

**PLANNING GUIDE  
FOR  
*OUR WHOLE LIVES*  
LEADER  
TRAININGS**

**for Unitarian Universalist Districts and Clusters**



**Produced by the Unitarian Universalist Association  
OWL Support Team  
Lifespan Faith Development  
Revised and Updated - August 2003**

# PLANNING GUIDE FOR *OUR WHOLE LIVES* LEADER TRAININGS

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## INTRODUCTION TO *OUR WHOLE LIVES*

*Our Whole Lives* is a series of sexuality education curricula for five age groups: grades K-1, grades 4-6, grades 7-9, grades 10-12, and adult. The program and its religious companion books, *Sexuality and Our Faith*, provide an opportunity for children, youth, and adults to learn about sexuality in the supportive setting of our religious communities.

*Our Whole Lives* is based on the philosophy of comprehensive sexuality education, which helps participants make informed and responsible decisions about their sexual health and behavior. It equips participants with accurate, age-appropriate information in six subject areas: human development, relationships, personal skills, sexual behavior, sexual health, and society and culture. Grounded in a holistic view of sexuality, comprehensive sexuality education provides not only facts about anatomy and human development, but support for participants to clarify their values, integrate sexual and spiritual understandings, build interpersonal skills, and understand the spiritual, emotional, social, and political aspects of sexuality.

*Our Whole Lives* was developed in response to the need expressed by congregations in the Unitarian Universalist Association and the United Church of Christ for high-quality, lifespan sexuality education resources. Both denominations have a proud tradition that calls us to take an active role in the promotion of education and justice in human sexuality. *Our Whole Lives* offers United Church of Christ and Unitarian Universalist participants of all ages a profound opportunity to deepen their faith and put their values into practice. The curricula promote sexual, spiritual, and emotional health in our communities and foster meaningful dialogue between peers, partners, families, and friends.

We live in a culture that is deeply conflicted about sexuality. *Our Whole Lives* is an antidote to a culture that is saturated with mixed messages and misinformation about sexuality issues. The curricula provide an opportunity to step back, reflect, and evaluate these messages, so that participants and their families can more effectively act on and communicate their religious and sexual values. *Our Whole Lives* creates a partnership between the family and faith community, and it helps parents fulfill their role as the primary educators of their children on sexuality issues. Throughout the curricula, the three R's of our religious education about human sexuality – *Respect, Relationship, Responsibility* – are supported and nurtured. Participants arrive at new understandings of what respect is, what relationship means, and what responsibility includes.

Our religious heritages compel and guide us in creating a safe environment where people can come to understand and respond to the challenges facing them as sexual beings. As faith communities we promote justice for all people and we affirm the dignity of every individual, the importance of personal responsibility, and the essential interdependence of all peoples.

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Definition of terms in this guide

**Leader:** teacher or facilitator of an *Our Whole Lives* program. Also called trainee or participant while taking *Our Whole Lives* trainings

**Trainer:** trainer of teachers of *Our Whole Lives* programs. Can be from a UU or UCC congregation or a community-based organization

**At-large trainer:** trainer who is trained at all age levels of *Our Whole Lives*

**Community trainer:** trainer from a community-based organization

## THE IMPORTANCE OF TRAINING AND TEACHING METHODOLOGY

*Our Whole Lives* training programs are a collaborative effort among the leaders to be trained, the district religious education committee, the host congregation, the *Our Whole Lives* trainers, and the Unitarian Universalist Association (UUA) or United Church Board for Homeland Ministries (UCBHM) *Our Whole Lives* Coordinator. It is important to provide training in a caring, respectful environment and to implement a program that models compassion, understanding and justice.

The leadership of any sexuality education program plays a major role in its success. It is very important to choose *Our Whole Lives* leaders carefully and to provide them with the training they need to do their work well. The *Our Whole Lives* training programs for leaders of all five age groupings have two primary purposes:

- To ensure the competency of leaders in three areas: knowledge of sexuality, facilitation skills, and empowering leadership, and
- To strengthen, extend, and deepen the *Our Whole Lives* values.

The *Our Whole Lives* curricula are intended for facilitation by male and female co-leaders or a diverse teaching team of three or more. A team provides the group with two or more adult voices, both male and female perspectives, and an opportunity to see collaborative, mutually respectful leadership in practice. Co-facilitation also allows the leaders to share the preparation, problem solving, and other ongoing challenges and joys associated with program implementation.

Potential leaders must attend a training program to prepare for leading *Our Whole Lives*. Training provides an opportunity to:

- See trainers model the curricula activities as they were designed to be conducted.
- Experience a supportive environment to practice skills and receive constructive feedback.
- Network with other *Our Whole Lives* leaders and to share ideas about what will and won't work in their groups.
- Get in touch with one's own feelings, opinions, and experiences regarding sexuality.
- To connect one's own sexuality and faith in a nurturing environment.

*Our Whole Lives* leaders need not be members of the congregation in which they will teach, but the relationship between the leaders and the congregation should be one of trust. Therefore, individuals recruited to become *Our Whole Lives* leaders should be known to the community. The UUA and UCBHM strongly recommend obtaining references for potential leaders and ensuring that they do not have criminal records. Contact your local law enforcement agency to learn how to initiate a background check.

*Our Whole Lives* leaders need to feel comfortable in their leadership roles. Occasionally, personal issues or philosophical differences can preclude this comfort. If a leader has second thoughts about facilitating the curriculum, it is important to give him/her the option not to teach it.

The optional *Sexuality and Our Faith* slides and video can only be used by *Our Whole Lives* leaders who have been trained to use them. The only appropriate context for their use is within an *Our Whole Lives* program offered in a Unitarian Universalist or United Church of Christ congregation for the appropriate age group. If the visuals are to be used, parents of youth must be fully informed about the content of the slides (grades 7-9) and the video (grades 10-12), offered the opportunity to preview them if they wish, and must provide written consent before the program begins. The appropriate permission form is included in the *Sexuality and Our Faith* companion volumes.

An *Our Whole Lives* training workshop requires adequate time for leaders to become familiar with the curriculum and to practice teaching. *Our Whole Lives for Grades 7-9* trainings have been designed to be either three full days (Friday, Saturday, and Sunday, beginning at 8:30 am each day), or a weekend (Friday evening through Sunday afternoon). The weekend schedule for *Our Whole Lives Youth Combination (Grades 7-9/Grades 10-12)* Training begins early Friday evening and ends Sunday afternoon with significantly less free time. *Our Whole Lives for Grades K-1* and *Our Whole Lives for Grades 4-6* trainings have been designed to be either a full day for one age grouping (Saturday, beginning at 8:30 am) or a weekend Children's Combination Training (Friday evening through Sunday afternoon). *Our Whole Lives for Grades 10-12* and *Our Whole Lives for Adults* trainings have been designed for weekend schedules.

Components of good training are six-fold. Each of these components contributes to the impact of a training activity and, when used in combination, each has much greater power than when used alone. Major components of training include:

- Establishing a positive climate for *learning*;
- Presentation of *theory*;
- Modeling or *demonstration* of skills;
- *Practice* in simulated program situations;
- Structured and open-ended *feedback*; and
- *Practice* in *integrating* the faith component.

The terms participant, leader, or facilitator are used throughout this guide to refer to the trainee or person preparing to lead an *Our Whole Lives* program. The suggested minimum and maximum number of participants for each *Our Whole Lives* training is 10-24. The practice or peer teaching component of the training requires significant time and is difficult to schedule with more than 24 participants. Please refer to the sample training schedules in this guide when planning your peer teaching activity. In addition, *Sexuality and Our Faith* training is included in the training schedules for each age grouping.

The UUA and UCBHM have prepared *Our Whole Lives* trainers from each district or region. In addition, trainers at-large supplement the personnel available to lead trainings for every level of *Our Whole Lives*. [For more information about trainings, contact your district administrative office, chair of your district religious education committee, or the *Our Whole Lives* coordinator at the UUA or UCBHM.] See the Appendix for a list of trainers.

## GUIDELINES FOR SELECTING *OUR WHOLE LIVES* LEADERS

The success of this program depends on the qualified and caring persons who are selected and trained to be *Our Whole Lives* leaders. Keep the following criteria in mind when choosing your leaders:

1. *A commitment to value-based, comprehensive sexuality education.* A leader needs to have values in harmony with the *Our Whole Lives* program and goals, and to feel comfortable with his or her own sexuality.
2. *Experience, skill, and comfort with the specific age group and its developmental needs.* A leader needs to stimulate discussion by asking open-ended questions, encouraging communication among participants, and facilitating activities that foster experiential learning. A leader needs to use sexual terminology and age-appropriate language comfortably, relate well with the age group of the participants, and convey warmth and a sense of humor.
3. *Anti-bias awareness.* A leader needs to understand, appreciate, and celebrate diversity of race/ethnicity, culture, age, ability, gender, and sexual orientation. A leader needs to have the skills to work with people of diverse backgrounds as well as the ability to create a safe and engaging learning environment.
4. *An advocate for sexual health and safety.* A leader needs knowledge and skills not only to educate about sexual health but to fulfill the trust inherent in the role of sexuality educator. This role includes the responsibility to recognize and report abuse. The leader must support your organization's safety-abuse policy and must follow your state's (or province's) process for reporting and investigating an alleged abuse.
5. *Ability to build relationships.* A leader needs to develop a relationship with each participant, and when the participants are children or youth, with each parent and family as well. Leaders need to build community in the classroom, uphold the "Participation Guidelines," and develop relationships of respect, reciprocity, and responsibility within your organization and the wider community.
6. *Dedicated learner and leader.* A leader needs to be willing to become thoroughly familiar with the content of the program, to work with a co-leader or teaching team of males and females, and to listen to young people and parents and learn from them.
7. *Person of faith.* A leader needs to be a person who is respected by the congregation and comfortable discussing the integration of sexuality and spirituality with members of their faith community.

To determine the availability of *Our Whole Lives* leader training in your area, contact your district UUA office, your district religious education committee, or the Lifespan Faith Development Staff Group at the UUA, 25 Beacon Street, Boston, MA, (617) 948-6423, [owl@uua.org](mailto:owl@uua.org). These offices have information about trainings for leaders in both secular and religious communities. Scheduled UU OWL trainings are listed at Training Information on the OWL web site at <http://www.uua.org/owl/training.html>.

## TRAINING LOGISTICS AND SET-UP

### **Who is responsible for setting up leader trainings?**

The following overview describes the collaborative steps needed to organize an *Our Whole Lives* leader training. It includes the responsibilities of the district Religious Education (RE) Committee, registrar, the local host, the UUA *Our Whole Lives* Coordinator, the *Our Whole Lives* trainers, and the leaders/trainees.

### **Overview of how to set up a leader training**

Each district has its own culture and structure and its own way of dividing up the many responsibilities that make a successful training. Many districts have an RE Committee that is familiar with setting up Renaissance Modules and Youth Leadership Development Trainings. Some districts have Program Consultants or other district staff who coordinate various trainings. This guidebook assumes there is a District RE Committee or team who initiates the process and plans the trainings. If you are unfamiliar with sponsoring a training, consult with those who have hosted Renaissance Modules, as the logistics of that program are very similar to that of an *Our Whole Lives* training.

The RE Committee initiates the planning process with a discussion of all the responsibilities for the proposed training. The RE Committee determines who will be responsible for each task. The committee selects possible dates for the training and contacts the *Our Whole Lives* trainers in their district or region to see if they are available. (See trainer list at the end of this manual.) If the regional or district trainers are not available, the committee may contact at-large trainers or trainers from another area. The committee also identifies a local church or conference center to host the training. The RE Committee then submits the training on the OWL web site [www.uua.org/owl/training.html](http://www.uua.org/owl/training.html) or notifies the UUA *Our Whole Lives* Outreach Coordinator of the date and trainers for the event.

The district then determines a budget for the training and an estimate of how many leaders will attend. The committee recruits a registrar and a site host. The registrar and the local host may be members of the RE Committee or may be individuals from the host congregation. Identify the person who will serve as liaison with the trainers. We suggest the registrar.

With the above logistics confirmed, the RE Committee can send out the registration forms and publicity flyers. As registration proceeds, the local host contacts the trainers to discuss their needs for the training including meeting space needs, lodging arrangements and food requirements for the trainers. The local host gathers all the supplies needed for the training and determines the photocopy needs of the trainers. The local host should talk to the trainer about all the photocopies that will be need for the training. Trainers can either send originals to be photocopied to the local host or bring the sufficient copies with them. The training sponsor pays all expenses for photocopies and supplies used in the trainings.

As people register, the local host sends pre-training material to the registrants. This material should include a letter from the trainers providing information about the training and a list of materials to bring. Be sure the participants know they will need to purchase the curriculum, be familiar with its contents, and bring the curriculum to the training.

## CHECKLISTS FOR PLANNING AN *OUR WHOLE LIVES* TRAINING

### **District RE Committee Responsibilities**

- The District RE Committee initiates the planning process by identifying all the responsibilities for the upcoming training and deciding who will assume each task.
- Make sure you have the energy and person power to support a leader training including the responsibilities for publicity, registration, site logistics, and host responsibilities.
- Make sure your district is financially prepared to undertake the training. Determine a budget (see **BUDGET WORKSHEET**). Explore the possibility of district grants to subsidize the training.
- Decide on a minimum number of participants to cover training costs. Decide on a maximum number for a good learning environment. The Sexuality Education Task Force recommends no more than 24 and no fewer than 10 participants.
- Choose date(s). Make sure the dates don't conflict with other important district events, like Renaissance Modules or youth conferences.
- Contact the *Our Whole Lives* regional or district trainers to see if they are available for the chosen dates. If they are unavailable, you may contact an at-large trainer, community trainer, or a trainer from another area. Consult the **TRAINERS LIST** to identify trainers who are willing to travel outside their area. When employing trainers from outside your area, secure the services of one trainer with whom you will stay in contact. [That trainer is then responsible for recommending a co-trainer with whom they are comfortable working.]
- Identify a local church or conference center to host the training. Consider the food, lodging, and location that will best serve your district's needs. Keep in mind accessibility, dietary restrictions, and possible childcare needs when selecting the site.
- Identify who will serve as the registrar and the local host. The registrar and the local host may be members of the District RE Committee or may be individuals from the host congregation. We recommend that the registrar serve as liaison with the trainers.
- Determine the training costs and set the registration fee.
- Add your training to the OWL training calendar on the OWL web site <http://www.uua.org/owl/training.html>.

- Create and distribute the publicity and registration form. Send flyers and forms out in the district newsletter or packet. Establish a registration deadline well in advance of your training. (See **SAMPLE REGISTRATION AND PUBLICITY FLYER**)
- The local host contacts the trainers to discuss their needs for the training, including material and space requirements, and any lodging and food needs.
- The local host gathers all the supplies needed for the training.
- As people register, the local host sends pre-training material to the participants. This mailing should include an information letter from the trainers and a list of the materials participants will need to bring. Be sure participants know they will need to purchase and bring a copy of the curriculum to the training.
- Be sure to discuss the honorarium with the trainer. It is recommended that each trainer be paid \$200 per day, including travel time. Decide whether the honorarium will be paid on site or after the training. The trainer's travel, room, and board are also paid by the sponsoring district or organization.
- Clarify travel, lodging, and childcare arrangements with the trainers.
- Once the trainers are confirmed, send them a letter of commitment (see **SAMPLE DISTRICT / OUR WHOLE LIVES TRAINER AGREEMENT LETTER**) outlining the agreements the trainer and district have made about the site location, honorariums, travel expenses, and childcare.
- Notify the *Our Whole Lives* Coordinator at the UUA or UCBHM of the training dates, site, registrants, and trainers. (Use **OUR WHOLE LIVES LEADER TRAINING ANNOUNCEMENT FORM.**)
- Do additional mailings and recruitment calls to ensure an optimal participation in the training. Be sure to call congregations who do not have a history of leading sexuality education programs.
- Collect receipts from the trainers and cut reimbursement checks.
- Review expenses and revise budget for the next training.

## **Responsibilities of the Registrar and the Local Host**

These are suggestions; you can divide the tasks as appropriate for your situation. One person could do both the registrar and the host job.

### **Registrar**

#### Before the training

- Keep in contact with the local host and with the trainers.
- Collect registration forms as they are received.
- Keep track of dietary needs and rooming arrangements and communicate the information to the local host.
- Track funds collected and submit income and expense report to the district office.
- Prepare a participant list in advance of the workshop and duplicate enough for trainers and participants.
- Send confirmation letter to participants and a letter of welcome from the trainers (see **SAMPLE CONFIRMATION LETTER** and **TRAINER WELCOME LETTER**). Also include the list of things to bring to the training (see **SAMPLE LIST OF THINGS TO BRING**).
- Send a letter to each participant's congregation about the role of the trainer in screening the leaders during the training. Include in the letter a reminder about the process for purchasing and using visuals in their congregations (for Grades 7-9 and 10-12 only) (see **SAMPLE LETTER TO CONGREGATIONS WHO ARE SENDING LEADERS TO BE TRAINED**).

#### During the training

- Check people in as they arrive.
- At the end of the training, collect all receipts for reimbursables.
- Turn in receipts to the district office and ensure that checks are cut and sent.
- Request honorarium checks if you have not already done so.
- Send thank you notes to the trainers.

## **Local Host**

### Before the training

- Keep in contact with the registrar about the number of participants and their needs.
- Arrange housing or home hospitality for the participants and trainers.
- Arrange food for the group.
- Arrange on-site childcare for the participants' children if necessary.
- Arrange for participant pick-up at airports, bus and train stations, if applicable.
- Organize supplies for training (see **SUPPLIES LIST**). Discuss with the registrar any special supplies the trainers have requested. Arrange for the purchase or loan of special materials such as anatomical models, slide projectors, or contraceptive demonstration kits.
- Discuss with the trainer the books, pamphlets, and other materials needed for the resource table. Resources may be obtained from the local library, local health/sexuality education service provider, neighboring congregation, or other sources.
- Communicate with the trainers about photocopying needs. The trainers can either send originals to be photocopied to the local host or can bring sufficient copies with them. The district should pay all expenses for copies or supplies used by the trainers.
- Communicate with the trainers about their space needs, including how they would like the meeting room set up. Typically a training needs a space where everyone can sit in a circle, a separate space where everyone has a seat at a table, a few break out rooms or spaces for small groups, and an area to display resources.
- On the day of the training, organize the supplies, set up the meeting room, and prepare a registration table, a nametag table, and the resource table for people to browse as they arrive. Nametags are important! It is great to arrive and find one waiting for you. Make sure nametags have first names printed in LARGE letters so that they can be seen from across the room.

### During the training

- Welcome people and help them check in and register.
- Periodically check in with the trainers to ensure they have everything they need.
- Provide meals, snacks and beverages.

### After the training

- Clean up.
- Send purchased anatomical models, resource books, dolls, or contraceptive kits to the district office for storage and return borrowed items.

## **Trainers**

### Before the training

- Discuss with the RE Committee the dates you are available. Decide on honorarium and travel expenses. Discuss any special needs you have like childcare, your preferred housing arrangements, dietary needs, etc. Decide who will be the contact person for the district (usually the registrar) and which trainer will be the contact person for the trainers. It is often helpful if only one trainer acts as a liaison with one district contact person. Discuss arrival time with local host to ensure you have enough time to set up and get settled in.
- Maintain communication with the registrar or contact person.
- Talk with your co-trainer and plan the training. Work out individual assignments based on each person's interests and strengths. Plan the schedule and logistics of the training and determine what supplies will be needed and what supplies you will bring.
- Check to make sure your training has been posted on the OWL Training Calendar (<http://www.uua.org/owl/training.html>). If it has not, you may either post it yourself, or alert your registrar/contact person to the fact that it should be posted.
- Give the registrar a list of needed equipment and supplies. Decide whether to bring copies of handouts with you or send originals to the local host to be copied for you.
- Indicate which books and other resources you can bring for the resource display table and which the host needs to provide.

- Make your travel arrangements. Plan to arrive well in advance of the start of the training.
- Prepare wall charts, newsprint sheets, handouts or supplies. Organize them in the order of use.

### During the training

- Facilitate the training of leaders of *Our Whole Lives*.
- Evaluate participants during the training by interacting with and observing them. If you find a participant's actions and attitudes to be inappropriate for the role of an *Our Whole Lives* leader, speak with that individual. If you still have concerns, communicate your concerns to the participant's congregation as well as the district office (see **GUIDELINES FOR IDENTIFYING INAPPROPRIATE FACILITATORS AND POSSIBLE RESPONSES**).

### After the training

- Send the roster of participants who have successfully completed the training to the *Our Whole Lives* coordinator at the UUA (address below) (**SEE *OUR WHOLE LIVES PARTICIPANT ROSTER FORM***).
- After the training, review the evaluations. Discuss the training experience with your co-trainer. Learn what you did and did not do well.
- Send copies of the participants' evaluations of the trainings to the *Our Whole Lives* Coordinator at the UUA (**SEE *OUR WHOLE LIVES PARTICIPANT EVALUATION FORM***). (It is not necessary to send in the daily feedback forms; those are for the trainers' use during the training.) Send the evaluations and the participant roster to:

Unitarian Universalist Association  
*Our Whole Lives* (with applicable grade level) Coordinator  
 25 Beacon St  
 Boston, MA 02108  
**Phone:** 617-948-6423  
**Fax:** 617-367-4798  
**E-mail:** owl@uua.org

**SERVING ALCOHOL:** Consider your policy regarding alcohol in the context of a training focused on sexual health and open communication. Please note that UUA policy requires attractive nonalcoholic alternatives when alcohol is served. Often groups that offer alcohol as a means to relax and socialize find that it is good to limit the serving of alcohol to a brief pre-dinner social hour and a scheduled end of day celebration.

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# **SAMPLE SCHEDULES OF *OUR WHOLE LIVES* TRAININGS**

## ***OUR WHOLE LIVES* GRADES K-1 IMPLEMENTATION TRAINING One-Day Agenda**

8:30-9:00 a.m.	Breakfast and Gathering
9:00-11:00	Training Session 1
11:00-11:15	BREAK
11:15-11:45	Training Session 2
12:30-1:30	LUNCH
1:30-2:15	Training Session 3
3:20-3:30	BREAK
3:30-4:00	Peer Teaching Session 4
6:30-7:30	DINNER
7:30-8:15	Training Session 5
8:15-8:30	CLOSURE

***OUR WHOLE LIVES GRADES 4-6 IMPLEMENTATION TRAINING***  
**One-Day Sample Agenda**

8:30-9:00 a.m.	Breakfast and Gathering
9:00-11:00	Training Session 1
11:00-11:15	BREAK
11:15-11:45	Training Session 2
12:30-1:30	LUNCH
1:30-2:15	Training Session 3
4:00-4:15	BREAK
4:15-4:55	Peer Teaching Session 4
6:15-7:15	DINNER
7:30-8:15	Training Session 5
8:15-8:30	CLOSURE

**OUR WHOLE LIVES GRADES 4-6 IMPLEMENTATION TRAINING**  
**Alternative 12-Hour Sample Agenda**

**DAY ONE**

8:30-9:00 a.m.	Breakfast and Gathering
9:00-11:00	Training Session 1
11:00-11:15	BREAK
11:15-12:30	Training Session 2
12:30-1:30	LUNCH
1:30-3:25	Training Session 3
3:25-3:40	BREAK
3:40-5:40	Training Session 4
5:40-6:00	Day one wrap up

**DAY TWO**

8:45-9:15 a.m.	Breakfast and Gathering
9:15-11:00	Training Session 5
11:00-11:15	BREAK
11:15-12:00	Peer Teaching Session 6
12:00-1:00	LUNCH
1:00-3:00	Peer Teaching Session 7
3:30-3:45	BREAK
3:45-4:15	Training Session 8
4:15-4:35	CLOSURE

**COMBINED CHILDREN'S IMPLEMENTATION TRAINING**  
***OUR WHOLE LIVES K-1 AND 4-6***  
**Two-Day Sample Agenda**

**FRIDAY – GRADES 4-6 TRAINING**

9:00 a.m.	Gathering and Registration
9:30 – 12:00	Session I
9:30	Welcome
9:45	Group Introductions
10:05	Sexual Anatomy Adventure Game
10:25	Expectations/Overview/Ground Rules
10:45	Journey for 4-6
11:30	Developmental Issues for 4-6
12:00	LUNCH
1:00 – 3:15	Session II
1:00	Curriculum Design and Session Structure for 4-6
1:45	Raising Healthy Kids: Preadolescents and Adolescents – Video and Discussion
2:45	Parents' Perspectives, Participation, and Partnership
3:15	BREAK
3:30 – 6:00	Session III
3:30	OWL Values for 4-6
3:45	Basic Facilitation Techniques
4:35	Gender Activity
5:10	Answering Difficult Questions
5:55	Hand out Teaching Assignments (to be worked on over dinner)
6:00	DINNER
7:00-9:00	Session IV
7:00	Peer Teaching Demonstrations
8:00	Implementation Hints
8:30	Evaluation and Closure
9:00	4-6 Training Completed

**SATURDAY, GRADES K-1 TRAINING**

9:00 a.m.	Gathering and Registration
9:30 – 12	Session I
9:30	Welcome
9:50	Group Introductions
10:20	Expectations/Overview/Ground Rules
10:40	Journey for K-1
11:30	Developmental Issues for K-1
12 noon	LUNCH

1 pm –3:15 Session II  
1:00 Curriculum Design and Session Structure, K-1  
1:45 Raising Healthy Kids: Young Children – Video and Discussion  
2:45 Parents’ Perspectives, Participation, and Partnership  
3:15 BREAK  
3:30-5:45 Session III  
3:30 OWL Values for K-1  
4:00 Child Abuse Issues  
4:30 Basic Facilitation Techniques  
5:00 Interacting Effectively with Young Children  
5:30 Teaching Assignments  
  
5:45 DINNER  
  
6:45 – 8:45 Session IV  
6:45 Peer Teaching Demonstrations  
7:45 Implementation Hints  
8:15 Evaluation and Closure  
8:45 K-1 Training Completed

**OUR WHOLE LIVES GRADES 7-9 IMPLEMENTATION TRAINING**  
**Three-Day Sample Agenda**  
(includes *Sexuality and Our Faith* and the Slide Set)

**DAY ONE**

8:30-10:30 a.m.	Training Session 1
10:30	BREAK
10:45-12:30	Training Session 2
12:30	LUNCH
1:30-3:00	Training Session 3
3:00	BREAK
3:15-5:00	Training Session 4
5:00	DINNER
6:30-8:05	Training Session 5

**DAY TWO**

8:30-10:00 a.m.	Training Session 6
10:00	BREAK
10:15-12:00	Training Session 7
12:30	LUNCH
1:30-3:00	Training Session 8
3:00	BREAK
3:15-5:00	Training Session 9
5:00	DINNER
7:30-8:30	(OPTIONAL: The <i>Sexuality and Our Faith</i> Slide Set could be shown this evening to end an hour earlier tomorrow.)

**DAY THREE**

8:30-9:45 a.m.	<i>Sexuality and Our Faith</i> Slide Set
9:45-10:30	Training Session 10
10:30	BREAK
10:40-11:40	Peer Teaching Assignment #1
11:40	Stretch-Break
11:50-12:50	Peer Teaching Assignment #2
12:50	REFRESHMENT BREAK
1:15-3:00	Peer Teaching Assignment #3
3:00	ADJOURN

**OUR WHOLE LIVES GRADES 7-9 IMPLEMENTATION TRAINING**  
**Weekend Sample Agenda**  
(includes *Sexuality and Our Faith* and the Slide Set)

**FRIDAY EVENING**

5:00-6:00 a.m.	DINNER (optional)
6:00-8:15	Training Session 1
8:15	BREAK
8:30-9:30	Training Session 2
9:30	ADJOURN

**SATURDAY**

7:30 a.m.	BREAKFAST
8:15-9:15	Training Session 3
9:15	BREAK
9:30-11:00	Training Session 4
11:00	BREAK
11:10-12:30	Training Session 5
12:30	LUNCH
1:30-3:25	Training Session 6
3:25	BREAK
3:45-5:00	Training Session 7
5:00	DINNER
6:15-9:00	Training Session 8
9:00	ADJOURN

**SUNDAY**

7:30 a.m.	BREAKFAST
8:15-9:30	<i>Sexuality and Our Faith</i> Slide Set
9:30-10:00	Training Session 9
10:00	BREAK
10:10-11:10	Peer Teaching Assignment #1
11:10	BREAK
11:20-12:20	Peer Teaching Assignment #2
12:20	LUNCH
1:20-2:40	Training Session 10
3:00	ADJOURN

**OUR WHOLE LIVES GRADES 7-9 IMPLEMENTATION TRAINING**  
**Three-Day Sample Agenda for Non UU / Non UCC Settings**  
(not including *Sexuality and Our Faith* or the Slide Set)

**DAY ONE**

8:30-10:30 a.m.	Training Session 1
10:30	BREAK
10:45-12:30	Training Session 2
12:30	LUNCH
1:30-3:00	Training Session 3
3:00	BREAK
3:15-5:00	Training Session 4
5:00	ADJOURN

**DAY TWO**

8:30-10:00 a.m.	Training Session 5
10:00	BREAK
10:15-12:30	Training Session 6
12:30	LUNCH
1:30-3:00	Training Session 7
3:00	BREAK
3:15-5:00	Training Session 8
5:00	ADJOURN

**DAY THREE**

8:30-9:10 a.m.	Training Session 9
9:10	STRETCH BREAK
9:20-10:20	Peer Teaching Assignment #1
10:20	STRETCH BREAK
10:30-11:30	Peer Teaching Assignment #2
11:30	BREAK
12:00-1:00	Peer Teaching Assignment #3
1:00-2:00	Training Session 10
2:00	ADJOURN

**OUR WHOLE LIVES GRADES 10-12 IMPLEMENTATION TRAINING**  
**Three-Day Sample Agenda**

**FRIDAY**

4:00 – 5:00 p.m.	Participant Registration
5:00 – 6:00	DINNER
6:00 – 6:15	Welcome, Our Whole Lives Background, and Reading
6:15 – 6:35	Icebreaker Activity
6:35 – 7:15	Group Introductions
7:15 – 7:35	Expectations/Workshop Overview/Ground Rules/Housekeeping
7:35 – 7:45	Curriculum Session and Workshop Design Overview
7:45 – 8:00	BREAK
8:00 – 8:45	Understanding Adolescents
8:45 – 9:00	Peer Facilitation Session Assignments
9:00 – 9:05	Daily Feedback
9:05 – 10:00	Peer Facilitation Session Planning Time
10:00	End

**SATURDAY**

8:00 – 8:30 a.m.	BREAKFAST
8:30 – 8:45	Reading & Re-entry, Housekeeping, Parking Lot
8:45 – 9:50	Language of Sexuality
9:50 – 10:45	Gender/Sexual Orientation
10:45 – 11:00	BREAK
11:00 – 11:45	Dealing with Difficult Youth
11:45 – 12:30	Question Box/Answering Difficult Questions
12:30 – 1:30	LUNCH
1:30 – 2:25	AIDS and Other STDs
2:25 – 3:20	Peer Facilitation Session 1: Body Image and Feelings
3:20 – 3:35	BREAK
3:35 – 3:45	Energizer
3:45 – 4:40	Peer Facilitation Session 2: Condoms and Negotiating for Safer Sex
4:40 – 5:35	Date Rape/Abuse
5:35 – 5:40	Daily Feedback
5:40 – 6:00	Personal/Peer Facilitation Session Planning Time
6:00 – 7:00	DINNER
7:00 – 9:30	Sexuality and Our Faith

**SUNDAY**

8:30 – 9:00 a.m.	BREAKFAST
9:00 – 9:15	Reading & Re-entry, Parking Lot
9:15 – 10:10	Peer Facilitation Session 3: Masturbation
10:10 – 10:25	BREAK
10:25 – 11:30	Parent’s Rights, Responsibilities and Roles
11:30 – 12:30	LUNCH
12:30 – 1:15	Implementation Tips
1:15 – 1:30	Unfinished Business
1:30 – 1:40	Workshop Evaluation
1:40 – 2:00	Closing

**COMBINED YOUTH IMPLEMENTATION TRAINING**  
***OUR WHOLE LIVES GRADES 7-9 AND 10-12***  
**Weekend Sample Agenda**

**FRIDAY**

5:00 p.m.	Arrival, registration, dinner
6:00	Welcome Background on Our Whole Lives Opening Reading
6:15	Icebreaker: “Find Someone Who”
6:30	Group Introductions
7:00	Opening Ritual, from <i>Sexuality and Our Faith</i>
7:20	Expectations, ground rules and housekeeping items
7:40	Break
8:00	Our Whole Lives Values
8:30	Circles of Sexuality
9:00	Distribution of peer facilitation assignments, daily evaluation, closing reading
9:15	Adjourn, peer facilitation planning time until 10:00

**SATURDAY**

8:00 a.m.	Breakfast
8:30	Reading and re-entry, parking lot, housekeeping items
8:45	Experiential Learning Cycle
9:15	Curriculum overview: design of sessions
9:35	Basic Facilitation Skills
10:00	Understanding Adolescents
10:45	Break
11:00	Values Voting
11:30	Dealing with Classroom Difficulties
12:15	Lunch
1:00	What is Religious about Sexuality Education?
1:45	Biological Sex, Gender Roles, Gender Identity, & Sexual Orientation
2:45	Sexual Abuse & Sexual Assault
3:45	Break
4:00	Energizer
4:05	STDs and STD Prevention
5:15	Answering Difficult Questions/The Question Box
6:00	Dinner
7:00	Sexuality and Our Faith 1: Teaching Our Whole Lives as Religious Education UU Resources
7:30	Parents’ Rights, Responsibilities, and Roles
8:15	Sexuality and Our Faith 2: Slide Set for Grades 7-9
9:30	Daily evaluation, closing reading

## **SUNDAY**

8:00 a.m.	Breakfast
8:30	Reading and re-entry, parking lot, housekeeping items
8:50	Peer Facilitation 1
9:40	Peer Facilitation 2
10:30	Peer Facilitation 3
11:20	Break
11:30	Sexuality and Our Faith 3: Video for Grades 10-12
12:30	Lunch
1:15	Resources and Implementation Tips
2:00	Unfinished Business
2:30	Closing Activity and Evaluation
3:00	Adjourn

**OUR WHOLE LIVES FOR ADULTS IMPLEMENTATION TRAINING**  
**Three-Day Sample Agenda**

**DAY ONE**

6:00 p.m. Welcome and Background  
6:05 Guided Visualization and Opening Reading  
6:15 Find Someone Who...  
6:45 Introductions  
7:15 Overview of Training Agenda  
7:25 Ground Rules  
7:35 Housekeeping  
7:45 BREAK  
8:00 Experiential Learning Cycle  
8:30 Program Values  
9:00 Peer Teaching Assignments  
9:25 Daily Feedback  
9:30 ADJOURN

**DAY TWO**

8:30 a.m. Reading and Re-Entry  
8:45 Adult Learning  
9:30 Facilitation Skills  
10:45 BREAK  
11:00 Peer Facilitation #1: Sexual Being/Circles of Sexuality  
  
12:00 LUNCH  
  
1:00 Peer Facilitation #2: Sexual Life Cycle Time Lines  
1:45 Peer Facilitation #3: Personal Values and Attitudes  
2:20 BREAK  
2:30 "Growing Up Gay"  
3:00 Sexual Orientation: Kinsey/Klein  
3:30 BREAK  
3:50 Peer Facilitation #4: Surveys, Analyzing, Reporting, and Applying  
4:30 Overview of Workshop Teaching Methods  
  
5:30 DINNER  
  
6:30 Difficult Situations/Participants  
7:25 BREAK  
7:30 Sexuality and Our Faith  
8:30 Daily Feedback  
8:45 Adjourn

### **DAY THREE**

9:00 a.m.	Reading and Re-Entry
9:15	Abuse of Sexuality
10:00	BREAK
10:15	Boundaries
11:15	Answering Difficult Questions
12:00	Lunch
12:30	Group Process
1:45	Evaluation and Closure
2:15	ADJOURN

# BUDGET WORKSHEET FOR A TYPICAL WEEKEND *OUR WHOLE LIVES* TRAINING

## Conference materials

Photocopying handouts: number of copies \_\_\_\_\_ times  
number of pages \_\_\_\_\_ times cost per copy \_\_\_\_\_ times  
number of participants \_\_\_\_\_ \$ \_\_\_\_\_  
(Check with your trainer for exact number or budget for about 20  
handouts per training)

Supplies: newsprint, masking tape, markers, name tags,  
paper cups, etc. \$ \_\_\_\_\_

Special supplies: anatomical models, contraceptive kits, etc. \$ \_\_\_\_\_

Publicity: ads in district mailings \$ \_\_\_\_\_  
flyer design: \$ \_\_\_\_\_  
flyer photocopying: \$ \_\_\_\_\_

Postage for publicity, mailings to registrants, congregations \$ \_\_\_\_\_

Slide projector rental (if necessary) \$ \_\_\_\_\_

TV, VCR rental (if necessary) \$ \_\_\_\_\_

## Site fees

Rental of conference center \$ \_\_\_\_\_

Custodian fee \$ \_\_\_\_\_

Lodging per night per participant times  
number of participants \$ \_\_\_\_\_

## Food

Cost per meal \_\_\_\_\_ times number of meals \_\_\_\_\_ times  
number of participants \_\_\_\_\_ \$ \_\_\_\_\_

Snacks and beverages for break times \$ \_\_\_\_\_

## Leadership

Travel expenses for the trainers \$ \_\_\_\_\_

Trainers' food and lodging times number of nights	\$ _____
Honorarium for trainers @ \$200 US a day each	\$ _____
Telephone (long distance calls by registrar, host, and trainers)	\$ _____
Childcare	\$ _____
<b>Contingencies (recommended)</b>	<b>\$ 50.00</b>
<b>TOTAL COST</b>	<b>\$ _____</b>
Minus district funding/ subsidy	\$ _____
Divided by minimum of participants expected	\$ _____
Yields registration fee	\$ _____

# SUPPLIES AND RESOURCE MATERIALS

The following are the general supplies needed for an *Our Whole Lives* Leader training. Since trainings can vary greatly, speak with the trainer before acquiring your supplies to see if there are any additions or deletions to this list.

## **General Supplies for all trainings**

- Name tags, the kind with pins or a string that goes around the neck so they can be worn all weekend.
- Handouts copied ahead of time or brought by the trainer
- Masking tape
- Two large newsprint tablets (at least 50 sheets of newsprint)
- Two easels
- Sticky notes: standard size and larger
- Crayons
- Markers (lots, a variety of colors that are not all dried up)
- Glue sticks
- Scissors (several pairs)
- A pocket folder for each leader for handouts
- A few sheets of lined paper for each leader
- Candle(s)
- CD and tape player
- Bell or chime
- 3 by 5 index cards (at least 100)
- Index cards in two different colors
- Four to six types of inexpensive gifts, such as markers, pens, sticker, candy, etc, (enough so that each person in each small group gets a token prize)
- Play-Doh™ or Silly Putty®
- Pens and/or pencils for each leader

## Space Requirements

- One chair per person
- A large space for meeting in a circle with walls to post newsprint
- A table to display resources
- Access to a copy machine and break-out rooms

## For *Sexuality and Our Faith*

- An altar cloth
- A chalice, candle, and matches
- Multicolored fabric makers or fabric crayons (at least one per participant)
- A light-colored sheet or other fabric to be decorated as an altar cloth (at least one square yard)
- UU Principles cards (pp. 84-90, *Sexuality and Our Faith, Grades 7-9*) photocopied on card-stock paper
- Photographs, rocks and other “sacred objects” to add to altar

## Resources for Training

Discuss with trainer what resources you will need to supply for the resource table. See what resources the trainer will bring and what resources you will need to buy or borrow from your congregation or district library. See **RESOURCE LIST** in the Appendix.

**Additional special supplies needed for specific age groups.** Discuss with the trainer if these supplies or others are needed for your training.

- VCR and monitor
- Slide projector
- Overhead projector and markers
- Anatomically complete dolls and models
- Contraception demonstration kits

*(To be sent to the Our Whole Lives Coordinator at the UUA once a date, site, and the trainers have been confirmed)*

## **OUR WHOLE LIVES LEADER TRAINING ANNOUNCEMENT FORM**

Training Date \_\_\_\_\_  
Training Location \_\_\_\_\_ District \_\_\_\_\_  
Training Address \_\_\_\_\_  
Nearest Major Airport To Training Site \_\_\_\_\_

CONTACT PERSON (person who can answer questions about the training)

Name \_\_\_\_\_  
Home Phone \_\_\_\_\_  
Workplace Phone \_\_\_\_\_  
E-mail Address \_\_\_\_\_

REGISTRAR \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
\_\_\_\_\_  
Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

TRAINERS FACILITATING THE TRAINING

Trainer Name \_\_\_\_\_

Trainer Name \_\_\_\_\_

Training Cost \_\_\_\_\_ Registration Deadline \_\_\_\_\_

Send to:

Unitarian Universalist Association  
*Our Whole Lives* Coordinator  
25 Beacon St  
Boston, MA 02108  
Fax: 617-367-4798  
Phone: 617-948-6423

**Please post directly on OWL Web site:**

Go to [www.uua.org/owl/trainings](http://www.uua.org/owl/trainings) and submit your training with your information directly on the Web page by completing the form and then clicking on submit.

# **SAMPLE DISTRICT / *OUR WHOLE LIVES* TRAINER AGREEMENT LETTER**

Dear Jim and Sue Trainer,

I am glad we have confirmed the dates for our leader training. Our congregations and our leaders are eager to start teaching *Our Whole Lives*.

As per our conversation, I understand we agreed upon the following:

- The training will begin Friday, October 14 at 12:00 and end on Sunday October 16 at 4 PM
- You each will be paid an honorarium of \$200 per day for three days. Each of you will receive a check for \$600 at the end of the training.
- Childcare will be provided for Jim's children, (Becky and Sarah) during the training sessions.
- The district will pay your travel expenses. Bring your receipts and we will send you a check after the training. Reimbursement will take 2-3 weeks. If you are driving to the training, we will reimburse you at .365 cents per mile (or the current UUA rate).
- We will provide all the needed supplies for the training. If you need supplies not on the supply list (included), please let us know by October 1 so we have enough time to purchase or borrow them.
- You will bring copies of all handouts for all participants. We will reimburse you for your copy expenses. Bring a receipt and we will send you a check after the training.
- We will provide you with comfortable and quiet home hospitality during your stay. You will be housed together so you will have time for preparation for your sessions.
- We will provide you with a list of participants before the training begins.

We appreciate all the time you are dedicating to help train our leaders. We look forward to a great training.

In Faith,  
Tamara RE Committee Representative

**OUR WHOLE LIVES LEADER TRAINING  
SAMPLE REGISTRATION FORM**

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (h) \_\_\_\_\_ (w) \_\_\_\_\_

E-mail \_\_\_\_\_

Congregation (full name and location) \_\_\_\_\_

Training Level: K-1  4-6  7-9  10-12  Combo: 7-9/10-12  Adult

Omnivore  Vegetarian  Vegan

Allergies or dietary restriction (information for home hospitality)  
\_\_\_\_\_

Health insurance number \_\_\_\_\_

Person to contact in case of emergency \_\_\_\_\_

Childcare (names and ages of children and any special needs) \_\_\_\_\_

Childcare will be provided for a cost of \$40 for the weekend. We will provide care during all the training sessions except Saturday evening.

Registration cost \$80 \_\_\_\_\_

Childcare \$40 \_\_\_\_\_

Total enclosed \_\_\_\_\_

Send to: Tamara RE Committee Rep, 142 Brookline,  
Springfield, VT 05156

**REGISTRATION DEADLINE OCTOBER 1**

# **SAMPLE *OUR WHOLE LIVES* INFORMATION AND PUBLICITY FLYER FOR GRADES 7-9**

*Our Whole Lives* is based on a philosophy of comprehensive sexuality education which helps participants make informed and responsible decisions about their sexual health and behavior. It equips participants with accurate, age-appropriate information in six subject areas: human development, relationships, personal skills, sexual behavior, sexual health, and society and culture. Grounded in a holistic view of sexuality, comprehensive sexuality education provides not only facts about anatomy and human development, but also helps leaders to clarify their values, build interpersonal skills, and understand the spiritual, emotional, social, and political aspects of sexuality as well.

## **Information for congregations:**

This is an intensive weekend training designed to prepare your leaders to teach the *Our Whole Lives* program. After completion of the training and the approval of your congregation's leaders by the trainers, your congregation may purchase from the UUA Bookstore the visuals that accompany the program your leaders were trained in. The cost is \$80 for the Grades 7-9 slides. Please be sure to budget accordingly for this expense. In order to teach *Our Whole Lives*, a diverse team of leaders needs to be trained from each church. The leaders will be approved (or not approved) to teach at the end of the training weekend by the trainers. In the event your leader is not approved, you will be immediately notified by the trainer.

## ***OUR WHOLE LIVES* LEADER TRAINING SCHEDULED FOR VERMONT/ NEW HAMPSHIRE DISTRICT**

**Age level:** Grades 7-9

**Where:** First UU of Springfield, VT

**Date:** October 14-16, 1999. Friday noon-Sunday 4pm

**Cost:** \$80 (plus \$40 for childcare if needed)

## **What to bring:**

Copy of *Our Whole Lives Grades 7-9* curriculum with your knowledge of contents

Copy of *Sexuality and Our Faith Grades 7-9* with your knowledge of contents

Advocacy manual

A binder or folder for handouts

Notepaper and pen

## **Directions:**

Nearest Airport is Springfield "International" Airport

Driving Direction Take Highway 91 to exit 7, turn right after exit go 2 miles church on left. Parking is behind church.

**For questions about the training, please call Tamara at 802-555-2343**

# SAMPLE CONFIRMATION LETTER TO LEADERS

Dear *Our Whole Lives* Leader,

We are pleased you will be attending the *Our Whole Lives* leader training for *Our Whole Lives Grades 7-9* on October 16-24 at Camp Wherever. We encourage you and your co-teacher to purchase the appropriate curricula and religious supplements and **read these materials in preparation of your training.**

Here are a few things you should know about the training:

- The training will be intensive so plan to be busy; there will not be much scheduled free time during the weekend.
- A list of leaders, trainers, and staff is included so you can plan to car pool if you like.

- What to Bring

[Describe appropriate clothing, what to pack, etc.]

You will need to bring a copy of *Our Whole Lives* curriculum for your age group, a copy of *Sexuality and Our Faith* for your age group, an *Advocacy Manual*, plus a binder or folder for handouts and notepaper and pen. Your trainers will assume your familiarity with these resources.

- About Camp Wherever

[Sample below.]

Accommodations will be at Camp Wherever but you may wish to stay with friends instead. The Camp has a restaurant and exercise room and serves a complimentary breakfast.

Camp Wherever is conveniently located just South of I-94 off Portage Road (Exit 78).

If you are coming from the NORTH, take US 131 south to I-94. Go East (Detroit) on I-94 to Portage Road exit 78. Turn right and approximately 1/8 mile is the main entrance to the camp.

If you are coming from the SOUTH, take US 131 North to I-94 and go East (Detroit) to Portage Road exit 78. Turn right and 1/8 mile will be the main entrance to the camp.

If you are coming from the EAST, take I-94 West to Portage road exit 78. Turn left onto Portage Road. Approximately 1/8 mile on Portage is the camp's main entrance.

If you are coming from the WEST, take I-94 to the Portage Road exit 78 and turn right onto Portage. Approximately 1/8 mile will be the main entrance to the camp.

- Evaluation of Leaders

It is important to note that this training also has an evaluation component. The *Our Whole Lives* trainers have a responsibility to ensure the quality of the leaders who will implement the program in our congregations. During the weekend they will not only be training you but also evaluating you on your facilitation skills, comfort with the material and behavioral appropriateness. Their main goal is to train you to be good *Our Whole Lives* leaders. During the training, if they have any concerns about your abilities to teach the program or to uphold the *Our Whole Lives* values, they will speak to you first to see if the concerns can be addressed. At the end of the training you will be approved (or not approved) to teach *Our Whole Lives*. At that point, your church can purchase the visuals that go with the age group you trained for, if applicable.

We look forward to this weekend with excitement. We thank you for your commitment to the sexual health of our children and youth.

In Faith,  
The District RE Committee

# **SAMPLE WELCOME LETTER FROM *OUR WHOLE LIVES* TRAINER TO TRAINING PARTICIPANTS**

Dear *Our Whole Lives* Leader,

We are very excited about our upcoming *Our Whole Lives for Grades 7-9* training workshop and glad to hear that you'll be joining us. We are pleased that some of you have quite a bit of experience in teaching human sexuality, but regardless of the amount of experience you bring, the training has been designed to be relevant for everyone.

We start our training promptly at 6 pm on Friday at the Friendly Crossroads Conference Center. Please be on time. We have a great deal to fit into our weekend training schedule. In order to build community and create an environment of trust, we need everyone present from the very beginning. We will end our training promptly at 2:30 pm on Sunday.

A schedule of the weekend is enclosed to give you a sense of how you will be spending your time. Each of you will be working with other leaders to plan and implement one training activity from the *Our Whole Lives* curriculum.

*Our Whole Lives* is a wonderful program that offers our young people the opportunity to explore their values, gain accurate information about topics that are often not easily accessible, and develop skills that will benefit their health and relationships throughout their lives. We are proud that our congregations recognize that in order for young people to grow into spiritually whole, mature individuals we need to address the topic of sexuality.

Of course, teaching about sexuality is not easy. Many of us did not have good experiences with sexuality education when we were young, and talking about sexuality with young people may be difficult and challenging. The most important thing is that you be willing, open and honest with other participants and with yourself.

This training is an opportunity not only to learn about the program and how to lead it, but also to see how comfortable you are as an *Our Whole Lives* leader. At the end of our weekend, you and we, the trainers, may determine that teaching *Our Whole Lives* is not the best fit for you at this time. And that fine. Again, the most important thing is that we be open and honest about our comfort and abilities in facilitating sexuality education in the best possible way with our young people.

To make the most of our training time together, we encourage you to become familiar with the contents of *Our Whole Lives*, *Sexuality and Our Faith*, and the *Advocacy Manual*. And please bring them with you. If you have any further questions about training, please call either one of us. If you have logistical questions about accommodations or transportation, please contact the district/conference host.

See you soon at Friendly Crossroads!

In Faith, Jack Trainer and Jill Trainer

# SAMPLE LETTER TO CONGREGATIONS WHO ARE SENDING LEADERS TO BE TRAINED

**Dear First Church of Springfield,**

We are pleased that you are sending two of your leaders, Donny and Marie, to be trained for *Our Whole Lives Grades* \_\_\_\_\_. We expect the training to be both fun and rigorous. Every leader is to come to the training with the appropriate curricula and familiarity with the contents of these resources.

There is some important information you should know about the training. First, the workshop includes training components and evaluative components. The *Our Whole Lives* trainers have a responsibility to ensure the quality of the leaders who will implement the program in our congregations. During the weekend they will not only be training your leaders but also evaluating them. Our trainers' main goal is to train your leaders for competency in three areas: knowledge of sexuality, facilitation skills, and values and attitudes consonant with the *Our Whole Lives* philosophy. If during the training there are any concerns about your leaders' facilitation skills, ability to teach the program, or to uphold the *Our Whole Lives* values, the trainers will first speak to the leader to see if the concerns can be addressed. It is our hope that concerns will be addressed and problems solved. It is also our hope that every leader completes the training. If at the end of the training the *Our Whole Lives* trainers have serious concerns about a leader, they will let that leader know that they do not think they should be teaching the *Our Whole Lives* curriculum at this time and suggest, if appropriate, what steps they might take to become a leader. If your leader is not approved at the end of the training, the trainer will call your congregation immediately to share their concerns so you can begin to recruit a new leader. We hope that the rigorous selection process that your congregation used to select your leaders will prevent this from happening.

Once your leaders are trained and approved, then your congregation can purchase the optional visuals that accompany the program in which your leaders were trained. You can order the visuals by calling the UUA Bookstore at 1-800-215-9076. The Bookstore will have a list of congregations with approved *Our Whole Lives* leaders and will send you the visuals promptly. Be sure to budget \$80 for the Grades 7-9 slides and \$50 for Grades 10-12 video.

Your leaders will be trained both to teach the curriculum and to be advocates for comprehensive sexuality education in your congregation and the larger community. Your Religious Education Committee might explore ways to begin advocacy work in the congregation and community. Set up a forum, ask the minister to preach on the link between sexuality and spirituality, organize a letter writing campaign to support sexuality education in the schools, create a sexuality information bulletin board in the coffee hour room—there are many ways to involve the whole congregation in this important work. See *The Advocacy Manual for Sexuality Education, Health and Justice: Resources for Communities of Faith*. If you have any questions about the upcoming training, please call Tamara at-555-3425.

In Faith, Betty Contact Person

**Our Whole Lives — Sexuality and Our Faith  
Training Participant Roster**

\*Please return within 2 weeks after training

**Training Leaders:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State/Province:** \_\_\_\_\_ **District** \_\_\_\_\_

**Grade/Age Level:** \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_

Postal Code/ZIP: \_\_\_\_\_ Country: \_\_\_\_\_

Phone number: \_\_\_\_\_

Congregation or Organization: \_\_\_\_\_

Cong./Org. city: \_\_\_\_\_ St./Prov. \_\_\_\_\_

E-mail: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_

Postal Code/ZIP: \_\_\_\_\_ Country: \_\_\_\_\_

Phone number: \_\_\_\_\_

Congregation or Organization: \_\_\_\_\_

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E-mail: \_\_\_\_\_

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Postal Code/ZIP: \_\_\_\_\_ Country: \_\_\_\_\_

Phone number: \_\_\_\_\_

Congregation or Organization: \_\_\_\_\_

Cong./Org. city: \_\_\_\_\_ St./Prov. \_\_\_\_\_

E-mail: \_\_\_\_\_

Completed (check all that apply):

- Our Whole Lives Training
- Sexuality and Our Faith Training
- Slides Training (for Grades 7-9)
- Video Training (for Grades 10-12)

Completed (check all that apply):

- Our Whole Lives Training
- Sexuality and Our Faith Training
- Slides Training (for Grades 7-9)
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**Time-sensitive material! Send or fax to:**  
Our Whole Lives (with applicable grade level),  
25 Beacon Street, Boston, MA 02108  
Phone: 617/948-4349; Fax: 617/367-4798



- Activity leadership
- Knowledge of curriculum and related issues

7. How would you rate the trainers' ability to lead an effective training?

Name: \_\_\_\_\_ Name: \_\_\_\_\_

- |  |  |
|--|--|
| <input type="checkbox"/> Excellent         | <input type="checkbox"/> Excellent         |
| <input type="checkbox"/> Very good         | <input type="checkbox"/> Very good         |
| <input type="checkbox"/> Average           | <input type="checkbox"/> Average           |
| <input type="checkbox"/> Less than average | <input type="checkbox"/> Less than average |
| <input type="checkbox"/> Poor              | <input type="checkbox"/> Poor              |

8. What was your major hope/expectation/goal in attending this training?  
To what extent was it realized?

9. Any additional comments about the training workshop?

Thank you for your feedback!

*Trainers: After reviewing these forms, please mail them to the Our Whole Lives Consultant, 25 Beacon Street, Boston, MA 02108. 617-948-4349 (tel), 617-742-0321 (fax)*

(This is a copy of the guidelines trainers use to evaluate potential *Our Whole Lives* leaders.)

## **GUIDELINES FOR IDENTIFYING INAPPROPRIATE LEADERS AND POSSIBLE RESPONSES**

As a trainer of leaders who will facilitate *Our Whole Lives*, you have a unique opportunity to help in the renewal and development of facilitation skills in the leaders you train. You also have a unique responsibility to help assess the appropriateness of trainees for the job ahead.

We start each training with the expectation that a sponsoring organization selected the appropriate people to benefit from the training and to lead the program. A majority of the time the match is a good one. Occasionally, the match is not right, and a leader does not seem like an appropriate candidate. It is a trainer's responsibility to offer evaluation, feedback, and, when necessary, decide and act on the decision that a prospective leader and *Our Whole Lives* are not a good match at this time.

How does a trainer determine a leader's appropriateness to teach *Our Whole Lives*? The Sexuality Education Task Force offers the following list of guidelines for your assistance. Decisions about a leader's competency can begin very subjectively. The following list will help the subjective to become objective.

- Cannot affirm the values and goals of *Our Whole Lives*
- Inadequate facilitation skills
- Co-leaders work very poorly together
- Antagonistic, overly critical, and uncooperative
- Will not follow the process of the material or of the training
- Inadequate knowledge base for the teaching responsibility
- Discomfort with and lack of understanding of content
- Misses a large portion of the training
- Inadequate commitment to facilitating *Our Whole Lives* trainings
- Unable to create a welcoming and affirming environment for all ages, genders, races, ethnicities, classes, and sexual orientations
- Inappropriate behavior toward others—rude comments, flirting, inappropriate touching, makes thoughtless remarks

The list involves observing both behaviors and attitudes. Some of the items may be present and not be an indication that a leader is inappropriate. An important consideration is whether or not the issues and concerns are excessive and sustained. The

presence of any one of these items is a flag; the more flags that go up, the greater your concern needs to be.

If you have doubts about a leader or team, the first step is to reality-check your thoughts with your co-trainer. If you both agree that there are indications of a problem, you then need to share your concerns with the trainee. This should be done as early in the training as possible. If the situation changes, you may still need to decide if it is important to share information about your training experiences and concerns with the leader's congregation or organization.

If inappropriate behaviors continue after talking with the trainer and you have sufficient grounds to determine that he/she and *Our Whole Lives* are clearly, or likely, not be a good match, you will need to decide which of the following response options are appropriate:

- The actions are severe enough to warrant asking the trainee to leave the training and not be endorsed as an *Our Whole Lives* leader.
- The trainee will be allowed to finish the training but will not be endorsed for teaching.
- The leader will be allowed to finish the training and be endorsed for teaching with an understanding that he/she will receive support and supervision during teaching.

When any of these actions are called for it is important to notify the *Our Whole Lives* Coordinator and the related denominational staff coordinator or organization contact as soon as possible to make a collective decision concerning the potential leader. A subsequent step involves contacting the potential leader to discuss the collective decision and the consequences for the congregation or agency. A final step for community groups is to contact the trainee's supervisor; for the UUA, the congregation's Religious Educator and minister should be contacted; and, for the UCC, the trainee's minister and Christian Education Director should be informed

