

## Tapestry of Faith Vision Statement

We envision children, youth, and adults who:

- know that they are lovable beings of infinite worth, imbued with powers of the soul, and obligated to use their gifts, talents, and potentials in the service of life;
- affirm that they are part of a Unitarian Universalist religious heritage and community of faith that has value and provides resources for living;
- accept that they are responsible for the stewardship and creative transformation of their religious heritage and community of faith in the service of diversity, justice, and compassion;
- realize that they are moral agents, capable of making a difference in the lives of other people, challenging structures of social and political oppression, and promoting the health and well-being of the planet;
- recognize the need for community, affirming the importance of families, relationships and connections between and among the generations;
- appreciate the value of spiritual practice as a means of deepening faith and integrating beliefs and values of everyday life.

## Tapestry of Faith Outcomes

Through surveys, focus groups, and other feedback, Unitarian Universalists identified four desired outcomes for children, youth, and adults in religious education programs. These outcomes are four strands woven throughout Tapestry of Faith. Far from mutually exclusive, these outcomes are interdependent and interactive:

Ethical Development

Spiritual Development

Unitarian Universalist Identity

Faith Development

### **Ethical Development**

*Vision: nurturing children youth and adults who*

- *Realize that they are moral agents, capable of making a difference in the lives of other people, challenging structures of social and political oppression, and promoting the health and well-being of the planet;*
- *Accept that they are responsible for the stewardship and creative transformation of their religious heritage and community of faith in the service of diversity, justice and compassion.*

### **Goals**

- To live out one's values
- To want to make the world a better place
- To be passionate seekers of justice and peace
- To be good stewards of the environment
- To have a moral basis for deciding right and wrong

### **Elements**

- Values, ethics, character development
- Right relationship/right action
- Stewardship and citizenship
- Acceptance/ affirmation/celebration of diversity
- AR/AO/MC understanding and action
- UU heritage of moral agency

## **Spiritual Development**

### **Vision: *nurturing children youth and adults who***

- *Know that they are lovable beings of infinite worth, imbued with powers of the soul, and obligated to use their gifts, talents and potentials in the service of life;*
- *Appreciate the value of spiritual practice as a means of deepening faith and integrating beliefs and values with everyday life.*

### **Goals**

- To nurture a deepening spiritual life and spiritual centeredness
- To cultivate individual and communal spiritual practices
- To develop an alertness to the wonder and mystery of existence
- To feel a connection to a larger reality
- To experience the sacred through worship, ritual, wisdom of faith traditions, and spiritual disciplines

### **Elements**

- Spiritual awareness and centeredness
- Spiritual practices/disciplines
- Spiritual wisdom of other faith traditions
- Spiritual wisdom of UU faith traditions
- God, ultimate, transcendence
- Sense of (being part of) something larger
- Connection, with other people, nature, universe
- Wonder, awe, mystery
- Beauty, truth, love, joy, and trust in the midst of life's suffering, brokenness, loss
- Willingness and ability to engage with issues of ambiguity, good and evil, sin, forgiveness, redemption, atonement
- Worship, rites, rituals, sacred texts

## **Unitarian Universalist Identity**

### **Vision: *nurturing children youth and adults who***

- *Affirm that they are part of a Unitarian Universalist religious heritage and community of faith that has value and provides resources for living;*
- *Recognize the need for community, affirming the importance of families, relationships and connections between and among the generations;*
- *Accept that they are responsible for the stewardship and creative transformation of their religious heritage and community of faith in the service of diversity, justice and compassion*

### **Goals**

- To be grounded in UU history and heritage
- To understand what Unitarian Universalism is and stands for
- To confidently articulate what Unitarian Universalism is and stands for
- To identify Unitarian Universalism as one's religious home
- To share a common UU vision, language, and identity

### **Elements**

- UU history and heritage
- UU worship, rituals, symbols, and traditions
- Meaning of covenant
- Principles and Sources: understand, articulate, and live
- Universalist legacy of love, faith, hope
- Unitarian legacy of freedom, reason, tolerance
- Rites of passage
- UU identity (personal, communal)
- UU stories
- UU language
- UU polity

## **Faith Development**

### *Vision*

*Together, all of the vision statements of Tapestry of Faith describe the development of a vital, lifelong liberal faith.*

*This strand –faith development – emphasizes each person’s religious journey as a participant in a faith community and faith tradition, and each person’s lifelong process of bringing head, heart, and hands to what is of ultimate meaning and value.*

### **Goals**

- To participate in an evolving and deepening faith
- To experience Unitarian Universalism as a faith with lifelong value
- To be willing and able to engage with life's changes and transitions
- To engage in making meaning of life and finding purpose in life
- To affirm life, seeing all life as a gift
- To explore and articulate one’s own faith
- To feel a sense of belonging in a faith community and part of a faith tradition

### **Elements**

- Exploring the religious Big Questions such as, Who or what is God? Why are we here and what is expected of us? What is the meaning of life and death? Why do good and bad things happen? Is the universe a friendly place?
- Integrating faith components:
  - What we know (cognitive)
  - What we trust (affective)
  - How we act (behavioral)
- Applying one’s faith to life issues
- Exploring and articulating one’s (evolving) beliefs and personal faith
- Understanding and utilizing religious language and concepts
- Reflecting, discerning, thinking critically
- Understanding with Faiths that “Life becomes religious whenever we make it so...”