

Adult Faith Formation

Spark Handbook



Session Four Handouts

- 4.1: Resources for Unitarian Universalist Adult Faith Formation
- 4.2: Curating Adult Faith Formation
- 4.3: Adapting Adult Faith Formation for Online Learning

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Handout 4.1: Resources for Unitarian Universalist Adult Faith Formation

Offerings

The information on this handout is also available on **Handout 1.6b: Congregational Rubric Resources**.

This is a list of available Unitarian Universalist Adult Faith Formation Curriculum in wide circulation. Please review these as pre-work. There are no doubt other home-grown products, and feel free to speak to those as well.

- [Roots and Wings](#), a collaborative group of adult offerings that offer online adult faith formation; and
- [Small Group Ministries Network](#), another small group collaborative
- [Adult](#) Tapestry of Faith offerings, and
- [Multigenerational](#) Tapestry of Faith offerings.
- [Fahs Collaborative](#)
- [Transforming Hearts Collective](#)
- [Touchstones Project](#)
- Unitarian Universalist Congregations doing online Adult Faith Formation
- Regional and UUA Webinars

Handout 4.2: Curating Adult Faith Formation

To make this vision of a “lifelong network” of religious content and experiences a reality, the role of the leader in faith formation is shifting from providing religious content and offerings to curating religious content and experiences for all ages. We are all familiar with curating and curation—museum curators collect art and artifacts and identify the most relevant or important to be displayed in an exhibit for the public. Museum curators are subject-matter experts that guide an organization’s overall art collection.

A content curator is someone who continually finds, groups, organizes, and shares the best and most relevant content on a specific subject to match the needs of a specific audience. Content curators can provide a personalized, qualified selection of the best and most relevant content and resources available. They do not create more content but make sense of all the content that others are creating.

Curation is an evolving idea that addresses two parallel trends: the explosive growth in information, and our need to be able to find information in coherent, reasonably contextual groupings.

— John Roberto, Faith Formation 2020

These are links to other Adult Faith Formation offerings from non-UU sources, familiar to the authors and that have been used in UU congregations. Many of these resources/perspectives are unavailable in our local community but can be accessed by us online:

- [Pendle Hill](#)
- [Smithsonian](#)
- [Parent Education Programs](#) (PEP)
- [Life Long Faith](#) (primarily Christian/Catholic)
- [Center for Courage and Renewal](#) (Parker Palmer)
- [EmbraceRace](#)
- [Insight Meditation Center of Washington](#)
- [Raising Race Conscious Children](#)

Prework

If you have offered a curated adult faith formation offering, what did it require of you or your team to make available to your congregants? Share the name and any learnings that would be applicable to the group.

Additional resources for you to read and consider:

- [Reimagining the \[Curated\] Resources](#)
- [Becoming a Faith Formation Curator](#)

Handout 4.3: Adapting Adult Faith Formation for Online Learning

This is an informational handout detailing the considerations for adapting adult faith formation for online use. Some of this information is covered by the in-session Jeopardy game we will play.

Facilitation

Record a session. After the sessions start, record one session (with participant's permission) as a training tool. Everyone is surprised the first time by the difference you see versus how you thought it was going. Bonus: you can check on your background too.

Co-facilitation is necessary for online learning for attending to the material, noting participant non-verbal cues and reading the chat are too challenging for one facilitator to do well.

Training is mandatory, including reviewing ways to adapt the curriculum, but also for creating a community of learners and practicing technology. And a frank conversation of how co-facilitators will work together.

Setting up Zoom Background space may be more challenging than setting up a room in your congregation and certainly more determinative of success. Facilitators need to be mindful not only of the technology issues, but also their background space to cut down on distraction: lighting, sound, interruptions, turning off notifications, etc.

Expectations Expect the unexpected and remain flexible.

Technology

Zoom is the most popular online meeting platform. You can hold meetings for up to 40 minutes for free and attend any meeting of any duration for free. It is a relatively easy and stable platform.

Internet Speed of Facilitator's Home Network. This is often an overlooked ingredient in the working and clear transmission of a Zoom signal over a class period. <https://testmy.net/hoststats/speednet>. If needed, use a direct cable from your router to your computer if Wi-Fi is inconsistent. Also note that if you're working at home and someone's using the microwave or other electronics, they can interfere with your Wi-Fi. Turn off file sharing and let the people in your home or office know that you're about to do an event. Note: You need a minimum download speed of 1.5 Megabits per second to participate in Zoom. Streaming is 5Mbps, and if you go all the way up to 4K streaming, or ultra HD, your bandwidth should start at 25Mbps.

Use technology to help communicate and register participants for your class is worth investing time in.

Google Suite offers a few different applications that can serve as a free online document storage system and other applications. It does not require you to have a Google email address, though it's less confusing to understand it if you do.

Skill up on applications/software/equipment necessary for online learning: What are technologies or applications that support online learning? You are likely to need a lot of these, or ones like them, to support

online learning. How will you learn and teach them? Canva, projectors, SignupGenius, ConstantContact, Creative Commons, Google, Edmodo, Edpuzzle, Padlet, Miro, Doodle Poll, Facebook Live, Spotify, YouTube.

Video Sharing on Zoom requires at least 1.5Mbps uplink and downlink for all participants; play video at full screen and Clicking on the "optimize video share" before sharing screen.

Administrative

Discern whether the curriculum meets your objective before trying to adapt it. Would the curriculum meet the mission of Adult Faith Formation? If not, is there some part of it that would? How much adaptation is necessary to make it work online or to meet your mission? What might other alternatives be?

Partner with another congregation to provide more possibilities for taking a wider variety of classes.

Figure out an LMS that is user-friendly for you, facilitators, and congregants.

Develop an Adult Faith Formation team or group of facilitators to help adapt curriculum is preferred.

Adapt Curriculum by engaging at least two people as a team. It is often easiest for two or more persons to work collaboratively through a digital document platform, such as Google Docs. Having someone else read it for clarity is a treasure!

Resources

Search online for an array of curriculum by subject area. Google the curriculum titles and find another religious professional who has already offered it. The offering doesn't have to be online-specific but requesting their written lesson plans reduces the amount of writing you have to do.

Use the UUA website to research curricula.

Research local events, classes, and activities using the internet or local bulletin boards.

Curriculum Adaptation

Zoom Fatigue – Reduce sessions to 60-90 mins.

Flipped Classroom – Asynchronous vs synchronous learning? Determine how much prework can be assigned to allow for more discussion during sessions.

Breakout groups & other Zoom tools can build community in a group of learners

Engage a diversity of learning activities: [Think-Pair-Share](#); "Show Not Tell" (drawing as a response); [Story Circle](#); [The Jigsaw Method](#); [Reading Against the Grain](#); [Gallery Walk](#); and [word cloud](#)

Review and revise learning objectives to start adapting -- it can be your guide.

Engage content in chunks: Group discussions should run no longer than 15 minutes; learning activities can run up to 25.

Establish a sense of relationality and develop a community of learners

Focus on Active learning: This is not a lecture classroom online; it is an active learning classroom online. Mix video, lecture, discussion groups, creative activities, reflection, research, collaboration, hands-on and fun!

Read more

- [A Step-By-Step Guide](#) for digital learning.
- [Nine Strategies for Effective Online Teaching](#)
- [Active Learning for your Online Classroom](#)