

Adult Faith Formation

Spark Module

FACILITATOR'S GUIDE



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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 and has since been further updated.

Gabrielle Farrell is a retired Master Level Credentialed Lifespan Religious Educator. She served three congregations: First Unitarian Church of St. Louis (11 years); All Souls Washington DC (11 years) and River Road Unitarian Universalist Congregation (8 years). She also served on the Skinner House Editorial and LREDA Boards, including the LREDA Endowment Committee plus other Board and Chapter Committees. She was a Tapestry of Faith & Spark Module co-author who did that work with amazing colleagues. She continues to be dedicated to AO/AR/MC/MR work transforming congregations, communities and individuals.

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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 and the learnings can be applied to in-person programs.

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. It is designed to be a “hands-on” module based on theory with emphasis on practical application, including a usable, relevant, multi-faceted product to guide your programming. Participants are guided to attend to a changing cultural context in order to determine which adult meaning-making opportunities speak and call to their congregation or group.

Background/Philosophy

This module was originally conceived and written by Gail Forsyth-Vail in alignment with the roll out of the 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 2020 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 nationwide and Unitarian Universalist focus 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 cisgender, 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 offer and make the changes required.
- The awareness that, amidst the pandemic, most congregations followed the UUA and CDC guidance to avoid in-person meetings. The revision is largely for an online setting; however, it can be readily adapted for an in-person setting and much of the learning will be applicable to both in person and online programming.
- 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. 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;
- Invite participants to create a comprehensive congregational adult faith formation range of offerings;
- 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;
- Become familiar with a range of possible adult faith formation resources, both Unitarian Universalist specific and those from other sources; and
- Identify technological considerations and skills participants need to implement online adult faith formation.

Module Structure

This module is offered in six sessions, each 90 mins in length, for a total of 9 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](#)), which requires about 45-60 mins of additional online reading time each, plus review of the Module Reader texts. 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. Although only one process check is scheduled, facilitators are encouraged to pause and ask how things are going and to use the feedback to adjust timing, clarity, video or audio as needed.

Facilitator Guidelines

Spark 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

- **Wifi** -- When meeting online, facilitators need enough Wifi bandwidth to facilitate both video and audio online, even when needing to accommodate multiple users at your location, which is often the reality. Go to <http://www.speedtest.net/> to run a WiFi bandwidth test. If needed, use a direct cable from your router to your computer if Wi-Fi is inconsistent. Turn off file sharing and let the people in your home or office know that you're about to do an event. Note: You need a minimum download speed of 1.5 Megabits per second to participate in Zoom. Streaming is 5Mbps, and if you go all the way up to 4K streaming, or ultra HD, your bandwidth should start at 25Mbps.
- **Zoom** The Spark 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. It is also set up to record all session's to the UUA's Cloud. Zoom's "chat" feature is

vital to building community. Be sure to log out of your account and log in to the UUA account.

- **Google Account** The Spark Program will provide a [Shared Google Folder](#) for the module where you can access, edit and create slides and documents. The folder also contains the recordings of each session and saved chats, the roster, the Congregational Rubric and a folder with final project examples. This module uses Google Slides, Google Docs, Google Spreadsheets and Google Forms.
- **Zoom Recordings** The Spark 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

- **Claim a “Host” and a “Tech” Role.** 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 for downloading 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.
- **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 Spark Module](#).
- Watch all videos and carefully review all handouts for the module, which contain prework.
- Read and update the reflection questions on the Discussion Forum. The Discussion Forum questions are to be answered as post-session work. Thus, at the end of Session 1, you will respond to the Session 1 questions.
- Access, copy and review the Google AFF Collaborative Slides, Sheets and Google Forms (through links in this Guide) to ensure all are functional.
- Read all three Readers for this module.
 - [“Process, Not Program: Adult Faith Formation for Vital Congregations,”](#) by Diana Butler Bass.
 - Explore [Lifelong Faith](#) website. Explore the website and bookmark it for future reference to make a note of anything you want to read.
 - [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 matches your expectations.
- 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 will become point person for the UUA's online Learning Management System (LMS). Duties 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.
- 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.

SESSION 1: Transformative Learning

Session-at-a-Glance

Opening and Introductions	15 min
Our Learning Management System (LMS) & Questions	15 min
Covenant	15 min
Break	5 min
Transformative Learning	20 min
The Rubric	15 min
Closing	5 min
Total Time	1.5hrs.

Goals

The session will:

- Invite participants and facilitators to create a learning community;
- 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
- [AFF Collaborative Slides](#) with Covenant pages, Resources to Share, & Park Bench prepared. You can also add the congregational pages if you wish.
- Participant Prewrite Email (Welcome Letter) with linked handouts open on device.
- Video [Transformative Learning Theory](#) and video [transcript](#).

- [Congregational Rubric](#) (Important Note: Facilitators must make their own copy of forms and use that new link in order to see responses.)
- Handouts
 - 1.1a Adult Faith Formation (AFF) Prework by Session
 - 1.1b Important AFF Quick Links for the Module **(It is important for the Facilitators to doublecheck this Handout and send any link updates to the UUA RE office.)**
 - 1.1c: Preparation for Module Evaluation
 - 1.2: Learning Management Systems
 - 1.3: Creating Covenant & The 8 Guidelines for Equity and Inclusion
 - 1.4: Transformative Learning Reflection
 - 1.5a: Congregational Rubric Directions
 - 1.5b: Congregational Rubric Resources

If possible, both participants and facilitators should have two devices open unless they have a very large screen or have printouts of resources including Handouts. One can be dedicated to Zoom, and the other with open tabs for the AFF Collaborative Slides, Spotify, and Participant Guide with Handouts.

Preparation for Session

- Send the [Welcome Letter](#) (note that this customized AFF welcome letter is found in the appendix, which you should check the links in order to make sure they are all updated) including how to set up online UUA accounts and the preparatory “flipped classroom” prework/homework.

- 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 about four (4) based on participants' congregation size, congregational role, and experience. Prepare a roster of Project Groups with contact information to share in the Shared Folder. Help participants access Google resources as needed.
- Prepare to breakout the large group as follows:
 - 1.4: Transformative Learning Reflection
- 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 Collaborative 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 to settle 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 and Introductions (15 minutes)

Materials

- Zoom Link
- Chalice, Candle and matches, or electric candle
- Video: [“Enter Rejoice & Come In”](#)
- [AFF Collaborative 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 to [AFF Collaborative 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 own chalice as you light yours, making sure the lit chalice remains on the screen throughout 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 the full name and location of their congregation in the chat. Mention the longer Introduction question in the Discussion Forum to allow for more information to share.
- 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 with which they are familiar. Use the order they responded in the chat and model introductions. Save the chat to refer to as you facilitate the module.
- Ask participants to post other pressing questions or items they want to ensure are addressed on the “Park Bench/Pressing Questions” slide in the [AFF Collaborative Slides](#). If anyone does not have access, refer them to the welcome email sent before class began and support outside of class as needed.
- 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 connect our colleagues’ names with their faces.
- Take a screenshot of the Zoom window before the break, or when everyone is present, and include it in the email to participants after the first class and include it in the [Shared Folder](#).

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

Materials

- Handout 1.1a Homework by Session
- Handout 1.1b Important Quick Links for Module

- Handout 1.1c Preparation for Module Evaluation
- Handout 1.2 Learning Management System

Preparation

- Carefully check the links on Handout 1.1a, 1.1b. and 1.1c prior to the roster being built if possible.

Activity Directions

Invite people to imagine the “flow” of an in person adult faith formation offering. Imagine the room set-up and how you would handle handouts or showing videos, etc. It would run somewhat like this:

- 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.
- There would be conversations in coffee hour or in the parking lot about what they learned and what they had to remember to read the next week.

Tell them,

Online learning or virtual classrooms need a way to organize and transform some of these activities to be meaningful online connections.

A Learning Management System, or LMS, is an online portal where participants access and often store online learning resources. In Spark Modules, the UUA provides the LMS through the UUA website. Learning Management Systems are

designed to handle multiple-session learning frameworks, to organize resources, and to allow participants to access materials at their own pace.

Ask participants to review the LMS for this module and invite any questions.

Specifically point out the Important Links and Pework Resources.

Say:

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

Ask

Does anyone have questions about the UUA Learning Management System? Note that the first time users of a learning management system will likely have questions.

Inform participants that

Handouts are provided in PDF and Word formats to all for use during sessions.

Identify the UUA's learning management system as the place that holds our module information; however this system is not available for congregational use. That distance learning requires some method to organize the resources for participants. Ask: What might you use in your congregation?

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 a number of Google Suite products may serve your congregation well as Learning Management Systems to create an organized online classroom.

Say:

*Find the full module schedule and session specifics on the UUA module pages.
Share screen and go to the UUA LMS for Session 1 as an example.*

Conclude by transitioning out of this section by stating two important things to remember:

- 1. 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.*
- 2. Included in your Session 1 Handouts is 1.1c Preparation for Module Evaluation. Remind everyone that credit for this Module or learning credits is given once the Module Evaluation and Attendance & Participation Checklists are submitted to the UUA RE office.*

1.2 Covenant (15 minutes)

Materials

- Handout 1.3: Creating Covenant and The 8 Guidelines for Equity and Inclusion from Visions, Inc.
- AFF Collaborative Slides
- Spotify: "[Tamacun](#)" by Rodrigo y Gabriela for the break

Preparation

- None

Activity Directions

Refer everyone to **Handout 1.2: 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, cisgender, 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 sometimes leaving a group rather than engaging in a covenantal issue.

Additionally, if you regularly create or are the holder of covenants, you might usually engage in approaches that allow for extended discernment as a group, which we encourage. However, for the purpose of this relatively short class, we will focus on a provided covenant.

*In an 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 affirm these guidelines and/or amend them. We can "try on" these guidelines rather than engaging in a long process of*

reworking them. And we can offer something else – something important.¹ We will take time to encourage each of you to articulate what you need in our learning space, as well as affirming the covenant to commit to the contents.

- Show Covenant Slide in the edit mode ready to change as needed.
- Record the agreed-upon guidelines there.

Two things to note: Each week, we will invite a participant to choose one line that speaks to them at the beginning of each session. And secondly, we will hold the covenant equally - facilitators are not the sole holder. Anyone is invited to call us back into covenant. Does anyone have any examples of how to do that?

If not, share words such as “Could we pause to discuss what just happened?” Teaching the adult faith formation facilitators in our congregation to encourage everyone to call out and call into covenant is a responsibility of everyone in the group.

Break (5 minutes)

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

¹ Adapted from the Study Guide for Widening the Circle of Concern.

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

1.4 Transformative Learning (20 minutes)

Materials

- Handout 1.4: Transformative Learning Reflection
- Video [Transformative Learning Theory](#) and [transcript](#) for reference

Preparation

- Prepare random breakout pairs

Activity Directions

Say:

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

There are a number of story-based learning processes common to lectionaries across faith traditions and in our own reading. There are also other types of learning, such as 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 discomfiting and re-shape our worldview -- the acquisition of Zoom skills was no doubt discomfiting 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 which you did part of as prework. 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 before returning 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.

If there is enough time, invite participants to *share in the chat what might happen if we prepared learners with this video PRIOR to any expected “dissonant” learning experiences?*

1.5 Congregational Rubric (15 minutes)

Materials

- [Congregational Rubric](#)
- **Handout 1.5a: Congregational Rubric Directions**
- **Handout 1.5b: Congregational Rubric Resources**

Preparation

- Screen share the [Congregational Rubric](#).

Activity

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

Share with participants that the information you are about to share is from their

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 add to it after each session 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 or not they are considered part of the formal Adult Faith Formation ministry, i.e membership classes; Forum, Small Groups as examples. Give an example here, like New Member Orientation or Usher Training. Indeed, not including these offerings in Adult Faith Formation 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. **A note:** Although worship is an intentional meaning-making opportunity, it will not be included here. Music rehearsals are also generally not included on this grid.

- 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 saved 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 to offer - make them a different color. 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 3.3a: Your Adult Faith Formation Action Plan and Presentation**) We are not going to discuss that now. This will be 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 in this offering?”

Remind learners: Use **Handout 1.5a: Congregational Rubric Directions** to remember how the rubric works and **Handout 1.5b: Congregational Rubric Resources** to research more offerings.

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	20 min
Break	5 min
Process Check - Guided Meditation	5 min
Including Everyone: Mixing & Huddling	25 min
Closing	5 min
Total Time	1.5 hrs

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.
- Explore the ways in which adult faith formation ministry balances opportunities for mixing with those of other perspectives, generational and life experiences and for huddling with those who share similar perspectives, experiences, or identities.

Learning Objectives

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.

Materials

- Markers or colored pencils (participants)
- Drawing paper
- [AFF Collaborative Slides](#)
- Video: [The Relationship Between Neural Pathways and Learning](#)
- Video: "[Formation](#)" ([Explicit](#) or [Clean](#)), A Visual Anthem by Beyoncé and [lyrics](#) or [Meditation on Breathing](#).
- **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 Collaborative 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 out your commitment to building a Beloved Community as a religious educator.
- *Widening the Circle of Concern* encourages us to take steps to be more confident as faith formation educators. Recognize that there is considerable experience and knowledge in this space around educating for liberation and that our sharing and continued vigilance is needed in this and all learning communities. 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 Collaborative Slides](#) “AFF Group Covenant”
- Video: “[Formation](#)” ([Explicit](#) or [Clean](#)), A Visual Anthem by Beyoncé and [lyrics](#) or [Meditation on Breathing](#).

Preparation

- Decide which music video you will show and practice screen sharing it. Read Beyoncé’s “[Formation is a Visual Anthem](#)” before you decide.
- Review “The Relationship Between Neural Pathways and Learning” video.
- Cue the Covenant Slide.

Activity Directions

You can use the provided video or just the audio from “Beyonce’s “[Formation is a Visual Anthem](#)” with provided lyrics as they tell the story of “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 which 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 perfect

² [Business Insider](#)

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.

Note: If this is a story that you, as a facilitator can identify with, you may choose to do so and/or share another story of an identity formation that you do not identify with, such as that of someone with a disability you do not have, or a gender or affectional orientation that is not your own.

- Screen share the Video “[Formation](#)” ([Explicit](#) or [Clean](#)) by Beyoncé or “[Meditation On Breathing](#).” If using “Formation,” post the [lyrics](#) in the chat. You might share:

We could say, "The authors 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, as facilitators, we are asked to utilize resources outside of the facilitator's experience or comfort. As we have stated before, the authors of this module are white.

To use an extreme example...it would be similar if we never spoke of or learned about "tropical rains" because it was not likely to become part of anyone's experience living in Alaska. Facilitators are encouraged to consider how best to engage and encourage participants in an exercise that challenges them in this

way. **Choosing examples challenges us to design universally, for everyone, whether or not they are actually in the class.**

- Choose someone to read a line from the Class Covenant that has particular meaning to them and share why.

If using “Formation,” you may wish to add,

In Beyonce’s Formation (Note that formation is in the name of this module.), black women’s formation is emphasized, and white folks can learn by listening and engaging. Black and other marginalized folks have no choice but to learn about white identity, oftentimes by sheer dominance, but also by legal requirement. How might you create learning experiences for congregants whose cultures, races, and other non-dominant characteristics are not yours? Be sure to answer this question in the Discussion Forum this week.

If using “Meditation on Breathing,” you may wish to say,

We hope this breath helps create a new space for you here and now and, in turn, allows you to be open to new learning.

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 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 and A

The next learning activity is called a “Q & A,” which invites each participant to develop a question about the material to discuss with their partner.

- Place learners into breakout rooms in 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** and to pose a question for your partner that was NOT asked on the Handout. After a few minutes, your partner will ask a question. There are 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 thought they already knew, or
- Share something they heard that provided an “aha” moment for them.

2.2 Beloved Community (20 minutes)

Materials

- **Handout 2.2a:** Key Insights from *The Power of Stories* by the Rev. Dr. Jacqueline J. Lewis.
- [“Blackbird”](#) by the Beatles

Preparation

- Create Project Group Breakout Rooms
- Cue break music
- Create the Zoom Poll

Activity Directions

Refer participants to their prework **Handout 2.2a: 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 to 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 2.2a: 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 15 minutes where you will share your prework Story Circle activity found at the end of **Handout 2.2a: Key Insights from The Power of Stories** by Jacqui Lewis. Post the following directions into the Chat before breakout groups are formed.*

You will have 3 minutes to share and are encouraged to read what you wrote in the Prewrite activity about a time you were engaged in an effort to build multiracial, multicultural community in the fullest sense of this understanding. It can be a place where you felt successful or one that you had hoped for a different outcome. You might share what this illuminated for you about the congregation.

Other participants will note skills they heard being used or developed. After the storyteller is finished, other participants share with the group at least one learning/skill they heard conveyed in the story.

This process continues until everyone has had a chance to share a story.

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

Provide the poll below, also found on **Handout 2.2b: Path to Beloved Community**.

Then review the results and discuss Questions 1 and 2 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 the following questions (and post them into the Chat)::

- *Based on what you heard in your Project Groups, what adult faith formation offerings might be helpful to your congregation and why are they needed?*
- *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 it. And, if no, what resources do 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 take notes on their learning and keep them in a readily accessible place.

If applicable, conclude by referencing how we began the session:

We opened today's session with Beyonce's "Formation."³ Note the title. What formation is going on here? How is it alike and different from what we are doing as implementers?

Conclude by both facilitators sharing pieces of this affirmation and direction:

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, nor are they competitive in importance. A story being

³ [Beyonce's Formation is a Visual Anthem](#)

perceived as “outside the walls” is not sufficient reason to 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 identity. These identities may be 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 empty 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.

Begin here if you did not use “Formation” at the beginning of the session.

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? frustration? overwhelm? interest? 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 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 who doesn't, and the resulting groups that are created. An example of one group that can be forgotten is families with young children, who often participate at a lower rate in Adult Faith Formation opportunities.

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 which they read as prework:

- **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 identities in your congregation? Share a big picture reflection in the chat.*

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 role as adult faith formation implementers is to make sure that everyone has access to meaning-making opportunities. This is important, not only for individuals who are not participating, but for those who are, as well. 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 the 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 Zoom whiteboard and invite participants to duplicate their pie charts percentages.

Remind participants that their 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.

Open breakout groups of three, stating: *We will break out into groups of three for ten minutes to consider: (Post the question in the chat.)*

- 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.

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. Those of us who are BIPOC often find these spaces harmful and not edifying.

*We end with an aspirational question: How do we and others in our congregations create opportunities for persons of all identities to **mix and huddle** for faith formation, to feed their spirits, in intentional meaning-making opportunities?*

Closing (5 minutes)

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

Session 3: Your Congregation

Opening	5 min
Mission	20 min
What Will You Call It?	15 min
Starting on Your Project with Your Group	20 min
Break	5 min
Space Between the Logs	20 min
Closing	5 min
Total Time	1.5 hrs.

Session Three Goals

The session will:

- Connect congregational mission and adult faith formation ministry;
- Examine historical and congregational nomenclature for the process of intentional meaning-making in Unitarian Universalism.
- Consider a framework of space for learning in our congregational offerings.

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;

- 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
- Handouts
 - 3.1a Congregational Mission for Adult Faith Formation
 - 3.1b Guiding Questions to Discern a Mission
 - 3.2 What Will You Call It?
 - 3.3a Your Adult Faith Formation Action Plan and Presentation
 - 3.3b New Additions and Possible Challenges
 - 3.4 Space Between the Logs Reflection

Preparation

- Prepare Breakout Groups ahead of the session if possible:
 - 3.1 pairs
 - 3.2 pairs (different pairs)
 - 3.3. Project Groups

Spiritual Preparation

Ask yourself:

- Why is the 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: [We Shall Be Known](#) (by Karisha Longaker of [MaMuse](#)) performed by the [Thrive East Bay Choir](#)

Preparation

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

Activity Directions

- Share the YouTube Video: "[We 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 on paper or the Zoom Whiteboard.*
- Invite someone to read a line from the Class Covenant that is particularly meaningful for them today and why.

3.1 Mission (20 minutes)

Materials

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

Preparation

- Prepare breakout for 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 what they do. 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 many, engaging congregational life too extraordinary. Road maps are essential.

Invite participants to:

Raise your hands (or use a thumbs up Zoom reaction button) if you found and copied 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?

What did you notice about mission work and how you perceive your everyday work at the congregation?

Refer participants to their prework on **Handout 3.1a: Congregational Mission for**

Adult Faith Formation. Invite participants to:

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 make notes before we move into groups to share our reflections.

Open pairs breakout rooms. Ask participants:

Share your reflections on alignments and gaps in your rubric and ask your partner to ask questions or share ideas on how to close some of the gaps.

Tell them:

*Refer to the questions modeled on **Handout 3.1b: Guiding Questions to Discern a Mission** to support your breakout conversations. Each person has approximately 5 minutes to share and 5 minutes to listen and ask questions or provide ideas.*

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 What Will You Call It? (15 minutes)

Materials

- None

Preparation

- None

Activity Directions

Begin by reading this Diana Bass quote aloud, noting that some religious translation to UU language is needed:

*“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 this collection of adult meaning-making? Remember some of the offerings may not be sponsored or run by the religious education folks, but your listing also includes other offerings where meaning-making happens.

On Handout 3.2 What Will You Call It?, you were asked to work through the theological underpinnings of various names for your adult program in the process of choosing a name that would be meaningful in your congregation.

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, while 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?”

But so too do congregations thrive when there is a deepening and common understanding of what it means to be a Unitarian Universalist and being a congregant or member of a community, such as in UU Wellspring and the Inquirer’s Series and a host of different options in Tapestry of Faith.

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 that what you call it in your own articulation can be different from the formal name.*

3.3 Starting on Your Project (20 minutes)

Materials

- [Congregational Rubric](#)
- [Google Sample Slides](#)
- Handout 3.3a: Your Adult Faith Formation Action Plan and Presentation
- Handout 3.3b: New Additions and Possible Challenges
- Spotify: "[The Goldberg Variations \(Bach\)](#)" by Glenn Gould

Preparation

- Prepare to slide share the [Google Sample Slides](#), and choose one sample visual to share.
- Prepare Project Group Breakout rooms.
- Cue Google Sample Slides and then the Music.

Activity Directions

Say:

I hope that most of you have completed your [Congregational Rubric](#) by listing your actual and proposed offerings for your congregation. As you review the offerings, you will note that some of the characteristics have not yet been covered, so you will continue to tweak your rubric. 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 your final project for this module.

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 includes what the Adult Faith Formation implementer is responsible for and all of 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 NOT limited to roles on its organization chart.

Invite the participants to open **Handout 3.3a: Your Adult Faith Formation Action Plan and Presentation** 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 3.3b: New Additions and Possible Challenges**; Your rubric and draft Action Plan is the vehicle for this section. Handout 3.3b was assigned as prework to prompt thinking about the challenges you may encounter. Bring one of these challenges to your Project Group to get feedback when we go into breakout rooms. 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 your breakout room, ask for advice or clarification as needed.

You might 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 Break music. Remember that we are available to remain online for consultation at the end of class.

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

BREAK (5 minutes)

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

3.4 Space Between the Logs (20 minutes)

Materials

- Video: [A People So Bold](#) by Dr. Mark Hicks Colored pencils and paper
- Handout 3.4 Space Between the Logs Reflection
- Spotify “[Graceland](#)” by Paul Simon

Preparation

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

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 eight 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: *Are there places for this type of learning in your congregation? Would it be possible for you to include it or add more? Why is it important to do so?*

Affirm the challenges that implementers have around this with participants and facilitators. Note that 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.

Closing (5 minutes)

- Spotify “[Graceland](#)” by Paul Simon

Session 4: Resources

Opening	10 min
A Survey of UU Adult Faith Formation Resources	20 min
What is Curated Adult Religious Education?	20 min
Break	5 min
Process Check	5 min
How to Adapt Adult Faith Formation for Online Learning	25 min
Closing	5 min
Total Time	1.5
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
- Practice adapting curricula designed for an in-person format to an online environment.

Learning Objectives for Session Four

Participants will:

- Share knowledge of and experiences with published Unitarian Universalist Adult Faith Formation curricula;
- Delve into the website/reader [The Seasons of Adult Faith Formation](#) 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
- Spotify: “[Welcome Back](#)” by John Sebastian
- Handouts
 - 4.1: Resources for Unitarian Universalist Adult Faith Formation
 - 4.2: Curating Adult Faith Formation
 - 4.3: Adapting Faith Formation to Online Learning

Preparation

- Prepare Google **AFF Collaborative Slides** as needed
- Check [Jeopardy Game](#) and have link ready to be posted
- Prepare Zoom Poll.
- Prepare Breakout Groups
 - 4.1 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 reactions panel, how are you feeling about your evolving plan for your adult faith formation ministry?
- Invite someone to choose one line of our covenant which speaks to them today and discuss why.

4.1 Survey of UU Adult Faith Formation Resources (20 mins)

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](#), and [the Touchstones Project](#).
- Recognize that if you have a large group, you may need to pare some of the content to accommodate a larger number of participants.

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](#); [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 curricula). Facilitators will join the groups briefly to answer or ask questions.

Post these directions in the chat:

Once you are in your groups, first 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. As time allows, use the feedback you receive to continue adjusting your [Congregational Rubric](#). Are you now seeing "space" due to a type of learning or another curricular characteristic? Feel free to type something in or cross something off. We will spend 20 minutes in the Breakout Groups.

When participants return, ask

Does anyone need more feedback 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 to 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: 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 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!), TikTok videos, 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](#).*
- *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 you might 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 reading and digesting this information on curating, 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 do you want less of? We have 4 minutes for you to write what you want "More of" followed by your word and "Less of" followed by your word. We will all read the chat silently.

4.3 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.

Yet, the longer we are online the more it becomes apparent that relationship building is key to successful online programming. And as we return to in-person sessions and multi-platform sessions, we will all need some support in being together again.

As you design ministry for an online learning environment, how will you build relationship-making into the sessions? What are the necessary steps to ensuring a positive experience? 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 4.3 : Adapting Adult Faith Formation for Online Learning.***

The facilitator will post the game link in the chat and these instructions:

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 18 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?*

Encourage the winning project group to reward themselves with a treat of some kind, thanking them for a job well done!

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

Say,

Before we close, remember 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	5 min
Facilitation Strategies & Scenarios	35 min
Break	5 min
Process Break	5 min
Your Project with Your Group	35
mins	
Closing	5 min
Total Time	1.5 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
 - 5.1a: Evaluating Facilitator Skills
 - [Communication Inventory Form](#)
 - 5.1b: Strategies for Effective Group Facilitation
 - 5.1c: Scenarios to Practice Facilitation Skills

Preparation Needed for Session Five

- Carefully review Section 5.1. You will use two handouts simultaneously in the large group and in breakout groups which will be pairs

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

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

5.1 Effective Facilitation Strategies & Scenarios (35 min)

Materials

- Handout 5.1a: Evaluate Facilitator Skills
- Handout 5.1b: Strategies for Effective Group Facilitation
- Handout 5.1c: Scenarios to Practice Facilitation Skills
- [Communication Inventory Form](#)
- Spotify: “[Gathering of Spirits](#)” by Carrie Newcomer

Preparation

- Read very carefully, this is an involved learning activity.

Activity Directions

Say:

*Today, we are going to review **Handout 5.1b: Strategies for Effective Group Facilitation**, which was in your pre-session work and based on what you discovered on **Handout 5.1a Evaluate Facilitator Skills**. We are going to work on a few of these scenarios **found on 1.5c** as a large group, before breaking out into small groups to work on the rest.*

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

Next read aloud **#7 Equalizing Opportunities to Speak** and invite folks to share their experiences with Zoom.

Finally, conclude with **#10 Sensitivity to Normative Culture** and invite folks to share any experience with doing this in learning groups, and then any concerns. There may not be enough time to problem solve concerns but invite them to begin there as they move into their groups. *Today, we are going to review **Handout 5.1b: Strategies for Effective Group Facilitation**, which was in your pre-session work and based on what you discovered on Handout 5.1a .Evaluate Facilitator Skills. 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.*

Move them into pairs to discuss other scenarios for 10 mins.

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 and if there is enough time, invite them to end this activity by completing the last two questions on the [Communication Skills Inventory](#), posting the link in the chat. Explain they have about 6 or 7 minutes including their short answer to the two skills questions. Give them a two-minute warning.

Break (5 minutes)

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

Process Check (5-10 MINUTES)

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

5.2 Your Project with Your Group (35 mins)

Materials

- [Congregational Rubric](#)
- [Google Sample Slides](#)
- Collaborative Slides
- Handout 3.3a: Your Adult Faith Formation Action Plan and Presentation

Preparation

- Prepare Project Group Breakout rooms.

Activity Directions

Say:

This is the last bit of time to work in your project group and to get some feedback about your Adult Faith Formation action plan (based on your rubric). You might also run your ideas about how you will convey your new Adult Faith Formation program in a brief New Member presentation. Please remember to post your visual to the Module's Collaborative Slides on the page created for your congregation.

Remind them:

The Action Plan not only includes 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 not limited to roles on its organization chart.

You may not be consistently engaged with each other during the entire 30 minutes, though being available for each other for consultation or bouncing around ideas will be important as you put the final touches on your Action Plan and figure out how to convey the importance, breadth and depth of your congregation's Adult Faith Formation (or whatever you have committed to calling it) opportunities.

Upon return, we will go immediately to Break music. Remember that we are available to remain online for consultation at the end of class. Are there any questions?

Breakout into project groups for 30 minutes. Facilitators visit the breakout groups, helping when individuals or groups are stuck.

Closing (5 minutes)

Spotify: "[Glory](#)" by John Legend

Session 6: Congregational AFF Action Plan

Opening	5 min
Our Congregation's Faith Formation Ministry	30min
AFF Facilitator's Debrief	5 min
Break	5 min
Our Congregation's Faith Formation Ministry	30min
AFF Facilitator's Debrief	5 min
Park Bench	5 min
Closing	5 min
Total time	1.5 hr

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 present using the language of Adult Faith Formation ideas and share feedback, gratitude and shared commitments for building Unitarian Universalist adult faith formation ministry.

Learning Objectives

Participants will:

- Present the importance, depth, and breadth of their Adult Faith Formation Action Plan
- Evaluate Action Plans using appreciative inquiry; and
- Celebrate work well done!

Session Six Materials Needed

- [AFF Collaborative Slides](#) “Individual Slides for each Congregation’s Action Plan”
- [Applause Video](#)
- Timer
- [UUA Facilitator Evaluation](#)
- [UUA Participant Evaluation](#)

Preparation

- Learn how to use [Spotlight](#) in Zoom to highlight the presenter.

- Give participants Screen Share permissions on the Spark 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
- Identify the two Presentation Groups
- Prepare your copy of [AFF Collaborative 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 the end with [the Applause video](#).

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 (30 minutes)

Materials

- AFF Collaborative Slides
- Spotify: “[Inner Peace](#)” and “[Faith’s Hymn](#)” by Beautiful Chorus for the break.

Preparation

- Ensure that each participant is ready to present their Adult Faith Formation plan.

Activity Directions

Remind the group that everyone’s visuals are in the [Google Collaborative 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 want to retain..

Explain that we will use a timer that will chime at the end of 8 -10 minutes yet the presentation is only 3 minutes with the rest of the remaining time reserved for questions.

Say something like,

“We are your newcomers. Please tell us about your Adult Faith Formation ministry...what can I find here at (congregation’s name)?”

Presenter presents for 3 mins and asks for one question and answers it. Participants are encouraged to ask questions here.

6.2 Facilitator Debrief (5 mins)

This allows the facilitators to speak to the Action Plans in the aggregate or to note something specific or important not mentioned by the participants' questions.

Facilitators are encouraged to challenge where necessary but to do so in an appreciative inquiry framework.

End with gratitude for the work.

Break (5 minutes)

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

6.3 Congregational Action Plan Presentation Part 2 (30 minutes)

Proceed with Newcomer Presentations as you did in the previous Learning Activity (Learning Activity 6.1, Part 1).

6.4 Facilitator Debrief Part 2 (5 mins)

Materials

- [Applause video clip](#)

- [Word Art](#)

Preparation

- Practice adding to the word art software: [Word Art](#)
- Prepare to share the applause video clip after or before the Word Art. You cannot do both at the same time.

Activity Directions

After all participants have presented, everyone returns to the large group. If there is time left, you can do one or more of three things:

1. Discuss these questions:
 - **Comments on Final Projects:** What you might change in your own plan after hearing your co-learners' comments and questions?
 - **Adult Faith Formation Teams:** What two (2) strategies for building lay-engaged adult faith formation ministry opportunities will you consider in the coming year?
 - **Final Project: Collaboration:** Identify a key learning gleaned from the project group that changed your lens or your choices in your congregation's learning plan.
2. Have participants share any "aha" moments (if time) before you close the activity.
3. 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.

Play [Applause video clip](#).

6.5 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.

Closing (10 minutes)

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 List

Session 1 ([Word, 13 pages](#)) ([PDF, 13 pages](#))

Session 2 ([Word, 9 pages](#)) ([PDF, 9 pages](#))

Session 3 ([Word, 9 pages](#)) ([PDF, 9 pages](#))

Session 4 ([Word, 6 pages](#)) ([PDF, 6 pages](#))

Session 5 ([Word, 13 pages](#)) ([PDF, 13 pages](#))

Appendix 2: 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) Explore the website and bookmark it for future reference to make a note of anything you want to read.
- [“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 Collaborative 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.

Approach to this New Adult Faith Formation Module

The authors of this module are culturally similar, cisgender, 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 [here](#)
- 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.

Tasks to Organize for the Class

Task	Completed
<p>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.</p>	√
<p>Access materials. Once facilitators add you to the UUA.org group, you will be able to access the Module Welcome page (add link) and add your introduction to the Introductions section of the Forum and read others in your class. Once you</p>	

<p>log into UUA.org, go to “Groups.” There, you will find the Adult Faith Formation group to access materials.</p>	
<p>Access Google Slides and Google Docs. Both are utilized in this module. You do not need a Gmail address, but you do have to have a Google Account.</p>	
<p>Print out 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.</p> <p>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>	
<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. Note that 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>Complete the required prework for the first session. Your prework will be used during class time throughout the module. You will find the prework for each session by going to your UUA account and choosing “Groups” and following the links to AFF (Adult Faith Formation).</p>	

Prework for Session 1: Transformative Learning

1. Review and complete all the Handouts for Session One: Transformative Learning ([Word, 13 pages](#)) ([PDF, 13 pages](#)). You will complete the handouts **before** each session.
2. Watch or read the transcript: Video: [Transformative Learning Theory \(MP4 16:28\) video transcript](#)
3. Explore the [Lifelong Faith website](#), taking notes that you find helpful.
4. Optional: read the first pages of [Reframing Hope: Vital Ministry in a New Generation](#) by Carol Howard Merritt by using the "Read Sample" link. You may find the information about the changing religious landscape and generational needs helpful.
5. Save the link for the Shared Collaborative Slides [\[facilitators, include link for this class' copy\]](#). This interactive tool will be used throughout the module.
6. Note that **after** each session you will respond to the questions in the [Discussion Forum](#) on the UUA's Module page for Session 1.
7. 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 for Facilitators 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 Collaborative Slides
- All Noted Module Resources

Session 1

- [“Enter Rejoice & Come In” Video](#)
- Session One Handouts (Review and customize before sending)

Session 2

- Video: [“Formation” \(Explicit or Clean\)](#), A Visual Anthem by Beyoncé or [Meditation on Breathing.](#)
- Post [lyrics](#) in chat
- Post “Formation is a Visual Anthem” article in the chat

Session 3

- YouTube Video: [“We 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](#)

Session 4

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

Session 5

- No additional materials needed.

Session 6

- [Applause video](#) clip
- [Participant Evaluation](#)
- [Facilitator Evaluation](#)