

Planning Guide for *Our Whole Lives* Trainings

Designed for the Use of Unitarian Universalist
Districts and Clusters



Produced by the Unitarian Universalist Association
Lifespan Faith Development Staff Group
Revised and Updated – Fall 2007

PLANNING GUIDE FOR OUR WHOLE LIVES TRAININGS

TABLE OF CONTENTS

<u>INTRODUCTION TO OUR WHOLE LIVES</u>	<u>3</u>
<u>THE IMPORTANCE OF TRAINING AND TEACHING METHODOLOGY.....</u>	<u>4</u>
<u>GUIDELINES FOR SELECTING OUR WHOLE LIVES LEADERS.....</u>	<u>6</u>
<u>TRAINING LOGISTICS AND SET-UP.....</u>	<u>8</u>
<u>CHECKLISTS FOR PLANNING AN OUR WHOLE LIVES TRAINING.....</u>	<u>9</u>
<u>SAMPLE SCHEDULES OF OUR WHOLE LIVES TRAININGS.....</u>	<u>16</u>
<u>BUDGET WORKSHEET FOR A TYPICAL WEEKEND OUR WHOLE LIVES</u> <u>TRAINING.....</u>	<u>22</u>
<u>SUPPLIES AND RESOURCE MATERIALS.....</u>	<u>24</u>
<u>OUR WHOLE LIVES LEADER TRAINING ANNOUNCEMENT FORM.....</u>	<u>26</u>
<u>SAMPLE DISTRICT / OUR WHOLE LIVES TRAINER AGREEMENT LETTER.</u>	<u>27</u>
<u>OUR WHOLE LIVES TRAINING SAMPLE REGISTRATION FORM</u>	<u>28</u>
<u>SAMPLE OUR WHOLE LIVES INFORMATION AND PUBLICITY FLYER FOR</u> <u>GRADES 7-9.....</u>	<u>29</u>
<u>SAMPLE COMFIRMATION LETTER TO PARTICIPANTS.....</u>	<u>30</u>
<u>SAMPLE WELCOME LETTER FROM OUR WHOLE LIVES TRAINER TO TRAINING</u> <u>PARTICIPANTS.....</u>	<u>31</u>
<u>SAMPLE LETTER TO CONGREGATIONS WHO ARE SENDING LEADERS TO BE</u> <u>TRAINED</u>	<u>32</u>
<u>OUR WHOLE LIVES – TRAINING PARTICIPANT ROSTER</u>	<u>34</u>
<u>GUIDELINES FOR IDENTIFYING INAPPROPRIATE FACILITATORS AND POSSIBLE</u> <u>RESPONSES.....</u>	<u>35</u>

INTRODUCTION TO OUR WHOLE LIVES

Our Whole Lives is a series of sexuality education curricula for six age groups: grades K-1, grades 4-6, grades 7-9, grades 10-12, young adults (ages 18-35), and adults. The program and its religious companion books, *Sexuality and Our Faith*, provide an opportunity for children, youth, and adults to learn about sexuality in the affirming and supportive setting of our religious communities.

Our Whole Lives is based on the philosophy of comprehensive sexuality education, which helps participants make informed and responsible decisions about their sexual health and behavior. It equips participants with accurate, age-appropriate information in six subject areas: human development, relationships, personal skills, sexual behavior, sexual health, and society and culture. Grounded in a holistic view of sexuality, comprehensive sexuality education provides not only facts about anatomy and human development, but support for participants to clarify their values, integrate sexual and spiritual understandings, build interpersonal skills, and understand the emotional, social, and political aspects of sexuality.

Our Whole Lives was developed in response to the need expressed by congregations in the Unitarian Universalist Association and the United Church of Christ for high-quality, lifespan sexuality education resources. Both denominations have a proud tradition that calls us to take an active role in the promotion of education and justice in human sexuality. *Our Whole Lives* offers United Church of Christ and Unitarian Universalist participants of all ages a profound opportunity to deepen their faith and put their values into practice. The curricula promote sexual, spiritual, and emotional health in our communities and foster meaningful dialogue between peers, partners, families, and friends.

We live in a culture that is deeply conflicted about sexuality. *Our Whole Lives* is an antidote to a culture that is saturated with mixed messages and misinformation about sexuality issues. The curricula provide an opportunity to step back, reflect, and evaluate these messages, so that participants and their families can more effectively act on and communicate their religious and sexual values. *Our Whole Lives* creates a partnership between the family and faith community by recognizing parents and guardians as primary sexuality educators of their children and supporting them in this role. Throughout the curricula, the three R's of our religious education about human sexuality – *Respect, Relationship, Responsibility* – are supported and nurtured. Participants arrive at new understandings of what respect is, what relationship means, and what responsibility includes.

Our religious heritages compel and guide us in creating a safe environment where people can come to understand and respond to the challenges and joys facing them as sexual beings. As faith communities we promote justice for all people and we affirm the dignity of every individual, the importance of personal responsibility, and the essential interdependence of all peoples.

THE IMPORTANCE OF TRAINING AND TEACHING METHODOLOGY

A note on terminology: The terms participant, leader, or facilitator are used throughout this guide to refer to the trainee or person preparing to lead an Our Whole Lives program.

Our Whole Lives training programs are a collaborative effort among the leaders to be trained, the sponsoring organization, the *Our Whole Lives* trainers, and the Unitarian Universalist Association (UUA) or United Church of Christ (UCC) national offices. It is important to provide training in a caring, respectful environment and to implement a program that models compassion, understanding and justice.

The leadership of any sexuality education program plays a major role in its success. It is very important to choose *Our Whole Lives* leaders carefully and to provide them with the training they need to do their work well. The *Our Whole Lives* training programs for leaders of all six age groupings have two primary purposes:

- To ensure the competency of leaders in three areas: knowledge of sexuality, facilitation skills, and empowering leadership, and
- To strengthen, extend, and deepen the *Our Whole Lives* values.

The *Our Whole Lives* curricula are intended to be facilitated by two or more co-leaders who represent a diversity of gender identity and sexual orientation. A team provides the group with two or more adult voices, different gendered perspectives, and an opportunity to see collaborative, mutually respectful leadership in practice. Co-facilitation also allows the leaders to share the preparation, problem solving, and other ongoing challenges and joys associated with program implementation.

Potential leaders must attend a training program to prepare for leading *Our Whole Lives*. Training provides an opportunity to:

- See trainers model the curricula activities as they were designed to be conducted.

- Experience a supportive environment to practice skills and receive constructive feedback.
- Network with other *Our Whole Lives* leaders and to share ideas about what might or might not work in their groups.
- Get in touch with one's own feelings, opinions, and experiences regarding sexuality as well as their own comfort facilitating a sexuality education program.
- To connect one's own sexuality and faith (and understand and accept others') in a nurturing environment.

Our Whole Lives leaders need not be members of the congregation in which they will teach, but the relationship between the leaders and the congregation should be one of trust. Therefore, individuals recruited to become *Our Whole Lives* leaders should be known to the community. The UUA and UCC strongly recommend obtaining references for potential leaders and conducting criminal background checks on them. Contact your local law enforcement agency to learn how to initiate a background check.

Our Whole Lives leaders need to feel comfortable in their leadership roles. Occasionally, personal issues or philosophical differences can preclude this comfort. If a leader has second thoughts about facilitating the curriculum, it is important to give him/her the option not to teach it.

The optional *Sexuality and Our Faith* slides and video can only be used by *Our Whole Lives* leaders who have been trained to use them. The only appropriate context for their use is within an *Our Whole Lives* program offered in a Unitarian Universalist or United Church of Christ congregation for the appropriate age group. If the visuals are to be used, parents of youth must be fully informed about the content of the slides (grades 7-9) and the video (grades 10-12), offered the opportunity to preview them if they wish, and must provide written consent before the program begins. The appropriate permission form is included in the *Sexuality and Our Faith* companion volumes.

An *Our Whole Lives* training workshop requires adequate time for leaders to become familiar with the curriculum and to practice teaching. *Please see the sample schedules provided in this guide to learn more about the time required for each training workshop.*

Components of good training are six-fold. Each of these components contributes to the impact of a training activity and, when used in combination, each has much greater power than when used alone. Major components of training include:

- Establishing a positive climate for *learning*;
- Presentation of *theory*;

- Modeling or *demonstration* of skills;
- *Practice* in simulated program situations;
- Structured and open-ended *feedback*; and
- *Practice* in *integrating* the faith component.

The suggested minimum and maximum number of participants for each *Our Whole Lives* training is 10-24. The practice or peer teaching component of the training requires significant time and is difficult to schedule with more than 24 participants. Please refer to the sample training schedules in this guide when planning your peer teaching activity. In addition, *Sexuality and Our Faith* training is included in the training schedules for each age grouping.

The UUA and UCC have prepared *Our Whole Lives* trainers from each region of the US and some sections of Canada. For a list of trainers, go to the UUA's *Our Whole Lives* web pages at <http://www.uua.org/religiouseducation/curricula/ourwhole/>, or e-mail owl@uua.org.

GUIDELINES FOR SELECTING OUR WHOLE LIVES LEADERS

The success of this program depends on the qualified and caring persons who are selected and trained to be *Our Whole Lives* facilitators. Keep the following criteria in mind when choosing your facilitators:

1. **A commitment to value-based, comprehensive sexuality education.** A facilitator needs to have values in harmony with the *Our Whole Lives* program and goals, and to feel comfortable with his or her own sexuality.
2. **Experienced, skilled, and comfortable with the specific age group and its developmental needs.** A facilitator needs to stimulate discussion by asking open-ended questions, encouraging communication among participants, and facilitating activities that foster experiential learning. A facilitator needs to use sexual terminology and age-appropriate language comfortably, relate well with the age group of the participants, and convey warmth and a sense of humor.
3. **Anti-bias awareness.** A facilitator needs to understand, appreciate, and celebrate diversity of race/ethnicity, culture, age, ability, gender, gender identity, and sexual orientation. A facilitator needs to have the skills to work with people of diverse backgrounds as well as the ability to create a safe and engaging learning environment.
4. **An advocate for sexual health and safety.** A facilitator needs knowledge and skills not only to educate about sexual health but to fulfill the trust inherent in the role of

sexuality educator. This role includes the responsibility to recognize and report abuse. The facilitator must support your organization's safety-abuse policy and must follow your state's or province's process for reporting and investigating an alleged abuse.

5. **Ability to build relationships.** A facilitator needs to develop rapport with participants, and when the participants are children or youth, with parents and family as well. Facilitators need to build community in the classroom, uphold the Participation Guidelines, and develop relationships of respect, reciprocity, and responsibility within your organization and the wider community.
6. **Dedicated learner and facilitator.** A facilitator needs to be willing to become thoroughly familiar with the content of the program, to work with a co-facilitator or teaching team, and to listen to and learn from young people and parents.
7. **Appropriate boundaries.** Facilitators need to understand that the class is an opportunity for the participants to explore their sexuality and test boundaries and assumptions, which may occasionally involve self-disclosure from participants. Facilitators may be called upon to uphold boundaries on participants' sharing. Further, facilitators *should not* use class for their own personal exploration or self-disclosure. This is critically true for the children's and adolescent levels of *Our Whole Lives*, but it is also true for the peer-led Young Adult and Adult levels. Facilitators need to understand the ways that their own participation could compromise their effectiveness as facilitators.
8. **Person of faith.** When offering *Our Whole Lives* in a congregational context, a facilitator needs to be a person who is respected by the congregation and comfortable discussing the integration of sexuality and spirituality with members of their faith community. They should be aware of their own spiritual or religious grounding, and should possess an ability to connect the program values with their religion's principles, traditions and history.

TRAINING LOGISTICS AND SET-UP

Who is responsible for setting up leader trainings?

The following overview describes the collaborative steps needed to organize an *Our Whole Lives* leader training. It includes the responsibilities of the district Religious Education (RE) Committee, registrar, the local host, the UUA *Our Whole Lives* Coordinator, the *Our Whole Lives* Trainers, and the leaders/trainees.

Overview of how to set up a leader training

Each district has its own culture and structure and its own way of dividing up the many responsibilities that make a successful training. Many districts have an RE Committee that is familiar with setting up Renaissance Modules and Youth Leadership Development Trainings. Some districts have Program Consultants or other district staff who coordinate various trainings. This guidebook assumes there is a District RE Committee or team who initiates the process and plans the trainings. If you are unfamiliar with sponsoring a training, consult with those who have hosted Renaissance Modules, as the logistics of that program are very similar to that of an *Our Whole Lives* training.

The RE Committee initiates the planning process with a discussion of all the responsibilities for the proposed training. The RE Committee determines who will be responsible for each task. The committee selects possible dates for the training and contacts the *Our Whole Lives* trainers in their region or district to see if they are available. (See trainer list at the end of this manual.) If the regional or district trainers are not available, the committee may contact at-large trainers or trainers from another area. The committee also identifies a local congregation or conference center to host the training. The RE Committee then notifies the UUA *Our Whole Lives* Outreach Coordinator of the date and trainers for the event.

The district then determines a budget for the training and an estimate of how many leaders will attend. The committee recruits a registrar and a site host. The registrar and the local host may be members of the RE Committee or may be individuals from the host congregation. Identify the person who will serve as liaison with the trainers—it is often the registrar.

With the above logistics confirmed, the RE Committee can send out the registration forms and publicity flyers. As registration proceeds, the local host contacts the trainers to discuss their needs for the training including meeting space needs, lodging arrangements and food requirements for the trainers. The local host gathers all the

supplies needed for the training and determines the photocopy needs of the trainers. The local host should talk to the trainer about all the photocopies that will be need for the training. Trainers can either send originals to be photocopied to the local host, or bring the sufficient copies with them. The training sponsor pays all expenses for photocopies and supplies used in the trainings.

As people register, the local host sends pre-training material to the registrants. This material should include a letter from the trainers providing information about the training and a list of materials to bring. Be sure the participants know they will need to purchase the curriculum, become familiar with its contents, and bring the curriculum to the training.

CHECKLISTS FOR PLANNING AN *OUR WHOLE LIVES* TRAINING

District RE Committee Responsibilities

- The District RE Committee initiates the planning process by identifying all the responsibilities for the upcoming training and deciding who will assume each task.
Make sure you have the energy and person power to support a leader training including the responsibilities for publicity, registration, site logistics, and host responsibilities.
- Make sure your district is financially prepared to undertake the training. Determine a budget (see **BUDGET WORKSHEET**). Explore the possibility of district grants to subsidize the training.
- Decide on a minimum number of participants to cover training costs. Decide on a maximum number for a good learning environment. The UUA recommends no more than 24 and no fewer than 10 participants.
- Choose date(s). Make sure the dates don't conflict with other important district events, like Renaissance Modules or youth conferences.
- Contact an *Our Whole Lives* trainer to see if s/he is available for the chosen dates. S/he can identify a second trainer that s/he would work well with—then you can be in touch with that trainer. Consult the **TRAINERS LIST** to identify trainers near you for the particular age level(s) of your training.
- Identify a local congregation or conference center to host the training. Consider the food, lodging and location that will best serve your district's needs. Keep in mind accessibility, dietary restrictions and possible childcare needs when selecting the site.

- Identify who will take on the responsibilities of the registrar and the local host. The registrar and the local host may be members of the District RE Committee or may be individuals from the host congregation. We recommend that the registrar serve as liaison with the trainers.
- Determine the training costs and set the registration fee.
- Add your training to the OWL Training Calendar (<http://www.uua.org/religiouseducation/curricula/ourwhole/>).
- Create and distribute the publicity and registration form. Send flyers and forms out in the district newsletter or packet. Establish a registration deadline well in advance of your training. (See **SAMPLE REGISTRATION AND PUBLICITY FLYER**)
- The local host contacts the trainers to discuss their needs for the training, including material and space requirements, and any lodging and food needs.
- The local host gathers all the supplies needed for the training.
- As people register, the local host sends pre-training material to the participants. This mailing should include an information letter from the trainers and a list of the materials participants will need to bring. Be sure participants know they will need to purchase and bring a copy of the curriculum to the training.
- Be sure to discuss the honorarium with the trainer. It is recommended that each trainer be paid \$250 per day, including travel time. (The recommendation of \$250 per day is effective fall 2007.) Decide whether the honorarium will be paid on site or after the training. The trainer's travel, room, and board are also paid by the sponsoring district or organization.
- Clarify travel, lodging, and childcare arrangements with the trainers.
- Once the trainers are confirmed, send them a letter of commitment (see **SAMPLE DISTRICT / OUR WHOLE LIVES TRAINER AGREEMENT LETTER**) outlining the agreements the trainer and district have made about the site location, honoraria, travel expenses and childcare.
- Notify the *Our Whole Lives* Coordinator at the UUA or UCC of the training dates, site, registrants, and trainers. (Use **OUR WHOLE LIVES LEADER TRAINING ANNOUNCEMENT FORM**.)
- Do additional mailings and recruitment calls to ensure an optimal participation in the training. Be sure to call congregations who do not have a history of leading sexuality education programs. You may wish to reach out to other faiths' congregations, Planned Parenthoods, independent schools, residential facilities for youth, and other organizations that might be interested in offering *Our Whole Lives*.

- Collect receipts from the trainers and cut reimbursement checks.
- Review expenses and revise budget for the next training.

Responsibilities of the Registrar and the Local Host

These are suggestions; you can divide the tasks as appropriate for your situation. One person could do both the registrar and the host job.

Registrar

Before the training

- Keep in contact with the local host and with the trainers.
- Collect registration forms as they are received.
- Keep track of dietary needs and rooming arrangements and communicate the information to the local host.
- Track funds collected and submit income and expense report to the district office.
- Prepare a participant list in advance of the workshop and duplicate enough for trainers and staff.
- Send confirmation letter to participants and a letter of welcome from the trainers (see **SAMPLE CONFIRMATION LETTER AND TRAINER WELCOME LETTER**). Also include the list of things to bring to the training (see **SAMPLE LIST OF THINGS TO BRING**).
- Send a letter to each participant's congregation about the role of the trainer in screening the leaders during the training. Include in the letter a reminder about the process for purchasing and using visuals in their congregations (for Grades 7-9 and 10-12 only) (see **SAMPLE LETTER TO CONGREGATIONS WHO ARE SENDING LEADERS TO BE TRAINED**).

During the training

- Check people in as they arrive.
- Request honorarium checks if you have not already done so.
- Write thank you notes to the trainers.
- At the end of the training, collect all receipts for reimbursable expenses.

After the training

- Turn in receipts to the district office and ensure that checks are cut and sent.

Local Host

Before the training

- Keep in contact with the registrar about the number of participants and their needs.
- Arrange housing or home hospitality for the participants and trainers.
- Arrange food for the group, including meals, snacks, and beverages (water should be available at all times.)
- Arrange on-site childcare for the participants' children if necessary.
- Arrange for participant pick-up at airports, bus and train stations, if applicable.
- Organize supplies for training (see **SUPPLIES LIST**). Discuss with the registrar any special supplies the trainers have requested. Arrange for the purchase or loan of special materials such as anatomical models, slide projectors, or contraceptive demonstration kits.
- Discuss with the trainer the books, pamphlets, and other materials needed for the resource table. Resources may be obtained from the local library, local health/sexuality education service provider, neighboring congregation or other sources.
- Communicate with the trainers about photocopying needs. The trainers can either send originals to be photocopied to the local host, or can bring sufficient copies with them. The district should pay all expenses for copies or supplies used by the trainers.
- Communicate with the trainers about their space needs, including how they would like the meeting room set up. Typically a training needs a space where everyone can sit in a circle, wall space for posting newsprint, a separate space where everyone has a seat at a table, a few break out rooms for small groups, and an area to display resources.
- On the day of the training, organize the supplies, set up the meeting room, and prepare a registration table, a nametag table and the resource table for people to browse as they arrive. Nametags are important! It is great to arrive and find one waiting for you. Make sure nametags have first names printed in LARGE letters so that they can be seen from across the room.

During the training

- Welcome people and help them check in and register.
- Periodically check in with the trainers to ensure they have everything they need.
- Provide meals, snacks and beverages.

After the training

- Clean up.
- Send purchased anatomical models, resource books, dolls or contraceptive kits to the district office for storage and return borrowed items.

Trainers

Before the training

- Discuss with the RE Committee the dates you are available. Decide on honorarium (\$250/day is recommended as of fall 2007) and travel expenses. Discuss any special needs you have like child care, your preferred housing arrangements, dietary needs, etc. Decide who will be the contact person for the district (usually the registrar) and which trainer will be the contact person for the trainers. It is often helpful if only one trainer acts as a liaison with one district contact person. Discuss arrival time with local host to ensure you have enough time to set up and get settled in.
- Maintain communication with the registrar or contact person.
- Talk with your co-trainer and plan the training. Work out individual assignments based on each person's interests and strengths. Plan the schedule and logistics of the training and determine what supplies will be needed and what supplies you will bring.
- Check to make sure your training has been posted on the Our Whole Lives Training Calendar (<http://www.uua.org/religiouseducation/curricula/ourwhole/>). If it has not, you may either post it yourself, or alert your registrar/contact person to the fact that it should be posted.
- Give the registrar a list of needed equipment and supplies. Decide whether to bring copies of handouts with you, or send originals to the local host to be copied for you.
- Indicate which books and other resources you can bring for the resource display table and which the host needs to provide.

- Make your travel arrangements. Plan to arrive well in advance of the start of the training.
- Prepare wall charts, newsprint sheets, handouts or supplies. Organize them in the order of use.
- Facilitate the training of leaders of *Our Whole Lives*.

During the training

- Evaluate participants during the training by interacting with and observing them. If you find a participant's actions and attitudes to be inappropriate for the role of an *Our Whole Lives* leader, speak with that individual. If you still have concerns, communicate your concerns to the participant's congregation as well as the district office (see **GUIDELINES FOR IDENTIFYING INAPPROPRIATE FACILITATORS AND POSSIBLE RESPONSES**).

After the training

- Send the roster of participants who have successfully completed the training to the *Our Whole Lives* coordinator at the UUA (address below) (**SEE OUR WHOLE LIVES PARTICIPANT ROSTER FORM**).
- After the training, review the evaluations. Discuss the training experience with your co-trainer. Provide one another with feedback. Learn what you did and did not do well.
- Send copies of the participants' evaluations of the trainings to the *Our Whole Lives* Coordinator at the UUA (**SEE OUR WHOLE LIVES PARTICIPANT EVALUATION FORM**). (It is not necessary to send in the daily feedback forms; those are for the trainers' use during the training.) Send the evaluations and the participant roster to:

Unitarian Universalist Association
Our Whole Lives [insert applicable grade level] Coordinator
 25 Beacon St
 Boston, MA 02108
Phone: 617-948-6423
Fax: 617-367-4798

SAMPLE SCHEDULES OF *OUR WHOLE LIVES* TRAININGS

***Our Whole Lives Grades K-1/Grades 4-6* Combination Training**

Sample Two-Day Training Schedule

Friday – Grades 4-6 Training

9:00 am	Gathering and Registration
9:30 -noon	Session 1
9:30	Welcome
9:45	Group Introductions
10:05	Sexual Anatomy Adventure Game
10:25	Expectations/Overview/Ground Rules
10:45	Journey for 4-6
11:30	Developmental Issues for 4-6
12 pm	LUNCH
1:00 – 3:15	Session II
1:00	Curriculum Design and Session Structure for 4-6
1:45	Raising Healthy Kids: Preadolescents and Adolescents – Video and Discussion
2:45	Parents’ Perspectives, Participation, and Partnership
3:15	BREAK
3:30 – 6:00	Session III
3:30	OWL Values for 4-6
3:45	Basic Facilitation Techniques
4:35	Gender Activity
5:10	Answering Difficult Questions
5:55	Hand out Teaching Assignments (to be worked on over dinner)
6:00	DINNER
7:00-9:00	Teaching Practice, Implementation Hints, Evaluation and Closure
9:00	4-6 Training Completed

Saturday, Grades K-1 Training

- 9:00 am Gathering and Registration
- 9:30 – 12 pm Session I
- 9:30 Welcome
 - 9:50 Group Introductions
 - 10:20 Expectations/Overview/Ground Rules
 - 10:40 Journey for K-1
 - 11:30 Developmental Issues for K-1
- 12 noon LUNCH
- 1 pm –3:15 Session II
- 1:00 Curriculum Design and Session Structure, K-1
 - 1:45 Raising Healthy Kids: Young Children – Video and Discussion
 - 2:45 Parents’ Perspectives, Participation, and Partnership
- 3:15 BREAK
- 3:30-5:45 Session III
- 3:30 OWL Values for K-1
 - 4:00 Child Abuse Issues
 - 4:30 Basic Facilitation Techniques
 - 5:00 Interacting Effectively with Young Children
 - 5:30 Teaching Assignments
- 5:45 DINNER
- 6:45 – 8:45 Teaching Practice and Demonstrations, Implementation Hints, and Evaluation and Closure
- 8:45 K-1 Training Completed

Our Whole Lives Grades 7-9/Grades 10-12 Youth Combination Training

Sample Weekend Training Schedule

Friday

- 5:00 Arrival, registration, dinner
- 6:00 Welcome
 - Background on Our Whole Lives
 - Opening Reading
- 6:15 Icebreaker: "Find Someone Who"
- 6:30 Group Introductions
- 7:00 Opening Ritual, from *Sexuality and Our Faith*
- 7:20 Expectations, ground rules and housekeeping items
- 7:40 Break
- 8:00 Our Whole Lives Values
- 8:30 Circles of Sexuality
- 9:00 Distribution of peer facilitation assignments, daily evaluation, closing reading
- 9:15 Adjourn, peer facilitation planning time until 10:00

Saturday

- 8:00 Breakfast
- 8:30 Reading and re-entry, parking lot, housekeeping items
- 8:45 Experiential Learning Cycle
- 9:15 Curriculum overview: design of sessions
- 9:35 Basic Facilitation Skills
- 10:00 Understanding Adolescents
- 10:45 Break
- 11:00 Values Voting
- 11:30 Dealing with Classroom Difficulties
- 12:15 Lunch
- 1:00 What is Religious about Sexuality Education?
- 1:45 Biological Sex, Gender Roles, Gender Identity, & Sexual Orientation
- 2:45 Sexual Abuse & Sexual Assault
- 3:45 Break
- 4:00 STDs and STD Prevention
- 5:15 Answering Difficult Questions/The Question Box
- 6:00 Dinner

- 7:00 Sexuality and Our Faith 1: Teaching Our Whole Lives as Religious Education
UU Resources
- 7:30 Parents' Rights, Responsibilities, and Roles
- 8:15 Sexuality and Our Faith 2: Slide Set for Grades 7-9
- 9:30 Daily evaluation, closing reading

Sunday

- 8:00 Breakfast
- 8:30 Reading and re-entry, parking lot, housekeeping items
- 8:50 Peer Facilitation 1
- 9:40 Peer Facilitation 2
- 10:30 Peer Facilitation 3
- 11:20 Break
- 11:30 Sexuality and Our Faith 3: Video for Grades 10-12
- 12:30 Lunch
- 1:15 Resources and Implementation Tips
- 2:00 Unfinished Business
- 2:30 Closing Activity and Evaluation
- 3:00 Adjourn

Our Whole Lives for Adults/Young Adults
Combination Training

Sample Weekend Training Schedule

DAY ONE

- 4:00 p.m. Registration
5:15 p.m. **Dinner**
6:15 p.m. Welcome and Opening Reading
6:25 p.m. Group Introductions
7:00 p.m. Trainer Backgrounds/Overview of Training Agenda/Program Values/
Housekeeping
7:20 p.m. Ground Rules
7:30 p.m. Components of Human Sexuality
8:10 p.m. **Break**
8:20 p.m. Values Clarification
8:55 p.m. Peer Teaching Overview
9:20 p.m. Daily Feedback and Closing Reading
9:30 p.m. **Adjourn**

DAY TWO

- 8:00 a.m. **Breakfast**
8:45 a.m. Day Two Reading and Re-entry
8:55 a.m. Considerations of Adult Learners
9:35 a.m. Facilitation Skills: Experiential Learning Cycle
10:15 a.m. **Break**
10:25 a.m. Peer Teaching Prep
11:15 a.m. Peer Facilitation Activity #1: Sexual Life Cycle Time Lines
12:00 p.m. **Lunch**
1:00 p.m. Sexual Orientation Overview
1:45 p.m. Modeling the Curriculum: Gender Roles and Stereotypes and Sex and
Gender
2:40 p.m. **Break**
2:50 p.m. Peer Facilitation Activity #2: What is Love?
3:35 p.m. **Break**
3:45 p.m. Peer Facilitation Activity #3: Continuum of Risk
4:30 p.m. **Break**
5:30 p.m. **Dinner**

DAY TWO, continued

- 6:30 p.m. Sexuality and Our Faith
- 8:00 p.m. **Break**
- 8:10 p.m. Group Dynamics and Process, including Difficult Situations/Participants
- 8:55 p.m. Daily Feedback and Closing Reading
- 9:05 p.m. **Adjourn**

DAY THREE

- 8:00 a.m. **Breakfast**
- 9:00 a.m. Day Three Reading and Re-entry
- 9:15 a.m. Abuse of Sexuality
- 10:15 a.m. **Break**
- 10:30 a.m. Interpersonal Boundaries and Teaching *Our Whole Lives*
- 11:15 a.m. Modeling the Curriculum: Fantasy and Sexual Variations
- 12:00 p.m. **Lunch**
- 1:00 p.m. Answering Challenging Questions
- 1:45 p.m. Closing Activity
- 2:00 p.m. Evaluation
- 2:15 p.m. **Adjourn**

BUDGET WORKSHEET FOR A TYPICAL WEEKEND *OUR WHOLE LIVES* TRAINING

Conference materials

Photocopying handouts: number of copies ____ times
number of pages ____ times cost per copy ____ times
number of participants ____ \$_____

(Check with your trainer for exact number or budget for about 20
handouts per training)

Supplies: newsprint, masking tape, markers, name tags,
paper cups, etc. \$_____

Special supplies: Anatomical models, contraceptive kits, etc. \$_____

Publicity: ads in district mailings \$_____

flyer design: \$_____

flyer photocopying: \$_____

Postage for publicity, mailings to registrants, congregations \$_____

Slide projector rental (if necessary) \$_____

TV, VCR rental (if necessary) \$_____

Site fees

Rental of conference center \$_____

Custodian fee \$_____

Lodging per night per participant times
number of participants \$_____

Food

Cost per meal _____ times number of meals _____ times
number of participants _____ \$_____

Snacks and beverages for break times \$_____

Leadership

Travel expenses for the trainers \$_____

Trainers' food and lodging times number of nights \$_____

Honorarium for trainers @ \$250 US* a day each \$_____

Telephone (long distance calls by registrar, host, and trainers) \$_____

*suggested honorarium raised to \$250 per trainer per day in Fall 2007

Contingencies (recommended) \$ 50.00

TOTAL COST \$_____

Minus district funding/ subsidy \$_____

Divided by minimum of participants expected \$_____

Yields registration fee \$_____

SUPPLIES AND RESOURCE MATERIALS

The following are the general supplies needed for an *Our Whole Lives* Leader training. Since trainings can vary greatly, speak with the trainer before acquiring your supplies to see if there are any additions or deletions to this list.

General Supplies for all trainings

- Name tags, the kind with pins or a string that goes around the neck so they can be worn all weekend.
- Handouts copied ahead of time or brought by the trainer
- Masking tape
- Two large newsprint tablets (at least 50 sheets of newsprint)
- Two easels
- Sticky notes: standard size and larger
- Crayons
- Markers (lots, a variety of colors that are not all dried up)
- Glue sticks
- Scissors (several pairs)
- A pocket folder for each participant for handouts
- A few sheets of lined paper for each participant
- Chalice and Candle(s)
- CD and tape player
- Bell or chime
- 3 by 5 index cards (at least 100)
- Index cards in two different colors
- Pens and/or pencils for each participant
- Audiovisual equipment: needs vary by age level. May include a slide projector, TV/VCR, DVD player, screen, cords, and/or digital projector.

Space Requirements

- One chair per participant, including trainers and site staff
- A large space for meeting in a circle with walls to post newsprint
- A table to display resources
- Access to a copy machine

For *Sexuality and Our Faith*

- An altar cloth
- A chalice, candle and matches
- Photographs, rocks and other meaningful objects to add to altar

Resources for Training

Discuss with trainer what resources you will need to supply for the resource table. See what resources the trainer will bring and what resources you will need to buy or borrow from your congregation or district library. See **RESOURCE LIST** in the Appendix.

Additional Special supplies needed for specific age groups. Discuss with the trainer if these supplies or others are needed for your training.

- VCR and monitor
- Slide projector and screen
- Digital projector and screen
- Overhead projector and markers
- Anatomically complete dolls and models
- Contraception demonstration kits
- Fabric and fabric markers for a *Sexuality and Our Faith* altar cloth

(To be sent to the Our Whole Lives Coordinator at the UUA once a date, site and the trainers have been confirmed)

OUR WHOLE LIVES LEADER TRAINING ANNOUNCEMENT FORM

Training Date _____
Training Location _____ District _____
Training Address _____
Nearest Major Airport To Training Site _____

CONTACT PERSON (person who can answer questions about the training)

Name _____
Home Phone _____
Workplace Phone _____
E-mail Address _____

REGISTRAR _____
Mailing Address _____

Phone _____ E-Mail _____

TRAINERS FACILITATING THE TRAINING

Trainer Name _____

Trainer Name _____

Training Cost _____ Registration Deadline _____

Send to: Unitarian Universalist Association *Our Whole Lives* Coordinator
25 Beacon St, Boston, MA 02108 Fax: 617-367-4798; Phone: 617-948-6423

Or post directly on OWL Web site:

Go to <http://www.uua.org/religiouseducation/curricula/ourwhole/18217.shtml> and submit your training with your information directly on the Web page by completing the form and then clicking on submit.

SAMPLE DISTRICT / *OUR WHOLE LIVES* TRAINER AGREEMENT LETTER

Dear Jim and Sue Trainer,

I am glad we have confirmed the dates for our leader training. Our congregations and our leaders are eager to start teaching *Our Whole Lives*.

As per our conversation, I understand we agreed upon the following:

- The training will begin Friday, Oct 14th at 12:00 and end on Sunday Oct 16th at 4 P.M.
- You each will be paid an honorarium of \$250 per day for three days. Each of you will receive a check for \$750 at the end of the training.
- Child care will be provided for Jim's children, (Becky and Sarah) during the training sessions.
- The district will pay your travel expenses. Bring your receipts and we will send you a check after the training. Reimbursement will take 2-3 weeks. If you are driving to the training, we will reimburse you at 44.5 cents per mile (or the current IRS rate).
- We will provide all the needed supplies for the training. If you need supplies not on the supply list (included), please let us know by Oct 1st so we have enough time to purchase or borrow them.
- You will bring copies of all handouts for all participants. We will reimburse you for your copy expenses. Bring a receipt and we will send you a check after the training.
- We will provide you with comfortable and quiet lodging during your stay. You will be housed together so you will have time for preparation for your sessions.
- We will provide you with a list of participants before the training begins.

We appreciate all the time you are dedicating to help train our leaders. We look forward to a great training.

In Faith,
Tamara RE Committee Representative

OUR WHOLE LIVES TRAINING SAMPLE REGISTRATION FORM

Name _____

Address _____

City _____ State _____ Zip _____

Phone (h) _____ (w) _____

E-mail _____

Congregation (full name and location) _____

I am training to teach OWL for:

K-1 4-6 7-9 10-12 Young Adult Adult

Omnivore Vegetarian Vegan

Allergies or dietary restriction (information for home hospitality)

Health insurance company and policy number _____

Person to contact in case of emergency _____

Child care (names and ages of children and any special needs) _____

Child care will be provided for a cost of \$40 for the weekend. We will provide care during all the training sessions except Saturday evening.

Registration cost \$80 _____

Child Care \$40 _____

Total enclosed _____

Send to: Tamara RE Committee Rep, 142 Brookline, Springfield, VT 05156
REGISTRATION DEADLINE OCTOBER 1

SAMPLE OUR WHOLE LIVES INFORMATION AND PUBLICITY FLYER FOR GRADES 7-9

Our Whole Lives is based on a philosophy of comprehensive sexuality education which helps participants make informed and responsible decisions about their sexual health and behavior. It equips participants with accurate, age-appropriate information in six subject areas: human development, relationships, personal skills, sexual behavior, sexual health, and society and culture. Grounded in a holistic view of sexuality, comprehensive sexuality education provides not only facts about anatomy and human development, but also helps leaders to clarify their values, build interpersonal skills, and understand the spiritual, emotional, social, and political aspects of sexuality as well.

Information for congregations:

This is an intensive weekend training designed to prepare your leaders to teach the *Our Whole Lives* program. After completion of the training and the approval of your congregation's leaders by the trainers, your congregation may purchase from the UUA Bookstore the visuals that accompany the program your leaders were trained in. The cost is \$80 for the Grades 7-9 slides. Please be sure to budget accordingly for these expenses. In order to teach *Our Whole Lives*, a diverse team of leaders needs to be trained from each church. The leaders will be approved (or not approved) to teach at the end of the training weekend by the trainers. In the event your leader is not approved, you will be immediately notified by the trainer.

OUR WHOLE LIVES LEADER TRAINING SCHEDULED FOR VERMONT/ NEW HAMPSHIRE DISTRICT

Age level: Grades 7-9

Where: First UU of Springfield, VT [Include directions to the site]

Date: October 14-16, 1999. Friday noon-Sunday 4pm

Cost: \$160 (plus \$40 for child care if needed)

What to bring:

Copy of *Our Whole Lives Grades 7-9* curriculum with your knowledge of contents

Copy of *Sexuality and Our Faith Grades 7-9* with your knowledge of contents

A binder or folder for handouts

Notepaper and pen

For questions about the training, please call Tamara at 802-555-2343

SAMPLE CONFIRMATION LETTER TO PARTICIPANTS

Dear *Our Whole Lives* training participant,

We are pleased you will be attending the *Our Whole Lives* leader training for *Our Whole Lives Grades 7-9* on October 16-24 at Camp Wherever. We encourage you and your co-teacher to purchase the appropriate curriculum and religious supplements and **read these materials in preparation of your training.**

Here are a few things you should know about the training:

- The training will be intensive so plan to be busy; there will not be much scheduled free time during the weekend.
- A list of leaders, trainers, and staff is included so you can plan to travel together if you like.

- What to Bring

You will need to bring a copy of *Our Whole Lives* curriculum for the age group you plan to teach, a copy of *Sexuality and Our Faith* for this age group, and a binder or folder for handouts and notepaper and pen. Your trainers will assume your familiarity with these resources. [Also describe appropriate clothing, what to pack, etc.]

- About Camp Wherever

[Describe the site and offer directions. Provide an emergency phone number for the site.]

- Evaluation of Potential Leaders

It is important to note that this training also has an evaluation component. The *Our Whole Lives* trainers have a responsibility to ensure the quality of the leaders who will implement the program in our congregations. During the weekend they will not only be training you but also evaluating you on your facilitation skills, comfort with the material and behavioral appropriateness. Their main goal is to train you to be good *Our Whole Lives* leaders. During the training, if they have any concerns about your abilities to teach the program or to uphold the *Our Whole Lives* values, they will speak to you first to see if the concerns can be addressed. At the end of the training you will be approved (or not approved) to teach *Our Whole Lives*. When a congregation's OWL leaders have been trained and approved, the congregation can purchase the *Sexuality*

and Our Faith slides or video if these resources are appropriate for the age group the leaders trained for.

We look forward to this weekend with excitement. We thank you for your commitment to the sexual health of our children and youth.

In Faith,
The District RE Committee

SAMPLE WELCOME LETTER FROM *OUR WHOLE LIVES* TRAINER TO TRAINING PARTICIPANTS

Dear *Our Whole Lives* Leader,

We are very excited about our upcoming *Our Whole Lives for Grades 7-9 and 10-12* training workshop and glad to hear that you'll be joining us. We are pleased that some of you have quite a bit of experience in teaching human sexuality, but regardless of the amount of experience you bring, the training has been designed to be relevant for everyone.

We start our training promptly at 6 p.m. on Friday at the Friendly Crossroads Conference Center. Please be on time even though you may have to leave work a little early. We have a great deal to fit into our weekend training schedule. In order to build community and create an environment of trust, we need everyone present from the very beginning. We will end our training promptly at 2:30 p.m. on Sunday.

A schedule of the weekend is enclosed to give you a sense of how you will be spending your time. Each of you will be working with other leaders to plan and implement one training activity from the *Our Whole Lives* curriculum.

Our Whole Lives is a wonderful program that offers our young people the opportunity to explore their values, gain accurate information about topics that are often not easily accessible, and develop skills that will benefit their health and relationships throughout their lives. We are proud that our congregations recognize that in order for young people to grow into spiritually whole, mature individuals we need to address the topic of sexuality.

Of course, teaching about sexuality is not easy. Many of us did not have good experiences with sexuality education when we were young, and talking about sexuality

with young people may be fun and rewarding but also difficult and challenging. The most important thing is that you will be willing, open and honest with other participants and with yourself.

This training is an opportunity not only to learn about the program and how to lead it, but also to see how comfortable you are as an *Our Whole Lives* leader. At the end of our weekend, you and we, the trainers, may determine that teaching *Our Whole Lives* is not the best fit for you at this time. There are many additional ways adults can support OWL Again, the most important thing is that we be open and honest about our comfort and abilities in facilitating sexuality education in the best possible way with our young people.

To make the most of our training time together, we encourage you to become familiar with the contents of *Our Whole Lives, Sexuality and Our Faith*, and the *Advocacy Manual*. And please bring the curricula with you. If you have any further questions about training, please call either one of us. If you have logistical questions about accommodations or transportation, please contact the district/conference host. See you soon at Friendly Crossroads!

In Faith, Jack Trainer and Jill Trainer

SAMPLE LETTER TO CONGREGATIONS WHO ARE SENDING LEADERS TO BE TRAINED

Dear First Church of Springfield,

We are pleased that you are sending two of your leaders, Donny and Marie, to be trained for *Our Whole Lives for Grades 7-9*. We expect the training to be both fun and rigorous. Every leader is to come to the training with the appropriate curricula and familiarity with the contents of these resources.

There is some important information you should know about the training. The first is that the workshop includes training components and evaluative components. The *Our Whole Lives* trainers have a responsibility to ensure the quality of the leaders who will implement the program in our congregations. During the weekend they will not only be training your leaders but also evaluating them. Our trainers' main goal is to train your leaders for competency in three areas: knowledge of sexuality, facilitation skills, and values and attitudes consonant with the *Our Whole Lives* philosophy. If during the training there are any concerns about your leaders' facilitation skills, ability to teach the program or to uphold the *Our Whole Lives* values, the trainers will first speak to the

leader to see if the concerns can be addressed. It is our hope that concerns will be addressed and problems solved. It is also our hope that every leader completes the training. If at the end of the training the *Our Whole Lives* trainers have serious concerns about a leader, they will let that leader know that they do not think they should be teaching the *Our Whole Lives* curriculum at this time and suggest, if appropriate, what steps they might take to become a leader. If your leader is not approved at the end of the training, the trainer will call your congregation immediately to share their concerns so you can begin to recruit a new leader. We hope that the rigorous selection process that your congregation used to select your leaders will prevent this from happening.

Once your leaders are trained and approved, then your congregation can purchase the optional visuals that accompany the program your leaders were trained in. You can order the visuals by calling the UUA Bookstore at 1-800-215-9076. The Bookstore will have a list of congregations with approved *Our Whole Lives* leaders and will send you the visuals promptly. Be sure to budget \$80 for the Grades 7-9 slides and \$50 for Grades 10-12 video.

Your leaders will be trained both to teach the curriculum and to be advocates for comprehensive sexuality education in your congregation and the larger community. Your Religious Education Committee might explore ways to begin advocacy work in the congregation and community. Set up a forum, ask the minister to preach on the link between sexuality and spirituality, organize a letter writing campaign to support sexuality education in the schools, create a sexuality information bulletin board in the coffee hour room—there are many ways to involve the whole congregation in this important work. See *The Advocacy Manual for Sexuality Education, Health and Justice: Resources for Communities of Faith*. If you have any questions about the upcoming training, please call Tamara at-555-3425.

In Faith, Betty Contact Person

OUR WHOLE LIVES — TRAINING PARTICIPANT ROSTER

Trainers: _____

Training Dates: _____ Site: _____

Site City: _____ Site State/Province: _____ Level(s): _____

Name: _____

Address: _____

City: _____ State/Province: _____

Postal Code/ZIP: _____ Country: _____

Phone number: _____

Congregation or Organization: _____

Cong./Org. city: _____ st./prov. _____

Completed (check all that apply):

- Our Whole Lives Training
 - Sexuality and Our Faith Training
 - Slides Training (for Grades 7-9)
 - Video Training (for Grades 10-12)
 - Sign up for facilitator e-mail list:
- e-mail: _____

Name: _____

Address: _____

City: _____ State/Province: _____

Postal Code/ZIP: _____ Country: _____

Phone number: _____

Congregation or Organization: _____

Cong./Org. city: _____ st./prov. _____

Completed (check all that apply):

- Our Whole Lives Training
 - Sexuality and Our Faith Training
 - Slides Training (for Grades 7-9)
 - Video Training (for Grades 10-12)
 - Sign up for facilitator e-mail list:
- e-mail: _____

Name: _____

Address: _____

City: _____ State/Province: _____

Postal Code/ZIP: _____ Country: _____

Phone number: _____

Congregation or Organization: _____

Cong./Org. city: _____ st./prov. _____

Completed (check all that apply):

- Our Whole Lives Training
 - Sexuality and Our Faith Training
 - Slides Training (for Grades 7-9)
 - Video Training (for Grades 10-12)
 - Sign up for facilitator e-mail list:
- e-mail: _____

Name: _____

Address: _____

City: _____ State/Province: _____

Postal Code/ZIP: _____ Country: _____

Phone number: _____

Congregation or Organization: _____

Cong./Org. city: _____ st./prov. _____

Completed (check all that apply):

- Our Whole Lives Training
 - Sexuality and Our Faith Training
 - Slides Training (for Grades 7-9)
 - Video Training (for Grades 10-12)
 - Sign up for facilitator e-mail list:
- e-mail: _____

Time-sensitive material! Please send to UUA and/or UCC within two weeks of the training.
Send or fax to: **UCC** Phone: 216/736-3718; Fax: 216/736-3283; hansona@ucc.org and/or
UUA Phone 617/948-6423; Fax: 617/367-4798; owl@uua.org

GUIDELINES FOR IDENTIFYING INAPPROPRIATE FACILITATORS AND POSSIBLE RESPONSES

Recommended by the Sexuality Education Task Force of the Unitarian Universalist Association and the United Church of Christ, 1999. Revised 2003.

As a trainer of facilitators who will teach *Our Whole Lives*, you have a unique opportunity to help in the renewal and the development of facilitation skills in your training participants. You also have a unique responsibility to help assess the appropriateness of trainees for the job ahead.

We start each training with the expectation that a sponsoring organization selected the appropriate people to attend the training and to lead the program. A majority of the time the match is a good one. However, occasionally the match is not right, and a participant does not seem like an appropriate candidate. It is a trainer's responsibility to offer evaluation, feedback, and, when necessary, to decide and act on the decision that a prospective teacher and *Our Whole Lives* are not a good match at this time.

How does a trainer determine a participant's appropriateness to teach *Our Whole Lives*? The Sexuality Education Task Force offers the following list of guidelines for your assistance. Decisions about a participant's competency can begin very subjectively. The following list will help the subjective to become objective:

- Cannot affirm the values and goals of *Our Whole Lives*
- Inadequate facilitation skills
- Facilitator team works very poorly together
- Antagonistic, overly critical, and uncooperative
- Speaks too much about herself or himself; discloses far too much personal information
- Will not follow the process of the material or of the training
- Inadequate knowledge base for the teaching responsibility
- Discomfort with and lack of understanding of content
- Misses a large portion of the training
- Inadequate commitment to facilitating *Our Whole Lives*
- Unable to create a welcoming and affirming environment for all ages, genders, races, ethnicities, classes, and sexual orientations
- Inappropriate behavior toward others—rude comments, flirting, inappropriate touching, thoughtless remarks
- "Single-issue" agenda—interest in teaching curriculum centers around a personal agenda that is either not compatible with or supersedes the comprehensive scope of the curriculum

The list involves observing both behaviors and attitudes. Some of the items may be present and not be an indication that a participant is inappropriate. An important consideration is whether or not the issues and concerns are excessive and sustained. The presence of any one of these items is a flag; the more flags that go up, the greater your concern needs to be.

If you have doubts about a participant or team, the first step is to reality-check your thoughts with your co-trainer. If you both agree that there are indications of a problem, you then need to share your concerns with the participant or team. This should be done as early in the training as possible. If the situation changes, you may still need to decide if it is important to share information about your training experiences and concerns with the participant's organization.

If inappropriate behaviors continue after talking with the participant, and you have sufficient grounds to determine that the participant and *Our Whole Lives* are clearly or may not be a good match, you will need to decide which of the following response options you will take:

- The actions are severe enough to warrant asking the participant to leave the training and not be endorsed as an *Our Whole Lives* teacher.
- The participant will be allowed to finish the training but will not be endorsed as an *Our Whole Lives* teacher.
- The participant will be allowed to finish the training and be endorsed for teaching with an understanding that the participant will receive support and supervision during teaching.

When any of these actions is called for it is important to notify the *Our Whole Lives* Coordinator and the related denominational staff coordinator or organization contact as soon as possible to make a collective decision concerning the participant. The subsequent final steps involve contacting the participant. For community groups contact the participant's supervisor; for the UUA the church's religious educator and minister should be contacted; and, for the UCC, the participant's minister and Christian Education Director should be informed.

Congregations in the UUA and UCC operate independently of their denominational offices, as do the secular organizations that use *Our Whole Lives*. Some congregations or organizations may choose to run their *Our Whole Lives* programs using a facilitator you have not endorsed. Though you may have significant misgivings about the individual, and you may wish they not teach at all, your responsibility lies in informing the congregation or organization of your concerns. The congregation or organization can then make its own decision about who will teach *Our Whole Lives*.