1/12/17 UU Webinar led by Elizabeth Nguyen
- Supporting Non-conforming Children and Their Families - 2/15/17 UU Webinar
- Spiritual Care - CLF online course with Rev. Marcia Marino - completed on 6/2/18.

Life Experiences

- I have taught K- 6th science as well as 3rd, 4th, and 5th grades in self-contained classrooms.
- I am raising two girls who are now 15 and 18.
- I am ready to care for my parents who at the moment are thankfully able to take care of themselves.

Lenses

Technology - I use video clips sparingly at the elementary level. I use email to communicate with families and teens (always with the parent cc'd). I have a written record of all of my elementary programming on my blog which I encourage the parents to check out if they want to know more about what their elementary children are doing. I developed a powerpoint to modernize our Membership presentation.

ARAOMC - It is important to recognize that any development spectrum is fluid and can also be culturally determined. I have challenged myself to pick books, stories, poems, pictures that reflect the diversity of our community and our world.

Application and Integration

Work products:

Coming of Age, Driver's License and Bridging Ceremonies - During my first and second year as DRE I participated in these ceremonies and previewed the readings etc, but did not lead the ceremonies. In the case of the License and Bridging Ceremonies I asked the Minister to incorporate them into her pulpit schedule. I was responsible for buying the gifts that went with the ceremonies. For Coming of Age I supervised the volunteers who led the program and I facilitated part of the youth trip to Boston. I anticipate playing a larger role in next year's Coming of Age and I think I am going to adapt the curriculum we are using to make it more suitable to middle school youth.

New Parent Introduction to Unitarian Universalism - In response to "outside" families signing their children up for OWL, Coming of Age and Neighboring Faiths I proposed a mandatory session for parents on what is Unitarian Universalism and facts about our congregation. I put together a powerpoint for this year's high school OWL parents. I was told by several of the "outside" parents that it was a good introduction and made them feel more determined to have their youth be part of the OWL program. I have since adapted it for the UUSA Membership committee for their program called "New to UU?" Link to slideshow:

https://docs.google.com/presentation/d/1iq5_8YDwzQ_MwV1RRBHiREDZf2-q_a3u3-9Ltjhpn3g/edit?usp=sharing

Adult Crafting for Connections - A UUSA volunteer and I put together a crafting series that will encourage making connections and developing a spiritual practice through the making of crafts. Our plan is to run each session with the following steps: 1) a getting to know you time and check-in, 2) discussion about using craft as a spiritual practice, 3) implement the project 4) meditate on the work (through a journal or quiet contemplation) 4) final debrief. Unfortunately we had to cancel this program because our fall Ministerial Search activities took priority.

Here is the link to the poster I designed:

<https://drive.google.com/open?id=0B3nAFnSXkvHUQ1ZyNFJEaGRBUkk>

Right Relations and Professional Ethics

Summary

“Unitarian Universalist congregations seek to heal and transform the world... our faith communities can be living embodiments of the Beloved Community: By living our vision of the Beloved Community as it is named in our Principles, UU congregations model for their members and friends, their children and youth, and the wider community our vision made real.” *p.x Safe Congregation Handbook, by Hoerlter, Patricia & Frederic Muir, eds*

Bias, marginalization and conflict often arise because of there is a lack of structure and policy written explicitly to address situations that can arise within a group of people, some of whom are strangers and some of whom have known each other for decades and all of whom are unique. In order to “heal the world” we must start within and feel confident that we are being just with each other. After deciding to work towards being a Safer Congregation, the most basic, but incredibly important second step is to create a handbook. There is nothing like sitting down to think about the worst case scenarios - one after another - and come up with clear instructions on how to deal with the terrible situations. What if we have a known sex offender start to come to our services? How are we supposed to supervise a teen sleepover? What if someone comes into our building with a gun? How are we supposed to escort someone who won’t stop talking away from the microphone? What if we need to provide sanctuary during a town emergency? What if?... How? ... When do we call the police?... so many questions and answers to come up with!

Having been through this process, I can tell you the hardest part has been to recommit to our policies on an annual basis. After attending a workshop for faith communities I am decided that our handbook is too long and written in an unwieldy way. I believe that a group of people must gather again to take it to the chopping block. We need to whittle the wording down and also make sure we have the most up to date policies possible.

Structured Learning Experiences -

- Government Resources for Houses of Worship and Faith Communities - A Forum of Learning on Public Safety Crises - Dec. 4, 2017, (5 hours) Hampshire College, Amherst, MA. Course sponsored by the US Attorney’s Office, Dept. of Homeland Security, FBI,

(Boston Division), the MA Exec. Office of Public Safety and Security and the Dept. of Justice, Community Relations Service

- UU Leadership Online class - Fostering Safer Congregations 110 S18: completed April 20, 2018.
- *Mind Your Ts and Qs: An Introduction to Radical Welcome of Trans, Non-Binary, GenderQueer, and Gender Non-Conforming Folk* - Workshop given by Cindy Beal for the UUSA. March 18, 2018.
- Online Church of the Larger Fellowship - **Spiritual Care** Course with Rev. Marcia Marino - April 5th - May 31st.

Life Experiences

- I have taught in public schools and served in several roles where I have been a mandated reporter.

Lenses

Technology - All web based information about the society and my work will only involve names and pictures of faces (adult and children) with permission. All CORI forms for volunteers and staff are filled out online.

ARAOMC - By setting up safe and just policies our organization is better able to avoid conflict and also to handle situations as they arise using an established process.

Application and Integration

Work products:

1. **UUSA Safer Congregation Handbook** - I have been part of the Safer Congregation committee since 2015. I have played a key role in updating and revising our congregational policies so that they are more comprehensive. My next goal is to work with the minister to add in several pieces including an active shooter policy. We also need to form a team to meet annually to review our documents and process.

<https://drive.google.com/file/d/0B3nAFnSXkvHURHA5SGgteWI5bjg/view?usp=sharing>

2. As part of our policies I have initiated the following procedures and events:
 - **iCORI provides access to Massachusetts-only criminal offender record information** - We now have a regular system of record keeping for CORIed staff and volunteers.

- I have organized an information packet for every person who wants to volunteer for our RE program on a regular basis: background information, including references,

https://docs.google.com/document/d/1qTFd6PBg0StenDkWymc_Yec6AZdGqVxtimL06IVN68I/edit?usp=sharing

- **2 Adult Rule** - We are very strict about this rule with our RE program, no matter how small the group.
- Asked the Minister to do a **Sunday sermon about OWL and Safer Congregation** to help widen the awareness of the safety procedures and education initiatives we have put in place.
- Include a **summary and a presentation at the UUSA annual meeting** so that members know we have this system in place.
- I purchased four radios to connect RE with the upstairs and the office to be used in case of an emergency.

History, Methods, and Philosophy of RE

Summary

I believe that an RE philosophy must be above all else welcoming. Teachers and volunteers should be engaging and programming should be age-appropriate. Ideally the program needs to be flexible for both the children, youth, volunteers and families.

Curriculum and worship must stress relationships such as our relationship with the Earth, both with the flora and fauna. We must experience and learn from everything we do and understand it is OK to make mistakes. We must learn to ask questions and learn how to apply our UU values to our daily lives and our relationships within the congregation and outside the walls of our church. Programming should familiarize people with how congregations work. What is worship? How can we worship in different ways? Programming and worship should emphasize how to help each other be our best selves. Lessons should guide people to express themselves through words and music and worship and all of our RE work should help guide people to develop skills to understand the spectrum of human feelings. Finally, we should be sure to celebrate life through ritual, song and fun!

Structured Learning Experiences -

- **Renaissance Module: Philosophy of Religious Education** (2/8/16 – 2/9/16) Facilitators: Karen Fisk and Sara Schwindt//Location: Walker Center

Reflection

A few years ago I tried to read the Essex Conversations. I might have made it through one essay. This time it was an assignment and so I approached it like a “good student” – with my own copy and a pencil and permission to interact with the text. I began to underline, comment in the margins, summarize at the end of each essay and before I knew it, I was ploughing through the book at a good pace. I admit that about 2/3 of the way through I thought maybe I had gotten the overall point, RE is important, and that I had read enough, but then I realized that I was still getting nuggets of good information, ideas and inspirations and I kept going till I got to the end. In the following document I have attempted to highlight the ideas that most impressed me as a way of remembering and honoring the work that went into making this collection possible. I hope that I will return to this summary over and over as I build my UU philosophy and design the programs I hope will take root in my own church.

Soon after I came home from the RE Philosophy module I wrote an article for our society’s newsletter. In that article I synthesized these essays and my experience at the Ren. Module and in turn I hope I made at least a few people think about how we might approach RE differently.

The following month, as a result of this module and also of a UU District workshop, I helped the RE Ministry lead a Sunday Whole congregation Service which relied heavily on several of the ideas presented in this essay collection. It was an excellent service (if I do say so myself) and I had several people tell me that they hoped we could do more learning together in the future. That is my intention.

- **Renaissance Module: Adult Faith Formation (3/3/17 - 3/4/17)** Facilitators: Cindy Beal and Martha Dallas//Location: Unitarian Society of Hartford, CT

Reflection

The intense discussions throughout the two days with the other participants is most valuable. We learn so much from each other! This group had great camaraderie very quickly and I found the humor kept the pace very upbeat. People were very open to sharing what was going well, what wasn't and what their hopes about programming were. The ideas were flowing between participants and leaders fluidly.

Three significant learnings:

1. Institutionalizing the process and support for adult programming is essential.
2. Adult Programming is an essential part of the UU mission and helps to deepen relationship and spiritual knowledge of congregants.
3. Adult Programming should always be in line with the mission of the church and should hopefully fulfill congregants' needs and desires.

Coming into the Ren Mod. I wanted to learn about the philosophy and the vocabulary associated with adult faith formation, as well as the practical tools for building an adult RE program.

As a result of this Ren. Mod I would like to build an organized and realistic adult religious education program. I am hoping to work with the minister, the board and the RE Ministry to make this happen. I think people are willing, but I needed the practical knowledge in order to know where to start within the organizational system that we have. I know that I need to start implementing my ideas slowly and in coordination with the above people.

I will share what I learned: I am going to talk with the Minister first and then I am going to present to the RE Ministry and also write up a summary of my experience with the Board of Trustees. Sometimes I include a short description of my experience in the Society's newsletter.

- **Renaissance Module: UU Theology (3/16/17 -5/18/17)** Facilitators : Pat Infante and Rev. Lane Campbell//Location: online

Summary Reflection 1: "What is the chief end of religious education?" - I believe that the goal of RE is to provide children with a sound understanding of how to live our seven principles and in order to do this they should have 1) a sound knowledge and understanding of the seven principles and 2) a basic understanding of the sources of UU. Children and youth should also understand that our beliefs are always changing and that they should always be open to new opportunities and friendships in order to expand their notion of themselves and the world around them.

Summary Reflection 2: Our vitality is strengthened by our similarities, not in our differences because finding common ground lets us sit together, listen to each other and act together. There are many ways to follow our seven principles and we are a community intent on bettering the world in a democratic way, not in arguing about who is right and wrong or even perhaps which path we want to take towards our ultimate goals.

Summary Reflection 3: We have a wide range of UU theologians we can draw from for our worship - Rebecca Parker (Theological House), Sophia Fahs (RE), Theodore Parker (UU), James Luther Adams (Five Smooth Stones), Clarence Skinner, Forrest Church (Cathedral of the World), Liberation Theology (working towards freedom), William Ellery Channing (RE). I think that in today's world there is a tendency to simplify messaging, in fact, I am usually advocating for that in all of my different circles/jobs because people seem to have such short attention spans and they show an impatience when they are asked to work to synthesize information. The UU Principles are on the surface nice and easy to understand and quote. The Sources are admirable and vague. It might be interesting to create a series of posters about the different historical figures, movements and theologies that make up our UU faith. I'm guessing your average adult worship attendant does not realize how complicated our past has been and how theological work (in seminary and in congregational worship) continues to shape our faith. It is certainly hard to address in the children's RE programming.

Professional Work/Leadership Experiences (RE Based)

- I have been working continually with the RE Ministry (Committee) to prioritize our goals and strengthen our scope and sequence of curriculum and experiences. I meet with the RE Ministry monthly and attend their retreats.
- I meet with the minister several times per month to review our program, discuss worship (both whole congregation and regular Sunday services) and to gather professional support and advice.
- I meet with the Sunday Worship Committee several times a year to take part in the planning discussions and to help bring the RE perspective to the upstairs.
- I continue to read books on faith formation and ways to teach the UU principles and sources.
- I work closely with a volunteer who does monthly RE programming on mindfulness because I believe that those meditation skills are essential for children.

Reflection

It is amazing how many spokes there are in a DRE's wheel, no matter what size program they are trying to run. All of the work I describe above helps to make the RE program at the UUSA run smoothly. Because I came into a program that was running, but without direction or order, it was important that I establish and keep open lines of communication with the Minister, several committees and our RE volunteers. The RE Ministry had very little trust in the system in place because it was not being followed and now it is thanks to all of our hard work. I think it is essential that I keep reading, attending workshops and Ren Mods and communicating with other DREs about their experiences and protocols.

Life Experiences

- Before I was DRE I served on the RE committee for several years off and on.
- Parenting two girls with my husband has helped me understand and develop my own RE perspective. I am trying to put everything I learn to good use in my own home.

Lenses

ARAOMC - It is important that everything we do be welcoming in the sense that no matter how children and youth learn or where they are coming from, they feel safe, included and accommodated in our worship and our education programming. Many of the RE lessons involve the promotion of inclusivity and taking actions of all kinds which we talk about in relation to our UU Principles.

Technology - I use our UUSA newsletter, website and my own blog to help spread the news of the RE Ministry and my DRE program work so that our RE program remains a prominent and essential piece of our programming, budget and philosophy. Sometimes I use technology in my lesson plans - short clips, photos etc that supplement the main idea of the lesson. Video clips are often used in our OWL sessions.

Work Products - Application and Integration

Work Product 1 - Article for UUSA newsletter: Soon after I came home from the RE Philosophy module I wrote an article for our society's newsletter. In that article I synthesized these essays and my experience at the Ren. Module and in turn I hope I made at least a few people think about how we might approach RE differently.

We've only just begun to grow!

As humans we are all changing in physical size and age, but more importantly, our brain is constantly developing which is why life-span religious education is so important. It is also why it is vital that we engage our entire congregation in helping to educate our children and our youth. The best way to learn anything is to teach and every single one of us has something to

teach. I'm hoping that our congregation embraces religious education as everyone's mission and not just something that happens downstairs.

Some of us have been coming to the UUSA or another UU for decades, others for a few years and practically every Sunday we have new people walking through our doors. What do they see and hear when they are in the sanctuary and at social hour? What do we assume when they are in these places? When a person who has never been to a church or to our society comes in we ask them to do a long list of new things starting from the moment they walk through the door when we strangers greet them with smiles and instructions. We ask them to sit and listen. We ask them if they are willing and able to sing unfamiliar songs. Sometimes we ask them to read out loud, we ask them to hear music and wrestle with novel terms, interpret a sermon, listen to poetry, pass an offering basket (and hopefully put something in it) and close by holding hands and singing with strangers. That's a lot to ask a person of any age! Coming to a religious institution or society of any kind requires practice and good models.

Adults and children face the same challenges and it is probably easier for the children. Even though we ask them to separate from their parents or guardians, they come down to a smaller space where adults and peers explain every single stage of the morning starting with our circle of joys and concerns. We ask questions and we encourage questioning and then there is always an activity that we hope will help to reinforce Sunday's sermon theme.

And what about the rest of us who are used to the building, the culture and our guiding principles? Are we finished? No! We are all on our own paths trying to discover truth and meaning. We need each other to talk, to listen and discuss our concerns and our experiences. Let's use UU as a verb. Let's UU together no matter how old we are or where we are – upstairs, downstairs, or out in the community. Our faith takes practice and everyone who has ever been on a team knows that it is always more fun training with others. Let's UU together sitting down, standing up, singing, serving, talking and being quiet.

Disclaimer: In February I participated in an amazing Religious Education Training called the Philosophy of Religious Education. For two whole days I worked to better understand the purpose of RE with eleven other DREs from around the US. As part of the training I was asked to read Essex Conversations – Visions for Lifespan Religious Education and I have come away inspired by the essays and my interactions with the group as well as our very own Karen Fisk who led us through the days as a demanding, but gentle and supportive guide. Get ready UUSA – I'm ready to help us all better understand and embrace Religious Education!

Let's UU,

Rebecca Fricke

Interim Director of Religious Education

Work Product 2 - U2CanUU - <https://u2canuu.wordpress.com/>

The process of writing a blog helps me keep track of my lesson plans and serves as another way of potentially connecting with our Society's families and the outer world. In every weekly email I have a link to the blog for those who want more information. I am also hoping to turn my ideas into a book that others can use as a reference. I think the idea for the blog originally came out of a workshop run by Kim Sweeney and Karen Bellavance-Grace. They encourage people in RE to think beyond the confines of the traditional Sunday school classroom.

Work Product 3 - Summer Worship Service I wrote and gave based on the research I did on James Luther Adams for the UU Theology Renaissance Module.

One of the many people we read about in the UU Theology Renaissance Module was James Luther Adams and I chose to use him for an adult worship topic for several reasons. Adams's writing prompted me to think about what am I doing to make the world a better place. I suspect like many of us, I often feel like I am not doing enough in this world of climate change, war and poverty. In thinking about the 5 stones, I have reevaluated what I am doing personally and what our UU is doing. I definitely think I can do more, but I also recognize that my time is limited because of family obligations and work. I only had a vague notion of what the Five Smooth Stones were because of my daughter's participation in the COA program and I thought I should learn more about the man behind the practice.

Finally, in my theology class I was struck by the overall feeling that DREs are searching for a way to ground their programs. We have our principles and our sources, but very little else to tie us together as a group. We also have few rituals that we share in common. When you ask people about what UUs believe, they actually have a hard time answering. Many people answer the question with what UUs don't believe. The Five Smooth Stones is another way of organizing our UU thinking about what we stand for and how we should act.

Order of Service:

ORDER OF SERVICE - Sunday, June 18

GREETING

BETSEY JOHNSON

PRELUDE *DEEP RIVER* - TRADITIONAL

CAROLYN HOLSTEIN

OPENING WORDS AND CHALICE LIGHTING - 418 – ADAPTED FROM ISRAEL ZANGWILL.

***HYMN** *GATHERED HERE* No. #389

CANDLES OF JOY AND CONCERN

HOMILY - WHO WAS JAMES LUTHER?

REBECCA FRICKE

AND KAREN FISK

RESPONSIVE READING - Leaders read the regular text, and participants read the italicized text.

We gather as Unitarian Universalists to understand, articulate, and live our liberal religion. David brought down the giant Goliath with five smooth stones, but we use our five smooth stones to build a more just, loving, and free world. Our first stone reminds us that we are part of a living tradition in which revelation is continuous.

Together we engage in a free and responsible search for truth and meaning.

Our second stone reminds us that we freely choose to enter into relationship and community with one another.

Together as people of conscience, we build relationships of justice, equity, and compassion that further the wholeness of the interdependent web of all existence.

Our third stone reminds us that we have a moral obligation to work toward establishing a just and loving community.

Together we speak and act prophetically with the goal of world community with peace, liberty, and justice for all.

Our fourth stone reminds us that good things happen as a result of human effort.

Together, as beings with inherent worth and dignity, we create goodness and virtue.

Our fifth stone reminds us that the divine and human capacities for achieving meaningful change are reason for optimism.

Together we may be hopeful that change will occur toward a more just, loving, and free world.

The roots of our living tradition have been developed over centuries, but new ideas and understandings are still being revealed.

Some stones are smooth and polished, while others are newly found and rough.

We are part of this living tradition. Through it, we become whole, and through us, our tradition becomes whole.

CONGREGATIONAL DISCUSSION

FIVE SMOOTH STONES

- **LEARN:** REVELATION IS NOT SEALED. WE ARE ALWAYS LEARNING MORE ABOUT WHY WE ARE HERE, WHO WE ARE AND WHAT WE BELIEVE.
- **LOVE:** WE ARE IN RELATION WITH EACH OTHER.
- **GIVE:** WE ARE MORALLY OBLIGED TO SEEK JUSTICE
- **WORK:** WE WORK FOR POSITIVE CHANGE TO BE GOOD AND TO FEEL GOOD
- **HOPE:** RESILIENCY IS AN ESSENTIAL TRAIT FOR SURVIVAL

OFFERING AND OFFERTORY INTERLUDE

PEACE LIKE A RIVER

MAURA WHALEN

BRIEF SHARING OF THOUGHTS GATHERED IN DISCUSSION GROUPS

***HYMN** *LOVE WILL GUIDE US* No. #131

CLOSING WORDS - EXTINGUISHING CANDLES & CHALICE - #687 - JOHN W. BRIGHAM

CLOSING CIRCLE AND SONG

BENEDICTION

POSTLUDE *IN THE BACH TRADITION - ANONYMOUS*

CAROLYN HOLSTEIN



Religious liberalism affirms the moral obligation to direct one's effort toward the establishment of a just and *loving* community.

— *James Luther Adams* —

AZ QUOTES

Administration and Volunteer Management

Summary

A director of religious education, like a minister, must be an administrator as much as a faith leader. A good religious educator must provide: clear documentation for all program components, calendar and lesson planning, volunteer training and consistent communication with families, youth, volunteers and the greater community and staff oversight in order for the program to thrive.

My first year on the job it was very important that I help the UUSA RE Ministry organize their files and establish checklists and protocol. Some of the lists and the files existed, but hadn't been kept up to date so it was a matter of digging through electronic files and talking to people. The process was good for everyone. Clearly revisions will need to be made every summer. These lists included short descriptions of what needed to get done, when and by whom. Our church knows from experience that without these, many misunderstandings arise. To keep the communication flowing, the minister and I meet together to go over the year and week by week, both knowing that we will have to be flexible, but both of us liking to have something down on paper. Thanks to this careful and methodical work the RE Ministry is functioning again as a committee and can in good conscience request an RE budget that has been carefully thought through to fund programs that are actually implemented.

The elementary RE program is run like a one room schoolhouse for K-6 so our volunteer needs are minimal, but of course, training is still important. Having read several books about volunteer management including Jonathan and Thomas McKee's book, The New Breed: Understanding and Equipping the 21st Century Volunteer, I understand that people are volunteering more than ever, but they are also busier than ever. The trend is for people to want to volunteer for specific jobs, according to their skill set and some may hope to gain experience which they may be able to use in some other way. The McKees say that a volunteer manager must 1) recruit through your networks (ask personally, recruit as a team and with partners, no means not now, recruit people for specific roles,) 2) empower volunteers (lead them not manage them) 3) establish a team that is powerful and passionate about the work. I have also tried to incorporate what they said an administrator must do to motivate volunteers into my work including: giving regular feedback, offering training (on-the-job training and off site UU trainings), providing food, giving presents, being thankful, and also linking RE volunteer work to individual spiritual growth.

Despite our small program, I have one staff member (our Preschool teacher) and I find it invaluable to have regular check-ins so she knows what to expect every Sunday. I am so grateful for her experience and her dedication and I let her know this throughout the year.

Formation

Academic Courses -

Masters in the Art of Teaching (MAT) - National Louis University - 1997. My education classes focused on teaching best practices that encompassed inclusion, creativity, scaffolding of lessons, educational theory and history, as well as administrative skills including programmatic assessment, student observation, lesson planning and record keeping.

Structured Learning Experiences -

- The Renaissance Modules (see Renaissance documentation for dates and leaders) gave me a multitude of administrative ideas ranging from small programmatic details like maintaining engaging bulletin boards to larger systematic protocols which include encouraging the church staff to work together to come up with a smooth system of interaction with congregants and also with each other.
- I attended the workshop **RE Start!** November 14, 2015 - 4 hours. Led by Kim Sweeney and Karen Bellevance- Grace. Location: Northampton, MA. Unlike my other structured experiences, I attended this workshop with members of the RE Ministry and it brought us all into one room hearing the same message.

Life Experiences

- Website development, email and graphics - All of my current and previous jobs have prepared me for the technical duties of the DRE, including communicating with my staff and the minister using email, website maintenance, and using programs such as Excel, Publisher and Doodle.
- Listening Skills - As a District Aide for our State Representative I have learned how to listen and communicate with groups verbally and in writing. Over the course of the four years, I think I got much better about showing my empathy and asking questions that indicated my willingness to listen and that I cared about individual feelings and desires.
- Teaching - A major part of my Masters in in the Art of Teaching (MAT) was learning how to craft effective lesson plans. I am now using the teacher skills I learned in the classroom to maintain an organized and engaging curriculum with my elementary group.
- Budget - Having run my own art business, I am well conditioned to make a budget and stick to it.

- Calendars and Meetings - As a mother and someone who has juggled jobs for the past decade, keeping an organized and detailed calendar is essential. Syncing my calendar with the RE program and the whole church program is critical. As a board member and current president of the League of Women Voters of Amherst and as the chair of the Amherst Agricultural Commission, I have learned how to keep meetings on track and set realistic agendas.

Lenses

Technology is central to my RE program. I am currently working in Google Drive to enable members of the RE Ministry to have access to my RE program work including all of my brochures, letters and forms. I use Publisher and Word to create posters and documents, and I am using a blog to document each Sunday's service highlights. The RE blog serves as an overview of each Sunday for families who would like to see what they missed and for those families searching for a spiritual home. I am also in the process of putting together a Powerpoint show to help guide a discussion for parents new to UU and I am hoping to augment our RE website pages so that they are more linked in. Other programs used include: Excel and Doodle.

ARAOMC should at all times be considered when planning and administering a program. I strive to have our RE program accessible to everyone regardless of race, income and ability. The RE Ministry and I have worked diligently to put all of our documentation online so members of the committee can see the minutes and agendas if they are unable to attend the in-person meetings. We have also done our best to ensure that the Ministry members are as diverse as possible. Regarding volunteers, I recruit from our adult congregants through personal appeals as well as electronic requests. Over the past two years, I have worked to bring our program into compliance with our Safer Congregation policy and every volunteer is expected to adhere to our safety pledges. All activities are designed to be as accessible and inclusive as possible. For example, if the program is outside the building, we make sure that people can drive to the activity site and that there is wheelchair accessibility at every point.

Application and Integration

Work Product 1 - Budget Review for Finance Committee and Board of Trustees

I thought it would help everyone involved - the RE Ministry, the Finance Committee and the Board of Trustees - if the RE program had a budget justification report to accompany the spreadsheet. Last year was my second time using it. The budget I developed for this year

follows. I check in with the office administrator on a regular basis to be sure that I am not overspending.

Religious Education 2017-'18 Budget Narrative

The UUSA Religious Education (RE) program remains a vital part of UUSA congregational life. The RE program serves 53 children and youth from pre-K to High School and parent groups that meet during youth programming. Religious Education seeks to provide families with spiritual time, opportunities for connection and service projects.

The 2017-18 RE program budget keeps this programming strong at almost level funding (there is a slight increase due to a reconciliation of DRE and Youth Facilitator hours.)

DRE – Will work 16 hours per week, including facilitating the youth group. Summer hours for planning remain the same. The total salary went up because the '16-'17 Youth Facilitator hourly was slightly lower than the DRE hourly and in this budget the hours have been combined at the DRE rate.

Pre-K Teacher – Will continue to be given 3 hours per week. Summer hours remain the same.

Curriculum and Training- Money spent on resource books to be incorporated into the RE and UUSA libraries. Training serves as an educational opportunity for both the DRE, RE Ministry and volunteers.

Faith in Action – Faith in Action will continue to create opportunities for youth to do service in our community, an integral part of UU spiritual formation. John Foster agreed that the Nancy Foster Social Justice Fund could cover these costs.

K-8 Supplies – Level funding.

Food – Level funding. Supplying food simplifies program organization and is greatly appreciated by the children, youth and parents.

Youth Supplies – Level funding.

My budget:

RE Budget (with corrections - new wages, 42 weeks for DRE, Preschool changes to reflect childcare line as separate and preschool helper)

	Notes	Cost	Qty	Unit	2017-18
Wages					
Director of RE /Youth	16 hrs/wk x 42wk + 40 summer hours	\$	712	hrs	\$ 17,950

Facilitator		25.21			
Preschool Instructor	3 hrs/wk x 42wk	\$ 18.54	126	hrs	\$ 2,336
Preschool Helper	1.5 hrs/wk x 42wk	\$ 12.00	63	hrs	\$ 756
Curriculum					\$350
Volunteer Training					\$450
Staff Development					\$950
Faith in Action					\$500
Supplies					
K-8					\$700
Food					\$500
Youth					\$200
Total Religious Education					\$ 24,692
Credentialed (Associates) Religious Educator - Small Congregation (<150) 40 hrs/wk					
min full time 33,750					

RE Calendar for planning and volunteer recruitment

This form is made available online to the RE Ministry and is constantly being revised. As the year progresses it is a good way to keep track of who has volunteered and what lessons and activities have been taught. The paper version is impressively colorful and marked up.

UUSA RE Calendar 17'-18' - Sunday Services 10:30 – 11:30 v2

DATE	Topics subject to change.		Available Volunteers
10	Rev. Cindy Water Communion		

	Youth Group Meet 11:45-12:45		
17	Rev. Cindy Congo Picnic at Groff Park		
23	CT River Clean Up		
24	Rev. Cindy RE Open House 9:45-10:15?? Middle School Parent Meeting 12-1PM Conference Room HS OWL Infor Meeting 4:45	Lesley Smith - Mindfulness	
SAT 30th	Tag Sale		
Oct 1			
8	Rev. Cindy Indigenous People's Day Drumming?	Whole	
13	Middle School - Popcorn Theology in Noho 6-8PM		
15	Rev. Cindy Topic - Sex Ed and Safer Congo HS Habitat Build HS OWL		
22	Beyond Categorical Thinking HS OWL		
28 - SAT	Youth Evening Program - Prep for Samhain 6-9PM	Rebecca Cindy Rachel?	
29	Rev. Cindy Samhain HS OWL	Whole	
Nov 5	Rev. Cindy HS OWL	Lesley Smith - Mindfulness	
12	Sunday Services - Pete Seeger HS Youth Gleaning with Noho and Springfield HS OWL	Whole Congo	
19	Rev. Cindy - Breaking Bread -	Whole	

	HS OWL		
26	Thanksgiving Weekend	Childcare JA RF OFF	
Dec 3	Rev. Cindy	Lesley Smith - Mindfulness	
10	Sunday Service		
17	Solstice - RE LED SERVICE Potluck Holiday Lunch	Whole	
24	Rev. Cindy Christmas Eve Pageant	Whole	
31	Sunday Service Happy New Year	No Childcare RF and JA OFF	NONE NEEDED
Jan 7	Rev. Cindy	Lesley Smith - Mindfulness	
14	Rev. Cindy Holiday Weekend – MLK		
21	Sunday Service HS OWL		
28	Sunday Service HS OWL		
Feb 4	Rev. Cindy HS OWL	Lesley Smith - Mindfulness	
Sat 10th	Mardi Gras Ball?		
11	Rev. Cindy RE Break OUT Service - Valentine Boxes HS OWL	Whole	
18	Sunday Service Winter Break Childcare Only		
25	Rev. Cindy HS OWL		

Mar 4	Rev. Cindy - Canvass HS OWL	Lesley Smith - Mindfulness	
11	Rev. Cindy	Whole	
18	Music Sunday		
25	Rev. Cindy		
Apr 1	Rev. Cindy - Easter		
8	Youth Group Sunday	Whole	
15	Rev. Cindy Spring Break - Childcare	Childcare - JA	
22	Sunday Service Spring Break - RE		
29	Candidating week begins	Lesley Smith - Mindfulness	
May 6	Final Candidate Sermon and Vote		
13	Rev. Cindy Mother's Day		
20	Rev. Cindy Neighboring Faiths + Bridging Ceremony	Whole	
27	Holiday – Memorial Day RE Walk to the Park		
June 3	Rev. Cindy Volunteer Recognition	Lesley Smith - Mindfulness	
10	Rev. Cindy Multi-generational – Flower Communion	Whole	None Needed

RE Responsibility Calendar

This form is included in the RE Ministry packet for ministry members to refer to on a monthly basis. This came out of the need to clarify roles and responsibilities. As I said in the overview, we have come to realize that this is a living document and essential for keeping track of who

should be doing what. I have shared this document with several RE directors because it seems like organizing responsibilities is an ongoing issue for many religious education programs.

17-18 RE Calendar Checklist

Month	Task	DRE	RE Comm	Minister	On track	Needs Improvement/comments
Summer	Clean-up & set-up RE space	Leads	Helps			
	Vision & planning meeting	Helps	Leads	Helps		
	Plan registration and teacher orientation	Leads	Helps			
	Assemble teacher & parent materials	Leads	Helps			
	Buy supplies	Leads	Helps			
	Contact society members to share talent	Leads	Helps	Helps		
	Update & print RE pamphlet	Leads	Helps			
	Write up calendar for year	Leads		Helps		
	Plan curriculum for year	Leads	Helps as needed	Helps		
	Hire staff for Pre-K & other	Leads	Helps			
	Orient hired staff	Leads				
	Plan welcome back social		Leads			
	Invite Minister to RE meeting		Leads			
	Registration	Helps	Leads			

	Teacher orientation & communication	Leads	Helps			
	Create parent & teacher contact lists	Leads	Helps			
Month	Task	DRE	RE Comm	Minister	On track	Needs Improvement/comments
September continued	Volunteer scheduling	Leads	Helps			
	Plan Fall RE Open House		Leads			
	Have welcome back event - social		Leads			
	make sure that all volunteers have CORI and sign Code of Ethics	Leads				
	Give updated list of babysitters to Society President, Minister, and Congregational Administrator.	Leads				
October	Determine & book holiday potluck lunch		Leads			
	Have Fall event (if desired)		Leads			
	Coordinate Christmas Eve service with Minister	Leads				
November	Holiday party preparation		Leads			
	Solstice Service Preparation	Leads	Helps			

December	Holiday party!		Leads			
	Coordinate with Minister - Christmas Eve service.	Co-Leads	Help as needed	Co-leads		
	Meet with volunteers to set spring calendar					
Month	Task	DRE	RE Comm	Minister	On track	Needs Improvement/comments
January	Mid-year evaluation for other staff	Leads	Participates			
	Invite Minister to RE meeting		Leads			
February	Plan Spring Event		Leads			
March	Review & develop budget for next FY	Works w/ Chair	Reviews	Helps		
April	Write annual report	DRE assists	Chair writes w/DRE			
	Parent Evaluations/ Survey of Program		Leads			
	Recruit new RE committee members		Leads			
May	DRE evaluation - discuss & give to Minister		Leads			
June	Recruit volunteer	Helps	Leads			

	teachers for next year					
	Determine staff hiring needs & begin process	Leads				
	Coordinate RE volunteer recognition	Leads	Helps			
	The DRE and the Minister shall covenant yearly about goals and relationship.					
Month	Task	DRE	RE Comm	Minister	On track	Needs Improvement/comments
	The DRE shall prepare and upkeep an ongoing five-year plan for the RE program in collaboration with the RE Ministry.	Leads	Helps	Helps		
Ongoing	Volunteer communication & orientation	Leads				
	Budget Review	Leads	Chair			
	Staff supervision	Leads				
	Attend monthly RE Ministry meetings					
	Communication - email and newsletter	Leads				
	Meet with Minister to coordinate worship,	Leads		Leads		

	programming and events.					
	Revise mission and design of the RE program	Supports	Leads			

Worship

Summary

There are many people saying that we need to start rethinking our focus on Sunday mornings. People work far more than 40 hours in any given week, children are overly scheduled, sports are played seven days a week, the list goes on and on as to why church needs to happen seven days a week, in person and online. And yet, what happens on Sunday mornings in the sanctuary is still vitally important to most churches and church goers. Church staff spend an inordinate amount of time and energy on worship. Why? New people come every Sunday of the year and they judge a congregation based on one hour of time. Congregants decide to pledge or not to pledge based on how well their minister gives a sermon. Choir singers sing. Musicians play. Chalice candles burn.

Worship is an art performance designed to take a worshiper through a series of emotions. A good worship service elicits feelings of curiosity, contemplation, empathy, calmness, happiness, sometimes sadness and anger, usually hope and love. Worship reaches people through a variety of mediums - music, silence, words of ancient wisdom and new understandings. Worship requires action - singing, standing, listening, watching. Sometimes worship evokes strong emotions that end in tears and sometimes in laughter.

Everyone has an opinion about what worship should be. My favorite worships have been lay led. They involved people of all ages telling stories about themselves and their experiences. But others like services filled with music - hymns, instrumentals and choir pieces. Some like a long sermon. Others prefer homilies. Some wish they didn't have to hear the children's story, others love the story. Some wish we didn't have to have a whole congregation service once a month. Many think the Joys and Sorrow time is the only time that matters, others wish they didn't have to hold hands. We've had people threaten to leave when visitors were no longer asked to stand at the beginning of the service, as if asking people to be brave is all that matters.

When I first started going to a UU church my husband (an experienced church goer) told me I had to go for a few months, that I shouldn't judge a place by one worship, I had to wait to see how I felt after a whole series. He was right. On one hand worship services stand alone at the

end or the beginning of the week depending on who is counting and yet, they also build upon themselves like a kind of congregational community wave.

Now that I am a DRE I rarely have the chance to sit in the congregation and passively experience a worship. Instead I have the privilege of helping to craft our Sunday services which is an honor and a challenge I enjoy. One of my favorite tasks is to plan a worship with other people, including children and youth. I do not think most people realize that the creation of a worship is actually a worship experience in itself. As we think about how to best weave the words, the music and the flow of the service around a certain theme, the “sound” of our work builds. Like a wave in a sea of waves.

Formation

Structured Learning Experiences -

- March 19, Bedford, MA: **Real. Good. Embodied. Worship** - led by Rev. Marta Valentín, Kim Sweeney and Sarah Dan Jones.
- In several of my Renaissance Modules we have been asked to put together a worship using what we learned. For example, in the Youth Ren Mod we were given an hour to take the components of youth ministry and apply them to an order of service.

Life Experiences

I have been going to and participating in leading occasional UU services for 16 years!

Lenses

Technology - The minister, office administer, music director and I work on the weekly worship services by email using a word document template.

ARAOMC - Our congregational worship committee isn't very forward thinking at all times, but despite the wide range of abilities, opinions, faiths and ages the job of filling a year's worth of Sundays gets done and it gets done well. What makes our services good? The variety. We have a Minister who has a good sense of the year and our committee has the collective experience to know what kind of services to schedule in between the minister's preaching Sundays. However, I think our congregation has a long way to go before we can consider ourselves truly welcoming. For the services I am in charge of I try and be sure to accommodate the different learning styles so that there is always music, some interactive element, and an element of art, visuals and movement. But, I know from reading the UU news that we are pretty far behind in terms of working with our congregants to explore white supremacy. We

have not yet done any sort of teach in or workshops. Our current Interim Minister has given one sermon on the topic of racism, but she has decided it would be better if we waited for our soon-to-be Settled Minister to help us through the in-depth, evaluative process. I'm hoping that once this new person is in place we can begin to have some serious conversations about our role in our community and how we have been part of the system of oppression.

Application and Integration

Work Product 1 - Youth Service: Every year, for many years, the DRE has helped the elementary group lead a Solstice themed Sunday worship and in the spring the Youth Director (now me as DRE) helps the youth group put together a service for the congregation. Last year, the youth service came together as if by magic. OK, in reality it was a culmination of years worth of RE volunteer time, amazing youth and good parenting!

If I am remembering correctly, we batted around a variety of potentially good themes during the previous youth gathering. In attempt to honor the limited time the youth have, I set up an evening meeting, involving pizza, several laptops, access to my DRE library, and a stack of hymnals. The youth arrived and we ate. We checked in. And then we all looked at a giant post-it poster with our typical order of service written on it. "Alright," I said, "what's our theme going to be?" We talked about the possibilities and soon it became clear that there was some consensus around the idea of the circle. I asked them to think about the order of service. They decided they liked the typical order, but wanted to involve the congregation in some sort of reflection and conversation. I had them pick out pieces of the service they wanted to work on. The clock said we had an hour left. They looked at me expectantly. I said, "Get out your phones." Really they asked? "Look at the books. Open your computers. It's up to you to use whatever resources you want. In 45 minutes we will come back together." And come together we did! At the end of the evening the youth had a google document for service in draft form. They promised to go home and polish up their reflections, add in their readings and one offered to do the art for the order of service. By the following week we had our service. It was "awesome." After it was over people came up to me and congratulated me. I was quick to redirect them. "Go tell the youth. It was all their hard work and understanding."

Script for Circle Youth Service:

https://docs.google.com/document/d/1F7qD3h4VqjWdZP37Jb3UzfQTHD7Ou8pUsi51_hL7zTM/edit?usp=sharing

Work Product 2 - Whole Congregation Service: As a result of the RE Philosophy Ren module and also of a UU District workshop, I helped the RE Ministry lead a Sunday Whole congregation

Service which relied heavily on several of the ideas I had gleaned from my studies. It was an excellent service (if I do say so myself) and I had several people tell me afterwards that they hoped we could do more learning together in the future. We have now done a service like this several years in a row.

THE UNITARIAN UNIVERSALIST SOCIETY OF AMHERST

ORDER OF SERVICE

Sunday, March 6, 2016 10:30 AM

“And in the end on dreams we will depend
Cause that’s what love is made of” – from the Van Halen song “Dreams”

SINGING BOWL

BELL AND GREETING

Board Member

OPENING WORDS

Lisa Cyr

Hold fast to dreams
for if dreams die
life is a broken-winged bird
that cannot fly

Hold fast to dreams
for when dreams go
life is a barren field
frozen with snow.

Langston Hughes

LIGHTING THE CHALICE

Rev. Alison Wohler

What is Faith in Action? Rebecca Fricke and Jim Hafner

Worship through music – Brenda Miller, Susan Rice

Worship through service – Rebecca Fricke and Ashley Carter

Worship through art and poetry – Mary Ann Gunderson and Kate Rice

Worship through conversation – Alison Wohler and Ben Brau

See insert for full description of Worship options.

SHARING OF EXPERIENCES

OFFERING AND OFFERTORY

Intermezzo in A, Op. 118 No. 2 by Brahms

Scott Harvey

EXTINGUISHING THE CANDLES AND THE CHALICE

* **CLOSING CIRCLE AND SONG** (see back of white insert)

* **CLOSING WORDS** Rebecca Fricke

“It seems to me we can never give up longing and wishing while we are still alive. There are certain things we feel to be beautiful and good, and we must hunger for them.”

— George Eliot

POSTLUDE

* Please stand as you are willing and able

Brenda Miller, Music Director

Social Hour today will be hosted by Clare Bertrand & Sophie Rogers

Sanctuary Keeper is Kyle Cave

Greeters are Willie Eaton & Anne Perkins

Chalice Table Arrangement provided by Mary Wyse

You are warmly invited to join us for Social Hour after the service.

The **Religious Education Ministry** is coordinated by our Minister, Alison Wohler and Interim DRE Rebecca Fricke, and the Religious Education Committee: Lisa Cyr- chair; Jenn Chylack- vice-chair, Kate Rice -clerk, Jim Hafner- communications, Ashley Carter, Susan Rice, Lauren Croce, and Ben Brau.

What do we mean by Faith in Action for this March 6th Service

**Worship through music – Brenda Miller, Fran Plumer, Susan Rice
Sanctuary**

The power of music and song fills our hunger for connection and community with others. Through song, we express love, sorrow, joy, compassion, social justice, and even loss. After examining the place that loss holds in our lives, we will share in a simple and lovely song that will open our hearts to the gifts that come from loss.

**Worship through service – Rebecca Fricke and Ashley Carter
Willie Eaton Social Hall**

Many of us hunger to help heal the world and this morning we will be sorting our food donations for the Amherst Survival Center as well as talking about how we can be part of the change. Giving of our time and resources is a large part of who we are as UUs. In learning about the needs of our community, our nation and the world we grow intellectually and in acting on our principles we grow spiritually.

**Worship through art and poetry – Mary Ann Gunderson and Kate Rice
Classroom A and B**

Often our dreams can feed our hunger for change. We'll join dreamers from all over the world who, as part of the Dream Flag Project, have captured their dreams as words, images, and poems on small cotton flags. We'll be inspired by the words of Langston Hughes and we'll literally "let our dreams fly".

Worship through conversation – Alison Wohler and Ben Brau
Conference Room

There are many ways to feed our hunger, but that's because we have many different kinds of hunger. Knowing what these hungers are is an important part of understanding our human nature, and our inborn religious and spiritual impulses. Our conversation will start with the hungers and then focus on the means of mind and body, and all our human senses, that we use to feed our hungers.