



# Licensed Unity Teacher Handbook

(Revised November 2021)

## A letter from the Unity Worldwide Ministries Credentialing Coordinator

Welcome to the Licensed Unity Teacher Program. We are happy you are interested in expanding your role in your Unity ministry. This handbook will provide you with an overview of the program. Please review the information and let us know if you have any questions.

### RESOURCES

#### Your sponsoring minister:

**Unity Worldwide Ministries (UWM)**, [Licensed Unity Teacher Program](#). 200 Unity Circle North, Suite A, Lee's Summit MO 64086

**Credentialing department**, email: [credentialing@unity.org](mailto:credentialing@unity.org)

**Credentialing Coordinator**, Rev. Lynn O'Dell, [LODell@unity.org](mailto:LODell@unity.org), 816-434-6843

**Credentialing Assistant**: Denise Boehm, [DBoehm@unity.org](mailto:DBoehm@unity.org); 816-434-6895

#### **Unity Worldwide Spiritual Institute (UWSI) Contacts:**

(prerequisite SEE (Spiritual Education and Enrichment) and Leadership courses) [Unity Worldwide Ministries | UWSI](#)

Indira Huerta, Registrar, [IHuerta@unity.org](mailto:IHuerta@unity.org) or [registrar@unity.org](mailto:registrar@unity.org) 816-434-6861

Rachel Gaither, Assistant Registrar, [RGaither@unity.org](mailto:RGaither@unity.org) 816-434-6867 (part-time, mornings)

**Unity Worldwide Ministries Region Information:** [Regional Information | Unity Worldwide Ministries](#)

**UWM Regional Information:** [Regional Information | Unity Worldwide Ministries](#)

The Licensed Unity Teacher Program is sponsored by Unity Worldwide Ministries and designed for those Unity students who desire to become licensed Unity teachers. Requirements include a three-part process: (1) prerequisite courses, (2) Leadership courses, (3) and completion of the credentialing practicum including specialty courses/classes, additional training in the ministry to gain further knowledge in a chosen focus area, and "hands on" learning in the home ministry. The final step is an invitation to a Skills Demonstration Seminar (SDS).

Your first steps to becoming a licensed Unity teacher will be to complete the **prerequisite courses**, review this handbook, and **develop a plan** with your sponsoring minister. You will choose a focus area to pursue and write your letter of intent to the Credentialing Coordinator. After receiving your letter of intent, the credentialing department will send you an application, signature documents, and provide you with information about your psychological assessment. We will send a separate email to your sponsoring minister with a reference form attached. You should then be ready to register for your **first set of Leadership courses**. After you have been notified of acceptance into the LUT program and participated in the mandatory Orientation, you and your sponsoring minister will receive a link to the document you will use to track your **Credentialing Practicum requirements**. The final step to becoming a licensed Unity teacher will be to apply for, pay, and participate in the **Skills Demonstration Seminar (SDS)**.

Blessings,

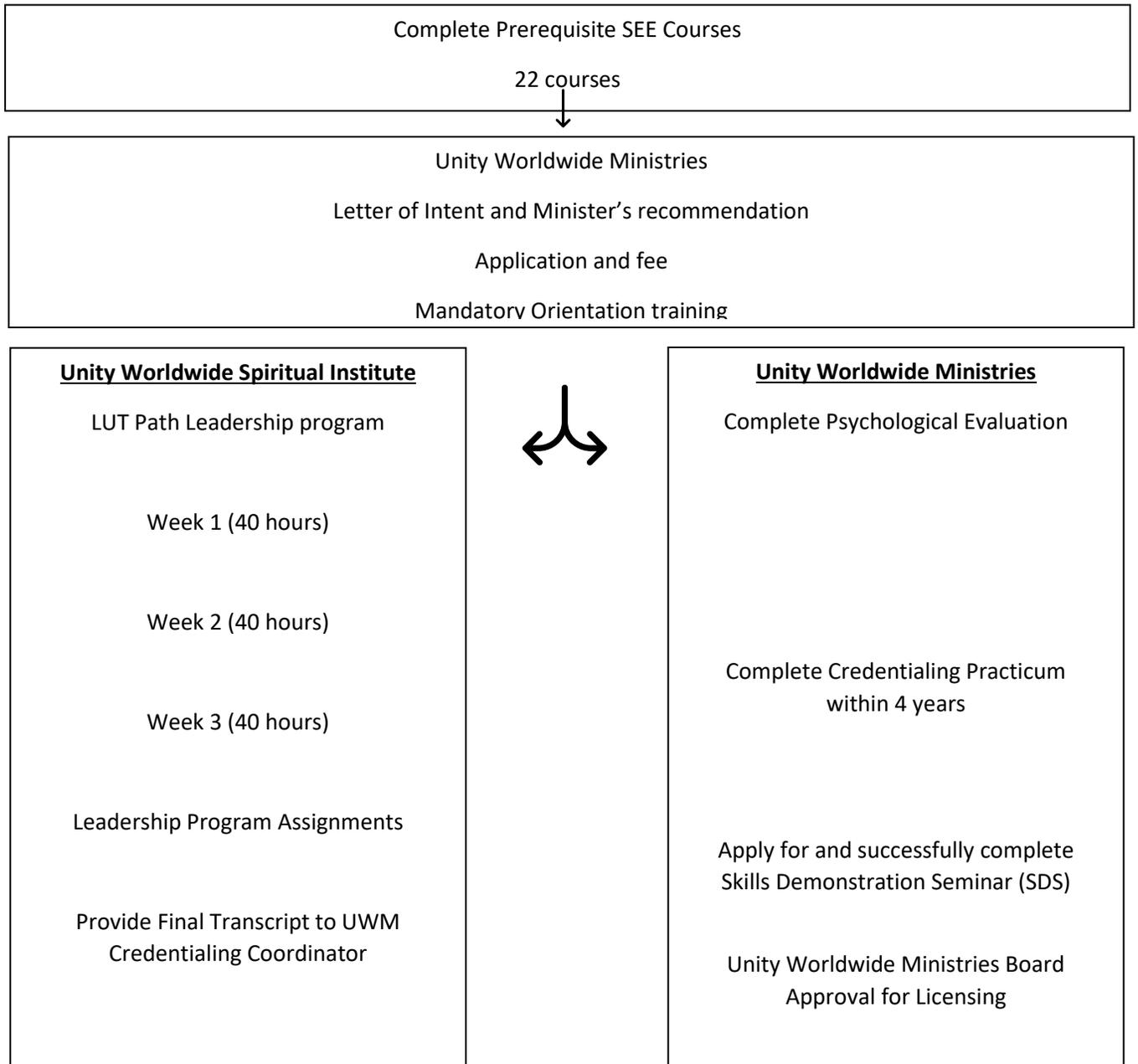


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## Flow Chart



Licensed teacher candidates are required to have access to a computer and internet and be able to communicate via email and open attachments.

We encourage you to visit our website to sign up for our e-newsletter, *The Path*. Additional information is available at [unityworldwideministries.org/publications](http://unityworldwideministries.org/publications).

# Licensing for Unity Teachers – Overview

## Purpose

The purpose of the Licensed Unity Teacher Program is to provide the Unity ministry with a leader who is equipped to serve and support a Unity minister and ministry. This program is designed to deepen one's understanding of Unity principles and to acquire leadership skills, thereby equipping one to be an asset to the ministry community.

## Sponsoring Minister

The role of the sponsoring minister is to be a mentor for the licensed teacher candidate as well as an evaluator of the candidate's teaching skills, interaction with the congregation, and readiness for a leadership position in a Unity ministry. The sponsoring minister continues in this role after the candidate is licensed. The licensed Unity teacher serves the Unity ministry in accordance with the mission and vision of the Unity ministry and at the direction of the minister. The sponsoring minister must be an ordained or licensed Unity minister or a qualified and approved Unity spiritual leader.

## Prerequisites

1. Complete specified prerequisite SEE (Spiritual Education and Enrichment) courses. *List provided in this handbook.*
2. Be an active member of a Unity ministry which is recognized by Unity Worldwide Ministries.
3. Enter into an agreement with your sponsoring minister regarding your future role as a licensed Unity teacher in a specific ministry.
4. Send a letter of intent to the Credentialing Coordinator at Unity Worldwide Ministries.
5. Have access to a computer and internet and be able to communicate via email and open attachments.
6. Complete a psychological evaluation. This is completed **prior** to beginning the work described in this handbook and should be completed prior to your first LUT Path Leadership week. Additional evaluation may be required later, depending upon the results of the initial evaluation.
7. Attend a mandatory orientation prior to the start of the Leadership courses and beginning your LUT credentialing practicum.

**SEE Courses (all focus areas)** These classes must be completed within 10 years.

The prerequisite SEE courses are 22 classes affording Unity students the opportunity to learn Unity basics through foundational classes. The [SEE catalog on the UWSI website](#) lists all the current courses including notes on any upcoming changes. To remain on the LUT path all 22 classes must be completed within 10 years. These prerequisites may be taken in the following way:

1. Online courses offered by Unity Worldwide Spiritual Institute. The current schedule can be found on the website at: [unityworldwideministries.org/uwsi/academic-calendar](http://unityworldwideministries.org/uwsi/academic-calendar).
2. Online courses offered by Unity Urban Ministerial School. More information can be found at [www.uums.org](http://www.uums.org).
3. Courses taught by any Unity minister or licensed Unity teacher through a local or online Unity ministry.
4. Courses taught by a Unity minister or licensed Unity teacher through SEE In-The-Field sessions offered at local Unity ministries.

**The 22 required courses are:**

**Spiritual Studies**

Overview: Hebrew Scriptures  
 Bible Interpretation: Hebrew Scriptures  
 Overview: Christian Scriptures  
 Bible Interpretation: Acts–Revelation  
 Jesus’ Teachings  
 The Christ

Prosperity

**Spiritual Personal Development**

Conversation Skills  
 The I of the Storm  
 Discerning Your Purpose  
 Self-Awareness  
 Meditation Practices  
 Self-Care  
 Unity Prayer

**Historical and Theological Studies**

Foundation of Unity  
 Metaphysics 1  
 Healing and Wholeness  
 Metaphysics 2  
 History of New Thought and Unity  
 Metaphysics 3  
 Twelve Powers  
 Metaphysics 4

**Additional Prerequisites**

**For Administration Focus (additional prerequisites)**

- **Administration Training.** Two years’ experience in administrative assistant position. Must be documented.
- **Bookkeeping Training.** Bookkeeping skills must be documented with proof of competency through certificate of completion from a business school, college transcript, and/or statement from a former employer describing the bookkeeping work performed.

**For Youth and Family Ministry Focus (additional prerequisites)**

- **Additional Prerequisite:** Completion of Certified Spiritual Educator Program.

# Entering the Licensed Unity Teacher Program

## Letter of Intent

Send your letter of intent to the credentialing department as you are nearing completion of the prerequisite SEE classes. Include the following:

1. Candidate's name, home address, phone numbers, and email address
2. Number of prerequisites SEE hours completed
3. When (month and year) you plan to begin your first leadership classes
4. Your chosen focus area
5. Name and address of your sponsoring ministry and minister's email address
6. If you are a spiritual leader, the name of your ministry and the date you became spiritual leader of this ministry.

After receiving your letter of intent, the credentialing department will send you the *LUT Handbook*, an application form, and supporting signature documents. Your sponsoring minister will be sent an email with a recommendation form to complete and return directly to the credentialing department.

**Application due dates are May 1 and August 1, each year.**

**A Sponsoring Minister's recommendation is required.** All LUT applicants must have a recommendation from a sponsoring Unity minister or UWM-approved spiritual leader.

**Psychological Evaluation.** Upon receipt of the LUT application and sponsoring minister's recommendation, each applicant is paired with a psychologist and provided contact information to schedule and complete a set of required tests and an interview.

**Acceptance into the Licensed Unity Teacher Program.** After meeting all the requirements, if accepted, you will receive an invitation to the Orientation and a letter of acceptance with a link to your Credentialing Practicum Tracking page

## Leadership Program

Students who have completed the prerequisites and are working with the Credentialing staff may enter this 12-course UWSI program in preparation to become a Licensed Unity Teacher. Your application and minister recommendation must be received by the credentialing department prior to beginning the Leadership Program. [Licensed Unity Teacher Studies | Unity Worldwide Ministries](#)

### LUT Leadership Session 1

Advanced Bible Study  
Art of Teaching I  
Communication I  
Ministry Leadership and Polity

### LUT Leadership Session 2

Integrated Metaphysics  
Art of Teaching II  
Communication II  
Interpersonal Studies

### LUT Leadership Session 3

Communication II  
Art of Teaching III  
Prayer & Spiritual Support  
Praying as a Unity Leader

**Credentialing Practicum** this practicum must be completed within 5 years

The Licensed Teacher Candidate Practicum program is sponsored by Unity Worldwide Ministries and designed for Unity students who desire to become licensed Unity teachers. Candidates work towards completion of the practicum requirements simultaneously while taking the LUT Path Leadership courses.

**Do NOT begin practicum requirements prior to receiving your acceptance letter or completing the mandatory Orientation.** Requirements include completion of the Practicum, including specialty courses/classes and additional training in the ministry to gain further knowledge in the chosen focus area with “hands on” learning in the home ministry. To remain on the LUT path the practicum must be completed within 5 years. See detailed Practicum requirement lists in the **Focus Area Descriptions** section of this handbook.

**Focus Areas choices include**

Licensed Teacher specializing in **Administration**

Licensed Teacher specializing in **Adult Education**

Licensed Teacher specializing in **Music Ministry**

Licensed Teacher specializing in **Pastoral Care**

Licensed Teacher specializing in **Youth and Family Ministry**

## **Skills Demonstration Seminar (SDS)**

After you have successfully completed all requirements and you are ready to attend SDS, complete and submit the [SDS Application form](#) with fee payment. On receipt of the completed application and fee, the candidate may be invited to attend the Skills Demonstration Seminar (SDS) which is sponsored by Unity Worldwide Ministries. This final requirement to become a licensed Unity teacher is offered through Unity Worldwide Ministries. SDS includes a written test and provides the candidate the opportunity to demonstrate teaching skills on an assigned topic, share information with other Unity students, and learn more about the role of a credentialed Unity Leader.

What we are evaluating:

- Ability to teach an interactive class, appealing to more than one learning style
- Ability to lead a meditation
- Ability to give and accept feedback
- Listening skills and interpersonal skills
- Ability to think on one's feet
- Ability to use more than one method to teach
- Ability to establish a positive connection with the class
- Ability to articulate knowledge of Unity foundational principles
- Understanding of the role of the licensed Unity teacher in a Unity ministry
- Demonstration of having integrated Unity teaching in your life

**SDS Evaluation Format:**

Each student will have an evaluation session which should be complete in one hour, consisting of:

**A 45-minute mini-class presentation** that includes an interactive learning activity supporting the assigned topic involving all members of the group. An interactive learning activity engages all group members and their senses of sight, hearing, touch, and movement. Discussion may be included, but more activity is required.

**A 5-minute meditation** which may be at the beginning, middle, or end of the mini-class.

**Question & Answer time** when candidates will be asked questions to be answered spontaneously. Questions will cover basic Unity teachings, metaphysics, Bible, and life applications of Unity principles. Questions will also cover the role of the licensed Unity teacher.

**Advisor Feedback** delivered live with written comments upon request.

**Oral Feedback** from the group (1-minute maximum per person).

Candidate will have 3 minutes to **respond to feedback**.

# Focus Area Descriptions

Licensed Teacher specializing in **Administration**

Licensed Teacher specializing in **Adult Education**

Licensed Teacher specializing in **Music Ministry**

Licensed Teacher specializing in **Pastoral Care**

Licensed Teacher specializing in **Youth and Family Ministry**

## Administration

The **Administration** focus is designed to provide the Unity ministry with a leader who is equipped to serve and support a Unity minister and ministry in areas of administration. This focus area is designed to deepen one's understanding of Unity principles and to acquire leadership skills in relationship to administrative aspects of the ministry community.

### Additional prerequisites for this focus include:

**Administration Training.** Two years' experience in administrative assistant position. Must be documented.

**Bookkeeping Training.** Bookkeeping skills must be documented with proof of competency through certificate of completion from a business school, college transcript, and/or statement from a former employer describing the bookkeeping work performed.

After acceptance into the LUT program, you and your sponsoring minister will receive a link to the document used to track your progress through the Practicum requirements.

**Administration** Specialties – Working with your sponsoring minister, **choose TWO Administration** specialty areas to explore, and select practicum components to support those choices.

- **Staff & Office Management** – people management and operation management
- **Finance** – bookkeeping, fund development, grant writing, financial and tax law compliance
- **Event Management** – event planning and management, volunteer team development and management
- **Communication** – ministry communication through website, social media, audio/visual technology, and print media
- **Leadership** – Board leadership, collaborative team leadership, ministry leadership roles
- **Custom** – create a specialty area suited to your goals or ministry needs—must be approved by UWM credentialing staff

The Practicum requirements for **Administration** include:

### Practice Teaching

Teach 3 different courses from the list of texts provided in this handbook, for a total of 30 hours of practice teaching. Courses are to be taught *after* completion of the Art of Teaching I course. Your first lesson plan should be your final draft from the Art of Teaching I. Present lesson plans and handouts for your minister's approval prior to teaching your first class. Our preference is that courses will be taught as ten 1-hour classes or five 2-hour classes, as this conforms to the format for teaching credit classes. *Your minister must observe you teaching at least one class of each course.* Complete one syllabus and one lesson plan for each course and submit to your minister for approval. Example provided in this handbook.

### Unity Event Attendance

Attend one of the following events to deepen your connection and involvement with Unity on a national and regional basis: Annual Convention, Regional or Sub-Regional Conference, EmPower Music Festival.

### Book Reviews

From the list in this handbook review 3 books and complete 3 written book reviews. Choose books that will enhance your chosen specialty areas. See Recommended Books for Review for **Administration** focus,

Book Review Guidelines, and Example in this handbook. Books not included in this list may be submitted for consideration.

### **Volunteering in Ministry**

Volunteer in an ongoing basis in your sponsoring ministry. Choose activities that will enhance your specialty areas. Examples: volunteer in the ministry office, serve on the finance committee, lead event planning, lead a volunteer team, assist with some aspect of ministry communications, participate with the budget process for the church, serve in an active role in the ministry bookkeeping, leadership role in volunteer program (training, supervision, support, and evaluation).

### **Specialty Courses**

- **Purpose:** to obtain more in-depth instruction and training in your two chosen specialty areas of **Administration**.
- **Training Requirement:** 16-20 hours of additional training to obtain more in-depth instruction and training in **Administration**. This can be fulfilled by attending one semester at a local college, a weekend workshop or seminar, or two full days training from an approved training organization. Relevant classes/workshops can be taught by a minister, licensed Unity teacher, college faculty, or other approved facilitator. The key is that information gained is relevant to the skills needed in the two areas of **Administration** chosen.
- **Project & Report:** create and complete a project applying the skills and knowledge gained in your specialty courses/classes. Once complete, submit a project report to your sponsoring minister that documents: the skills applied, the project goals, the steps taken in the project, debrief and assessment of the completed project.

### **Additional Training in Ministry**

One hour of training with your sponsoring minister, plus one hour of hands-on application in each of 3-5 areas. Lead the service in: Burning Bowl/Candle Lighting/Communion; Memorial Service; New Member; Pet Blessings; Care Calls and Hospital Visits; Platform Assistant; Prayer Chaplain; Volunteer Training; Special Events; Office Assistant.

After the initial training in the above areas is completed, additional work in any of these areas can be counted toward your volunteering requirement. Do not mix the two. Documentation should clearly state which requirement you are fulfilling.

### **UWM Overview Class**

A training offered through [Unity Worldwide Ministries](#) reviews the array of resources and services that are offered through UWM. Attendees can cultivate relationships with the UWM staff while participating in this course.

## Adult Education

The **Adult Education** focus is designed to provide the Unity ministry with a leader who is equipped to serve and support a Unity minister and ministry in area of adult education. This focus area is designed to deepen one's understanding of Unity principles and to acquire leadership skills in relationship to adult education aspects of the ministry community.

After acceptance into the LUT program, you and your sponsoring minister will receive a link to the document used to track your progress through the Practicum requirements. The Practicum requirements for **Adult Education** include:

### Practice Teaching

Teach 3 different courses from the list of texts provided in this handbook, for a total of 30 hours of practice teaching. Courses are to be taught *after* completion of the Art of Teaching I course. Your first lesson plan should be your final draft from the Art of Teaching I. Present lesson plans and handouts for your minister's approval prior to teaching your first class. Our preference is that courses will be taught as ten 1-hour classes or five 2-hour classes, as this conforms to the format for teaching credit classes. *Your minister must observe you teaching at least one class of each course.* Complete one syllabus and one lesson plan for each course and submit to your minister for approval. Example provided in this handbook.

### Unity Event Attendance

Attend one of the following events to deepen your connection and involvement with Unity on a national and regional basis: Annual Convention, Regional or Sub-Regional Conference, EmPower Music Festival.

### Book Reviews

From the list in this handbook read and review 3 books and complete 3 written book reviews. Choose books that will enhance your chosen focus area, **Adult Education**. See Recommended Books for Review for **Adult Education** focus, Book Review Guidelines, and Example in this handbook. Books not included in this list may be submitted for consideration.

### Volunteering in Ministry

Volunteer in an ongoing basis in your sponsoring ministry. Choose activities that will enhance your specialty areas. Examples: teaching classes in addition to your practice teaching, facilitating groups, and public speaking.

### Specialty Courses/Classes.

- **Purpose:** to obtain more in-depth instruction and training in your focus of **Adult Education**.
- **Training Requirement:** 16-20 hours of additional training to obtain more in-depth instruction and training in **Adult Education**. This can be fulfilled by attending one semester at a local college, a weekend workshop or seminar, or two full days training from an approved training organization. Relevant classes/workshops can be taught by a minister, licensed Unity teacher, college faculty, or other approved facilitator. The key is that information gained is relevant to the skills needed in **Adult Education**. Suggested course content for the focus area of **Adult Education** includes teaching techniques, teaching aids, procedures for effective presentation, models of teaching, support services, learning styles, methods of evaluation, developing methods of discussion, learning environment, classroom management, group motivation strategies, Enneagram, special services training, leadership training/ mentoring training, creating lesson plans, facilitator training/use of guest speakers, and Myers-Briggs.

- **Project & Report:** create and complete a project applying the skills and knowledge gained in your specialty courses/classes. Once complete, submit a project report to your Sponsoring Minister that documents: the skills applied, the project goals, the steps taken in the project, debrief and assessment of the completed project.

### **Additional Training in Ministry**

One hour of training with your sponsoring minister, plus one hour of hands-on application for each of 3-5 areas. Lead the service in 3-5 of the following areas: Burning Bowl/Candle Lighting/Communion; Memorial Service; New Member; Pet Blessings; Care Calls and Hospital Visits; Platform Assistant; Prayer Chaplain; Volunteer Training; Special Events; Office Assistant.

After the initial training in the above areas is completed, additional work in any of these areas can be counted toward your volunteering requirement. Do not mix the two. Documentation should clearly state which requirement you are fulfilling.

### **Public Speaking**

Ongoing participation in public speaking forums. You may choose from Toastmasters (document at least 10 speeches), Pathways (Presentation Mastery Levels 1-3), or Speaking Circles (see the book *Be Heard Now* by Lee Glickstein).

### **UWM Overview Class**

A training offered through [Unity Worldwide Ministries](#) reviews the array of resources and services that are offered through UWM. Attendees can cultivate relationships with the UWM staff while participating in this course.

## Music Ministry

The **Music Ministry** focus is designed to provide the Unity ministry with a leader who is equipped to serve and support a Unity minister and ministry in areas of music ministry. This focus area is designed to deepen one's understanding of Unity principles and to acquire leadership skills in relationship to music ministry aspects of the ministry community.

After acceptance into the LUT program, you and your sponsoring minister will receive a link to the document used to track your progress through the Practicum requirements. The Practicum requirements for **Music Ministry** include:

### Practice Teaching

Teach 2 different courses from the list of texts provided in this handbook, for a total of 30 hours of practice teaching. Courses are to be taught *after* completion of the Art of Teaching I course. Your first lesson plan should be your final draft from the Art of Teaching I. Present lesson plans and handouts for your minister's approval prior to teaching your first class. Our preference is that courses will be taught as ten 1-hour classes or five 2-hour classes, as this conforms to the format for teaching credit classes. *Your minister must observe you teaching at least one class of each course.* Complete one syllabus and one lesson plan for each course and submit to your minister for approval. Example provided in this handbook.

### Unity Event Attendance

Attend one of the following events to deepen your connection and involvement with Unity on a national and regional basis: Annual Convention, Regional or Sub-Regional Conference, and we **highly recommend** attending EmPower Music Festival/Annual Unity Music Conference.

### Book Reviews

From the list in this handbook read and review 2 books and complete 2 written book reviews. Choose books that will enhance your chosen specialty area. See Recommended Books for Review for **Music Ministry** focus. *Plus*, read and review 3-5 articles from the [EmPower Music & Arts Resources webpage](#). Books not included in this list may be submitted for consideration.

### Volunteering

Volunteer in an ongoing basis in your sponsoring ministry. Choose activities that will enhance your specialty areas. Examples: create/organize a musical connection such as a Coffee House; do a project with the Youth Choir; produce a Benefit Concert for a local cause; present or create a 2-hour workshop; organize a chanting or drumming event.

### Specialty Course/Class

- **Purpose:** to obtain more in-depth instruction and training in your focus of **Music Ministry**.
- **Training Requirement:** 16-20 hours of additional training to obtain more in-depth instruction in **Music Ministry**. This can be fulfilled by attending one semester at a local college (church copyright; voice lessons; beginning piano or guitar; music theory), attend a weekend workshop or seminar (church copyright; music-related and approved events), attend a regional music conference, attend two full days of classes, workshop, or seminar (totally Cool SongSchool, SummerSongs songwriting camp). Suggested course content includes church copyright and licensing, accompaniment techniques, teaching techniques for singing, group motivation strategies, procedures for effective presentation, songwriting class or workshop, leading a drum circle, volunteer management, music composition and theory, Organizing and executing special music

events, facilitator training/use of guest speakers and musicians, organizing and running a rehearsal or choir practice.

- **Project & Report:** create and complete a project applying the skills and knowledge gained in your specialty courses/classes. Once complete, submit a project report to your Sponsoring Minister that documents: the skills applied, the project goals, the steps taken in the project, debrief and assessment of the completed project.

### **Additional Training in Ministry**

This additional training will enable the candidate to learn more about the work of the ministry and will equip the candidate to be of greater value to the minister and ministry. Totaling 6-10 hours and including:

1. Create a Sermon-In-Song (20 minutes in length) to present for your congregation or minister.
2. You will create an additional special music event—Benefit Concert, Coffee House, Open Mic, Intergenerational event—drumming dance, etc.

3. Participate in *one hour of training* under the guidance of your minister chosen facilitator, *and one hour of hands-on application* for each of 1-3 areas. Choose 1 to 3 service areas in which to complete this additional training. The remaining hours can be achieved in one of the following areas of service:

Advent/Christmas, Easter, Burning Bowl, White Stone, Candle Lighting, Memorial, Pet Blessing, etc.

After the initial training in the above areas is completed, additional work in any of these areas can be counted toward your volunteering requirement. Do not mix the two. Documentation should clearly state which requirement you are fulfilling.

### **UWM Overview Class**

A training offered through [Unity Worldwide Ministries](#), reviews the array of resources and services that are offered through UWM. Attendees can cultivate relationships with the UWM staff while participating in this course.

## Pastoral Care

The **Pastoral Care** focus is designed to provide the Unity ministry with a leader who is equipped to serve and support a Unity minister and ministry in areas of pastoral care. This focus area is designed to deepen one's understanding of Unity principles and to acquire leadership skills in relationship to pastoral care aspects of the ministry community.

After acceptance into the LUT program, you and your sponsoring minister will receive a link to the document used to track your progress through the Practicum requirements. The Practicum requirements for **Pastoral Care** include:

### Practice Teaching

Teach 3 different courses from the list of texts provided in this handbook, for a total of 30 hours of practice teaching. Courses are to be taught *after* completion of the Art of Teaching I course. Your first lesson plan should be your final draft from the Art of Teaching I. Present lesson plans and handouts for your minister's approval prior to teaching your first class. Our preference is that courses will be taught as ten 1-hour classes or five 2-hour classes, as this conforms to the format for teaching credit classes. *Your minister must observe you teaching at least one class of each course.* Complete one syllabus and one lesson plan for each course and submit to your minister for approval. Example provided in this handbook.

### Unity Event Attendance

Attend one of the following events to deepen your connection and involvement with Unity on a national and regional basis: Annual Convention, Regional or Sub-Regional Conference, EmPower Music Festival.

### Book Reviews

From the list in this handbook read and review 3 books and complete 3 written book reviews. Choose books that will enhance your chosen specialty areas. See Recommended Books for Review for **Pastoral Care** focus, Book Review Guidelines, and Example in this handbook. Books not included in this list may be submitted for consideration.

### Volunteering in the ministry

Volunteer in an ongoing basis in your sponsoring ministry. Choose activities that will enhance your specialty areas. Examples: establish or work with a grief/loss support group, or a prayer support group, Establish or with a chaplaincy program, Present one or more workshops in Pastoral Care according to your ministry's needs, as approved by your minister.

### Specialty Courses/Classes.

- **Purpose:** to obtain more in-depth instruction and training in your focus of **Pastoral Care**.
- **Training Requirement:** 16-20 hours of additional training to obtain more in-depth instruction and training in **Pastoral Care**. Complete at least one unit at a local hospital of Clinical Pastoral Orientation (CPO), Clinical Pastoral Education (CPE), or Rev. Lei Lanni Burt's Chaplaincy Program. Visit Rev. Burt's website at [www.lightandloveministries.org](http://www.lightandloveministries.org) for more information or one or more of the following course contents as approved by your sponsoring minister. Suggested course content includes working with support groups in prayer, grief/loss, 12 step programs, domestic violence, crisis intervention, AIDS, spiritual counseling training, chaplaincy training, or attending seminars/workshops on the above topics.
- **Project & Report:** Create and complete a project applying the skills and knowledge gained in your specialty courses/classes. Once complete, submit a project report to your Sponsoring Minister that

documents: the skills applied, the project goals, the steps taken in the project, debrief, and assessment of the completed project.

### **Additional Training in the Ministry**

This additional training will enable the candidate to learn more about the work of the ministry and will equip the candidate to be of greater value to the minister and ministry. Participate in *one hour of training* under the guidance of your minister chosen facilitator, *and one hour of hands-on application* for each item. Choose 3 to 5 service areas in which to complete this additional training for a total of 6-10 hours. Examples of service areas include Advent/Christmas, baptisms, Burning Bowl, candle lighting service, communion, Maundy Thursday service, greeter/usher, Easter service/Good Friday, memorial service, new member, weddings, pet blessings, care calls/hospital visits, mentoring training, spiritual counseling, volunteer training, special events, prayer ministry, platform assistant.

After the initial training in the above areas is completed, additional work in any of these areas can be counted toward your volunteering requirement. Do not mix the two. Documentation should clearly state which requirement you are fulfilling.

### **Self-Healing**

Participate in your own ongoing program of self-healing. Examples: psychotherapy, 12 step program, support group, Master Mind group, spiritual counseling with your minister, or holistic healing work as approved by your minister.

### **UWM Overview Class**

A training offered through [Unity Worldwide Ministries](#) reviews the array of resources and services that are offered through UWM. Attendees can cultivate relationships with the UWM staff while participating in this course.

## Youth and Family Ministry

**Youth and Family Ministry** focus is designed to provide the Unity ministry with a leader who is equipped to serve and support a Unity minister and ministry in areas of Youth and Family Ministry. This focus area is designed to deepen one's understanding of Unity principles and to acquire leadership skills in relationship to Youth and Family Ministry aspects of the ministry community.

**Additional Prerequisite:** Completion of [Certified Spiritual Educator Program](#). After acceptance into the LUT program, you and your sponsoring minister will receive a link to the document used to track your progress through the Practicum requirements. The Practicum requirements for **Youth and Family Ministry** include:

### Practice Teaching

Teach one course from the list of texts provided in this handbook, for a total of 10 hours of practice teaching. This course is to be taught *after* completion of the Art of Teaching I course. Your first lesson plan should be your final draft from the Art of Teaching I. Present lesson plans and handouts for your minister's approval prior to teaching your first class. Our preference is that the course will be taught as ten 1-hour classes or five 2-hour classes, as this conforms to the format for teaching credit classes. *Your minister must observe you teaching at least one class of each course.* Complete one syllabus and one lesson plan for each course and submit to your minister for approval. Example provided in this handbook.

### Unity Event Attendance

Attend two of the following events to deepen your connection and involvement with Unity on a national and regional basis: Unity children's, Uniteen, or Youth of Unity events.

**Book Reviews.** Read and review the [Youth and Family Ministry Guide](#) and the [Teen Ministry Manual](#). Review is to be 1-2 pages (double-spaced), giving a brief synopsis of each book and how you would use the information. A guideline and sample are available in this handbook.

### Facilitate 10 Hours of Youth Ministry Teachers' and/or Sponsors' Meetings

The length of each meeting is to be determined by your program. Each meeting is to have a 15-minute (minimum) teaching piece on a spiritual concept, developmental stage, multiple intelligence, or any area in which proficiency is desired. *Your minister must observe at least one of the meetings.*

### Multigenerational Event

Organize, implement, and evaluate one multigenerational event. Submit to your minister completed planning outline, flyer, and post-evaluation of the event.

## **Additional Administrative Requirements**

Complete a needs-assessment for your YFM department. ([www.unityworldwideministries.org/youth-and-family-ministry-assessment](http://www.unityworldwideministries.org/youth-and-family-ministry-assessment)) and create a church-year calendar for YFM that includes holidays, special events, teachers' meetings, curriculum themes, etc. It should reflect everything that will happen in the youth ministry department.

## **UWM Overview Class**

A training offered through [Unity Worldwide Ministries](http://www.unityworldwideministries.org) reviews the array of resources and services that are offered through UWM. Attendees can cultivate relationships with the UWM staff while participating in this course.

# Recommended Books for Review

Licensed Teacher specializing in **Administration**

Licensed Teacher specializing in **Adult Education**

Licensed Teacher specializing in **Music Ministry**

Licensed Teacher specializing in **Pastoral Care**

**Administration**  
**Recommended Books for Review**

44 Questions for Congregational Self-Appraisal	Schaller, Lyle E.	1998
Business of the Church, The	Wimberly, John W.	2010
Church Administration Handbook	Powers, Bruce P.	2008
Church Administration: Creating Efficiency for Effective Church Management	Welch, Robert	2011
Emerging Church, The	Kimball, Dan	2003
Family-Friendly Ideas Your Church Can Do	Freudenburg, Ben F.; Lawrence, Rick	1998
Jesus on Leadership	Wilkes, C. Gene; Mumma, Win	1998
Me to We: A Pastor's Discovery of the Power of Partnership	Nelson, Alan	2007
Ministry Nuts and Bolts: What They Don't Teach Pastors in Seminary	Malphurs, Aubrey	1998
More Leadership Lessons of Jesus: A Timeless Model for Today's Leaders	Briner, Bob; Pritchard, Ray	1998
Nonviolent Communication: A Language of Life	Rosenberg, Marshall B.	2003
Organic Community	Myers, Joseph R.	2007
Organizing God's Work: Challenges for Churches and Synagogues	Harris, Margaret	1998
Real Small Groups Don't Just Happen: Nurturing Relationships in your Small Group	McBride, Neal F	1998
Reinventing Your Church	McLaren, Brian D.	1998
Rural Ministry: The Shape of the Renewal to Come	Jung, Shannon (Editor)	1998
Smart Church Management: A Quality Approach to Church Management	Lotich, Patricia	2012
To Lead Is to Serve: How to Attract Volunteers And Keep Them	McBee, Shar	2002

**ADULT EDUCATION**  
**Recommended Books for Review**

8 Ways of Teaching	Lazear, David; Dickinson, Dee	2002
A Hidden Wholeness: The Journey Toward An Undivided Life	Palmer, Parker J.	2004
Active Life, The: A Spirituality of Work, Creativity, and Caring	Palmer, Parker J.	1999
Art of Facilitation, The	Hunter, Dale; Bailey, Anne; Taylor, Bill	1995
Basic Skills for Church Teachers	Griggs, Donald	1985
Be Heard Now	Glickstein, Lee	1999
Courage to Teach, The	Palmer, Parker J	2007
Crucial Conversations	Patterson, Kerry; Grenny, Joseph; McMillan, Ron; Switzler, Al	2011
Effective Presentation Skills	Mandel, Steve	2000
Emotional Intelligence 2.0	Bradbury, Travis; Jean Greaves	2009
How to Teach Adults	Draves, William	1997
Integral Christianity – The Spirit’s Call to Evolve	Smith, Paul	2011
Let Your Life Speak: Listening for the Voice of Vocation	Palmer, Parker J.	1999
Multiple Intelligences: New Horizons	Gardner, Howard	2006
Nonviolent Communication: A Language of Life	Rosenberg, Marshall B.	2003
Super-Teaching	Jensen, Eric P.	1995
SQ21: The Twenty-One Skills of Emotional Intelligence	Wigglesworth, Cindy	2012
Teaching Around the 4Mat Cycle	McCarthy, Bernice	2005
To Lead Is To Serve: How to Attract Volunteers and Keep Them	McBee, Shar	2002

**Music Ministry**  
**Recommended Books for Review**

A Hidden Wholeness: The Journey Toward An Undivided Life	Palmer, Parker J.	2009
Spiritual Economics	Butterworth, Eric	2001
A Soprano on Her Head	Ristad, Eloise	1981
An Operator's Manual for Successful Living Amazon.com	Martin, Nicholas	1988
Effective Presentation Skills	Mandel, Steve	2010
How to pray Without Talking to God	Martella-Whitsett, Linda	2011
Music Medicine	Stevens, Christine	2012
Songwriting and the Creative Process	Gillette, Steve	1995
<a href="#">The 12 Women of the Chalice</a>	Hammock, Leddy	2008
<a href="#">Music In Ministry</a> : A Handbook for Ministers and Music Directors	Mekdeci, Richard; Riley, Sue	2012
<a href="#">Positive Music Resources for New Thought Churches</a> 6 <sup>th</sup> Edition	Riley, Sue	2016
Church Music: A How-To Manual Order Here: <a href="#">Church Music: A How-To Manual</a>	Ezell, David	2012
Tuning Up: Strategies for Resolving Conflict Between Ministers and Music Directors <a href="http://unitworldwideministries.org/minister-and-music-director-strategies">unitworldwideministries.org/minister-and-music-director-strategies</a>	McGaughan, Erin	

**Pastoral Care**  
**Recommended Books for Review**

A Guide to the Selection and Care of Your Personal God	Anderson, C. Alan	1991
Bereavement Counseling: Pastoral Care for Complicated Grieving	McCall, Junietta Baker	2004
Bereavement Ministry Program	Nelson & Aaker	1998
Broken Bodies, Healing Hearts; Reflections of A Hospital Chaplain	Tenbrook, Gretchen W.	2000
Caregivers: Reflections of Coping With Caregiving	Halpin, Marlene	1998
Coping with Caring; When Someone You Love Has Alzheimer's or a Related Condition	Roche Lyn	2006
Essential for Chaplains	Cheston, Sharon E.; Wicks, Robert	1993
Forgiving Self, The: The Road from Resentment to Connection	Karen Ph.D., Robert	2003
Freeing the Soul from Fear	Sardello, Robert	2001
Gift of our Compulsions, The	O'Malley, Mary	2004
Helping Children Grieve: When Someone They Love Dies	Huntley, Theresa M.	2002
Holy Listening	Guenther, Margaret	1992
How God Changes Your Brain	Newberg, Andrew, M.D.; Waldman, Mark Robert	2010
How to Be a Help Instead of a Nuisance: Practical Approaches to Giving Support, Services and Encouragement to Others	Wegela, Karen	1996
How Your Church Family Works: Understanding Congregations as Emotional Systems	Steinke, Peter L.	2006
Living In Sin? A Bishop Rethinks Human Sexuality	Spong, John Shelby	1990

## Book Review Guidelines

The purpose of this reading requirement is to enrich and cultivate the professional unfoldment of the applicant through an in-depth study of selected readings and specifically for the chosen Focus area.

1. Choose books from the Recommended Books for Review for your chosen Focus area.
2. Book reviews should reflect good use of English and grammar.
3. Focus on quality rather than quantity.

### Format

Date: Date of book report  
Name: Your name and email address  
Focus Area:  
Book: Book title, author publisher  
Purpose: State the author's purpose in writing the book

Content Highlights: Highlight what the book is about, in a few brief paragraphs. Enclose quoted information in quotation marks.

Personal Response: What did you like or disagree with? What was the special message for you?

Practical Use: Would this book be useful to you in your focus area? How and why?

## Book Review Example

Date: Date of book report

Name: Your name and email address

Focus Area:

Book: *Teaching Today's Teachers to Teach*, by Donald L. Griggs  
Abington Press/Nashville

Purpose: The purpose of this text is to identify and systematize the basic elements of teaching-learning in a church.

Content Highlights:

This text is designed for two groups of church leaders: the regular volunteer or non-professional classroom teacher, and the employed/salaried professional church educator. According to Donald Griggs, "Classroom teachers are those who relate to a student on a regular basis and are responsible for planning teaching-learning activities for an hour or more each week. Church educators are persons who are employed by churches on a full-time or part-time basis, to be responsible for the overall direction and support of teachers and teaching in the church."

Personal Response: I liked how the text is divided into key areas. Some of the key areas are: "Key Concepts, Instructional Objectives, Teaching-Learning Activities and Resources, Practicing the Planning Process, Increasing Teacher-Student Interaction, Creative Use of Media, Values and Teaching in Church Education, Ways to Increase Student Participation, and Designing Teacher Education Events," as referred to by author Donald Griggs (p.108)  
The special message I received from this text is that there are as many ways to teach as there are individuals in our classes, and that as educators, we can teach our students to become responsible for their own learning by offering them a variety of learning experiences.

Practical Use: I feel that Donald L. Griggs, in his book, *Teaching Teachers to Teach*, offers a wealth of information that is both practical and current, which will enhance my ability as a professional educator. The teaching-learning activities that are presented in this text indeed offer a catalyst in which I can draw upon my own professional potential and convey it to my class in a meaningful yet practical way.

# Practice Teaching

**List of texts**

**Syllabus template and example**

**Lesson Plan template and example**

**Criteria For Evaluating Lesson Plans**

## Teaching Texts for Practice Teaching Classes

The following books have been approved for the Practice Teaching requirement. Because LUT candidates cannot teach for credit until licensed, books offered for current Spiritual Education and Enrichment (SEE) classes may not be used. The following books were chosen because they are Unity texts and are not part of the current SEE curriculum. At least one class must be observed by your sponsoring minister.

### Subject Key:

B – Bible	M – Music	R – Reference	HH – Health and Healing
MM – Mystic/Mysticism	S – Seasonal	H – History	ST – Spiritual Teachings
PM – Prayer & Meditation	I – Inspirational	P – Prosperity	

### Author

### Text Title – (subject)

Boehm, Toni	Embracing the Feminine Nature of the Divine (I) The Spiritual intrapreneur (I)
Brumet, Robert	Finding Yourself in Transition (HH) Quest for Wholeness: Healing Ourselves, Healing Our World (HH) Birthing a Greater Reality: A Guide to Conscious Evolution (ST) Living Originally (ST)
Butterworth, Eric	In the Flow of Life (ST) Breaking the Ten Commandments (ST) Spiritual Economics (ST) Unity: A Quest for Truth (ST) Universe Is Calling (I)
Cady, H. Emilie	How I Used Truth (ST) (available in Complete Works of H. Emily Cady)
Connors, Sharon	Adventures in Prayer: Praying Your Way to a God You Can Trust (PM)
Debenport, Ellen	The Five Principles: A Guide to Practical Spirituality (ST)
Errico, Rocco	Setting a Trap for God (I)
Fillmore, Charles	Atom-Smashing Power of Mind (ST) Christian Healing (HH) Keep a True Lent (S, ST) Mysteries of Genesis (B) Mysteries of John (B) Jesus Christ Heals (HH) Talks on Truth (HH)

Fillmore, Cora	Christ Enthroned in Man (ST) (printed in the Twelve Powers) Teach Us to Pray (PM)
Fillmore, Lowell	The Prayer Way to Health, Wealth, and Happiness (PM)
Fillmore, Myrtle	Myrtle Fillmore's Healing Letters (HH) How to Let God Help You (HH)
Fischer, William L.	Alternatives (ST)
Foulks, Francis	Effectual Prayer (PM)
Fox, Emmet	Diagrams for Living (I) Find and Use Your Inner Power (ST) Sermon on the Mount (B) Ten Commandments (B)
Gaines, Edwene	The Four Spiritual Laws of Prosperity: A Simple Guide To Unlimited Abundance (P)
Hasbrouck, Hypatia	Handbook of Positive Prayer (PM)
Hasselbeck, Paul	Points of Power (ST)
Hayes, Temple	How to Speak Unity (ST)
Holton, B and Hasselback, P	Power Up Your Life (ST)
Jafolla, Richard & Mary-Alice	The Quest for Prayer (PM) The Lazarus Blueprint (PM)
Kupferle, Mary L	God Will See You Through (I)
Morris, Dan & Olsen, Charles M	Discerning God's Will Together (H)
Ponder, Catherine	The Dynamic Laws of Prosperity (P) Prayer (PM)
Purcell, Wendy Craig	Ask Yourself This (ST)
Rhea, Rosemary Fillmore	That's Just How My Spirit Travels (H)
Rosemergy, Jim	A Closer Walk with God (PM) Even Mystics Have Bills to Pay (MM) Living the Mystical Life Today (MM) The Quest for Meaning: Living a Life of Purpose (I) The Sacred Human (I) The Third Coming (ST)

	The Gathering: A 40-Day Guide to the Power of Group and Personal Prayer (PM)
	A Daily Guide to Spiritual Living (ST)
Searcy, Felicia	Do Greater Things (ST)
Shanklin, Imelda Octavia	What Are You? (ST)
Shelton, Charlotte	Quantum Leaps: 7 Skills for Workplace Re-Creation (I)
Teague, Raymond	Reel Spirit (MM)
Vahle, Neal	The Unity Movement: Its Evolution and Spiritual Teachings (H)
Wilson, Ernest C	The Week That Changed the World (B, S)

### **Small Group Ministry Books**

The following books are facilitator's guides written for complete seven-week Small Group spiritual study. Each contains community-building activities, content, and questions for discussion, and guidance for prayer support.

These are available from the Shop at [UnityWorldwideMinistries.org](http://UnityWorldwideMinistries.org).

1110-DL*	Trusting the Process of Change (ST)
1111-DL	Knowing the Truth About Healing (HH)
1112	Meeting Myself in the Bible (B, ST)
1113-DL	Proving the Power of Principle (I)
1114-DL	Living an Abundant Life (P)
1115	Creating a Life of Prayer (PM)
1116	Creative Living (ST)
1117-DL	Cultivating God Mind Through Parables (B, ST)
1118-DL	Spiritual Social Action (ST)

\*DL signifies a download.

# Syllabus Template

The following is offered as a guideline for creating your course syllabus. This document should be a clear and definite guide of what will happen in the classroom. Provide to the students before classes begin.

## **Title of Course**

## **Meeting Dates and Times**

## **Location of Course**

## **Instructor Name and Contact Information** (phone number and/or email address)

## **Course Description**

Describe the course in three or four lines

## **Instructor Description**

Briefly describe yourself—your title, position you hold in the church, years of experience, education, etc.

## **Course Presentation**

State method of presenting material, i.e.: Socratic method, small group work, activities, etc.

## **Course Objectives**

List at least three objectives. Begin each objective with “Students will be able to....” Objectives should begin with a verb, such as “identify,” “describe,” “explain,” “create.”

## **Required Text(s) and Materials**

List texts with title and author, describe materials. List optional texts and/or materials.

## **Course Requirements and Assignments**

Clearly describe any assignments, how they are to be prepared, and due dates.

## **Student Evaluation**

State how the assignments will be graded and number of credits to be given.

**Note:** You will be allowed to teach for credit after you are licensed and if your postgraduate credits are up to date.

Any other information you wish to give the students may be included here.

## **Class Schedule**

List class dates, what will be covered in each class and which sections of the texts the students will need to have read ahead of time to be properly prepared for this specific class.

## Syllabus Example

**Title of the Course:** Unfolding Self: Birthing Your Greater Reality

**Meeting Dates and Times:** Wednesdays, 7-9 p.m., September 19–October 17, 2012

**Location:** Unity Eastside, 8551 Buck Lake Road, Tallahassee, FL 32317

**Instructor Name and Contact Info:** Anne Bewley, Ph.D.

Phone numbers & E-mail address

**Cost:** \$25.00. Students are encouraged to buy the book that supports the lessons in this class . Cost of the book is \$15.95. It will be available for purchase at the first class.

**Course Description:** This course is an exploration of personal and spiritual growth. The course brings together psychology, spirituality, and science to focus on who we are as spiritual beings experiencing a human life as well as ways in which we can more consciously participate in the process of living as an expression of spirit. The class will be interactive and experiential, providing an opportunity for students to learn and apply metaphysical principles in their own healing and growth.

**Instructor Description:** Anne Bewley, Ph.D. has many years' experience as a college professor, clinical mental health counselor, and seminar and retreat leader. Holding a doctorate in transpersonal psychology from The Union Institute, Cincinnati, Ohio, she has a particular interest in helping others cultivate a deeper understanding of themselves and live in balance, harmony, and happiness. Anne is a member of Unity Eastside, Tallahassee, Florida. She has completed Unity's Spiritual Education and Enrichment Program and is on her way to becoming a licensed Unity teacher.

**Course Presentation:** Students will learn through instructor presentations of information and engagement in small and large group discussion, small group activities, creative projects, and writing. Homework assignments will help students ground their learning and prepare for upcoming sessions. Homework is optional; however, learning is richly enhanced for everyone students do the assignments.

**Course Objectives:** Students will:

Articulate the meaning of "conscious evolution."

Explain the process of involution and evolution.

Describe themselves in terms of personality and individuality.

Demonstrate the ability to use inner dialog and conflict resolution for healing themselves.

Identify the significant events in their lives and explain how the experiences they draw from those events contribute to their sense of wholeness.

Articulate a "next step" on their path as a "conscious evolutionary."

**Required Texts and Materials:** Brumet, R. (2010). *Birth of a Greater Reality: A Guide for Conscious Evolution*. Unity Village, MO: Unity Books [978-0-87159-347-4]. This text will be available for purchase in class. Students will receive a course guide containing learning materials.

**Course Requirements and Assignments:** Students are encouraged to attend each class session, complete the homework assignments, and engage in all class activities.

**Student Evaluation:** Not applicable

**Course Evaluation:** Students may complete an evaluation of this course upon its completion. The evaluation will assist in future course development and teaching methods.

**Instructor’s Commitment:** I will come to class prepared to engage the class in discussion of the topic. I will create and support a safe learning environment in which participants feel inspired to explore the topic and safely share their deepest thoughts and feelings. I will support all participants in their understanding of the material.

**Class Schedule:**

Class	Date	Topic and Themes	Assignments for Next Class
1	Sept. 19, 2012	Introductions and Overview Forming a Learning Community Evolutionary Consciousness The “evolutionary impulse” vs. the status quo The Nature of Consciousness Activity: Who Is Aware? (Guided Meditation)	Read Brumet, Ch 1 and Ch 2 Pp 29-36 and skim Brumet, Ch 3 to prepare for the next class.
2	Sept. 26, 2012	Case of (Mistaken) Identity Involution and Evolution Development of False Self and Shadow Dynamics of Projection Personality and Individuality Activity: Who Are You? (Dyads) Activity: Paper Face	Read Brumet, Ch 3 and skim Brumet, Ch 4 to prepare for the next class.  Read the instructions for making a map of the significant experiences in your life found in the course guide. I encourage you to begin this project now to give yourself time to complete it in a thoughtful manner. We will be using it in Class #4.

3	Oct. 3, 2012	<p>Embracing Wholeness</p> <p>Our Many Selves</p> <p>Identification and Disidentification</p> <p>The Need for Healing, Forgiveness, and Mourning</p> <p>Reclaiming Our Shadow</p> <p>Growth through Synthesis</p>	<p>Read Brumet, Ch 4 and skim Brumet, Ch 5 to prepare for the next class.</p> <p>Finish your map of significant experiences and bring it with you to the next class.</p>
4	Oct. 10, 2012	<p>Waking Up</p> <p>“Waking up” as a metaphor</p> <p>Translation and transformation</p> <p>Events and experiences</p> <p>Role of stories</p> <p>Gifts of Experience: Personal “Pearls of Great Value”</p> <p>Activity: Sharing life maps and identifying the gifts of experience (small groups)</p>	<p>Read Brumet, Ch 5 and Ch 6, pp 161-162, 181-195.</p>

# Lesson Plan Template

**Date/Time/Location of Class:** Click or tap here to enter text.

**Textbook/Author:** Click or tap here to enter text.

**Key Concepts:** (What are the two to four main ideas you will be covering for this class?)

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

**Instructional Learning Objectives:** At the end of the class, the student will... (Begin each statement with an action verb.)

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.

**Planned Learning Activities:** (list and number each step)

Click or tap here to enter text.

**Materials/Handouts:**

Click or tap here to enter text.

**Timing:** (Show how much time you plan to allow for each item on your plan.)

Click or tap here to enter text.

## Lesson Plan Example

**Title of Class:** Case of (Mistaken) Identity (Session 2 of 5)

**Date/Time/Location:** Wednesday, September 26, 2012, 7-9 p.m. at Unity Eastside, 8551 Buck Lake Road, Tallahassee, FL 32317

**Textbook and Author:** Brumet, R. (2010). *Birthing a Greater Reality: A Guide for Conscious Evolution*. Unity Village, MO: Unity Books.

### Key Concepts:

The Great Nest of Being

Involution and Evolution

Development of the False Self and Shadow

Dynamics of Projection

Personality and Individuality

**Instructional Learning Objectives:** At the end of this class, students will:

Explain the "Great Nest of Being."

Describe involution and evolution.

Explain how and why the false self and Shadow emerge.

Identify the dynamic of projection in their lives.

Compare and contrast personality and Individuality.

### Planned Learning Activities

In-gathering: Welcome and opening prayer; brief reintroductions

Use homework to review last session and introduce the key ideas of this session.

Present "Great Nest of Being" and concepts of involution and evolution.

Conduct individual written response activity: Who are You?<sup>1</sup>

Students share their experience of the activity with a neighbor and report out to the larger group.

Present model of false selves and Shadow.

Conduct Paper Face activity<sup>2</sup>

Present the concept and discuss projection, using examples from experience.

Describe, explain, and discuss the nature of our dual identity: personality and Individuality.

Summarize and wrap up.

Review homework assignments.

Hand out and read affirmation cards.

Ask for volunteer to read the Thoughts for Reflection and Meditation.

Pass the collection basket for love offering.

Offer closing prayer.

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**1Who Are You? Activity:** Students sit quietly with paper and pencil. Instructor guides students into a relaxed state using breath and imagery. Instructor invites students to write very brief answers to the question asked. Instructor repeats the question, “Who are you?” 15-20 times, with pauses for students to write their response each time.

**2Paper Face Activity:** Using designated pages in Student Guide and markers/crayons/pencils provided, students quickly draw a picture of one aspect of themselves they present to the world, then a picture of who they think they are. After discussion, they are asked to draw the face of their True Self.

**Materials and Handouts:**

Name tags and markers

Candle and offering basket

CD player and gentle music

Flip chart and markers

Unfolding Self Student Guide and copies of Brumet, *Birthing a Greater Reality* for late joiners.

Computer, power cords, and monitor or other projection device (if using PowerPoint presentation)

Markers/crayons/pencils

Affirmation cards

**Timing:**

2 minutes	7:00-7:02	In-Gathering: Welcome and Opening Prayer
8 minutes	7:02-7:10	Discuss homework to review last session and introduce the key ideas of this session.
15 minutes	7:10-7:25	Present concept: “Great Nest of Being,” involution and evolution.
10 minutes	7:25-7:35	Student do Who Are You? activity.

10 minutes	7:35-7:45	Present concepts: false self and Shadow
5 minutes	7:45-7:50	Students do Paper Face activity; process during extended break.
15 minutes	7:50-8:05	BREAK
10 minutes	8:05-8:15	Students discuss experience of Paper Face activity in larger group for discussion.
10 minutes	8:15-8:25	Present concept: Projection.
10 minutes	8:25-8:35	Students discuss projection and identify examples in their experience.
10 minutes	8:35-8:45	Present concept: "personality" and "Individuality."
10 minutes	8:45-8:55	Summarize and wrap up; review homework assignments. Hand out and read affirmation cards.
5 minutes	8:55-9:00	Ask for volunteer to read Thoughts for Reflection and Meditation; pass the basket for a love offering; and lead closing prayer.

## Criteria for Evaluating Lesson Plans

1. Is the main idea limited to a few key concepts?
2. If you were a participant, would the key statement make it clear to you what the purpose of the class is?
3. Are the main ideas and objectives appropriate for the participants?
4. Are the main ideas and objectives directly connected?
5. Are the main ideas and objectives relevant, specific, measurable, and achievable?
6. Are the learning objectives written using appropriate action verbs?
7. What is the opening / introduction? Does it prepare the learner, create safety, gain attention, and build interest?
8. Which types of learning activities and resources are to be used?
9. Do the chosen activities involve learner participation at all?
10. Do the chosen activities fit the key concept and learning objectives?
11. Do the chosen activities support different Learning styles and use more than one of the multiple intelligences?
12. How much time will be required for each of the activities? Does the time frame for each seem reasonable?
13. Do the number and time frame for the activities seem appropriate for the total class time? Are there too many, too few, or is it just right?
14. What kind of questions will the teacher ask during the session: information, analytical, or personal?
15. Are the questions open-ended and ones that stimulate thinking, personal reflection, creating meaning?
16. What choices will the students get to make during the session?
17. If the students are expected to do something new, will they have a chance to practice?