

# Workshop 6: Creating Inclusive Community

## Introduction

*Somewhere, there are people to whom we can speak with passion without having the words catch in our throats. Somewhere a circle of hands will open to receive us, eyes will light up as we enter, voices will celebrate with us whenever we come into our own power. Community means strength that joins our strength to do the work that needs to be done. Arms to hold us when we falter. A circle of healing. A circle of friends. Someplace where we can be free. – [Starhawk](#) *Worship Web**

This session describes ways to create a climate of acceptance and identifies some barriers to creating inclusive community.

## Goals

This session will:

- Ask participants to reflect on the cues, feelings and actions associated with creating a sense of belonging
- Introduce participants to ways to create a climate of acceptance.

## Learning Objectives

Participants will:

- Understand the components of creating a genuinely inclusive community
- Practice ways to create a climate of acceptance as they build community.

## Workshop-at-a-Glance

ACTIVITY	MINUTES
Opening	10
Activity 1. Mattering	10
Activity 2: Five Steps of Community	15

Building

Activity 3: Establishing a Climate of Acceptance 20

Closing 5

## Spiritual Preparation

Reflect on a time when you knew you really mattered to someone or a group. How did you know? What behaviors and language you use to show someone they matter to you? Review Handout 2 Five Steps of Community Building in Youth Ministry and think about what stage you think the participants of this workshop are in. What stage do you think your other communities are in?

## Opening (10 minutes)

### Materials for Activity

- Chalice, candle, lighter or LED/battery-operated candle
- Newsprint and markers
- Chalice lighting words: Waiting by Reverend Marta I. Valentín in [Voices from the Margins](#)

*Step into the center*

*come in from the margins*

*I will hold you here.*

*Don't look back*

*or around*

*Feel my arms*

*the water is rising.*

*I will hold you*

*as you tremble.*

*I will warm you.*

*Don't look out*

*or away*

*life is in here  
between you and me.  
In this tiny space,  
where I end and you begin  
hope lives.  
In this precious tiny space  
no words need be whispered  
to tell us we are one.  
You and I  
we make the circle  
if we choose to.  
Come  
step in  
I am waiting for you.*

- Group covenant (from Workshop 2, Living in Covenant)
- Check in question:

*When was a time you felt like you really mattered to someone or in a group?*

## Preparation for Activity

- Write and post the chalice lighting words on newsprint.
- Post the group covenant developed in Workshop 2, Living in Covenant.
- Post the check in question in the designated place.

## Description of Activity

Welcome first-time participants. Invite participants and facilitators to go around the circle and say their names and briefly answer the check in question (in 3 or 4 sentences). Remind participants that check in is not a time for cross talk - clarifying questions can be asked if necessary. After everyone who wants to has had a chance to check in ask for a volunteer to light the chalice and another to read the chalice lighting words.

## Including All Participants

Let participants know they have the right to pass or pass for now. For participants who have trouble being concise you can ask them “how would you sum up your experience in one sentence?” For participants who have trouble refraining from cross talk remind them of the

group covenant and to be respectful of their peers' time to share and the leaders' time to facilitate.

## Activity 1: Mattering (15 minutes)

Adapted from [Harvest the Power](#)

### Materials for Activity

- Newsprint and markers
- Handout 1 Establishing a Climate of Acceptance

### Preparation for Activity

- Post newsprint with “We Know We Matter When...” written at the top.
- Write on newsprint the four components in inclusive community referenced in in Handout 1 Establishing a Climate of Acceptance.

### Description of Activity

In this activity participants learn to identify the qualities of an inclusive community.

Ask participants to think about others' and their own responses to the check in question: “When was a time you felt like you really mattered to someone or in a group?”

Say something like:

*There are signs in an inclusive community that tell us we belong. The ways people interact with you, the feelings you have, the habits, rituals, traditions or strategies of a community can all be signs of an inclusive community. How did you know you mattered in the situation you talked about during check in? How did people interact with you, what feelings did you have?*

Ask a participant to act as scribe and list responses on newsprint posted for everyone to see.

Review the group's covenant and ask if there are any items from the list of responses people would like to add to the covenant. If a participant sees something from the list they'd like to add to the covenant, ask if the group agrees then add it to the covenant. Use a separate sheet of newsprint if necessary. Ask for a volunteer to take a picture of the list and share it with the group.

Say something in reference to the list generated like:

*A genuinely inclusive community is welcoming to people of all ages, genders, races, ethnicities, abilities, economic classes and sexualities. Even if not all identities are*

*represented in the community there are intentional strategies and habits in place so that if someone, no matter their age, race, ethnicity, gender, ability, class or sexuality walks in the door, they feel a sense of belonging. Communities are never perfect, but naming when we are less inclusive and trying again builds our spiritual muscles.*

*Our Universalist ancestors taught us that all beings are worthy of love and belonging. We can live this in small and large ways by creating inclusive communities that welcome people of all ages, races and ethnicities, classes, gender identities and sexual orientations in our ever-changing world. The United States is in a period of enormous transition. By the year 2043, non-Hispanic white Americans will be the minority as ethnic minority populations and the number of people who identify as multiracial/multiethnic are increasing ([United States Census Bureau, 2012](#)). Community building in the midst of such diversity can be challenging. However, with knowledge, skills and training, creating inclusive community is within every UU community's reach.*

Refer to the newsprint and handout and tell the group that according to former UUA staff person Rev. Dr. Monica L. Cummings, there are four key components in an inclusive community. Ask participants to identify the components that correspond with the list created earlier in the activity.

**Note:** this workshop focuses on creating a climate of acceptance and creating space for trust to grow. Workshop 4, Shared Leadership focuses on mutual relationships and working for a common goal. Workshop 5, Active Listening addresses awareness of cultural differences in communication styles.

## Including All Participants

This activity may be challenging both for participants with identities of privilege and for participants with marginalized identities. Encourage the whole group to not take the concept of mattering for granted and note that identities associated with power and privilege are often unfairly valued more in an unjust society than marginalized identities. Remind the whole group that the way an unjust society views or values aspects of their identity is in no way a reflection of their inherent worth and dignity.

## Activity 2: Five Steps of Community Building (15 minutes)

### Materials for Activity

- Handout 2 Five Steps of Community Building
- Newsprint and markers
- Tape

### Preparation for Activity

- Make copies of handout for all participants.
- Tape together two or more sheets of newsprint, and put them on the wall. Divide these sheets into five equal vertical columns. Label the columns to represent the 5 stages of building community with Bonding on the far left to Deeper Sharing and Goal Setting on the far right.

## Description of Activity

In this activity participants learn specific examples of activities they can use to build community.

Give each participant a copy of Handout 2 The Five Steps to Building Community and ask for volunteers to read the handout aloud.

Invite the group to name the best bonding activities that they have done in youth ministry, either in youth group, with the congregation or at a conference or training. Have a volunteer scribe what the group comes up with, putting them in the “Bonding” column. Repeat this for each stage of building community. If a participant has an activity but is not clear where the activity should be placed, ask for a clarification on what happens during the activity and ask what the group thinks. An activity can be listed in more than one column if it could be used in multiple categories.

After there are a number of activities in each column or time is up, whichever comes first, lead a discussion with questions like:

*What stage do you think this group is in the five steps to building community?*

*What would you do if there were newcomers to a group that was already at Deeper Sharing and Goal Setting?*

End the discussion with the suggestion that a volunteer take a picture of the list of activities and share it with the group so they can use these activities to create community at church, in school, with friends or at home.

## Activity 3: Establishing a Climate of Acceptance (20 minutes)

### Materials for Activity

- Handout 1, Establishing a Climate of Acceptance
- Leader Resource 1, Non-Inclusive Role Play Facilitators’ Notes
- Leader Resource 2, Non-Inclusive Role Play Scenarios

### Preparation for Activity

- Make one copy of Leader Resource 2 and cut scenarios apart.
- Choose two scenarios based on the skill level of the group.

## Description of Activity

In this activity participants learn to identify barriers to creating a climate of acceptance and discuss some ways to address those barriers.

Divide participants into two groups. Pass out a scenario to each group. Give the groups 10 minutes to prepare a short presentation about the scenario. If you have chosen to use the role plays dealing with race or ethnicity, instruct groups to ensure that they are not caricaturing racial stereotypes in their skit. Then have each group present their role play.

After each role-play, say to the members of the group, “Thank you, you are no longer your role, you’re now [state their names].” Ask the larger group to name a few things wrong with this scenario without offering solutions just yet. Refer to Handout 1 Establishing a Climate of Acceptance and remind participants that to establish a climate of acceptance one must suspend judgement, stay engaged, be willing to learn and accept that they may make a mistake. For each role play lead a discussion asking questions like:

*How might the actors suspend judgement in this situation?*

*How might the actors continue to stay engaged in this situation?*

*What might the actors do to demonstrate their willingness to learn in this situation?*

*What might the actors do to demonstrate they can accept they’ve made a mistake?*

End the discussion by making the observation that creating a climate of acceptance is the responsibility of everyone in the group and that a quality of good leadership is the ability to intentionally model inclusive behavior for others.

## Including All Participants

Some participants may have lived these scenarios in real life. Make sure you balance your need for time management with any desires to share personal stories so that participants can feel heard and your session can remain within the designated time frame. Because the scenarios and discussions may be triggering for some participants talk with the minister, religious educator or chaplain ahead of time so they are prepared to respond.

## Closing (5 minutes)

### Materials for Activity

- Newsprint and markers, computer and projector, or Singing the Living Tradition hymnals (enough for two or three people to share one)

- ❑ Come, Come, Whoever You Are YouTube video: <https://youtu.be/IQIZaMhGWIM>
- ❑ Taking it Home

## Preparation for Activity

- Practice the song # 188 Come, Come, Whoever you Are.
- Write the lyrics to the song on newsprint or a Power Point slide or set out hymnals for participants.
- Make copies of Taking It Home for each participant

## Description of Activity

Invite participants to gather in a circle. Thank everyone for their contributions to the group. Pass out Taking It Home and explain that it contains ideas for ways they can continue to explore workshop topics with family and friends.

You can offer that the group can continue a discussion about this session at a later date or in a closed Facebook group if your group has one. End the workshop by inviting the group to sing #188 in Singing the Living Tradition, Come, Come, Whoever You Are. The group can sing a cappella or along with the video.

## Leader Reflection and Planning

As leaders working with youth in a Unitarian Universalist context, this workshop offered an opportunity to examine the ways we can help others know they belong and some barriers to creating inclusive community. What came up for you during the Mattering activity? Did your understanding or ability to explain creating a climate of acceptance increase from facilitating this workshop? 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.



## Handout 1: Establishing a Climate of Acceptance

Adapted from Rev. Dr. Monica L. Cummings' work for the Office of Youth and Young Adult Ministries

Community building can be one of the most rewarding and wonderful experiences of our lives. It can also be one the most frustrating and messy times of our lives. As we join with others to create community it is important to be mindful that the person sitting next to you or across from you may be anxious or self-conscious, may have a different perspective from you or may be present with a different set of cultural experiences and understandings. Therefore, a component of creating inclusive community is to be accepting. There are four components for establishing a climate of acceptance. Community members are willing to: create a climate of acceptance; be aware of cultural differences in communication styles; trust each other; enter into mutual relationship and work for a common goal. Here are some more tips on establishing a climate of acceptance.

### Suspend Judgment

Being accepting challenges community members to suspend judgment of others and instead look for common ground on which to build a relationship. It also requires group members to move out of their comfort zone by talking with people they do not know or talking with people who are new to the group. While it is part of human nature to gravitate toward what is familiar and comfortable, too often when that aspect of human nature plays out in group situations, there is usually at least one person left out.

### Stay Engaged

A second component of establishing a climate of acceptance is the ability to wrestle with an unfamiliar or opposing perspective and stay engaged in order to understand another's perspective or lived experience. Understanding another's perspective (regardless if you agree with it or not) is important because it allows one to learn what holds meaning for the other person. Once we learn what is meaningful to others the bond between us grows closer.

### Be Willing to Learn

A third component of establishing a climate of acceptance is the willingness to learn from everyone in the group. That includes being open to learning from women, ethnic minorities, transgender and working class people who have much to teach those who are middle and upper class, post high school educated and male.

### Accept that You Will Make Mistakes

The final component of establishing a climate of acceptance is acknowledging that you and other group members will make mistakes. Making mistakes is a normal part of being human (and how we learn most times). However, most of us are given the cultural message at an early age that mistakes are something to be avoided at all costs. There is a tendency to "hold back" in community because we are afraid to make a mistake. However, when we fear making a mistake we also risk not growing into our full potential. This limits our contributions to our community and limits our confidence in ourselves.

## Handout 2: Five Steps of Community Building

Adapted by Jennifer Martin and Galen Moore from [Youth Ministry Advising: A Complete Guide](#) by the UUA Office of Youth and Young Adult Ministries

### Step One: Bonding

The first step in building community is to break down the cliques and barriers that exist, and to establish a relationship of trust among the individuals in the group. A problem-solving task or other activity that requires group members to work side by side can create communal bonds. As they discuss solutions and help one another accomplish the goal, group members transcend their diverse backgrounds. Cooperation is the goal. As each person's input is accepted and welcomed by others, they begin to identify themselves as part of the team.

### Step Two: Opening Up

When an individual can share non-threatening areas of their life, an exciting step in group building has taken place. If one person perceives that another is genuinely interested in their story, then trust will develop between the two. Unfortunately, the reverse is also true. If a person perceives that others do not care enough to listen, trust – the foundation of community – will not be established. The more sympathetically a group listens, the more secure an individual feels as a member of a group.

The exercises done in this step should be flexible, so that people can share to whatever degree they feel comfortable. Participants leave these activities enthusiastic about the deepening friendships they are developing in their group. They realize that their personal imperfections and struggles are shared by the group. Individuals discover that their uniqueness is not strange but wonderful and the group accepts and loves them.

### Step Three: Affirming

The act of encouraging each other through affirmation is crucial to the growing process of a group. When a person's peers compliment them, they feel more confident in themselves in relation to the group and can share deeper feelings. Many reclusive people become active members of the group when they realize others care about them. Participants in affirming interactions leave feeling warm and fuzzy about the group and themselves. This feeling is especially crucial at this stage of the community building process. After Opening Up, people need positive feedback before they will consider sharing further. It is important to remember that adult leaders and advisors are an integral part of the community building process and they need affirmation from their peers just like everyone else.

### Step Four: Stretching

Difficult situations naturally arise if the group is together long enough. These include problems that arise in group members' lives like divorce, illness, drug abuse; or those that affect the group

directly like division of the church, rules violation, breaks in the covenant and cliques. These situations are opportunities for stretching. If a stretching experience does not surface on its own it is sometimes necessary to initiate one.

Stretching exercises reap many benefits. When people move beyond their normal comfort level they experience the greatest potential for growth. Group members facing struggles together must actively care for each other. Individuals cannot merely say they care for each other in a stretching exercise; they must actively show it. They must create an atmosphere where people feel comfortable enough to expose their imperfections to the group. When they see that the group still likes them, they realize that their facade of perfection is unnecessary. And when self-critical members of the group discover that even seemingly perfect people have struggles, they will be less hard on themselves.

Through a simple stretching exercise, individuals also realize they can achieve much more as a group than they could as a collection of individuals. They realize the importance of each member to the entire group. Facing and overcoming difficulties give people the confidence that they can cope with the everyday problems they face and builds resilience. They learn that they can accomplish more than they thought possible, if they believe in themselves.

## Step Five: Deeper Sharing

At this stage, individuals share deeply with one another and set goals. The group becomes a setting where people can express their visions of the future and present struggles. The group will not laugh at or condemn its members if they admit they flunked a test, or that they dream of becoming a US senator, or that they have a drinking problem.

When a group member shares a problem, the rest of the group gives support and encouragement by expressing sympathy. The group can help the individual talk through possible solutions and goals. The group holds the individual accountable for their decisions, remaining supportive throughout the process.

It is important to keep in mind that not all of a person's thoughts are appropriate to share in a group setting. A person should be discouraged from telling the entire group details of their life that might hurt another member of the group. They should be encouraged to share these struggles with one another or their mentors on a one to one basis, and in these conversations come up with a suitable way to bring it to the group.

## Action

Taking a group through the five steps is essential to create community, but it is only the beginning of the exercises' benefits. Once they have built a sense of community, participants will be ready to risk sharing with their peers in a non-programmed way. They will also be ready to set and accomplish other goals with a united effort.

## Taking It Home

*Somewhere, there are people to whom we can speak with passion without having the words catch in our throats. Somewhere a circle of hands will open to receive us, eyes will light up as we enter, voices will celebrate with us whenever we come into our own power. Community means strength that joins our strength to do the work that needs to be done. Arms to hold us when we falter. A circle of healing. A circle of friends. Someplace where we can be free. – Starhawk*

**IN TODAY'S SESSION...** we reflected on the cues, feelings and actions associated with creating a sense of belonging. We learned about barriers to creating inclusive community and practiced tools for creating a climate of acceptance.

**SHOW SOMEONE THEY MATTER:** **Invite** a friend to church on Sunday. **Ask** someone who goes to your congregation but hasn't been in awhile if you'll see them on Sunday. If they say they can't make it, ask if there's anything they need. **Learn** something new about someone at school to whom you wouldn't normally talk.

**PRACTICE INCLUSIVITY:** **Pay close attention** this week to who is left out of your circle of friends. Think about ways to expand your circle of friends. **Be aware** of real life non-inclusive scenarios in the media and post a comment on your social media about suspending judgement, staying engaged, having a willingness to learn or accepting that someone has made a mistake.

**ENGAGE IN SPIRITUAL PRACTICE:** **Practice Gratitude** by writing someone a letter or thank you card telling them how they have made you feel included in their life or community. Hand deliver it or put it in the mail, everyone likes to receive a letter!

## Leader Resource 1: Non-Inclusive Role Play Facilitators' Notes

Divide the group into two groups and give each group a scenario from Leader Resource 2 Non-Inclusive Role Play Scenarios. Give the groups 10 minutes to prepare a short presentation about the scenario. Then have each group present.

Go over the following four guidelines with the group.

Guidelines:

1. Everyone must have a part/line. Even if your part consists of giggling in the background or your one line is, "Hey, stop that!" be sure everyone is involved in the skit.
2. Just present the problem, don't resolve it. You can discuss possible solutions within your group, but once you present the 'problem,' the rest of the group will be required to figure out the best way to resolve it.
3. Don't play yourself. If you are a youth, try playing an adult, or vice versa. Or play someone with a very different personality than yourself.

Some of the role plays are situations dealing with race or ethnicity. Make sure to check in with those groups, to make sure that they are not caricaturing racial stereotypes in their skit.

### Non-Inclusive Scenario # 1 Notes for Facilitating Large Group Discussion

This can be a sensitive role play. Some may insist that scenario #1 could never happen (it does) or that it's not specific to communities of color. If there are people of color in the group, leaders should be sure they are not challenged to prove that this could or has happened. The take-away with this scenario is that someone in the community is being treated as an outsider and is assumed to be custodial staff, likely because of their race or ethnicity.

The group discussion should focus on responding to an event like this: talking with the youth and affirming that they are a valued member of the community, speaking with the adult about what transpired, having conversations as a planning team for the next event around how to prevent this kind of occurrence. A long term response may be a commitment to anti-racism, anti-oppression and multiculturalism training.

### Non-Inclusive Community Scenario #2 and #3 Notes for Facilitating Large Group Discussion:

Some participants in the room may have experienced something like scenario #2 in their own youth groups and may want to share what they did in that situation. A little is ok, but encourage them to talk about what they would do in the situation that was presented, instead of explaining their experience in great detail.

Things that should be done after a situation like this include support for the upset youth, conversations with those using the derogatory language and perhaps a mediated conversation with all the involved parties. There may also be a need for community healing as community has been broken. Even those who were not involved will certainly have heard about it before long.

Suggest that the actors in scenario #2 could create a covenant as a youth group at the next meeting about how they want to be in community and the group's values. Youth groups should be a place that is inclusive, regardless of a person's race, ethnicity, gender identity, sexual orientation, religious belief, class, ability, education, or social group. We need to be intentional about making them so.

## Non-Inclusive Community Scenario #4 Notes for Facilitating Large Group Discussion

This question is often included in introductions in an effort to avoid assumptions and make space for transgender people to feel included. However, it can sometimes have the opposite effect. "It doesn't matter to me," can be interpreted as dismissive or as an example of privilege. It can also sometimes have the effect of negating an individual's insistence on a particular set of pronouns: "If others 'don't care' what they're called (which is a privilege because they will likely be called by the correct pronoun anyway), then why should it matter what I call you?" Participants being dismissive of the exercise can isolate a transgender person in the room, and being forced to share puts those not yet ready to come out to the group in a very awkward, uncomfortable position where they either have to lie or out themselves. A possible "remedy" is to create an optional space during introductions where people can share what information they feel the group should have to welcome them. This can include pronouns, allergies, needs, or other identifiers.

## Leader Resource 2: Non-Inclusive Role Play Scenarios

### Non-Inclusive Scenario # 1

#### Guidelines:

1. Everyone must have a part/line. Even if your part consists of giggling in the background or your one line is, "Hey, stop that!" be sure everyone is involved in the skit.
2. Just present the problem, don't resolve it. You can discuss possible solutions within your group, but once you present the 'problem,' the rest of the group will be required to figure out the best way to resolve it.
3. Don't play yourself. If you are a youth, try playing an adult, or vice versa. Or play someone with a very different personality than yourself.

#### Role play the following situation:

*It's Sunday morning and your weekend conference is coming to a close. Adults from the congregation are cleaning up from coffee hour and there is some mixing between the groups. One of the adults approaches a youth of color, assuming they are on the custodial staff and not a member of the conference, and hands them a bag of garbage to be taken outside (tells, doesn't ask) and returns to talking to the other youth about their experiences at the conference.*

Be creative with how you present this problem, taking care not to caricature racial stereotypes. Maybe you are a group witnessing the interaction instead of playing it out. Maybe one person witnessed it and is telling you all what happened. People should have varied reactions. The important part to get across is that sometimes people assume that people of color that they don't recognize aren't part of our communities.

## Non-Inclusive Community Scenario #2

### Guidelines:

1. Everyone must have a part/line. Even if your part consists of giggling in the background or your one line is, “Hey, stop that!” be sure everyone is involved in the skit.
2. Just present the problem, don’t resolve it. You can discuss possible solutions within your group, but once you present the ‘problem,’ the rest of the group will be required to figure out the best way to resolve it.
3. Don’t play yourself. If you are a youth, try playing an adult, or vice versa. Or play someone with a very different personality than yourself.

### Role play the following situation:

*Your youth group is out in the community doing a service project. Several of youth from your group are off to the side talking amongst themselves and are overheard using derogatory language to mock a group of people. Some of those who overhear are members of that group and are visibly upset. Others laugh. Another says that it’s not appropriate and an argument starts. Some of those who were upset do not take part and walk away.*

Language is powerful. Keep in mind that people may be upset if you actually use offensive language in your skit even if you don’t mean it. Be creative; try to figure out a way to portray the situation without using words that folks in the room may be hurt by.



## Non-Inclusive Community scenario #3

### Guidelines:

1. Everyone must have a part/line. Even if your part consists of giggling in the background or your one line is, "Hey, stop that!" be sure everyone is involved in the skit.
2. Just present the problem, don't resolve it. You can discuss possible solutions within your group, but once you present the 'problem,' the rest of the group will be required to figure out the best way to resolve it.
3. Don't play yourself. If you are a youth, try playing an adult, or vice versa. Or play someone with a very different personality than yourself.

### Role play the following situation:

*During get-to-know-you time, participants are asking each other questions. One person asks an Asian-American participant where they're from. When they respond that they are from a particular US city, the person presses. "No, I mean, where are you from?" The participant responds again that they are from that particular area and gets a response of "No, before that." They go back and forth a few times before the questioner says, "No, I mean, where are you from? What are you?"*

Be creative with how you present this problem, taking care not to caricature racial stereotypes. Maybe you are a group witnessing the interaction instead of playing it out. Maybe one person witnessed it and is telling you all what happened. People should have varied reactions. The important point to get across is that sometimes people make assumptions about the national origin of people of color, suggesting that they cannot be "from America."

## Non-Inclusive Community Scenario #4

### Guidelines:

1. Everyone must have a part/line. Even if your part consists of giggling in the background or your one line is, “Hey, stop that!” be sure everyone is involved in the skit.
2. Just present the problem, don’t resolve it. You can discuss possible solutions within your group, but once you present the ‘problem,’ the rest of the group will be required to figure out the best way to resolve it.
3. Don’t play yourself. If you are a youth, try playing an adult, or vice versa. Or play someone with a very different personality than yourself.

### Role play the following situation:

*You are at a conference and introductions include what gender pronoun you would like others to use for you. Some participants says ‘it doesn’t matter what you call me’ while one participant looks very uncomfortable about having to answer the question and tries to skip it. The person is then asked, directly, to share.*

Be creative with how you present this problem, taking care not to caricature those who are transgender or gender variant. Some participants can be dismissive, others ‘Her, of course, duh,’ and other reactions, and the “it doesn’t matter” group is mostly made up of people who are not transgender or genderqueer. At least one should be visibly uncomfortable about having to say their pronoun.

# 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](mailto: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

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](mailto: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 Participated In: \*

- 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

Your Age: \* \_\_\_\_\_

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: \*** \_\_\_\_\_