



UUFHC Program for Children & Youth

Sunday Programming Guide

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Faithful Conversations: Recommendations & Responses

Below is a chart outlining the five recommendations which came from the Faithful Conversations process, led by Rev. Jaye & a team of lay leaders, and how the RE Committee's programming plans respond to each.

Note that many of the responses intersect with more than one recommendation.

Recommendation	Response
Model Unitarian Universalist Values & behavior.	<ul style="list-style-type: none"> • Using covenant & UU Values as the basis for all facilitator training & classroom management. • Prioritizing individual agency & autonomy <i>and</i> responsibility to the community in program structure as well as lessons / activities. • Ensuring all lessons / activities offered as a part of Sunday morning programming and beyond are rooted in UU Values. • Creating programming using resources from both within and without the UU religious education community which clearly support UU Values. • Recognizing the explicit, implicit, and null lessons in all program offerings. • Empowering facilitators to share personal stories / experiences to model the pluralism of living our UU Values.
Create opportunities for multigenerational engagement.	<ul style="list-style-type: none"> • Working with the Minister, DFF, and Worship Committee to support one multigenerational worship service a month. • Prioritizing the presence and involvement of children and youth in all ages worship services. • Empowering children & youth to take on responsibilities / leadership roles during Sunday morning programming, all ages worship services, and beyond. • Encouraging non-parents to volunteer with children & youth for Sunday morning programming and beyond (to foster deeper, safe relationships between children / youth and adults). • Offering 8 multigenerational special events hosted by the RE Committee, annually. <ul style="list-style-type: none"> ◦ Halloween / Harvest Party, No-Rehearsal Christmas Pageant, Easter Canned Food Hunt, Program Planning Party • Seeking opportunities to connect other groups in the fellowship with the program for children & youth. • Supporting multigenerational inclusion in other fellowship activities / events.
Identify, adapt, and share curriculum for Sunday mornings. *	<ul style="list-style-type: none"> • Ensuring all curriculum offered as a part of programming for children & youth promotes UU Values, community building & belonging, and individual agency / autonomy / responsibility to the community. (See first recommendation & response.) • Ensuring monthly programming matches the Soul Matters theme being used in worship services. • Using a process for identifying curriculum which meets additional recommendations (modeling UU Values & behavior, creating opportunities for multigenerational engagement, seeking and incorporating the perspectives

	<p>of children & youth, supporting the program with time / talent).</p> <ul style="list-style-type: none"> • Using the DFF's professional capacity to write and / or adapt lesson plans, using various UU and UU-adjacent resources as well as the wealth of faith formation resources from the Liberal Religious Educators Association. • Assessing the explicit, implicit, and null teachings of all lesson plans. • Making the lesson plans openly available to all UUFHC members via the "Members Only" section of the website. <p><i>NOTE: A full explanation of the curriculum planning process and how to get involved is included in this guide.</i></p>
Seek out and incorporate the perspectives of children & youth.	<ul style="list-style-type: none"> • Keeping the choice-based class approach used in the '23-'24 fellowship year. • Directly involving children & youth in the topic selection process for Sunday morning programming, prioritizing their input as key stakeholders. • Implementing a feedback process for children & youth re: Sunday morning programming. • Paying attention to the challenges, successes, and opportunities of program offerings, whether or not they've been explicitly stated by children / youth / families / volunteers. • Empowering children & youth to be involved in leadership roles in programs, projects, and events which concern them.
Support the program for children & youth with time, talent, and treasure.	<ul style="list-style-type: none"> • Keeping the congregation informed about program support needs. • Creating lots of short-term commitment volunteer opportunities for congregants, in addition to longer-term opportunities. • Establishing annual cycles and systems for volunteer recruitment & training. • Encouraging investment in the professional development of the DFF and applicable training of RE Committee members and program volunteers. • Managing the program budget and advocating for the program to be financially supported and prioritized.

Sunday Morning Program Structure

The following outlines the current program structure and purpose as well as the curriculum selection process, established by the RE Committee in response to the Faithful Conversations recommendations.

Monthly Program Structure

Each month in the '24-'25 fellowship year will include the following:

- **One All Ages Worship Sunday**
Once a month, children and youth remain in the worship service and participate in facilitating various elements of the service. The dates for All Ages Worship are selected by the Minister, DFF, and Worship Committee Chair and are *not* on a recurring schedule.
- **Three Classroom Sundays**
For three other Sundays in the month, there are two choice-based classes which are offered to children & youth with lesson plans facilitated by volunteers.
- **Optional Board Game Sunday**
Board Game Sundays are offered when there is a fifth Sunday in the month *or* as a back-up plan should the intended programming, for whatever reason, fall through. On this Sunday, children and youth will get to play various board / card games from a curated list which pairs games with the monthly worship themes.

This structure is also selected to enable a robust program with a manageable quantity of volunteer roles. Here are the minimum number of volunteers required for Classroom and Board Game Sundays:

- **Classroom Sundays Volunteers: 5 Total**
Choice #1 Facilitators: 2
Choice #2 Facilitators: 2
Hall Monitor: 1
- **Board Game Sunday Volunteers: 3 Total**
Board Game Facilitators: 2
Hall Monitor: 1

Choice-Based Classes

On Classroom Sundays, two class options will be offered and children & youth will be free to select which they will attend; a craft class, called Loving Hearts & Faithful Hands, or a discussion class, called Hopeful Minds & Truthful Actions. Both classes will explore the same topic and involve the same lessons / learning goals, but use different approaches. Below are outlined the two types of classes and what's included in their lesson plans.

Craft Class: Loving Hearts & Faithful Hands	Discussion Class: Hopeful Minds & Truthful Actions
<ul style="list-style-type: none">● Lesson Plan Written for elementary aged children with specific elements designed for older participants to facilitate and / or lead. This ensures that younger participants can learn by doing and older participants can learn by teaching.● Included in Lesson Plan<ul style="list-style-type: none">○ Chalice Lighting○ Rose, Bud, Thorn Check-In○ Introduction to monthly theme and the	<ul style="list-style-type: none">● Lesson Plan Written for middle to high school youth, these lesson plans focus more on shared discussion than instruction. Each lesson does involve a hands-on art activity which relates to both the monthly theme and the topic of the class, allowing for younger participants to be involved as well.● Included in Lesson Plan<ul style="list-style-type: none">○ Chalice Lighting○ Rose, Bud, Thorn Check-In

<p>lesson's specific topic.</p> <ul style="list-style-type: none"> ○ A game, video, story, or other activity to learn about the topic. ○ Craft activity accompanied by facilitated discussion of the topic. ○ Closing / review of the lesson and topic. ○ Chalice Extinguishing <ul style="list-style-type: none"> ● About the Name <ul style="list-style-type: none"> ○ Includes the mythos of UUFHC Children & Youth * ○ "Watched over" by the Loveasus (Pegasus Guardian of Love) and the Draithon (Dragon Guardian of Faith) ○ Illustrates to newcomers / visitors that the class centers loving community building and features UU centered tactile, hands on activities. 	<ul style="list-style-type: none"> ○ Review of monthly Collaborative Art Display (CAD) covenant & instructions ○ Introduction to monthly theme and the lesson's specific topic. ○ Facilitator resources ○ Discussion guide ○ Closing / review of the lesson and topic. ○ Chalice Extinguishing <ul style="list-style-type: none"> ● About the Name <ul style="list-style-type: none"> ○ Includes the mythos of UUFHC Children & Youth * ○ "Watched over" by the Hopphix (Phoenix Guardian of Hope) and the Truphin (Dolphin Guardian of Truth) ○ Illustrates to newcomers / visitors that the class features positive, empowering thinking and encourages taking accountable action.
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While the two classes include content geared towards two different, broad age groups, both classes can accommodate *all* age groups. The reasons for this structure include giving children & youth the freedom to...

- Access lessons which are geared towards their age group
- Remain with siblings or friends of different age groups and still participate in / benefit from the lesson
- Participate in the class which matches their energy level on a particular Sunday or about a particular topic (the craft class is more relaxed and the discussion class can be more intense)
- Participate in the class which delivers information about any given topic in the most accessible way for them
- And build community across age groups through fostering peer mentorship / leadership opportunities.

Children & youth will be signed into the program by their parents / caregivers on Sunday mornings no earlier than 10:00a where they will be reminded of the activities of each class (options are published in the Nuusbytes weekly for families to review). They will then select a pin which matches the class of their choice and wear it during programming. This will give all facilitators a clear, visual way to check where each participating child should be during Sunday morning programming.

* A note about the inclusion of UUFHC child / youth mythos:

Some of the strongest community building tools used in programming since the building reopened are the four Guardians of the summer camp program. By incorporating the Guardians into the Sunday morning programming, we are able to harness their benefits and apply them to our Sunday programming in addition to our summer camp. It also gives newcomers a chance to connect with these integral elements of our summer camp *before* they attend, which enriches their experience of camp.

Curriculum Selection Process

Much like our UU faith, our curriculum draws from many sources and is lovingly created with the input of parents / caregivers, children & youth, the RE Committee, and the DFF. This process is outlined below.

Month	Step of Process
April	<p>The DFF holds annual conferences with parents / caregivers to complete a program assessment and invite input / ideas for the coming years of programming.</p> <ul style="list-style-type: none"> • Notification of these conferences and links to schedule them will be published in the Nuusbytes, the Newsletter, an e-blast to everyone signed up for UUFHC Program for Children & Youth emails, the UUFHC Family Activities Facebook Group, and the UUFHC App. Announcements after service will also be made.
May	<p>Children & youth participate in a special Sunday morning program which includes...</p> <ul style="list-style-type: none"> • An assessment of that year's program so far. • A facilitated process to recommend topics for each of the monthly worship themes for the coming year to the RE Committee. <ul style="list-style-type: none"> ◦ Children and youth are given a list of suggested topics based on the information gathered during the March conferences as well as the opportunity to brainstorm and submit their own topic suggestions.
June	<p>In June, the RE Committee reviews the topics recommended to them by the children & youth, the feedback from the April conferences, and all other input / experience from the current program year to determine which topics will be incorporated into the coming year's curriculum.</p> <ul style="list-style-type: none"> • The RE Committee is not restricted to the topics recommended by the children & youth.
July / August	<p>The DFF then uses the RE Committee's topics to select / adapt / write lesson plans from a wealth of UU-created and UU-adjacent resources</p>
September	<p>At the start of the new program year (late August / early September), the curriculum overview and lesson plans are released as soon as they are available and uploaded to the "Members Only" section of the UUFHC website.</p>

Using the Lesson Plans

The following is a quick reference guide to using UUFHC lesson plans.

More detailed information is included in our facilitator training.

Preparation	<p>When you first receive the lesson plans, it's important to review them and assess whatever preparation you may need to do. You do <i>not</i> need to memorize / study the lesson plan or prepare any materials for the class.</p> <ul style="list-style-type: none">● Read over the whole lesson plan, paying attention to any italicized notes. The following is an example: <p><i>NOTE: They contain important information for the facilitator to consider.</i></p> <ul style="list-style-type: none">● If the subject of the lesson isn't one you're familiar with, consider looking into the provided facilitator resources or doing some of your own research from credible sources. It is not required that you be an expert on the subject of the lesson - essential information is included in the lesson plan and modeling how to say "I don't know that, let's find out more together" in class is perfectly acceptable (as is using your phone to look things up in the moment).● Make sure that you understand any craft / game / activity instructions and how to use whatever supplies are needed. Reach out to the DFF if you need any help!● Check in with your co-facilitator about who's doing what. Will one facilitator focus on leading the lesson while the other focuses on classroom management? Will facilitators take turns leading different sections of the lesson?<ul style="list-style-type: none">○ If it is your first time facilitating, you will be assisting / shadowing your co-facilitator.
Expectation	<p>When you arrive to your classroom on Sunday, you can expect the following:</p> <ul style="list-style-type: none">● 2 printed and stapled copies of the lesson plan will be beside the classroom chalice● Chalice will have an LED candle ready to go● Any additional printed materials and all supplies for crafts / activities / games will be laid out where you can easily access them● Classroom furniture will be arranged appropriately for your lesson
Facilitation	<p>Each lesson plan is jam-packed with as much content as possible, but you are <i>not</i> expected to use all of it! Here's a guide to working through the lesson plan in class:</p> <ul style="list-style-type: none">● As you go through each section of the lesson plan, you are empowered to adapt it to best accommodate all participants.● You are asked to stick to the topic and honor the lesson the class is trying to teach, but you do <i>not</i> have to stick to the script!● Modeling our UU Values and how to be in covenant is the most important part of <i>every</i> class - so if you don't get through the whole lesson plan, but you do have rich conversation about how our UU Values connect to the topic and everyone works together really well to follow the covenant, then class was a success!