

TEACHER DEVELOPMENT

LEADER'S GUIDE



**THE RENAISSANCE PROGRAM
Unitarian Universalist Association**

**2007
Revised**

Teacher Development Module Leader's Guide

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Renaissance Program

Teacher Development Module Leader's Guide

Overview for Module Leaders

RATIONALE

Religious Education is a dynamic part of Unitarian Universalism – dynamic in that it is alive and well and that it is constantly changing. The evolving philosophy is directly linked to the involvement and evolvment of teachers... The focus of the educational ministry is changing from “teaching religion”, with a focus on information, to supporting the concept of faith development. Unitarian Universalist faith development would progressively nurture spirituality and character formation and Unitarian Universalist values. The focus is on helping individuals of all ages to more fully integrate their spiritual life with their sense of identity as Unitarian Universalists. The goal is to help children, youth and adults develop life-enhancing relationships with others, our faith, the world, our earth, and the universe.

Religious Education is more than 'Sunday School', more than a 'curriculum' or 'session plan'. Religious education is the variety of ways that we learn religiously, the ways we gain knowledge and experience for our individual life-long spiritual journeys. Our spiritual journeys will differ, but there are various "tools" that we can share. These are "tools" that we can use all of our lives. (Religious Education Connections (Church of the Larger Fellowship, www.uua.org/clf): Dec.2003)

Helen Zidowecki, “The Religious in Lifespan Faith Development”

It is important that teachers be given the tools necessary to support the concept of faith development within Unitarian Universalist religious education programs. Equally important is that they be given the tools, and opportunities, to further their own development – as “faith-full” Unitarian Universalists and thus as teachers. Teachers are called to bring their identities, their whole selves to the enterprise of education.

Good teaching comes from identity, not technique, but if I allow my identity to guide me toward an integral technique, that technique can help me express my identity more fully... Teaching always takes place at the crossroads of the personal and the public, and if I want to teach well, I must learn to stand where these opposites intersect.

Parker Palmer, *The Courage to Teach*, p. 66.

This module is based on the premise that more important than teaching technique, is the ability of religious education teachers to share of themselves in relationship to the participants in a religious education program, and that a teacher whose shared self does not encompass a developed faith will not be successful in supporting the faith development of those in their program. The module's primary focus is the development of a “faith-filled” teacher in the context of Unitarian Universalist religious education, rather than specific techniques, strategies, and procedures. Professional religious educators will benefit from this module because religious education teachers need the guidance of professional staff who attend to their own faith development journeys, and because they will gain the experience needed to model and adapt the module's material and activities for their own religious education programs.

The module of five sessions uses the processes of large and small group discussion, material presentation, worship, journaling, creative projects, and, optionally, small group ministry, to provide opportunities for faith development in the context of religious education. Small group ministry is offered as an option within the framework of a Deep Reflection Section, which takes place in each of the first four sessions of the module. As it is named, this is an opportunity for participants to go a little deeper in reflecting on a topic related to a particular session. It is also meant to give leaders some choice in selecting at least one activity in a session through including three options in each Deep Reflection Section. As they see fit, leaders may want to give participants input into which option is chosen for the session. The option types are standard for all sessions: Small group ministry, small group reflection, and journaling. If the small group ministry option is chosen, it is recommended that this option be used in each Deep Reflection Section, in order to experience the relational development and community building for which small group ministry is designed. Otherwise, Deep Reflection Section types may be switched for each session.

Readers

The Readers for this module are *The Courage to Teach*, by Parker Palmer, Jossey-Bass, 1998, and an extensive Participant Readings Packet. Both are well-integrated into the module. Leaders are expected to read both before commencing the module. It is recommended that participants receive and read the entire book and packet before attending the module in order to get the background needed to fully engage in the module. If that is not possible, at least the chapters from the Palmer book and the articles from the packet that will be used in the module sessions should be read before participants attend the module. The chapters and packet material used in each session will be indicated by **bold** print in each session outline. Required packet material will also be indicated in the Sessions with Material from the Readers listing in this overview and will be included in a Guide to the Readers that will be sent to participants and that is included with this guide as Appendix 14. Make sure that these facts are pointed out in your letter to the participants. Additional suggested resources for further exploration on the topics covered in this module are included in the Participant Readings Packet. Leaders may want to supplement the resources from the Display box with selections from this list.

Table Talk Topics

The refocusing of this module on the development (spiritual and otherwise) of religious education teachers rather than their training has put constraints on this module's ability to address the very basic logistics and procedures related to volunteer teachers in a religious education program. In addition, the module has not incorporated topics that, while excellent background information for a teacher (the developmental progression of children and youth for example), are offered in other Renaissance modules. However, in recognition that some participants are in a stage in their professional development where they need and indeed expect this information to be addressed now, it is suggested that meal times be used as a way to create an opportunity for discussion and sharing of resources in these topics through a "Table Talk" for each topic. For particular meal-times, one or more tables used during the meal are designated as space to hold a "Table Talk" on a particular topic. In that way, participants who are interested in addressing a particular topic may do so, while those who are not interested in the topic may use their free time for a different purpose. Suggested Table Talk topics are: Nuts and Bolts of Volunteer Management, Child and Youth Development, Different Ways of Knowing, and Appreciation and Support of Teachers, but you are invited to create topics that would be more appropriate for your group. The Appendix of this Leader's Guide includes outlines for each of our suggested Table Talks, including resources from the Participant Readings Packet which support the topic. We suggest that you also invite participants to the module copies of resources on these topics which they would like to share with others and let them know that at least one opportunity they will have for sharing is through the table talks. Leaders will need to decide the procedure

for setting up the tables (e.g. place Table Talk process guides on meal tables and let those interested sit at the table, or have one leader or designated participant at each table go through the process guide).

Worship

It is suggested that each session begin and end with at least a short worshipful moment. Suggestions for each session have been included in this Leader's Guide, with words to songs and historical quotes on religious education included in the Participant Readings Packet. Leaders should also feel free to substitute their own ideas. Alternatively, leaders may want to have participant volunteers take responsibility for these worship moments. All but Session 1 (and Session 2 if the session is held in the morning) lend themselves to being led by volunteers. Session 5 ends with a more substantial worship which is scripted in the Leader's Guide, but might also lend itself to some participant leadership.

Energy and Other Breaks

This module is rich with valuable material and activities. While the activities vary in level of required concentration, all encourage the engagement of the "whole" participant, and cumulatively can feel like quite an intense experience. It will be important to take breaks during the sessions to allow participants to catch their breath. Another type of break is the energy break: short exercises or songs that are meant to help alleviate fatigue by interjecting some silliness into the module. Suggestions for energy breaks can be found in the Participant Readings Packet. Short breaks have already been figured in to each session, but leaders are encouraged to expand the length or number of breaks if needed, adjusting other activities to compensate. An alternative or supplement to leaders providing and leading energy breaks is to have participants volunteer.

Schedules

The following suggested schedules can be found as appendices to the Leader's Guide:

- Suggested Week-End Module Schedule - Appendix 10
- Suggested 2-Day Module Schedule - Appendix 11
- Suggested Week-Long Module Schedule - Appendix 12

Please note that the Week-Long Module Schedule is depends on two "porch chats" and a shortened Session 5 in order to both attain the minimum total number of hours required for a Renaissance module, and to fit into the time-frame available.

Resources to Share table and Tips for Religious Educators poster

Religious educators are often willing to share resources that they have developed and suggestions on various topics (especially support and appreciation of teachers) that may be of interest to others. It will be helpful to set up a table or some other space for any shared resources, and create a poster for participants to jot down pertinent tips.

Learning Goals

- To reflect on religious education philosophy and to relate that philosophy to the faith development of teachers.
- To understand Parker Palmer's ideas about teaching and learning, to be able to apply the ideas to religious education leadership, and to integrate the ideas into a professional practice, particularly in supporting teachers:
- To understand issues related to safety and ethics, and special needs

- To gain understanding of teachers' needs in order to understand and deliver curriculum
- To deepen in community with other religious educators through worship and networking
- If needed, to increase understanding of child development and its relationship to teaching and learning, explore and develop strategies for recruitment, retention, appreciation and recognition of volunteers, and explore strategies for administrative support of volunteer teachers

Process and Products of the Module:

- Experience of teacher development activities from Parker Palmer's book
- Representation of image associated with "teaching at its best"
- Experience of learning through multiple modalities
- Engagement in many activities that can be used, as is, in teacher development sessions
- Experience solving "Religious Education program" problems
- Teacher development workshop outline (developed in groups)
- Teacher toolkit (developed in groups)
- Experience of Small Group Ministry (optional)
- Journals
- Resources shared by participants

Materials

Provided by coordinator or host church:

Participant roster with names, contact information, including e-mail addresses
 Newsprint and easel, markers, masking or blue tape
 Notebook paper, pencils/pens
 5x8 cards
 Chalice/matches/chalice table, chimes
 Table for altar, altar cloth
 Table/s for craft materials
 Table/s for display books and other (shared) resources
 3 hole punch, 1 hole punch
 Scissors
 Resources to supplement Display books

Provided by leaders:

Schedule for the module; sign up sheets for worship and break volunteers, etc.
 Newsprint where leaders and participants can write topics or issues to be discussed at a different time ("Other Topics/Parking Lot")
 Worship resources.
 Other readings and songs, based leader preference
 Resources to supplement Display books

Session related materials "unspoken" for:

Craft materials for the module (for making a representation of 'teaching at its best' activity and others), colored pencils
 Construction paper

Plain white/drawing paper
Yarn
Small gifts or thank you notes for participants (optional)

Provided by the Renaissance Program Office:

Readers/Participant Readings Packets
Display Books (See the listing for the twelve books that accompany this module.)
Handouts
Evaluation forms, and certificates.

Suggested items for participants to bring. Include this in the letter to participants

Reader/Participant Readings Packet, musical instruments, games, and activities to share,
Notebooks/Journals, Three ring binder, Table Talk resources to share
Leaders may want to include these items in their letter of welcome to participants.

Note: Cell phone for emergency use only, and to be turned off during sessions

Leader Preparation

- Post the Schedule, and any posters for times of participant input, such as openings and closings, energy breaks, etc.
- Post the “Other Topics/Parking Lot” sheet for listing things that are of interest but not directly included in the module format
- Set up the display table and the Shared Resources table; post the Tips for Religious Educators poster.
- If the Small Group Ministry option is used for the Deep Reflection Sections, but the suggested SGM session plans are not, compose openings, focus point, and closings for the SGM sections (focus point is suggested for each)
- Decide on the procedure for the Table Talks
- Decide on the procedure for borrowing books from the Display Table
- Write Parker Palmer Points on newsprint (see Session 1)
- Prepare Altar (Sessions 2 and 5)
- Arrange craft materials (Sessions 2, 3 and 4)

Please note that the module is presented in the Leader’s Guide in the format of the Suggested Schedule for a Week-End Module.

Sessions with Material from the Readers (in bullets)

Material used in session discussion or activity are in **Bold** print

Session 1: Teaching and Learning – What Shapes Us?

Participant Readings Packet

- Openings, Closings (this may be useful throughout the module)
- Quick Energy Breaks from *Deep Fun*, UUA Youth Office (this may be useful throughout the module)
- **Renaissance Program Overview**
- **The Religious in Lifespan Faith Development**
- **The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life – Reflections by Pat Hoerl** (also used in Session 3)
- Shared Praxis: Education and Small Group Ministry
- Lesson Planning Using Shared Praxis Model
- Lesson Planning Using Shared Praxis Model Sample

Optional: from Appendix

Small Group Ministry and Lifespan Faith Development
(note: required if SGM Deep Reflection Option is used)

Courage to Teach Chapters

- **Chapters I, III, IV, VI**

Session 2: Teachers as Learners and Seekers

Participant Readings Packet

- Teaching and Learning in Unitarian Universalist Parish Life: Placing Children in the Center
- The Soul Only Avails: Teaching as a Spiritual Act
- **Summary of Seven Principles of Making Teaching a Spiritual Act – with suggested Tools for Teachers and Packet Readings**
- Teaching and Religious Imagination: An Essay on the Theology of Teaching
- UU Teacher Development: Using a Small Group Ministry Model

Courage to Teach Chapters

- **Chapters III, VI**

Session 3: Supporting Children as Learners and Seekers

Participant Readings Packet

- **Disability Etiquette**
- **Disability Descriptions**
- **Individual Religious Education Program: Special Needs Student Referral**
- **Maple Syrup and Other Sticky Situations**
- **Safety, Health and Ethics in Congregations**
- **Sample Screening Form for Religious Educators and Youth Group Staff and Volunteers**
- **Code of Ethics for Adults and Older Youth Who Are in Leadership Roles with Children/Youth**
- **Church School Health And Safety Guidelines: University Unitarian Church**
- **Support Scenario**
- **The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life – Reflections by Pat Hoerl** (also used in Session 1)

Courage to Teach Chapters

- **Chapter III**

Session 4: Toolkits for Teachers

Participant Readings Packet

- **Recruiting Ideas**
- **Discipline in Sunday School: What Would a UU Do?**
- **Group Presentation Guidelines**
- **Alternative Activities for a Teacher Development Workshop**
 - Links between Teachers and Learners
 - All Learners Matter – Mobile-Making Project
 - Child & Youth Development: Typical Progressions
 - What to do about Challenging Behavior
 - From Left Field...Unexpected Questions
 - From Left Field...Unexpected Events

Courage to Teach Chapters

- **Chapter III**

Session 5: Group Toolkit Presentations and Module Closing

- No Readings

Table Talk Topic: Nuts and Bolts of Volunteer Management

- Religious Education Teacher Contract

- UU Church School Program – Teacher’s Weekly Report Form
- An Alternative Teacher Reflection Form
- Levels of Teaching

Table Talk Topic: Child and Youth Development

- Faith Development Outline
- Abbreviated Summary: Child Development
- Abbreviated Summary: Adolescent Development
- Children Remember

Table Talk Topic: Different Ways of Knowing

- Ways of Learning, Thinking, and Processing the World around Us

Table Talk Topic: Appreciation and Support of Teachers

- Care and Feeding of Volunteers
- Teaching in Faith: Providing Tools to Support and Sustain Volunteers
- A Few Thoughts about Recognition and Support of Teachers
- Teacher Dedication: Homecoming Sunday

Table Talk Topic: Bullying

- All About Bullying

Appendix One: Small Group Ministry and Lifespan Faith Development

- Small Group Ministry Changes My Approach to Religious Education
- Small Group Ministry in the Congregation
- Small Group Ministry Resources
- Small Group Ministry in Various Religious Education Settings
 - Components
 - Session Format
- Guidelines for Facilitators
- Small Group Ministry: Generic Religious Education Setting – Vision for Lifespan Faith Development
- Small Group Ministry: Teachers/Leaders/Facilitators
 - SMG Session Plan: Looking for Teachers
 - SMG Session Plan: Call to Teaching
 - SMG Session Plan: Focus on Learners
 - SMG Session Plan: Curriculum as a Process

Appendix Two: Spiritual Practices to Use with Children

- Meditation with Children
- Writing Prayers

Appendix Three: Teaching in Faith – Some Recommended Resources

Session One

Teaching and Learning—What Shapes Us? (2 Hours)

Materials

Information “posters” & signups (schedule, Parker Palmer points, energy breaks, etc.)
Display & Shared Resource tables
Hymnal: *Singing the Living Tradition*
Chalice & matches, chimes
5x8 cards, pencils/pens
One-hole punch, yarn, scissors
Newsprint, markers and easel
Notebook paper and pencils/pens

Participant Readings Packet material (Required in **Bold** print)

Openings, Closings (this may be useful throughout the module)
Quick Energy Breaks from *Deep Fun*, UUA Youth Office (this may be useful throughout the module)

Renaissance Program Overview

Covenant (in Renaissance Program Overview)

The Religious in Lifespan Faith Development

The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life

Shared Praxis: Education and Small Group Ministry

Lesson Planning Using Shared Praxis Model

Lesson Planning Using Shared Praxis Model Sample

Optional: from Appendix

Small Group Ministry and Lifespan Faith Development

(note: required if SGM Deep Reflection Option is used)

Other Preparation

Post the Schedule, and any posters for times of participant input, such as openings and closings, energy breaks, etc.

Post the “Other Topics/Parking Lot” sheet for listing things that are of interest but not directly included in the module format

Set up the display table and the Shared Resources table; post the Tips for Religious Educators poster.

If the Small Group Ministry option is used for the Deep Reflection Sections, but the suggested SGM session plans are not, compose openings, focus point, and closings for the SGM sections (focus point is suggested for each)

Decide on the procedure for the Table Talks

Decide on the procedure for borrowing books from the Display Table

Write Parker Palmer points on newsprint

Session Plan

Warm Up

Six-part Nametags: As participants arrive, each one should make a nametag. Use 5X8 cards and have participants put their names in the middle and other information on the edges (to encourage conversation and getting acquainted), such as:

- where you come from (now)
- the job you do or role you have in your congregation
- the number of years you've been a Unitarian Universalist
- how many Renaissance modules you have taken
- what gifts do you bring?

Punch a hole in each top corner and string with yarn so nametag can be worn around the neck.

Ask participants to include their nametag information in conversation and ask to use these nametags the next day.

Ingathering & Welcome

(5 minutes)

Gather participants by starting the song "Come, Come, Wherever You Are".
Light a chalice.

Welcome participants by using some of the points in the Overview for Module Leaders. Say something like: "Welcome to the Teacher Development Renaissance Module. This module is based on the following premises:

- Teachers need tools to support the concept of faith development within Unitarian Universalist religious education programs
- More important than the tool of teaching technique, is the ability of teachers to share of their whole selves in relationship to the participants in a religious education program
- A teacher whose shared self does not encompass a developed faith will not be successful in supporting the faith development of those in their program.

Therefore the module's primary focus is the development of a "faith-filled" teacher in the context of Unitarian Universalist religious education.

This module is rich in valuable material and activities. Most of what you do here translates directly to what you can do with teachers in your own congregations. May

we all share in a meaningful experience in our time together.”

Leader & Participant Introductions

(30 minutes)

Leader introductions (5 minutes)

Leaders begin by introducing yourselves and telling about your professional experience and background, sharing some fact about yourselves related to teacher training or teacher development (ex. How many teacher trainings you have done; When was the first teacher training you did, etc.)

Group member introductions (25 minutes)

Ask participants to break into pairs and then to each silently reflect on the following question: “what has been a powerful teaching experience for you?” After taking a few moments to reflect on this question, ask participants to introduce themselves to their partner, using the information on their nametags, and to share their response to the question above. Let them know that they will then introduce each other to the rest of the group.

Allow 10 minutes for this sharing, approximately 5 minutes per person. Let the group know when 5 minutes has passed, and ask them to switch speakers, if they have not already done so.

Invite participants to come back to the large group and briefly introduce their partners. Allow 15 minutes for the large group sharing.

Renaissance Program and Module overview and introduction

(15 minutes)

Remind participants that those who have not already experienced a Renaissance module, have read about the program in the “Renaissance Program Overview” included in the Participant Readings Packet. Invite participants to take out that material for review.

Briefly lift up the following aspects of the program and the module:

- Renaissance Recognition (you might ask those for whom this is the 5th module to raise their hands)
- Completing entire module and evaluation are required for Renaissance “credit”
- The experiential nature of the module, which is enhanced by active participation of all participants. Introduce sign up sheets (openings, closings, energy breaks).
- Concept of Parking Lot
- Resource library and procedure for borrowing books

If you, or a local coordinator, have any housekeeping or logistical details that need addressing, do this now.

Review with the participants the module learning goals, processes, and products, which are found in the Overview for Leaders. Briefly walk through the posted schedule of the module so that participants get a feel for what is covered.

Invite Participants to turn to “The Courage to Teach...by Parker Palmer...Reflections by Pat Hoertdoerfer” in their Participant Readings Packet. Say something like: “This Renaissance module was inspired and greatly influenced by the work of educator Parker Palmer, particularly his book, *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life*. This book is one of the readers for the module, and you will notice that its main points have been distilled by Pat Hoertdoerfer. Take a look around you: we are surrounded by the wisdom of this great teacher. [Note: leaders will have previously written the quotes below (or others that capture your interest) on newsprint and posted around the room as space allows- name a few of the points]. As you move through the sections of this module, keep returning to this wisdom and reflect on how it intersects with your life and resonates with your experience.”

Selected Points from *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life* – Parker Palmer, Reflections by Pat Hoertdoerfer

- If we want to grow as teachers, we must learn to talk to each other about our inner lives, our own identity and integrity.
- The best gift we receive from great mentors is not their knowledge or their approach to teaching but the sense of self they evoke within us.
- Knowing is always communal. Knowing is a human way to seek relationship, to have encounters and exchanges that will alter us.
- The nature of the human self is paradoxical: for every gift or strength we possess, there is a corresponding weakness or liability.
- We need to embrace opposites and appreciate paradoxes.
- To teach is to create a space in which the community of truth is practiced.
- Truth is the eternal conversation about things that matter, conducted with passion and discipline.

Covenant Building

(10 minutes)

Model the process of creating a covenant. Use the covenant from the “Covenanting for Our Time Together” exercise (from preceding core material or Participant Readings Packet) as a starting template. Invite participants to turn to the Covenant in the Renaissance Program Overview section of the Participant Readings Packet. Ask the group to brainstorm any additional guidelines to create a safe and healthy sharing space, and a rationale for including each guideline. Remind them to frame points in the positive as much as possible. Have the group review, and edit the additional guidelines and choose which will be added to the starting template. Ask the group if they feel comfortable with the covenant, edit as needed until all participants agree. Have participants each read a section aloud, with all joining in the unison ending.

The Mutuality of Making a Difference: Deep Reflection Section

(45 minutes)

Introduction (10 minutes)

Introduce the section by saying something like: “This section is our first Deep Reflection Section. It is our first opportunity to explore our “inner landscapes” and to engage, both with ourselves and each other, at a deeper level. For this Deep Reflection Section [and all others] we will use (Option chosen).” Explain the option chosen, and that the activity will begin on return from break.

Leader’s Note on SGM: if you plan to use Small Group Ministry in the module, then you will want to spend a little time explaining the methodology. Before doing so, note that if chosen, this option should be used for the Deep Reflection Sections throughout the module, for the sake of continuity and community building. You will need to decide whether the same facilitators will continue throughout the module, or whether they will be rotated in order to give more participants the opportunity to experience this role, and whether you will choose facilitators or whether volunteers will fill that role.

Read the following text, provided by Helen Zidowecki, to the group as an introduction. *“Small Group Ministry or Covenant Groups are being implemented in a number of Unitarian Universalist congregations as we intentionally address the relational aspect in attracting and retaining members. This applies to all ages and all areas of congregational life. The concept is introduced here to give participants an opportunity to experience the focus on developing community and on asking questions that focus on faith development. The reading in the Participant Readings Packet gives background for the concept in a congregation, and elements of the concept can be used regardless of curriculum or size of the program. One of the easiest ways to understand how a session works is to experience it.”*

Explain that because of time constraints, sessions will be ½ hour in length, so the number of people in each group should not exceed 5, including the facilitator. Explain that once the groups are formed, a facilitator will be chosen based on the methodology that the leaders have chosen.

BREAK

(10 minutes)

Deep Reflection Section Options (30 minutes)

- **Small Group Ministry (SGM) Option**

Use the Suggested SGM Session Plan for this session from Appendix 1 of this Guide or create one of your own, using the concept of mentoring as a focus point.

“As stories are told, we are reminded of many facts about good teaching: that it comes in many forms, that the imprint of good teachers remains long after the facts they gave us have faded, and that it is important to thank our mentors, no matter how belatedly...”

“Mentoring is a mutuality that requires more than meeting the right teacher: the teacher must meet the right student. In this encounter, not only are the qualities of the mentor revealed, but the qualities of the student are drawn out in a way that is equally revealing.”

Both quotes from Parker Palmer, *The Courage to Teach*, page 22.

- **Small Group Reflection Option**

Reflect on one of the two quotes above by Parker Palmer. Share your story about a teacher whose life seems to illustrate the quote. How has this teacher affected your life?

- **Journaling Option**

Reflect on one of the two quotes above by Parker Palmer. How does this resonate to your own experience? Invite participants to reflect in silence or with soft music. Allow time for journaling, sharing as desired by group

Closing

(5 minutes)

Leaders read responsively, “It Matters What We Believe” SLT #657

Song Suggestion: “Love Will Guide Us” SLT #131.

Extinguish the chalice.

Ending Details

- For All: Find a familiar object – perhaps one that you have brought with you. Look at it, make a representation of it, do something with it—until you see something new in it. Bring that object to share at the next session worship service (if possible—if not bring the story of it)
- Set up Table Talk tables as appropriate
- Remind participants to bring the following Participant Readings Packet materials to the next session:
 - Summary of the Seven Principles of Making Teaching a Spiritual Act with suggested Tools for Teachers and Packet Readings

Session Two: Teachers as Learners and Seekers (3 Hours)

Materials

Chalice & matches, chimes
Newsprint, markers and easel
Table or other surface for altar, altar cloth
Items for those who may not have brought or found something for opening worship (ex. Glass pebbles, colored stones)
Notebook paper and pencils/pens
Plain white paper/drawing paper
Materials for creating a ‘principle of making teaching a spiritual act’ (optional) and ‘teaching at its best’ representations: construction paper, markers, glue, other miscellaneous items, such as popsicle sticks, pipe cleaners, yarn, scraps of fabric, glitter, “wiggly” eyes, etc.

Participant Readings Packet

Readings used in session discussion or activity are **Bold** print

Teaching and Learning in Unitarian Universalist Parish Life:

Placing Children in the Center

The Soul Only Avails: Teaching as a Spiritual Act

**Summary of the Seven Principles of Making Teaching a Spiritual Act
with suggested Tools for Teachers and Packet Readings**

Teaching and Religious Imagination: An Essay on the Theology of Teaching

UU Teacher Development: Using a Small Group Ministry Model

Other Preparation

Prepare the altar for opening worship, including having items (for example: glass pebbles, colored stones) for those who may not have brought or found anything.

Arrange craft materials in a place in the space where they can be kept continuously.

Session Plan

Ingathering & Worship: Seeing the New in the Familiar

(15 minutes)

Song suggestion: “Gathered Here” #389 SLT

Seeing the New in the Familiar

Light a chalice and introduce the worship by saying something like” We come together during this time as teachers and learners, discovering the new, re-imagining the old. Let us know that our discoveries and imaginings will enrich our shared Unitarian Universalist community of faith.”

Invite each participant to share the object/thing that they have found or brought (or a story about it) and to talk about what they now see in it or about it that is new, and then place it on the altar. Remind them there is a basket of items for those who have not brought them.

Invite each participant to complete the following sentence: “Today, I am different because.....”

As a benediction say something like: “May our time together be enriched by our ever-changing selves.”

Note: If this session is not the first of the day, it may not be appropriate to offer such an extensive worship. If that is the case, consider substituting the following activity after lighting the chalice:

Seeing the New in the Familiar

Invite each participant to share the object/thing that they have found or brought (or a story about it) and to talk about what they now see in it or about it that is new. Use the following prompts as needed:

- Talk about your process of re-imagining or re-seeing your object? Was it difficult? Illuminating?
- What links does this have for nurturing the development of teachers?

Each Experience, a Gift – Welcoming the Wholeness of Those Who Teach (30 minutes)

Introduction (5 minutes)

Introduce this section by saying something like: “As we start to think about what teachers need, we consider providing them a lens through which to view themselves and others. Understanding that we are vessels of paradox and contradiction, and that while each day may be a painting, that not each painting is one that we feel proud to display, is a good starting point to thinking about “problems” in lifespan faith teaching.”

“The point is not to “get fixed” but to gain deeper understanding of the paradox of gifts and limits, the paradox of our mixed selves, so that we can teach, and live, more gracefully within the whole of our nature.” Parker Palmer, The Courage to Teach, p. 74

Activity (25 minutes total)

Invite participants to break into pairs, trying to pair themselves with someone whom they don’t know well and would like to know better.

Distribute Handout #1, Exercise from *The Courage to Teach* – Parker Palmer. Read Parker Palmer’s idea and activity from the instructions below, letting participants follow along from the handout. (5 minutes)

Parker Palmer writes (p. 69 - adapted):

I ask each teacher to write brief descriptions of two recent moments in teaching: a moment when things were going so well that you knew you were born to teach and a moment when things were going so poorly that you wished you had never been born.

Next I ask people to gather in small groups and focus on the positive case and help each group member in turn identify his or her gifts—that is, to name the strengths and capacities of the teacher that helped make the case in question an authentic (positive) learning experience.

Palmer than asks the group to consider the second experience – but not to try to fix it or talk about what would have made it better.

I ask them to look at this second case in the light of a particular paradox: every gift a person possesses goes hand in hand with a liability. Every strength is also a weakness...

Consider all that a teacher brings to a situation as gifts—that can be both positive and negative.

Once the instructions have been read, have the participants follow it as best as the pairs are able. (20 minutes)

Reframing Teaching – Deep Reflection Section

(35 Minutes)

Introduction (5 minutes)

Say something like: “In the next few sections we will examine the qualities of teaching at its best. We will do so through imagery, sharing and starting to make a representation. We will begin with a Deep Reflection section, thinking about the qualities of a teacher at their best using an exercise based on Parker Palmer’s work” (p.150-152). Introduce the type of Deep Reflection Section option to be used, if it is different than the previously used option.

For **all Deep Reflection Section options in this session**, tell participants: “Before we begin the section, take a moment to quietly center yourself.”

“Now think about teaching. Think about wonderful moments of teaching. Visualize them. Now please think about yourself teaching. Think about yourself as a teacher—drawing on any moment of any teaching, formal or informal. Hold that image or scene in your head for a moment before you begin the Deep Reflection section.”

Deep Reflection Section options (30 minutes)

- **Small Group Ministry (SGM) Option**

Use the Suggested SGM Session Plan for this session from Appendix 2 of the Guide or create one of your own, using the concept of qualities you value in a teacher as a focus point.

- **Small Group Reflection Option**

Talk about qualities you value in teachers. As you are willing, share the image that came to your mind when you thought about yourself as a great teacher. Think of a moment where a teacher seemed more unveiled-- showed heart or courage or gritty authentic-ness. Share that moment.

- **Journaling Option**

Think about how you would complete the following sentence: “When I am teaching at my best, I am like a _____.” Now think about the image that came to mind when you filled in the blank. Write that down. Ponder it. Brainstorm a list of words or images that you think are associated with that image, that metaphor, of you teaching at your best. Write about this

process, image and your reflections. Share reflections as a large or small group as needed/desired.

BREAK

(10 minutes)

The Path of Teacher Development

(55 minutes)

Introduction (5 minutes)

Gently re-gather the group (use chimes if desired) and introduce this section by saying something like: “In this section, we will consider links between teachers and learners as they co-participate in lifespan faith development. We will begin by make meaning of the seven principles suggested by Rev. Barry Andrew’s in the “Soul Only Avails” about how to make teaching a spiritual act. He writes:

“Teaching the young, then, is not about filling their heads, but expanding their horizons; it is not about charting a course for them, but about being companions with them on their own journey in life. I am convinced that in religious education “the soul only avails,” and that teaching is a spiritual practice requiring a certain discipline or adherence to fundamental principles. Perhaps you have others to add to the list, but here are the seven principles I would suggest as essential to the spiritual practice of religious education.”

Invite participants to turn to the Summary of the Seven Principles of Making Teaching a Spiritual Act in their Participant Readings Packet. Point out that the Reading presents each of Barry Andrew’s seven principles with “Tools for Teachers” that are drawn from readings and ideas addressed in this Teacher Development module. Invite participants to take a moment to review the reading.

Activity (30 minutes)

Have participants divide into small groups, with each group given one of the seven principles and asked to present it to the full group. Each group should provide, by some venue such as writing, drama, talking, lists or other media (ex. craft materials), the meaning of the principle for teaching as a spiritual act, how that principle gets embodied (or not), and tools for teachers.

The section should close with full group discussion and reflection, with selected presentation. (20 minutes)

Representing “Teaching at its Best”

(30 minutes)

Introduction (5 minutes)

Note: Craft materials should be arranged in a space where they can be kept and used continuously. Participants will start this project for just a short while during this session, will continue in a subsequent session, and be invited to work on it more as homework or during other times.

Gently re-gather the participants (use chimes if desired) if they have not remained in the large group from the previous section. Introduce the activity by saying something like: “Now we will begin to give material form to our ideas of teaching at its best. Think back to the visualization of a wonderful teacher or teaching moment that you made for the Deep Reflection section of this session. Once again, hold that image in your mind.”

Point out the craft materials, and say something like: “Using the craft materials that you see, we invite you to begin to create a multi-material representation of teaching at its best or a teacher at their best. If you are willing, you can use the image that came to your mind. Your reflection on that image will deepen as you create a representation of that metaphor. Or you may simply prefer to think about the embodiment of excellence in teaching. We have just enough time to start this project now, but we will take more time to continue working in a subsequent section of the module. I invite you to also use free time, as needed, to make any finishing touches to your work.”

Activity (25 minutes)

Let participants work on creating their multi-material representation of teaching at its best or a teacher at their best for 25 minutes.

Closing

(5 minutes)

Song Suggestion: “Sister, Brother”

Sister, brother, take your time, go slowly;
Listen deep inside yourself, simple things are holy.

Extinguish the chalice

Ending Details

- Set up Table Talk tables as appropriate
- Remind participants to bring the following Participant Readings Packet materials to the next session:
 - Disability Etiquette
 - Disability Descriptions
 - Individual Religious Education Program: Special Needs Student Referral
 - Maple Syrup and other Sticky Situations
 - Safety, Health and Ethics in Congregations
 - Sample Screening Form for Religious Educators and Youth Group Staff and
 - Volunteers
 - Code of Ethics for Adults and Older Youth Who Are in Leadership Roles with
 - Children/Youth
 - Church School Health and Safety Guidelines: University Unitarian Church
 - Support Scenario
 - The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life – Reflections by Pat Hoerdoerfer

Session Three: Supporting Children as Learners and Seekers (3 ½ Hours)

Materials

Chalice & matches, chimes
Newsprint, markers and easel
Notebook paper and pencils/pens
Plain white paper/drawing paper
Materials for creating ‘teaching at its best’ representations: construction paper, markers, glue, other miscellaneous items, such as popsicle sticks, pipe cleaners, yarn, scraps of fabric, glitter, “wiggly” eyes, etc.

Participant Readings Packet materials

Disability Etiquette

Disability Descriptions

Individual Religious Education Program: Special Needs Student Referral

Maple Syrup and other Sticky Situations

Safety, Health and Ethics in Congregations

Sample Screening Form for Religious Educators and Youth Group Staff and Volunteers

Code of Ethics for Adults and Older Youth Who Are in Leadership Roles with Children/Youth

Church School Health and Safety Guidelines: University Unitarian Church Support Scenario

The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life – Reflections by Pat Hoerlter (also used in Session 1)

Other Preparation

Arrange craft materials in a place in the space where they can be kept continuously.

Session Plan

Ingathering & Check-in

(15 minutes)

Song Suggestion: “Enter, Rejoice, and Come In” #361 SLT

Opening Reading Suggestion:

“The church is one of the last great institutions where we can cross the boundaries of generations, and listen to each other, not just elder to child, or youth to young adult, but soul to soul.”

Rev. Paul S. Sawyer

Light a chalice.

Check-in:

Go around the room and invite participants to share one word to describe...

- How they feel right now
- What they most enjoyed
- An insight they had today]

Learners and Designated Special Needs

(40 minutes)

Introduction (5 minutes)

Introduce the section by saying something like: “As Unitarian Universalists, we affirm and promote the inherent dignity and worth of every person. As religious educators, we are in a position to witness the worth and dignity of the children, youth, and families of our congregations, and to be responsive to these members of our communities as their unique human needs are made known to us. Often religious educators are also the people most directly involved in welcoming families who have individuals with special needs. This section will explore how we might be even more welcoming to these individuals and families, using the excerpt on “Disability Descriptions” from Sally Patton’s book *Welcoming Children with Special Needs* as well as Devorah Greenstein’s article “Disabilities Etiquette as starting points. Both are from the Participant Readings Packet. Sally Patton writes,

“Ministering to children with differences helps us be more creative in our ministry to all children and reaffirm our beliefs. Lessons of compassion, caring and acceptance benefit us all, young and old alike... We deepen our faith when we embrace and fight for the vision of an inclusive community.” Sally Patton, *Welcoming Children with Special Needs*, p. 14.

Guided Meditation with Questions (15 minutes)

Invite Participants to take out the Patton excerpt from the Participant Readings Packet. Introduce the meditation by saying something like: “We’ll begin to examine this issue by engaging in work that may increase our sensitivity for those who may have identities and needs very different from our own. We’ll do this by using a guided meditation to try to see the world of a religious education program through the lens of a child with special needs.” Invite participants to turn to the Patton excerpt from the Participant Readings Packet and ask each participant to pick one of the disabilities from the accompanying list, suggesting that hearing impairments, visual impairments, and dyslexia be added to the list. Ask them to take a moment to become familiar with the description. Try to make sure that each disability is picked at least once. Explain to the participants that they are to imagine what it would be like to be a child with this disability who is around age 10. Acknowledge that some participants may feel more comfortable imagining an adult in this situation, and they should feel free to do so. Invite participants to make themselves comfortable as they prepare for the meditation.

Begin the meditation with the following instructions: “Take a few minutes and imagine yourself as a ten-year old who has the disability that you have chosen. It is Sunday morning and today is your first visit to a Unitarian Universalist religious education program.”

Pose the following questions, pausing momentarily between each one:

“Are you able to get into the building easily?
Who welcomes you and shows you where to go?
Are you able to find the room?
Are you made to feel welcome and part of the group?
Do the children include you?
Do you understand what is going on?
Who helps you with the ideas and routines of the class?
Who helps you when you need to move around or ask a question?
How does the teacher/leader react to your needs?
How do the children react to you?
Do they stare at you?
Do they seem to think you are strange?
Do they make fun of you?
At the end of the morning do you *feel* as if you want to come back?”

“Now, take a few deep breaths and imagine what would be the best, most ideal experience for you.

What would the room be like for it to meet your needs?
How would the children act?
How would the teacher act?
What type of experience would you enjoy?
If you could create the best possible Sunday morning experience for yourself, what would that be?”

Reflective Journaling (15 minutes)

Gently guide participants back from their meditative states (use chimes if desired). Be accessible to anyone who may have found the meditation emotionally challenging and may need some support. Invite participants to pick up their journals and briefly reflect on one or more of the following questions: How did they feel while attending their first Unitarian Universalist religious education program as a child with a disability? Did they feel welcome? Spiritually nourished? What does it mean to create a welcoming learning experience for all children? What constitutes an ideal experience? How is this different or the same compared to what more typically developing children might want?

Large Group Discussion (10 minutes)

Gently bring participants back to the large group (use chimes if desired) and invite the sharing of any significant insights that occurred during the meditation or journaling.

Engage them in discussion by saying something like: “Now it is time for us to move from reflection to beginning a plan of action. What are some steps we, as religious educators, can take proactively to plan for special needs children?” Review the “Individual Religious Education Program Referral Form” and discuss its use.

Creating Safe Environments for Learning – Deep Reflection Section (35 minutes)

Introduction (5 minutes)

Say something like: “All of us deserve to be welcome in our Unitarian Universalist congregations. We also deserve to be safe. In our next Deep Reflection Section we will consider what it means to be safe in the context of a Unitarian Universalist learning community.” Introduce the type of Deep Reflection Section option to be used, if it is different than the previously used option.

Deep Reflection Section options (30 minutes)

- **Small Group Ministry (SGM) Option**

Use the Suggested SGM Session Plan for this session from Appendix 3 of this Guide or create one of your own, using the concept of what you need to make you feel safe as a focus point.

- **Small Group Reflection Option**

Invite participants to reflect on the following questions (or a selection from them) in small groups.

- What does it mean to feel safe?
- Why is this important for children?
- How is this tied to our Unitarian Universalist faith? How is it tied to hospitality?
- Invite participants to share one specific vignette about the topic with each other, if they are willing.

- **Journal Option**

- Invite participants to think about the Small Group Reflection questions or encourage them to think about the feeling of safety from the perspective of many senses.
- If you could taste safety, what might it taste like?
- If you could hear safety, what would be the sounds?
- If you could smell safety, what would be its scent?
- If you could touch safety, what would it feel like?

To wrap up the small group or journaling work, invite participants to come back together and share a few thoughts.

BREAK

(10 minutes)

Safe Congregations Practices (& sticky situations)

(45 minutes)

Note: If this module is being held as a week-long module, this section should be held as a 45 minute “porch” chat.

Introduction (10 minutes)

Introduce this section by saying something like: “The safety of our children is one of the most important issues we must deal with in recruiting teachers and leaders for our religious education program. Church policies and procedures are necessary safeguards in any program involving children and youth. Each of us is also responsible for endorsing and supporting efforts at reducing the risk of child sexual abuse in our congregations. Every Unitarian Universalist district office has resources for you to use. There are also very good materials on www.uua.org. The participants’ package has an overview of them on a resource page written by Tracey Hurd.”

“Rev. Debra Haffner, author of the UUA Guide to Preventing Abuse in Congregations bases her manual (available in its entirety on-line at <http://www.uua.org/cde/ethics/balancing/introduction.html>) on three tenets that indeed present a balancing act, as faith communities develop policies:

- 1. We have a responsibility to assure that children and youth will be safe in our congregations from sexual abuse, sexual assault and harassment even or perhaps especially when we do not know if there is an offender in our congregation. Indeed, we have a responsibility to see that our congregations are sexually healthy congregations and free of sexual harassment, abuse, and exploitation for all of our members – children, youth and adults – as well as visitor and staff.*
- 2. We are called to treat every person with worth and dignity, and to offer a congregational home to all who are seeking one like ours, while honoring that in the case of an individual with a history of sex offenses, there must be limitations to congregational involvement. That commitment means that only in rare cases will a person be denied access to ministry and fellowship. In the words of one congregation’s policy, we must provide “compassion, support, affirmation, and protection against further harm.”^[vii]*
- 3. We have a responsibility to educate ourselves about child sexual abuse and healthy childhood sexuality, to be well informed about sexual offenses and offenders and to develop processes that will help us make good decisions about the actions that we are called to take. We must be willing to listen, to use a democratic process, and to be humble about our own certitudes in creating these policies.”*

Discussion of Safe Congregation issues (35 minutes)

Invite participants to locate and review Judith Frediani’s essay, *Sticky Situations*, in their Participant Readings Packet. Judith Frediani, in her essay about *Sticky Situations* reminds us that doing the right thing—creating policies and systems that protect children and all congregants—can be hard to do.

- Invite participants to comment on Frediani’s essay and their own experiences.
- Review the Participant Readings Packet material about safe congregations and discuss questions or concerns.
- Review some of the pertinent “Support Scenarios” as time permits.

- Part of making congregations safe also involves making sure that adults know how to respond to physical injuries. Review, briefly, “Church School Health and Safety Guidelines,” and invite participants to share ideas of how to ensure that volunteer teachers have access to that information (e.g. posting it in central places).

Preparing the Environment for teaching/learning in faith

(15 minutes)

Introduction (5 minutes)

Say something like: “In this section we will briefly consider the role of space in teaching and learning in faith. Let’s review Pat Hoertdoerfer’s summary of Parker Palmer’s paradoxes about space in section III of her reflection on *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life* in the Participant Readings Packet. (also Palmer, p.76-80 and printed below). Note that by “space” Palmer not only means the arrangement and feeling of the physical space of the room, but also “the conceptual framework that I build around the topic my students and I are exploring, the emotional ethos I hope to facilitate, and the ground rules that will guide our inquiry.” (Palmer, p.76) Review the list below with participants.

- The space should be bounded and open.
- The space should be hospitable and “charged”
- The space should invite the voice of the individual and the voice of the group.
- The space should honor the “little” stories of the students and the “big” stories of the discipline and tradition.
- The space should support solitude and surround it with the resources of community.
- The space should welcome both silence and speech.

Activity (10 minutes)

Distribute Handout#2, Paradoxes of Space – Parker Palmer. Invite participants to choose 1 or more paradoxes of space that they would like to further explore. Have them choose one religious education space with which they are familiar and a lesson from a curriculum that is likely to be taught in that space. Use the handout to quickly categorize ways in which the space/curriculum addresses each side of the paradox.

Representing Teaching at its Best II

(40 Minutes)

Invite participants to continue working on their representations of teaching at its best or a teacher at their best.

Closing

(5 Minutes)

Song Suggestion: Spirit of Life SLT 123

Reading Suggestion:

“When I was Minister of religious education in Syracuse, NY I would stop into the senior high class on occasion to chat with the youth. This particular Sunday one of the boys, draped over his chair, asked me, “SO, why do I have to be here?” I said, “Because this is the only place you will ever learn about Unitarian Universalism. This is the only place where you will be in a room of your

peers who will support you as you ask questions about who, why, what you are and what you believe, and be fully support in your searching. You can go to any number of places where you can do social justice work and other great things, but this is the only place where you can do them and learn how they are grounded in our Unitarian Universalist faith and heritage.” He said, “Oh. OK.” He was there all through his senior year, and I understand he is active in UU congregations as a young adult.” - The Rev. Dr. Elizabeth M. Strong

Extinguish the chalice.

Ending Details

- Set up Table Talk tables as appropriate
- Remind participants to bring the following Participant Readings Packet materials to the next session:
 - Recruiting Ideas
 - Group Presentation Guidelines

Session Four: Toolkits for teachers: Empowerment for learning and seeking

(3 hours, 20 minutes)

Materials:

Chalice & matches, chimes
Newsprint, markers and easel
Notebook paper and pencils/pens
Plain white paper/drawing paper
Craft materials as needed for group work on toolkit presentations

Participant Readings Packet Materials:

Recruiting Ideas

Discipline in Sunday School: What Would a UU Do?

Group Presentation Guidelines

Alternative Activities for a Teacher Development Workshop

- Links between Teachers and Learners
- All Learners Matter – Mobile-Making Project
- Child & Youth Development: Typical Progressions
- What to do about Challenging Behavior
- From Left Field...Unexpected Questions
- From Left Field...Unexpected Events

Session Plan

Opening

(5 Minutes)

Suggested Song: “Sing and Rejoice” SLT 395

Light a chalice.

Teacher Recruitment

(25 minutes)

Note: If this module is being held as a week-long module, this section should be held as a 25 minute “porch” chat.

Introduce this section by reading the following quotation:

“Teaching is a work of art, a work of loving and being loved. Every teacher is a creator, an imaginative person who can mold and shape subject matter in ways that help students see who they are and what they might become.”

Maria Harris, *Teaching and Religious Imagination: An Essay on the Theology of Teaching*

Say something like: “How can we attract these creative, and vitally important, individuals (teachers) to our religious education programs?”

Invite participants to review the relevant Teacher Recruitment material from their Participant Readings Packet. Invite participants to briefly share ideas, struggles, and successful practices related to teacher recruitment. Encourage them to go beyond the “duty” of teaching, to why teaching can honestly be a wonderful opportunity for adults and a part of their own faith development. Capture elements of any “success stories” on newsprint. (15 minutes)

End this section with a least 1 role-play: a child-less congregation member who does not easily see how teaching in the RE program might be personally relevant, and the DRE who is trying to recruit him/her as a teacher. Invite reflection on the role-play from role-play participants and observers. (10 minutes)

From Left Field.... What Happens When Things Don't Go As Expected? – Deep Reflection Section (35 minutes)

Introduction (5 minutes)

Begin this section with the following quote:

Children, youth, adults...we enter our Unitarian Universalist places of worship as we are. Some days we may bring gifts with us that we cherish within ourselves: kindness, generosity and care. On other days we may be full of gifts that we ourselves find hard to welcome: anger, meanness, and despair. We simply can't plan for all the variations of what might enter into the door on a given day. But we can start by being compassionate...and maybe having a few strategies up our sleeves!

Tracey L. Hurd

Say something like: “We begin this module reflecting on Parker Palmer’s idea that effective teaching can only happen when the many gifts of the teacher’s whole self is brought into the endeavor. We must also recognize that we will encounter the whole selves of those that participate in our religious education programs, that this wholeness is a gift we experience by being in relationship, but a gift that sometimes manifests in ways that are challenging (anger, frustration, etc.) and for which we are sometimes unprepared. In our next Deep Reflection section we will consider the interplay of teacher and student gifts and possible positive outcomes arising from it.” Introduce the type of Deep Reflection Section option to be used, if it is different than the previously used option.

Deep Reflection Section options (30 minutes)

- **Small Group Ministry (SGM) Option**
Use the Suggested SGM Session Plan for this session from Appendix 4 of this Guide or create one of your own, using the concept of positive outcomes to challenging teaching situations as a focus point.
- **Small Group Reflection Option**
Reflect on a challenging encounter between a child and a teacher that you have experienced or witnessed. Share the story of the encounter as you are willing, responding to the following questions:
 - What was done to encourage a positive outcome?
 - What might have been done differently?

- **Journal Option**

Invite participants to think about the Small Group Reflection questions, or to create 2 vignettes: one relating a challenging encounter between child and teacher with a positive outcome and one with a less than positive outcome.

To wrap up the small group or journaling work, invite participants to come back together and share a few thoughts.

BREAK

(10 Minutes)

Creating the Tools for Teacher Development

(2 hours)

Introduction (10 minutes)

A main project for this module is the group creation of a teacher development workshop. The point of this project is to consolidate the experiences of this module and provide participants with literal plans of how to engage in teacher development in their congregations. Participants will work in groups and present their work during the last session.

Tell participants that each group is to prepare a teacher development workshop, and that this workshop will be the basis of a 30-minute group presentation to all participants during the last session of the module. Help participants divide into 3 working groups. You can do this in any way you choose. Here is one method:

- Have participants line up according to the size of their RE programs' registration numbers. Have the person with the smallest RE program at one end and the person with the largest program at the other end. If you want to have a little fun with it, have them do it in silence.
- Then divide into 3 groups, grouping by church school size if possible. You'll probably need to juggle a couple of people to get equal size groups. If there is more than one participant from the same church, try to put them in different groups.

Activity (1 hour, 50 minutes)

In creating the workshop, each group should consider both the "framing" of teacher development (particularly as a natural opportunity for faith development), and the pragmatics of teacher development. Each group should also decide how many teachers the workshop is for, depending on the size of their religious education program. They should decide on their goals for the workshop, the format, what activities to include, who will lead it, and any other necessary details. They should outline everything on newsprint. The presentations should include an overview of the teacher development workshop, with statement of the mission and goals of the workshop, a list of "tools" that teachers need for ongoing support and for daily use as they facilitate in lifespan faith development classrooms (Groups may choose to literally create representations of those tools. Tools may include forms, resources, etc.), and a demonstration of at least one activity they would do with their teachers.

All products will be group products. Review the guidelines in the Participant Readings Packet and answer any questions. Encourage the groups to develop a plan of how they will accomplish their work. Invite them to use the materials from this module liberally!

Closing

(5 minutes)

Ridiculous Blessings Game

This is a simple game. Participants simply bestow blessings upon each other, going around in a circle, sometimes very quickly. The guidelines must be both kind and positively stated. For example the positively stated blessing, “May you eat many delicious strawberries,” would work, while, “May you never again eat rotten fruit” would not work, because it is stated negatively. The idea is to throw out kind, random, idiosyncratic blessings in a circle. This game takes a natural course; usually ending in giggles or groans, within a few minutes. If you feel so moved, you can end the game by saying, “Blessed be.”

Extinguish the chalice.

Ending Details

Participants should put the final touches on their representations of teaching at its best and Teacher Development workshop for the final session.

Session Five: Group Toolkit Presentations & Module Closing (3 Hours, 20 minutes)

Materials:

Chalice & matches

Newsprint, markers and easel

Craft materials as needed for group toolkit presentations

Table or other surface for altar, altar cloth

Small gifts or thank you notes for participants (optional)

Participant Readings Packet Materials:

None

Other Preparation

Prepare altar

Session Plan

Ingathering & Check-in

(15 minutes)

Note: If this module is being held as a week-long module, the check-in should be omitted from this section, leaving a 5 minute ingathering.

Suggested Song: "Rise Up, O Flame" SLT 362

Light a chalice

Check-in (in Presentation Groups)

Invite participants to engage in a slightly longer check in about how they are feeling and themselves in relationship to their upcoming presentations. This will allow groups to "preview" their affective states before they present.

Group Presentations

(1 ½ hours)

Invite the 3 groups to present. Allow 30 minutes per group (25 minutes for presentation, 5 minutes for group response)

Break

(10 minutes)

Note: If this module is being held as a week-long module, this break should be reduced by 5 minutes.

Large Group Reflection & Reconsideration

(30 minutes)

Note: If this module is being held as a week-long module, this section should be reduced by 5 minutes.

Begin this section with the following quote:

“Our Unitarian Universalist faith provides a guide for values on our paths of mutual discovery. Nurturing requires an appreciation of the strength and fragility of each person’s unfolding life. It is an intimate, joyful, stressful, and exhilarating process. But as we tend our children, youth and young adults, we do nothing less than tend our own ever-enriched souls.”

Tracey L. Hurd, (p.79), Nurturing Children and Youth: a Developmental Guidebook

Engage all the participants in a collective reflection of some or all of the following questions:

- What are the tools that teachers need?
- What were some of the best elements across presentations?
- Which elements served the faith development of the teacher?
- What more could be done to frame teaching as faith development?
- What do you need in your own faith development path?

Thank everyone for participating in the presentations and for sharing their thoughts.

Loose Ends & Evaluations

(25 minutes)

Allow time for participants to bring up issues, concerns, or reflections. Make sure participant evaluations are completed and returned to the leaders. Remind participants that they will not receive “credit” for the Renaissance module unless a completed evaluation is received by the UUA Renaissance Office.

Closing Worship (from Elizabeth Strong)

(30 minutes)

Opening Words

We thank and recognize those who guide our religious education programs for lifespan faith development. We lift up the passions for the work we do – a vocation of supporting human life and the quality of that life for our children, youth, and adults.

Song

From you I receive

From you I receive,

to you I give,

together we share,

and by this we live.

Honoring Teaching at its Best

Introduce the representations of teaching at its best or a teacher at their best. Invite participants to bring their representation forward, place on the altar near the chalice and say a few words about it and an insight about teaching that they will take home from this training.

Blessing

May your teaching project the condition of your soul onto your students and bring a blessing to your ways of being together on your spiritual and religious life journey. (From Parker Palmer in the Courage to Teach)

Recognition of the Module Participants

Hand out certificates and thank you notes, gifts or other recognitions as desired.

Reflections for the road...

How have you been a teacher in this module?

How are you a teacher in your congregation?

Closing Words

“The essential role of teaching is the work of creating possibilities, of handing on the belief that we have within us the capacity to alter our existence...Teaching is the creation of a situation in which subjects, human subjects, are handed over to themselves.” Maria Harris’ Teaching and Religious Imagination

“I believe this is essential to any program of religious education for faith development. That it is through our capacity to alter our existence that we can change and re-create the world, that we continue to hand down through the generations the legacy and faith that is ours to share.”

Elizabeth Strong

Closing Song

Go Now in Peace

Go now in peace,
go now in peace,
may the spirit of love surround you,
everywhere, everywhere you may go.

Extinguish the chalice.

Ending Details for Leaders:

- Remember to fill out your evaluations and send them to the UUA.
- Send your travel voucher form to the UUA.
- Be sure that the Renaissance Books Box is repacked and that a specific individual will be responsible for returning the box within 48 hours of the end of the module.

Appendix 1

Suggested SGM Session Plan Session One: The Mutuality of Making a Difference

Time: ½ hour

Opening:

“As stories are told, we are reminded of many facts about good teaching: that it comes in many forms, that the imprint of good teachers remains long after the facts they gave us have faded, and that it is important to thank our mentors, no matter how belatedly....”

Parker Palmer, *The Courage to Teach*, page 22.

Check in: This is the first meeting of the group, and more brief introduction is appropriate, such as: What brought you to Unitarian Universalism?

Topic/Activity:

Reflect on a teacher that you would consider a mentor, one that made a difference in your life. What was it about you that allowed great mentoring to happen?

Closing:

Mentoring is a mutuality that requires more than meeting the right teacher: the teacher must meet the right student. In this encounter, not only are the qualities of the mentor revealed, but the qualities of the student are drawn out in a way that is equally revealing.”

Parker Palmer, *The Courage to Teach*, page 22.

Appendix 2

Suggested SGM Session Plan Session Two: Reframing Teaching Time: ½ hour

Opening Words:

“We become teachers for reasons of the heart. But many of us lose heart as time goes by. How can we take heart, alone and together, so we can give heart to our students and our world – which is what good teachers do.”

Parker Palmer, *The Courage to Teach*

Check-in: How are you doing today?

Topic/Activity:

Recall the image that came to your mind when you visualized wonderful moments of teaching

I invite you to fill-in-the-blank. Only you can fill it in, and every answer is correct, but do it quickly. Accept whatever arises as you hear the sentence, no matter how strange. Resist temptation to edit or censor it. Here is the sentence for you to fill in:

“When I am teaching at my best, I am like a _____”

Share how you filled in the blank.

What insight can come from this reflection?

Closing:

Parker Palmer writes that we teach who we are and invites us into a deeper inquiry about education—teaching and learning—that is often overlooked. It is not the “what” question (what subjects shall we teach?) not the “how” question (what methods and techniques are required?) not the “why” question (for what purpose and to what ends do we teach it?). It is the “who” question: who is the self that teaches?

Pat Hoerlter

Appendix 3

Suggested SGM Session Plan Session Three: Creating Safe Environments

Time: ½ hour

Helen Zidowecki (adapted)

Chalice Lighting/Opening Words:

Come into this place of refuge.

Come into this community of hope, holiness, and health.

Come into this sanctuary of sharing.

Come in and feel secure and comfortable,

Come in, knowing that you will be able to explore and learn and discover.

Come in, feeling that you will be heard and will be able to hear.

Check-in: What is your comfort level now, related to safety, security, inclusivity?

Topic:

Describe a time that you felt safe. What made you feel safe? Consider the space you were in, who you were with, and what was going on.

Share a time when you took a risk, such as in sharing something about yourself. How did that feel? What reaction did you get?

Closing words:

To be safe is to know that I have options, choices, and can change my location or environment.

To be safe is to feel the warmth of caring when I speak a truth from my heart.

To be safe is to be comfortable and able to relax right where I am.

To be safe is to

Go around the group, inviting each person to complete the statement,

“To be safe is to

For example, to be safe is to know that I am understood.

Likes and Wishes: How did the session go for you?

Appendix 4

Suggested SGM Session Plan

Session Four: From Left Field... What Happens When Things Don't Go as Planned?

Time: ½ hour

Opening:

Children, youth, adults...we enter our Unitarian Universalist places of worship as we are. Some days we may bring gifts with us that we cherish within ourselves: kindness, generosity and care. On other days we may be full of gifts that we ourselves find hard to welcome: anger, meanness, and despair. We simply can't plan for all the variations of what might enter into the door on a given day. But we can start by being compassionate...and maybe having a few strategies up our sleeves!

Tracey L. Hurd

Check in: This is the last meeting of the group. How are you doing and feeling about the ending of this group?

Topic/Activity:

Reflect on a challenging encounter between a child and a teacher that you have experienced or witnessed. Share the story of the encounter as you are willing, responding to the following questions:

- What was done to encourage a positive outcome?
- How might the response to the encounter relate to one's Unitarian Universalist faith?

Closing:

"The essential role of teaching is the work of creating possibilities, of handing on the belief that we have within us the capacity to alter our existence...Teaching is the creation of a situation in which subjects, human subjects, are handed over to themselves." Maria Harris' Teaching and Religious Imagination

Appendix 5

Table Talk Topic: Nuts and Bolts of Volunteer Management

- Review Participant Readings Packet material
- Distribute and review any shared participant material on this issue
- Conversation Focus Questions:

What is the most important volunteer management tool or practice to have set up before the church year begins? As it continues?

What volunteer management issues seem to surface year after year? If you could invent a “magic” solution (tool or practice) to address these issues, what would it be?

- Offer any additional insights or suggestions on this topic

Participant Readings Packet Materials that support this topic:

- Levels of Teaching
- Religious Education Teacher Contract
- UU Church School Program – Teacher’s Weekly Report Form
- An Alternative Teacher Reflection Form

Appendix 6

Table Talk Topic: Child and Youth Development

- Review Participant Readings Packet material
- Distribute and review any shared participant material on this issue
- Conversation Focus Questions:

What are major commonalities and major differences among the age groups?

What developmental shifts along the age group spectrum are most important to support in a lifespan faith development program?

- Offer any additional insights or suggestions on this topic

Participant Readings Packet Materials that support this topic:

- Faith Development Outline
- Abbreviated Summary: Child Development
- Abbreviated Summary: Adolescent Development
- Children Remember

Appendix 7

Table Talk Topic: Different Ways of knowing

- Review Participant Readings Packet material
- Distribute and review any shared participant material on this issue
- Conversation Focus Questions:

How have you experienced different ways of knowing in yourself or in others?

What do you do in your lifespan faith development program to support different ways of knowing, and what could you do further?

- Offer any additional insights or suggestions on this topic

Participant Readings Packet Materials that support this topic:

- Ways of Learning, Thinking, and Processing the World around Us

Appendix 8

Table Talk Topic: Appreciation and Support of Teachers

- Review Participant Readings Packet material
- Distribute and review any shared participant material on this issue
- Conversation Focus Questions:

How would you want to be supported and appreciated as a teacher?

What new idea for teacher support and appreciation will you try in your congregation?

- Offer any additional insights or suggestions on this topic

Participant Readings Packet Materials that support this topic:

- Care and Feeding of Volunteers
- Teaching in Faith: Providing Tools to Support and Sustain Volunteers
- A Few Thoughts about Recognition and Support of Teachers
- Teacher Dedication: Homecoming Sunday

Appendix 9

Table Talk Topic: Bullying

- Review Participant Readings Packet material
- Distribute and review any shared participant material on this issue
- Conversation Focus Questions:

How would you respond to different situations of bullying in your RE for lifespan faith development program?

What RE Committee Behavior Guidelines could you develop as part of a Safe Congregations policy for the classroom?

- Offer any additional insights or suggestions on this topic

Participant Readings Packet Materials that support this topic:

- All about Bullying

Appendix 10

Suggested Schedule for a Week-End Module

Session One
Teaching and Learning – What Shapes Us
Friday
7:00 pm – 9:00 pm (2 Hours)

Time	Activity	Minutes	Hr	Notes
7:00	Ingathering	5		
7:05	Introductions	30		
7:35	Intro to Renaissance Program & Module	15		
7:50	Covenanting	10		
8:00	Mutuality of Making a Difference (Deep Reflection Section) - Intro	10	1	
8:10	BREAK	10		
8:20	Mutuality of Making a Difference (Deep Reflection Section) – Continued	30		
8:50	Closing	10		
9:00	Remind all – Find/take an object for tomorrow’s opening – think about it in new way		2	

Session Two
Teachers as Learners and Seekers
Saturday
9:00 am – 12:00 pm (3 hours)

Time	Activity	Minutes	Hr	Notes
9:00	Ingathering & Worship	15		
9:15	Each Experience, a Gift – Welcoming the Wholeness of Those Who Teach	30		
9:45	Reframing Teaching (Deep Reflection Section)	35		
10:20	BREAK	10	3 ½	
10:30	Path of Teacher Development	55		
11:25	Representing Teaching at its Best I	30		
11:55	Closing	5	5	

1 Hour BREAK at lunch

Suggested Table Talk Topics: Nuts & Bolts of Volunteer Management; Child & Youth Development

Session Three
Supporting Children as Learners and Seekers
Saturday
1:00 pm – 4:30 pm (3 ½ hours)

Time	Activity	Minutes	Hr	Notes
1:00	Ingathering & Check-in	15		
1:15	Learners & Special Needs	40		
1:55	Safe Environments for Learning (Deep Reflection Section)	35	6 ½	
2:30	BREAK	10		
2:40	Safe Congregations and sticky situations	45		
3:25	Preparing the Environment	15		
3:40	Representing Teaching at its Best II	40		
4:20	Closing	10	8 ½	

1 ½ Hour BREAK at dinner

Suggested Table Talk Topics: Different Ways of Knowing; Appreciation & Support of Teachers; Bullying

Session Four
Toolkits for Teachers
Saturday
6:00 pm – 9:20 pm (3 hours, 20 minutes)

Time	Activity	Minutes	Hr	Notes
6:00	Ingathering	5		
6:05	Teacher Recruitment	25		
6:30	From Left Field.... (Deep Reflection Section)	35		
7:05	BREAK	10	9 ¾	
7:15	Small Groups Prepare for Presentations	2 hours		
9:15	Closing	5	11 ¾ +	

Session Five
Group Toolkit Presentations and Module Closing
Sunday
8:30 am – 11:50 am (3 hours, 20 minutes)

Time	Activity	Minutes	Hr	Notes
8:30	Ingathering & Check-in	15		
8:45	Presentation 1	30		
9:15	Presentation 2	30		
9:45	Presentation 3	30	13 ½ +	
10:15	BREAK	10		
10:25	Reflection & Reconsideration	30		
10:55	Loose Ends & Evaluations	25		
11:20	Closing Worship	30	15 +	

Appendix 11 Suggested Schedule for a Two-Day Module

Session One Teaching and Learning – What Shapes Us Day 1 9:30 am – 11:30 am (2 Hours)

Time	Activity	Minutes	Hr	Notes
9:30	Ingathering	5		
9:35	Introductions	30		
10:05	Intro to Renaissance Program & Module	15		
10:20	Covenanting	10	1	
10:40	BREAK	10		
10:50	Mutuality of Making a Difference (Deep Reflection Section)	40		
11:20	Closing	10		
11:30	Remind all – Find/take an object for this afternoon’s session – think about it in new way		2	

1 ½ Hour BREAK at lunch

Suggested Table Talk Topics: Nuts & Bolts of Volunteer Management; Child & Youth Development

Session Two Teachers as Learners and Seekers Day 1 1:30 pm – 4:30 pm (3 hours)

Time	Activity	Minutes	Hr	Notes
1:30	Ingathering	5		
1:35	Seeing the New in the Familiar	10		
1:45	Each Experience, a Gift – Welcoming the Wholeness of Those Who Teach	30		
2:15	Reframing Teaching (Deep Reflection Section)	35		
2:50	BREAK	10	3 ½	
3:00	Path of Teacher Development	55		
3:55	Representing Teaching at its Best I	30		
4:25	Closing	5	5	

1 ½ Hour BREAK at dinner

Suggested Table Talk Topics: Different Ways of Knowing; Appreciation & Support of Teachers; Bullying

Session Three
Supporting Children as Learners and Seekers
Day 1
6:00 pm – 9:30 pm (3 ½ hours)

Time	Activity	Minutes	Hr	Notes
6:00	Ingathering & Check-in	15		
6:15	Learners & Special Needs	40		
6:55	Safe Environments for Learning (Deep Reflection Section)	35	6 ½	
7:30	BREAK	10		
7:40	Safe Congregations and sticky situations	45		
8:25	Preparing the Environment	15		
8:40	Representing Teaching at its Best II	40		
9:20	Closing	10	8 ½	

Session Four
Toolkits for Teachers
Day 2
9:00 am – 12:20 pm (3 hours, 20 minutes)

Time	Activity	Minutes	Hr	Notes
9:00	Ingathering	5		
9:05	Teacher Recruitment	25		
9:30	From Left Field.... (Deep Reflection Section)	35		
10:05	BREAK	10	9 ¾	
10:15	Small Groups Prepare for Presentations	2 hours		
12:15	Closing	5	11 ¾ +	

1 Hour BREAK at lunch

Session Five

Group Toolkit Presentations and Module Closing Day 2 1:30 pm – 4:50 pm (3 hours, 20 minutes)

Time	Activity	Minutes	Hr	Notes
1:30	Ingathering & Check-in	15		
1:45	Presentation 1	30		
2:15	Presentation 2	30		
2:45	Presentation 3	30	1 ½ +	
3:15	BREAK	10		
3:25	Reflection & Reconsideration	30		
3:55	Loose Ends & Evaluations	25		
4:20	Closing Worship	30	15 +	

Appendix 12

Suggested Schedule for a Week-Long Module

Session One

Teaching and Learning – What Shapes Us

Monday

9:30 am – 11:30 am (2 Hours)

Time	Activity	Minutes	Hr	Notes
9:30	Ingathering	5		
9:35	Introductions	30		
10:05	Intro to Renaissance Program & Module	15		
10:20	Covenanting	10		
10:30	Mutuality of Making a Difference (Deep Reflection Section) - Intro	10	1	
10:40	BREAK	10		
10:50	Mutuality of Making a Difference (Deep Reflection Section) – Continued	30		
11:20	Closing	10		
11:30	Remind all – Find/take an object for tomorrow’s opening – think about it in new way		2	

Suggested Lunch Table Talk Topic: Nuts & Bolts of Volunteer Management

Session Two

Teachers as Learners and Seekers

Tuesday

9:00 am – 12:00 pm (3 hours)

Time	Activity	Minutes	Hr	Notes
9:00	Ingathering & Worship	15		
9:15	Each Experience, a Gift – Welcoming the Wholeness of Those Who Teach	30		
9:45	Reframing Teaching (Deep Reflection Section)	35		
10:20	BREAK	10	3 ½	
10:30	Path of Teacher Development	55		
11:25	Representing Teaching at its Best I	30		
11:55	Closing	5	5	

Suggested Lunch Table Talk Topic: Child and Youth Development

Session Three
Supporting Children as Learners and Seekers
Wednesday
9:00 am – 11:45 am (2 hours 45 minutes)

Time	Activity	Minutes	Hr	Notes
9:00	Ingathering & Check-in	15		
9:15	Learners & Special Needs	40		
9:55	Safe Environments for Learning (Deep Reflection Section)	35	6 ½	
10:30	BREAK	10		
10:40	Preparing the Environment	15		
10:55	Representing Teaching at its Best II	40		
11:35	Closing	10	7 ¾	

Suggested Lunch Table Talk Topic: Different Ways of Knowing; Bullying

Afternoon “Porch” Chat
2:00 pm – 2:45 pm (45 minutes)

2:00	Safe Congregations and sticky situations	45	8 ½	
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Session Four
Toolkits for Teachers
9:00 am – 11:55 am (2 hours, 55 minutes)

Time	Activity	Minutes	Hr	Notes
9:00	Ingathering	5		
9:05	From Left Field.... (Deep Reflection Section)	35		
9:40	BREAK	10	9 ¼ +	
9:50	Small Groups Prepare for Presentations	2 hours		
11:50	Closing	5	11 ¼ +	

Suggested Lunch Table Talk Topic: Appreciation and Support of Teachers

Afternoon “Porch” Chat
2:00 pm – 2:25 pm (25 minutes)

2:00	Teacher Recruitment	25	11 ¾ +	
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Session Five
Group Toolkit Presentations and Module Closing
9:00 am – 12:00 pm (3 hours)

Note: The following activities for this session were shortened in order to fit into the allocated time frame for this day's schedule:

- Ingathering – check-in dropped, reduced by 10 minutes
- Break – reduced by 5 minutes
- Reflection & Reconsideration, reduced by 5 minutes

Time	Activity	Minutes	Hr	Notes
9:00	Ingathering	5		
9:05	Presentation 1	30		
9:35	Presentation 2	30		
10:05	Presentation 3	30	13 ¼ +	
10:35	BREAK	05		
10:40	Reflection & Reconsideration	25		
11:05	Loose Ends & Evaluations	25		
11:30	Closing Worship	30	14 ¾ +	

Appendix 13

Sample Letter to Participants

TO: Participants in the Teacher Development Renaissance Module
FROM: Leaders

We are looking forward to the working with you on this module. We are excited about offering this module with its focus on deepening the experiences for teachers in our Lifespan Faith Development/Religious Education programs. In this module we are striving to help you work with your teachers and parents so they come to understand that teaching is part of their faith development just as it is for the children they teach.

There are two readers for this module. One is *Courage to Teach* by Parker Palmer. The second is the Participant Readings Packet of material from various sources. The Table of Contents, Sessions with Material from the Readers, and Guide to the Readers will help you determine when the parts of the packet will be considered, and what is required to be read before each session. The book is an excellent reference and background. Please make sure you make time read at least the required readings before you arrive for the module, as they will be used in module discussion and activities. In addition to the Palmer book, you should bring the following material from the Participant Readings Packet with you to the first session:

- “Renaissance Module Overview”
- “The Religious in Lifespan Faith Development”
- “The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life – Reflections by Pat Hoerl”

We encourage you to bring:

- √ both Readers.
- √ three holed binders to hold the Participant Readings Packet and additional material that may be distributed at the module.
- √ a notebook or other paper for taking notes, although we try to have the information on handouts and other formats so that you can actively engage in activities without worrying about capturing all of the ideas. You will also have opportunity to do some journaling.
- √ an object that represents your personal religious journey to place on an altar (will be returned), a reading or song for an opening or closing, and ideas for energy breaks.
- √ your willingness to participate fully in building an inclusive and nurturing learning environment.

You have a part in making the module a dynamic experience. Regardless of your experience, you have much to share, and can look forward to the sharing from others in the group. Please bring descriptions or copies of materials that you have developed for teachers, as well as policies and resources that you have found particularly helpful. Resources that address the following topics, and that can be shared during informal “table talks,” are particularly welcome: Nuts & Bolts of Volunteer Management, Child & Youth Development, Different Ways of Knowing, Bullying, Appreciation & Support of Teachers.

- √ If you are making copies for participants, please make 20.
- √ If you are bringing things for the resource table, please make sure that your name or the name of your church is clearly visible.

We look forward to seeing you all in a few weeks.

Appendix 14

Teacher Development Renaissance Module

Guide to the Readers

The Readers for this module are *The Courage to Teach*, by Parker Palmer, Jossey-Bass, 1998, and an extensive Participant Readings Packet. Both are well-integrated into the module. It is recommended that participants read the entire book and packet before attending the module in order to get the background needed to fully engage in the module. If that is not possible, at least the chapters from the Palmer book and the material from the packet that will be used in the module sessions should be read before participants attend the module. These are indicated below:

Session 1: Teaching and Learning—What Shapes Us?

Participant Readings Packet

- **Renaissance Program Overview**
- **The Religious in Lifespan Faith Development**
- **The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life – Reflections by Pat Hoerltoerfer (also used in Session 3)**

Optional: from Appendix

Small Group Ministry and Lifespan Faith Development

(note: required if SGM Deep Reflection Option is used)

Courage to Teach Chapters

- **Chapters I, III, IV, VI**

Session 2: Teachers as Learners and Seekers

Participant Readings Packet

- **Summary of Seven Principles of Making Teaching a Spiritual Act – with suggested Tools for Teachers and Packet Readings**

Courage to Teach Chapters

- **Chapters III, VI**

Session 3: Supporting Children as Learners and Seekers

Participant Readings Packet

- **Disability Etiquette**
- **Disability Descriptions**
- **Individual Religious Education Program: Special Needs Student Referral**

- **Maple Syrup and Other Sticky Situations**
- **Safety, Health and Ethics in Congregations**
- **Sample Screening Form for Religious Educators and Youth Group Staff and Volunteers**
- **Code of Ethics for Adults and Older Youth Who Are in Leadership Roles with Children/Youth**
- **Church School Health And Safety Guidelines: University Unitarian Church**
- **Support Scenario**
- **The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life – Reflections by Pat Hoerltoerfer (also used in Session 1)**

Courage to Teach Chapters

- **Chapter III**

Session 4: Toolkits for Teachers

Participant Readings Packet

- **Recruiting Ideas**
- **Group Presentation Guidelines**

Courage to Teach Chapters

- **Chapter III**

Session 5: Group Toolkit Presentations and Module Closing

- No Readings

Session 5:

If you will be participating in a Table Talk (during meal time) on Nuts & Bolts of Volunteer Management

- **Levels of Teaching**
- **Religious Education Teacher Contract**
- **UU Church School Program – Teacher’s Weekly Report Form**
- **An Alternative Teacher Reflection Form**

If you will be participating in a Table Talk (during meal time) on Child and Youth Development

- **Faith Development Outline**
- **Abbreviated Summary: Child Development**
- **Abbreviated Summary: Adolescent Development**

- **Children Remember**

If you will be participating in a Table Talk (during meal time) on Child and Different Ways of Knowing

- **Ways of Learning, Thinking, and Processing the World around Us**

If you will be participating in a Table Talk (during meal time) on Appreciation and Support of Teachers

Participant Readings Packet Materials that support this topic:

- **Care and Feeding of Volunteers**
- **Teaching in Faith: Providing Tools to Support and Sustain Volunteers**
- **A Few Thoughts about Recognition and Support of Teachers**
- **Teacher Dedication: Homecoming Sunday**

If you will be participating in a Table Talk (during meal time) on Bullying

- **All about Bullying**

In addition, while not required to be read before attending the module, the Opening and Closings material from Session 1 contain words to songs that may be used by your leaders as openings and closings and, if so, should be brought to all sessions.