



Responses and Recommendations FAITHFUL CONVERSATIONS WORKSHOP: The Program for Children & Youth

April 27, 2024

Team Project 1: Commonalities in Q1 Experiences

Question 1 asks for positive experiences that made participants feel valued when they were youth. What aspects of these experiences seem common to most? List 6 (more or less as seems appropriate to your group).

Project #1 Group #1

- Shared experiences/participation
- Community (intergenerational included)
- Heard and valued
- Empathy – hearing and caring for the needs of others
- Encouragement and support
- Feeling safe – (physical/emotional) protected, respected

Project #1 Group #2

1. Feeling included/Valued
2. Choice to participate
3. Shared purpose, goals, values
4. Empowerment (trust, responsibility, voice)
5. Joining or Belonging (projects, singing, outreach)

Project #1 Group #3

- Active participation and involvement – within congregation (outside
- Compassion/Empathy – active support of each other
- Being Seen & Heard, Listened To
- Accepted and Safe, Valued
- Mentoring, Receiving, Giving
- Having a Role, Responsibility – Being Recognized for it

Team Project 2: Most Important Values in Q6

Question 6 asks what values participants hope our youth will take with them into adulthood. There are many! List 6 (or more or less as seems appropriate to your group).

Project #2 Group #1

- Kindness/ compassion/empathy
- Curiosity/exploration
- Open-mindedness – respectful disagreements
- Resilience
- UU identity

Project #2 Group #2

1. Empathy/Compassion
2. Kindness
3. Action/Service
4. Acceptance/Openness
5. UU Identity
6. Curiosity
7. Resiliency

Project #2 Group #3

- Compassion, Empathy, Tolerance, Respect
- Optimism, hope, fun, joy
- Sense of Belonging – Trust, Teamwork, honesty
- Optimism, hope, fun, joy
- Sense of belonging – Trust, Teamwork, honesty
- Sense of Self - Comfortable with values, grounded, spiritually
- Curiosity, Growth
- Action oriented/Service
- Conflict Mgmt.

Team Project 3: Most Important Things Adults Can Do Qs 7-8

Questions 7-8 both asked *what adults can do* to nurture the values they'd like youth to take into adulthood. Q7 were individual responses and Q8 were group responses. Start with responses to Q8, then supplement with responses to Q7, to discern what might be the most important things. List 6 (or more or less as seems appropriate to your group).

Project #3 Group #1

- Modeling positive behaviors, right relations & UU values
- Opportunities for involvement (activities) – intergenerational experiences, practicing beliefs
- Curriculum & programming (targeting families & youth)
- Being available to listen

Project #3 Group #2

- Modeling UU Values & Behaviors
- Provide/ Support (\$, Curriculum, time, talent) Youth Programs
- Relationship Development
- Intentional Curriculum
- Value & Include

Project #3 Group #3

- Role Modeling – positive, caring, help instill UU values, access to us
- Engagement/Interaction
- Intentional Experience and Opportunities i.e. Social Justice Activities
- Intentionally Introducing them to diversity of perspectives and materials
- Connect Sunday FF lesson to Sunday Service Messaging

Workshop Discussion & Discernment (all participants): Five Actions

Based on the lists compiled in the first three team projects, what are the most important things adults in the Fellowship can do to nurture in children and youth the values we hope to see them carry into adulthood?

- Model UU values and behavior
- Create opportunities for multigenerational engagement
- Identify, adapt, and share curriculum for Sunday mornings
- Seek out and incorporate the perspectives of children and youth
- Support the program for children and youth with time, talent, and treasure

Team Project 4: What Else? Qs 2-3 & 10; 4-5

A Group Task: Questions 2-3 ask what participants appreciate most and what they long for; Q10 asks for parting thoughts. Do these responses support or alter the conclusions your group has developed so far? What might we need to change? List.

A Group Response: The scribe notes show that participants longed for the following things, which may not be entirely included in the 5 actions developed in the Group Discussion & Discernment:

- Consistent attendance [of children and adults]
- Consistent rituals, age-related events/benchmarks, structure
- Increased number of volunteers, support of committee and volunteers
- Being able to volunteer and still attend the Sunday morning service
- The congregation to feel like an extended family
- Transparency/greater understanding of children and youth programming
- More children and youth in the program
- Explicit teaching of Unitarian Universalism
- Service opportunities for children and youth
- Teaching of children and youth about other religions
- Children's input about the Faithful Conversations questions
- Closing the gap between elders and young
- Youth social activities
- Participation in worship

B Group Task: Questions 4-5 ask the role of the children and youth in the Fellowship and the Fellowship's responsibility to the children & youth. Do these responses support or alter the conclusions your group has developed so far? What might we need to change? List.

B Group Response: The scribe notes show the following thoughts in response to questions 4-5 that may not be represented in the 5 action statements developed in the Group Discussion & Discernment:

- Value children and youth the way they are, as they represent our future
- Provide/create a safe space for children and youth
- Desire to see children and youth in actively involved in congregational life (examples of roles suggested: greeter, chalice lighter, serve on committees)

Workshop Discussion & Discernment (all participants): Recommendations

Although the A and B groups listed some additional thoughts and longings that may not be entirely reflected in the five actions developed earlier in the workshop, there was agreement that the five actions would be the Workshop's recommendations to the Religious Education Committee, the Director of Faith Formation, and the Minister. These recommendations are for the adults in the Fellowship to—

- Model UU values and behavior
- Create opportunities for multigenerational engagement
- Identify, adapt, and share curriculum for Sunday mornings
- Seek out and incorporate the perspectives of children and youth
- Support the program for children and youth with time, talent, and treasure



Faithful Conversations Workshop

Program for Children & Youth

Saturday, April 27
10:00 AM – 1:00 PM
Agenda & Scribe Notes

Agenda: Next page

Scribe Notes: Numbered pages 1-10

Qs 1, 2, 3 — Pages 1-3

Qs 4 & 5 — Pages 4-6

Qs 6, 7, 8, 9, 10 — Pages 7-9

Q 11 — Page 10

**Faithful Conversations Workshop
Program for Children & Youth
Saturday, April 27 10:00 AM – 1:00 PM**

9:45–10:05 am Gathering (light refreshments, coffee & tea)

10:05 Welcome, Chalice-Lighting, Introductions

10:15 Team Project 1: Commonalities in Q1 Experiences (15 minutes)

Question 1 asks for positive experiences that made participants feel valued when they were youth. What aspects of these experiences seem common to most? List 6 (more or less as seems appropriate to your group).

10:30 Team Project 2: Most Important Values in Q6 (15 minutes)

Question 6 asks what values participants hope our youth will take with them into adulthood. There are many! List 6 (or more or less as seems appropriate to your group).

10:45 Sharing (15 minutes)

11:00 Team Project 3: Most Important Things Adults Can Do Qs 7-8 (30 min)

Questions 7-8 both asked *what adults can do* to nurture the values they'd like youth to take into adulthood. Q7 were individual responses and Q8 were group responses. Start with responses to Q8, then supplement with responses to Q7, to discern what might be the most important things. List 6 (or more or less as seems appropriate to your group).

11:30 Group Discussion & Discernment (30 min)

12:00 Team Project 4: What Else? Qs 2-3 & 10; 4-5 (20 minutes)

A Group: Questions 2-3 ask what participants appreciate most and what they long for; Q10 asks for parting thoughts. Do these responses support or alter the conclusions your group has developed so far? What might we need to change? List.

B Group: Questions 4-5 ask the role of the children and youth in the Fellowship and the Fellowship's responsibility to the children & youth. Do these responses support or alter the conclusions your group has developed so far? What might we need to change? List.

12:20 Group Discussion & Discernment (30 min)

12:50 Wrap-Up & Closing Words

| Question 1 | Question 2 | Question 3 |
|--|--|--|
| What story do you recall from your childhood that made you feel connected and valued by a congregation or similar community?] | When I think about the program for the children and youth of UUFHC, I appreciate: | When I think about the programs for the children and youth of UUFHC, I long for: |
| I lived next to little Catholic Church, huge statue of Mary. Friend next door – we would run to field, look at Virgin statue, felt everything was good. We wanted to be nuns. Very spiritual – didn't want to be Roman Catholic when grew up. | That it exists in this environment – open minds to the world, brings joy. | The program to feel more sustainable, not dependent on staff member |
| Attended UUFHC youth sleepover. Another member's brother had died – all sat together and drank coffee and talked all night about the brother and how everyone felt. Amazing community experience | That the community stepped up to support children/program | For youth to understand theology of UUism |
| Went to/lived in very R.C. town with a Jewish last name – felt very ostracized – joined debate league in another county – found my community. | Absolute commitment of the DFF | More kids. I think it's good to have more to bounce ideas off each other, they'd be more comfortable pos for the community, more family. |
| Different question to respond to – tend to feel a part of most groups I am in. For some reason people accept/respect me from beginning. When I joined, people ready to accept me – growing up R.C. Mostly felt connected and a part of things when I was playing sports. | Rapport between director and kids and how that shows up in how kids participate | Know history, people who came before, know where you came from to know where you're going |
| I was an altar server and later a lector at church | Jen Blosser's engagement with the kids | A larger group of kids |
| I participated in a hand bell choir | The connection it fosters with the congregation | Clarity around curriculum and objectives shared throughout the congregation |
| Choir participation | Intergenerational engagement | Greater array of issues engaged (LGBTQ seems to dominate the focus) |
| My connections to friends and their families growing up both at school and in the neighborhood | Various opportunities for the kids to engage in the community such as the Sharing Table and field trips through the Building Bridges/Neighboring Faiths curriculum | More service opportunities and more voices for our kids to hear (they tune out parents after awhile) |
| At school, a special relationship with a teacher who both heard and understood me | The kids's sense of empowerment and the safe space to be themselves | Rituals of comfort/more finding joy in the world as it is (celebrate what's good) |
| Raised in the Lutheran Church; the youth group working together to cook a meal | Director Jenn is extremely welcoming and energetic | Some connectivity to and a better understanding of the program |
| Christian school – discussions regarding race provided a first awareness of segregation; had the opportunity to speak to a high school assembly – felt empowered | Not being informed about the current program | Same--some connectivity to and a better understanding of the program |
| Catholic Church (strict) – the Christmas mass was a good connection with family and friends | Was asked to speak at RE to 15 children, only 1 was there. The program is different but parents seem to be responding well | Knowing what children are doing and seeing them involved in the congregation; understanding how the program works |

| Question 1 | Question 2 | Question 3 |
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| In my family, everyone listened to opinions - felt I had value | Overall, I can appreciate this fellowship takes youth seriously | More opportunities for connection i.e. singing children out to RE at services |
| Strict church with lots of abuse – felt a connection to other students; were very protective of each other | Not sure what is in the program today or how it is structured | More children in the program |
| I had rheumatic fever and my classmates supported me | Teaching about other religions – expanding minds | More music making from our children and youth |
| I sang a solo in church | Diversity | More kids – a large RE program |
| Girl Scout troop | Everyone is accepted – free to be themselves | Kids getting together for fun activities outside of RE |
| Sunday School | Commitment to loving our kids and being there for them | Guidance for life through UU Principles |
| Second grade teacher, who taught through music | Having children in the service – at least for the first half | Clearer understanding of what RE is all about also engaging activities with age peers |
| Literal breaking of bread by congregation when visiting friend's Methodist Church | Choices of the rooms back there, particularly the calm one, though I can't remember any of the room names | Opportunities for children and youth to exhibit service in broader community |
| Small country church provided home-made gifts while in hospital, and physical stuffed animal lended support to member and to member's family | My son is cared for and supported despite his family structure. He doesn't need to explain | Structure patterned after past programs and after what I see on UUA website |
| I was an Altar Boy, given responsibilities and performed services and tasks for the church | Offers children the opportunity to gain religious literacy | A program that both serves the kid that's been attending for years and the newcomer |
| Shared experiences with youth is when I felt valued and connected to the church. | The safe space provided to them | Cohesiveness and cooperation amongst the community regarding program |
| Participating in a monthly prayer group as a youth with children and adults. I was allowed to sing at the meeting | The sense of extended family provided to the parents, children, and youth by the entire fellowship | Increased inter-generational interactions |
| Serving as a teen member of a pastor search committee made me feel valued as I was participating with all adults. | Their participation and visibility during worship | Cohesiveness, support, and trust from community for children and youth program |
| Helping with social justice activities that made me feel valued by the community | The degree to which the congregation honors and respects their journey | Mechanisms for involvement without having to sacrifice personal and previous congregational experiences |

| Question 1 | Question 2 | Question 3 |
|--|--|---|
| What story do you recall from your childhood that made you feel connected and valued by a congregation or similar community?] | When I think about the program for the children and youth of UUFHC, I appreciate: | When I think about the programs for the children and youth of UUFHC, I long for: |
| I was given an opportunity to be heard | The opportunity to be exposed to the UU values at an early age | Relevancy for the children and families who are participating now |
| I was encouraged to engage in social justice activities and it made me feel relevant and hopeful | We are showing the youth the values we share through our own actions | Youth to remember what they learned here fondly and value the experience throughout their lives |
| When you are with other people who believe the same things. You feel safe | Youth explore different traditions and values than what they already know | Connections to be created between congregants, youth, and their families |
| I recall the first time I was included in a Catholic service as a youth member. It made me feel like I was important to the adults | Open-mindedness and encouragement to think on their own | More volunteers to participate in the delivery of youth programming |
| When I was young I told my parents about my confusion over religion and was affirmed when my mother said that we all feel this way | Facilitators in the education space contribute ideas to the youth education program | Transparency in programming. A list of programming topics and content to be available to everyone. |
| I participated in a project building race cars as a team. The value was in partnering with older youth who made me feel respected | I am not involved so I can't say I know enough to answer this | What we used to do |
| My first Communion in the Catholic church made me feel a like a valued member of a religious group | The effort that has gone into our current programming | There is a gap between the elders and the children these days. I long for a connection to be made between the groups that closes this gap |
| My Confirmation in the Catholic church at 12 years old made me feel included in the church congregation as a full member | Impressed with the youth and how they handle themselves when they take leadership roles. I enjoyed their leading the service recently. | Youth development into adults who have memorable UU experiences and live the UU life |
| Working with a high school student [and] feeling picked to participate in the church service | Kids growing up in community versus a set of religious beliefs | The teaching of UU principles |
| | I feel ignorant about the substance of the programming, but I am glad it's here | Learning about other religious institutions |
| | The Coming of Age program | To see the program grow and attract new parents |
| | The youths's freedom of the pulpit | To return to a time when the children started the service with everyone and then the adults sang them out to faith formation |
| | I have no familiarity with the program but grateful that our youth have the opportunity to experience the curriculum | Children have input into how we implement programs---perhaps conduct exit interviews |
| | I feel uninformed about the program but wish it was a greater part of the new member program | More information about the youth programs |
| | | |

| Question 4 | Question 5 |
|--|--|
| In a few words, say what role children and youth should have within the Fellowship | In a few words, say what the Fellowship's responsibility is to children and youth |
| They bring life, joy. They are the future. They carry on. When they come, they bring a sense of wonder and joy. | Support their individuality, support their journey, also be holistic, support as a family |
| Whatever they want their role to be we should make that. Leave the door open. | Provide safe space to grow, educate about other world faiths, having a working knowledge of Christianity since in 2024, Christianity is used for negative things |
| Active – equal to adults – they should not be subordinate. They should have the same ownership as the adults in all things | Just because we've always done things a certain way doesn't make it right. We have to be willing to get out of the way. |
| Reason for having youth program. They are fellow learners. Some kids participate more because they want to. | Support them, space, finance, people to work with them. Make them feel valued. |
| Integrate into the service – the rhythm of beginning service together, story time, singing to class | Provide safe space, a sense of belonging and partnership |
| Inspiration | Safe space, to model positive behavior |
| Age appropriate engagement, possibly a kids choir | Physical safety as well as emotional safety also UU values education |
| Visible and active roles, light chalice, story of all ages, opportunity to stay in service, greeter/order of service providers | Hold space for spiritual exploration |
| Visible roles – let them rise to occasions and take ownership over something. Involve in committees | Give them education and experiences that parents may not be able to provide (example given of visiting other churches). |
| Only expectation should be that they are "sponges". | A safe and welcoming environment |
| Be themselves; feel safe in the environment; just to be | Interaction with children of other faiths |
| Opportunity to express their opinions | A safe environment; teach them values |

| Question 4 | Question 5 |
|--|---|
| In a few words, say what role children and youth should have within the Fellowship | In a few words, say what the Fellowship's responsibility is to children and youth |
| Whatever they're interested in doing | We need to be good role models |
| Not necessarily expectations but given the opportunity for roles like lighting the chalice | Safe space/caring adults |
| Learning to be part of the Fellowship – interacting with adults | Give them principles they'll use for the rest of their lives |
| Be in first part of service | Safety first. Respect their individuality |
| Connected to the rest of the congregation | Children should be visible |
| Children coming up front during service/saying their names (facilitate knowing the kids) | Values to carry forward into life |
| No comment | No comment |
| Integrated and in sync with adult programs; parallel topics in adult worship service and in RE | To set up an appropriate container and curriculum that is aligned with UU principles and values. |
| Education and performing service in broader community and be participants in worship service. In other words, they should contribute | Encouraging |
| Learners who react to what we give them, but who do not generally lead the way | To provide physical and emotional safety approaching a feeling of home, as well as to arm them with knowledge that will help them cope with life's spiritual challenges |
| Bring joy | [Be a] living model of our UU beliefs |
| Provide relevance and perspective | Provide physical and emotional safe space and constructive examples of practicing UU principles |
| Individual choices with our support and invitations to be involved. | Practice what we teach/preach as UU's by our sides |
| Their presence reminds us that nothing should be static | Model what it means to be a UU and live it |

| Question 4 | Question 5 |
|--|---|
| In a few words, say what role children and youth should have within the Fellowship | In a few words, say what the Fellowship's responsibility is to children and youth |
| Learn and practice the UU values and principles side by side with congregants | Provide them the tools needed to deal with life's frustrations and challenges. Serve as a touchstone to return to |
| An active learning role. Learn from programming and then apply it through fellowship initiatives | Guide the youth as they grow into good people with a set of basic values |
| The youth could participate more in weekly services. They may become junior members of the worship committee or deliver the entire service frequently. | Provide an education |
| Their role is to be part of the congregation and not separate. | Let children know they are respected and valued just the way they are |
| Place youth on committees to participate in services [greeters, distribute programs, light the chalice, etc.] | We need to be inclusive and purposeful in how we include the youth in our fellowship |
| Youth involved in more aspects of the fellowship | To bridge the gap between youth and adults. We need to make our children and youth feel included, wanted, and contributors. We do this through kindness and compassion. |
| They are an integral part of the congregation. They are hope. They are the future. They need more responsibility in our functions on a much higher level than being included in the service every once in a while. | Give them attention, get to know them, and respect them as fellow UU's |
| They are the future of our fellowship. They need more opportunities to engage in outreach and community engagement activities | Serve as guest speakers in Faith Formation and volunteer in the program |
| To be full members and participate as other members do. For example, they should be a part of every service and work on committees | Make our youth aware of our beliefs, practices, and traditions |
| Active engagement with the congregation as a whole | Model 7 principles to our youth |
| Active participation in our service | Provide information and answer questions as they travel their own religious journey |
| Contribute to the service | Encourage open-mindedness, kindness, and caring |
| Integration into all fellowship activities as is age appropriate | Share all facets and beliefs of UU life |
| Interconnectedness with all adults | Share our beliefs about God, Holy Spirit, etc. Introduce UU Christianity |
| Participation without burn-out | |

| Question 6 (Index Cards) | Question 7 (Index Cards) | Questions 8 (Discussion) & 9 (Sharing) | Question 10 |
|--|---|---|---|
| List a few qualities you hope the youth in this Fellowship will carry with them into adulthood (index card or chat) | What are the top three things we adults can do to nurture these qualities in our children and youth | Small groups of 2-3: List what your group agrees are the top three things the Fellowship can do to nurture the qualities we hope they will take with them: | In a sentence or two, do you have an additional, parting thought? |
| Empathy, courage, gentleness, live the life of the spirit, willingness | Demonstrate respectful disagreement that doesn't seek to divide, create spaces for expression the way youth want it, show up | Give of time/show up, help develop/model right relationships, say thank you to them | There is obviously interest – it's something people care about. Look how many people stayed after church today to participate |
| Compassion, honesty, hope, empathy, feeling valued, their role in creating a better world | Provide opportunities for community service, nurture a sense of fellowship with our community and the world, encourage a life-long journey of discovery and learning | Model healthy relationship boundaries, behaviors, instill UU values, support with time/talent/resources (pledge)/show up | Need to ensure we are not adversarial – that we show that we have common goals – but it's not black/white, right/wrong, win/lose. We have to watch how we do this because the kids see and we are in opposition of what we want to teach. |
| Kindness, understanding of diverse community, finding their individual value, a sense of belonging in UU community | Relationship development, give of our time, say thank you to our children and youth | [Be a] role model in interactions with fellowship members and fellowship practices. | Gratitude |
| Curiosity/love of learning, ability to disagree with ideas while respecting others, understanding their place in the world | Resilience to handle hard things in life; Respect and honor for themselves/ kindness for others; honor for themselves/ kindness for others; Questioning mindset. | Talk about "hard" topics in the youth setting. Support them in "working out" their views and forming their own opinions on topics | Happiness with process |
| Honesty | Show kindness; care for them and love them as a human: let them see how we handle negative things in our lives – let them know when we feel the negatives in our lives | Accept ideas and be willing to discuss in a positive manner. | Need for memory touchstones, such as blessing of backpacks, bridging ceremony |
| Awareness of responsibilities as adults | Live our lives following these qualities | Be role models | Building value and belonging |
| Caring about other people | Show curiosity and hold our history | Respect and honor them as individuals | This process of asking for our opinions is great |
| Remembering UU values and 7 principles which enable their ability to question | Bring UU history to lessons in a way that's relevant to their lives: good stories of UUs of the past and present: when available, how UU children are making a difference | Coming of Age trip to Boston and Neighboring Faiths experience | Need to know more about faith formation - this hasn't been shared |
| Kindness; caring and loving for each person/empathy; strength to handle the negative things in life | Respect and honor their individuality; Listen to them; provide engaging programs so they will have a lot of great UU stuff in their memory banks | Select and pay for curriculum that promotes a pluralistic perspective both in terms of faiths as well as in terms of physical and emotional differences among people. | We need to be open minded – this is for the future |
| Empathy, trust, acceptance, kindness, concern for others, positive outlook | Compassion for others; Acceptance of differences; Recognition of our interdependence | Promote self-confidence with rituals and with a congregational culture of pride and acceptance of their UU faith. | Change is inevitable – ask me my opinion and give me opportunities to get involved |
| Tolerance, kindness, curiosity | Hold every member accountable; Model disagreement with compassion and respect; Practice community engagement | Alignment (generally) of adult worship service topics and themes AND providing these well in advance just like the monthly themes are published for adults | Why did it change? |
| UU Identity; knowledge of our rich history, how we as a denomination are growing and changing; accepting new ideas while keeping old ideas that still work | Listen without judgement; Practice understanding; Sharing joy | Model & Practice UU Values; Responsibility to Practice Self-Reflection; Increased Inter-generational Interactions | Teens used to do a project for the church (fire pit, banners, picnic tables) Kids need to be in age groups with appropriate curricula |

| Question 6 (Index Cards) | Question 7 (Index Cards) | Questions 8 (Discussion) & 9 (Sharing) | Question 10 |
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| An open mind; a loving heart; kindness to all; curiosity; respect for others; a sense of fun; a sense of humor; Great listening skills | Model practicing UU values; Good listening skills; Self-reflection | Accountability for modeling UU values; Promoting joy and positive well-being; Create opportunities for listening to one another | What are the statistics on UU congregations: How many use standardized curricula vs something else? |
| Empathy, Resilience, Wonder, Listening | Teach practices for grounding and peace; Model UU practices; Share joy | Experience joy together; Create inter-generational experiences to promote listening to one another; Model the practice of UU values | What are we doing in RE? We need to be able to explain it to others who may be interested. (Note: several people expressed reluctance to recommend our RE program to neighbors/friends at this time) |
| Inherent dignity and worth of all, Love, Taking Action | Demonstrate service | Provide education (diversity and leadership); Actively demonstrate or model our UU values; Provide meaningful inclusion of the youth in worship services | It would be interesting to involve the youth in the Faithful Conversation process |
| Acceptance, patience, trust, don't have to think alike to love alike, action | Model acceptance | [Create] opportunities to practice what we believe; [Provide] education about the differences in people and diversity; Treat youth with kindness and compassion | Is our summer camp just ours or a standardized/shared program? |
| Empathy, resilience, wonder, listening, advocacy, & patience | Talk/explore different faiths with them | Model behavior; Provide opportunities to practice beliefs | Loves the summer camp |
| Fairness, justice, being grounded, sense of self | Give them room to grow and learn | Engage respectfully; Support youth programs | Loves the offer of room choices, particularly calm room for those who need it |
| Resilience | Be available with our experience | | We have to teach kids some self control and expect them to sit down and close their mouths and listen, regardless of their mood or fancy |
| Discernment | Answer the call when RE program requests help | | We need to help our children and youth understand that as we engage in social justice, that they understand life's challenges as well as blessings. Let them know they are going to be alright. Social justice doesn't have to be a heavy burden |
| Self-trust | Give them curriculum rich with stories allowing them to live other lives besides their own | | We have a gap in our programs for youth and children in that there are no rituals and standards that serve as tools for resilience |
| Sociological Imagination (see C. Wright Mills) | Rituals of affirmation both large and small | | We are seeking rituals for refuge and resilience |
| Teamwork | The study of world religions (which is not offered in Public Schools) | | We need to support our families and not just the children and youth |
| Confidence in the future | Keep our faith formation director; Involve youth in all congregational activities; Educate adults about what youth think of them | | It takes a village and we all have responsibility for supporting and nurturing our youth |
| Accepting of mental and physical differences | Education; Engage in discussions; Be active examples of UUs | | Optimistic about the future. This process includes the community and seems fair. |
| Openness to learning and challenges | Listen to youths' ideas; Accept them and their diverse ways of worship; Seek out youth volunteers for programming events. | | This process should be conducted with the youth in their own groups |

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| Service | Practice what we preach; Show love for all; Treat youth with kindness and compassion | | I feel frustrated. We could have said the same things we said today 20 years ago, but what programming we have now is just not working |
| Acceptance of people of different faiths | [Create] opportunities to be engaged in the world; Help them with introspection and growth into UU's; Trust their vision | | I wonder about the fellowship's vision and goals for children and youth; I think our students should visit other denominations and participate in interfaith activities; The children and youth need to share their perspectives on all of this. |
| Constant spiritual exploration of their own | Facilitate but don't dictate; Live a culture of embracing all differences; Practice what we believe in together | | I lack general knowledge and awareness about youth programming |
| Open-mindedness; Kindness; Acceptance of others | Model behavior; Provide opportunities to practice beliefs | | I want to know the goals of the program |
| Openness to diversity; Ability to seek and articulate their thoughts; Kindness and empathy | Engage respectfully; Support youth programs | | I want to know the curriculum |
| Empathetic; Courageous; Effective Leaders | | | |
| Open-mindedness; Respect; Serenity | | | |
| Compassion; Kindness; Empathy | | | The children should work within their age groups and not all together |
| Adaptation; Embrace less fortunate people; Engagement | | | I wonder how we can volunteer |
| Communication; Resilience; Kindness | | | |
| Courage; Critical thinking; Kindness | | | |
| Open-mindedness; Worthiness; Resilience | | | |
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