

**Coming of Age Enrichment Retreat
Personal Credo Statement**

LEADER'S GUIDE

By Tracy Breneman and Meagan Henry



**Murray Grove
Retreat and Renewal Center**

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INTRODUCTION

Goals and Learning Objectives

The Coming of Age Enrichment Program is designed to enhance and deepen the experiences of participants in Unitarian Universalist Coming of Age classes. This Enrichment Program is based upon an educational philosophy of group and participatory learning, and collaboration. Murray Grove is the pioneer of the curriculum, which is available for use by clusters of congregations throughout Unitarian Universalist districts and regions. It will enable many congregations' participants to benefit from the expertise and wisdom of experienced educators, expanding the capacity of each congregation. The philosophy draws upon our belief that we are one in community and are deeply enriched by engagement with others.

The focus of the weekend outlined in this retreat is development of credo statements. The overarching goal is to help our young people grow and develop in their Unitarian Universalist faith by exploring the values and beliefs they hold at this point in their lives, and by identifying intentional steps toward connecting with their congregation in ways that may help sustain a life-long Unitarian Universalist identity and practice. There are specifically Universalist elements in the retreat, drawing upon the rich heritage of Murray Grove, its founding and the history of Universalism over time.

This is a credo exploration and writing workshop. We use "credo" to mean a set of beliefs that inform or serve as a guide for one's actions. We understand that a credo can be a set of guiding principles about how one interacts with the people and events in their lives, informed by the context of Unitarian Universalism.

This retreat is designed for youth in seventh through ninth grades with the understanding that each congregation may have youth who are a bit younger or older. If congregations have youth participation in sixth and tenth grades, retreat leaders should discuss ways to make sure younger and older youth are supported throughout to maximize their experience. For example, if your retreat will include youth spanning sixth to tenth grades, you may consider grouping younger youth and older youth separately for some of the small group exercises.

Participants should expect to leave the retreat with rich material they can use to shape a personal credo statement, but they should not expect to leave with a fully formed statement. We understand credo writing as a process of reflection and offer this opportunity as a step in that process. Participants will use journal writing to capture their thoughts and while some may produce a written statement, others may present their statement in another form, e.g., music, dance or art, according to the parameters set forth by their home congregation's Coming of Age program. The overarching goal of this retreat is to support reflection about a personal credo statement as it fits within the existing process available in the home congregation.

While credo writing traditionally focuses on personal beliefs, we must also recognize that many of our youth need an anchor to their faith community past Coming of Age, Our Whole Lives and

youth group. This retreat makes an explicit attempt to encourage youth to think about how they are connected to a religious history and broader, collective context. Beyond exploring the questions rooted in personal beliefs, we encourage participants to explore the beliefs of our Unitarian Universalist faith, the elements that bind us as a faith community, and where they see themselves connecting to their Unitarian Universalist community now and in the future.

A Note About the Exercises

All of the exercises and activities in the retreat build on each other, creating opportunities to reflect deeply and connect life experiences as aspects of a broader spiritual journey. We see the following exercises as core in affirming faith development as a lifelong journey of discovery:

- Before participants arrive - Interview an elder of their congregation to hear about their spiritual journey and how their beliefs or ideas have changed over time, an integral part of the retreat as youth will be expected to share and build on it through the exercises below
- Session 2 - Spiritual Journey Story, exploring how another person's life events might comprise their spiritual journey
- Session 2 - Continuum Exercise, examining their own ideas and beliefs about core existential issues
- Session 3 - Personal Spiritual Timeline Exercise, identifying significant people, places and experiences in their lives
- Session 3 - Individual Reflection, considering their own journey, connection to their congregation, broader faith community and social issues that are important to them
- Session 4: Personal Spiritual Journey Story, converting the timeline they did in session three into the written story of their spiritual timeline
- Session 4: Shaping the Personal Credo Statement, choosing aspects of the previous exercises that they might want to include in their personal statement
- Session 5: Individual Reflection and Writing, beginning to write their personal credo statements

Leader Preparation

We suggest working as a team so at least two leaders can share responsibilities and take turns leading activities.

Leaders should understand that the retreat outlined here is highly scheduled and should feel welcome to adapt the schedule to your own facilitation style and the needs of the group. If the group needs more time for an activity, make time. If they need a break, take a break. As noted above, the goals of this retreat are for the youth to have assistance moving through activities that will help them identify elements they may want to include in their personal credo statement. Do not feel like you need to do every step outlined here exactly as written. As the leaders, you are the ones who will set the tone and pace for the retreat. Prepare yourself ahead of time for how you envision reaching the goals set forth for this experience.

Encourage participants to monitor their own energy level and needs, and engage in self-care during the retreat, taking breaks when they need them and communicating with retreat leaders about their needs.

At the start of the retreat, there is a sixty-minute session for the retreat leaders and all adult chaperones. This is an opportunity for the retreat leaders to let the adult chaperones know that you will be responsive to the group and may adapt the schedule along the way, as well as discussing their role and what you might need from them during the retreat.

It can be beneficial if the leaders have done some of the exercises for yourself ahead of time so you are comfortable talking with the participants about the process and experience. We suggest leaders 1) conduct a spiritual journey interview with a colleague or friend (interview prompts are provided in the letter to participants), 2) reflect on your spiritual journey and draft your own credo statement, and 3) work on your own spiritual timeline, which is explained in Leader Resource #8.

Materials Needed for the Retreat

Each exercise begins with a list of materials needed. Here, we offer a comprehensive list to facilitate your planning:

- Host site policies related to safety and space use (Session 1)
- Handouts or maps of facilities (Session 1)
- Nametags (Session 1)
- Snacks (Sessions 1, 2, 3, 4, 5)
- Chairs (Sessions 1, 2, 3, 4, 5)
- Games, puzzles, adult/mandala coloring books, origami paper (Session 1, Table Activities)
- Markers, crayons, colored pencils (Session 1, Table Activities)
- Print out [Deep Fun](#) activities for the Friday evening Ice Breaker games which youth will lead while the adults are meeting: Footloose on [page 6](#); Spill the Basket (aka All My Friends and Neighbors) on [pages 7-8](#); Honey, If You Love Me on [page 8](#) (Session 1)
- Print out [Deep Fun](#) games for future session energizer activities: Dragon Fight on [page 10](#); Human Knot on [page 10](#); Rhythm Jam on [pages 19-20](#) (Sessions 2, 3, 4, 5 as listed and as needed)
- Newsprint, easel, tape and facilitator markers (Sessions 1, 2, 3, 4, 5)
- Newsprint sheet for each participant (Session 3, Personal Spiritual Timeline Exercise)
- Newsprint sheet and markers for each small group (Session 3, Connecting with UU Faith Community and Congregation Exercise)
- Pens or pencils for each participant (Sessions 1, 2, 3, 4, 5)
- Getting to Know You Bingo form for each participant, Leader Resource #4 (Session 1)
- Worship:
 - altar, chalice, matches (Sessions 1, 4, 5)

- chalice lighting readings, opening words, closing words, Leader Resource #5 (Sessions 1, 4, 5)
- large bowl for water, stones and basket (Sessions 1, 4, 5)
- small cups and pitcher of water (Session 4)
- Hymnals (Session 1, 2, 4, 5)
- Chalice Lighting, Leader Resource #5 (Session 2)
- Sun Salutation, Leader Resource #6 (Session 2)
- Basket (Session 2, Spiritual Journey Story)
- Slips of paper that identify life events, Leader Resource #7 (Session 2, Spiritual Journey Story)
- One sheet labeled “YES” and one sheet labeled “NO” for the Continuum Exercise (Session 2)
- Copies of the Universalist Treasure Hunt and pencils for each participant, Leader Resource #2 (Session 3)
- Arts and crafts supplies for the Personal Spiritual Timeline Exercise, e.g., playdough, pipe cleaners, Legos, yarn, sequins, glue (Session 3)
- Graham crackers, chocolate bars and marshmallows for s’mores (Session 4, Campfire)
- Musical instruments and song sheets (Session 4, Campfire)
- Connect and Explore cards, Leader Resource #9 (Session 4, Campfire)
- Copy credo writing reflection prompts or worksheets for each participant (Session 5, Individual Reflection and Writing)

Participants will need to bring notes from the interview they conducted at their home congregation before arriving at the retreat and their journals, which they will begin using in Session 2 and use throughout the rest of the retreat.

Newsprint Sheets to Prepare in Advance

- Overview of weekend schedule (Session 1, Welcome and Overview)
- Retreat goals (Session 1, Welcome and Overview)
- Discussion points for the Small Group Discussion and Individual Journaling Exercise (Session 2)
- Journaling prompts for the Individual Reflection Exercise (Sessions 3, 5)
- Prompts for the Shaping the Personal Credo Statement Exercise (Session 4)

List of Leader Resources

- 1 Letter to Participating Congregations from the Host or Leaders
- 2 Universalist Treasure Hunt at Murray Grove (Session 3)
- 3 “Unitarian Universalism is Covenantal Not Creedal” by Rev. Peggy Clarke (Session 1)
- 4 Getting to Know You Bingo (Session 1)
- 5 Samples of Chalice Lightings and Closing Words (Session 1)
- 6 Sun Salutation (Session 2)
- 7 Spiritual Journey Story (Session 2)

- 8 Personal Spiritual Timeline Exercise (Session 3)
- 9 Connect and Explore (Session 4)
- 10 Water Ceremony (Session 4)

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RETREAT AT A GLANCE

Session 1: Friday Evening

Murray Grove Lodge: Dining Hall

5:30pm Dinner and Table Activities (2 hours)

Murray Grove Lodge: Fireplace Room

7:00pm Meeting of Retreat Leaders and Adult Chaperones (45-60 minutes)

Murray Grove Cone House

7:30pm Youth Ice Breaker Games (youth first, then adults join after the adult meeting)
(30 minutes)

8:00pm Welcome and Overview of the Weekend (20 minutes)

8:20pm Covenant and Rules (15 minutes)

8:35pm Getting to Know Each Other Activities (40 minutes)

9:15pm Opening Worship (60 minutes)

10:15pm Adjourn

Murray Grove Bunk House and Dorm Rooms

11:00pm Lights Out

Session 2: Saturday Morning

Murray Grove Lodge: Dining Hall

8:00am Breakfast (60 minutes)

Murray Grove Cone House

9:00am Orientation (15 minutes)

9:15am Spiritual Practice (15 minutes)

9:30am Introduction to Credo (10 minutes)

9:40am Spiritual Journey Story (20 minutes)

10:00am Story of Murray Grove (15 minutes)

10:15am Break (15 minutes)

10:30am Energizer Activity (10 minutes)

10:40am Small Group Activity (35 minutes)

11:15am Continuum Exercise (45 minutes)

Murray Grove Lodge: Dining Hall

12:00pm Lunch (60 minutes)

Session 3: Saturday Afternoon

Murray Grove Lodge: Dining Hall & Fireplace Room

1:00pm Personal Spiritual Timeline Exercise (45 minutes)

1:45pm Individual Reflection (45 minutes)

2:30pm Small Group Discussion (30 minutes)

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3:00pm Break (15 minutes)
3:15pm Universalist Treasure Hunt at Murray Grove or Alternate Activity (30 minutes)
3:45pm Universalist Treasure Hunt Discussion (15 minutes)

Murray Grove Cone House

4:00pm Connecting with UU Faith Community and Congregation (60 minutes)
5:00pm Free Time (30 minutes)

Murray Grove Lodge: Dining Hall

5:30pm Dinner (60 minutes)

Session 4: Saturday Evening

Murray Grove Lodge: Dining Hall and Fireplace Room

6:30pm Personal Spiritual Journey Story (30 minutes)
7:00pm Shaping the Personal Credo Statement (60 minutes)

Campfire

8:00pm Campfire: S'mores, Songs, Connect and Explore Activity (60 minutes)

Murray Grove Cone House

9:00pm Worship: Water Ceremony (60 minutes)
10:00pm Adjourn

Murray Grove Bunk House and Dorm Rooms

10:45pm Lights Out

Session 5: Sunday Morning

Murray Grove Lodge: Dining Hall

8:00am Breakfast (60 minutes)

Murray Grove Lodge: Dining Hall and Fireplace Room

9:00am Rhythm Jam Energizer (10 minutes)
9:10am Review Components of a Credo Statement (10 minutes)
9:20am Individual Reflection and Writing (30 minutes)
9:50am Break (10 minutes)
10:00am Small Group Discussion and Peer Feedback in Congregational Groups (60 minutes)
11:00am Large Group Sharing (30 minutes)
11:30am Closing Worship: Taking it Home (30 minutes)

Murray Grove Lodge: Dining Hall

12:00pm Lunch (60 minutes)
Clean Up and Adjourn

SESSION 1: FRIDAY EVENING

Dinner will be ready at 5:30pm. Games and puzzles will be available on the tables in the dining hall so youth from different congregations can begin interacting with one another. The retreat begins at 7:00pm with a meeting of the retreat leaders and adult chaperones from each congregation. The first large group session is at 7:30pm with scheduled activities through 10:30pm. All groups should arrive no later than 6:00pm with dinner finished and participants ready to begin promptly at 7:00pm. Lights out by 11:00pm.

Session at a Glance

7:00pm Meeting of Retreat Leaders and Adult Chaperones (adults only) (45-60 minutes)

7:30pm Youth Ice Breaker Games (youth first, then adults join after the adult meeting)
(30 minutes)

8:00pm Welcome and Overview of the Weekend (20 minutes)

8:20pm Covenant and Rules (15 minutes)

8:35pm Getting to Know Each Other Activities (40 minutes)

9:15pm Opening Worship (60 minutes)

Total Time: 2 hours 45 min

Goals

This session will:

- Welcome everyone
- Allow participants to begin getting to know each other so they feel comfortable engaging in the work together
- Emphasize covenant and site rules
- Set the tone for the work ahead and ground it in our faith

Learning Objectives

Participants will:

- Understand the retreat goals and feel prepared to participate fully
- Establish a group covenant
- Play games to begin interacting and feeling comfortable with each other and the space
- Review and agree to rules established by the host site
- Engage in an opening worship that frames the work ahead

5:30pm Dinner and Table Activities (2 hours)

Murray Grove Location: Lodge Dining Hall

Materials Needed

- Games, puzzles and adult/mandala coloring books, origami paper
- Markers and crayons or colored pencils
- Nametags

Preparation

- Set activities and art supplies out on tables in the dining hall

Description

Youth will have dinner as groups arrive. Each person should also make their own nametag. This is open time for youth to hang out and get to know one another. Encourage youth from different congregations to begin interacting. Ask adults from each congregation to help promote this.

7:00pm Meeting of Retreat Leaders and Adult Chaperones (45-60 minutes)

Murray Grove Location: Lodge Fireplace Room

Materials Needed

- Host site policies related to safety and space use

Preparation

- Look ahead to the 7:30pm youth activity and make sure youth will be ready to begin while the adults are meeting; print out descriptions of the games (links below)
- Ask parents to stay and supervise youth and the ice breaker games through the end of the adult chaperone meeting
- Copy as a handout or write a newsprint listing Murray Grove policies related to safety and space use for each adult chaperone
- Clarify with the site hosts what their role and responsibilities will be, and responsibilities of adult chaperones

Description

This is an opportunity for the retreat leaders and site hosts to meet with the adult chaperones from the congregations to discuss the weekend schedule, note that you will adapt the schedule as needed to respond to the needs of the group, and let the adults know what you need from over the next two and a half days. Adult chaperones should be intentional at all times in every aspect of interaction and participation. Adult chaperones:

- Should be versed in the safety policies of their own congregations and uphold those policies during the retreat
- Should be aware of the needs of individual youth from their congregations so they can help manage those or arising needs during the retreat
- Should have parent contact information readily available at all times in case needed
- Will communicate with the retreat leaders about needs the youth may tell them related to the pace or content of the work so the retreat leaders can make adjustments as needed
- Will supervise overnight spaces
- Will help uphold the policies of the host site, which will be outlined during this meeting and include information about first aid kits and contact numbers for staff 24/7
- Will lead small group discussions, some of which will be comprised of youth from different congregations and others of youth from their own congregations
- Are encouraged to engage in the activities as if they are writing their own personal credo statements, too

- Step up step back, which means that adult participation is welcome but space for youth participation should be prioritized, and adults should monitor how often they share
- Adults should maintain appropriate boundaries when sharing their own personal experiences with youth, offering meaningful examples from your experiences in a way that does not seek emotional support from youth
- Help setting up and arranging spaces
- Additional discussion points from the facilitators and hosts

**7:30pm Ice Breaker Games (youth first, then adults join after the adult meeting)
(30 minutes)**

Murray Grove Location: Cone House

Materials Needed

- Chairs
- Print Deep Fun activities listed below

Preparation

- Gather 2-3 youth and explain the games or give them printed handouts so they can lead them while the adult chaperones and leaders meet
- Ask parents to stay and supervise youth and the icebreaker games through the end of the adult chaperone meeting

Description

Ice breaker games from [Deep Fun](#) include:

- “Footloose” (described on [page 6](#))
- “Spill the Basket” (aka “All My Friends and Neighbors”) (described on [pages 7-8](#))
- “Honey, If You Love Me” (described on [page 8](#))

8:00pm Welcome and Overview of the Weekend (20 minutes)

Murray Grove Location: Cone House

Materials Needed

- Newsprint, easel, and markers
- Handouts or maps of facilities
- Overview of weekend schedule on large newsprint

Preparation

- Write out the weekend schedule overview on newsprint
- Prepare newsprint to note key goals of the retreat during the overview (use the same newsprint to note additional goals the participants contribute)

Description

Review the retreat schedule, noting that additional breaks may be added as needed and activities will be modified to meet the needs and interests of the participants. If an exercise is

going well, it may be extended to allow participants to think more deeply. If an exercise is not generating much interest, it may be abbreviated or replaced with another exercise to meet the needs of the participants.

Participants should also monitor their own energy level and needs, and engage in self-care during the retreat, taking breaks when they need them and letting adults know what their needs are and where they are at all times. Youth should not wander off or separate themselves from the group without checking in with their adult chaperones.

Review overarching goals of the retreat, which include offering opportunities to think about their values and beliefs at this point in their lives, and explore some of the big theological and existential questions. While some youth may find it easier to identify what they do not believe in, this retreat is designed to help them bring their underlying values into focus, thereby providing a path toward articulating the spiritual beliefs they hold. Encourage them to see this as part of a life-long journey and acknowledge that their spiritual beliefs may change over time.

Note that we are discussing “spiritual beliefs,” not just beliefs, which may be about any number of things. In this retreat, as in their Coming of Age curriculum, they will be identifying beliefs and values that shape their personal credo or faith statement. Optional: You may share with the participants your own experience of learning to understand and articulate your spiritual beliefs.

Provide a general overview of sessions and how you envision the progression of group and individual work. Summarize the goals and activities that are detailed at the start of each section.

Point out that they will have opportunities during the retreat to begin drafting their personal credo statements. Some may have a fully formed statement by the end of the retreat; many will not. We encourage each individual to work at their own pace and honor their own process along the way. Assure them that it is okay if they do not have a fully formed statement by the end of the retreat. Everyone will leave with notes they can use to continue working on their statements after the retreat. Ask if there are any questions about the goals of the retreat and the work ahead.

Invite the designated person on site to review logistics such as policies related to sleeping arrangements and safety, where to find the adults overnight (if they are not sleeping in the same room), use of space (moving furniture, tape on walls, food in rooms, etc.), location of bathrooms, and anything else that is important to know right now. Explain that you will provide a longer orientation tomorrow morning. Allow participants time to ask questions that pertain to their stay tonight.

Ask if the participants have any additional goals they bring to the retreat. If their goals are consistent with the retreat goals and related to personal credo writing or learning about Universalist history, note them on the newsprint. If their goals seem tangential, suggest you discuss them during a break to explore ways in which they might pursue those goals after they return to their home congregation.

8:20pm Covenant and Rules (15 minutes)

Murray Grove Location: Cone House

Materials Needed

- Newsprint, easel and markers
- List of Murray Grove rules and policies

Preparation

- Take some time to think about what it means to be in covenant as a faith community so that you feel comfortable articulating this concept with the participants; consult Leader Resource #3, “Unitarian Universalism is Covenantal not Creedal” by Rev. Peggy Clarke
- Be prepared to respond to questions about terms such as ‘spirituality’ (individual process and beliefs), ‘religion’ (spirituality or faith pursued as a group, differentiated from organized religions that have established themselves as institutions, e.g., the Catholic Church or Catholicism), ‘credo’ (defined above as a personal statement of beliefs)

Description

Briefly review the site rules from the previous discussion.

Explain to the youth that we are a covenantal faith, what this means, and why it is important to us, theologically. Leader Resource #3, “Unitarian Universalism is Covenantal not Creedal” by Rev. Peggy Clarke, may be helpful for your own preparation.

Ask the youth if they have ever made a covenant before. Refer back to the retreat goals, noting that we will be asking them to engage in deep personal reflection about their beliefs, values and faith. Ask them what they need from each other to be able to participate fully in this work. Have a “popcorn” style brainstorming session of the kinds of things they suggest for the covenant. Write items on newsprint. Take time to discuss items so everyone understands what they mean. For example, if someone suggests, “step up, step back” it’s important to unpack the meaning so everyone is on the same page. If someone suggests “don’t yuck my yum,” ask them to explain this in other words.

Consider addressing the following: use of cell phones or electronics during the retreat; respecting retreat facilities, leaders and participants; youth should not leave group activities without notifying an adult; work at your own pace; engage in self-care and respect others’ need for self-care.

8:35pm Getting to Know Each Other Activities (40 minutes)

Murray Grove Location: Cone House

Materials Needed

- Getting to Know You Bingo form (Leader Resource #4)
- Pens or pencils

Preparation

- Print out one bingo form for each participant

Description

During this activity, youth and adults will circulate among the group looking for people who meet the descriptions listed on the bingo sheets. When they find someone, they should write the person's name in the box on the bingo cards. Bingo cards are provided as Leader Resource #4.

9:15pm Opening Worship (60 minutes)

Murray Grove Location: Cone House

Materials Needed

- Altar, chalice, candle, matches, readings (chalice lighting, opening words, benediction), large bowl for water, stones, basket, hymnals

Preparation

- Gather stones ahead of time; put them in a basket for passing around the group
- Place large bowl with water on an alter table in the middle of the group
- What's listed here is a sample; leaders(s) should feel welcome to create your own worship
- Youth should be invited to have roles during worship
- Leaders should have a couple of readings on hand in case youth/groups do not bring their own

Description

Opening Words: Leader Resource #5 offers samples of chalice lightings and closing words.

Hymn: Choose a favorite hymn that you are comfortable leading or asking someone to lead without accompaniment.

Readings: Each group was asked to bring something to contribute to worship e.g., poem, song, reading. If no group brought a reading, use the one you chose ahead of time.

Stones of Hope: Pass around a basket with the stones and invite each participant to select a stone while reflecting on what hopes they have for this retreat. When they are ready, they can take turns approaching the altar to put their stone in the bowl of water. They can say their hope aloud or place their stone silently. Two adult leaders should model this worship activity for them so they understand how to do it in turn. You will use this bowl again in the Saturday evening water ceremony and closing worship on Sunday.

Hymn: Choose another favorite hymn that you are comfortable leading or asking someone to lead without accompaniment.

Benediction/Closing Words: Leader Resource #5 offers samples of chalice lightings and closing words.

10:15pm Adjourn

11:00pm Lights Out

SESSION 2: SATURDAY MORNING

Session at a Glance

- 9:00am Orientation (15 minutes)
- 9:15am Spiritual Practice (15 minutes)
- 9:30am Introduction to Credo (10 minutes)
- 9:40am Spiritual Journey Story (20 minutes)
- 10:00am Story of Murray Grove (15 minutes)
- 10:15am Break (15 minutes)
- 10:30am Energizer Activity (10 minutes)
- 10:40am Small Group Activity (35 minutes)
- 11:15am Continuum Exercise (45 minutes)

Total Time: 3 Hours

Goals

This session will:

- Offer the experience of engaging in a morning spiritual practice
- Feel prepared to engage fully in session
- Begin thinking about spirituality as a journey and engaging with personal reflection about their own journey
- Begin reflecting on their own core beliefs and thoughts about theological questions

Learning Objectives

Participants will:

- Receive a more detailed orientation about the host site and space use so they feel more comfortable with the location and expectations
- Learn about the purpose of personal credo writing and hear an example of how they can draw from their life experiences to shape a credo
- Hear the story of John Murray to highlight Universalist history
- Have an opportunity to explore their beliefs and thoughts about big existential and theological questions
- Have individual time to begin reflecting and journaling
- Learn about Universalist history
- Share in small groups

8:00am Breakfast (60 minutes)

Murray Grove Location: Dining Hall

9:00am Orientation (15 minutes)

Murray Grove Location: Cone House

Materials Needed

- Relevant site information from the hosts

Preparation

- Read over site information and talk with site hosts ahead of time

Description

Review points covered in the brief orientation last night and add any other information needed. Allow participants time to ask questions.

9:15am Spiritual Practice (15 minutes)

Murray Grove Location: Cone House

Materials Needed

- Print out sun salutation Leader Resource #6 for your reference

Preparation

- Centering and grounding in the work ahead
- Practice the sun salutation so you are comfortable to lead it or ask youth to lead it

Description

Sing Come, Come Whoever You Are, found in the UU hymnal on page 188.

Share opening Words and light the chalice, Leader Resource #5.

Lead the Sun Salutation exercise with the group, Leader Resource #6.

9:30am Introduction to Credo (10 minutes)

Murray Grove Location: Cone House

Materials Needed

- Easel, newsprint paper and markers

Preparation

- It can be beneficial if the leader has written your own credo statement and reflected on your spiritual journey so you feel comfortable talking with the participants about the meaning and process of credo writing.

Description

In this session, the leader is talking about what credo statements are, why we write them and lead a discussion about what might be included in credo statements. This should reinforce the understanding that faith is a lifelong journey and their beliefs may change over time.

Talking points for what is a credo statement:

- Credo writing is like writing a spiritual autobiography
- Writing a credo helps you articulate your beliefs and reflect on your personal journey
- Helps you see your connection to Unitarian Universalism and your congregation

- Your credo may change over time, as you grow and learn and experience life
- Credo writing is for your own benefit

Talking points for what might be included or components of a credo statement:

- Reflection about their personal journey
- Reflection on Coming of Age activities they have done with their own congregations
- Connection to Unitarian Universalism, or what they need to get there
- Connection to their congregation, or what they need to get there
- Connection to social concerns
- Questions they are grappling with that leave us all thinking about our own journeys

9:40am Spiritual Journey Story (20 minutes)

Murray Grove Location: Cone House

Materials Needed

- Basket
- Slips of paper that identify life events, Leader Resource #7

Preparation

- Cut the life events into slips of paper (Leader Resource #7) that can be drawn from a basket

Description

The Spiritual Journey Story, like the interview they did in preparation for the retreat, is intended to help them learn to identify experiences and people as sources or aspects of an individual's spiritual journey.

Pass the basket that has life events on slips of paper. Each participant will draw slips of paper and use that to add to the story when it is their turn. The leader will start the story by describing a person. For example, you might say that "This story is about Chris who is in the 8th grade. Chris has had a lifetime of experiences that we will use to tell Chris' spiritual journey story."

Then, each participant will use the description on the paper slip they drew to add to Chris' spiritual journey story. For example, if they drew a slip of paper that read, "visited the Grand Canyon," they might add to the story that Chris' visit to the Grand Canyon left an impression about the power of nature and beauty of the Earth, from which Chris has chosen to live with respect for the Earth and its inhabitants. If they drew a slip of paper that read, "moved to several different cities from elementary school through high school," they might add to the story that Chris experienced being the new person at school and makes it a point now to welcome new kids at school, church and other groups because Chris understands the importance of making people feel welcome.

10:00am Story of Murray Grove (15 minutes)

Murray Grove Location: Cone House

Materials Needed

- Any visuals available to accompany story

Preparation

- Familiarize yourself with John Murray and the story of Murray Grove; visit the [Murray Grove website](#) for information

Description

Tell the story of and offer thoughts about how it is relevant to Coming of Age and to us all now. Groups not meeting at Murray Grove may replace this with an alternate activity.

10:15am Break (15 minutes)

- Grab a snack in the dining hall

10:30am Energizer Activity (10 minutes)

Murray Grove Location: Cone House

Materials Needed

- Just people!

Preparation

- Read game instructions ahead of time and familiarize yourself with the components so you feel comfortable explaining and leading it

Description

Choose an activity to help energize the group. The [Deep Fun](#) resource offers activities for groups that are not yet deeply bonded, e.g. Dragon Fight (p. 10) and Human Knot (p. 10).

10:40am Small Group Activity (35 minutes)

Murray Grove Location: Cone House

Materials Needed

- Participants will need their notes from the spiritual journey interview they conducted at their home congregation before arriving at the retreat

Preparation

- Be sure to have done your own interview of someone and be ready to share about this experience with the participants

Description

5 minutes: Introduce the small group activity and talk about the interview you did, modeling for participants how they can work with the interviews they conducted.

15 minutes: Small group activity to get them started sharing with each other: Groups of 3 from different congregations will share about the interviews they did before they arrived. What did they learn about the person's spiritual journey? This segment should be timed so each person has 5 minutes.

15 minutes: Invite a few participants to share with the large group.

11:15am Continuum Exercise (45 minutes)

Murray Grove Location: Cone House (if it is a nice day, consider doing this exercise outside)

Materials Needed

- Prompts for the exercise

Preparation

- Read through the questions/statements ahead of time so you are familiar with them
- Prepare one sheet labeled "YES" and another sheet labeled "NO" which can identify opposite ends of the continuum, place these sheets where they are readily visible to participants

Description

In this exercise, participants will respond to statements by standing at some point along a Yes/No continuum. After each statement is read, allow time for participants to move to a point on the continuum that represents their response. Invite a couple participants to share. After some have shared, you might ask if anyone would like to move to a different place on the continuum, reinforcing that we can remain open minded and expect that our positions may change over time and with different experiences.

Continuum Exercise Prompts (Yes or No):

- I have a clear understanding of what is right and what is wrong. Yes or No
- It is important to me to have a religion/faith to help me make ethical decisions. Yes or No
- It is important to me to keep experiencing and learning new things. Yes or No
- I expect that my beliefs about religion will be the same in twenty years as they are today. Yes or No
- I know why life exists, why we are here. Yes or No
- I am comfortable sitting with mystery about life. Yes or No (Alternate phrasing: Mystery or not understanding something makes me uncomfortable.)
- It is important to me to have answers to the big questions about life. Yes or No
 - Suggest to participants that the big questions about life may be different for different people. Invite them to take a minute to think about what big questions they grapple with and then position themselves about whether it's important to them to have answers to those questions.

- My religion/faith is similar to my parent(s)' religion/faith. Yes or No
- It is important to me to know who or what God is. Yes or No
- There is a God. Yes or No
- I decide what is right or wrong based on my own moral compass/my understanding of ethics as it has been taught to me/based on what I have learned at church. Yes or No
- I depend on science as my primary source of knowledge to understand life and the world around me. Yes or No
- I have come to my own clear understanding about what happens after we die. Yes or No

Additional continuum questions that are not “yes” or “no” but offer an opportunity for interesting discussion are:

- One end of the continuum: I think that suffering, pain and having bad things happen in life is random. The other end of the continuum: When bad things happen, it's because we are being tested or punished, we did something to deserve it.

If there is extra time, debrief the exercise by doing one or both of the following:

- Small group discussion with these prompts: How does it feel to see that others in our faith respond differently to the statements? After you heard others talk about their responses, did you feel your own position or ideas shifting? Can you imagine your positions and ideas changing over the coming years? Why or why not? What might lead your positions or ideas to change?
- Individual journaling. Invite participants to spend a few minute reflecting on their responses to the exercise and writing notes in their journals.

12:00pm Lunch (60 minutes)

Murray Grove Location: Dining Hall

SESSION 3: SATURDAY AFTERNOON

Session at a Glance

1:00pm Personal Spiritual Timeline Exercise (45 minutes)
1:45pm Individual Reflection (45 minutes)
2:30pm Small Group Discussion (30 minutes)
3:00pm Break (15 minutes)
3:15pm Universalist Treasure Hunt at Murray Grove or Alternate Activity (30 minutes)
3:45pm Universalist Treasure Hunt Discussion (15 minutes)
4:00pm Connecting with UU Faith Community and Congregation (60 minutes)
5:00pm Free Time (30 minutes)

Total Time: 4 Hours 30 Minutes

Goals

This session will:

- Give participants the opportunity to reflect on their own spiritual journeys
- Familiarize participants with Universalism and the Universalist heritage at Murray Grove
- Provide structured time to explore ways in which they are connected with their congregations or would like to connect with their congregations, suggesting ways they might stay connected to Unitarian Universalism and their congregation past Coming of Age, Our Whole Lives and youth group

Learning Objectives

Participants will:

- Explore one's own spiritual development up to this point
- Consider important events, moments, and people who have influenced the participant's spiritual journey up to this point
- Examine and refine one's position on some of life's big questions and moral dilemmas
- Connect with one's UU faith community and congregation
- Share in small groups
- Have time for individual reflection and writing time

1:00pm Personal Spiritual Timeline Exercise (45 minutes)

Murray Grove Location: Dining Hall

Materials Needed

- Newsprint sheet and markers for each participant
- Have arts and crafts supplies on hand in case youth would like to make a timeline that is not on paper: playdough, pipe cleaners, Legos, yarn, sequins, glue, and other arts and crafts supplies

Preparation

- Familiarize yourself with the Personal Spiritual Timeline Exercise
- Be prepared to explain and model the activity

- It might be helpful if the leaders do your own spiritual timelines ahead of time so you are prepared to discuss the process and experience of doing the activity

Description

The Personal Spiritual Timeline Exercise activity is attached as a Leader Resource #8. The leader describes and models the activity. Then, participants are invited into individual work in the dining hall or fireplace room, mapping on their individual newsprint birth to where they are now. In this exercise, they will identify points along their life timeline when important things happened that helped form who they are as a person, how they understand their faith to this point or how they think about some of the big questions of life.

A note about learning styles: this exercise is designed to be completed in a way that meets each participant's learning style and should be presented as something fun to work on. They can draw, design or create their spiritual timeline in any way that makes sense to them; this does not have to be a text-focused document. If they want to use headphones to listen to music, allow them to do that. This is a time to encourage and allow them to work in the way that best suits them.

1:45pm Individual Reflection (45 minutes)

Murray Grove Location: Dining Hall and Fireplace Room

Materials Needed

- Participants will need their journals and pens

Preparation

- Write the journaling prompts on newsprint and arrange the sheets in such a way that you can reveal one prompt every seven minutes; it is important to write these on newsprint ahead of time so the youth can refer to the newsprint if they are not ready to move on when you announce the next prompt

Description

Participants will have the opportunity to reflect on questions that might provide elements for their personal credo statements. Journaling prompts should be given one at a time, allowing seven minutes for reflection on each prompt.

- 7 minutes: 1) Reflecting on your personal journey: Describe yourself. Who are you? What's important to you? Who or what has helped shape the person you are today and how you experience the world?
- 7 minutes: 2) Reflecting on Spirituality and Faith: Do you consider yourself a spiritual or religious person, or a person of faith? What do those labels mean to you? If none of those labels resonates with you, how would you describe yourself in relation to your faith?
- 7 minutes: 3) Connection to Unitarian Universalism: If someone asked you to explain Unitarian Universalism, what would you want them to know? What do you appreciate

about being Unitarian Universalist? What do you need to feel more connected to Unitarian Universalism as a religion?

- 7 minutes: 4) Connection to your congregation: What do you like about attending your congregation? What makes you feel like part of the community? What are ways you contribute to your congregational community? What would help you feel more connected to your congregation?
- 7 minutes: 5) Connecting with social concerns: What social issues are important to you (e.g., protecting the environment, LGBTQ rights, racial justice)? Why are these issues important to you? How are your values and beliefs about these issues connected to your faith? What does it mean to you that we talk about Unitarian Universalism as “deeds not creeds”?
- 7 minutes: 6) Open questions: What questions are you still exploring that you may not be ready to answer yet? What questions would you encourage others to explore, even if they might feel set in their beliefs? How can continuing to question contribute to your spiritual growth? The last question is not about finding answers, but about the value of ongoing questioning as part of a spiritual journey.

2:30pm Small Group Discussion (30 minutes)

Murray Grove Location: Dining Hall and Fireplace Room

Materials Needed

- Participants should bring their journals

Preparation

- Put the youth in small groups of three or four; you might keep the same small groups of youth from different congregations so they are building trust and sharing more deeply, or you might mix up the groups
- Ask one adult to sit in on each group to listen and help keep the youth discussion on track

Description

Youth share their experience of responding to the individual prompts in the previous exercise.

Suggested discussion prompts are:

- What was the process like? Which questions were easy? Which questions were hard? Were there other questions you asked yourself?
- How did you respond to the prompts? Did you make any surprise discoveries about yourself? Is there anything you are willing to share in this small group about the way you responded to the prompts or what you learned about yourself?

3:00pm Break (15 minutes)

3:15pm Universalist Treasure Hunt at Murray Grove or Alternate Activity (30 minutes)

Murray Grove Location: All around the grounds

Materials Needed

- Copies of the Treasure Hunt for each group, Leader Resource #2

Preparation

- While participants are doing the treasure hunt, set up chairs for the game later this afternoon in the Cone House (All My UU Friends and Neighbors/COA version); arrange chairs in a big circle

Description

Groups should start at different points in the treasure hunt to limit the possibility that everyone is looking for the same item or information at the same time. Instruct each group about their starting place, how much time they have and where to meet when they finish.

Alternate Activity

Groups not meeting at Murray Grove will want to think about how you would like to use these forty-five minutes allotted for the treasure hunt and discussion. We encourage you to use this time for an activity that allows participants to get up and move around since they have been sitting and writing during the last segment.

3:45pm Universalist Treasure Hunt Discussion (15 minutes)

Murray Grove Location: Dining Hall

Description

Discuss as a group, sharing what they found and connecting with the significance of John Murray and Murray Grove.

4:00pm Connecting with UU Faith Community and Congregation (60 minutes)

Murray Grove Location: Cone House

Materials Needed

- Chairs for the game All My UU Friends and Neighbors/COA version, then small group discussions
- Newsprint and markers for each group
- Youth will need their journals and pens

Preparation

- Set up chairs for the game while participants are doing the treasure hunt
- Choose the prompts you will use

Description

Connecting to their broader faith community and congregation

- 15 minutes: All My UU Friends and Neighbors/COA version activity - all related to involvement with faith community (leaders in the middle giving the prompts initially)
 - I am taking Coming of Age
 - I have taken OWL
 - I have served as a greeter on Sunday morning
 - I have participated in a service activity
 - I have helped with coffee/fellowship hour
 - I have had a conversation with my minister
 - I have participated in a worship service (e.g., lit the chalice, offered a reading)
 - (After the leaders see they get the gist of the game, then the leaders can run to a seat and the participants can offer their own examples)
- 20 minutes: Small group discussion: What are some other ways you could get involved with your UU faith community or congregation? Brainstorm on newsprint
- 15 minutes: Share ideas back in the whole group
- 10 minutes: Individual journaling about how they are involved with their congregation, how they would like to be involved with their congregation

Variation or Extension of this Exercise

Skits: Divide the groups by congregation and challenge them to write out as long a list as they can of ways to engage in their congregation and in Unitarian Universalism beyond their congregation. Allow approximately twenty minutes for groups to brainstorm their list. Have groups pick one item on their list to act out while the other groups guess the activity. If you have extra time, groups could act out another activity from their list.

5:00pm Free Time (30 minutes)

- During free time at Murray Grove, participants are invited to play GaGa, walk the labyrinth, play games or have individual down time.

5:30pm Dinner (60 minutes)

Murray Grove Location: Dining Hall

SESSION 4: SATURDAY EVENING

Session at a Glance

6:30pm Personal Spiritual Journey Story (30 minutes)

7:00pm Shaping the Personal Credo Statement (60 minutes)

8:00pm Campfire: S'mores, Songs, Connect and Explore Activity (60 minutes)

9:00pm Worship: Water Ceremony (60 minutes)

Total Time: 3 Hours 30 minutes

Goals

This session will:

- Provide opportunities for participants to explore more deeply their own spiritual journeys and reflect on big questions
- Invite participants to begin shaping their personal credo statement

Learning Objectives

Participants will:

- Write their personal spiritual journey
- Begin shaping their personal credo statements
- Enjoy time to relax and interact as a group
- Explore how committed participants feel to the faith as well as understanding the importance of having balance in one's life

6:30pm Personal Spiritual Journey Story (30 minutes)

Murray Grove Location: Dining Hall and Fireplace Room

Materials Needed

- Newsprint and markers
- Participants will need their journals and pens

Preparation

- Leader should set up newsprint and materials in a space where the large group brainstorm can take place before participants do their individual reflection and writing
- Rooms should be arranged so participants have comfortable space for individual reflection and journaling

Description

This activity builds on the spiritual timeline exercise they did earlier in the day. In this exercise, they will write out the elements of their personal spiritual journey story, converting the timeline they did in session three into written reflection about their spiritual timeline. In this activity, they are writing out the story of their spiritual timeline.

7:00pm Shaping The Personal Credo Statement (60 minutes)

Murray Grove Location: Dining Hall and Fireplace Room

Materials Needed

- Newsprint and markers
- Participants will need their journals and pens

Preparation

- Rooms should be arranged so participants have comfortable space for individual reflection and journaling

Description

In this exercise, participants are creating an outline or bullet points for what they might include in their personal credo statement, but not yet writing the statement.

15 minutes: Brainstorm as a large group what they might want to include in their statement. Youth do the initial brainstorm with their own ideas.

The leader might note that personal credo statements sometimes include:

- a) Where they are in their personal journey;
- b) Questions they are grappling with that can help move them along their spiritual journey;
- c) What it means to live their faith, for example, connecting with social issues;
- d) Connection to Unitarian Universalism and their faith community, or what they need to find/feel those connections.

Additional points you might suggest they consider related to their beliefs include:

- Explore the phrase “deeds not creeds” and articulate how service fits into their faith
- Reflect on what it means to them to develop deep, authentic relationships and where in their lives they most need authentic relationships
- Consider where they find tools to live a moral life and what tools they have in their toolbox
- Think about whose life they admire and why

Additional points you might suggest they consider related to their connection to faith community include:

- Articulate what we believe as Unitarian Universalists, beyond what they believe individually, helping them connect to their faith community and reinforcing the collective nature of religion
- Reflect on the role religious community has in their life now, as well as the role it might have in 5, 10 or 15 years
- Explore the expectations they have for their relationship to their congregation after the Coming of Age transition

- Consider what will keep them connected to their congregation and faith community after Coming of Age, Our Whole Lives and youth group, identifying how they are connected to a broader history and collective context

20 minutes: Individual writing to flesh out components of what they might include in their statement. Ask participants to look back over their journaling and make initial notes about what would they want to include in their statement, creating an initial outline. Remind them that they aren't writing their statements at this point, just outlining the points they might write about.

5 minutes to get into groups: Break the participants into small groups consisting of five to seven youth from different congregations and one adult to discuss their outlines.

20 minutes: Invite the groups to discuss their outlines, sharing the work they have done to this point and where they are in crafting their draft, what questions they have, and where they are encountering resistance in their thinking.

8:00pm Campfire: S'mores, Songs, Connect and Explore Activity (60 minutes)

Murray Grove Location: Outdoor fire pit, behind dining hall

Materials Needed

- S'mores ingredients
- Musical instruments and song sheets
- Connect and Explore cards
- Basket
- Participants may want their journals and pens

Preparation

- Ask the Murray Grove staff to set up the campfire so it's ready at 8:00pm or to meet your revised timetable
- Cue songs to play on iPod, phone or other device
- Cut Connect and Explore cards and put them in a basket

Description

Campfire s'mores and songs. Some suggested songs for leader to have cued up on phone or ready to sing/play: Come, Come Whoever You Are, Spirit of Life, Has Anyone Ever Told You. Ask participants to name their favorite hymns.

Connect & Explore cards to pull from a basket and discuss are attached as Leader Resource #9. The Connect and Explore cards are discussion prompts. Cut them apart and put them in a basket. Pass the basket around and have the youth draw a card, read the prompt and then respond to it. Other youth might want to share thoughts about the prompts, or you can go on to the next card prompt. Encourage participants to have their journals on hand in case the cards spark ideas they want to capture. Assess whether this activity will work for your group around

the campfire; you may want to move it to another time slot, for example, during the Saturday afternoon Universalist Treasure Hunt if you are not meeting at Murray Grove.

9:00pm Worship: Water Ceremony (60 minutes)

Murray Grove Location: Cone House

Materials Needed

- Small cups, pitcher of water, large bowl and stones from Friday evening worship

Preparation

- Read through worship ahead of time
- Have small cups filled with water and ready to hand out to participants, or give each participant a cup as they enter and pass the pitcher around for each to pour their own water
- Choose hymns and readings to include and print copies

Description

The Closing Water Ceremony/Worship is outlined in Leader Resource #10. You should add songs and readings of your choosing to the worship service. You might invite participants to help make selections and to lead readings.

10:00pm Adjourn

10:45pm Lights Out

SESSION 5: SUNDAY MORNING

Session at a Glance

9:00am Rhythm Jam Energizer (10 minutes)

9:10am Review Components of a Credo Statement (10 minutes)

9:20am Individual Reflection and Writing (30 minutes)

9:50am Break (10 minutes)

10:00am Small Group Discussion and Peer Feedback in Congregational Groups (60 minutes)

11:00am Large Group Sharing (30 minutes)

11:30am Closing Worship: Taking it Home (30 minutes)

Total Time: 3 Hours

Goals

This session will:

- Focus on working in congregational groups
- Offer time for reflection on work done to this point
- Encourage discussion in congregational groups
- Provide an opportunity to begin drafting their personal credo statement
- Help participants identify work to continue back at home

Learning Objectives

Participants will:

- Review their work to this point
- Practice what it feels like to say their credo out loud
- Experience giving and receiving constructive feedback from peers and adults

8:00am Breakfast (60 minutes)

Murray Grove Location: Dining Hall

9:00am Rhythm Jam Energizer (10 minutes)

Murray Grove Location: Dining Hall and Fireplace Room

Materials Needed

- People to play the game!

Preparation

- Review Rhythm Jam on [pages 19-20](#) in Deep Fun and be prepared to lead the game

Description

This is a warm-up game to bring some energy to the start of the day. You may replace this with another energizer game you like.

9:10am Review Components of a Credo Statement (10 minutes)

Murray Grove Location: Dining Hall and Fireplace Room

Materials Needed

- Easel, newsprint paper, markers

Preparation

- Review components of a credo statement

Description

With the whole group, review and discuss possible components of a credo statement and write them on flip chart paper as you go along so they will have them as a reference. Components include:

- Where one is on one's life journey and thoughts about faith
- Turning what "I don't believe..." into what "I do believe..."
- Expressing how beliefs and views have changed and may continue evolving
 - God
 - Why things happen
 - Inherent good or evil
- What about Unitarian Universalism resonates with them; how their beliefs are shaped by their faith community
- If/how they feel connected to their congregation
- What they might need to feel more connected with the broader UU faith and their congregation
- Responsibility for their own beliefs and behavior, understanding themselves as autonomous individuals who are taking a larger role in managing their own lives
- How their faith helps them understand social issues and act to right injustice/oppression
- Questions they are still grappling with or exploring

Discuss how using an outline can be useful to organize the points they want to include.

9:20am Individual Reflection and Writing (30 minutes)

Murray Grove Location: Dining Hall and Fireplace Room

Materials Needed

- Participants will need their journals and pens
- Newsprint from the Saturday afternoon Individual Reflection exercise, the multiple seven minute prompts

Preparation

- The group could revisit the seven minute Individual Reflection prompts from Saturday afternoon, or you could pull prompts from [this worksheet](#) or [this worksheet](#) or [this worksheet](#)

- Put the participants in their congregational groups; they will have time to review their notes from previous work and begin crafting their statement
- Hand out the reflection prompts/worksheets

Description

This is individual writing time for participants to pull together their notes from Saturday and either create an outline or begin writing their draft credo statements. Put up the newsprint with prompts used for the Saturday afternoon Individual Reflection exercise (six categories of questions each having seven minutes for writing) and any other resources that will help them collect their thoughts and work since the start of the retreat.

9:50am Break (10 minutes)

10:00am Small Group Discussion and Peer Feedback in Congregational Groups (60 minutes)

Murray Grove Location: Dining Hall and Fireplace Room

Materials Needed

- Participants will need their journals and pens

Preparation

- Put youth in groups with others from their congregations
- The leader should think about a time they received feedback from someone on work they felt deeply connected to. What was it like for you to hear affirmation of the work you had done? What was it like to hear criticism of that work? You might share your own example of receiving feedback to highlight what helped you grow and what felt difficult to process or may have even blocked further development.

Description

Each youth will have approximately five minutes to read their draft, outline, or talk through what they included in their outline. This provides time for participants to share their progress in their small group. Affirm that it is okay if they still have thinking to do and encourage them to identify what support they need to complete their statements. Suggest that there may be resources in their congregations to call upon.

Provide youth with an opportunity to give feedback to their peers about the drafts. The leaders should offer instruction about how to give constructive and respectful feedback, highlighting that each person is engaging in highly personal reflection and providing feedback should focus on what we appreciate about their process in terms of their willingness to explore and share, as well as specific aspects of their draft that might be interesting to develop further. You might use a “stars and wishes” process in which stars are aspects that were particularly meaningful and wishes are elements to be worked on.

After each person has shared, you might offer time for individual journaling or writing bullet points to capture ideas that might have been generated for them during the discussion.

Ask one person from each group to report out during large group sharing in the next exercise, describing their process of sharing and receiving/giving feedback.

11:00am Large Group Sharing (30 minutes)

Murray Grove Location: Dining Hall and Fireplace Room

Preparation

- Be prepared to lead a group discussion

Description

Large group discussion to talk about the process of writing a credo, sharing it with their peers, and then receiving feedback from their peers. Ask each small group to report to the large group about the process of sharing and receiving/giving feedback.

In addition, give the participants some time to talk about how the weekend process has been for them. Do they feel more confident in their understanding of what a credo statement is and how to write one? This is an opportunity to reflect on what the retreat has given them and what they have been able to accomplish in the two days.

11:30am Closing Worship: Taking it Home (30 minutes)

Murray Grove Location: Dining Hall and Fireplace Room

Materials Needed

- Chalice, candle, matches
- Hymnals
- Readings
- Stones from Friday and Saturday evening worship

Preparation

- Have hymns, readings, and other worship supplies prepared
- Invite individual participants to read opening and closing readings, and chalice lighting
- If youth or adults have emerged as song leaders, invite them to lead hymns

Description

Create an altar in the middle of the room, including the stones from the Friday and Saturday worship services. Invite each participant to take a stone and share what they will do with the work they did this weekend. How will they continue to hone their statement? Is it just for them personally? Are they working with a mentor? Will they share it with the congregation? How does your congregation celebrate the work you have done this year in Coming of Age? Adult leaders should model sharing and taking a stone one person at a time.

12:00pm Lunch, Clean Up and Adjourn

Groups should plan to stay through lunch so they can help clean up. The retreat leaders and site hosts should provide specific clean up assignments for each group.

Leader Resources

Leader Resource 1: Letter to Participating Congregations from the Host or Leader

Below are elements to include in your letter to program leaders for the participating congregations:

Leaders:

- Include a welcome and introduction from the leaders and site hosts with contact information for questions.

Arrival Information / Expectations:

- Friday: Dinner and table games and activities will be available at 5:30pm. Groups should let Murray Grove know what time they expect to arrive so staff can prepare accordingly for dinner. Please contact Geraldine at Murray Grove: murray@murraygrove.org.
- The retreat begins at 7:00pm with a meeting of the retreat leader and adult chaperones from each congregation. The first youth session is at 7:30pm with scheduled activities through 10:30pm. All groups should arrive no later than 6:30pm with dinner finished and adults ready to begin promptly at 7:00pm. A couple parents will need to stay through 8:00pm to act as chaperones during the youth ice breakers while the adults are meeting for orientation.
- Arrive ready to participate in a fun and focused weekend.
- The retreat ends Sunday after lunch.
- Youth are expected to help clean up between activities and after Sunday lunch.

Preparation:

- In preparation for the retreat and to help reinforce the understanding that faith development is a lifelong journey, we ask each participant to conduct an interview with someone from your congregation about their spiritual journey. Take notes. Participants will work with this interview during the retreat, learning to identify experiences and people as sources of an individual's faith development, and as a springboard for reflecting on their own experiences. It is extremely important that all youth do this interview since they will be expected to share and build on it during the retreat. Interview questions might include:
 - Who are the people in your life who have inspired you and had the most influence on you? Why/how did they influence you and what effect has it had on your life?
 - What are some places in which significant things have happened to you?
 - What were two or three important experiences in your life? Why are they important to you? Do you see these experiences as religious or related to how you understand faith?

- Which communities, religious or not, have had a lasting influence on your development? What groups have you belonged to that have shaped who you are today?
- What were some of the saddest moments of your life and did they shape how you think about faith or the role faith plays in your life?
- Have there been times in your life when your spiritual path has taken a turn or you changed your thinking about your faith or your beliefs? If so, what was that like for you? If not, to what or whom do you attribute the consistency of your journey?
- In Coming of Age, we talk about being on a spiritual journey and understand that as a journey that will evolve over a lifetime. Do you see yourself as being on a spiritual journey?

Materials to Gather and Bring with You:

- Participants should bring journals which they will use throughout the retreat to record their reflections about discussions. These notes can then be used back in your home congregation to finish crafting the personal credo statement.
- Each group will be expected to contribute to Friday evening worship (@ 3-4 minutes), e.g., poem, song, reading. Leaders are encouraged to coordinate this with youth ahead of time.
- Is anyone from your group a song leader or willing to lead UU campfire songs? Bring a guitar or other instruments.
- Items to bring with you: personal belongings, pajamas, flashlight toothpaste, deodorant and other hygiene related necessities. Sheets and blankets provided for beds. Youth sleeping on the floor should bring a sleeping bag and pillow. Towels provided.

Role of Adult Chaperones:

- should be versed in the safety policies of their own congregations and uphold those policies during the retreat;
- should be aware of the needs of individual youth from their congregations so they can help manage those or arising needs during the retreat;
- should have parent contact information readily available at all times in case needed;
- will communicate with the retreat leader about needs the youth may tell them related to the pace or content of the work so the retreat leader can make adjustments as needed;
- will supervise overnight spaces and will sleep in the same rooms as the youth;
- will uphold the policies of the host site, which will be outlined during this meeting;
- will lead small group discussions, some of which will be comprised of youth from different congregations and others of youth from their own congregations;
- are encouraged to engage in the activities as if they are writing their own personal credo statements, too.

Leader Resource 2: Universalist Treasure Hunt at Murray Grove

Universalist Treasure Hunt at Murray Grove

by Rev. Donna Renfro
adapted by Rev. Carol Haag
used with permission

Take turns writing down the answers. If you have to get something or do something, everyone on the team has to get or do whatever it is.

1. Find the Bell that was in the bell tower of the 1870-red brick church that burned down in 1978 – Write down what is on the plaque.
2. Find Thomas Potter's grave – write down how many posts are in the fence around it. transcription in the dining room; bonus point for writing it out.
3. Find the Homestead plaque of the original Thomas Potter home down the main nature trail on the left at a wide sandy area in the trail, It's about $\frac{1}{4}$ as far past the pond as the pond is from the beginning of the trail – Do a rubbing of the plaque.
4. Write down what years did the Murray Grove House hotel stand? Look in the dining room.
5. When was the Murray Grove association incorporated? Look in the dining room.
6. Look in the Fireplace room – Find and write down the first two sentences of the quote from John Murray.
7. Look in the Fireplace room - Find and write down the first line of the quote from Harold Dean.
8. Find the GAGA court and write the name of who donated it.
9. Find the memorial boulder that was in front of the red brick church - write what's on it.
10. Write down two historical names of bedrooms in Weakley House.
11. In Weakley house, count how many birds are pictured in the Bird room. Extra credit for naming all the species.
12. In Friedrich House - How many beds are in each of the rooms? What are most of the rooms named for?
13. Find the plaque in the planted area (trees and shrubs) in the field near Route 9. Who is it named for? Write down the name.

14. What activities happen at Murray Grove? Find a flyer or poster and bring it.
15. Find the labyrinth. Who is it named for?
16. Find the Climbing equipment. Count how many planks are on the bridge.
17. Find the Universalist Cemetery on the Murray Grove grounds. Write down names of two headstones.
18. Write down what's on the plaques outside the front of the Lodge.

Leader Resource 3: “Unitarian Universalism is Covenantal Not Creedal” by Rev. Peggy Clarke

Unitarian Universalism is Covenantal, Not Creedal

Compiled by Rev. Peggy Clarke
used with permission

In popular Unitarian Universalist literature we can easily find two examples of what it means to be a covenantal rather than a creedal church.

Rev. Brent Smith states the theological difference succinctly on the UUA web site:

In orthodox understanding of religious community, creeds like the Apostle’s Creed define the center of the church. Theology “begins” with the nature of God because human nature is known (it is essentially depraved or sinful). The most important question is, “What is right belief?” When someone asks, “What does your church believe?” they are asking a question from an orthodox view. It looks back to a time when truth was revealed. Its emphasis is on conforming to a consistent, communal understanding of religion (God, Jesus, morality, etc.) and communal norms regarding faith. Consent involves consenting to place oneself under the theological discipline of seeking to understand and adhere to the church’s proclamations of belief. Therefore, the basis of community is an individual’s submission to right belief regarding God, as the church has come to know it.

In the Free Church understanding of religion, covenant is prominent. Theology “begins” with the question of human nature, because the nature of God is unknown, each individual having a different and uniquely direct relationship with God. The most important question is, “How do I treat my neighbor, that is, others?” When someone asks, “What does your church do for and in the world?” they are asking a question from a free religious, or liberal religious, view. It looks ahead to a future because truth unfolds. Its emphasis is on personal integrity and an individual’s understanding of the religious, and on the development of an individual’s faith. Consent is always operative and always shaping the individual because the freedom to explore and understand one’s unique and direct relationship with God is the purpose and aim of spiritual community, of giving one’s consent to walk with others. Therefore, the basis of a community is an individual’s faithfulness to and with others during life, conceived of as a spiritual walk with others.

And in her much acclaimed Minns Lecture, Rev. Alice Blair Wesley states:

A covenanted free church is a body of individuals who have freely made a profoundly simple promise, a covenant: We pledge to walk together in the spirit of mutual love. The spirit of love is alone worthy of our ultimate, our religious loyalty. So, we shall meet often to take counsel concerning the ways of love, and we will yield religious authority solely to

our own understanding of what these ways are, as best we can figure them out or learn or remember them, together.”

Living without a creed is a challenge in the US where most religious people are able to answer the question “What do you believe.” As a result, many UUs default to the Seven Principles or, maybe more appropriately, the Six Sources, even though most of us can’t recite more than one or two or haven’t really given them a whole lot of thought. The more appropriate answer to the question is that we are covenantal, not creedal. In other words:

We do not believe that revelation has been revealed once and for all time. We believe that truth continues to unfold. We have many lenses for understanding truth which include things like science and direct experience and scripture (i.e., Six Sources) and we rely on each other to help us live in a way that reflects our shared commitment to justice and mercy.

Leader Resource 4: Getting to Know You Bingo

People Bingo!

Find a different person to meet each criteria and write their name in the box. When you get five in a row in any direction, call out “Bingo!”

Favorite food is pizza	Brown eyes	Plays soccer	Speaks another language	First name starts with a B, G or H
Has two siblings	Likes broccoli	Is wearing an earring	Is a lefty	Loves flowers
Has a cat	Has a food allergy	Likes being UU	Likes to play board games	Is an only child
Is afraid of spiders	Loves movies	Doesn't like chocolate	Has traveled out of NY	Has a dog
Is younger than you	Plays a musical instrument	Likes to cook	Has had a broken bone	Likes to draw

Leader Resource 5: Samples of Chalice Lightings, Opening and Closing Words

Opening Words

I am only one

But still I am one.

I cannot do everything,

But still I can do something.

And because I cannot do everything

I will not refuse to do the something that I can do.

- Edward Everett Hale

Chalice Lighting Words

May the light we now kindle

inspire us to use our powers

to heal and not harm,

to help and not hinder,

to bless and not to curse,

to serve you, Spirit of freedom.

- Passover Haggadah

At times our own light goes out and

is rekindled by a spark from another

person. Each of us has cause to

think with deep gratitude of those

who have lighted the flame within us.

Closing Words

Take courage friends.

The way is often hard, the path is never clear,

and the stakes are very high.

Take courage.

For deep down, there is another truth:

you are not alone.

- Rev. Wayne Arnason

Go your ways,

knowing not the answers to all things,

yet seeking the answer

to one more thing than you know.

- John Brigham

We extinguish this flame but not

the light of truth,

the warmth of community,

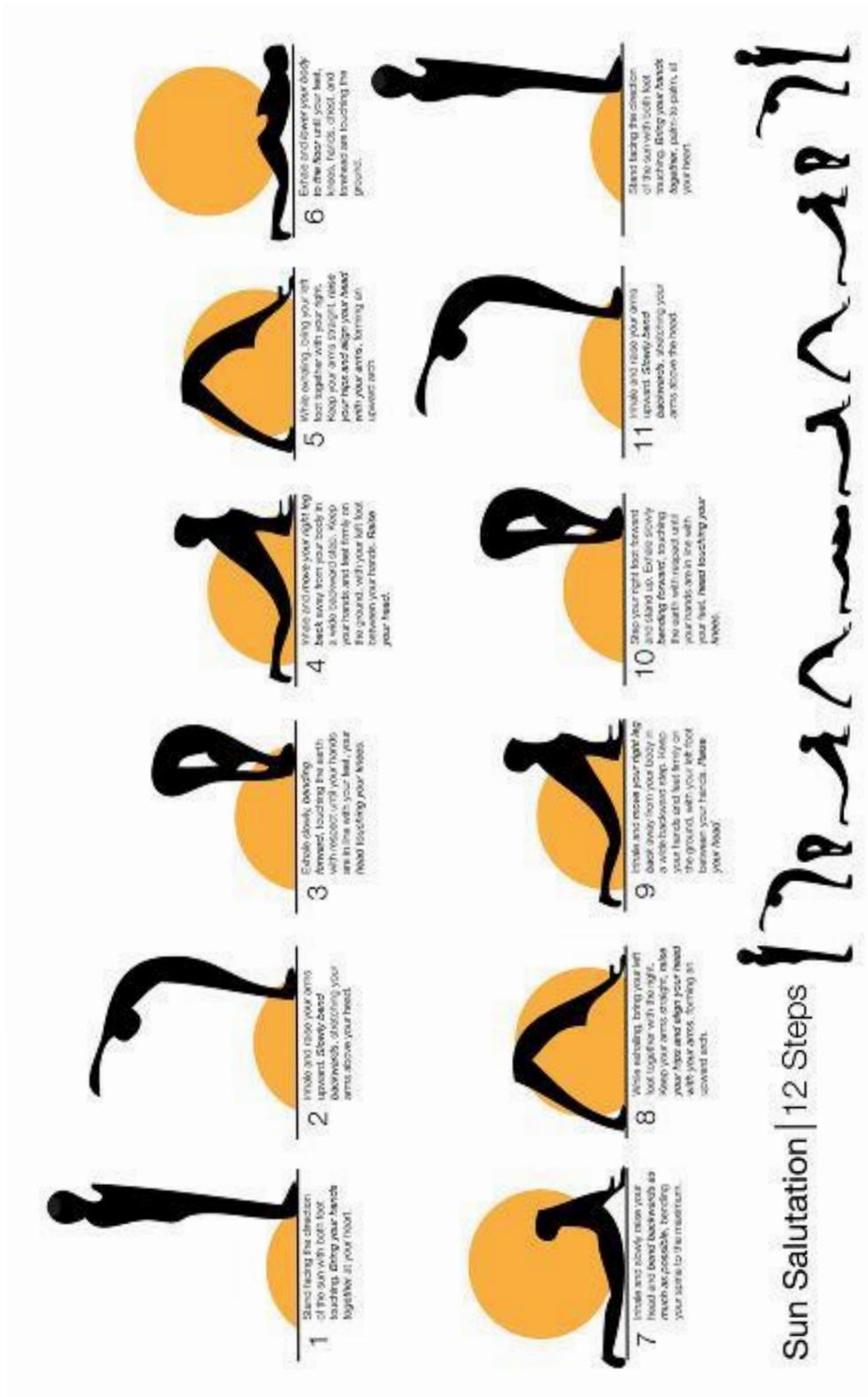
or the fire of commitment.

These we carry in our hearts until we are together again.

- Elizabeth Selle Jones

Leader Resource 6: Sun Salutation

Image retrieved from and additional instructions at <http://www.davidwolfe.com/sun-salutation-stretches/>



Leader Resource 7: Spiritual Journey Story

Cut the boxes below into cards and place them in a basket for the Saturday morning “Spiritual Journey Story” exercise.

helped deliver a baby sister	had a neighbor try to convert them to Christianity by asking them to open their heart to Jesus	traveled outside the United States and met people who have a different view of the world
Grew vegetables in their own garden	befriended a new person at school	visited the Grand Canyon
volunteered at a soup kitchen	worked with special needs youth	donated clothes to a friend whose house burned down
fell in love	had a boy/girlfriend break up with me	endured a random TSA security check at the airport
won an academic competition	learned to paint	tutored another youth in a subject they were struggling with

<p>went SCUBA diving</p>	<p>had surgery after my appendix burst</p>	<p>moved to a new city and had to make new friends</p>
<p>stood up for a friend when he was getting bullied</p>	<p>got a great grade on a test that I thought I failed</p>	<p>spent many weekend afternoons laying in the grass, watching the clouds float by</p>
<p>learned magic tricks and performed them at my little sister's birthday party</p>	<p>marched in the New York City LGBTQ PRIDE march</p>	<p>wrote a book about my summer experience traveling through Asia</p>
<p>was terrified but sang karaoke in front of an audience of 350</p>	<p>keep a dream journal and record my dreams each morning</p>	<p>attended worship in different churches to learn about different faiths</p>
<p>every Saturday, visited a nursing home and read to the elderly</p>	<p>trained my dog to do fun tricks</p>	<p>unintentionally hurt someone I love</p>

Leader are encouraged to add additional experiences.

Leader Resource 8: Personal Spiritual Timeline Exercise

Guidelines for Writing Your Spiritual Autobiography

Questions to consider

Think back over your lifetime until now.

Who are the people in your life who have inspired you and made the most impact on you and why?

What are the places in which significant things have happened to you? Write some notes about these places and the things that happened in them. For example, your first sleepover at a friend's house or going away to summer camp.

What were two or three important experiences in your life? Why are they important to you? Some of these experiences we choose to call religious.

Which communities, religious or not, have had a lasting influence on your development? What groups have you belonged to that have shaped who you are today? For example, Our Whole Lives (OWL) class, sports team, hiking club, band, youth group at church, etc.

List a few of the happiest and saddest moments of your life.

Time Line

Draw a horizontal line on a piece of paper. At the left margin make a dot and write the date of your birth. At the right margin make another dot and write today's date.

Next, place the important moments and people in your life on your timeline. Put a dot along your timeline to signify when something important happened in your life. Mark the times you've encountered people who have changed your life in some meaningful way. Place a dot to signify when you joined a group, religious or not, that influenced you.

Leader Resource 9: Connect and Explore Discussion Prompts

Source: Moret, Duane L. (2010). *Webelieve2, Interfaith Board Game*. Seba Corp: Carson, CA.

Cut the boxes below into cards and place them in a basket for the Saturday evening “Campfire: Connect and Explore Activity.”

CONNECT	EXPLORE
<p>It has been said that the degree to which one loves oneself is also the degree to which one can love others. Do you share that understanding? Explain.</p>	<p>Kahlil Gibran writes, “When you love you should not say, ‘God is in my heart,’ but rather, ‘I am in the heart of God.’” What do you suppose that means? Explain.</p>
<p>Don Miguel Ruiz writes in his book, “The Four Agreements,” that “Your words are the most powerful tool you have. They can create the most beautiful of dreams or destroy everything around you.” Explain what that means to you.</p>	<p>Metaphysical faith tradition embraces the dual concepts of reincarnation and karma. With this believe, there seems to be justice and fairness in God’s divine plan. Do you share that understanding? Why or why not?</p>
<p>On the day of resurrection, Allah will proclaim, “Weren’t you aware of my servants who asked for food, and you didn’t feed them? Don’t you know that if you had fed them you would have discovered Me through this gift?” What might this mean?</p>	<p>One of the unique understandings of Hinduism is that God is not far away living in a remote heaven, but is within each and every soul, in the heart of consciousness, waiting to be discovered. Do you share that understanding? Explain.</p>

<p>Many people experience God’s presence most in nature. Describe a particular location that has been most meaningful to you.</p>	<p>“Do not believe in tradition because it is handed down many generations.” What do you suppose this Buddhist teaching means? Explain.</p>
<p>Samuel Coleridge (1772-1834) wrote, “What if you slept? And what if, in your sleep, you dreamed? And what if, in your dream, you went to heaven and there plucked a strange and beautiful flower? And what if, when you awoke, you had the flower in your hand?” What do you suppose he was attempting to convey?</p>	<p>In the Baha’i Faith, the focus is on deeds rather than words. Those from this faith tradition consider any work done in service to humanity as worship. Do you share that understanding as well? What “works of service” might reflect that belief?</p>
<p>The Qur’an advocates, “Spend your life in the cause of Unity--consider it a loan to Allah. Your life will double, at least, in interest.” What do you suppose that means?</p>	<p>William Jennings Bryan (1860-1925) is quoted to have said, “When you can explain to me the mystery of the watermelon, you can ask me to explain the mystery of God.” What do you suppose he meant? Explain briefly.</p>

<p>John Donne (1572-1631) wrote, “No [person] is an island, everyone is a piece of the continent, a part of the main.” What point do you think he was making?</p>	<p>The Hindu belief of Karma is the universal principle of cause and effect. Our actions, both good and bad, come back to us in the future, helping us to learn from life’s lessons and become better people. Do you share that belief? Explain.</p>
<p>When we “take things personally” we are making the basic assumption that “everything is about ME.” How might one change this type of reaction? Explain.</p>	<p>A Christian value might be the following: “It’s all about grace. One doesn’t have to earn God’s love, it’s already here, unconditional.” Do you share that belief? Explain why or why not.</p>
<p>As you shine your light, you provide space for others to shine theirs, as well. What does that statement mean to you? Explain.</p>	<p>According to Sikh tradition, Gurus are opposed to any exclusive claim on spiritual truth. Is that similar to your own understanding of truth and/or your religious tradition? Explain.</p>
<p>Your breath connects you to all of life. When you take a deep breath, it signals your body to relax. Then one experiences clarity. Has that been your experience? Explain.</p>	<p>In the Vedantic schools of Hinduism, Brahman is the name given to the concept of the unchanging, infinite, immanent and transcendent reality that is the Divine Ground of all Being. What word best describes your name for this ultimate source of all?</p>

<p>William Jennings Bryan (1860-1925) is quoted to have said, “When you can explain to me the mystery of the watermelon, you can ask me to explain the mystery of God.” What do you imagine he meant? Explain.</p>	<p>Pantanjali, a third century B.C. Indian mystic wrote, “When you are inspired by some great purpose, some extraordinary project, all your thoughts break their bonds.” Have you had a similar experience? Explain.</p>
<p>Michelangelo (1475-1564) is quoted as having said, “The greater danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.” What do you suppose he meant? Explain.</p>	<p>The name Buddha is actually a title that translates to the “awakened one,” or the “enlightened one.” He is believed by his followers to have achieved ultimate understanding. Do you share that desire?</p>
<p>Leonardo Da Vinci (1452-1519) Quoted as saying, “Every now and then, go away, have a little relaxation and when you come back to your work, your judgement will be surer.” What kind of experience is most relaxing for you? Explain.</p>	<p>Confucius (551-479 BC) said, “Do not be desirous of having things done quickly. Desire to have things done quickly prevents their being done thoroughly.” Do you share that belief? Explain.</p>
<p>Most religions teach in one way or another that we were destined to be free. What most often keeps you from experiencing that kind of liberty?</p>	<p>Some faith traditions believe in a “day of judgement.” Do you? Why or why not?</p>

<p>For some people, ritual is an important way to connect to God. Has that been your experience? If so, share a particular ritual that has been meaningful to you. If not, describe a way that connects you with your spiritual nature.</p>	<p>According to Joseph Campbell, the first principle of Indian thought is that ultimate reality is beyond description. It goes past, transcends, all speech, all images, anything that can possibly be said. Do you share that concept of Hindu thought? Explain.</p>
<p>William James (1842-1910) wrote, "There is a law in psychology that if you form a picture in your mind of what you would like to be, and keep and hold that picture there long enough, you will soon become exactly as you have been thinking." Do you share that belief? Explain.</p>	<p>At the age of twenty-five, Prince Siddhartha Gautama of India left his wealth behind in search of higher truth. Why do you suppose this founder of Buddhism pursued such a path? Explain.</p>
<p>Mother Theresa (1910-1997) said, "There should be less talk; a preaching point is not a meeting point. What do you do then? Take a broom and clean someone's house. That says enough." Do you share her belief? Explain.</p>	<p>The Yajur Veda (36.18) calls for kindness toward all creatures living on Earth, in the air and in the water. Thus, most Hindus practice vegetarianism as a way to lie with a minimum of hurt to other beings. Do you share that belief? Explain.</p>

<p>Human beings are sometimes described as “co-creators with God.” What does that mean to you? Share an experience that might explain your answer.</p>	<p>Recovery programs emphasize the importance of “continuing to take personal inventory and when wrong to promptly admit it.” How might that affect one’s life?</p>
<p>“The pathway of the heart gives us an opportunity to clear a sacred space inside and to remember what’s really important in life.” What does that mean to you?</p>	<p>In the Baha’i Faith, any work done in service to humanity is worship. This includes music, arts, sciences and all crafts utilized for service with moral responsibility and respect for human nobility. How might that enhance one’s spiritual perspective?</p>
<p>A Sufi poet has said, “Every being is born for a certain purpose, and the light of that purpose is kindled in its soul.” Do you believe that to be true for yourself? Explain briefly your response.</p>	<p>A Buddhist might express the following understanding: “I will take full responsibility for my life.” Is that your desire as well? How might that awareness affect your spirituality?</p>
<p>Martin Luther King, Jr. (1929-1968) said, “The nonviolent approach does not immediately change the heart of the oppressor. It first does something to the heart and would of those committee to it.” What do you suppose he meant? Explain.</p>	<p>“Before enlightenment, chopping wood, carrying water. After enlightenment, chopping wood, carrying water,” is a Zen Buddhist proverb of the sixth century. What do you suppose is the meaning? Explain.</p>

Leader Resource 10: Water Ceremony

Pour glasses of water, one for each person in the circle and distribute them.

Say: I am giving each of you a glass of water. Water is life. We come from it, we are made of it. It sustains us, refreshes us, replenishes us.

Look at the glass in front of you and see it as a symbol of yourself, your life. Your life is finite; there will only be so much of it. You have only so much time and so much energy. You have infinite reserves of love, but you have only so much of you.

You can hoard it for yourself, you can pour it out without a moment's thought, enjoying the splashing about. If you choose, you can share your water so that others can enjoy it and be refreshed by it. If you share all of it, however, what will nourish you?

Take this time and think about this faith. I believe that this religion, this community, can change the world. If you believed the same way, how much of yourself would you commit to it? Take time. Think.

Be honest with yourself and know that there is no right or wrong answer.

In your own time, pour as much of your water, as much of yourself as you wish, into the bowl in the center of the circle.

RESOURCES

The following represent a rich variety of resources that exist for guiding and supporting youth through their Coming of Age year and credo writing process. The authors consulted many of these resources as they wrote this retreat for Murray Grove and acknowledge that ideas for some exercises and activities were adapted from these rich sources:

- Brownfield, Beth (ed.). (1992). *Coming of Age*. Prairie Star District.
- Burch, Judith A. (2004). *Words to Live By: Creating a Personal Credo*. First Unitarian Church: Winnipeg, Manitoba, Canada.
- Brown, Gaia and Michelle Richards. (2006). *Compass Points: A Full Year Program for Adolescents Exploring Their Selves, Their Beliefs, Their UU Faith, and Their Relationships with Others and the World*.
- Carvill-Ziemer, Evin. (2015). Credo Writing Sessions. Goldmine Youth Leadership School.
- Church of the Larger Fellowship. (2014). [Coming of Age Guidelines and Suggestions](#).
- Covey, Kate Tweedie. (2000). [Traditions With a Wink: U.U. Identity Curriculum for Middle Schoolers](#).
- DiSciullo, Donna and Michael Tino. (2004). *Backpacker's Notebook: Exploring Unitarian Universalist Faith and Community*. Unitarian Universalist Association: Boston, MA.
- Gilbert, Richard S. (2000). *Building Your Own Theology*, 2nd edition. Unitarian Universalist Association: Boston, MA.
- Kimball, Richard S. and Tirrell H. (2001). *The Questing Year*. Unitarian Universalist Congregation at Shelter Rock: Manhasset, NY.
- Liebmann, Jeff. (2003). *Living in UUville: Exploring Unitarian Universalist Purposes and Principles for Junior and Senior High School Youth*. Ohio-Meadville District Summer Institute Youth Program.
- McWilliams, Kathy, Teresa Putnam and Colleen McNeilly-Murphy. (2006). [Coming of Age: Deepening Ties Within the Congregation](#). Unitarian Universalist Church of Greater Lansing: Lansing, MI.
- Millspaugh, Sarah Gibb. (2009). *Coming of Age Handbook*. Unitarian Universalist Association: Boston, MA.
- Moret, Duane L. (2010). *Webelieve2, Interfaith Board Game*. Seba Corp: Carson, CA.
- Renfro, Donna. (2004). *Universalist Treasure Hunt*. Murray Grove Retreat and Renewal Center: Lanoka Harbor, NJ.
- Youth Office. (1998). [Deep Fun: Games and Activities](#). Unitarian Universalist Association: Boston, MA. Early edition edited by Sienna Baskin.