**Script**

**Opening & Lighting the Chalice**

#439 Singing the Living Tradition

*"We Gather in Reverence,"* Sophia Lyon Fahs

~~~~~~~~

**Say:** Sophia Fahs grew up the daughter of Christian missionaries. As she moved away from her religion of origin, she became intrigued with progressive ideas in education that led to her lifelong involvement with Unitarian religious education. The materials she created and developed integrated science with religion, took children's questions and concerns seriously, and presented religion as wonder rather than belief. Her more than thirty years of service to our religious tradition profoundly shaped twentieth-century Unitarian religious education for children.

~~~~~~~~~~~~

**Introductions**

**Say:** Our Unitarian Universalist approach to faith development always begins with our own experiences. Since we're talking about religious exploration and education in this workshop, I invite you to share something you learned in early religious or character development education that continues to serve you well. Maybe you learned it in a Sunday School or Hebrew School, maybe in nursery or grade school. Or perhaps it was an aphorism or guideline your parents or grandparents taught you. I’ll start….

~~~~~~~~~~

**Story**

**Say:** Now for a story. A major goal of Unitarian Universalist religious education is to equip people—children, youth, and adults—to face whatever comes to them in life. This story is called : **The Wind in Both Ears**

*"The Wind in Both Ears," by Angus MacLean, in The Wind in Both Ears (Boston: Beacon Press, 1965).*

*Introduce the story by explaining that the author, Angus MacLean was a Universalist, a professor of religious education, and dean of the Theological School at St. Lawrence University. His influence included a call for religious education to be relevant, to address problems in the world, and to support the family as the prime source of religious education. Read the story aloud, asking the questions included in the text.*

My father sent me up from the root cellar to see about the wind. He was rechecking the winter's potatoes to remove all signs of rot and was planning on setting out nets for some fresh cod later on. Was there a steady breeze, he wanted to know. Yes, there was. "Now face it," he said, "so that the wind sings in both your ears. Then tell me where your nose points to."

**[Q” "What do you learn by figuring out where the wind sings in both ears? How is that a metaphor for finding direction in life?"]**

... .We wonder about truth, about all the whats and whys and whithers of life. Wondering is very important, but it should bear the fruits of faith and thought, and it should turn our faces to whatever is coming down the winds of time and circumstance. We should be finding ourselves on the highway to the realization of great human goals, but here is no clear light on the highway except as an individual may see it for himself [sic].

**[Q: "How has wondering borne fruit in your religious and spiritual life?"]**

... What is it that's coming down the wind to meet us? We have decided to make do with an orientation in this life, and all that lies between us and life's exits calls for courage, thought, and imagination, and active concern...

... Anyway, let's keep the wind singing in both ears, and pray for the courage to interpret and act upon what it brings to us.

*Lead a short discussion about the life experiences that people need to be equipped to face. Ask about each age group: preschoolers, elementary school-age children, youth, young adults, middle-aged adults, older adults. As needed, suggest examples, like adjusting to going to school, living through divorce, experiencing death of a loved one. Some themes may recur for several age groups (encountering birth and death), while others (adjusting to siblings, seeking a mate, selecting a career, losing the ability to drive) may be more relevant to particular life stages.*

~~~~~~~~~~~~

**People with RE Teaching Experience**

The best way to know what something is like is to experience it. A next-best is to hear from someone else who has experienced it. To help you understand faith development and religious education in UU fellowships, we have asked Julianne McCall and Darrel Moellendorf, people who have been involved in teaching and learning for several types of UU groups. I'm going to ask them to briefly introduce themselves, and their UU history. Then each will take a turn to speak for a few minutes about their experience with religious education and faith development. After that, you will have a chance to ask questions.

~~~~~~~~~~~~

**Introduction to Tapestry of Faith (If there is time or instead of “People with RE Experience”)**

We've talked about some general approaches to Unitarian Universalist faith development. I'd like to introduce you now to UUA’s primary source of programming, Tapestry of Faith.

*(Distribute Tapestry of Faith Resources and Vision Handouts and look over them together)*

Now we can look at this overview of the Tapestry of Faith program. (PowerPoint presentation).

~~~~~~~~~~~~

**Closing & Extinguishing the Chalice**

Our approach to religious education is thoroughly rooted in our approach to religion itself. William Ellery Channing, whom we mentioned in Workshop 2 as a prominent spokesman for early Unitarianism, offered now well-known words that explain something of our approach to children's religious education. We can imagine, though, how they might apply to the entire lifespan. I invite you to join me in reading responsively Reading #652 in the hymnbook, "The Great End of Religious Instruction."