

## **Summary of Renaissance Module Goals**

For a more complete description of each module, refer to the Renaissance Planning Guide.

### **Administration as Leadership**

- To set the administrative duties in the context of the larger portfolio of religious education leadership
- To appreciate the importance of strong organizational and management skills in administration
- To survey effective means for educating, engaging and appreciating those who share in faith development
- To explore strategies for healthy communication, decision making and delegation.

### **Adult Faith Development**

- Model good practices in adult faith development programming
- Present information about the characteristics of adult learners
- Demonstrate and provide practice in the application of learning theory to congregational life and adult faith development programming
- Connect adult programming and faith development to building multiracial, multicultural, multigenerational beloved congregational community
- Consider ways in which adult programming balances opportunities both for mixing with those of other perspectives and life experiences and for huddling with those who share similar life experiences and perspectives
- Consider the contemporary cultural context and its impact on programming and congregational life and explore strategies for responding effectively
- Provide and demonstrate practical tools for planning and supporting adult programming in Unitarian Universalist faith communities
- Present the philosophy and approach of Tapestry of Faith, provide details about adult programming, and provide an opportunity for sharing experiences with Tapestry of Faith

### **Curriculum Planning**

- To clarify and expand understanding of curriculum, religious education and faith development
- To learn about Tapestry of Faith as a core UU curricular resource; how to adapt and use it with various models and many different contexts for lifespan faith development
- To learn about other curriculum sources and resources and where to find them
- To understand the total curriculum planning process and consider strategies to use the process effectively in ones own congregation
- To practice evaluating and adapting curricular plans

- To learn how to use curriculum choices and implementation to foster inclusive, multicultural, multigenerational faith communities
- Working in teams, to develop useable curricular projects to bring home to congregations
- To network with other religious educators and be affirmed and nurtured by a supportive community.

### **Ministry with Youth**

- Provide tools for participants to create and support youth ministry that is balanced in terms of shared youth-adult leadership, types of programming, and developmental appropriateness
- Explore the physical, cognitive, social, identity, moral, and faith development of youth, and build greater understanding of the unique experiences of different generations of youth in congregations and how they impact youth ministry
- Help participants imagine and create youth ministry that goes beyond a one-size-fits-all approach and offers many pathways for youth involvement in congregations
- Equip participants to be adaptive in developing youth ministries appropriate to their congregation's size and youth needs and interests
- Address the unique role of religious educators in youth ministry, including administration, creating safe congregations, working with parents, and the recruitment, training, and support of youth advisors.

### **Multicultural RE**

The goal of the Multicultural Religious Education Module is to help prepare participants for meaningful participation in a diverse world. The module addresses the following:

- The goals of multicultural religious education
- The four approaches to implementing the multicultural educational process
- Awareness of issues involved in cultural appropriation
- Promoting social structural equality and cultural pluralism
- Seeing oppressions as linked, not independent or idiosyncratic
- Exploration of issues of privilege and power
- Factors in creating a climate that invites, honors, and celebrates diversity

### **Philosophy of Religious Education**

Articulating a philosophy of Unitarian Universalist religious education helps participants envision, design and implement programs for children, youth, and adults in meaningful and successful ways. Learning outcomes include:

- Increased knowledge of foundational questions of religious education: what, when, who, where, how and why.
- Increased ability in articulating one's own religious faith and current religious education
- philosophy.
- Increased clarity about the purposes of lifespan religious education.

- Increased comfort and competence in taking home a philosophy of religious education and talking with teachers and parents in this area.
- Increased comfort and competence in using some new knowledge, worship processes, and educational awareness in this area with congregations.

### **Teacher Development**

- To reflect on religious education philosophy and to relate that philosophy to the faith development of teachers.
- To understand Parker Palmer's ideas about teaching and learning, to be able to apply the ideas to religious education leadership, and to integrate the ideas into a professional practice, particularly in supporting teachers
- To understand issues related to safety and ethics, and special needs
- To gain understanding of teachers' needs in order to understand and deliver curriculum
- To increase understanding of child development and its relationship to teaching and learning, explore and develop strategies for recruitment, retention, appreciation and recognition of volunteers, and explore strategies for administrative support of volunteer teachers

### **UU History**

The goal of this program is to give participants a sense of the broad scope of Unitarian, Universalist, and Unitarian Universalist history and some of the key stories that are part of that history, so that participants are able to:

- Understand context for historical stories they tell in worship, small group, classroom, social media, and other settings
- Explain the history of our movement to lay people, to youth, and to children in age-appropriate ways
- Understand and explain how the history of their own congregation or geographical area fits in with the history of the broader movement
- Understand and articulate the history behind some of the theologies and traditions that are important to contemporary Unitarian Universalism
- Understand how we came to be who we are as a movement- and what strengths and challenges our history offers.

### **UU Identity**

- To create an understanding of identity as a process
- To become aware of how the process unfolds
- To identify ways to foster the process, specifically among Religious Education participants and generally among their congregations
- To help participants identify their own growth as Unitarian Universalists
- To create an interactive environment for discussion and for the sharing of ideas

## **Worship**

- To explore worship formation
- To appreciate the range of worship experiences
- To gain resources and skills for the craft of worship
- To understand and practice the power of stories in worship
- To evaluate the aspects and impact of a worship service