**Taking Flight: Re-starting Your Our Whole Lives Program**

**Your Questions, Answered -- from the May 6, 2020 Roundtable**

**ENDING A PROGRAM**
- We want to close the class with some resolution, but we do not feel it is appropriate to have any in-depth conversation. We are looking to how to find a balance that would feel good for students and facilitators.

*If you had workshops left but are choosing to eliminate them, please consider the content that will be missed and whether that will be made up with in-school programming or resources on Amaze.org or other resources on the curated list on the UUA website here [https://www.uua.org/re/owl/facilitators](https://www.uua.org/re/owl/facilitators) and on the UCC OWL pages at [www.ucc.org/owl](http://www.ucc.org/owl). If you were at the end of your program anyway, see the ideas below.*

- Can we do the final party online? That’s all we had left.
  - Yes – As soon as you have the parents’ permission for their youth to attend, Party down! You might consider games that help connect the youth again (they may have great ideas) or something simple like a scavenger hunt (Show us something purple! Show us a fork! Find something that makes noise!). If funds allow, consider dropping off a small celebratory gift at each youth’s home, such as a Certificate of Completion and a card signed by the co-facilitators, or something else that represents they journey they’ve all been on. Be sure to request that all participants wear earbuds or headphones to others in the house aren’t privy to conversation among participants.

- I made personalized journals for each of the participants of our OWL class as a final OWL celebration gift but did not get to give them to our class because of COVID-19. Is it appropriate to ask my DRE for addresses of my participants so I can mail them their celebration gifts?
  - Lovely! Please your congregation’s privacy policy or email OWL parents. They may prefer picking the journals up outside your building. This article may be helpful: “Can You Get Coronavirus from Packages and Mail?” [https://bit.ly/2SNcIo9](https://bit.ly/2SNcIo9)

**ENGAGEMENT BETWEEN NOW AND WHEN YOU RE-START IN PERSON**
- How best to keep participants engaged between now and in-person restart? Also: Our hope is to connect at least once with each group when it is safe to do so. It may be a long time until this happens. What suggestions do you have to honor the gap and give space for the children and youth to be in community after a long absence? And: Ways to keep our 7/8th graders connected until spring of 2021? And: How to integrate their hunger for connection with one another after all this time...with... the program content. One thing I see is giving them time to socialize, eat, before the actual program starts.

  *Quite a few groups are holding weekly social hours online, hosted by OWL co-facilitators. Participants can help suggest discussion topics or games – in-home scavenger hunts, virtual cards, etc. You’ll find guidance for hosting a virtual game night here: [https://www.uua.org/leadership/library/host-virtual-game-night](https://www.uua.org/leadership/library/host-virtual-game-night) You’ll also find games playable on Zoom here: [https://www.elitedaily.com/p/6-games-you-can-play-on-zoom-for-long-distance-fun-22659780](https://www.elitedaily.com/p/6-games-you-can-play-on-zoom-for-long-distance-fun-22659780) We suggest you post the Group Covenant in the chat and remind participants that even these social gatherings will respect the OWL values.*

- They are “screened out,” so how do we get them info when they are so inundated with distance everything?
  - Some children and youth will welcome occasional online gatherings; others will not. Keep things casual and flexible, perhaps starting with a 30-minute check-in. Let the group decide how often and for how long to meet the next time. Explain that you won’t be offering OWL online, but you can offer emotional support, camaraderie, and answers to their questions.

- “… regathering in the fall and finishing these last 5 classes will be hard because many youth will be starting high school and some will have sports. Any suggestions for ways to re-unite the group? I am thinking of scheduling a zoom meeting soon to share the decision of how we will finish and let the youth say hi to one another. Is that okay? I could ask them if they’d like to have one or two more of these check-in meetings over the summer.

  *Sure! See previous answers for online social time, plus answers in the Ingathering section.*

- What are setting and safety guidelines for continuing OWL classes?
All the standard guidelines apply, regardless of whether your group meets to socialize online or attends an OWL program. Please see the following answer for more details.

- What could be the best way to setup breakout rooms within our groups. A lot of our best progress is during small group.

We don’t know what you mean by making “best progress,” but we are suggesting an online social/bonding group, not an online OWL program. It’s important to have two adults in any gathering of youth, including breakout rooms. If you have only two active OWL facilitators, perhaps “retired” facilitators can return to temporary duty? Or each room could have one trained facilitator and one other trusted adult who is not an OWL parent? We highly recommend that you follow your organization’s Safe Congregation and Safe Church (or your secular organization’s) policies. You can find UUA Youth Safety Guidelines, updated for COVID-19 times, here: https://www.uua.org/youth/adults-ministry/safety-guidelines/online-guidance

- How to support our OWL facilitators when their work as leaders is left unfulfilled?

Facilitators can moderate online social gatherings as noted in the question above. They can also answer questions that may come up regarding sexuality and provide links to online hotlines, support groups, etc. Providing simple, accurate answers guided by the OWL values can help decrease anxiety and increase sexual health during this stressful time. Reassure them that answering questions doesn’t conflict with the “no OWL online” recommendation because OWL programs are so much more than the Question Box.

- How we can create an atmosphere where deep sharing and connection with an age demographic that may be unfamiliar or uncomfortable with video conferencing?

Most children and teens are used to school online now, and they may enjoy gaming, TikTok and other platforms that allow them to engage. Using video conferencing for socializing may be new for them. They may feel less comfortable having friends “in their home,” via a camera lens. Games can be a good way to help them relax. https://www.elitedaily.com/p/6-games-you-can-play-on-zoom-for-long-distance-fun-22659780

Video conferencing may be a challenge to adults of any age who don’t already use it for business, committee work, etc. Start with an email offering an introduction to the platform you’re using. The email should include very specific directions for how to log into your meeting space.

Once your participants are in the Zoom room, explain the features, such as the chat box, muting and unmuting their mics and cameras, gallery versus speaker view, and screensharing. Let them know which features will be controlled by the meeting host for security purposes. You may want to have a brief learning activity, discussion, or check-in that employs the features you’ve taught.

- How do we teach about safer sex in the time of COVID-9?

OWL isn’t being taught online, but questions may be asked anyway. If your region’s public health officials recommend physical distancing, the safest sex will be enjoyed solo or with a partner with whom one is sheltering in place.

Without offering the workshop online, facilitators who are asked this question can refer to the Reframing Abstinence workshop in OWL for Grades 7-9, 2nd ed. for ideas that can build intimacy while respecting current public safety guidelines.

Conversations, shared fun activities like games, virtual meals, watching movies via Netflix Party, and being outside while maintaining safe distances – these are just a few ways people can engage intimately without being sexual health risks. Masturbation is safe for all ages. Sexting may be safely and legally explored by consenting adults (do not recommend it to anyone under 18, for legal reasons).

Standard safer sex practices should be used by couples sheltering in place together and those who ignore distance guidelines. The virus has been identified in semen and feces and research is underway to learn whether it is sexually transmissible.

INGATHERING AFTER A BREAK

We received many similar questions about regrouping after programs were put on hiatus, so we’re bundling answers. If you had only completed a few workshops, your group may be best served by starting over, especially for the K-1 and 4-6 grades.
When it’s safe to gather in person, flexibility will be key, since in-person programs may start and stop again, depending on public health recommendations. Communicate that with participants, along with your plan for keeping connected virtually during shut-downs.

Maintaining a lack of urgency is important: After the initial session(s) to reconnect and assess recall, you may make up some time in the Grades 7-9 and 10-12 programs by scheduling two workshops back-to-back. We do not recommend multiple sessions in one day for younger participants.

It may take one or two sessions (or two, back to back) to re-establish bonds. At the first session, play some warm-up games to help with name recall and getting reacquainted. Youth may have ideas for games, and you can also type “game” into the search bar at www.uua.org for games within several curricula in the Tapestry of Faith series.

Next, review the Group Covenant and see whether it still resonates or requires revision. Use an extended check-in to allow participants to share what they’ve been up to and where they are now. Facilitators might invite responses to the question, “Which three words would describe the past few months for you?” followed by, “What has helped you most during the time we spent apart, when you were worried, or lonely, or had other concerns?” If anyone seems to be struggling, the facilitators can offer to meet with them during a break or at the end of the workshop. Serious concerns about harm to self or others must be reported to the participant’s parents, minister, or DRE/Christian Educator/program coordinator. Any concerns about possible victimization related to sexual or other types of abuse must be reported according to your state or province’s mandatory reporting laws.

When participants are ready to move on, review the curriculum completed to date. Don’t repeat activities; rather, ask questions based on each workshop’s goals and learning objectives: “What are some things you remember about gender identity?” “What are some components of healthy relationships?” “What are some ways bystanders can help prevent bullying?” This will help assess whether to review some workshops more fully, or to move along to the content remaining in the curriculum.

This reconnecting and review may take the standard 90 minutes or may require two sessions. At that point, facilitators can determine the best path forward, in terms of repeating any workshops that weren’t recalled during the review or scheduling the remaining workshops.

These are the specific questions you asked:

- Is it worth having any reintroduction of the group via Zoom before we can start in person again? Does there need to be any remedial education to get people up to speed? We only had 6 or 7 sessions left!
- How can we best condense 9 workshops into as few meetings as possible? How can we maintain adequate social distancing (physical distance, masks, etc.) during classes (values voting, snack breaks, etc.)? What are some good ice breakers to help the students and facilitators get reacquainted?
- We had only a few sessions of the K/1 OWL before we had to shut down. Would it be valuable to review curriculum?
- We had 4 classes to go. Not sure whether to try and offer them, or just call it good.
- Best way to re-view, re-group, hopefully without adding extra burden to the facilitators?
- Suggestions for first session(s) back that re-establishes values, ground rules, group trust, and relationship without re-doing the first sessions.
- After being together for 3/4 of the year and asking a lot of awkward questions, the teens are very trusting of each other. How do we get that back after a 5-month hiatus? Our 14 kids go to 8 different schools.
- What is a good amount of review & reentry to use before resuming with the next workshop in the regular series?
- Just trying to figure out how to start back up in the fall with the same group where they left off. Also, how much review to do in the restart. Also, so much is unknown about meeting in person in the fall and how consistently that will be, so how can we approach it as flexibly as possible depending on the circumstances, i.e. how many folks can gather at one time, what if the virus re-surges in the midst of the fall and we have to stop again, are there any online or zoom options that could be available then?
- How do we rebuild rapport? How do we get back into that mind space again? Practically, should we take an extra week to do a refresher?
- How can we honor the confidentiality and tender space we had if we won’t be able to meet in a large group until the fall (or beyond)? Is the plan to try and recreate the space we had this past year in 4-6 months?
- We only had 2 sessions left, so how best to pick up so the last two sessions can still connect with the previous 5 months of work we had already completed.
- What are the best practices for an interrupted OWL program?
• Concerned about 5th graders who were just into lesson 3-4. If the restart is 6mths to a year off, we might as well repeat?
• Our 4-6 was two sessions away from completion: thoughts on a full day workshop to blitz through? Add an extra session of team building?
• Should first session back start where we left off or should we have a review and/or intro/values recap.
• How to finish a HS OWL class?
• Given anticipated scheduling difficulties, we were thinking about having our last 2 sessions “back to back” on a single day, with a lunch break between. Is there any experience with this type of delivery mode? Any suggestions or cautions for us if we do proceed with this idea?
• Hoping that ideas for proceeding/completing the class will be offered. Is there anyone who has successfully navigated this?
• What is possibility of completing OWL program? Unfortunately for us we still had about six sessions to complete before we had to shelter-in-place, and we do not typically offer summer programming. What are other congregations considering?
• Does it make sense to pick up where we left off? Should we attempt some sort of review? Should we start over?
• How to assess the degree of review necessary.
• How to assess whether youth have retained the earlier material (and openness mind set) and which material and rapport building exercises to repeat.
• methods in recreating the relationships between students and facilitators, methods of reviewing past material to get everyone up to speed again
• How to get in the fun/game aspects of the program. The exercises with movement are what our students like best.
• How to proceed with classes when we can actually start having meetings in person again but doing it in a way that protects the safety of our facilitators and participants. How do you build a safe enough container for the participants to speak openly (especially at the 5-6 and junior high level)?
• Would love some ideas for how to ease them back into the rhythm we had going. No so much ice breakers, as re-connectors!
• How do we jump start the 4-6 program when we reconvene? Start over? 1 big review session and then move on?
• How do you reestablish the cohesiveness of the group after months apart and dive into the remaining workshops?
• Is it possible to do this remotely? Having facilitated OWL for 13 years now, I have difficulty wrapping my head around how this would work without having full body language cues, or the “feel” of the room as we are working. I am very audience driven when working with OWL, especially at the 7-9 level, but I rely on those cues a lot for all levels to tailor the message. I am sure I could finish my current session remotely (sans DVD) but if I were any further back in the curriculum or didn't have such an easy-going group this year, I would definitely see issues.

OWL and SOCIAL DISTANCING
• If we are able to teach OWL in the fall, with social distancing practices such as staying 6 feet apart, may we adapt the activities and continue to teach the class? Also: I would appreciate guidance on how to approach offering O.W.L classes again in the late summer/early fall, given there may continue to be restrictions on the number of participants allowed to congregate in groups!

Please follow your local/regional health guidelines, your church and congregation guidelines, and the OWL value of Justice and Inclusivity. If any participant or facilitator (or someone in their households) are immunocompromised, they would be excluded from your program until the threat of COVID-19 passes.

Hypothetically, if everyone could attend, the 6’ distance is the recommended minimum, with 9’ offering greater protection. Is that realistic, with 10-15 youth and two facilitators in your space? How about masks, which will create challenges in terms of reading expressions and hearing each other? (and no snacks or beverages, which would require mask removal). Your program would become a seated lecture and discussion class similar to an in-school program. It would not qualify as an Our Whole Lives program.

• I hope we can have more flexibility than usual to adapt OWL to the social distancing issues that we are coping with now and, I believe, we will continue to cope with in 2020-2021.
The UUA and UCC national staff are exploring ways we can adapt certain parts of OWL for online use. This will take some time. In the meantime, please read the previous answer and refer to the curated at-home resources here: https://www.uua.org/re/owl/facilitators and on the UCC OWL pages at www.ucc.org/owl.

- How a retreat or multi session review and gear up could be structured. Can we even imagine an in-person restart using physically distant protocols?

Please see the previous answers in this section and also in the Ingathering section.

**OWL ONLINE**

We received many questions about regrouping after programs were put on hiatus, so we’re bundling answers. The UUA and UCC national staff recommend against offering OWL in its current form online; however, we now need to take into account the scope and timeframe of the COVID-19 pandemic and the likely long-term prohibitions against in-person gatherings. For this reason, we have begun exploring ways we can adapt certain parts of OWL for Grades 7-9 for online use. They will not be “OWL as usual,” since so many favorite activities require in-person interaction, and the usual workshops are too lengthy for children and youth already overburdened with screen time.

In the meantime, please read the sections for non-OWL virtual engagement and also refer to the curated at-home resources https://www.uua.org/re/owl/facilitators and on the UCC OWL pages at www.ucc.org/owl.

The reason we strongly recommend that current OWL curriculums not be used online "as is" is because they weren’t created for or tested for efficacy and engagement online. More importantly, potential for harm exists online. If a participant is triggered, facilitators may not notice and may not be able to offer effective support. Lack of privacy is a grave concern, as friends, parents, and siblings may be in the room, off or on camera. For youth and teen programs, parental permission is required, and that agreement can be broken if friends and siblings listen/view OWL workshops online.

In addition, the UUA and our United Church of Christ publishing partner must be responsible stewards of material we’ve been granted permission to use in print but not online.

- If OWL has been or is being offered online, it should not have the Our Whole Lives name attached to it, since it is an unauthorized and untested means of implementing the curriculum. Thank you for respecting the UCC’s and UUA’s copyrights and recommendations in this regard.

Unique questions regarding online use:

- Can we use the visuals online?
  No, emphatically. The Sexuality and Our Faith visuals for Grades 7-9 must not be shown online. They require the safety and privacy of an in-person OWL program with two trained facilitators and no chance that the images will be seen by younger siblings or friends, or they will be screen shot or recorded.

- Can we use the visuals online with an online program?

Please see the COVID-19 answer in the Miscellaneous section as well as the resources available for at-home learning here https://www.uua.org/re/owl/facilitators and on the UCC OWL pages at www.ucc.org/owl.

These are the specific questions you asked:

- Can we use the visuals online?

- Zoom fatigue: students are on video conference platforms all day. I’ve already heard from parents who admit they don’t have it in them to facilitate anything besides school and their kids are done with it after school hours too.

- Can we use the visuals online with an online program?

- Can any portion of the program be done online using ZOOM?

- What parts of OWL can we do online (e.g., relationships, friendships, risk taking) that aren’t quite as sensitive?

- Is there content in OWL or similar to that in the OWL sessions on STIs and later that we could offer online?
• I’d also like to discuss alternatives for in-person OWL classes if social distancing measures are still in place in the fall, as well as how best to address any concerns about privacy, confidentiality and accessibility with remote learning.
• How to translate in-person activities into a virtual environment; how to maintain privacy and confidentiality; how to handle varying access to technology among our students?
• Tips on how to launch OWL online in the near future, and if it is feasible for the 5-6 grade age range.
• Are there conversations happening to advise for/create a hybrid-ized or privacy protected (similar to therapists working within HIPPA guidelines remotely) OWL so it can be transitioned online or hybrid in Fall 2020?
• Is there a safe and appropriate way to have our OWL sessions online (Zoom)? What would the formatting for this look like?
• Are we going to try to move to online programming, given that the curriculum was not designed for it? Is there even a way to still do OWL at all in the fall if we're still physically distancing or schools are off, etc.?
• Has anyone attempted virtual OWL? If so, I would like to hear about that experience and lessons learned.
• Will you be adapting the curriculum for distance learning?
• What is are the history and methods of entirely online OWL programs, in CLF or elsewhere?
• How can we support kids virtually...can we find a way to run this class via Zoom so the kids don't lose out?
• Privacy issues with young people, being sure parents aren’t in the “room”?
• I know you have a hard no on online OWL. I read in The NY Times today possibly on off programming for three years! What can OWL look like in this scenario? What things could we put in place for online IF we had to go that way? Chaplain? Same teachers every week? Guardian engagement mandatory?

LONG-TERM CONCERNS

Due to similar concerns expressed, we’re bundling some answers here. We are in the process with you, working to discern options we can create and offer that uphold participants’ safety and the integrity of the Our Whole Lives material. We hope to have materials for your online use by winter, as well as the Grades K-1 field test materials. In the meantime, please refer to the Engagement section above and to the Resources posted in the Facilitator Resources areas of the UUA OWL webpages at https://www.uua.org/re/owl/facilitators and on the UCC OWL pages at www.ucc.org/owl.

We do not recommend using the OWL curriculum in person when social distancing is required. See the section on OWL and Social Distancing.

If you feel the need to discontinue the OWL Grades 7-9 program, you may want to repeat it when you can, rather than jumping into the 10-12 program, for which current 7th or 8th graders will be too young developmentally. Yes, you can combine 8th and 9th graders for the Grades 7-9 curriculum.
• How can we make sure this vital information gets to our kids if we can’t re-open — especially if closure goes on through next fall?
• How can we complete the program year for OWL if social distancing continues into next program year?
• What if this distancing effort needs to last more than a year? Two years? Our 8th grade OWL class will be scheduled to start Coming of Age in the fall, and I don’t know that we can ask them to also complete OWL. And how much will they have forgotten in the intervening time? Should we instead just concentrate on making sure we also have a thriving HS OWL class?
• Is it better to delay OWL a year, and in the 2021-2022 church year, do a combined 8th/9th grade session so it can be in person?
• For Gds. 7-9: It is likely that we may find ourselves home again for some part of the year in 2020-2021, and unable to complete the full number of class sessions. Will it be okay to adapt/combine sessions?
• Ideas for maintaining the sense of community, trust, and some of the OWL momentum, especially if isolating stretches to the end of the summer or into the fall?
• Given that the UUA/UCC have strongly advocated against online formats, and given the likelihood that social distancing/electronic gatherings will continue for the foreseeable future, what are your thoughts regarding OWL programs for the 2020-21 congregational year?

FACILITATOR TRAINING

• Will virtual OWL trainings be a possibility in 2020?

We do not foresee offering online trainings for new OWL facilitators any time soon, unfortunately. It will take time to assess whether and how we might recreate online the reflective nature of the experience, the peer facilitation
practice, personal stress management, and trainer assessment of each participant’s ability to maintain boundaries, manage emotional triggers, and more.

We are adapting the current “Facilitator Approval Through Supervision” policy. Currently, people can only be supervised into approval within a level, i.e., if they were approved for K-1 many years ago (before levels were combined), they could be supervised by an approved facilitator for 4-6; thereby being approved for both levels. We have removed the limitation between levels so that someone approved to facilitate the Elementary level can be supervised into Secondary or Adult. This would be temporary, during the shut-down. The candidate would need to meet the following criteria before supervision could begin:

- Be a trained and approved facilitator for any of the Elementary, Secondary or All-Adult levels.
- Be supervised by someone trained and approved for the new level (the UUA or UCC would verify status).
- The co-facilitation process must be overseen by a Director of Religious Education, Christian Educator, or other person in charge.
- The UCC or UUA must be notified of the supervision plan in advance so we can verify the supervisor’s qualification to supervise.
- The candidate must view any archived webinars related to the curriculum levels in question.
- The candidate must attend a webinar we will offer in the fall, to cover areas outside the curriculum by necessary for effective facilitation.
- Prior to changing the candidate’s status in our database, we would require confirmation from the supervisor and the team’s supervisor (person overseeing the process) that the candidate is qualified.

STARTING NEW OWL COHORTS OR PROGRAMS

• I am planning to start a middle school OWL program in the fall of 2020, which may be interrupted by a 2nd wave of the same pandemic. How can this be managed?
We recommend familiarizing yourself with the answers provided in the Engaging and the Ingathering sections of this document.

• What are the guidelines for having an OWL parent orientation or workshop via Zoom (or other remote group meeting application)? Thanks!
The UCC and UUA staff are exploring how this might be accomplished.

• We're planning to begin our program in the fall so any tips to help us should we need to shelter in place during our program will be vital to us.
The suggestions provided for current programs that need to restart would apply to yours also. Alert the parents and participants of the plan to move to an online social gathering if it becomes necessary to take a hiatus.

PARENT SUPPORT

• How to address parent/caregiver anxiety about children and youth whose OWL experience is hanging unfinished? How best to support parents and caregivers as the primary sexuality educators of their children. How best to support youth in their development? Is it urgent for parents to have at-home resources to do some of this education themselves, while puberty is happening?
We combined similar questions here and would suggest that while parents/caregivers are anxious for many reasons, a hiatus in the OWL program needn’t be among them. Thanks to online resources like Amaze.org and the resources we’ve shared on the UUA website at https://www.uua.org/re/owl/facilitators and on the UCC OWL pages at www.ucc.org/owl, adults can continue in their role as their children’s primary sexuality educators. These resources include information on puberty, and parents/caregivers can share from their own experiences with puberty as well. If they have specific questions about their child’s physical or emotional development, they should contact a healthcare provider.

• Parents are asking where the class “left off” and for materials to “start having conversations” with their kids about the topics that were not yet covered. What approach would you recommend? Can we send handouts home for parents and youth to look at together?
Please refer parents to the resources list posted on the UUA website at https://www.uua.org/re/owl/facilitators and on the UCC OWL pages at www.ucc.org/owl. These resources will support parents as primary sexuality educators until your OWL program can reconvene. Handouts without context won’t be particularly useful.
MISCELLANEOUS

- What if our teachers can’t reschedule?
  You might bring parents and facilitators to a virtual calendaring meeting to see if you can find a new day or time that suits everyone’s schedule. Another option is to explore a retreat-format program for any remaining workshops. This way the facilitators’ investment of time would be shortened.

- Can 2nd graders be invited back to K/1 OWL when it’s offered again (in fall 2020 or even later if we have to shelter in place again) or will they have aged out of the curriculum?
  Welcome those children! There isn’t a Grades 2-3 curriculum, so those children often enter the K-1 class. We do not recommend putting younger children into an older grade level OWL program.

- In the event that we do not resume in-person RE classes until September 2021 (which is a possibility that our congregation is considering) what might it look like to have a group who is “finishing 7/8 OWL” but consists of 9th and 10th graders?
  The curriculum is designed for grades 7-9, so offering it to participants in grades 9-10 is fine. They may be more socially mature, and the facilitators know how to use open-ended questions that will naturally reflect participants’ life stage and high school experiences. We do not recommend combining participants from more than two concurrent grade levels, e.g., 7th graders and 9th graders or 8th graders and 10th graders.

- Resources: Is there a way to make some of the information available before shelter in place ends? Also:
  Are their online sex ed resources - videos, readings, books, etc - that OWL feels are appropriate to share with young people, or various age groups, that can be useful to them until in-person sessions can resume?
  All OWL families should be able to review the curriculum (or purchase it,) if they wish, and you can send them the Parent Orientation handouts. Other than that, we do not recommend providing curriculum materials out of context.
  You can support participants and families with the resources on the UUA website at https://www.uua.org/re/owl/facilitators and on the UCC OWL pages at www.ucc.org/owl.

- “…if we end the classes, do we give a partial refund?
  That decision is up to your individual congregation, but even virtual socializing may have expenses, e.g., you may want to purchase iPads or other equipment that will make virtual gatherings accessible to those who otherwise cannot afford an electronic device and Internet access.

- When will the new Grades 10-12 revised edition be ready? Will you consider releasing it electronically if it's not ready to print by fall?
  Our production schedule got messed up when we needed to work on other projects related to helping congregations during this pandemic. We hope to publish the revised edition in early 2021. It will not be offered electronically and is not designed for online use.

- Help getting on the email forum?
  Facilitators, DREs, Christian Educators, and other program organizers for UU and UCC programs are welcome to self-subscribe to the OWL Facilitator Email Lists for the levels they facilitate or coordinate: OWL-Child (K-1 and 4-6), OWL-L (7-9 and 10-12), and OWL-Adult (all 3 adult levels). http://lists.uua.org/mailman/listinfo Facilitators, Christian Educators, and other program organizers for UCC, Community (secular and other faiths), and UUA programs may join the UCC-moderated Yahoo group by contacting owl@ucc.org

- Can my co-facilitator participate? She is not a Religious Educator.
  Yes, anyone involved in coordinating, supervising or facilitating an OWL program can participate in these roundtable discussions. If your question refers to someone being an OWL facilitator, we recommend that all facilitators attend a training before they implement the curriculum.

- When will K-1 field test be available?
  The field test is ready to begin as soon as the previously-registered churches and congregations begin meeting in person again.
• How to address and a change in youth culture from social isolation regarding dating, etc. 

*OWL facilitators have been trained to reflect participant needs through open-ended discussion questions.*

• I’d like to know more about the possibility of incorporating additional video resources that are not part of the curriculum, but which could work within the limitations imposed by remote learning.

*Please refer to the resources on the UUA website at [https://www.uua.org/re/owl/facilitators](https://www.uua.org/re/owl/facilitators) and on the UCC OWL pages at [www.ucc.org/owl](http://www.ucc.org/owl), which include videos by [Amaze.org](http://Amaze.org), which align with OWL values. Beyond that, consider whether any videos you’d recommend would make sense, out of the context of an OWL program. An alternative could be to treat video resources as you would any movie shown “after-hours” at an OWL retreat. You could invite the group create a list of movies they’d like to view – perhaps on a platform like Netflix Party – and then run final choices by OWL parents, who must give permission for any non-OWL materials. Only use this option if all program participants have access to the platform you plan to use.*