

Adult Faith Formation

Renaissance Module

FACILITATOR'S GUIDE



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Redesign for Online Use, January 2021 Gabrielle Farrell and Linnea Nelson

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About the Authors

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The module was revised for online use by Gabrielle Farrell and Linnea Nelson in the Fall of 2020.

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Acknowledgments

We begin by gratefully acknowledging authors of the previous edition of the UUA's Adult Faith Formation Renaissance Module, specifically Gail Forsyth-Vail.

The foundational work of many educators is infused in the perspectives and knowledge in this adaptation. This includes: Sophia Lyon Fahs, Rev. Susan Archer, Judith Frediani, Gail Forsyth-Vail, Pat Kahn, Dr. Mark Hicks, the Rev. Dr. Jacqui Lewis, Maria Harris and Gil Moran, the Rev. Linda Olson Peebles, the Rev. Julica Hermann de la Fuente, Patricia Infante, the Rev. Sarah Gettie McNeill, John Roberto, Dr. James Banks, Parker Palmer, Gloria Ladson-Billings, Paulo Freire, W.E.B DeBois, John Dewey, the educators at Morningside Center for Social Responsibility, Teaching Tolerance and Edutopia, and many other the colleagues that have facilitated our learning, the congregant teachers who have modeled engaged learning experiences, particularly Jenice View, and our parents. A special note of gratitude goes out to the Revs. Natalie Fenimore and Leslie Takahashi, Dr. Elias Ortega and all other members of the Committee on Institutional Change and the *Widening the Circle of Concern report* created in the Summer of 2020.

Additionally, we gratefully acknowledge use, with permission, of the following materials:

- Mark Hicks' video on transformational learning from *A People So Bold*, produced by the UUA Multicultural Ministries Staff Group
- "The Wisdom Tree," by the Rev. Meg Barnhouse

Introduction

Preface

This module reframes adult faith formation theory and practice for Unitarian Universalists **specifically for an online learning environment**. This revision aims primarily at implementers of congregational Adult Faith Formation.

Like the original Adult Faith Formation module, this 2021 revision prepares Unitarian Universalist religious professionals to support vibrant, growing congregations who acknowledge that spiritual journeys last a lifetime and strive to offer intentional, structured meaning-making opportunities for adults of all ages, in all life stages. Participants in this module will engage with theoretical information; acquire and practice skills; and explore issues, questions, and models for developing and managing Adult Faith Formation ministry in Unitarian Universalist settings. They are guided to attune to a changing cultural context in order to determine which adult meaning-making opportunities will support their congregation or group.

Background/Philosophy

This module was originally conceived and written by Gail Forsyth-Vail in alignment with the then-new Tapestry of Faith Adult learning program. The module was named Adult Faith Development, reflecting common usage at that time. It has been adapted for online learning during the 2019 coronavirus pandemic. The pandemic's impact on adult faith formation includes, but is not limited to, a move toward more online, rather than solely in-person, gathering. The pandemic also has coincided with a focus—nationwide and within Unitarian Universalism—on the inequities endemic in a culture that is

grounded in white supremacy. The current co-authors have responded with a “reframing” that takes the following into account:

- A recognition that the original author and developmental editor, along with the current co-authors, share a similar cultural location as cis-gendered, mostly economically privileged, white women. In the update, it was necessary to examine how the module centered whiteness and other culturally dominant practices and language. Further, because of the current co-authors’ particular perspectives, this examination remains incomplete. Participants and other facilitators are invited to make changes as required.
- The awareness that, amidst the pandemic, most congregations followed the UUA and CUC guidance to avoid in-person meetings. The revision is largely for an online setting; however, it can be easily adapted for an in-person setting.
- A belief that updating nomenclature was particularly timely and important. The nomenclature reflects the shared educational philosophy of the co-authors and draws from one of the Readers for this module: *Widening the Circle of Concern*, the 2020 report from the UUA Commission on Institutional Change (2020). The module uses the terms: ***faith formation; learning*** vs. *teaching*; ***facilitating*** vs. *leading*. We also eschewed the term *program* for *ministry* wherever possible. These choices intend to convey a particular educational philosophy of experiential learning and to broaden the view of ministry in Unitarian Universalism. The module addresses different nomenclature, inviting participants to “re-language” or translate as it makes sense. Facilitators are encouraged to be

receptive to and use nomenclature that continues to further the Unitarian Universalist ministry of inclusivity and liberation.

- Encouragement of the philosophy of [appreciative inquiry, which undergirds this module](#). Appreciative inquiry invites groups and individuals to focus on strengths rather than weaknesses.

Learning Goals

This module will:

- 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.

Module Structure

This module is offered in six sessions, each two hours in length, for a total of 12 hours of online synchronous workshop time. It employs a “flipped classroom” approach in which participants engage with relevant material before meeting (a form of [asynchronous](#) learning). The module includes brief openings and closings for each session, introducing substantial content in a shortened time and weighting the synchronous sessions toward time in small groups. Community building primarily occurs during online breakout groups, though the module includes some opportunities for entire group learning. To further increase community-building, the module includes a variety of small group collaborative sessions where each participant can practice leading, facilitating, and being co-learners/teachers during the synchronous 12 hours.

Facilitator Guidelines

Renaissance modules have a long history of co-facilitation. Online learning makes good use of this practice. Co-facilitation allows for multiple perspectives in the review and presentation of the module, as well as the sharing of responsibilities and tasks. Online learning, with the need to monitor multiple information inputs and breakout rooms further requires more than one facilitator.

Technology

Resources

- **Zoom** The Renaissance Program provides a Zoom account for the module. The Zoom account allows for screen sharing, breakout rooms, and a meeting duration suitable for a two-hour module plus co-facilitator preparation and debriefing. Zoom’s “chat” feature is vital to building community.
- **Google Account** The Renaissance Program will provide a Google Folder for the module where you can access, edit and create slides and documents. This module uses Google Slides, Google Docs, and Google Spreadsheets.
- **Zoom Recordings** The Renaissance Zoom account automatically records each session. After each session, upload the recording to the shared Google Folder per the instructions in the [Leading an Online or Hybrid Module Guide](#). This allows access for anyone who was absent or who may want to review the session. Please edit the recordings if you left the recording on during private conversations.

Learning Management System (LMS) The UUA provides the LMS for this module.

Participants access module materials and the discussion forum through this LMS.

- **Optional Music List** This module uses a link to a [Spotify Music](#) Song List, which you can play through Zoom by sharing “sound only”.
- **Optional:** Co-facilitators may wish to supplement the community building provided via the Zoom “chat” feature with other software applications that allow

participants to interact. Two of these are Slack and [Padlet](#), a fun and easy-to-use bulletin board.

Recommended Practices

- **Assign a “Host” and a “Tech” Person.** Clarify responsibilities for each session. Considerations may include: Who will form breakout rooms and send participants into them? Who will share their screen to show the slide deck for the module? Who will record a meeting? Who is responsible to download the chat history? Who will respond to participants’ technical or logistical questions during the meeting?
- **Use Two Devices.** If you do not have two screens or a very large monitor, use one device for Zoom and the other for any other websites, handouts, etc. you need to have open.
- **“Spotlight” Speaker’s Video When Sharing Your Screen.** If you’re presenting online with a slide deck, it’s helpful to spotlight your screen.
- **Save the Chat.** The UUA’s Renaissance Zoom account is set to automatically save the chat. You can find the saved chat in the same Zoom cloud folder location as the Zoom recording.
- **Restart Your Device Before Every Session** At least 20 minutes before a meeting, restart your devices. Consider it housekeeping.
- **Log On Early.** This allows you time for any necessary Zoom updates and other preparations, such as self-centering.
- **Test Your Audio and Video** If you utilize multiple microphones and speakers, check that the correct microphone and speakers are selected prior to each

session. You can use the ^ next to the microphone for this purpose: choose “Test Speaker and Microphone.”

Before You Start

- Review this Guide for the module, making notes to discuss with your co-facilitator.
- Read the Facilitator Resource [Facilitating an Online or Hybrid Renaissance Module](#).
- Watch all videos and carefully review all handouts for the module, which contain prework and in-session work.
- Access, copy and review the Google Shared AFF Module Slides, Sheets and Google Forms (through links in this Guide) to ensure all are functional.
- Read all three Readers for this module.
 - [Lifelong Faith Website](#)
 - “[Process, Not Program: Adult Faith Formation for Vital Congregations](#),” by Diana Butler Bass
 - [Widening the Circle of Concern](#) by the UUA’s Commission for Institutional Change, particularly [Educating for Liberation](#) on pages 89-100
- Review the UUA’s module webpages to ensure the information there matches your expectations based on your reading of the Module.

- Contact your co-facilitator to schedule meetings for general conversation, calendaring for preparation and task assignments, including administrative and technical preparation for facilitating an online module.
- Decide who should become point person for the UUA's online Learning Management System (LMS). Duties will include facilitating access for participants (troubleshooting as needed) and ensuring that the available materials and discussion forums reflect the module components. Direct any questions about the LMS to the Professional Development Programs Manager.
- Outline who will do the Prepare Ahead tasks.
- Customize the Welcome Letter to participants. Include links and information unique to your module. The Facilitator Resources section at the end of this Facilitator Guide offers a sample [welcome letter](#) to registered participants detailing their required preparation.
- Respond to the Introductions posts in the Session One section of the Discussion Forum on the Module Group pages.
- Attend to the materials for Session One.
 - Make changes as you wish to the Google Slides by making a copy of the Slides and editing them.

SESSION 1: Transformative Learning

Session-at-a-Glance

Opening Worship and Introductions	15 min
We Begin with Chocolate	10 min
Our Learning Management System (LMS) & Questions	15 min
Covenant	20 min
Break	5 min
Transformative Learning	20 min
What Do the Readers Teach Us	15 min
The Rubric	15 min
Closing	5 min
Total Time	2 hrs.

Goals

The session will:

- Invite participants and facilitators to create a learning community;
- Demonstrate how organizing curricular resources and exercises supports adult faith formation;
- Introduce the theory of transformational learning in faith formation;
- Engage learnings from Christian religious education philosophies to deepen Unitarian Universalist religious education; and

- Provide a framework for evaluating a congregational Adult Faith Formation Plan.

Learning Objectives

Participants will:

- Learn the scope of the module, its process, and the religious education philosophy that informs it;
- Review the Learning Management System (LMS) for the Module;
- Create a covenant with other participants and the facilitators;
- Engage with transformational learning theory;
- Reflect on key learnings from the module's Readers; and
- Review specific instructions for completing the Congregational Assessment Rubric.

Materials

- Chalice, Candle and matches, or electric candle
- [Enter Rejoice & Come In video](#) queued for entering 15 mins prior to meeting time
- Music queued for Break and/or Closing
- **AFF Module Slides** with Covenant pages, Resources to Share, & Park Bench prepared
- Zoom link
- Prewrite Participant Guide Email with linked handouts open on device
- Google Form: [We Begin with Chocolate Quiz. \(Also found on Handout 1.1e Chocolate Quiz\)](#)

- [“The 8 Guidelines for Equity and Inclusion” \(PDF\)](#) from Visions
- Video [Transformative Learning Theory](#) and video [transcript](#).
- [Congregational Rubric Transformative Learning Form](#) (Important Note: Facilitators must make their own copy of forms and use that new link in order to see responses.)
- Handouts
 - 1.1a: Online Etiquette and Features for Adult Faith Formation ministry
 - 1.1b: Commonly Used Online Tools for Adult Faith Formation Facilitators
 - 1.1c: Introduction to Renaissance and Credentialing Programs
 - 1.1d: Preparation for Module Evaluation
 - 1.1e: Chocolate Quiz
 - 1.2: Learning Management Systems
 - 1.3: Creating Covenant
 - 1.4: Transformative Learning Reflection (Doc, PDF and Google Form)
 - 1.5: Key Questions Raised by the Module Readers
 - 1.6a: Congregational Rubric Directions
 - 1.6b: Congregation Rubric Resources

If possible, both participants and facilitators should have two devices open unless they have a very large screen. One can be dedicated to Zoom, and the other with open tables for the **AFF Module Slides**, Spotify, and Participant Guide with Handouts.

Preparation for Session

- Send the [Welcome Letter](#) including how to set up their online UUA account and the preparatory “flipped classroom” prework.
- Support participants as needed to set up their UUA account (and other technologies). Add all learners to the UUA.org module group using the instructions provided in the [Leading an Online or Hybrid Module guide](#).
- Form Final Project Groups. Create groups of four (4) based on participants’ congregation size, congregational role, and experience. Prepare a roster of Project Groups with contact information to share after the session. These groups will be meeting throughout the course of the module, culminating in a final project.
- Help participants access Google resources as needed.
- Prepare list of Breakout groups for each section listed below ahead of time if possible, and have roster and lists ready for Facilitator use:
 - 1.4: Pair Share (Random Groups of 2)
 - 1.5: Transformative Learning (Random Groups of 4)
 - 1.6 Project Groups (Project Groups of about 4)
- Practice using the technology you will need: Log on and start meeting, test audio, practice screen-sharing, practice breakout groups, practice accessing software outside the Zoom platform.
- Review the [Transformative Learning Video](#) and/or [the transcript](#). Prepare to share personal or professional examples and anecdotes of your own transformative learning to supplement the slides.

- Prepare [AFF Module Slides](#) for this session
- Create a module roster with Facilitator's contact information included.
- Create an attendance spreadsheet to track participant attendance and activities.

An example is in the [Leading an Online or Hybrid Module guide](#).

Spiritual Preparation (recommended)

- Reserve 20 minutes alone before you connect with the co-facilitator to review your “game plan” and to contemplate all that you have created to make this adult faith formation experience happen. Jot down any words that come to mind, sketch a graphic, or simply breathe.
- Consider what the participants may be bringing into the shared space today. Are participants physically located in places experiencing hardship or exceptional joy? Consider the “season of the congregational year,” what the participants may be handling in their congregations, and how ambitious they are to undertake this learning. How might any and all of this make a difference to the learning community about to be formed?
- Reserve at least five minutes to create an intention for how you want to show up to the session.
- Finally, take some intentional breaths and find a way empty your mind. You might listen to music or do a spiritual practice that you regularly engage in that helps you to breathe and center. Acknowledge gratitude for the gift you are receiving and the one you are giving by facilitating this session.

Opening Worship and Introductions (15 minutes)

Materials

- Zoom Link
- Chalice, Candle and matches, or electric candle
- Video: [Enter Rejoice & Come In](#)
- [AFF Module Slides](#) with Covenant pages, Resources to Share & Park Bench

Preparation

- Open Zoom room 15 minutes in advance of session start time.
- Queue [Enter Rejoice & Come In](#) video.
- Prepare Covenant, Resources to Share and Park Bench on [AFF Module Slides](#).

Activity

- Welcome participants.
- Screen share the video [Enter Rejoice & Come In](#) of a multigenerational sing from the Community Church of Chapel Hill, NC.
- Invite everyone to light their chalices as you light yours, making sure the lit chalice remains on the screen through the song.
- Invite participants to look around and take in one another's faces, noting that while some are friends or acquaintances, others are brand new. Say:

This group will become a learning community for the next few weeks [or appropriate timeframe] and we will get to know each other and help one another create an Adult Learning Plan customized for your congregation. We will share

wisdom and reflections with one another and leverage the knowledge and skill we each have so that we can improve and energize adult offerings, religious education, and spiritual development in our congregations. And we will begin at the very beginning, with who we are.

- Invite participants to share their full Congregation name and where it is located in the chat.
- Ask participants to verbally share one sentence stating why they chose to sign up for this module, followed by the name of one adult learning curriculum they are familiar with. Use the order they responded in the chat and model introductions.
- Ask participants to post other pressing questions or items they want to make sure get addressed, on the “Park Bench/Pressing Questions” slide in the [AFF Module Slides](#). If anyone does not have access, invite them to attend to that by looking at the welcome email sent before class began.
- Ask if all are comfortable with you taking a screenshot of the group and sharing it in an email to all participants. This will help us remember our colleagues’ names.
- Take a screenshot of the Zoom window before the break to make sure everyone is present and include it in the email to participants after the first class.

1.1 We Begin with Chocolate (10 mins)

Materials

- [Google Form: Chocolate Quiz Link](#)
- **Handouts**
 - 1.1a: Online Etiquette and Features for Adult Faith Formation ministry

- 1.1b: Commonly Used Online Tools for Adult Faith Formation Facilitators
- 1.1c: Introduction to Renaissance and Credentialing Programs
- 1.1d: Preparation for Module Evaluation
- 1.1e: Chocolate Quiz

Preparation

- Before you share the link, copy the [Google Form: Chocolate Quiz Link](#).

Activity Directions

Post the new, copied, Google Form: Chocolate Quiz Link in the chat, which briefly covers the information found in the first four Handouts Invite participants to take the short quiz and then ask if there are any questions about using Zoom. Thank them for playing and invite them to eat a chocolate for winning, saying “We all win when you participate!” or some other goofy saying.

Say:

Fun and silly activities are ways to change the pace and expectation of the online environment normally practiced in meetings, and joining together in unexpected fun helps build community.

1.2 Agenda Review, Logistics, Learning Management Systems & Questions (15 minutes)

Materials

- **Handout 1.2 Learning Management Systems**

Preparation

- Before you begin, copy the [Google Form: Chocolate Quiz Link](#).

Activity Directions

- Invite people to imagine the in-person learning “flow” and preparation for a session by providing this step-by-step description of a typical session:
 - Facilitators greet participants as they enter.
 - Facilitators provide handouts, view videos or listen to music together.
 - Do learning activities/exercises together, often using resources provided on-site.

Tell them,

Online learning or virtual classrooms need a way to organize all of the resources for participants.

Say:

Specific learning management pieces are detailed on Handout 1.2: Learning Management Systems.

The most important piece to convey is that distance learning requires some method to organize the resources for participants.

Ask:

What do you or will you use in your congregation to organize resources for your offerings? Your prework question on the Handout invites you to consider this question. Anyone want to give it a go, right out of the gate?

Name that other applications, such as [Padlet](#), [Edmodo](#), or [Google Slides](#) (you can use Google Classroom if your congregation has a G Suite Account) may serve your congregation well as resources for creating an online classroom.

Say:

For our time together, find the full module schedule and session specifics on the UUA module pages. We will also include them in your prework/In-session participant Guide we send you each week.

We encourage you to indicate in the chat if you have to turn off your video or leave the session, hopefully temporarily. Please indicate if you are still listening or if you will be right back. There is a five-minute break in each session approximately halfway through, but we trust you to attend to your own needs throughout our time together.

Say,

Please bring comments about the online facilitation process directly to your facilitators. You may request a meeting if it would be helpful, and we will be online 15 minutes before and after each session. Please speak directly to us as soon as possible about any problem with facilitation or group dynamics so that the situation can be remedied. Please remember the covenant will belong to all and anyone can invite us back into covenant.

1.3 Covenant (20 minutes)

Materials

- **Handout 1.3: Creating Covenant**
- **[“The 8 Guidelines for Equity and Inclusion”](#)** from Visions
- **AFF Module Slides**
- **Spotify:** [Tamacun](#) by Rodrigo y Gabriela for the break

Preparation

- Practice taking a screen shot of the entire Zoom window into pasting it into an email.

Activity Directions

Refer everyone to **Handout 1.3: Creating Covenant**.

Say something like:

Some congregations use the same covenant for all small group work, others create new covenants for each group, and yet others do not use covenants for small groups and make an assumption that we will all work together well. More recent inputs on covenanting shows that the normative majority, who are often white, cis-gendered, etc., tend to make covenants that reflect the white normative culture rather than brave communal space. Some people with less privileged identities report "going along/acquiescing" to these covenants and more importantly, leaving a group rather than engaging a covenantal issue.

In attempt to minimize the centering of white normative culture and to encourage all participants to feel equal ownership of our covenant, we will begin our covenant process with the ["The 8 Guidelines for Equity and Inclusion"](#) from VISIONS, Inc.. This is one of the organizations that assisted the UUA Commission on Institutional Change. These guidelines are also found on **Handout 1.3: Creating Covenant**. We can agree to these guidelines or amend them. We can "try on" these guidelines rather than engaging in a long process of reworking them. (Adapted from the Study Guide for Widening the Circle of Concern.)

Show slide 2. Record the agreed-upon guidelines there. Before you all leave for break, if everyone has agreed, ask everyone to smile and take photo of your group on Zoom!

Break (5 minutes)

Explain that they have 5 minutes for a Break where you will play (name what you are playing and the artist) or you might use:

Spotify: [Tamacun](#) by Rodrigo y Gabriela for the break (3:25)

1.4 Transformative Learning (20 minutes)

Materials

- Handout 1.4a: Transformative Learning Reflection
- Handout 1.4b: Transformative Learning Quiz or [Transformative Learning Form](#)
- Video [Transformative Learning Theory](#) and [transcript](#) for reference

Preparation

- Prepare random breakout groups of about four people.

Activity Directions

Say:

In preparation for this session, you have watched the [Transformative Learning Theory](#) video or read the [transcript](#) and jotted down thoughts as a reflection.

There are a number of learning processes, story-based which we see in lectionaries across faith traditions, and our own reading; experience-based

learning, reflection-based learning, skills-based learning; and rote learning (acquisition of facts). In the video, Gail refers to “story” in a very particular way, related to but not exclusionary to story-based learning. Her use of story or narrative speaks to how our experiences form our worldview. All of these learning processes can be discomfoting and re-shape our worldview -- the acquisition of Zoom skills was no doubt discomfoting for many.

Remind participants:

*We will be referring to your homework in each session, in this case **Handout 1.4: Transformative Learning Reflection** that you completed when watching the Transformative Learning Video.*

Explain:

We are going to move everyone into pairs to do a Think Pair Share.

You will have 10 minutes, 5 mins each, to share your reflection before returning to the large group.

Put this direction in the chat: “Listen carefully to your partner and jot down something they say you hadn’t considered. We will send a 60-second notification and you can stay in your groups until you are automatically returned to the main room.”

Upon returning, invite participants to

Silently reflect for a few moments and note what you heard from your partner that was an aha, dissonant, questioning, or illuminating response; something that expanded your own reflection.

Invite participants to *Share in the chat some possible effects of sharing this Transformative Learning video at the beginning of any expected “dissonant” learning experiences.*

1.5 WHAT DO THE READERS TEACH US? (15 mins)

Materials

- [The Jigsaw Method](#)
- [AFF Module Slides](#)
- **Handout 1.5: Key Questions Raised by the Module Readers**

Preparation

- Create Random Breakout rooms for groups of about four.
- Review the Jigsaw Method video so you are comfortable explaining the directions to the participants.

Activity

- As a way to review the Readers accompanying this module, we’ll employ a learning strategy that can be adapted for adult learning in your own congregations: [The Jigsaw Method](#). You can learn more about it on the Resources to Share in the [AFF Module Slides](#).

Say:

*We will now move to Breakout Groups of four. Using the prework on **Handout 1.5: Key Questions Raised by the Module Readers**, you are each invited to share a key learning from one of the readers with your group. In your group, each participant should share something from all three (3) readers and add to what the*

first participant shares/teaches. (Put this direction in the chat.) If you expect participants to report out at the end of the Breakout Groups, name that and ask them to choose a speaker for each group.

1.6 Congregational Rubric (15 minutes)

Materials

- [Congregational Rubric](#)
- **Handout 1.6a: Congregational Rubric Directions**
- **Handout 1.6b: Congregational Rubric Resources**

Preparation

- Screen share the [Congregational Rubric](#)
- Create breakout rooms for each final Project Group

Activity

- Invite participants to access the [Congregational Rubric](#) as you share your screen.

Tell participants this information from **Handout 1.6a: Rubric Directions**:

- *Important: Make a copy of the [Congregational Rubric](#) so that you can customize it for your own congregation. You can print it out and work on it by hand, but it will be much easier to edit online.*
- *Open the rubric on another device or in another window. This allows you to review your website for offerings in the recent past and/or to look at the list of curriculum possibilities on the [Congregational Rubric](#). Use **Handout 1.6a***

Congregational Rubric Directions to lead you through these directions. We will likely use the Rubric in each session and you will use it to build your final project.

- *Imagine your Congregational Rubric as a picture of your congregation's Adult Faith Formation offerings in the first column. All congregational offerings should be included whether they are considered part of the formal Adult Faith Formation ministry. Indeed, discounting their presence in congregational life can lead to competition for space and time. This rubric, and later your plan, is not limited to what you are responsible for. It should include all the ways congregants can access intentional meaning-making opportunities. Your plan is designed to serve the congregation and is not an organizational chart. Use **Handout 1.6b:***

Congregational Rubric Resources for ideas for offerings.

- *On the Rubric, the top horizontal row notes characteristics of specific offerings. These are characteristics that you will be learning about in this module. And as always, trying to balance these characteristics across opportunities is ideal.*
- *Complete the vertical list of offerings in your congregation by editing your copy of the [Congregational Rubric](#). If your congregational offerings are limited, complete the column with any offerings you hope to add or those that staff or volunteers are planning on offering. The intention is to give you practice in making visible what may not have been noticeable before and to provide data for your Final Project (which you can read about on **Handout 3.5a: Final Project**) We are not going to discuss that here. This is part of your prework for the next session.*

The first question to address after you complete the vertical column with offerings is related to the first characteristic we covered in this session, “Does dissonant learning happen?”

Tell participants, *For the remaining time today, you will breakout into your Project Groups.*

You will have created Project Groups based on congregational size, role and amount of experience in preparation for starting this module. It is important that congregational size remain fairly similar in each group, but role and experience may vary. During the project group time, visit the breakout rooms to support learners.

Tell learners:

Introduce yourselves again in your small groups and do a process check by answering the following question:

Has any dissonant learning or aha learning happened for you so far, and how do you feel about your answer? (Post this in chat with the words: Process Check.)

Remind learners: Use **Handout 1.6a: Congregational Rubric Directions** to remember how the rubric works and **Handout 1.6b: Congregational Rubric Resources** to research more offerings. If you finish early, you can remain in the group or return to the main room, and take notes about the session on **Handout 1.1d: Preparation for Module Evaluation**, which is the way you receive credit for the module.

Closing (5 minutes)

As folks return to the main room, invite them to stay through the music (and share the title and artist) and after that, ask if anyone has anything to discuss with the facilitators.

You might play:

- Spotify [*The Times They are A' Changin'*](#) by Tracy Chapman at the Bob Dylan 30th Tribute Concert

Session 2: Including Everyone

SESSION-AT-A-GLANCE

Opening	10 min
Learning and the Human Brain	20 min
Beloved Community	30 min
Break	5 min
Process Check - Guided Meditation	5 min
Including Everyone: Mixing & Huddling	25 min
Including Everyone: Intentionality	10 min
Including Everyone: Technology	10 min
Closing	5 min
Total Time	2 hrs.

Session Two Goals

The session will:

- Demonstrate the science of learning and brain development.
- Examine congregational stories and how they support or interrupt the building of Beloved Community.
- Introduce how faith formation opportunities benefit from diverse methods of grouping participants.
- Encourage the learning community to build inclusive adult faith formation opportunities when using virtual learning technologies.

Learning Objectives for Session Two

Participants will:

- Learn how specific brain function creates new or strengthens existing neural pathways related to learning.
- Reflect on a personal story of inclusion or exclusion.
- Analyze how adult faith formation ministry balances opportunities for mixing and huddling and its relationships to inclusion and exclusion.
- Reflect on how the use of emerging technologies can include or exclude congregants.

Materials

- Markers or colored pencils (participants)
- Drawing paper
- [AFF Module Slides](#)
- Video: [The Relationship Between Neural Pathways and Learning](#)
- Video: [Formation \(Explicit or Clean\)](#) by Beyoncé and [Lyrics](#)
- Website: [Beloved Conversations](#)
- Tapestry of Faith Curriculum: [Building the World We Dream About](#)
- Website: [Transforming Hearts Collective](#) and their [videos](#)
- **Handouts**
 - 2.1a Stories and the Human Brain
 - 2.1b Reflections on Learning & the Human Story

- 2.2a Key Insights from the *Power of Stories* by Rev. Dr. Jacqueline J. Lewis
- 2.2b Path to Beloved Community
- 2.3 Including Everyone: Mixing & Huddling

Preparation for Session

- Review the videos and test your equipment.
- Post Covenant in Google Slides.
- [Prepare Zoom Poll about status of Beloved Community work](#)
- Prepare Breakout Rooms:
 - 2.1 Pairs
 - 2:2 Project Groups
 - 2.3 Random groups of three (3)
- Review the Handouts and be prepared to provide examples from your own experience that illustrate Lewis' points. You may also want to provide reminders of stories already offered by the group.

Spiritual Preparation

- Check for any discomfort you may be feeling about leading parts of this session. Breathe through it. Rehearse what you want to say. Write down your commitment to building Beloved Community as a religious educator.
- *Widening the Circle of Concern* encourages us to take steps to be more confident as faith formation educators. See pp 97-99 in "Educating for Liberation" for recommendations.

- What are your expectations for this session? What do you hope to create collectively by its conclusion? What difference do you hope it makes?
- Reflect on the theme for this session, particularly paying attention to a time that you reached out and included someone and it made a difference to them.

OPENING (10 minutes)

Materials

- [AFF Module Slides](#) “Covenant”
- Video: [Formation \(Explicit or Clean\)](#), A Visual Anthem by Beyoncé and [lyrics](#)

Preparation

- Decide which music video you will show and practice screen sharing it
- Review “The Relationship Between Neural Pathways and Learning” video.
- Cue the Covenant Slide.

Activity Directions

- Screen share the Video “[Formation](#)” ([Explicit](#) or [Clean](#)) by Beyoncé. Post the [lyrics](#) in the chat. “Formation” is a Visual Anthem.

You may note, *We’ve included this video to highlight the reality that identity differences influence how participants engage in conversations, learn, and interact with various sources of information. Each participant’s and facilitator’s experiences and identities will determine which material is more or less familiar. This may mean that we are asked to provide resources outside our experience as an individual facilitator. Exercise care and check in with a colleague.*

2.1 Learning and the Human Brain (20 minutes)

Materials

- **Handout 2.1a** **Stories and the Human Brain**
- **Handout 2.1b** **Reflections on Learning & the Human Story**

Preparation

- Create breakout rooms for random pairs.

Activity Directions

Invite everyone: *Post in the Chat something you have recently learned, i.e. how to create a spreadsheet, use Zoom breakout rooms, make a souffle.* Then ask participants to access the reflections they recorded on **Handouts 2.1b Reflections on Learning & the Human Story** and **2.1a: Stories and the Human Brain**, and the video [The Relationship Between Neural Pathways and Learning](#).

Q & A: Invite each participant to develop a question about the material to discuss with their partner.

- Break out learners into pairs.
- Write these directions in the chat: You will each have five (5) minutes to review your answers to questions on **Handout 2.1b Reflections on Learning & the Human Story**. Reflect and then pose a question to your partner that was NOT asked on the Handout.
- After a few minutes, the other partner will ask a question. There is 15 minutes for this learning exercise, and we will reflect on this pair share once we are back in the large group

Return everyone to the large group and invite participants to:

- Share something they heard that deepened something they “knew,” or
- Share something they heard that provided a “aha” moment for them.

2.2 Beloved Community (30 minutes)

Materials

- **Handout 2.4a: Key Insights from *The Power of Stories* by the Rev. Dr. Jacqueline J. Lewis.**
- [Blackbird by the Beatles](#)

Preparation

- Create Project Group Breakout Rooms
- [Create the Zoom Poll](#)

Activity Directions

Refer participants to their prework **Handout 2.4a: Key Insights from *The Power of Stories*** by Jacqui Lewis. Share with the group:

Stories congregations tell about themselves illuminate their values and purpose.

Not only do individuals create and tell stories that help them make sense of their personal experiences, but congregations also hold up stories about who they are and how they relate to the broader community and the world.

These stories are sometimes reflected in the specific mission or vision of the congregation. Where there may not be a formal mission or vision, these stories can have happy endings or sad ones. They can be widely and frequently shared

or are told only in times of crisis or anxiety. They can also be buried and whispered about away from staff.

Explain that [Rev. Dr. Jacqui Lewis](#) (who wrote the words for **Handout 2.4a: Key Insights from The Power of Stories**) is the senior minister of Middle Collegiate Church (Dutch Reformed) in New York City, an intentional multicultural and multiracial congregation. Her work has heavily influenced many Unitarian Universalist religious leaders.

Explain: *You will be in breakout rooms with your project groups for 20 minutes where you will share your prework and complete the Story Circle activity found at the end of **Handout 2.4a: Key Insights from The Power of Stories** by Jacqui Lewis.*

When participants return from breakouts, invite them to put the skills they named in their project groups into the chat and a Facilitator will read them aloud.

Provide the poll below, also found on **Handout 2.4b: Path to Beloved Community**. Then review the results and discuss Questions 2 and 3 on the Handout as a large group, posting the questions in the chat.

- **Zoom Poll:** Indicate where your congregation is on a continuum of building Beloved Community:
 - Engaged
 - Growing Edge
 - Baby Steps
 - Unable to Embrace

Ask:

- *Based on what you heard in your Project Groups, what adult faith formation offerings might be helpful to those congregations and specifically, why?*
- *Do you, as an Adult Faith Formation implementer, hold a vision of how adult faith formation engages building Beloved Community? Take a minute to consider that if your answer is yes, how you demonstrate that. And if no, what resources you need in order to develop such a vision?*

Invite participants to *post answers in the chat or answer aloud.*

As the activity ends, invite participants to write down this learning on notes they can place somewhere visible.

Conclude by referencing how we began the session:

We opened today's session with Beyonce's "Formation"¹ video. Note the title.

What formation is going on here? How is it alike and different from what we are doing as implementers?

Note: You could use just the audio with provided lyrics, because the story she tells in this video "about police brutality —[and] the entirety of the black experience in America in 2016, including standards of beauty, (dis)empowerment, culture and the shared parts of our history"² may be a story that is clearly told in some congregations, but not in others. This video remains a powerful piece of the American tortured historical path to becoming a more

¹ [Beyonce's Formation is a Visual Anthem](#)

² [Business Insider](#)

perfect union. It tells a part of the story of who we all are and is one that none of the authors of this module are capable of telling.

If this is a story that you, as a facilitator, can tell, you may choose to do so and change the opening music/video to tell a story of another identity formation, such as that of someone with a disability, or a gender or affectional orientation that is not your own.

All of these choices include identities that some in our congregations may not yet accept. If we recognize that our adult faith formation programs are places where stories of all identities are told, we will be helping all of us become more whole and faithful. Without these stories, our programs are clearly inadequate.

As adult faith formation facilitators, we need to include authentic voices that are broader than the limited cultural context we are located in professionally. It is critical to attend to multiple voices and narratives to build capacity for inclusivity and wholeness and to decenter whiteness, recognizing that not all marginalized experiences are equal and are not competitive in importance. Because the story that is “outside the walls” cannot be the reason we do not engage it in our congregational space as a religious institution.

As a facilitator, you might take this opportunity to seek out music and narratives not central to your own culture in order to broaden your understanding of the identities of people, both in our congregations and those who live in the community where your congregation is situated.

This is not unlike the practice of leaving a chair to represent someone coming in from the community, or the Passover practice of setting the table for Elijah. To create this sense of recognition of who is not with us when we are

online, you might invite participants to picture an empty Zoom square as representing who we might hope will be in the group, especially if our group represents only one, or two races, ages, genders, abilities, class or some other identity.

Break (5 minutes)

- Spotify: [Blackbird](#) by the Beatles

PROCESS CHECK (5 minutes)

Provide a process check, which can be done in different ways. It is a simple tool that provides an opportunity to hear from participants how things are going and allows facilitators to identify any opportunities for making changes. This process check is a guided meditation:

Friends: let's take a moment to take a few breaths together, to check in with ourselves about how this module is landing with you. Are you feeling excitement? concern? frustrated? overwhelmed? interested? a combination of many feelings? Let these feelings rest in your body: do they land in your mind, racing with to-do lists and things to remember? your throat with concern about not getting a word in or saying too much about your own experiences? in your stomach, your heart? Let the feelings rest and accept that this experience is different for everyone. Recognize it is important to check in with your feelings as well as take in the information to allow them to guide you in how you are responding to the work in

this module. Take a breath again and if you feel called, share a line about how you are experiencing the program so far.

2.3 Including Everyone: Mixing and Huddling (25 minutes)

Materials

- **Handout 2.3 Including Everyone: Mixing & Huddling**
- Markers or colored pencils (participants)
- Drawing paper

Preparation

- Create random breakout groups of three

Activity Directions

Say:

As Adult Faith Formation implementers, we often create a Faith Formation plan based on recommended curricula, what leadership or adult programming teams wish to offer, what we want to provide and what we learn congregants are interested in. We sometimes pay attention to who participates and the resulting groups that are created, but it is often an afterthought. An exception to this is families, especially those with young children, who often participate in Adult Faith Formation opportunities at a lower rate. Today, we turn our attention to changing that practice by thinking intentionally about group formation as a vital characteristic of faith formation.

We begin with the two ways groups form: mixing or huddling. Refer participants to

Handout 2.3: Mixing and Huddling to introduce the concept:

- **Mixing** is learning with others of different perspectives or life experiences and stages or different dominant identities.
- **Huddling** is learning with a cohort that shares a primary dominant identity such as age or gender or perspectives.

Right away we can understand that it's not nearly as clean as the definitions suggest, but stepping back further, we can easily observe effects of each type of group formation.

- Note that we find it easy to huddle but usually it is harder to mix as we plan our Adult Faith Formation opportunities.
- Referring to the **Handout 2.3: Mixing and Huddling** prework, review what you recorded about offerings in your congregation -- which ones end up with huddled identities and which mix in your congregation? Share in the chat a big picture reflection here.

Invite all to consider that if AFF offerings default to huddling, it is likely that some identity groups are not participating. Say something like:

Using the chat, identify characteristics of those who do not participate in adult faith formation offerings in your congregation. Invite two people to share their guess as to why the group they identify is not participating? Our roles as adult faith formation implementers is to make sure that everyone has access to meaning-making opportunities. This is important, not only for individuals not participating, but the groups assembled will miss perspectives and stories that are central to their fuller understanding of themselves and the world.

Let's get more into individual congregational weeds by creating a visual representation of our adult ministry, including ones without intentional meaning-making opportunities (leave out worship and coffee hour). If there is enough time, make the same pie chart of adult faith formation offerings by demographic participation.

Invite them to share the rough percentages of their prework pie charts in the chat

(Handout 2.3: Mixing and Huddling).

You may opt to share the whiteboard and invite participants to duplicate their pie charts percentages there to give them practice in Zoom skills.

Remind them these pie charts should reflect who is actually part of each group, not who might be included, and give them some time to make those changes as necessary.

If time permits, ask the group,

“Who leads programming in your congregation?”

Open breakout groups of three, stating: *We will break out into random groups of three for ten minutes to consider:*

- While paying attention to those intentional learning opportunities that are working, what groups in your congregation are bypassing adult faith formation opportunities and why (guesses are ok)? Ask your group for any suggestions.

Post the question in the chat.

After ten minutes, return from breakout groups and conclude by saying:

Young Black, Indigenous and People of Color congregants often bypass adult racial justice learning in our congregations because it is explicitly and implicitly aimed at white people, telling and processing stories that people with Black,

Indigenous and People of Color identities know and have lived. How do we create opportunities for persons of all identities to mix and huddle for faith formation, to feed their spirits, in intentional meaning-making opportunities?

2.4 Including Everyone - Intentionality (10 minutes)

Materials

- [Beloved Conversations](#)
- [Building the World We Dream About](#)
- [Transforming Hearts Collective](#) and their [videos](#)

Preparation

Review all of the links above.

Activity Directions

State:

We tend, in our congregations, to huddle by default, so paying attention to who is and isn't being served is vital to meeting the meaning-making needs of a congregation. Always pay attention to who is included and who is not before the faith formation opportunity is offered. It will be necessary to devise strategies, such as specific invitation, applications, and targeted marketing to create a desired mix or huddle. The rubric allows you to try to capture where mixing and huddling happens as you design your comprehensive adult faith formation ministry.

Discuss strategies for supporting congregants who are not included. Ask everyone:

Add in the chat resources and strategies that might encourage more mixing or huddling of underserved affinity groups in your congregations. This includes not only types of specific offerings, but also materials and teaching methods or even administration, aesthetics, resources, leadership, marketing and registration methods — all of these affect who takes a class.

Look for these answers in the chat or provide them there yourself (or the other facilitator can). Invite a few participants to briefly elaborate on what they wrote in the chat.

- Resources and voices used to build the curriculum -- are there places where non-white, non-straight, younger voices are included? Are there places where the curriculum appropriates cultures?

Say:

I would invite you to take training in decentering white supremacy, which includes bringing Black, Indigenous, and People of Color to the center as part of facilitator training. [Beloved Conversations](#) (post link in chat) would be a good starting place (or an adapted Tapestry of Faith's [Building the World We Dream About](#) (post link in chat) if funds are limited) -- are there others? Training in other areas that lead to Beloved Community is also encouraged, such as the [Transforming Hearts Collective](#) (post link in chat) that offers online training focused on the trans community. There is [a new set of videos](#) (post link in chat) from Transforming Hearts Collective, as well.

To better serve your all members in your congregation, you may

- *Use diverse course leadership and personal invitation to build registration.*

- *Use an application process particularly for more expensive programming, i.e. Beloved Conversations, etc.*
- *Be mindful in forming covenant groups.*
- *Hire outside facilitators with perspectives or identities that are not available in the congregant body. Unless that is their professional specialty or they offer, d*
- *Use affinity groups, which can be important to those with marginalized identities in a specific gathering.*

Ask: *Have we had affinity breakout groups in this module?*

Say to the large group:

Knowing what you do about group facilitation, under what circumstances might it be important for a group to break out into affinity groups?

Then:

Make sure when you use affinity groups in faith formation offerings that participants are allowed to self-identify.

To conclude, invite participants to share in the chat one strategy they think they can employ to create a desired effect.

2.5 Including Everyone — Technology (10 minutes)

Materials

- **Handout 1.1b: Online Tools for Online Facilitation**
- Spotify [On Children](#) by Sweet Honey & the Rock

Preparation

- Review the Zoom tools noted in the activity.

Activity Directions

Ask participants to answer in the chat this question:

How does technology intersect with inclusivity concerns? (i.e. access, learning style, stability)?

Share:

The 2019 pandemic has encouraged some late adopters to engage Zoom and although it is not perfect, some of the access issues have been minimized.

However, finding ways to make the Zoom learning environment engaging, and therefore inclusive, needs addressing. One way to do this is to use the Zoom tools.

Identify the following Zoom tools:

- The icons on the bottom of these panels. If you don't have icons showing it's because you haven't turned on "non-verbal feedback" in your account meeting settings. See **Handout 1.1b: Online Tools for Online Facilitation** for a video tutorial on how to change this setting.
- Use these icons to make our static online meetings more like our in-person spaces.
 - Coffee break
 - Pace
 - Reaction button
- Whiteboard feature
- Polling feature
- Breakout space
- Chat

Invite a participant or participants to tell the group how a broader use of the icons and tools from the Zoom screen can create more inclusiveness. Add:

Nonverbal feedback is important because technology can preference extroverts and participants comfortable with technology. Inviting us to engage with nonverbal feedback stretches us to build community and engagement in interactive ways.

Beyond tech issues, there are also issues of accessibility. Closed captioning in Zoom is possible both with 3rd party apps you have to pay for, or the Zoom closed captioning. If you have had good luck with a particular app or can help someone else navigate the choices, add your name onto the “I Can Be a Resource” Google Slide.

Also keep in mind, some participants may only be able to join by phone or may need to turn off their video to conserve their own internet bandwidth. I would strongly suggest inviting these participants to put a picture on their profile settings so that we recognize them more readily in the room.

Invite participants:

Add to the chat or speak aloud any other issues you understand about inclusion and the use of technology in adult faith formation, specifically.

Invite someone to copy the chat and send it to participants.

Closing (5 minutes)

- Spotify [On Children](#) by Sweet Honey & the Rock

Session 3: Your Congregation

Opening	10 min
Mission	25 min
Space Between the Logs	20 min
Break	5 min
Process Check	5 min
Needs, Capacity & Responsibility	15 min
What Will You Call It?	10 min
Starting on Your Project with Your Group	25 min
Closing	5 min
Total Time	2 hrs.

Session Three Goals

The session will:

- Connect congregational mission and adult faith formation ministry;
- Engage congregational gifts and challenges that enable meaningful adult faith formation and build Beloved Community; and
- Examine historical and congregational nomenclature for the process of intentional meaning-making in Unitarian Universalism.

Learning Objectives for Session Three

Participants will:

- Name their congregational mission/vision statement;

- Reflect and share on the space and support for congregational adult faith formation ministry;
- Review administrative needs and considerations for building an adult faith formation ministry;
- Compare the different nomenclature used in Unitarian Universalist congregations for adult faith formation ministry and what it may illuminate; and
- Begin to translate the Rubric to a congregational Adult Faith Formation Action Plan.

Materials

- Video: [Space between the Logs](#) (Mark Hicks segment from 00:56 – 4:04)
- Colored markers, pens or pencils
- Google Form: [Process Check](#)
- [Sample presentations of an Adult Faith Formation ministry, website and brochure/handout](#)
- **Handouts**
 - 3.1a Mission for Adult Faith Formation
 - 3.1b Guiding Questions to Build a Mission
 - 3.2 Space Between the Logs
 - 3.3 Key Points, Next Steps, Gifts and Limitations
 - 3.5a Final Project
 - 3.5b New Additions and Possible Challenges

Preparation

- Prepare Breakout Groups ahead if possible
 - 3.1 pairs
 - 3.2 pairs (different ones)
 - 3.3. Project Groups
 - 3.5 Project Groups

Spiritual Preparation

Ask yourself

- Why is mission so important? How can it ground your work as a religious educator?
- What are your expectations for this session? What do you hope the lesson sparks? What difference do you hope it makes?
- Engage in your spiritual practice before the session.

OPENING (10 minutes)

Materials

- Drawing paper and colored pencils or markers
- YouTube Video: [You Shall Be Known](#) (by Karisha Longaker of [MaMuse](#)) performed by the [Thrive East Bay Choir](#)

Preparation

- Cue [You Shall Be Known](#) by the Thrive choir for screen share.

Activity Directions

- Share the YouTube Video: [You Shall Be Known](#) (by Karisha Longaker of [MaMuse](#)) performed by the [Thrive East Bay Choir](#)
- Using Zoom Whiteboard, ask participants to: *Check-in about how your spirit was yesterday, today and what you are hoping for tomorrow. Draw or write!*
- Invite someone to read a line from the Covenant that is particularly meaningful for them today and why.

3.1 Mission (25 minutes)

Materials

- **Handout 3.1a: Mission for Adult Faith Formation**
- **Handout 3.1b: Guiding Questions to Discern Mission**

Preparation

- Prepare breakout rooms of random pairs.

Activity Directions

Say something like:

Congregations often create mission statements and then, like Covenants, translate them to a piece of wall art and rarely engage them again unless something goes wrong. The most dynamic congregations take this voice of the congregation, embrace it and use it to transform the way they develop vision.

A congregation's mission statement is overriding. In other words, if your Adult Faith Formation statement is separate and apart, it is time to re-examine that. If your congregation's mission statement is not in relationship to the work of the

congregation, it is time for the Adult Faith Formation team to set upon discerning a mission that guides its choices and direction and that is in relationship with the congregation.

The Module's Final Project invites you to design an Adult Faith Formation plan as a means to fulfill your congregational mission statement. If your congregation has a viable statement, consider your Faith Formation plan a way to enact it. If it doesn't have a viable statement, consider crafting what you think it would be, and create your plan to that vision.

For too long, we have been without guides for our work. In today's environment, we must be clear about our aims. Other choices are too great, engaging congregational life too extraordinary. Road maps are essential.

Invite participants:

Raise your hands (or use a thumbs up Zoom reaction button) if you have posted your congregation's formal mission statement to the Forum Discussion. Your Adult Faith Formation Team's mission or vision statement? Finally, who crafted one as part of prework based on reflecting on what you know about the congregation?

Refer participants to their prework on **Handout 3.1a: Mission for Adult Faith Formation.**

Invite participants:

Review your Adult Faith Formation statement against your increasingly full Rubric. Where are the gaps? Where is there too much of a good thing? You have five (5) minutes to now make notes to share in your group.

Open pairs breakout rooms. Ask participants:

Share your reflections on alignments and gaps in your rubric and ask your partner for advice on how to close some of the gaps.

Tell them:

*Refer to the helpful questions found on **Handout 3.1b: Guiding Questions to Discern Mission** to support your breakout conversations. Everyone has approximately 5 minutes.*

When you bring participants back, remind them:

If we were part of the same congregation, we could work further to reach consensus on a mission statement for adult faith formation ministry. You might use a similar process with the adult RE committee or other group responsible for overseeing offerings in your congregation. Once the group has agreed on an adult faith formation mission statement that is in line with the congregation's mission, publicize it widely. The mission statement could become the story that guides your ministry.

3.2 Space Between the Logs (20 minutes)

Materials

- Video: [A People So Bold](#) by Dr. Mark Hicks (6:10)
- Colored pencils and paper
- Spotify: [The Goldberg Variations \(Bach\)](#) by Glenn Gould

- Google Form: [Quick Process Check](#)

Preparation

- Cue [A People So Bold video](#) by Dr. Mark Hicks to begin at 00:53 and practice ending at 04:04.

Activity Directions

Tell participants:

You will be listening to Dr. Mark Hicks talk about giving ourselves more space to do the relationship-making necessary for transformation. He begins by reading the poem “Fire” by Judy Brown at the beginning.

Share your screen and show the [A People So Bold video](#) by Dr. Mark Hicks beginning at 00:53 and ending when he finishes speaking at 04:04.

Invite participants to process this learning through an activity called “Show NOT Tell.” When the video ends, ask them to use colored pencils and paper and draw for five (5) minutes about what they heard in the poem. Post the verse in the chat.

[“Fire” by Judy Brown](#)

What makes a fire burn
is space between the logs,
a breathing space.
Too much of a good thing,
too many logs
packed in too tight
can douse the flames
almost as surely

as a pail of water would.
So building fires
requires attention
to the spaces in between,
as much as to the wood.
When we are able to build
open spaces
in the same way
we have learned
to pile on the logs,
then we can come to see how
it is fuel, and absence of the fuel
together, that make fire possible.
We only need to lay a log
lightly from time to time.
A fire
grows
simply because the space is there,
with openings
in which the flame
that knows just how it wants to burn
can find its way.

[Judy Brown](#), from [The Sea Accepts All Rivers](#)

After responding to the imagery in the poem, ask participants to take two minutes to answer the In-Session Question on your handout:

When have you seen spaciousness that allows for transformation in your congregation?

- After seven minutes, invite participants to hold their drawings up to their camera for about 90 seconds so that we all can see. Express your gratitude for the sharing.
- Move learners into pair breakout rooms. Say:

Discuss your drawings as representations of your answers to the questions for two minutes each.

- When participants return to the large group, invite one comment about how it “felt” to respond graphically and how their learning was affected.
- Ask: *Is there permission for this type of learning in your congregation?*

Affirm the challenges that implementers have around this with participants and facilitators. (Being asked to do something that people do not feel they are “good” at, “I can’t draw” may be a culturally white normative expression of “perfectionism” and the reluctance to do what one isn’t “good” at.)

BREAK (5 minutes)

- Spotify: [The Goldberg Variations \(Bach\)](#) by Glenn Gould

PROCESS CHECK

Remind participants:

A process check is a simple tool that provides an opportunity to hear from participants how things are going and allows you as facilitators to identify any opportunities for making changes.

Post the link to this [quick process check form](#) in the chat and invite them to respond.

3.3 Needs, Capacity, and Responsibility (15 minutes)

Materials

- **Handout 3.3: Key Points, Next Steps, Gifts and Limitations**

Preparation

- Prepare Project Group breakout rooms

Activity Directions

Say Something like:

Our time together offers endless possibilities for fruitful adult faith formation ministry, and to that end, we will exchange great and wonderful ideas. AND the particular gifts and limits of your congregation are unlikely to allow for all of your good ideas (and besides, you may end up inadvertently packing the logs too tightly).

Use your mission statement to guide curricular choices and weave in the new criteria, such as what type of learning you are offering, the reality of congregational resources -- space, staff, volunteer, budget, administrative and other realities to begin to round out your plan.

For instance, Beloved Conversations is a significant meaning-making opportunity but prior to the pandemic, the cost of a mandatory two (2) day facilitation could put this particular opportunity out of reach for many congregations, particularly as a repeated offering. The program now has online offerings that are a per-person cost and can be more accessible to smaller congregations.

There are ways to overcome cost obstacles, but a congregation can't necessarily overcome all the resource issues for the ideal plan. The ideal plan for your congregation turns out to be the one you can implement.

Invite participants to respond to the administrative realities of congregational life that can support or limit the choices we make as Adult Faith Formation implementers.

Encourage them not to be “triggered” by any horror stories of disasters and going down the rabbit holes we all occasionally follow. Ask them to spend a few minutes naming in the chat what they see as administrative realities in their own congregation or organization. Make sure that by the conclusion, the facilitator not facilitating this conversation notes the following “realities” in the chat:

- **financial means** to pay vendors, facilitators, to support meals or food breaks, to join professional groups or to buy published curricula
- **technology**, such as the availability of projectors, laptops, Zoom accounts, headsets, wifi speed, registration software, etc.
- **technology** expertise and maintenance
- **space**, including congregational space, rentals, outdoor space, proximity to other congregations or offerings

- **communication** In what ways and who is responsible for getting the word out about classes and/or offering something? Is there a formal process?
- **Volunteer Adult Faith Formation Group** to help promote and strategize issues, make decisions, and recruit volunteer facilitators (consider who is available and who hasn't been tapped?)
- **Connection to other adult faith formation** opportunities happening outside of your purview....how to include?

Opportunities for training for adult faith formation facilitation...both in terms of in-person and online facilitation. Breakout into Project Groups, saying

*Look at your prework in **Handout 3.3: Key Points, Next Steps, Gifts and Limitations**. You will be in your groups for 10 minutes, so take about two minutes to problem solve for each person. You may want to note the advice you receive as part of your final project. We will end this section and go directly to break when the breakout group ends.*

3.4 What Will You Call It? (15 minutes)

Materials

- None

Preparation

- None

Activity Directions

Begin by reading the Bass quote aloud:

*“Too often the word, “education,” carries the connotation of information or expertise. Adult formation does educate, but it also engages the **whole person**—intellect, passions, and spirit—in a process and practice of Christian maturity. It seeks to form or shape a meaningful way of being Christian and putting Christian faith into practice in the world.”*

— Diane Butler Bass in [“Process, Not Program: Adult Faith Formation for Vital Congregations”](#) in “Learning Communities,” p. 6.

Conclude with something like:

Now that you have compiled a listing of all the adult learning in your congregation and are beginning to gain clarity around your congregation’s vision/mission guidance, what will you call your program?

In the chat, type the current or planned name you will use to describe the faith formation ministry for adults in your congregation. Is it called “Adult RE,” “Adult Spirituality,” “Adult Programs” or something else? This may depend on how your congregation describes Adult Faith Formation.

Follow up with the question below. Invite two participants to respond on camera, all can provide answers in the chat.

- Does what you call this ministry make a difference? Do different names imply different approaches? (BTW the surprising answer here can be yes!)

Invite a larger verbal and/or chat discussion about possible participants in Adult Faith Formation, asking:

Why do congregants engage adult learning in your congregation?

Suggested reasons may include intellectual growth, community and friendship, making the world a better place, leadership development, and spiritual growth.

Say something like:

Adults come to our faith communities for a variety of reasons. Our Unitarian Universalist congregations are faith communities where people can consider questions such as 'How shall I live my life? What values do I hold, and what commitments will I make on the basis of those values? What gives my life meaning? What do I trust? How do I connect with that which is greater than myself?' Our congregations offer opportunities for deep learning and formative experiences not likely to be found as easily/readily anywhere else.

Although more existentially and unconsciously, congregants may also be trying to discover, 'Where is my place in this community (and community here can mean the congregation or the world)? Who will walk with me when I get sick or die?'

The Widening the Circle of Concern report acknowledges the necessity of congregants building a shared vocabulary and theology, of learning how to resolve conflict and to make change as existential imperatives.

Conclude this section by leaving the group with this question to ponder (the co-Facilitator may wish to post it in the chat):

- Does the name of the Adult Faith Formation ministry need to reflect your congregation's mission and language?

Note: What you call it in your own articulation can be different from the formal name.

3.5 Starting on Your Project (25 minutes)

Materials

- [Congregational Rubric](#)
- [Google Sample Slides](#)
- Handout 3.5a: Final Project
- Handout 3.5b: New Additions and Possible Challenges
- Spotify [Graceland](#) by Paul Simon

Preparation

- Prepare to slide share the Google Sample Slides.
- Prepare Project Group Breakout rooms.

Activity Directions

Say:

I hope that most of you have completed your [Congregational Rubric](#) by listing your proposed offerings for your congregation. As you review the offerings, you will note that some of the characteristics have not yet been covered in class, so you will continue to tweak your rubric over the course of the module. Does anyone have a question?

Explain:

The rubric collects your congregational data to allow you to design an Adult Faith Formation Action Plan, which will be the final project.

Share the [Google Sample Slides](#) to show an example of an adult faith formation ministry tied to congregational mission. Again, invite any questions about the process.

Remind them:

The Action Plan does not only include what you, as the Adult Faith Formation implementer, are responsible for, but is inclusive of all the ways that congregants can access intentional meaning making opportunities in your congregation that are related to your mission. The Action Plan serves the congregation and is limited to roles on its organization chart.

Invite the participants to open **Handout 3.5a: the Description of the Final Project** and say something like:

*Each participant will review your own [Congregational Rubric](#) to see what might be missing, what there may be too much of, or what reveals an issue that needs addressing. **Handout 3.5b: New Additions and Possible Challenges** was assigned in prework and designed to give you a head start. Bring one of these challenges to your Project Group when we go into breakout rooms to get feedback. Your rubric and draft Action Plan is the vehicle for this section. The goal is to receive wisdom and offer it, allowing for more voices/perspectives/experiences to have input into your design. When the facilitators visit, ask for advice or clarification as needed.*

You may not be consistently engaged with each other during the entire 20 minutes, though being available for each other for consultation or bouncing around ideas will be important as you work on your rubric or consider a final Action Plan.

Upon return, we will go immediately to Closing music. Remember that we are available to remain online for consultation after the music is finished.

Breakout into project groups for 20 minutes. Facilitators visit the breakout groups, helping when individuals or groups are stuck.

Closing (5 minutes)

- Spotify [Graceland](#) by Paul Simon

Session 4: Resources

Opening	10 min
A Survey of UU Adult Faith Formation Resources	30 min
What is Curated Adult Religious Education?	20 min
Break	5 min
Process Check	5 min
Skilling Up for Online Learning	20 min
How to Adapt Adult Faith Formation for Online Learning	25 min
Closing	5 min
Total Time	2 hrs.

Session Four Goals

The session will:

- Survey and communicate about existing Unitarian Universalist Adult Faith Formation curricula;
- Explore how curricula offered by others, both Unitarian Universalist and non-UU sources, can offer needed meaning-making opportunities for one's congregation; and
- Investigate how technology can enhance Adult Faith Formation opportunities when known and accounted for.

Learning Objectives for Session Four

Participants will:

- Share knowledge of and experiences with published Unitarian Universalist Adult Faith Formation curricula;
- Delve into the website [LifelongFaith.com](https://lifelongfaith.com) to understand the components of fulsome and fully curated adult faith formation ministry;
- Demonstrate an understanding of the unique characteristics of online/distance learning; and
- Apply knowledge of the necessary elements for online learning.

Materials

- [Jeopardy Game](#) to be played in Project Groups in Section 4.3
- Handouts
 - 4.1: Resources for Unitarian Universalist Adult Faith Formation
 - 4.2: Curating Adult Faith Formation
 - 4.3: Technological Audit for You and Your Congregation
 - 4.4: Adapting Learning to an Online Environment
- **AFF Module Slides** “I Can Be a Technology Resource”

Preparation

- Prepare Google **AFF Module Slides** as needed
- Check [Jeopardy Game](#) and have link ready to be posted
- Prepare [Zoom Poll](#)
- Prepare Breakout Groups
 - 4.1 Project Groups
 - 4.4 Project Groups

Spiritual Preparation

- Review the lesson and then sit for at least 5 minutes before connecting with your co-facilitator. Just breathe.
- What are your expectations for this session?
- What do you hope the group collectively creates by its conclusion?
- Recall a favorite curriculum and how it opened up your imagination as a professional. Bring that spirit to the session today.

OPENING (10 minutes)

- **Spotify:** [Welcome Back](#) by John Sebastian
- **Nonverbal Feedback Question:** Using the nonverbal feedback icons in your participant panel, how are you feeling about your evolving plan for your adult faith formation ministry?
- As always, invite someone to choose one line of our covenant which speaks to them today and discuss why.

4.1 UU Adult Faith Formation Resources (30 minutes)

Materials

- **Handout 4.1: Resources for Unitarian Universalist Adult Faith Formation**

Preparation

- Prepare Project Group Breakout rooms.
- Review: [Roots and Wings](#), [Small Group Ministries Network](#), the [Adult](#) and [Multigenerational](#) Tapestry of Faith offerings, [Transforming Hearts collective](#), [Fahs Collaborative](#), [BLUUBOX](#) and [the Touchstones Project](#).

Activity Directions

Ask participants:

In the chat, write the name of a new Adult Faith Formation program you plan to offer or are considering for the coming year.

As they type, one Facilitator can read them aloud.

Make one or two observations about the collective responses. Invite two participants to share reasons behind their choice by asking:

In one sentence, what is the key change you hope to create?

The goal of this section is to review currently available curricula created by Unitarian Universalists and, if possible, to be a resource to others about curriculum with which we have experience.

Note that the **Handout 4.1: Unitarian Universalist Adult Faith Formation Resources** includes [Roots and Wings](#), a collaborative group that offers online adult faith formation; [Small Group Ministries Network](#); the [Adult](#) and [Multigenerational](#) Tapestry of Faith offerings; [Transforming Hearts collective](#); [Fahs Collaborative](#); [BLUUBOX](#); [the Touchstones Project](#); and [UU Wellspring](#).

Say something like,

We will now move into project breakout groups to share what you know about the curricula in the links (and about any other curriculums). Facilitators will join the groups.

Taking a round-robin approach in the interests of time, share a curriculum that exceeded expectations or failed miserably -- we are primarily interested in extremes here. Were they connected to your congregational mission? Speak particularly to any challenges and successes and as to your guesses why it

worked or didn't. Be mindful of your [Congregational Rubric](#) and what you have heard from your project group participants, about where there may be "space" due to a type of learning or another curricular characteristic. Feel free to pencil something in or cross something off. We will spend 20 minutes in the Breakout Groups.

When participants return, ask

Was anyone unable to get answers from their group around the specific resources or holes you are hoping to fill?

If so, invite participants to pose the question in the chat for all to see and for participants to make connections off-line. Facilitators can respond to the unanswered questions as well and be another resource.

With a few minutes remaining, invite everyone to reorient themselves to a drone or balcony view of the learning process in this section.

Ask questions such as:

What do you see? How might you adapt this exercise to use in your congregations? Who might you include: others (i.e. committee members, those who oversee small group ministry)?

Invite discussion about why a Congregational Team review of curricular options would be helpful (share the evaluation perspective, solicit names of possible facilitators, elicit potential participants, etc.).

If participants offer advice or experience with offerings outside of these resources, invite them to share it quickly in the chat. If they choose to add curated learning (developed by others) ask them to hold that for the next session.

4.2 Curated Faith Formation Resources (20 minutes)

Materials

- **Handout 4.2: Curating Adult Faith Formation**
- Spotify: [I Remember, I Believe](#) by Lizz Wright

Preparation

- Review the [Lifelong Faith Formation Website](#)

Activity Directions

Share in your own words (from Lifelong Faith website):

Since the pandemic began, we have become acutely aware of the abundance of media online. Millions of blogs, websites, online courses (MIT has over 1600 alone!), and YouTube videos, many that you have created! There is an abundance of religious content online and we could provide it 24/7/365, much of it customized to our needs. We have now begun to experience an online approach to adult faith formation and a blended approach may be our new norm.

Invite two participants to read aloud the John Roberto's Faith Formation 2020 quote on

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 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.”

<https://www.lifelongfaith.com/faith-formation-2020.html>

Continue by giving the following background:

- *John Roberto, beginning in 2009, responded to a massive study of changes in church culture called [Faith Formation 2020](#). Note [that a link to the report](#) is also in the resources.*
- *Although Roberto's work was primarily centered in the Catholic denomination, his work was relevant to many non-evangelical American faith traditions. Recently, evangelical denominations have begun to take note.*
- *Over the past ten years, some Unitarian Universalist congregations have taken more of a curation approach, and now the pandemic invites us all to consider this possibility.*

Read aloud [this summary from All Souls, Unitarian Church DC Summer Series](#)

(facilitator reads aloud):

“We’ll share news of exciting virtual events that various museums, religious organizations, and other institutions are hosting. You attend the event on your own, and then join All Souls friends to discuss and debrief your experience. The next event in the series is [Women and the Critical Eye](#), a conversation hosted by the Metropolitan Museum of Art. Their discussion will open out onto current events and the role of art institutions in promoting equity and justice.” Attend the live online conversation or watch a recording available before our gathering. Then join members of the All Souls community for a time of debrief and discussion via Zoom.”

Or, say something like:

Please attend the [x] exhibit on your own, or with small groups of people from our congregation (or view x exhibit online) before [date and time] when we will meet to discuss and debrief experiences. [Provide some background on the exhibit/movie/play/etc. and how it ties to your current theme, mission, or if it is purely social]. We will meet online [provide link] or in room [x]. Please RSVP to [x].

Begin a discussion by asking two participants to share their experiences of curated content:

- *Who has experienced attending or offering curated adult faith formation, or for that matter, any faith formation for any age that is “curated?”*
- *How did it happen?*

- *Did it serve your congregational mission?*
- *Who sponsored/organized it?*
- *What considerations did you have to make?*

If no one has any curated experience, ask the participants:

- *Consider the above offering and how and if you could offer something similar in your congregation?*
- *How would you choose? What preparation would you have to do?*
- *How would you go about it?*

Invite the participants:

What are some observations or questions you have on how you see the possibility of curated adult faith formation operating in your congregations? Is it possible? What has to happen?

Spend only a few minutes on this topic.

Remind them:

*The **Handout 4.2: Curating Adult Faith Formation** provides additional information on what considerations one has to make in curating. In addition to you reading and digesting, it might be beneficial to share this with your Adult Faith Formation team.*

Finally, curating adult faith formation offerings has another significant and unremarked benefit: it has the potential to connect your congregation to the surrounding community in new ways.

Ask participants to consider their community, posting these questions into the chat?

- *With whom is your congregation in partnership?*

- *With whom or for whom are you doing social justice? Is there a curated learning opportunity here?*
- *What is available outside of your congregation that may aid in cross-cultural or interfaith connections?*
- *How might curated adult learning help you forge partnerships in your community relevant to your congregational mission?*
- *With the time that we have available, (it should be about ten (10) minutes) using a browser, find out the answers to these questions for yourself, posting any celebratory “aha”s in the chat.*

Give them up to ten minutes for this individual work.

Summarize by saying something like:

You might also review these sources to find opportunities for curated programming:

- *newsletters*
- *community bulletin boards for learning opportunities your congregation may not have the experience to provide*
- *nearby higher education institutions or congregations*
- *local landmarks, especially ones that provide tour guides, which can be attractive jumping off points for learning about indigenous peoples or other local history that continues to get in the way of transformation*

Conclude by sharing:

Our congregations rarely hold all of the voices that need to be at the table of human experience, and curated learning helps provide wider and more authentic perspectives that help in building the beloved community.

Break (5 minutes)

Spotify: [I Remember, I Believe](#) by Lizz Wright

PROCESS CHECK (5 minutes)

Remind participants that a process check-in is a simple tool that provides an opportunity to hear from them about how things are going and allows facilitators to identify any opportunities for making changes.

Say something like:

The process we will use today is “Name Your Experience.” If you could wave a magic wand across the 3.5 sessions, so far, what do you want more of and secondly, what you want less of? We have 4 minutes for you to write More followed by your word and Less followed by your word. We will all read the chat silently.

4.3 “Skilling Up” on Tech for Online Learning (20 minutes)

Materials

- [Zoom Poll](#)
- **Handout 4.3: Technological Audit for You and Your Congregation**

Preparation

- Create the [Zoom Poll](#) using the questions below.

Activity Directions

Bring up the poll and give everyone time to answer the questions. Once complete, share the results with the group.

Zoom Poll

What is the technological competency of your congregation?

1. Technologically Confident
2. Some Use in the Congregation
3. Technological Scarcity

What is your self-evaluated technological competency?

1. Technologically Confident
2. Some Use of Online Offerings
3. Conventional Technological Use

After folx have responded, ask:

What do the results show us? (Review the gaps and what they might indicate.)

Share:

*It is important to find the technological balance point in your congregation and plan accordingly, especially around curriculum adaptation, facilitator use, and participant security. This does not translate to use it as a limit, but rather as a starting point and then stretch. You will need to gather allies to explore how to support facilitators and Adult Faith Formation partners. Gone are the days when we could say, "Oh, I am not very techy." The bar rose for everyone. The **Widening the Circle of Concern** report reminds us, "During the pandemic, congregations got used to a certain proficiency level of technology and there is no going back, only forward."*

Say something like:

Let's do a nonverbal check-in here.

Ask:

Do a physical thumbs up if you find technology energizing, a thumbs down for enervating.

Note the overall results.

Say:

Finding people in your congregation with undiscovered technological gifts can be a significant addition to an Adult Faith Formation team as well as a partner for you, regardless of whether you find technology energizing or enervating.

Point out that the list of applications, software and hardware on **Handout 4.3:**

Technological Audit for You and Your Congregation are ones that the facilitators have used at some point in Adult Faith Formation. Ask if there are other technology tools to be added. Invite folks to write them in the chat and copy them onto their Handouts.

If time permits, say something like:

Let's take the next 10 minutes and work individually at our devices or desks, and "audit" our own and our congregation's technological capacity/competency.

When we return, we will share one technology to "skill up" and a technology where you will help your congregation do the same. This is skills-based learning and it can have a tremendous pastoral impact by keeping people included and feeling competent.

Ask:

Were there any surprises in your audit of yourself? What about your congregation?

Take a few minutes for 2 or 3 participants to share.

Say:

*Please post your name and contact information on the **AFF Module Slides** “Technology Buddies” so that you know who you can reach out to this year to discuss technology options and to share your progress in skilling up.*

If you did not do this activity during the session, encourage participants to attend to it before the next session.

4.4 Adapting Adult Faith Formation for Online (25 minutes)

Materials

- [Jeopardy](#)
- **Spotify:** [One Day](#) by Matisyahu for the closing

Preparation

- Review and practice [Jeopardy](#)

Activity Directions

Read aloud:

John Roberto’s Faith Formation 2020 was written in 2009 and the expectation was that online and curated learning would take-off, in some part because there are significant advantages to online learning. And though online learning has largely replaced our in-person regional or UUA trainings, it hasn’t shown up as often in our congregations. Can anyone posit why?

Give participants a chance to answer.

Yes, the age of the average congregant may have been a deterrent or the technology skill of the person facilitating the offering.

Now, however, a much larger number of congregants, not previously interested in online learning, are confident in the online learning environment and many are actually thriving. Online offerings are likely to remain a viable option in congregational adult faith formation. And they are a whole new “land” to be discovered on their own.

But will you design ministry for an online learning environment? What are the necessary steps? What are the necessary ingredients? How do you choose? To help us find those answers, we are going to play Jeopardy!

- We will play in Project Groups as a team in breakout rooms.
- Try to reveal the most answers and provide the related question.
- The team with the highest score will win a prize (Yes, the facilitators will once again gratefully consume your prize).

Say,

*The game is based on **Handout 4.4: Adapting Adult Faith Formation for Online Use**. Those who read in advance will have an advantage, but so will those who have been able to step back and observe how this offering is put together.*

The facilitator will post the link in the chat. Once you all are in your groups, the game gives you the option to identify the number of participants. Make this change before you begin the game. Also, as you read your question aloud, you can ask your group for the answer if you don't know it. To reveal the answer, press the spacebar. To return to the next question, click on the back arrow. The same number of points are awarded for collaboration or for solitary play!

The Facilitators will come through to make sure it all works.

Have Fun!

Set the timer for 20 minutes and move the project groups to their breakout room.

When the group returns, invite them to share how many \$\$\$ of questions they uncovered and answered. Ask: *Did you collaborate on the answers?*

Award the chocolate to the winning project group, unwrap it and pop it into your mouths thanking them for a job well done!

And, as always, share any “aha” or ask additional questions in the chat or aloud.

Say,

Before we close, remind the group that one of the key ingredients for adapting online learning that is also key to in-person learning is FUN. We hope you had a bit of that today.

Closing (5 minutes)

- Spotify: [One Day](#) by Matisyahu

Session 5: Facilitation

Opening	10 min
Facilitator Skills Evaluation	15 min
Facilitation Strategies & Scenarios	20 min
Break	5 min
Process Break	5 min
Facilitation Strategies & Scenarios (continued)	30 min
Recruiting and Building an Effective AFF Team	30 min
Closing	5 min
Total Time	2 hrs.

Session Five Goals

The session will:

- Identify facilitation skills and allow participants to practice them;
- Discuss helping congregants develop facilitation skills as a part of faith formation learning; and
- Encourage participants to see the “work” of building a faith formation plan as a ministry when accompanied by and/or partnering with congregants.

Learning Objectives for Session Five

Participants will:

- Inventory personal facilitation skills;
- Learn how facilitation skills identify and mediate group challenges;

- Practice facilitation skills with peers; and
- Share strategies for building an Adult Faith Formation Team.

Materials Needed for Session Five

- Handouts
 - **5.1: Evaluating Facilitator Skills** also available as a [Communication Inventory Form](#)
 - **5.2a: Strategies for Effective Group Facilitation**
 - **5.2b: Scenarios to Practice Group Facilitation Skills**
 - **5.3: Recruiting and Building an Effective Adult Faith Formation Team**

Preparation Needed for Session Five

- Carefully review Section 5.2. We will use two handouts simultaneously in the large group and in breakout groups.
- Prepare breakout spaces:
 - 5.2. (post-break) 3 or 4 people in random groups
 - 5.3 Three Groups

Spiritual Orientation Before You Begin

- Reflect on the sessions prior to this one. What learnings about the group and your facilitation have surprised you? What sustains your spirit?
- Check in about your comfort in leaving the Process Check-in empty for a participant to complete. Can you let go of “filling” it if no participant offers to lead?
- What measure might you use to know whether the session moved the needle for participants?

- Sit for ten minutes to just breathe prior to meeting with your co-facilitator. Just breathe.

OPENING (10 minutes)

Play **Spotify**: [Motivate](#) by Matisyahu

Ask participants to use the thumbs up or down icons to answer:

Do you have an Adult Faith Formation Team of some sort? If yes, what is it called? If no, please share why?

As always, invite a participant to choose one line of our covenant, found on the **AFF Module Slides**, which speaks to them today and name why.

5.1 Facilitator Skill Evaluation (15 min)

Materials

- **Handout 5.1: Evaluate Facilitator Skills**
- [Communication Inventory Form](#)

Preparation

- Use **Handout 5.1: Evaluate Facilitator Skills** or the [Communication Inventory Form](#) to evaluate your own skills.
- Copy the [Communication Inventory Form](#) before you begin to use it and be sure to share the new link so that you will be able to see the results.

Activity Directions

Although this session largely centers on participants' facilitation skills, this process can be used as a part of training facilitators in congregations. Participants can copy the resources and adjust them to reflect the particularities of each congregation.

One facilitator says the words below, while the other posts the [Communication](#)

[Inventory Form in the chat](#):

First, let's evaluate our own skills. You already know leading online groups takes a unique skill set. Each of us have some of the skills we need, many of which are foundational skills that serve groups in both in-person and online offerings.

However, for online adult faith formation, facilitators need to develop both technical skills and a mindset focused on the online experience of participants.

*Please turn to **Handout 5.1: Evaluate Facilitator Skills** or go to the [Communication Inventory Form](#) we posted in the chat. We will use these tools to inventory skills that will support facilitation, including co-creation, creativity, and flexibility. Building an intentional facilitation skill set will help you and your facilitators become more confident facilitators and be better able to connect with participants and provide them with meaningful experiences.*

Briefly review the skills listed and ask if there are any missing that should be added. (add if you can to the [Communication Inventory Form](#)).

*Answer the questions in the [Communication Inventory Form](#) or place an X on each continuum line on the **Handout 5.1: Facilitator Skills** to show your own facilitator skills for online Adult Faith Formation. Using the [Communication Inventory Form](#) has the added benefit of showing us where the entire group*

averages out without identifying particular people. Take five to seven minutes to mark the continuums or complete the [Communication Inventory Form](#).

Wait five minutes, then say:

Now as you look at your skills, choose one or two you feel are important to develop first and circle the X and put an arrow in the direction you want to grow. Yes, I know we all want to be 100% in everything, and perhaps you will choose one key skill to move a great distance along a continuum. However, you might choose two or three skills that you will move forward and make modest gains in. You can use this same continuum with your facilitators in your congregation so they can better understand the skills they need to address for online facilitation.

Thank learners for their participation and observe any “ahas” offered by the

[Communication Inventory Form](#).

5.2 Effective Facilitation Strategies & Scenarios (20 min)

Materials

- **Handout 5.2a: Strategies for Effective Group Facilitation**
- **Handout 5.2b: Scenarios to Practice Facilitation Skills**
- **Spotify: [Gathering of Spirits](#) by Carrie Newcomer**

Preparation

- none

Activity Directions

Say:

*Today, we are going to review **Handout 5.2a: Strategies for Effective Group Facilitation**, which was in your pre-session work. We are going to work on a few of these scenarios as a large group, then break out into small groups to work on the rest.*

Begin with **#1 Creating a Group Covenant**. Read the scenario aloud and invite participants to answer both verbally and in written form in the chat.

Move onto **#4 Model Brevity**, read the Strategy and then invite comments, both verbally and in the chat.

Next read aloud **#5 Small Groups** and invite folks to share their experiences with Zoom breakout groups and/or size of groups and their effect on participation.

Next, have participants complete the last two questions on the **Communication Skills Inventory**, posting the link in the chat. Explain they have ten minutes including their short answer to the two skills question. Give them a two- minute warning.

Finally, invite discussion about Process Checks. Invite everyone to create a five-minute Process Check for today's session so far. Give participants a few minutes and then invite someone to lead the created Process Check when we return from Break.

Break (5 minutes)

- Spotify: [Gathering of Spirits](#) by Carrie Newcomer

Process Check (5-10 MINUTES)

Have a participant lead the process check. If no one volunteers, leave it open. Absence of participation is a process check of sorts.

5.2 Effective Facilitation Strategies & Scenarios (cont.) (30 minutes)

Materials

- **Handout 5.2a: Strategies for Effective Group Facilitation**
- **Handout 5.2b: Scenarios to Practice Facilitation Skills**

Preparation

- Create random breakout groups of 3 or 4 participants

Activity Directions

Explain:

We are about to put you into breakout groups of 3 or 4 people, randomly selected. In the groups, you will follow the process we followed for the earlier section: choose and read about a facilitation strategy, review the corresponding scenario and “solve” the scenario. There are enough for everyone to be the facilitator twice.

Post the instructions into the chat and explain:

Module facilitators will visit the groups to observe only. Each group has 20 minutes. Keep solving scenarios until you are called back!

Visit the groups and observe.

When participants return to the large group, invite them to share any “aha” moments.

Then ask:

- *Could you use this process with the facilitators in your congregations?*
- *Would congregational facilitators appreciate it?*

- *Could you make it fun?*
- *Were there additional strategies or scenarios that needed exploring?*

Thank participants for their effort and their vulnerability.

5.3 Recruiting and Building an Effective Adult Faith Formation Team (30 minutes)

Materials

- **Spotify:** [Glory](#) by John Legend for the break

Preparation

- Create random breakout groups of 3 or 4 participants

Activity Directions

Read this quote by Diana Butler Bass:

Newcomers are learning about faith, growing into congregants, and putting faith into practice. And those who have been around for a while are learning how to teach, support, and "equip the saints." No one person can manage this huge [faith formation] task alone. Instead, there must be a reorientation that recognizes the congregation as "a learning community" of faith. All need to be mentors and learners to each other.

— Diane Butler Bass in “[Process, Not Program: Adult Faith Formation for Vital Congregations](#)” in “Learning Communities,” p. 6.

Review the learning by saying something like,

We are almost finished with this module and so far we have:

- *learned about learning theories*

- *practiced learning strategies*
- *dove into our congregational culture*
- *been introduced, reminded, exposed, and cajoled to the ever-present call of anti-oppression work and radical inclusion*
- *re-examined our congregational mission and practices*
- *role-played facilitation*
- *researched possible curated resources*
- *shared information about UU curriculum*
- *analyzed the needs and capacity of our congregation for this ministry*

You may be overwhelmed or excited or both.

How do you think you might make real the imaginative visions that are forming in your hearts and minds?

Which partners might collaborate and help to facilitate the ministry?

Ask a few people to respond to each of the following questions, with those who don't speak aloud offering their suggestions in the chat:

- *How do you recruit Facilitators or an Adult Faith Formation team?*
- *How do you train Facilitators?*
- *How do you support them?*
- *How is all this affected by our virtual congregational life?*
- *Who decides what learning opportunities will be offered?*
- *How is the overall ministry supported? Who is responsible for logistics?*

Advertising? Supporting volunteers? Dealing with difficult situations if they arise?

Say something like:

You can do this work alone, and you will be able to develop some engaging and transforming offerings, but it becomes a ministry when congregants participate in creating and carrying it out. You cannot create a learning community with one -- you.

Adult faith formation is vital, but it is also important to be in “ministry” with congregants. As an adult faith implementer, you hold the responsibility and “know-how” to help congregants develop a learning community culture and provide opportunities for congregants to provide their own ministry to the community. Your work includes providing support for the implementers and facilitators of the ministry.

On your Congregational Rubric, you have noted “who leads the various congregational offerings that you are planning to offer, such as staff, congregants or vendors.” And in some cases, the leadership may be outside of your control if it’s curated.

To help congregants be facilitators, you and your partners must prepare them for success. This requires being intentional about recruitment, training, and support.

Introduce the acronym NATE, an intentional adult faith leadership model, developed by the Rev. Linda Olson Peebles. The acronym speaks to the journey from Newcomer to Team member that Diane Butler Bass references in “[Process, Not Program: Adult Faith Formation for Vital Congregations](#)”:

- **N is for Novice** A person who takes a class and shows facility and capacity for the ministry of Adult Faith Formation

- **A is for Assistant** When you or someone else offers this class or another similar one again, you suggest this person as an Assistant or Co-Facilitator.
- **T is for Teacher** After they co-facilitate or assist, invite them to consider being the primary Facilitator for an offering in which they are interested.
- **E is for Expert** When they have gotten their feet this wet, invite them to be part of the Adult Faith Formation team.

Break participants out into three groups, saying

You will have about 15 minutes to share ideas either from the Facilitator or Team portions of the worksheet that are gnawing at you. Each group should appoint a recorder who will share highlights when we return to the large group for the remaining 5 minutes of our time together.

With five minutes remaining, invite participants back to the large group, asking them to share any best practices or intractable issues. One of the facilitators can capture highlights in the chat box. State:

You may wish to send a copy of your Final Action Plan to your project group participants for their input and huzzahs before you present in Session Six.

Closing (5 minutes)

Spotify: [Glory](#) by John Legend

Session 6: Congregational AFF Action Plan

Opening	10 min
Congregational AFF: Presentation of Action Plans and Debrief	40 min
Break	5 min
Congregational AFF: Presentation of Action Plans and Debrief (continued)	40 min
Park Bench	5 min
Closing	10 min
Total time	2 hrs.

Session Goals

The session will:

- Demonstrate how diverse learning experiences provide creative and meaningful adult faith formation ministry in a Unitarian Universalist context; and
- Provide participants with strategies to share feedback, gratitude and shared commitments for building Unitarian Universalist adult faith formation ministry.

Learning Objectives

Participants will:

- Share Congregational Adult Faith Formation Action Plans that synthesize and demonstrate the learning of the Module;
- Evaluate Action Plans using appreciative inquiry; and
- Celebrate work well done!

Session Six Materials Needed

- Handouts
 - 3.5a: Final Project Directions
- [AFF Module Slides](#) “Individual Slides for each Congregation’s Action Plan”
- [Applause Video](#)
- Timer
- [“The Wisdom Tree” Story](#) by Meg Barnhouse for Facilitators to share
- [UUA Facilitator Evaluation](#)
- [UUA Participant Evaluation](#)

Preparation

- Learn how to use [Spotlight](#) in Zoom to highlight Presenter.
- Make sure participants have Screen Share permissions on the Renaissance Zoom Account to allow participants to manage their presentations completely.
- Review Park Bench items and prepare to answer questions. If time does not permit, respond via email to individuals or all participants.
- Know how to use the [Whiteboard](#) feature in Zoom
- Prepare a second Zoom room so that both groups can be recorded ahead of time.
- Identify the two Presentation Groups
- Prepare your copy of [AFF Module Slides](#) to receive Congregational AFF Plans by writing the names of each congregation on a slide. Put them in presentation group order if possible or alphabetical if not.
- Prepare to share your screen at end with [the Applause video.](#)

- Prepare to share the reading of Meg Barnhouse's ["The Wisdom Tree"](#) before we extinguish our chalice and end our time together.

Spiritual Orientation Before You Begin:

- After reviewing submitted projects, consider how participants have been affected as a result of the class.
- Commit to offer affirmative and aspirational feedback in line with the goals and teachings about better practices of adult faith formation. Claim your expertise.
- Clap for yourself, literally. Then take 5 minutes to breathe, just breathe.

OPENING (10 minutes)

- **Spotify** [Standing Stone](#) by Melanie DeMore
- Using the Whiteboard in Zoom, ask participants to draw something to convey how they are feeling today.
- On this last day the group is together, share one piece of the covenant that has proved important to you in the group's learning together and why.

6.1 Congregational Action Plan Presentation & Debrief (40 minutes)

Materials

- **Spotify:** [Inner Peace](#) & [Faith's Hymn](#) by Beautiful Chorus for the break.

Preparation

- Create a second Zoom link to be able to record both groups' presentations.
- Ensure that each participant has the skills to share their project online.

Activity Directions

Remind the group that everyone's projects are in the Google Slides. If they want to save them, they should make a copy to share to their own Google Drive. Share that the UUA Group and Discussion Forum will be available for at least a week following the conclusion of the module, but will eventually be cleared out for the next group.

Participants should download any forum discussions and comments they have made now so they don't lose their thoughts.

Say something like,

We will move into two presentation groups to allow time for the presentation and for each presenter to answer questions from group participants. The Facilitator of each group will post the presentation order once we are in our groups. Each presenter will handle their own Zoom presentation and hand it off to the next person on the list. Time will be kept by the Facilitator. Half of each group will present before the break and the other half after.

Each person has four minutes to present and one minute to share what material difference/help they received from their project group and what planned addition is especially important to them. Additionally, we hope each participant will offer "aspirational" feedback or ask one question of a presenter for the remaining time. We encourage all participants to think of questions or feedback, even though we will only have time for one or two questions or comments. Additional comments or questions can go in the chat for the presenter to reflect on later. We (the facilitators) may also point out good use of the material and pose questions.

Explain that we will use a timer that will chime at the end of 8 -10 minutes so the next presenter can begin.

Break (5 minutes)

- Spotify: [Inner Peace](#) & [Faith's Hymn](#) by Beautiful Chorus

6.2 Congregational Action Plan Presentation & Debrief Part 2 (40 minutes)

Materials

- [Applause video clip](#)
- **AFF Module Slides**

Preparation

- Practice adding to the word art software: [Word Art](#)

Activity Directions

After all participants have presented, everyone returns to the large group for the final “aha” moment sharing (if time) before you close the activity.

Play [Applause video clip](#) when everyone returns from Breakouts.

6.3 Park Bench & Pressing Questions (5)

Use this time to review any questions or topics remaining in the Park Bench and ensure that all questions have been answered. Direct people to the **Padlet**, **Google** or other online Learning Management System for resources.

OPTIONAL: If there is time left, invite participants to think of one word to describe their experience in this module and add it to the [Word Art link](#) you post in the chat.

Closing (10 minutes)

6.4 The Wisdom Story

Materials

- [“The Wisdom Tree” Story](#) by Meg Barnhouse
- Spotify: [Wide Open Spaces](#) by the Chicks

Preparation

- Cue the materials listed above

Activity Directions

Invite anyone who is willing to read aloud from [“The Wisdom Tree” story](#) by Meg Barnhouse to write “Yes” in the chat. That will be the order of readers. Screen share the story and invite folks to read a paragraph in the order that their names appear in the chat.

You might end with something like,

*Thank you for participating in the module. Please remember to complete the UUA Program Evaluation.
Ashe, Blessed Be, Amen.*

Blow out the chalice and play music, such as:

- Spotify: [Wide Open Spaces](#) by the Chicks

Appendix 1: AFF Module Handouts

Session 1

- 1.1a Online Etiquette and Features for Adult Faith Formation Ministry
- 1.1b Commonly Used Online Tools for Adult Faith Formation Facilitators
- 1.1c Introduction to Renaissance and RE Credentialing Programs
- 1.1d Preparation for Module Evaluation
- 1.1e Chocolate Quiz
- 1.2 Learning Management Systems
- 1.3 Creating Covenant
- 1.4 Transformative Learning Reflection (Doc, PDF and Google Form)
- 1.5 Key Learnings from the Module Readers
- 1.6a Congregational Rubric Directions
- 1.6b Congregational Rubric Resources

Session 2

- 2.1a Stories and the Human Brain
- 2.1b Reflections on Learning and the Human Story
- 2.2a Key Insights from the Power of Stories by the Rev. Dr. Jacqueline J. Lewis
- 2.2b Path to Beloved Community
- 2.3 Including Everyone – Mixing and Huddling

Session 3

- 3.1a Congregational Mission and Adult Faith Formation
- 3.1b Guiding Questions to Discern Mission
- 3.2 Space Between the Logs

- 3.3 Key Points, Next Steps, Gifts and Limitations
- 3.5a Final Project Directions
- 3.5b New Additions and Possible Challenges

Session 4

- 4.1 Resources for Unitarian Universalist Adult Faith Formation
- 4.2 Curating Adult Faith Formation
- 4.3 Technological Audit for You and Your Congregation
- 4.4 Adapting Learning to an Online Environment

Session 5

- 5.1 Evaluating Facilitator Skills (also available as Google Form)
- 5.2a Strategies for Effective Facilitation including Communication Inventory
- 5.2b Scenarios to Practice Group Facilitation
- 5.3 Recruiting and Supporting an Adult Faith Formation Team & Facilitators

Session 6

- 3.5a Final Project Directions

Appendix 2: AFF Additional Participant Module Resources Needed

For Every Session

- Chalice, candle, matches, electric candle
- Zoom link
- Shared **AFF Module Slides** link including
 - Module Covenant
 - Park Bench/Parking Lot/Bike Rack
 - Congregational Mission
 - I Can Be a Technology Resource
 - Action Plans
 - Additional Resources
- Shared Session Recording Folder
- UUA Adult Faith Formation LMS

Session 1

- Class roster with Facilitators' contact information included
- [Transformative Learning Video](#) (participant watch at home before session)

Session 2

- [Learning and Neural Pathways Video](#) (participants watch at home before session)
- Markers or colored pencils
- Drawing paper

Session 3

- Colored Markers, Pencils and Pens & Paper
- Google Slides: Sample Final Project
- [Google Form: Process Check](#)

Session 4

- No additional resources

Session 5

- No additional resources

Session 6

- No additional resources

Appendix 3: AFF Module Facilitator Resources

Resources to Prepare Before the First Session

- [Widening the Circle of Concern](#) Committee on Institutional Change Report (reader)
- Website: [Lifelong Faith](#) (reader)
- [“Process, Not Program: Adult Faith Formation for Vital Congregations,”](#) by Diana Butler Bass
- [Leading an Online or Hybrid Module \(with instructions for assigning participants to the UUA Group\)](#)
- Have a way to create and edit session recordings. The Zoom Recording Cloud software allows for cutting videos within Zoom before you share the links, but edits can only be made at the beginning and endings of recorded videos. Make sure to pause recordings when participants are in breakout groups and restart videos upon returns to the large group.
- Review, adapt and update the Discussion Forum for the UUA’s LMS
- Shared **AFF Module Slides**. These need to be copied as a separate file for each class
- **Optional:** [How to Use Padlet](#)

Welcome Letter: Co-facilitators should send the following Welcome Letter to all participants upon receipt of the module registration roster from the Region/sponsoring entity/Professional Development Program Manager. Send at least two weeks in advance of the module start date to allow participants ample time to prepare. Adjust all highlighted areas prior to sending out.

Dear Adult Faith Formation Module Participant,

As your facilitators, (names), we are looking forward to co-creating your congregational Adult Faith Formation Plan with you. This module will offer relevant, realistic, mission-oriented online adult faith formation ministry.

Our Approach in this New Adult Faith Formation Module

The authors of this module are culturally similar, cis-gendered, economically privileged, white women of a similar age. They occasionally dress alike without realizing it. In their revision, they intentionally reworked the curriculum pieces that they observed center whiteness and other culturally dominant practices and language. However, their limited lens', which are more alike than different, cannot perceive it all. We, your facilitators, invite you as co-learners in this module to round out this learning when you see it in the moment, or to contact us at your convenience.

- (Add any identity information on the current facilitators here.)
- The module's language reflects the shared educational philosophy of the authors. It includes Adult Faith Formation (versus other choices you may use); offerings vs program; learning vs. teaching; facilitating vs. leading was intentional to convey our educational philosophy. Participants are invited to "re-language" or translate as it makes sense to you. Questions about clarity are invited.
- This module is based in appreciative inquiry, "an approach to organizational change which focuses on strengths rather than on weaknesses." We invite you to read more about this perspective.

- This update is aimed primarily at implementers of congregational Adult Faith Formation ministries. It allows for a specific range of experiences in Adult Faith Formation of beginning to intermediate. The revision may prove helpful in working with congregant Facilitators and/or Implementation Teams.

Organizing Your Work

Please follow the prompts in this letter to be prepared for the first session. Note the completed prework for each session will be used in discussions and breakout groups.

Tasks to Organize for the Class	Completed
Create a UUA user account. If you don't already have a UUA.org account, please go to https://www.uua.org/forums/participating , for directions. Add your photo and a short biography or take a moment to update the biography you may have written in the past.	√
Access materials. Once facilitators add you to the UUA.org group, you will be able to access the Module Welcome page and attend to the Introductions section of the Forum. Once you log into UUA.org, go to "Groups." There, you will find the Adult Faith Formation group to access materials.	
Make sure you have access to Google Slides and Google Docs, as we utilize both in this module. You do not need a Gmail address, but you do have to have a Google Account.	
Print out the PDF Handouts unless you are able to access and use the .doc Handouts while Zoom is open. A few are available as Google Forms, or in the case of the Congregational Rubric, as Google Sheets. There is a substantial amount of prework on these handouts and is at times duplicative of work in the Discussion Forum. Attend to the questions in the forum first, which are accessible from the UUA Module pages. The completed handouts will be used regularly in the sessions.	

<p>Mark your calendar for our required online sessions. (type in each class date, day) and time (??PT/??MT/??CT/??ET) to (??PT/??MT/??CT/??ET). Include the Zoom address that will remain the same for each session. This Zoom link is also located on each session's page on UUA.org.</p> <p>We will open the room 15 minutes before every session to chat, check technology and settle in. Facilitators will be available after each session for questions or comments.</p> <p>Attendance for the full twelve hours of the synchronous module sessions, participation in the discussion forum for each session, as well as completion of a congregational action plan and module evaluation are necessary for credit.</p>	
<p>(Optional) Sign up for a free account at Padlet and explore the site and send your username to (Facilitator).</p>	
<p>Complete the required Pework for the first session. Your prework will be used during class time throughout the module.</p>	

Here is some specific prework to prepare for Session 1, Transformative Learning:

- Read “[Process, Not Program: Adult Faith Formation for Vital Congregations](#),” by Diana Butler Bass (Congregational Resource Guide, 2010). This applies to all of the sessions and specifically to your project. This is the first Module Reader.
- Read the website [Lifelong Faith](#). This is the second module Reader.
- Read the following pages from [Widening the Circle of Concern](#) by the UUA’s Commission for Institutional Change, particularly [Educating for Liberation](#) on pages 89-100 ([PDF](#)). Please note that you can only make notes on copies you have purchased or printed.
- Watch the [Transformative Learning Theory](#) video (16 min 26 secs) and respond to Handout 1.4b: Transformative Learning Reflection.

- Review and complete all the prework on Handouts Session One: Transformative Learning (as you wish, you can provide a link to the Handouts).
- Complete the Discussion Form (link if you wish for ease) on the UUA's Module page for Session 1.
- Bring a chalice and candle to light for our time together.

This will be a whirlwind of a module to prepare you for thoughtful adult learning. Let the preparations begin!

With anticipation,

Your Facilitators

(add names)

Resources to Prepare For Each Session

For Every Session

- Chalice, Candle and matches, or electric candle
- Spotify music queued for entering, break & closing
- Handouts
- Shared AFF Module Slides
- All Noted Module Resources

Session 1

- [Enter Rejoice & Come In video](#)

- Session One Handouts (Review and customize before sending)
- Post-Session Participant Email (below)

Dear Adult Faith Formation Module Friends,

Together we are new learning community of religious professionals exploring how to create and implement adult faith formation in our congregations. Thank you for your contributions in the sessions.

For ease of use, before signing on to each class, open:

- UUA Adult Faith Formation Module page for needed links
- Session Handouts link
- Adult Faith Formation Module Slides

To help you prepare for Session 2, here is what is needed:

Recording of Session: A few hours after each session, the facilitators will post a video of that session (edited as necessary) [here \(add the link for the shared recordings folder provided by the UUA\)](#). If you miss a session, please watch it as soon as possible. As our sessions involve active learning (and not lecture), work done in breakout groups may not be fully captured. We try to record at least one breakout group, but this is not always possible. Contacting a participant to find out what you may have missed is also suggested.

- Zoom Photo of the Group: A photo of the group taken during our first session [is attached](#).
- Prewrite for the next Session

A flipped classroom approach means that much of the material needs to be read and completed prior to the session as noted in the UUA's Adult Faith Formation Module

LMS. We have provided that information here, as well and encourage you to have access to all resources noted (printed out or open on your device) for the next session, in this case, Session Two. For Session Two: Including Everyone:

- Begin or continue to complete the Congregational Rubric by first making a copy of the rubric so that you can list your congregational Adult Faith Formation offerings in your congregation. Include all offerings, regardless of who offers them. Take special care to note any offerings which meet/fulfill theories engaged in Session One: Transformative Learning.
- Read all [Session Two Handouts \(link needs to be added once Handouts are on the UUA website\)](#), completing any pre-worked noted.
- Watch "[The Relationship Between Neural Pathways and Learning](#)" video. Here is a [transcript of the video](#).
- [Discussion Forum Session Two Prework \(links need to be added once the Discussion Forum is finalized\)](#), responding to the questions in the Forum for Session 1 (this is prework for Session Two). You can choose to get group/digest postings to the Forum by following the directions at [Participating at UUA.org Discussion Forums](#) and subscribing to the daily updates. This option is also available at the end of the page of Forum Discussion questions.
- Bring colored pencils/markers and paper to the session.
- Take a look at a [Sample Final Project displayed two ways](#).
- [Finish reading the](#) Module Readers, as their relevancy will be helpful moving forward.

- We meet each week on Zoom from (??PT/??MT/??CT/??ET) to (??PT/??MT/??CT/??ET) With the following Zoom address ???????/

Sincerely,

Your Facilitators

(add names)

Session 2

- Video: Formation (Explicit or Clean) by Beyoncé.
- Post lyrics in chat
- Post “Formation is a Visual Anthem” article in the chat
- Post-Session Participant Guide Email (below)

Dear Adult Faith Formation Friends,

Thank you all for a great Session Two. Please keep the discussion going in the Discussion Forum prework for Session Three: Your Congregation.

Here’s more to do to prepare for the next Session:

Continue to work on the Congregational Rubric to reflect which of your adult program offerings reflect the theories we engaged in Session Two. We will work on our project groups in Session Three.

- Read all **Session Three Handouts (link needs to be added once Handouts are on the UUA website)** completing any prework, including:
- Find your Congregation’s Mission or Vision (the congregational website is a good place to look). If your Adult Faith Formation group has a vision

statement, find that too. The Discussion Forum in Session Two asks you to share the mission there.

- Check out the links to sample presentations of an Adult Faith Formation ministry, a website and a brochure. Begin to plan a demonstration of your congregational Adult Faith Formation Action Plan (which is your final project).
- Bring back those colored pencils/markers and paper for Session Three.

Some reminders:

- Session Two: Including Everyone is recorded and available in the shared folder.
- If you are missing information or want to talk more about a topic, post it on the Park Bench Slide in the Adult Faith Formation Module Slides [\(link this for ease.\)](#)
- Before class, open on your device:
 - [UUA Adult Faith Formation Module page for needed links](#)
 - [Session Handouts link](#)
 - [AFF Adult Faith Formation Module Slides](#)

Sincerely,

Your Facilitators

[\(add names\)](#)

Session 3

- YouTube Video: “You Shall Be Known” (by Karisha Longaker of MaMuse) performed by the Thrive East Bay Choir
- [Space between the Logs](#) (Mark Hicks’ segment from 00:56 – 4:04)

- [Congregational Rubric](#)
- Post-Session Participant Guide Email (below)

Dear Adult Faith Formation Friends,

Thank you again for a rich Session Three this past week.

As a reminder, here is how to prepare for Session Four: Resources:

- Come to a “settling place” on the Congregational Rubric. (No need to link as they will have their own copy by now.) Completing what your congregation has offered will be helpful before embarking on exploring new possible offerings in Session Four. One of the Discussion Forum questions this week invites you to send the Rubric to your Project Group members to review before the session.
- Complete the remaining questions in the UUA’s Module Discussion Forum [\(link if you wish for ease\) Prework](#) for Session Four.
- Review and complete [Session Four Handouts \(link if you wish for ease\)](#). This includes reviewing Roots and Wings, Small Group Ministries Network, the Adult and Multigenerational Tapestry of Faith offerings, Transforming Hearts Collective, Fahs Collaborative, BLUUBOX and the Touchstones Project. It also includes a fair amount of review about curated material in the Handouts.

Some additional reminders:

- Session Three: Your Congregation is recorded and available in the shared folder.
- Before class, open on your device:
 - [UUA Adult Faith Formation Module page for needed links](#)

- [Session Handouts link](#)
- [Adult Faith Formation Module Slides](#)

Your Facilitators,

[\(Add names\)](#)

Session 4

- [Jeopardy](#) link
- Pieces of chocolate for Facilitators to eat online or other prizes to enjoy
- Post-Session Participant Email

Dear Adult Faith Formation Friends,

Such a good and full class this past week. If you can be a Technology Resource to any participant in this module, please add your name to the Tech Buddy Resource slide in the [Adult Faith Formation Shared Module Slides \(link if you wish for ease.\)](#)

Here is how to prepare for the next Session Five: Facilitation:

- Complete the [UUA's Module Discussion Forum \(link if you wish for ease\)](#)
Prewrite for Session Five.
- Review and complete [Session Five Handouts \(link if you wish for ease\).](#)

There is a substantial amount of reading this week and a [Google Form Facilitation Skills Assessment to complete.](#)

Some additional reminders:

- Session Four: Your Congregation is recorded and available in the shared folder.

- Be ready to complete your Final Project (Handout 3.6) Adult Faith Formation Action Plan next week. Add your project to the class Congregation's Action Plan slide in the **AFF Module Slides**. Meet with your Project Group if you are able.
- Before class, open on your device:
 - **UUA Adult Faith Formation Module page for needed links**
 - **Session Handouts link**
 - **Adult Faith Formation Module Slides**

Your Facilitators,

(Add names)

Session 5

- Post-Session Participant Email (below)

Dear Adult Faith Formation Friends,

We have one more Session, Session Six: Congregational Adult Faith Formation Action Plans & Discussion. We are excited to see your ideas and hear your questions of each other.

Here is how to prepare for our last session:

- Complete the **UUA's Module Discussion Forum (link if you wish for ease)** prework for Session Six.
- Finalize your formal presentation (website/brochure) of your Congregational Adult Faith Formation program and post it in the appropriate slide for your Congregation in the **AFF Module Slides** at least 24 hours before our last session. Meet with your group or seek their advice as necessary.

- Practice your presentation using Zoom. Being able to present and share screens is an important facilitator skill and your class facilitators will support you as needed but you will be running your own tech. Remember the short timing for the various portions of the Final Project and thus practicing what you want to say is important.

The group will be split into two Presentation Groups, posted after the session begins. You may or may not end up with your Project Group. Remember the session will be recorded for everyone in the group to watch, and all Action Plans will be available to all participants.

Some additional reminders:

- Session Five: Your Congregation is recorded and available in the shared folder.
- If there is any issue or question you wish had been answered or addressed, please post it on the Park Bench slide in the AFF Module Slides.
- Before class, open on your device:
 - [UUA Adult Faith Formation Module page for needed links](#)
 - [Session Handouts link](#)
 - [AFF Adult Faith Formation Module Slides](#)

With anticipation,

[\(Add names\)](#)

Session 6

- [Applause video](#) clip
- [The Wisdom Tree](#) by Meg Barnhouse

- [Participant Evaluation](#)
- [Facilitator Evaluation](#)
- Post-Session Participant Summary (below)

Dear Adult Faith Formation Friends,

We are still enjoying your work on the Final Projects. We are, forever, RE Nerds, with deep respect for that



identity.

Some final thoughts to share:

- Session Six: The Final Project is recorded and available in **the UUA' s shared folder.**
- If your final project is not yet in the **AFF Module Slides** please add it or send it to one of us and we will add it. We would like a full copy for all the class participants.
- The **Discussion Forum for Session Six (link if you wish for ease)** is available at UUA.org and awaiting your wisdom!
- We have added additional resources you may find helpful on the **AFF Module Slides (link if you wish for ease)** named Adult Faith Formation Resources. We tried to capture resources mentioned by you in the Chat but if we missed something, please add it! It also includes our Spotify music list.
- Finally, please [complete the module evaluation here](#). You get credit and we do too, once they are completed.

Again, thank you all!

(Add names and contact info)