**RENAISSANCE MODULE**

**PLANNING GUIDE**



**LIFESPAN FAITH ENGAGEMENT OFFICE**

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# RENAISSANCE MODULE PLANNING OVERVIEW

The [Renaissance Program](http://www.uua.org/careers/re/renaissance/index.shtml) offers structured learning experiences in several specific areas useful to professional religious educators, ministers, seminarians, and lay leaders. The Renaissance Program is administered by Lifespan Faith Engagement Office within the Unitarian Universalist Association. It is a significant component of the [Religious Education Credentialing Program](http://www.uua.org/careers/re/index.shtml). Renaissance trainings are open to all Unitarian Universalists and other religious liberals interested in Religious Education Leadership.

Renaissance modules can be offered by regional staff, camps or conference centers, individual or clusters of congregations, or professional associations such as the Liberal Religious Educators Association (LREDA) or the Unitarian Universalist Ministers Association (UUMA). If you are interested in sponsoring a Renaissance module, please contact the Renaissance Office at renaissance@uua.org. Modules may be offered in-person or online/hybrid. Guidelines for both formats are offered below.

The Renaissance Office will provide names of qualified facilitators, while the sponsoring group is responsible for registrations, publicity, module supplies, facilitator expenses, and local arrangements for hosting in-person modules. Many of the modules require reading and preparation in advance, which is the responsibility of each participant to complete.  This information can be found on the [Module Resources](http://www.uua.org/careers/re/renaissance/module-resources) page of the UUA website. Module facilitators must communicate preparation expectations to participants at least two weeks prior to the module start date.

At least six months before the anticipated start date of the module, review this [Renaissance Module Planning Guide](http://www.uua.org/documents/lfd/renaissance_planning.pdf) and consider the following items a priority:

* Identify which of the available modules you wish to offer.
* Contact the Renaissance Office at renaissance@uua.org to identify and confirm two module facilitators.
* Set the date.
* Designate a coordinator.
* For In-Person modules:
	+ Secure a module location.
	+ Establish a module task force that will give the needed on-site support.
* For Online modules:
	+ Regions: Set up Zoom sessions through the Renaissance Zoom account by contacting your administrator.
	+ Determine if you will need a tech host for synchronous sessions in addition to your module facilitators.

**The Renaissance Office** provides planning and module content materials on the [Renaissance module resources webpage](http://www.uua.org/careers/re/renaissance/module-resources), develops and maintains a list of experienced module facilitators, periodically evaluates current modules, and develops new modules. Additionally, the Renaissance Office maintains records of module participation, participant and facilitator evaluations, module certificates and awards Certificates of Recognition and Renaissance pins to those who have completed five modules.

**UUA Regional staff** (in most regions) work to ensure that at least two Renaissance modules are offered by their region each year. Regional staff can provide registrar services (registration and money collection) to all module organizers as requested. These registrar services can include some or all of the following administrative duties:

* Receiving registrations
* Sending confirmation email to participants (provided to them by coordinator)
* Handle checks and/or credit card payments
* Create roster of all participants and facilitators

When regional staff is requested to administratively support a Renaissance Module that is sponsored by another group, the region may request that the module budget includes compensation for staffing time.

**SPONSORING GROUP RESPONSIBILITIES**

## Identify Module

Sponsoring groups (such as LREDA chapters, cluster groups or congregations, regional staff, etc.) may choose to prioritize religious educators in the credentialing program for registration; if so, be clear about this in all publicity.

For location-specific modules, be sure to coordinate the hosting group’s plans for a module with any offerings in neighboring areas so that overlap is avoided. Specifically, contact regional staff to review potential conflicts with the regional calendar, as well as the local LREDA chapter. The Renaissance Office can also provide information on modules being planned in other regions or online. Information about upcoming modules can be found on the [UUA website](http://www.uua.org/calendar). In most cases, modules are posted on the UUA calendar shortly after the dates are confirmed by the Renaissance Office. Polling local/regional/national (if online) religious educators to assure there is enough interest to support a large pool of possible participants is an important preliminary step.

## Identify & Confirm Module Facilitators

After determining which module you would like to host, contact the Renaissance Office of the UUA at renaissance@uua.org in order to find module facilitators. Renaissance modules are designed to be led by two facilitators.The Renaissance Office maintains a list of skilled, trained, and experienced facilitators. Invitations to lead modules are made by the sponsoring group after consultation with the Renaissance Office.

## Set Date & Location

**For in-person modules**, poll local/cluster-wide/regional congregational staff to determine an estimated attendance. Based on that attendance number, determine what options you have available to you for locations. Often local congregations can be used for lower-cost options. Work with the location to determine available dates for the module. See Appendix E for possible module schedules. Note: When a module is at a congregational site over a weekend, there is often an interest in having module participants attend the Sunday morning service. The sponsoring group should be sure to work out their expectations in consultation with the worship leaders and keep the host congregation informed. It can be a treat for both hosts and participants if the participants attend the service, but it does not count as part of the module unless participation in the service is specifically included as an activity in the module design.

**For online/hybrid modules,** check the [Scheduled Renaissance Modules & Other Educational Opportunities calendar](https://www.uua.org/careers/re/renaissance/schedule) to see which modules are being offered and when. It is required that online modules utilize a Zoom account with captioning services enabled for accessibility purposes. The UUA’s Renaissance Zoom account is thus equipped and it is recommended all modules utilize it. For this reason, multiple online modules may not take place simultaneously. Modules should be held weekly (or every-other-week for more dense material, such as that for UU Theology) at the same time with forum posts expected by each participant before the first and after each session. Please consider time zone differences and needs when setting module times.

## Establish Module Task Force

The Module Task Force should be comprised of 3-5 people who would each take on one aspect of the preparation for the module such as publicity and budget, and food and hospitality for in-person modules, etc. The coordinator ensures all aspects of the preparation, planning, and implementation are fulfilled.

## Designate a Coordinator

The module coordinator is the person who serves as the central contact with the Renaissance Office and the module facilitators. The coordinator contacts the UUA Renaissance Office to find module facilitators and then completes the [Renaissance Module Request Form](http://www.uua.org/careers/re/renaissance/module-request) available on the UUA website. The coordinator administers publicity, communications with module leaders, food arrangements (in-person modules only) and works in consultation with the module task force from the host congregation or conference center staff (in-person modules) as needed. The coordinator manages the project budget and makes sure that module facilitator honoraria and expenses are paid at the conclusion of the module. See Appendix G: Module Coordinator Task List.

## Submit a Module Request Form

The[Renaissance Module Request Form](http://www.uua.org/careers/re/renaissance/module-request) should be submitted as soon as the following information is determined:

* Registration URL
* Module facilitators – names & contact information
* Coordinator name & contact information
* Module choice
* Module dates
* Sponsoring group
* Module Location (if in-person)

The Renaissance Office will process the form and send a confirmation email to the module coordinator designated on the form. Regions: Please contact the Renaissance Office for calendar event text and add your modules to the Congregational Life and [Scheduled Renaissance Modules and Other Educational Opportunities Calendars](https://www.uua.org/careers/re/renaissance/schedule). Contact regional offices and LREDA to add modules to their websites and Facebook pages.

## Publicity

The main flyer with registration information should be available online **as early as possible** before the scheduled module.

The sponsoring group should decide how the Renaissance module will be publicized—for example, email lists, regional lists, Facebook pages and websites, LREDA chapters, etc. Remember to include ways to reach out to ministers, seminarians, and lay leaders. If there is a theological school in your area attended by candidates for the UU ministry, consider publicizing it there as well.

Early publicity ensures good attendance; ***lack of advance publicity is the single biggest factor for module cancellation***. Publicity even a year in advance is not too soon! It enables religious educators and congregations to budget time and money to attend the module and to make it a priority in a busy schedule. Some sponsoring groups schedule their modules at the same time every year, which works very well.

The flyer should include: the goals of the module (see Appendix F), information about any reading or preparation that participants should complete prior to the module (found on the [module resources page](http://www.uua.org/careers/re/renaissance/module-resources)) and should state clearly that full attendance at the module is required for credit to be received.

For in-person modules, it is important that the sponsoring group set an early deadline for registrations so module facilitators and participants can make non-refundable travel arrangements with assurance. Adding a fee for late registrations provides an incentive to register early. The minimum registration required to hold an in-person module is usually 10 participants; for an online module, it is 7 participants. If the minimum number of participants have not registered by the deadline, the coordinator should determine whether, and how far, to extend the deadline. If insufficient registration is received, it may be necessary to cancel the module. The final decision whether or not the module will proceed is made by the sponsoring group and should be made before participants have purchased the reader (or paid for travel arrangements) if applicable. Be sure to notify the Renaissance Office of cancellations.

## Budget

The costs of sponsoring a Renaissance module are shared by the participants, their congregations, and the sponsoring group. The registration fee paid by participants is determined by the sponsoring group using the Budget Worksheet (Appendix D) to determine an appropriate registration fee. The budget must include:

### Facilitator Honoraria

Each facilitator receives an honorarium and the Renaissance program recommended *minimum* honorarium are listed in the table below per facilitator. The honoraria should be presented to the facilitators upon completion of the module. If some other arrangement is to be made, the facilitators should be advised in advance. In all cases, make sure the sponsoring group has agreed on what is to be offered, and that expectations have been clearly stated to both facilitators. The module coordinator should send a “Letter of Agreement” (See Appendix H) to the facilitators to confirm all arrangements.

|  |  |
| --- | --- |
| Rates as of FY21 | Pay per session: $135/facilitator |
| 3-session module | $405 |
| 4-session module | $540 |
| 5-session module | $675 |
| 6-session module | $810 |

### In-Person Modules

### Facilitator Expenses

For in-person modules, the sponsoring group must pay for all meals, accommodations and travel for the facilitators. To keep travel costs to a minimum, the second facilitator is frequently selected locally.

### Food

The sponsoring group pays for all meals and snacks for participants and facilitators during an in-person module. When hosted by a congregation, people may volunteer to prepare meals, which helps to keep expenses down. More information can be found in the Host Site Responsibilities section of this guide.

### Materials & Supplies

The sponsoring group provides supplies for in-person modules. *If module facilitators are purchasing supplies, be sure* to *explain any spending limits to facilitators in advance.*

### Registration Form

The registration form should contain the following information:

* Deadline for registration (as early as possible)
* Name, pronouns, telephone numbers (day/evening), email address
* Congregation, position in congregation or title
* Name and email of coordinator/registrar.
* Cost (check made out to or instructions for online payment)
* Additional Information to Collect for In-Person Modules:
	+ Allergies or special dietary considerations
	+ Emergency contact name and number
	+ Housing option preference (from the options available, e.g. home hospitality or nearby hotels with website and phone number. Note that participants are responsible for their own hotel reservations).

## Confirmation Emails

Immediately upon registration, the registrar or module coordinator should email a confirmation that includes the following information (See Appendix C):

* Welcome, looking forward to being with you
* Date(s) and location(s) of module, including Zoom info for online modules. Also include contact information where messages can be left or, in an emergency, where participants can be reached.
* Times (including days of the week), for each day (Consult with facilitators for exact times.): (Fri. to , Sat. to , Sun. to )
* Information about advance preparation
* Participant responsibilities

Two to four weeks prior to the start of the module, facilitators should send an email with the prior information as well as the following (each [module facilitator guide](http://www.uua.org/careers/re/renaissance/module-resources) has a sample letter specific to that module):

* List of how to prepare: Read (book, reader, articles, etc.)
* For In-Person Modules:
	+ Guide to dress: i.e. casual. Indicate if participants will be attending worship service.
	+ Information on internet availability (wireless, etc.)

# IN-PERSON MODULE HOST SITE RESPONSIBILITIES

## Administrative Tasks

* Put date on congregational calendar and reserve necessary rooms.
* Let appropriate congregational leaders know that they will be hosting this event.
* Arrange for meeting space (large enough for estimated participants, resource tables, refreshments, room to move around, etc.) that can be used for the entire time. (It is very difficult and disruptive to move a group this size with all the accompanying materials during a module.)
* Arrange for availability of “break-out” spaces for small group work.
* Provide easel and newsprint (if possible, two of each).
* Establish whether the module will need to recess during worship times.
* Determine what internet access is available.
* Provide comfortable chairs.
* Provide tables for participants using laptops.
* Determine if there is access to a copy machine.
* Provide small table, chalice, cloth, etc., for worship each day.
* Provide supplies requested by module facilitators.
* Provide laptop, projector, or speakers (for projector or phone/computer connections) as well as all applicable cords needed, as requested (check with facilitators).
* Prepare name tags. It is recommended that the first name be in capital letters and fill the top half of the name tag so that it can be easily read across a circle by the facilitators and other participants. Include pronouns. You may choose to include a participant’s location, as well.

|  |  |
| --- | --- |
|  e.g.  | CAROL |
|  | WestShe/her/hersAll Souls, Indy |

## Food

There are a number of different ways to handle food for a module. When there is home hospitality, breakfasts are usually provided by host families or continental breakfasts could be offered at the meeting space. For dinner, some groups have food prepared and served by a local volunteer committee while others are professionally catered. Still others have adjourned to a local restaurant. Always keep in mind that time is limited and restaurants do not work on timetables conveniently. While dining out may seem like a good idea, unforeseen delays can wreck a schedule. It is important to make the plans clear in the publicity, so that participants are prepared for any additional meal costs. Ensure that all appropriate dietary needs/allergies are accommodated (e.g. vegetarian, vegan or gluten-free options).

Take into account who is responsible for making, serving, and cleaning up after snacks and meals. It is impossible to participate in the Renaissance module and be responsible for these duties! If volunteers prepare and/or serve food at the event, be sure they are thanked after each meal and during the Sunday service. Be sure to include costs of food if reimbursing volunteers for ingredients. If going this route, offering volunteers a spending limit can be helpful. In order to create a welcoming space, and since this is a training event, it is preferable **not** to serve alcohol.

*It adds a nice touch if tables for meals have table covers and flowers, and meeting rooms are attractively arranged.*

## Home Hospitality

Home hospitality is one lodging option that helps keep costs down. In order to make this successful, you will need to obtain volunteers willing to provide home hospitality (have names, addresses, and telephone numbers for each location). Make sure hosts understand dates and times and that participants will have little time to socialize. Give volunteer information (name, address, contact info, special info) and matched participants to coordinator prior to module start.

*Those who offer home hospitality should:*

* Understand that they are helping reduce the costs for the participants.
* Know the dates and times for each day of the workshop.
* Understand their guest may arrive quite late on both nights.
* Know whether they are to provide breakfast.
* Provide their address and phone number where they can be reached. In some cases, hosts are willing and able to meet participants at the module site on the first evening and lead them to their homes.
* Understand their guest will be quite exhausted and will want privacy in the evenings.
* Be offered gratitude and thankfulness during the Sunday service.

# ONLINE MODULE HOST SITE RESPONSIBILITIES

Many Renaissance modules are now offered online or in hybrid format.  Some modules are designed as online courses because the topic requires more than the typical 15 hour in-person format of a Renaissance module such as the Unitarian Universalist (UU) History module and the Unitarian Universalist (UU) Theology module. These online learning experiences include six two-hour webinars with reading and other assignments for each session. The combined reading, assignment, webinar time commitment for these modules is 30+ hours.

Resource information for online modules can be found on the [module resources webpage](http://www.uua.org/careers/re/renaissance/module-resources).

**To sponsor an online or hybrid module, please contact the Renaissance Office at** **renaissance@uua.org** **and see the above information.**

## Administrative Tasks

* Put dates on congregational/congregational life/Renaissance calendar, as needed.
* Let appropriate leaders know they will be hosting and supporting this event, even if online.
* Communicate all necessary information to the Renaissance Office [renaissance@uua.org](file:///C%3A%5CUsers%5CSarah%20Gettie%5CDownloads%5Crenaissance%40uua.org).
* Provide supplies requested by module facilitators (e.g. headset for online meetings) to make facilitating trainings online possible.

# **APPENDICES**

## Appendix A: In-Person Module Planning Timeline / Checklist

**6 – 12 MONTHS PRIOR TO MODULE DATE:**

 [ ] Identify which of the available modules you wish to offer

[ ] Contact Renaissance Office to identify and confirm two module facilitators

[ ] Set the date and secure a module location

[ ] Confirm calendar with regional staff

[ ] Establish a planning group or task force that will give the needed support throughout the planning and implementation phases

[ ] Submit the [Renaissance Module Request Form](http://www.uua.org/careers/re/renaissance/module-request)

[ ] Determine any specific needs (dietary, environmental, accessibility) module facilitators may have in order to be comfortable facilitating module

 [ ] Create estimated budget to determine participant costs

 [ ] Designate a coordinator

 [ ] Contact the Renaissance Office with any questions.

 [ ] Start publicizing your event

[ ] Determine if you would like to have the UUA’s congregational life event coordinators provide registrar services with the stipulation that the UUA will retain any income made and pay facilitators from the income. If you would like the UUA to manage registration, contact CLEvents@uua.org to arrange this. If not, develop a plan to gather registrations and money.

**2-3 MONTHS PRIOR TO MODULE DATE:**

[ ] Reconfirm with facilitators to take care of any transportation or module concerns or needs.

[ ] Distribute the flyer with registration information online and via email to local/regional congregations, theological schools, LREDA, regional websites, email lists and Facebook groups.

[ ] Arrange home hospitality if using home hospitality model.

[ ] Check with module facilitators for welcome letters (*found in all* [*Module Leader Guides*](http://www.uua.org/careers/re/renaissance/module-resources)*)*

**2- 4 WEEKS PRIOR TO MODULE DATE:**

[ ] Provide Renaissance Office and module facilitators with roster of participants (preferably an Excel document).

[ ] Confirm that the module has enough participants registered to run (minimum 10), or decide on later date for a final decision if appropriate.

[ ] If not done before, send welcome letter to participants.

[ ] Arrange food for module, considering dietary restrictions as able – set up caterers or volunteers.

[ ] Contact conference center or host site to verify expectations and abilities.

[ ] Verify actual costs are in line with budget.

**1 WEEK PRIOR TO MODULE DATE:**

[ ]  Contact conference center or host site to verify expectations and abilities.

[ ]  Create handouts with contact information (and maps with directions, if needed) for participants using home hospitality.

**DAY OF MODULE:**

[ ] Ensure nametags are printed/available

[ ] Host orientation – have information on local restaurants, attractions, etc.

 [ ] Review food options during orientation

 [ ] Have honoraria checks for module facilitators

 [ ] Collect late payment from last-minute participants

 [ ] Email final participant list to Renaissance Office renaissance@uua.org

## Appendix B: Online Module Planning Timeline / Checklist

**6 – 12 MONTHS PRIOR TO MODULE DATE:**

 [ ] Identify which of the available modules you wish to offer

[ ] Contact Renaissance Office renaissance@uua.org to identify and confirm two module facilitators

[ ] Set the date

[ ] Confirm calendar with Renaissance Office to ensure Renaissance Zoom Account availability

[ ] Establish a planning group or task force that will give the needed support throughout the planning and implementation phases (registration, budget, communication with facilitators)

[ ] Submit the [Renaissance Module Request Form](http://www.uua.org/careers/re/renaissance/module-request)

 [ ] Create estimated budget to determine participant costs

 [ ] Designate a coordinator

 [ ] Contact the Renaissance Office with any questions

 [ ] Start publicizing your event.

[ ] Determine if you would like to have the UUA’s congregational life event coordinators provide registrar services with the stipulation that the UUA will retain any income made and pay facilitators from the income. If you would like the UUA to manage registration, contact CLEvents@uua.org to arrange this. If not, develop a plan to gather registrations and money.

**2-3 MONTHS PRIOR TO MODULE DATE:**

[ ] Reconfirm with facilitators to take care of any module concerns or needs.

[ ] Distribute the flyer with registration information online and via email to congregations, theological schools, LREDA, regional/national websites, email lists and Facebook groups.

[ ] Check with module facilitators for welcome letters (*found in all* [*Module Leader Guides*](http://www.uua.org/careers/re/renaissance/module-resources)*)*

**2- 4 WEEKS PRIOR TO MODULE DATE:**

[ ] Provide Renaissance Office and module facilitators with roster of participants (preferably an Excel document).

[ ] Confirm that the module has enough participants registered to run (minimum 7), or decide on later date for a final decision if appropriate.

[ ] If not done before, send welcome letter to participants.

[ ] Contact facilitators to verify expectations and abilities.

[ ] Verify actual costs are in line with budget.

**1 WEEK PRIOR TO MODULE DATE:**

[ ]  Contact facilitators to verify expectations and abilities.

**DAY OF MODULE:**

 [ ] Collect late payment from last minute participants

 [ ] Email final participant list to Renaissance Office renaissance@uua.org

**UPON COMPLETION OF MODULE:**

 [ ] Have honoraria checks on online payments set up for module facilitators

## Appendix C: Confirmation Email Template

*(send immediately upon registration)*

Dear Module Participant,

Thank you for registering for \_*\_\_\_\_\_\_\_\_\_\_* Renaissance Module. The module runs from \_\_\_\_\_\_\_ (date) to \_\_\_\_\_\_\_ (date). Check in is from \_\_\_\_\_ (time range) on \_\_\_\_\_ (date). The module will be held at \_\_\_\_\_ (location) at \_\_\_\_\_ (address). We expect the module to be both fun and rigorous. You should take some time to read through the module participant resources such as handouts, readers, etc which can be found on the [Module Resources page](http://www.uua.org/careers/re/renaissance/module-resources).

**What are my responsibilities as a participant?**

* Purchase, borrow or download the required reading for the module and print or save your own copy of the handouts.
* Come prepared – do the readings, review the goals of the module so you know what to expect.
* ***Expect your time in the module to be intense; there is a lot of material to cover in a short amount of time.***
* As much as possible, bring your whole self to the training.
* Be on time for the start of each session; communicate any issues directly to the facilitators or the site coordinator.
* Express gratitude to home hospitality volunteers as well as any volunteer food preparers.
* Submit the [online evaluation form](http://www.uua.org/careers/re/renaissance/evaluation-forms) within one week in order to receive credit for the module.
* Post-training comments regarding logistics such as location, meals, etc should be emailed to your conference coordinator.

If you have questions, contact the module coordinator (name and email)

Thank you,

## Appendix D: Budget Worksheet

**To Determine Participant Fee for a Typical In-Person Module**

*Note: contact the Renaissance Office for costs associated with online modules; use this worksheet for the in-person gathering of a hybrid module. To fill out, double click the grid to enter excel spreadsheet mode and enter the appropriate numbers in the bold boxes – the calculations have already been set up.*

## Appendix E: Suggested Schedules for In-Person Modules

The examples below are basic “no-frills” schedules. Coordinators should discuss the schedule with the module facilitators before setting definite times, since it is often desirable to modify the schedule to lengthen some sessions and shorten others or to provide more free time during the module. **One of the most common criticisms from module participants has to do with time: the module felt rushed, there was not enough down time, and evening sessions were too long and went too late when everybody was tired.** Wherever possible, it is better to make the total time of the module longer rather than shorter if you have any choice at all, given the realities of travel to and from modules. This is especially relevant if the module is held at a camp or conference center that offers facilities for hiking, swimming, etc. Participants and facilitators alike may really appreciate having enough time for a break long enough to take advantage of these and to refresh themselves.

**Three Day Module:** (for example, Friday – Sunday, Thursday – Saturday)

Day 1: 6:00PM – 10:00PM

 Gathering and registration 6PM

 Session I 7PM — 10pm

Day 2: 8:00AM — 10:00PM

 Continental Breakfast 8AM

 Session II 9:00 — 12:00

 Lunch and Break 12:00 — 2:00

 Session III 2:00 — 5:00

 Social hour, Dinner 5:00 — 7:00

Session IV 7:00 — 10PM

Day 3: 8:00AM — 10:00PM

 Continental Breakfast 8AM

 Session V, part I 9:00 — 10:30

 Worship Service – Lunch 10:30 — 1:30

 Session V, part II 1:30 — 3PM

**Week-long Module: (**Monday through Friday, at a camp or conference center)

Module meets Monday through Friday, 9 AM—12 PM or 1:30—4:30 PM

**Midweek Module:** (Two Days)

NOTE: Some groups choose this model to cut costs but participant feedback consistently says that the two day module is too intense and allows no time to process the sessions, therefore this schedule is not recommended. Whenever possible, use conference space that can be less expensive and extend the module to the normal three day model.

Day One:

Gathering, Registration, Continental Breakfast 8:00—9:00 AM

 Session I 9:00—12:00 PM

 Lunch break 12:00—2:00 PM

 Session II 2:00—5:00 PM

 Social hour and Dinner 5:00—7:00 PM

 Session III 7:00—10:00 PM

Day Two:

Continental Breakfast 8:00—9:00 AM

 Session IV 9:00—12:00 PM

 Lunch break 12:00—2:00 PM

 Session V 2:00—5:00 PM

## Appendix F: Module Goals

Following is a list of modules and their goals or learning objectives to include in publicity and participant welcome letters.

### 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 and Programming

* Model recommended practices and present information for working with adult learners in a faith formation ministry;
* Apply learning theory to congregational life and adult faith formation and facilitate participants in applying learning theory;
* Connect adult faith formation to the building of multiracial, multicultural, multigenerational beloved congregational communities;
* Provide practical tools, both UU and non-UU, for planning and supporting an adult faith formation ministry in a Unitarian Universalist faith community;
* Introduce tools for articulating a congregational vision of Unitarian Universalist adult faith formation;
* Facilitate participants’ collaboration as a cohort of adult faith formation implementers, both the professional and lay people responsible for designing a faith formation program;
* Identify technological considerations and skills participants need to implement online adult faith formation; and
* Locate technological resources for the implementation of online adult faith formation.

### 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 where to find them;
* To understand the curriculum planning process and consider strategies to use the process effectively in one’s own congregation;
* To practice evaluating and adapting curricular plans;
* To learn how to use curriculum choices and implementation to foster inclusive, multicultural, and multigenerational faith communities;
* Working in teams, to develop useable curricular projects to show congregations; and
* To network with other religious educators and be affirmed and nurtured by a supportive community.

### Dimensions of Faith Development

* Gain a view of Faith Development that is central to the congregation's work and weaves together all of the primary ministries of a religious body;
* Develop a method for dismantling white supremacy culture within their congregation and in the world through the content and method of Lifespan Faith Development within their congregations;
* Envision a model for "What's Next" in our work of dismantling white supremacy culture that leaves participants feeling empowered to move forward with the work; and
* Take away a collection of stories that both forms a multicultural narrative for our faith journey and communicates our UU values.

### Leading UU Culture Change

### Philosophy of Religious Education

* Understand philosophies of education that have influenced Unitarian Universalist religious education and faith development, in dialogue, over time;
* Articulate one’s own religious faith and religious education philosophy;
* Develop clarity about the purposes of lifespan religious education;
* Hone skill, comfort, and competence in developing and sharing a congregational philosophy of religious education with teachers and parents;
* Understand learning and faith development theories; and
* Express how our congregations can become more welcoming and inclusive to those of us with historically-marginalized identities.

### Spiritual Care Training for Religious Professionals

### System Theory

* Examine human beings as emotional, intellectual, and physical beings.
* Everything that human beings create, discover, destroy and build is born out of our humanity.
* Explore and clarify what is means to be a Unitarian Universalist.
* Discuss the human qualities that help and hinder the growth of beloved community.

The overarching lens of System Theory will ground the experience and aid religious educators, and other religious professionals, to apply these learnings to their own professional context.

### Teacher Development

* Reflect on religious education philosophy and relate that philosophy to the faith development of teachers;
* Participate in a community of religious educators through study, worship, creating, and networking;
* Gain understanding of teachers’ contributions and needs;
* Increase understanding of child development and its relationship to teaching and learning;
* Understand issues related to safety and ethics;
* Explore and develop strategies for recruitment, support, appreciation and recognition of volunteers; and
* Work together to develop a sample teacher development program.

### Unitarian Universalist History

The goal of this module 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 theology 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.

### Unitarian Universalist Identity

* To gain an understanding of identity as a process of development across the lifespan which unfolds through an interplay of heritage, culture, and lived experiences.
* To learn how this process unfolds in youth raised as Unitarian Universalists and persons who came to the faith later in life.
* To identify ways to foster the process, specifically among Religious Education participants and generally among congregants.
* To explore the Unitarian Universalist Principles and Sources as part of identity development.

### Unitarian Universalist Theology

* Develop a sense of the broad scope of Unitarian, Universalist, and Unitarian Universalist theology and become familiar with some of the theologians and thought leaders, historical and modern, who have contributed to Unitarian Universalist thought;
* Explore significant theological movements such as Transcendentalism, Humanism, Process Theology, and Liberation Theology that have shaped our contemporary religious movement;
* Develop and articulate their own point of view on key theological questions;
* Apply theological understandings to real-life liturgical and educational forums to help people of all ages explore theological questions;
* Nurture a theology of justice and service in individuals and congregations; and
* Contextualize our theology with an anti-racist and multi-cultural lens, as well as unpack white cis-heteronormative structures that have been passed down through different theologies.

### 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

### Youth Ministry Practicum

* Participants can understand and support the implementation of youth safety and youth empowerment within a youth ministry setting.
* Participants are grounded in the history and developing practice of youth ministry within Unitarian Universalism.
* Participants gain experience in the practice of youth ministry, developing their dispositional approach, their clear understanding of boundaries, and their problem-solving skills.
* Participants are equipped with the skills to accompany Unitarian Universalist youth in their spiritual lives and to support them in meaning making.

## Appendix G: Module Coordinator Task List

* Work with Renaissance Office to determine module facilitators.
* Submit [Renaissance Module Request Form](http://www.uua.org/careers/re/renaissance/module-request).
* Communicate with module facilitators:
	+ Ask facilitators what information they would like to have included in the advertisement for the module and/or the confirmation letter;
* (In-person) Communicate with module facilitators:
	+ - Dates for arrival and departure and logistics for travel arrangements;
		- Lodging dates or home hospitality dates (ensure that module facilitators are comfortable with home hospitality and ensure each has a private room);
		- Time duration of the module: let facilitators decide ending time and propose meal times;
		- Ask facilitators to keep receipts for expenses: meals, etc.
* (In-person) Determine how to pay for or reimburse module facilitators for non-module meals. If reimbursement is possible, provide facilitators with appropriate reimbursement forms and guidelines for all expenses, including travel arrangements.
* (In-person) Determine supplies, equipment, and room arrangement necessary for module or desired by the facilitators.
* Several weeks before the module, reconfirm with the facilitators to take care of any last-minute concerns or needs.
* Two weeks prior to module, give facilitators contact information for participants.
* Manage Registrations:
	+ Create online registration form
	+ Collect & maintain registrations
	+ Send registration confirmation to participants (see Appendix B)
* (In-person) Keep track of participant needs and let appropriate people know:
	+ Allergies or special dietary concerns
	+ Home hospitality needs
	+ Matching hosts/participants
* Finances:
	+ Handle checks and/or credit card payments
	+ Determine participant costs using a budget template Appendix C
	+ Keep track of Actual Costs vs Budgeted costs
* Manage Publicity and (In-person) Food arrangements
* Be present at the opening of the module to welcome participants, introduce the facilitators, (In-person) give an orientation of the building, introduce group to volunteers who are helping host, etc.
* (In-person) Provide information on travel arrangements (time it takes to get to the airport, how much by taxi, routes to take, etc.)
* Arrange for facilitators’ honoraria checks to be written and given to them at the close of the module or arrange for online payments to be made the day the module ends.
* (In-person) If module is held at a conference center, appoint a specific person to interface with conference center staff and communicate expected protocols in advance, as well as to deal with problems and special needs that may arise during the module. This person should be present on site throughout the module, whether or not they are a participant.
* (In-person) If facilitators will have some time following a module to do some sight-seeing or relaxing, you may wish to help facilitate that for them (volunteers or suggestions and directions if they have their own transportation).
* Acknowledge and thank facilitators.
* Create a roster of all participants and facilitators, including names, telephone numbers, and email addresses; give a copy to facilitators and to participants in the module.
* **Email an updated roster to the** **Renaissance Office** **at the start of the module**. renaissance@uua.org

## Appendix H: Sample Sponsor/ Renaissance Facilitators Letter of Agreement

Dear Facilitator A and Facilitator B,

I am glad we have confirmed the dates for our Renaissance Module. Our participants are eager to learn and grow together in community! As per our conversation, I understand we agreed upon the following:

• The training will begin Friday, Oct 14th at noon and end on Sunday Oct 16th at 4 P.M. • You each will be paid an honorarium of $650 for the module. Each of you will receive a check for $650 by the end of the training.

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_(insert sponsoring organization here) 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 the current IRS business rate.

• We will provide supplies needed. Please let us know what supplies you need by \_\_\_\_ so we have enough time to purchase or borrow them.

• You will email us a PDF of all handouts you wish to have printed and copied at least one week in advance of the training and we will photocopy a set for each participant.

• We will provide you with comfortable and quiet home hospitality during your stay. You will be housed with the same host so you have time to prepare for your sessions. Or

• We will provide each of you with comfortable hotel room during your stay.

• We will provide you with a copy of the participants’ roster with the list of participants at least two weeks before the training begins.

We appreciate all the time you are dedicating to help equip our religious professionals. We look forward to a great module.

In Faith, Event Registrar or Site Host