

Workshop 3 Meaning of Leadership Worship

Introduction

“The only rational way of educating is to be an example.”

- Albert Einstein

This session is a worship. Participants will listen to stories, sing songs and engage in activities that explain the basics of what leadership is and how they can serve the world as leaders.

Goals

This session will:

- Allow participants to explore the meaning of leadership in a spiritual context

Learning Objectives

Participants will:

- Begin connecting with their inner leader
- Consider different qualities of leadership.

Workshop-at-a-Glance

ACTIVITY	MINUTES
Opening	5
Activity 1: Reading and Singing	10
Activity 2: Leadership Reflection	10
Activity 3 (select one): 3A The Leader Within, 3B Sculpting Leadership, or 3C Piecing Leadership Together	20

Activity 4: Guided Meditation 10

Closing 5

Spiritual Preparation

Reflect on what being a leader means to you. Think about how your Unitarian Universalist values and principles inform your leadership and how leading in a Unitarian Universalist context may differ from leading in a secular context.

Opening (5 minutes)

Materials for Activity

- Chalice, candle, lighter or LED/battery-operated candle
- Altar cloth
- Group covenant from Workshop 2: Living in Covenant
- Music player
- Soft music
- Singing the Living Tradition and Singing the Journey hymnals (enough for two participants to share one) and/or projector with slides of the hymn lyrics
- Optional - lamp or additional candles

Preparation for Activity

- Set out the altar cloth and chalice and ensure that the lighter works or that the batteries work if using a battery operated candle
- Choose one of the following activities: Activity 3A The Leader Within, 3B Sculpting Leadership, or 3C Piecing Leadership Together
- Gather materials for all activities
- Practice the readings with a worshipful flow
- Set the lighting in the meeting space differently than it usually is
- Practice the songs you've chosen; if you are not confident in your singing voice, find a song leader and ask them to practice the songs

- Post the covenant
- Begin playing soft music for participants as they enter the space.

Including All Participants

While you can make subtle changes to the lighting in the room, if there are members of your group who are hard of hearing and use lip reading, tell them ahead of time about your plan to change in lighting so they can sit closer to you. You may want to incorporate smells into your worship space, only do so if you are sure there are no sensitivities to the scents you plan to use.

Description of Activity

Welcome first-time participants. Invite youth to turn to their neighbors on either side, ask their neighbor's name if they do not know it, then say their neighbor's name and tell them they're glad they're here. Tell participants that today's session is unique because you will be worshipping together instead of doing a workshop. Invite participants to open their hymnals or sing along to the words projected on the screen for the hymn you've chosen from the list below.

Opening Hymn #389 *Gathered Here* (*Singing the Living Tradition* (SLT))

Alternate Opening Hymn 1: #188 *Come, Come, Whoever You Are* (SLT)

Alternate Opening Hymn 2: #360 *Here We Have Gathered* (SLT)

Alternate Opening Hymn 3: #361 *Enter, Rejoice, and Come In* (SLT)

Alternate Opening Hymn 4: #1003 *Where Do We Come From?* (SJT)

Alternate Opening Hymn 5: #1020 *Woyaya* (SJT)

Read the Chalice Lighting, #32 in [Lifting our Voices](#) by Bernadette R. Burns

Let us take a moment to relax and catch our breath. Let us bring our focus here, to this room, to this group of people and to this moment. We bring a myriad of talents, ideas, needs, and styles. Yet within this diversity, there is a common bond between us. We love this fellowship, and we are willing to work together to improve and strengthen this community of ours and our lives.

Activity 1: Reading and Singing (10 minutes)

Materials for Activity

- Leader Resource 1: *Julia Phelps, A Good Teacher*
- Enough Singing the Living Tradition Hymnals for participants to share or slides with the hymn lyrics projected on the wall or a screen

Preparation for Activity

None

Description of Activity

In this activity participants listen to a story about leaders helping others see things in a different way and sing a song.

Read Leader Resource 1, Julia Phelps, A Good Teacher. Spend a few moments in silence before inviting participants to open their hymnals or sing along to the words projected on the screen for the hymn you've chosen from the list below.

Hymn #123 *Spirit of Life (SLT)*

Alternate Hymn 1: #184 *Be Ye Lamps unto Yourselves (SLT)*

Alternate Hymn 2: #298 *Wake, Now, My Senses (SLT)*

Alternate Hymn 3: #347 *Gather the Spirit (SLT)*

Alternate Hymn 4: #1009 *Meditation on Breathing (SJT)*

Alternate Hymn 5: #1064 *Blue Boat Home (SJT)*

Activity 2: Leadership Reflection (10 minutes)

Materials for Activity

- Pencil or pen for each participant
- Piece of paper or note card for each participant
- Collection basket

Description of Activity

In this activity participants explore the many different types of leadership.

During the activity, ensure that the atmosphere remains worshipful. Begin by pointing out that there are many ways to be a leader. Explain that often the people who 'get up and talk,' are 'in charge,' or are the face of an organization, group or movement are often the ones considered leaders by society. It is important to realize that there are many ways to be a leader.

Pass around a pen or pencil, and piece of paper or notecard to each person. On the paper, have participants think of a person in their life they consider a good leader; someone they respect and admire. Ask them to brainstorm by themselves the qualities that make them a leader and write these qualities and traits down on the paper.

After participants have finished their brainstorm, have them fold their paper in half, pass around the collection basket and invite participants to place their paper in the basket. Pass around the basket a second time and invite participants to remove a new piece of paper. If someone gets their own, it doesn't matter. Once everyone has one, invite participants to take turns reading out one of the qualities of leadership on their card at a time, popcorn style.

Activity 3A The Leader Within

Materials for Activity

- Blank paper or note cards
- Pens or pencils

Description of Activity

In this activity participants identify and articulate what type of leader they would like to be.

Ask participants to close their eyes and imagine themselves as a leader. Acknowledge that in many ways, they already are. Ask them to imagine the type of leader they would like to be. After a few moments, invite them to open their eyes. Hand out index cards and tell them not to put their name on it. On one side, they should write a one to two sentence leadership mission statement. Give them an example:

“As a leader, I work with others to create a community where all are welcome.” Or “I lead so that our youth group can be the best it can be.”

On the other side, they should then write down the skills and personality traits they have that will enable them to be this kind of leader.

It should take 10 minutes for the introduction and time to write. Invite participants to turn to a partner and share their statement either by speaking it aloud or allowing their partner to read it. Remind participants they always have the right to pass if they are feeling uncomfortable. Also remind participants that this might feel risky to some so to listen with an open heart and refrain from judgement. Use the remaining time to invite folks to share statements and characteristics with the group, reminding them they have the right to pass. Depending on the group size, you may or may not have time for everyone. Collect the index cards. After the session, write down all the characteristics that folks named as already having on newsprint and display them somewhere in the meeting space the next time you meet. You can also tape the cards 'statement-side-out' to another piece of newsprint, or otherwise display them so that folks can see the various statements.

Activity 3B Sculpting Leadership

Materials for Activity

- Clay or pipe cleaners in a variety of colors
- Basket

Preparation for Activity

- Divide the clay or pipe cleaners equally for the number of participants you will have and put them in the basket.

Description of Activity

In this activity participants create a visual representation of a leadership quality they possess or want to possess.

Pass around the basket with clay or pipe cleaners and invite each student to take one set. Once every person has clay or pipe cleaners, ask them to think of a leadership quality they possess or want to possess. Have them use the materials they have to create a sculpture to represent this quality. For example, if the quality is inquisitiveness, someone might make a question mark, representing their willingness to ask questions.

Allow for 10 to 12 minutes for participants to create their sculptures. When everyone has finished, have them place the sculptures on the altar, or around the chalice for the remainder of the worship. Invite participants to share the meaning of their sculpture with the group.

Activity 3C Piecing Leadership Together

Materials for Activity

- Mural paper
- Scissors
- Markers of various colors
- Optional: purchased puzzle pieces such as [Community Puzzles](#)

Preparation for Activity

- Cut the mural paper into puzzle pieces. The pieces can be shaped however works best for your group.
- Optional: Purchase blank puzzle pieces.

Description of Activity

In this activity, participants visualize how different leadership qualities can connect to and support each other.

Pass one puzzle piece to each person, along with a colored marker. Have participants write down what leadership qualities they bring to this group, and what they hope to learn from the group. Ask them to be creative. Maybe they want to draw a small picture to help represent what they write, use multiple colors, or write their words in a circle.

Once everyone has finished, invite participants to create a complete puzzle and tell participants that alone, they may at times feel small and inadequate, but if they combine their leadership skills with others, a beautiful mosaic emerges.

After the worship, tape the pieces together and hang them on the wall or use the puzzle like an altar cloth for your next meeting.

Activity 4: Guided Meditation (10 minutes)

Materials for Activity

- Leader Resource 2: To Hear One Another
- Leader Resource 3: Guided Meditation

Preparation for Activity

- Practice reading the meditation

Description of Activity

In this activity participants practice making a connection with their inner leader.

Begin by having participants get into a comfortable position. Read Leader Resource 2 To Hear One Another. Spend a few moments in silence before reading Leader Resource 3 Guided Meditation. Spend a few more moments in silence before inviting the group to bring their awareness back into the space and to open their hymnals or sing along to the words projected on the screen for the hymn you've chosen from the list below.

Hymn #391 *Voice Still and Small (SLT)*

Alternate Closing Hymn 1: #170 *We Are a Gentle, Angry People (SLT)*

Alternate Closing Hymn 2: #346 *Come, Sing a Song with Me (SLT)*

Closing (5 minutes)

Materials for Activity

- Taking it Home

Preparation for Activity

- Make copies of Taking It Home for each participant

Description of Activity

Invite participants to ask their neighbors if it is alright for them to take their hand. Tell participants that within each one of us it the pulse of leadership. Say something like:

I am going to pass the pulse of leadership by squeezing the hand of my neighbor. When they receive the squeeze, they'll pass their pulse to their neighbor. The pulse will continue to pass through us until it returns to where it started.

Thank everyone for their contributions to the group. If the group has done activity 3B Sculpting Leadership, invite participants to remove their sculpture from the altar, take it home with them and place it in a special place in their home so they can see it and remember their leadership qualities. Pass out Taking It Home and explain that it contains ideas for ways they can continue to explore workshop topics with family and friends. End the worship with these words from Worship Web by [Kirk Bogue](#):

With gratitude and grace we lead forward to answer the call of our faith, we move happily together into the unknown, we open ourselves to growth, we go forth to begin the change to our corner of the world, we covenant together to transform the world through love and we are moved by Spirit to accomplish good works with compassion and love for all.

Leader Reflection and Planning

As leaders working with youth in a Unitarian Universalist context, this worship offered an opportunity to reflect on what it means to be a leader in a spiritual context. What came up for you while leading this worship? What did you as co-leaders learn from your co-facilitator? Share your feedback and learnings from this session with the minister and religious educator.

Taking It Home

*With gratitude and grace we lead forward to answer the call of our faith, we move happily together into the unknown, we open ourselves to growth, we go forth to begin the change to our corner of the world, we covenant together to transform the world through love and we are moved by Spirit to accomplish good works with compassion and love for all. – [Kirk Bogue](#) *Worship Web**

IN TODAY'S SESSION... we worshiped together and explored what it means to be a leader. We listened to a story that described leadership as helping people see things the way they really are. We participated in a guided meditation where we investigated a leadership quality we struggle with.

CREATE A RITUAL **Create and practice** a ritual that reminds you of your inherent leadership qualities. Perhaps it is lighting a chalice each day or journaling about your leadership once a week. **Create and practice** a ritual that helps you develop a leadership quality you are working on. Perhaps it is committing to reading the chalice lighting words in a Sunday service a few times this year to practice public speaking or helping in religious education once a month to practice planning and giving direction.

PRACTICE PERSONAL WORSHIP **Read a passage** from your favorite meditation book (your congregation may have a library, you could borrow one from someone on staff or start your own collection by buying one from [In Spirit, the UUA Bookstore](#)) when you wake up or before you go to sleep. Suggested titles are [Becoming: A Spiritual Guide for Navigating Adulthood](#) or [Bless the Imperfect: Meditations for Congregational Leaders](#). **Meditate** on a person you identify as a great leader. It could be someone you know or a famous person. Call to mind the qualities that make this person a great leader and imagine yourself embodying these qualities.

Leader Resource 1 Julia Phelps, A Good Teacher

By Carl Scovel, ([Never Far From Home: Stories from the Radio Pulpit](#))

Reprinted with the permission of Skinner House Books. *Never Far From Home* by Carl Scovel is available at bookstores everywhere or through the publisher at (800) 215-9076 or www.uua.org/bookstore.

In October of 1985 I lost as good a friend and colleague as one could ask for, a lovely lady of eighty-nine. Julia Phelps taught the history of art at Harvard, the University of Trent in Canada, and the Radcliffe Seminars, and she took twelve tour groups to Europe, sometimes in the late afternoon dragging a cordon of fainthearted disciples through the Louvre or the Prado with cheer and vigor. She never lectured without slides, of course, and she was as much at home in classical Greece and Rome as in the works of German expressionists of the 1920s and 1930s. Her lectures encompassed painting, drawing, sculpture, architecture, and urban design.

After hearing and seeing her lectures on William Blake and Albrecht Dürer at our own parish house, I realized that Julia was teaching us not to remember dates and data, but how to look at a painting and thus to see the world itself in a different way. That's what an artist does and that's what a good teacher does. They alter the perceptions of their students.

Did you know that the word theatre comes from the Greek word, *theastai*, which means to contemplate or observe? When the patrons of the Greek theatre went to see the Oedipus plays, such as Iphigenia in Aulis, or any of the great tragedies, they did so expecting that they would relearn reality. The act of observing the play was, therefore, a religious act. They were seeing again the way things really are.

Julia helped people do that. When she showed the slides of Paul Klee's works, beginning with his early, clearly representational paintings, then continuing with his more abstract works, and ending with paintings that were piles of broken shards and fragments, she was showing us through one man's eyes the disintegration of Western civilization into the nightmare of the Third Reich. That was the reality of the 1920s and 1930s.

It occurred to me that it is also the purpose of prayer to teach us to see reality. After we contemplate God's goodness through silence, music, spoken prayers, a moving sermon, a lovely sanctuary, or perhaps through a walk by a lake or the sea, we cannot help but see the world in a different way.

The power of that goodness affects us and enables us to see both good and evil more clearly. I think of a woman like Julia as a seer and a prophetess, someone who envisioned a world beyond our immediate sight.

Three weeks before she died, Julia handed me a copy of an article that she had prepared for The Encyclopedia of Comparative Iconography. With characteristic grace she asked me to read it and tell her what I thought. I didn't open the manila envelope until I got on the subway. It was an essay on heaven and began with the question of how to present in visible terms that which is invisible, nonspatial, and indescribable. What a wonderful way to end your life—with an essay on heaven!

Julia and her kind are blessings to us. Thanks be to God.

Leader Resource 2 To Hear One Another

by L. Annie Foerster ([For Praying Out Loud](#))

Reprinted with the permission of Skinner House Books. *For Praying Out Loud* by Annie Foerster is available at bookstores everywhere or through the publisher at (800) 215-9076 or www.uua.org/bookstore.

The ringing of a bell calls us to worship.

The pounding of a drum calls us to war.

The popping of a cork calls us to celebration.

What is the sound that calls us to hear one another?

Listen... Listen carefully...

It is here, in the silence... Listen deeply...

The beating of our own hearts calls us to ourselves;
calls us to be our true selves;
calls us to be our best selves;
calls us to be what we might become.

Listen... There is another sound...

The breath of our neighbor calls us outside ourselves;
calls us to be companions;
calls us to be allies;
calls us to be partners.

Listen... we must heed the call of our own hearts,
Where love and truth, caring and justice, are born.

Listen... we must heed the call of others,
to gather together for some great purpose,
where passion and fidelity, compassion and equity, are nourished.

The hammering silence calls us together
that we may do the work we cannot do alone.

Let us heed the calls that come in the silence,
that we may be well,
and do good,
in this world together. *Amen.*

Leader Resource 3 Guided Meditation

The Leader in You

We will now begin to explore our own inner leader. Get yourself into a comfortable position. I invite you to close your eyes if that is comfortable for you.

Focus on your breath... in... out... in... out.

Notice the way your belly rises with the inhale, and falls with the exhale.

Call to mind a quality of leadership that you struggle with.

Think of a time in which that quality could have helped you.

Qualities are parts of our whole, and each part exists to help us, if we are able to strengthen it. Some parts are left from our ancestors, such as competitiveness or quick judgment, which helped our ancestors survive.

Reflect on the quality, that part of you. How does it need support?

Now, reflect on a way you can deliberately support it in your daily life.

How does that quality fit in with your other leadership qualities?

How will strengthening this quality enhance your leadership ability?

Return to your breath... in... out...

Your belly... its rise... and its fall...

When you feel you're ready, you can begin to return to the space. If your eyes were closed, you may open them, you may feel the need to stretch... whatever you need to come back to the space.

Leader Resource 4: Alternative Words for Worship

Alternative Chalice Lighting:

Blessed is the Fire that Burns Deep in the Soul by Eric A Heller-Wagner ([Worship Web](#))

Blessed is the fire that burns deep in the soul. It is the flame of the human spirit touched into being by the mystery of life. It is the fire of reason; the fire of compassion; the fire of community; the fire of justice; the fire of faith. It is the fire of love burning deep in the human heart; the divine glow in every life.

Alternative Prayer:

"If, on a starlit night..." by Rev. Dr. Marni Harmony, Minister Emerita, First Unitarian Church of Orlando, FL ([Rejoice Together](#) pg. 94)

If, on a starlight night,
 with the moon brilliantly shimmering,
We stay inside and do not venture out,
 the evening universe remains
 a part of life we shall not know.

If, on a cloudy day,
 with grayness infusing all
 and rain dancing rivers in the grass,
We stay inside and do not venture out,
 the stormy, threatening energy of
 the universe remains
 a part of life we shall not know.

If, on a frosty morning,
 dreading the chilly air before the sunrise,
We stay inside and do not venture out,
 the awesome cold, quiet, and stillness of
 the dawn universe remains
 a part of life we shall not know.

If throughout these grace-given days of ours,
 surrounded as we are by green life and
 brown death, hot pink joy, and cold gray
 pain and miracles—always miracles—

If we stay inside ourselves and do not
venture out,
then the Fullness of the universe
shall be unknown to us

And our locked hearts shall never feel
the rush of worship.

Leader Resource 5 Alternative Reading Re-Birth

(*Worship Web*) by [Betty Jeanne Rueters-Ward](#)

At age twenty, I had the fortune of traveling the world. Through a study abroad program, I journeyed to awe-inspiring destinations like India, Cuba, and South Africa. In the process, I witnessed extreme poverty, global wealth, power disparity, and the effects of war and militarism—all while assured of my safety and physical comfort.

Throughout my voyage, I became aware of the bubble within which I had these cross-cultural experiences—and within which I made sense of my whole life. I experienced my travels as getting smacked in the face by my own privilege—and it stung. And yet, I tried to remain open, to allow myself to be changed. To question or let go of what I had known before. To submit myself to a transformative experience and to answer whatever call the world offered me, hoping I could really listen.

When I returned to the United States, I struggled with what felt like more than reverse culture shock. All around me—in my suburban home, in my congregation, and at my liberal arts college—I saw now that my “normal life” was buffered from much of the world’s suffering. Everything seemed the same, yet forever different. In the first few weeks, I went through the motions: mechanically carrying out administrative tasks by day, numbing my mind with television by night. That lifestyle kept me functioning through my grief and fear. Grief for the life I’d led, but could no longer reconcile with what I now knew about the world. Fear that I would *not*, in fact, be changed but would instead resume my previous, ignorant patterns and assumptions. I felt a great sense of urgency, a frantic need to reconfigure my life in accordance with my values.

Soon after, my first UUA General Assembly brought me back to life. I’d long had a deep love for Unitarian Universalism. Because of it I had built many of my strongest, deepest friendships. I had been trained as a leader and claimed my voice—through preaching in the pulpit or singing favorite hymns in the pews. But that week, I connected in a new way with the Unitarian Universalist commitment to social justice—a commitment I now felt aching deep in my bones.

No longer alone—rather, literally surrounded by leaders and resources for justice-making—I began to lay a new path. Throughout the following decade, I devoted myself personally and professionally to social justice, returning again and again to my faith—not only as a movement for justices but as a sanctuary of spirit. Sometimes I needed connection with others. Other times, I needed a safe place to fall apart. More than once, my quest for justice left me weary, jaded, frustrated, and lost. Yet in the cradle of religious community, knowing that I am one among many building a better world, I have been birthed and re-birthed.

Facilitator Feedback Form

We welcome your critique of this program, as well as your suggestions. Thank you for your feedback! Your input improves programs for all of our congregations.

You may choose to [complete this feedback form online](#).

Otherwise, please forward your feedback to:
Office of Youth and Young Adult Ministries
youth@uua.org

OR

Office of Youth and Young Adult Ministries
Ministries and Faith Development
Unitarian Universalist Association
24 Farnsworth Street
Boston, MA 02210-1409

Workshops You Field Tested: *

- Workshop 1: Web of Youth Ministry
- Workshop 2: Living in Covenant
- Workshop 3: Meaning of Leadership Worship
- Workshop 4: Shared Leadership
- Workshop 5: Active Listening
- Workshop 6: Creating Inclusive Community
- Workshop 7: Leadership Styles
- Workshop 8: Building Multigenerational Connections
- Workshop 9: Conflict Resolution and Transformation

Number of Participants: * _____

Age Range: * _____

Did you work with (a) co-facilitator(s)? *

Yes No

Congregation: * _____

Overall, what was your experience with this program?

What specifically did you find most helpful or useful about this program?

In what ways could this program be changed or improved (please be specific)?

Did you enrich the program with any resources that you would recommend to others?

What impact, if any, do you think this program will have on your life going forward?

What impact, if any, do you think this program will have on your congregation going forward?

Your Name: _____

Your Email: * _____

Participant Feedback Form

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Workshops You Participated In: *

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Your Name: _____

Your Email: * _____