

LEGO® ValUUes

A LEGO®-Centered & Experiential Curriculum on
Unitarian Universalist Values



By Kathy E. Smith, CRE
Fall, 2023
for the



The Unitarian Church of Baton Rouge

Love | Connect | Transform

LEGO ValUUes

Workshop 1

Value: Covenant

We work together to make our classroom a sacred place.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with the theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and (added in week 4) contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Unitarian Universalism is a religion based on covenant, that is, the promises we make each other about how we will be in relationship with each other and the world.
- Our covenants are grounded in our Unitarian Universalist values.
- We welcome all who share our values.
- We are always working to become a more diverse, inclusive community.

Materials needed for this session:

- Book: *All Are Welcome Here*
- Posterboard
- Pad of Post-it notes and pens
- Fuzzy sticks, pony beads, yarn, tape

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "What is one way to be a good friend?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?") The check-in question is both about

setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Make sure you are sitting in a way that is comfortable.

Let's take a deep breath together and relax.

We are going to do this next part without saying anything out loud.

I am going to ring a chime.

I will ask you to hold your hand up in the air for as long as you can hear the chime.

When you can no longer hear the chime, put your hand down.

Let's practice.

Ring the chime, let it ring for a few seconds, and then hold it still with your finger so it no longer rings. Everyone should put their hands down.

Great! Now let's try for real. Ready? Put your hand up.

Ring the chime. Let it reverberate until all hands are down.

Thank you!

Story – *All are Welcome Here*, by Alexandra Penfold and Suzanne Kaufman

Questions –

- What are some of ways the children in the book know that “all are welcome here”?
- How do we let everyone in our class know that “all are welcome here”?
- *For older children: What are some things that Unitarian Universalists teach that make it easier for you to be a friend to someone else? Possible answers are “be kind”, “respect everyone”, “treat people the way you want to be treated”.*

Covenant Making –

Unitarian Universalism is a **covenantal religion**. That is, part of what makes us who we are as a faith community is that we have a covenant with each other about how we will be together.

A covenant is not a set of rules (like “no hitting” or “clean up after yourself”). A covenant is a set of promises we make about how we will treat each other and make our class a safe(r) and sacred place (things like “we listen to each other” and “we make room for everyone in our circle”).

Think about the story we read. Think about the things we already do in our class to make everyone feel welcome.

- How do we make our class a place where we can talk about our feelings?
- How do we make our class a place where people feel good about being here?
- How do we make our class a place where people feel safe?

So with those thoughts in mind

- What promises can we make to keep our class a safe and sacred place where everyone feels welcome?

As the children add ideas, write each one on a post-it note and stick it on the posterboard. When the discussion has reached a natural stopping point, say in these words or your own, “These are some great ideas! Next week we will look at them again and see if there are any other promises we want to add to our covenant. Thank you!”

Today we have two activities: LEGOs and friendship bracelets. But first let’s close our circle!

Closing the circle – encourage the group to say together (especially the last line)

It’s a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don’t have to do it alone.

By Laila Ibrahim, UU religious educator

LEGO activity – Encourage the children to build something that reminds them of friendship. It is also okay for today to be a free play day with the LEGOs. They did a lot of sitting and talking!

Friendship bracelet (make one to keep and one to give away).

Younger children can use beads strung on a fuzzy stick (pipe cleaner). Older children can string beads on a piece of yarn (use tape to make a “needle” on one end).

You can also teach older children how to braid a friendship bracelet. (Simple braiding instructions. Cut three 18” lengths of yarn. Tie them together with an overhand knot at one end. Tape the knotted end to the table. Braid the three strands together. Knot when you reach the end.)

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Workshop 2

Value: Covenant

Title: Every Person is Important

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and (added in week 4) contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Unitarian Universalism is based on covenant – the promises we make about how we will be in relationship with each other and the world.
- We believe that every person is important.
- We try to accept and value each person for who they are.
- We value being kind to each other and helping each other.
- We welcome all who share our values.

Materials needed for this session:

- Book: *Accept and Value Each Person*
- Posterboard and Sharpies
- Pad of Post-it notes and pens
- Domino run

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "How do you know someone wants to be friends?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Bunny Breaths and Elephant Ears.

Let's try bunny breaths. Three little breaths in ... one, two, three ... and then a deeper breath to fill your lungs.

Now breathe out through your nose in one long breath.

Let's do it again. Three little bunny breaths ... one, two, three ... and then a deep breath to fill your lungs.

Breathe out through your nose.

One more time. Three little bunny breaths ... one, two, three ... and then a deep breath to fill your lungs.

Breathe out through your nose.

And now let's try elephant ears.

Slide your thumbs behind your ears, with your index fingers on the outside of your ears.

Starting at the top, gently massage your ears alllllllll the way from top to bottom – as if your ears were as long and sensitive as an elephant's!

Let's do it again. Gently!

The bunny breaths help a child focus on their breathing; the gentle massage of the ears is an acupressure technique to help calm the body.

Story: *Accept and Value Each Person*, by Cheri J. Meiners, M.Ed.

Questions – *Use some or all of these questions, depending on how responsive the group is.*

- How are people alike on the inside?
- Who are you important to? How do you know?
- *For older children:* What does it mean to be “accepted”? *One possible explanation* – “a feeling of belonging or being okay just as you are”.
- *For older children:* What does it mean to be “valued”? *One possible explanation* – “knowing that you are important to someone else”.

Revisiting the Covenant –

Remind the group that last week we learned that Unitarian Universalists have covenants with each other about how we will be together. It is part of who we are.

A covenant is not a set of rules (like “no hitting” or “clean up after yourself”). A covenant is a set of promises we make about how we will treat each other and make our class a safe(r) and sacred place (things like “we listen to each other” and “we make room for everyone in our circle”).

Read the suggestions from last week aloud to the group.

- Thinking about today’s story, are there any promises we want to add? What will help us keep our class a safe and sacred place where everyone feels like they are an important part of our class?

As the children add ideas, write each one on a post-it note and stick it on the posterboard. When the discussion has reached a natural stopping point, say in these words or your own, “Let’s read these ideas again. As I read them, let’s ask if this is a promise we can make, and if it is, I’ll add it to the posterboard. At the end, everybody can sign their name.”

Today we have two activities: LEGOs and a domino run to build together. But first let’s close our circle!

Closing the circle –

It’s a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don’t have to do it alone.

By Laila Ibrahim, UU religious educator

LEGO Activity – Using LEGOs, can you make a portrait (a picture of a face)? How is each portrait different? How are they alike? (See photo for some ideas.)

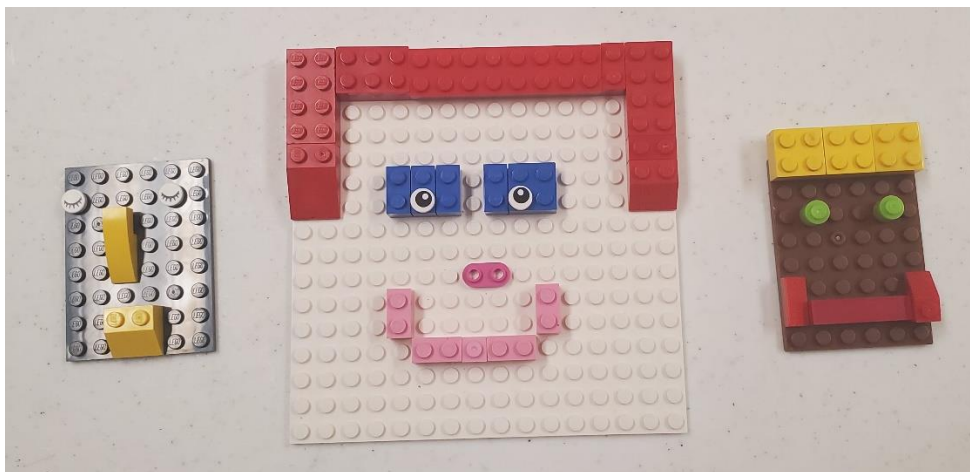


Photo credit: Kathy Smith

Domino Run – On a separate table from the LEGOs, set up the first few dominos to make a domino run. Show the children how the dominos have to line up so they are close enough to touch when they fall. Point out that every domino is important! Encourage the children to work together to make a domino run across the table.

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Workshop 3

Value: Pluralism

We welcome everyone who shares our values.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and (added in week 4) contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- We are a pluralistic faith – meaning, we believe there are many ways to connect with the divine or sacred, and there is no one right way to be religious or spiritual.
- We encourage each other.
- There's room for many different individual spiritual paths in Unitarian Universalism.
- We learn from each other.
- We listen to each other with curiosity and respect.
- We try to find ways for everyone in our church or community to get what they need.

Materials needed for this session:

- Book *Room on the Broom*
- Paper, art materials

Chalice Lighting

We light this chalice for the light of truth.

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We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, share your pronouns if you would like, and answer our check-in question.

Today's question is "Tell us about something you like or something you enjoy doing." (It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Candle/Straw Breathing Exercise

Let's start by sitting quietly in a position that is comfortable for you.

Today we're going to pretend we have a drink with a straw. We also have a candle.

Curve your hand around, as if you are holding a drink in a glass, with a straw.

Purse your lips as if you are drinking from the straw and inhale.

Now hold up your index finger on your other hand.

Pretend it is a candle. Very carefully, blow so that the flame flickers but does not go out.

Let's do it again.

Pull air in through the straw.

Slowly and carefully blow on the candle. Imagine the flame flickering!

Let's do it again.

Air in through the straw.

Make the candle flame flicker.

One last time.

In through the straw.

Make the candle flame flicker, then blow it out.

Story – *Room on the Broom*, by Julia Donaldson

Questions –

- How is the broom like Unitarian Universalism (or like our church)? *If no one brings these points up, you can point out: we work together to solve problems. We are all different and have different needs but we try to find ways to meet our different needs. When new people come in, we welcome them to join us and help us.*
- In the story, the witch's friends work together to solve a problem (scare away the dragon). Can you think of a time when people at our church worked together?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

LEGO Activity – Use LEGOs to show what your special place on the broom might look like.

Art Activity – Draw a picture to show what your special place on the broom might look like.

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Workshop 4 Value: Pluralism We honor many spiritual practices.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Unitarian Universalists honor many spiritual practices.
- This is part of being a pluralistic faith – there are many practices (and no one right practice) to connect with community and with the divine.
- Each person needs to find spiritual practices that are meaningful for them.
- Similar spiritual practices can be found in many different religious communities.
- We believe that almost every religion has wisdom and inspiration to share.
- There's room for many different individual spiritual paths in Unitarian Universalism.
- We listen to each other with curiosity and respect.
- We learn from each other.

Materials needed for this session:

- Book *Faith* by Maya Ajmera, Magda Nakassis, and Cynthia Pon (note that there are many children's books with "Faith" in the title; this one is published by the Global Fund for Children)
 - Activity boxes
 - Mandala making (foam circles, colored glass stones or rhinestones)
 - Mandala coloring (coloring sheets and crayons)
 - Making art (watercolor paints and paper)
 - Yoga cards and a yoga mat
- Note – not in room, add later* – Other possible activity boxes might include
- playing music (headphones and music tech)
 - flower arranging (silk flowers and small vases)
 - spirograph
 - making an altar (candles, candleholders, sacred objects)

Chalice Lighting

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We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "name a church or faith tradition – how many can we name together?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

I Am Here Now. Have the children hold one hand up in front of them. Show them how to touch each finger to their thumb, first the index finger, then the middle finger, then the ring finger, and finally the pinkie. If the group is young, this may take several tries. Older children may want to try doing it with both hands at once. When everyone can do this with ease, tell them that we are going to practice centering ourselves in the here and now.

Touch your index finger to your thumb and say "I".

Touch your middle finger to your thumb and say "am".

Touch your ring finger to your thumb and say "here".

Touch your pinkie to your thumb and say "now".

Repeat several times.

I (index finger to thumb)

Am (middle finger to thumb)

Here (ring finger to thumb)

Now (pinkie to thumb)

Story – Faith, by Maya Agmera, Magda Nakassis, and Cynthia Pon

Depending on the age and attention level, you may choose to read only the letters in large type. The captions to the photos give more detailed information.

Questions –

- What are some spiritual practices we do in worship together? Prompts: *sing, sit quietly, pray, share the stones ritual, light the chalice.*
- Have you ever been to another church or place of worship? What things did you see there that are similar to our church?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

LEGO activity: One of the spiritual practices we do together is light a candle or light a chalice. Can you use LEGOs to make a candle or a chalice?

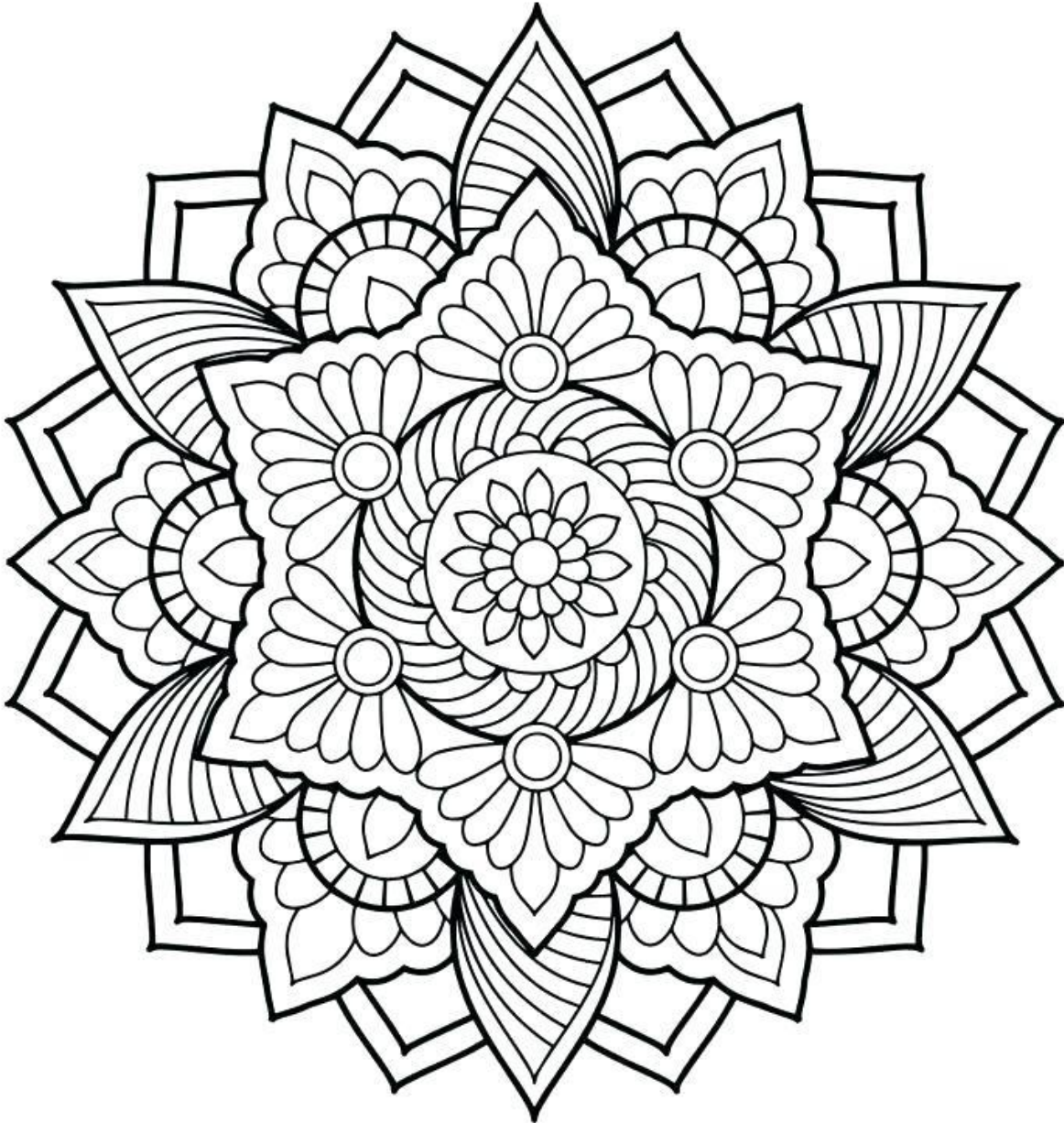
Activity – Check out one of the contemplative practices activity boxes. Can you make a mandala design with the stones? Color a mandala? Make art? Try one of the yoga practices? Be sure to put everything away when you're done!

Attachments:

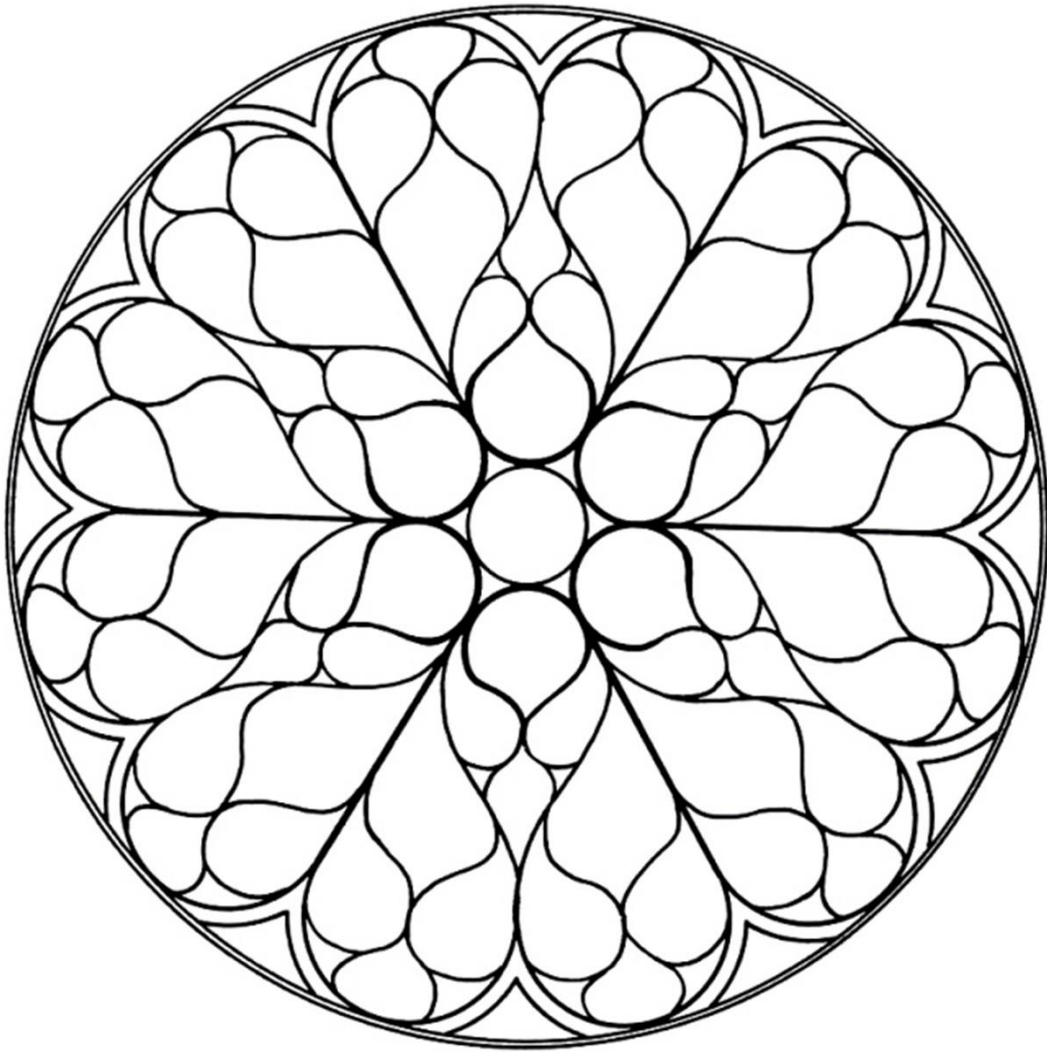
Mandala coloring sheets

Mandala examples – stones

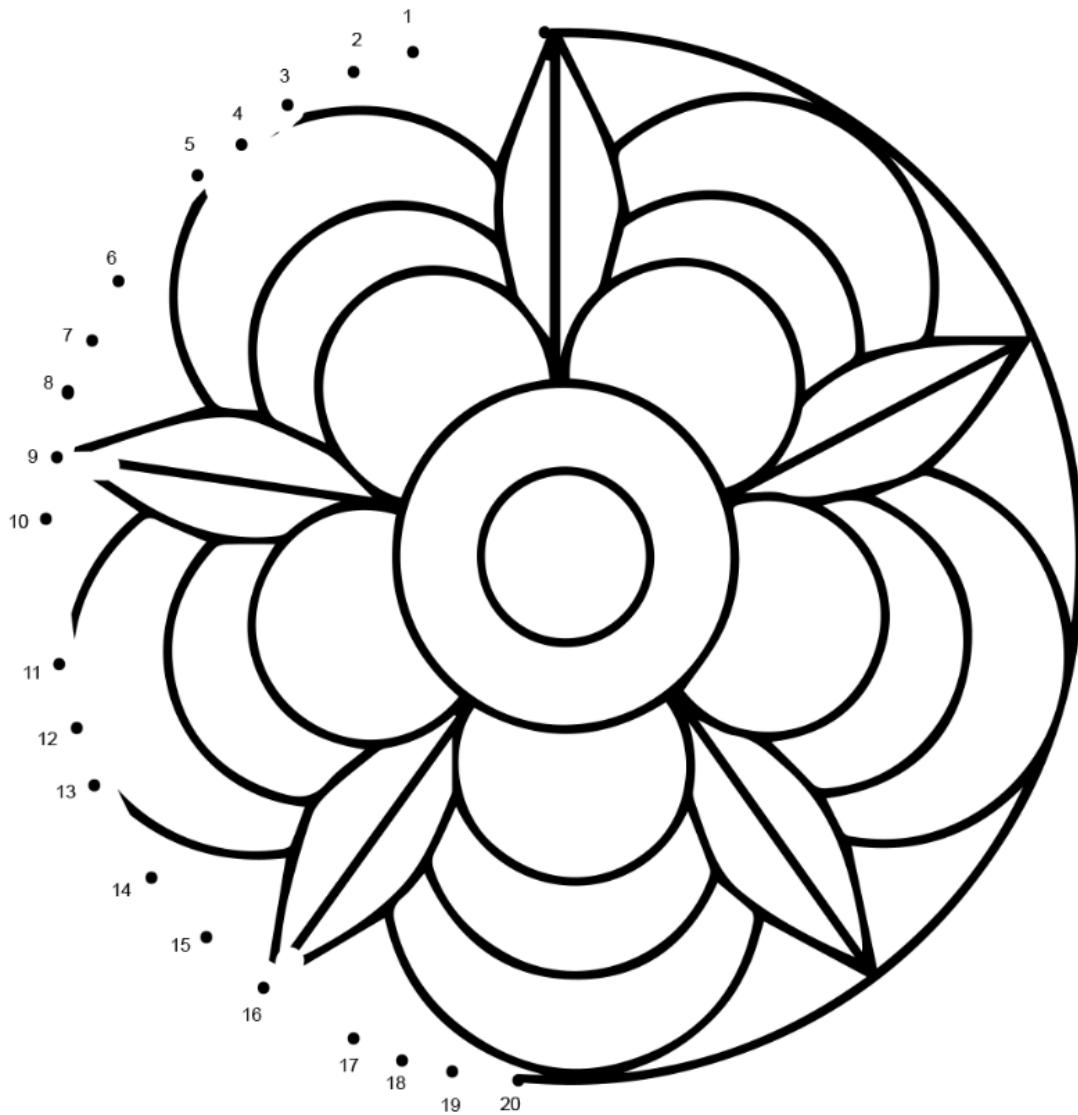
Mandala examples – rhinestones



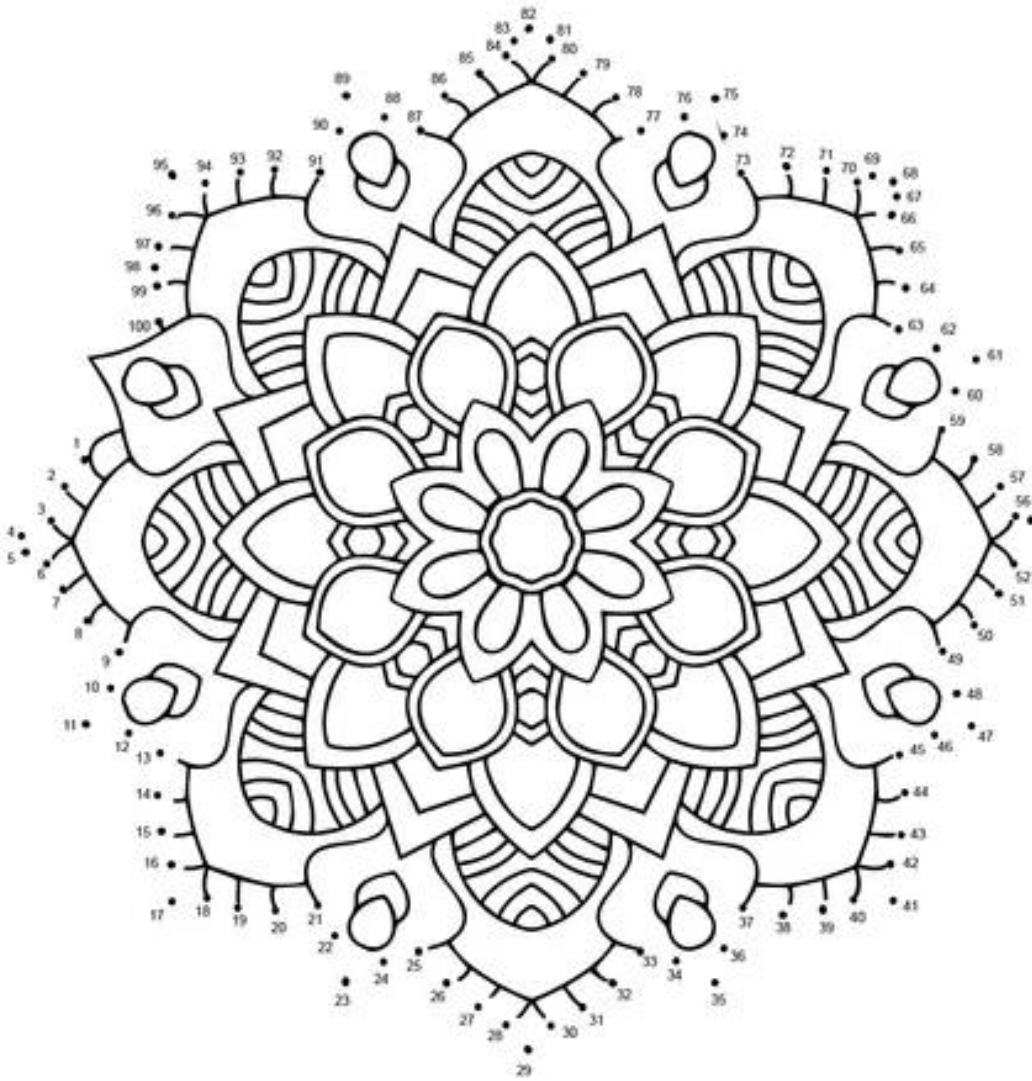
Credit: pixabay.com



Credit: pixabay.com



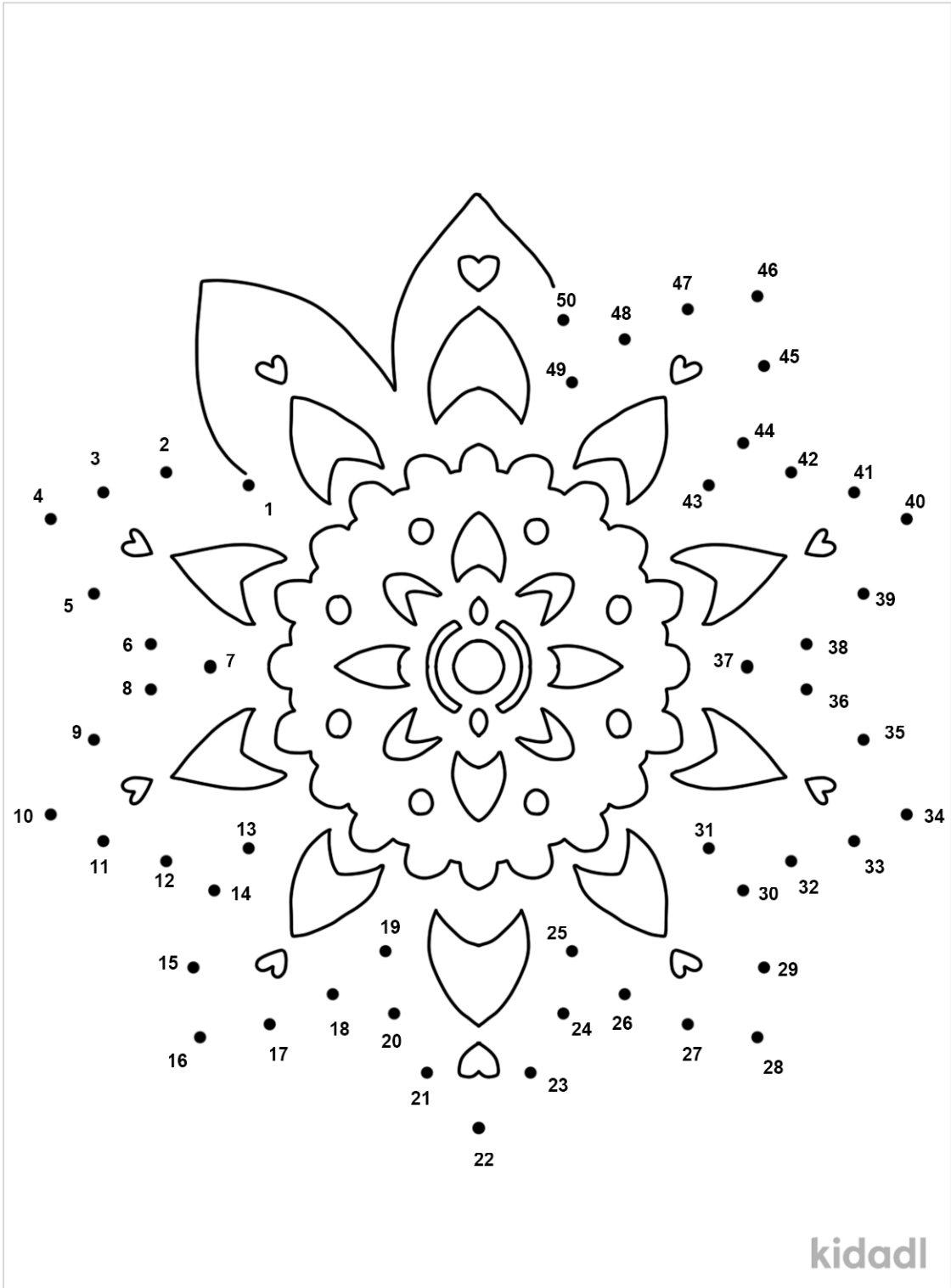
Visit www.kidadl.com for more free coloring pages



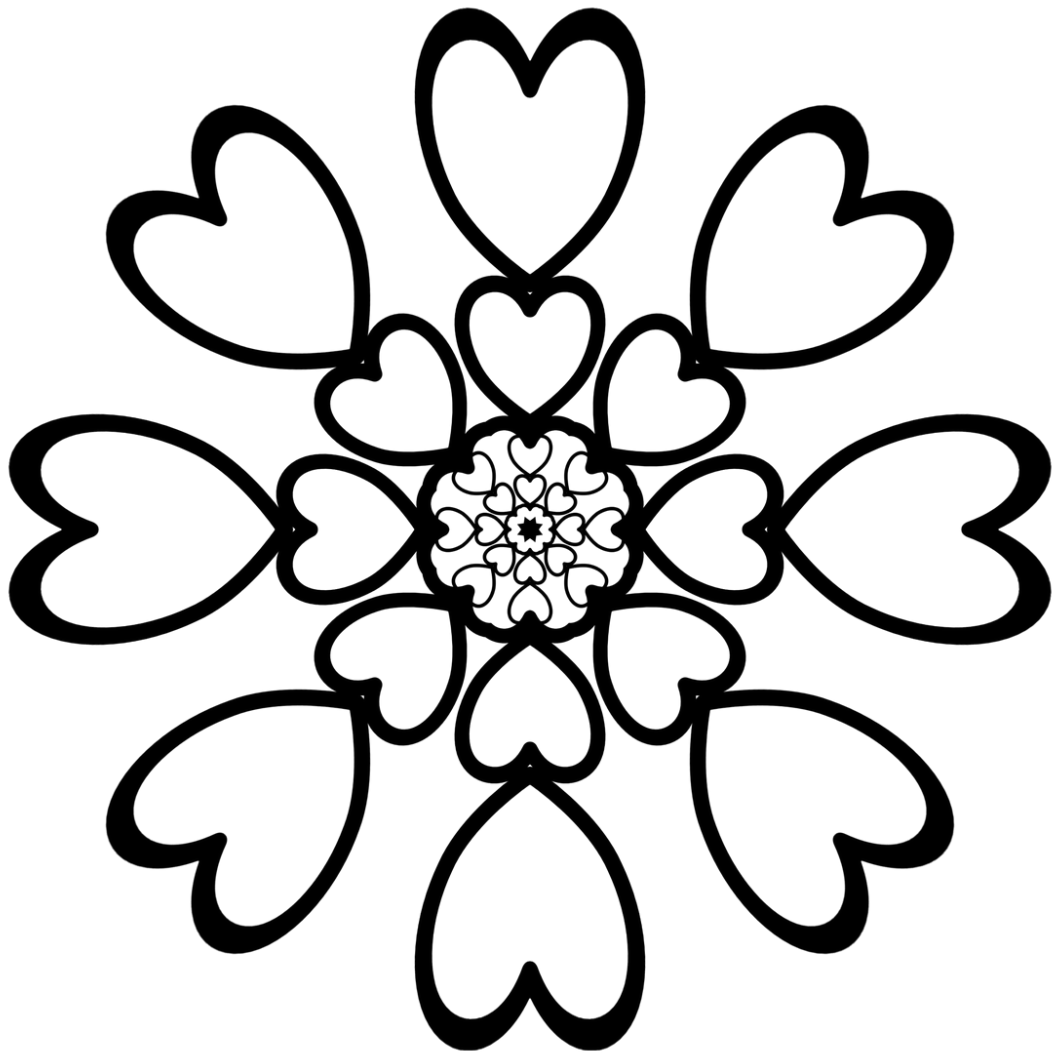
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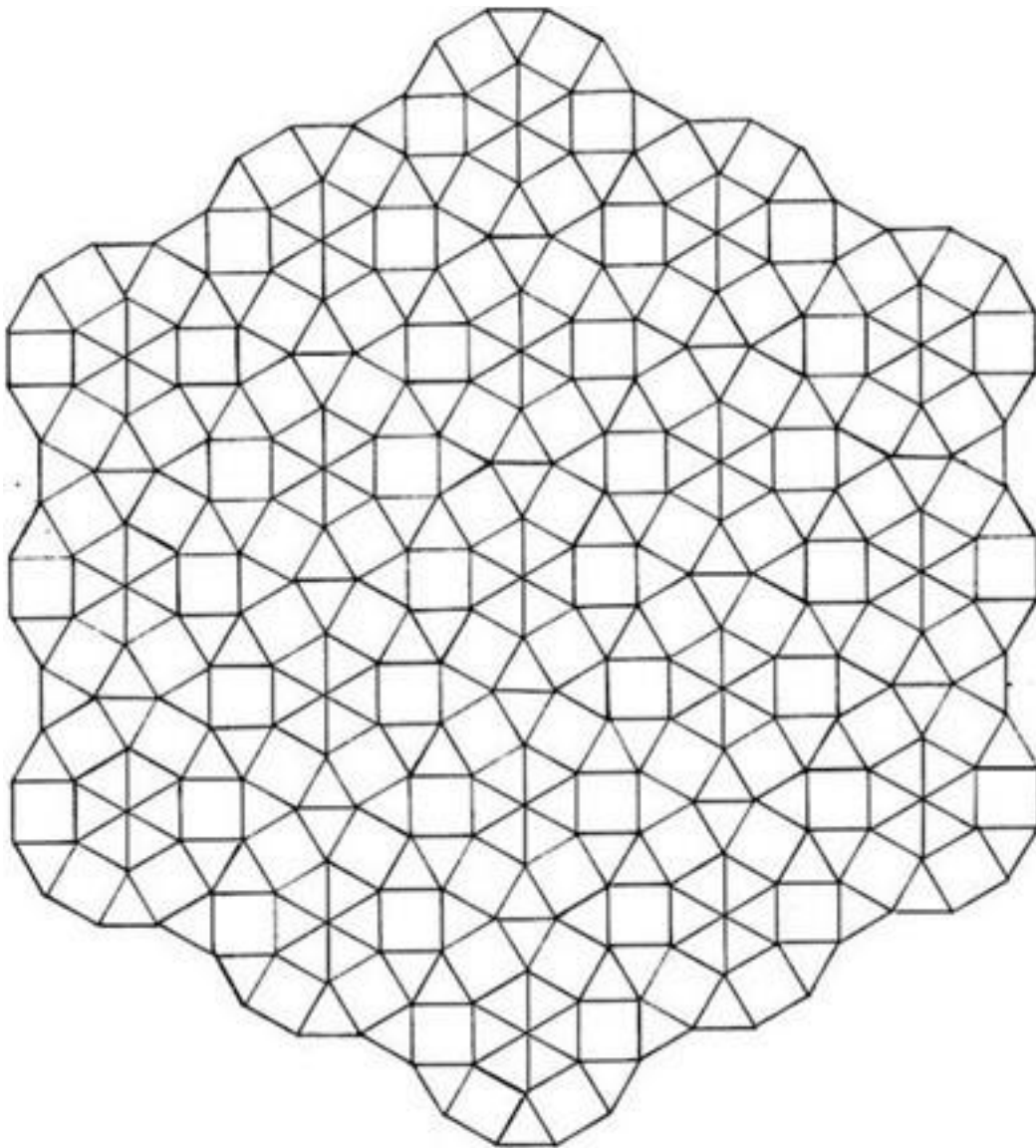
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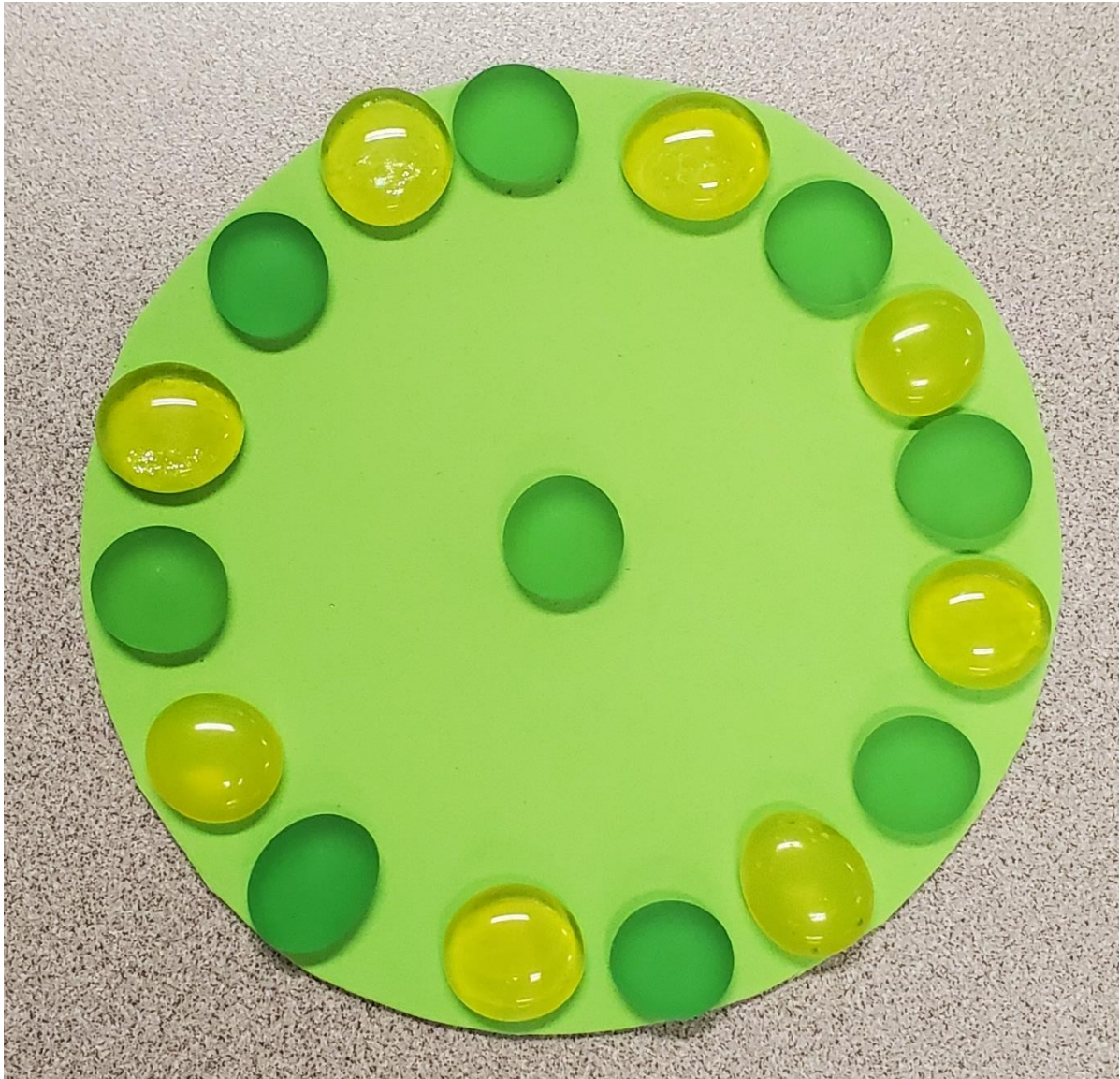
Credit: pixabay.com



Credit: pixabay.com

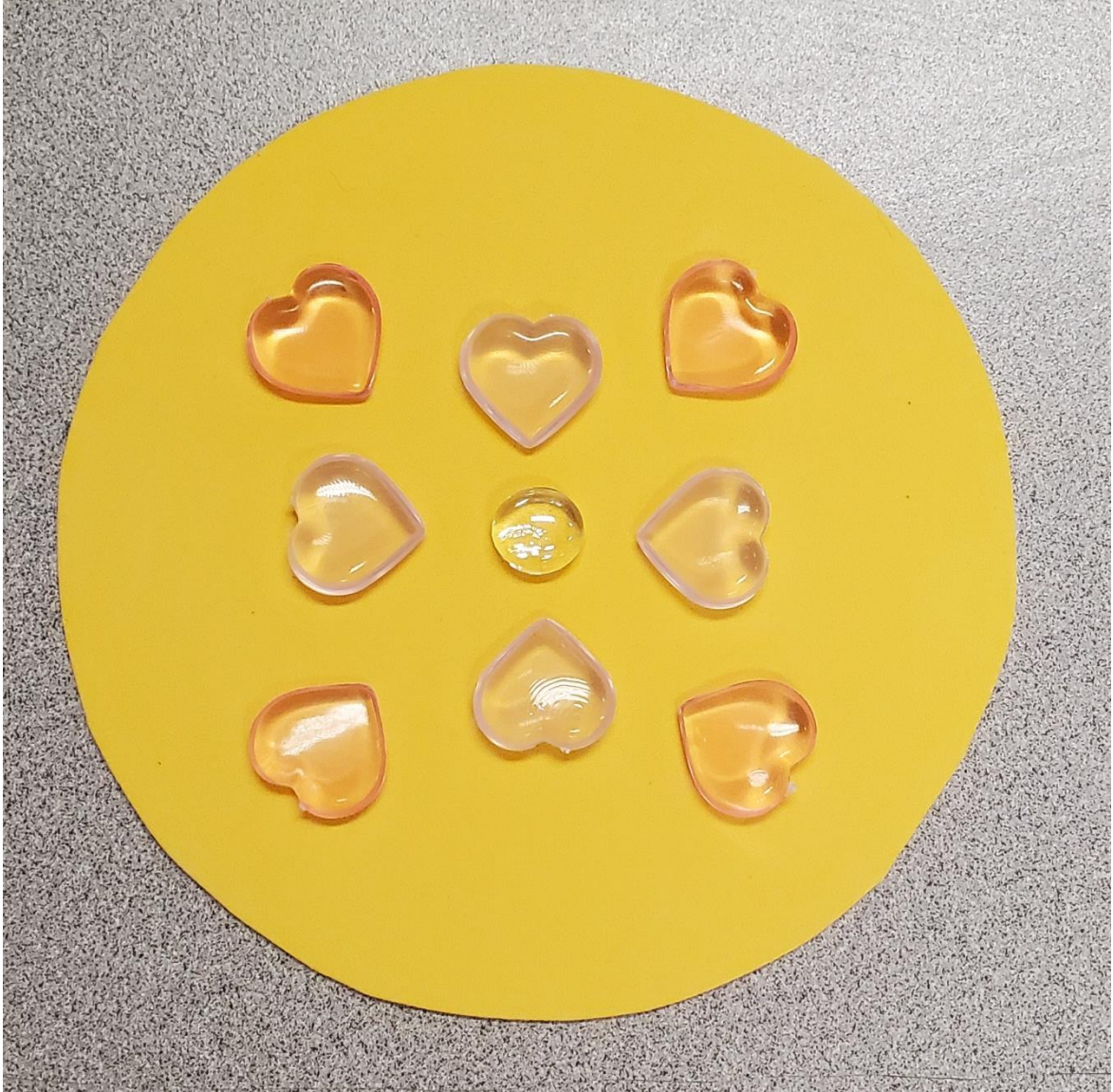
Mandala examples – glass stones, *photos Kathy Smith*

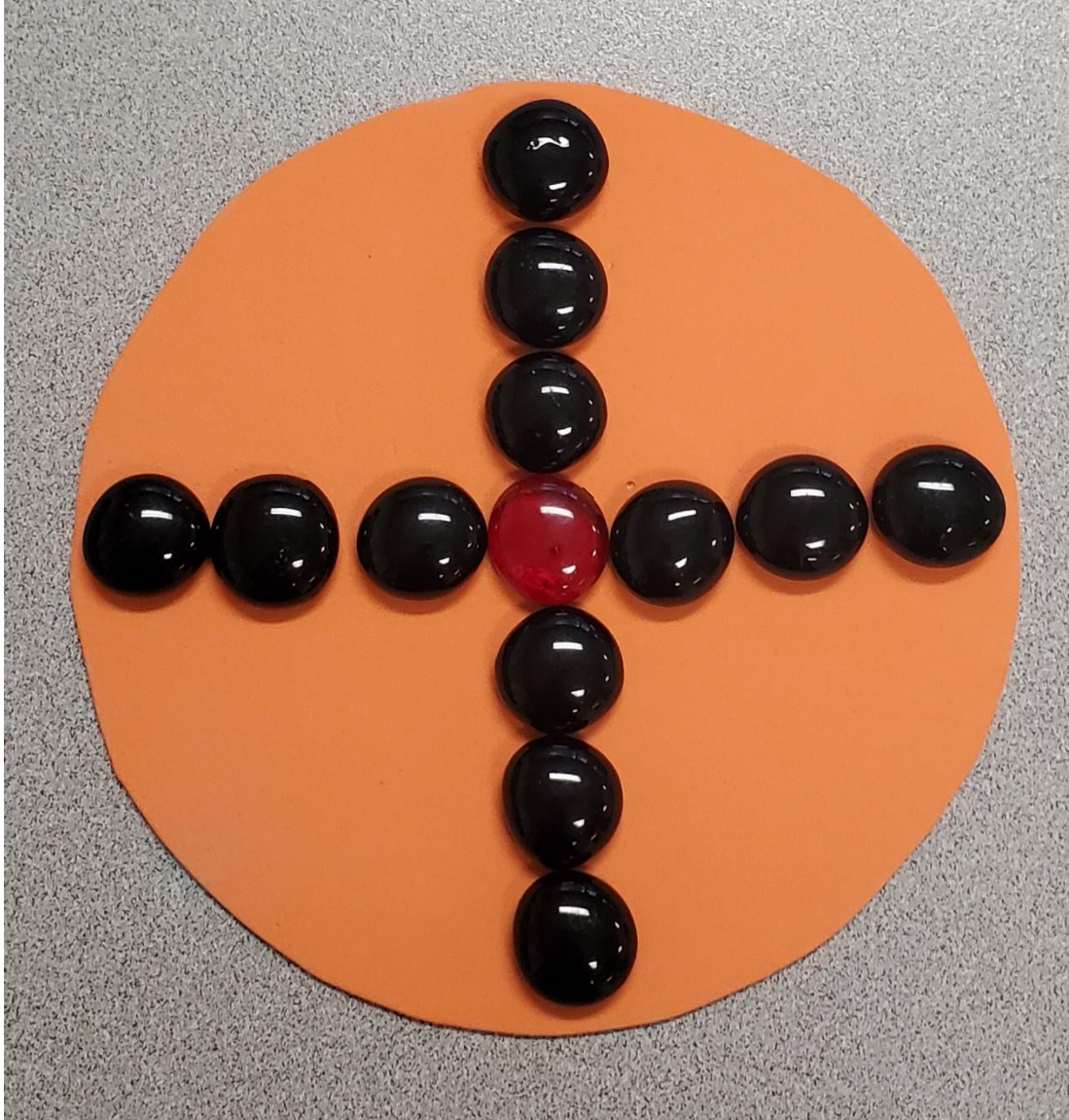




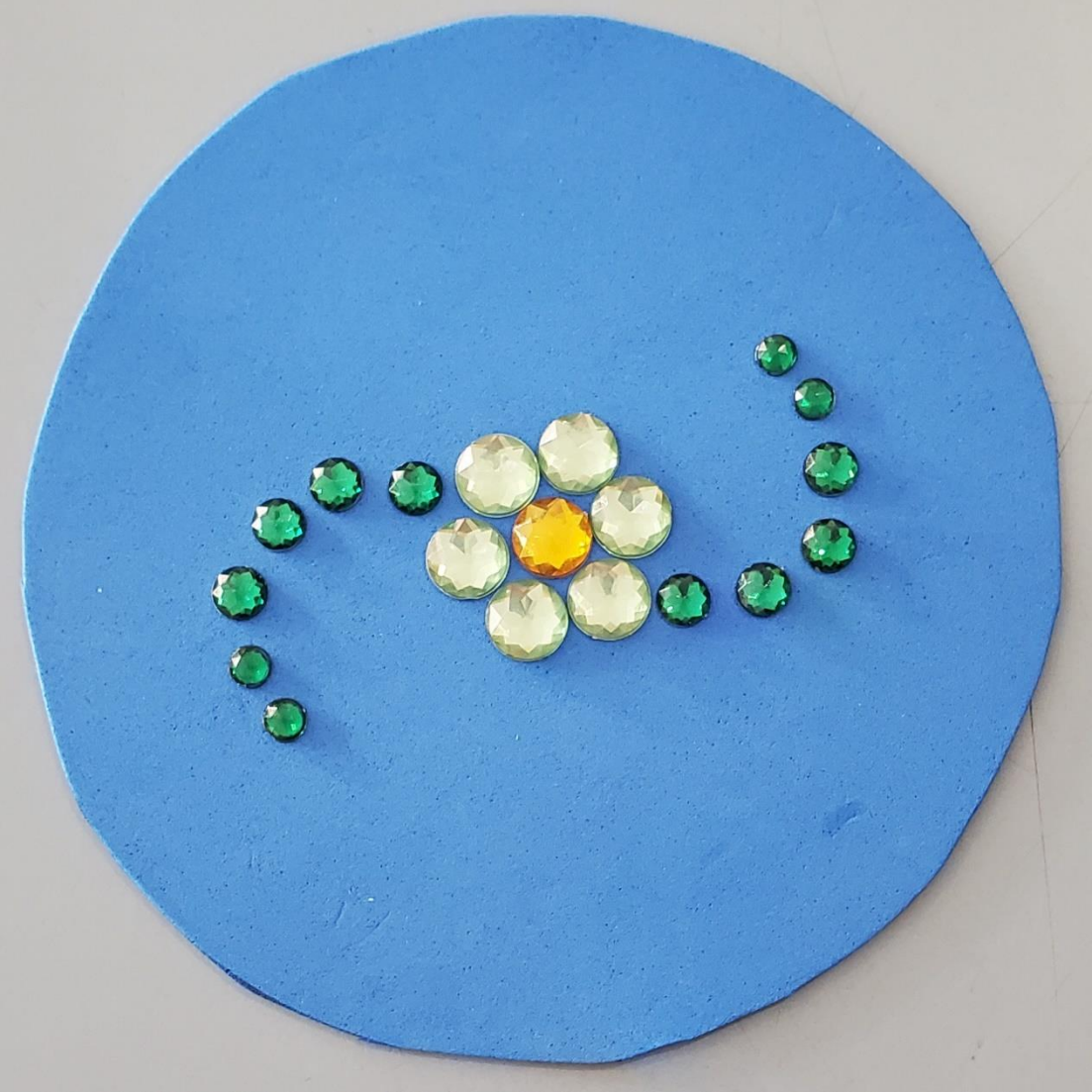


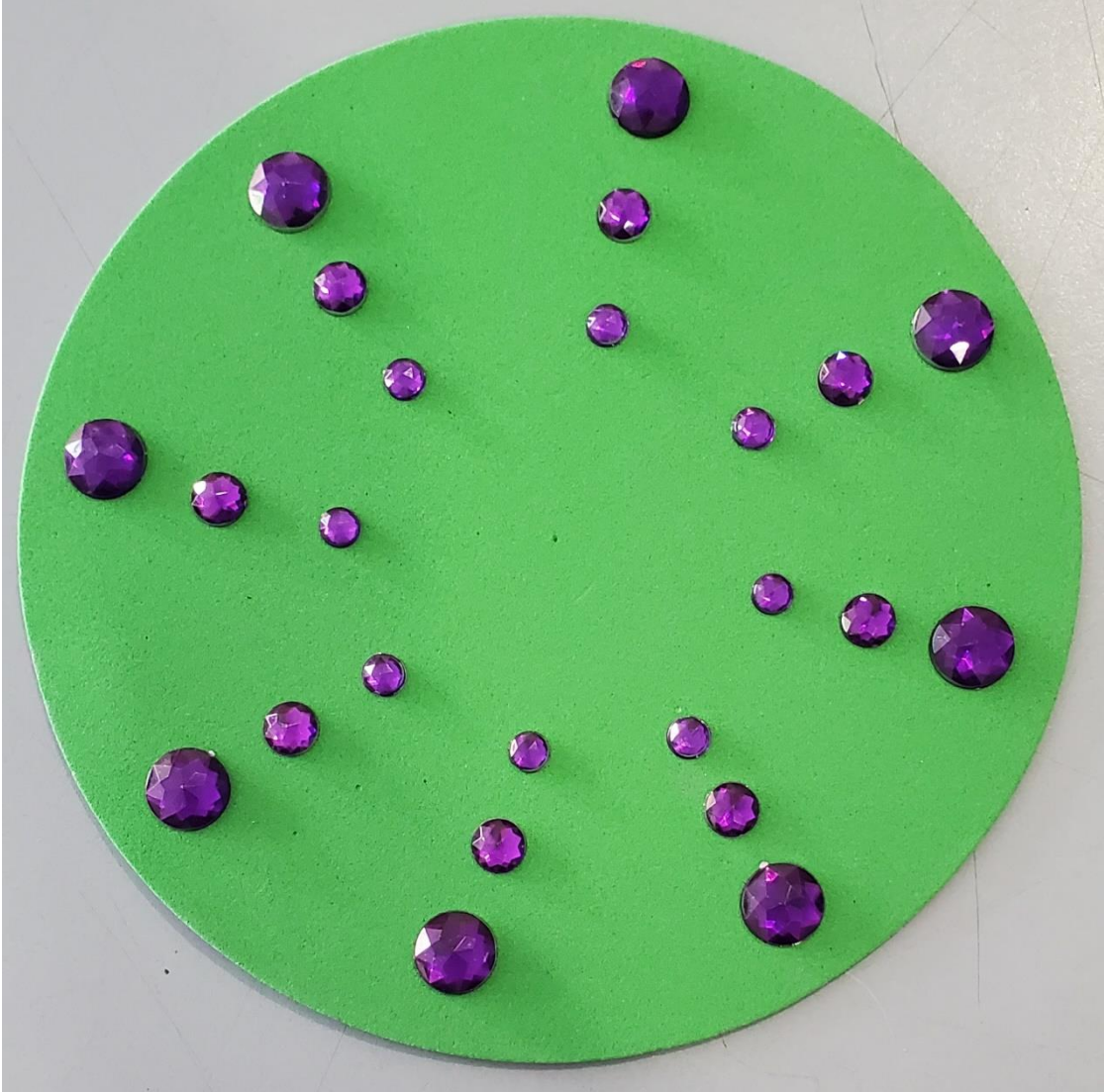


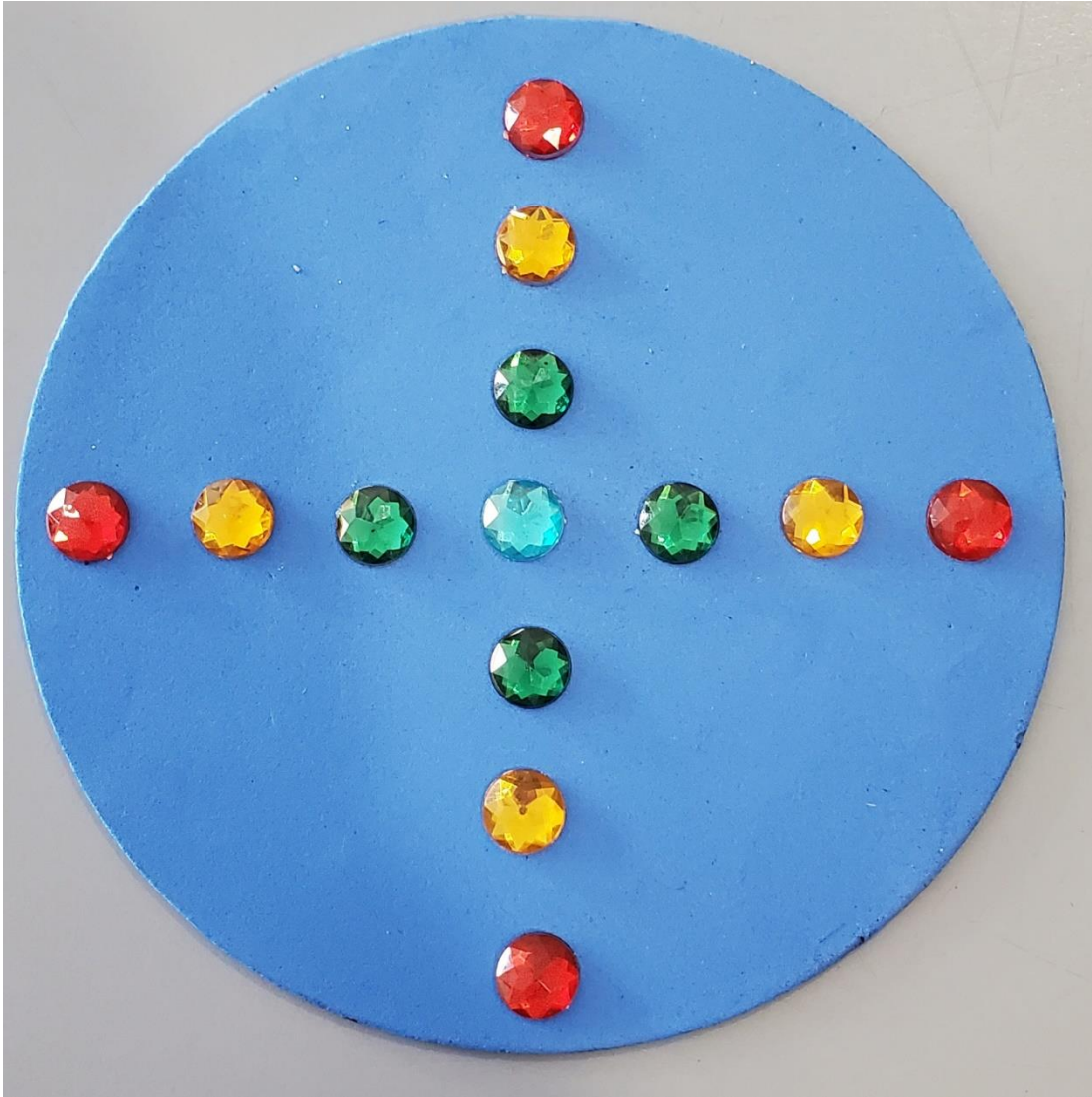




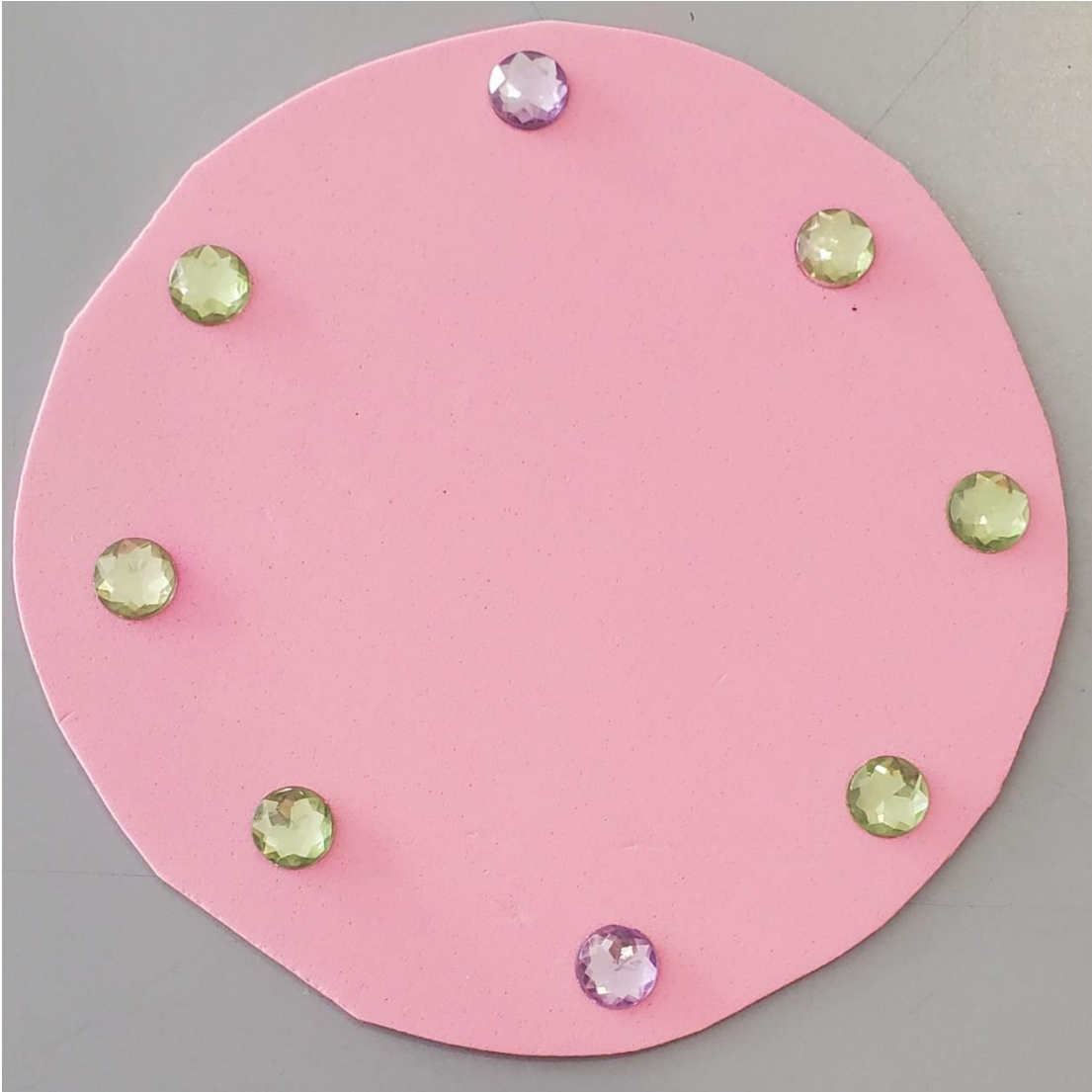
Mandala examples – rhinestones stones, photo credit Kathy Smith













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Workshop 5

Value: Generosity (in Community)

We create community when everyone shares something.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Unitarian Universalists try to have a spirit of gratitude and hope.
- We believe in sharing resources and responsibilities.
- We believe we are all connected to each other, and we give generously of our time, energy, and resources to help each other.
- “All of us need all of us to make it.” (Rev. Julián Jamaica Soto, UU minister)

Materials needed for this session:

- Book *Stone Soup* by Jon J. Muth
- Optional activity: cans of vegetables and vegetable broth, can opener, crockpot, microwave-safe dish, salt and pepper, bowls or cups, spoons, napkins

Chalice Lighting

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We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today’s question is “What is one kind of food you like?” or “tell us about making food with someone else”.

(It is always okay to substitute in a question about their lives – “How are you feeling today?”, “What’s something you are looking forward to?”, “What is one thing that has happened that you want to share with the group?” The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Hand Tracing.

Let's start by sitting quietly in a position that is comfortable for you.

Hold one hand up, palm facing towards you.

Use the pointer finger on your other hand to trace the outline of your hand.

Go slowly!

Breathe in when you go upward, breathe out as you go down.

Up around the thumb, down the other side.

Up to the top of your pointer, down the other side.

Up to the top of the middle finger, down the other side.

Up to the top of the ring finger, down the other side.

Up to the top of the pinkie, down the other side.

Breathe in when you go upward, breathe out as you go down.

Story – *Stone Soup*, by Jon J. Muth

Questions –

- Can you name a time in our church when everyone brings something? *You can add these as prompts if needed: snacks after worship service. Potluck meals. Every year we do a Christmas pageant where everyone can play a part.*
- In the story, some of the people are distrustful of others. What can make a person feel distrustful or suspicious of others?
- At the end of the story, the monks say, "And to think, to be happy is as simple as making stone soup." Did they literally make soup from stones? Is the soup what makes the people happier? If it's not the soup itself, what is it?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

LEGO Activity – Can you use the LEGOs to build a rainbow tower together? What if everyone adds one color each? How tall will your tower be?

Play Activity – Act out the story using the people and toys in the dollhouse.

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

Optional Activity (requires preparation in advance) – Bring small cans of vegetables and a container of vegetable broth. At the beginning of class, have the children open the cans and add the vegetables/broth to a crockpot or a microwave-safe bowl. Turn the crockpot to high and let the soup warm during the story and activity time. You may need to microwave the ingredients at the beginning of the hour and then let the crockpot continue to warm the soup throughout the class period. Serve in cups or bowls. Offer salt and pepper to season to taste.

LEGO ValUUes

Workshop 6

Value: Generosity (individual)

Generosity isn't always easy.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Generosity isn't always easy.
- Generosity is giving what someone wants and needs.
- Unitarian Universalists try to have a spirit of gratitude and hope.
- We believe in sharing resources and responsibilities.
- We believe we are all connected to each other, and we give generously of our time, energy, and resources to help each other.

Materials needed for this session:

- Book *Those Shoes* by Maribeth Boelts
- Yarn (for zipline for Legos)
- Deck of cards for Go Fish!
- Art materials

Chalice Lighting

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By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "What is a gift you've gotten that meant a lot to you?" or "Tell us about a gift you gave that someone else appreciated."

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has

happened that you want to share with the group?” The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Infinity 8's.

Hold one thumb up at eye level and draw a large infinity symbol (visualize an 8 lying on its side) through the air. Follow your thumb with just your eyes (holding your head still) as it moves counterclockwise for the first loop and then clockwise for the second loop. Trace the sideways 8 several times, stretching your vision by making the loops larger each time. *Note: this is a focusing exercise that helps with reading and tracking, but it is also a way of calming and focusing.*

Story – Those Shoes, by Maribeth Boelts

Questions –

- What does it mean to be “generous”?
- When does it feel easy to be generous?
- When does it feel hard?
- Why is Jeremy happy and mad at the same time when he looks at the shoes he gave Antonio? How can one person be happy and mad at the same time?
- Why is generosity an important value?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

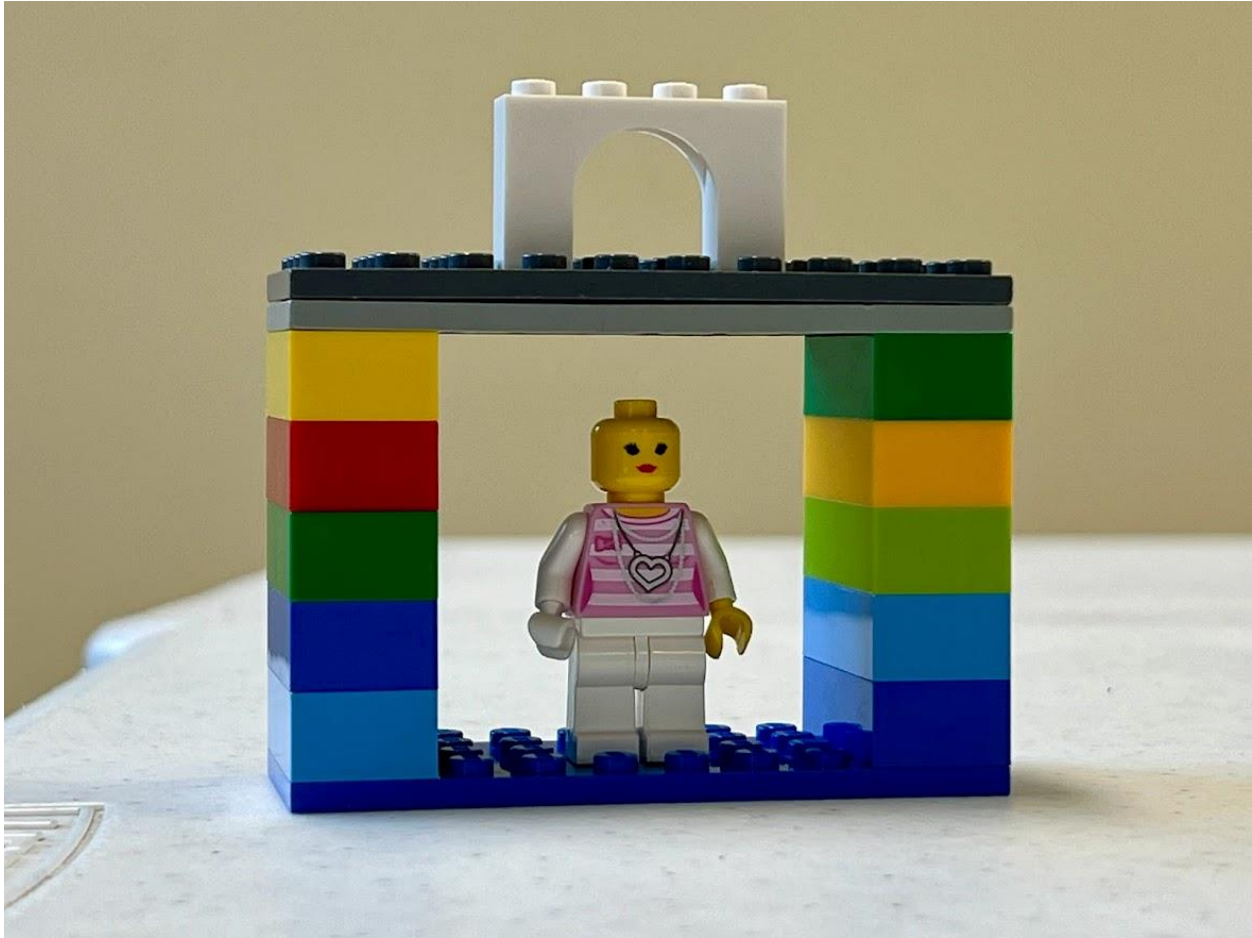
We don't have to do it alone.

By Laila Ibrahim, UU religious educator

LEGO Activity – Work together to create a zipline course for the Lego people. Will it include more than one zipline? Will it include other experiences? *Example on next page.*

Art activity – Make a card or picture to give away.

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.



One way to build the zipline. Photo credit MaryEllyn Hale.

Game Activity – Play a game of “Go Fish!”. The rules are simple but one of the hardest parts for children is often giving their cards away to another players. It is a low-stakes way of practicing giving away what someone else needs.

Rules for Go Fish!

- Use a Go Fish deck or a standard deck of cards.
- The goal of the game is to have the most sets (or “books”) of cards. Suit does not matter, only the numbers on the cards.
- Deal cards to the players. If 2 or 3 people are playing, deal seven cards each; if 4 or 5 people are playing, deal five cards each. The rest of the deck goes face-down in the center of the table.
- Play starts with the player to the left of the dealer.
- That player says the name of another player and asks them for their cards of a certain rank (for instance, “May I have your kings” or “May I have your twos”). They must have at least one of those cards in their hand. They cannot ask for cards they do not have any of.
- The other player must hand over all the cards they were asked for. If they have none, they say “Go fish!” and the player who made the request draws the top card from the stock in the middle of the table, and places it in their hand.
- If a player gets one or more cards of the rank they asked for (either from another player or from the stock), they show the match. They can then ask again. They can ask the same player for a different rank, or they can ask another player for the same or different rank. As long as they get the cards they ask for they can continue asking.
- If they get all four cards of the same rank, they put all four cards (known as a “book”) face up in front of them.
- If they do not get what they ask for, the play passes to the left.
- The game ends when all 13 books (sets of four cards) have been won. The winner is the player with the most books.
- During the game, if a player is left without cards, when it is their turn they draw from the stock and ask for cards of that rank. If there are no cards left in the stock, they are out of the game.

LEGO ValUUes

Workshop 7

Value: Justice

When you see something wrong, speak out.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- We believe that we can make this world a better place for all.
- We work for a world where everyone can thrive.
- We work against oppression in all its forms.
- We believe every person is holy and worthy just as they are.

Materials needed for this session:

- Book *All the Way to the Top* by Annette Bay Pimental

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "Have you ever known someone who went to a protest?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Balloon Breaths.

Today we're going to do balloon breaths.

Make sure you are sitting in a way that is comfortable.

Let's take a deep breath together and relax.

Place your hands on your belly, with your fingertips forming a circle.

As you breathe in, try to make your belly bigger, like a balloon blowing up.

When you breathe out, let your belly get smaller.

Let your entire body relax each time you exhale, pretending that air is slowly being released from the balloon.

Try making a "hissing" noise to slow down the exhale even more.

Balloon Breath is a simple breathing exercise, and a calming yoga pose for kids. Belly breathing helps children to manage big feelings, and it helps students to focus when they need to get oxygen flowing through their bodies.

Story – All the Way to the Top, by Annette Bay Pimentel (based on the true-life story of Jennifer Keelan-Chaffins)

Introduce the story by asking if anyone knows what a disability is? Affirm correct answers. If you need a concise definition, this is the definition from today's book. "A disability is a physical, mental, or emotional condition that limits how a person can move or sense the world or do daily activities."

As we read the book, listen for places where there is a **physical** reason why Jennifer is limited. (*Examples: the curb outside her school, the stairs leading up to the U.S. Congress.*) Also listen for places where there is a **people** reason why Jennifer is limited in what she can do. (*Examples: the teachers and school administrators who said she couldn't go to school, the grown-ups who thought she couldn't crawl up the stairs leading up to Congress.*) *Is it Jennifer's physical condition that really limits her, or is it the buildings and people?*

Questions –

- Who can use stairs easily? Who can use a ramp easily?
- Sometimes people say that the disability is the problem. But often it is our ideas about what is "normal" that is the problem. Building ramps is easy. Making people understand that we **need** to build ramps is harder.
- Can you think of how a ramp makes things better for everyone?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

LEGO Activity – Can you build a set of stairs? Can you build a ramp? Which do you think will be easier to build? Why? *Because Lego sets are designed and sold with more of one kind of brick than another. If building things with a slope were a priority, the Lego designers would make more bricks that sloped instead of making almost all the bricks as squares or rectangles.*

Investigation Activity – Look around your classroom. Make a list of things that would be hard for a person in a wheelchair to do. What could you change? What about other differences? What could you change to make the classroom more accessible?

You could also take the class on a walk through the church to ask the same questions. Or take them outside and ask the same questions about the playground or outdoor areas. Make a list to share with the board of trustees, accessibility team, or building & grounds committee.

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

LEGO ValUUes

Workshop 8

Value: Justice

Title: We are stronger when we work together.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- We are stronger when we work together.
- We listen to the voices of the people most affected by an issue.
- When someone asks for help, we try to help them in the way they've asked for help.
- We believe in justice and fairness for everyone, and that means taking action instead of ignoring a problem.

Materials needed for this session:

- Book *Desmond Gets Free* by Matt Meyer

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "Have you ever seen an elephant? How big **is** it? How big is a mouse?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Bunny Breaths and Elephant Ears.

Let's try bunny breaths. Three little breaths in ... one, two, three ... and then a deeper breath to fill your lungs.

Now breathe out through your nose in one long breath.

Let's do it again. Three little bunny breaths ... one, two, three ... and then a deep breath to fill your lungs.

Breathe out through your nose.

One more time. Three little bunny breaths ... one, two, three ... and then a deep breath to fill your lungs.

Breathe out through your nose.

And now let's try elephant ears.

Slide your thumbs behind your ears, with your index fingers on the outside of your ears.

Starting at the top, gently massage your ears alllllllll the way from top to bottom – as if your ears were as long and sensitive as an elephant's!

Let's do it again. Gently!

The bunny breaths help a child focus on their breathing; the gentle massage of the ears is an acupressure technique to help calm the body.

Story – Desmond Gets Free, by Matt Meyer

Questions –

- How does it feel to ask for help and have someone ignore your request?
- How does it feel when you ask for help and the person you ask helps you?
- In this story, Desmond is hurting and the elephant doesn't know or care. Who benefitted when the other animals said, "We're not going to get involved"? Was it the person who was hurting or the person who was too big to care?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

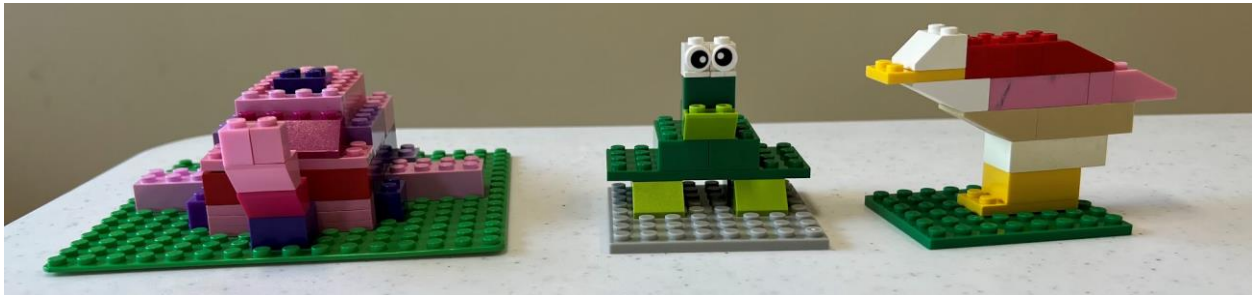
What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO Activity – Use the LEGOs to create an animal. Is it big or little? Would it have a loud voice or a quiet voice? Would it be a helper?



More examples on next page, photo credit Mary Ellyn Hale

Interactive activity – You'll need a group of at least 3-4 people for this one. Ask one person to say, "Roll over!" Then ask the group to say, "Roll over! Roll over!" Which is louder? One voice or the voices of the whole group? (You may want to do this activity outside.)

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

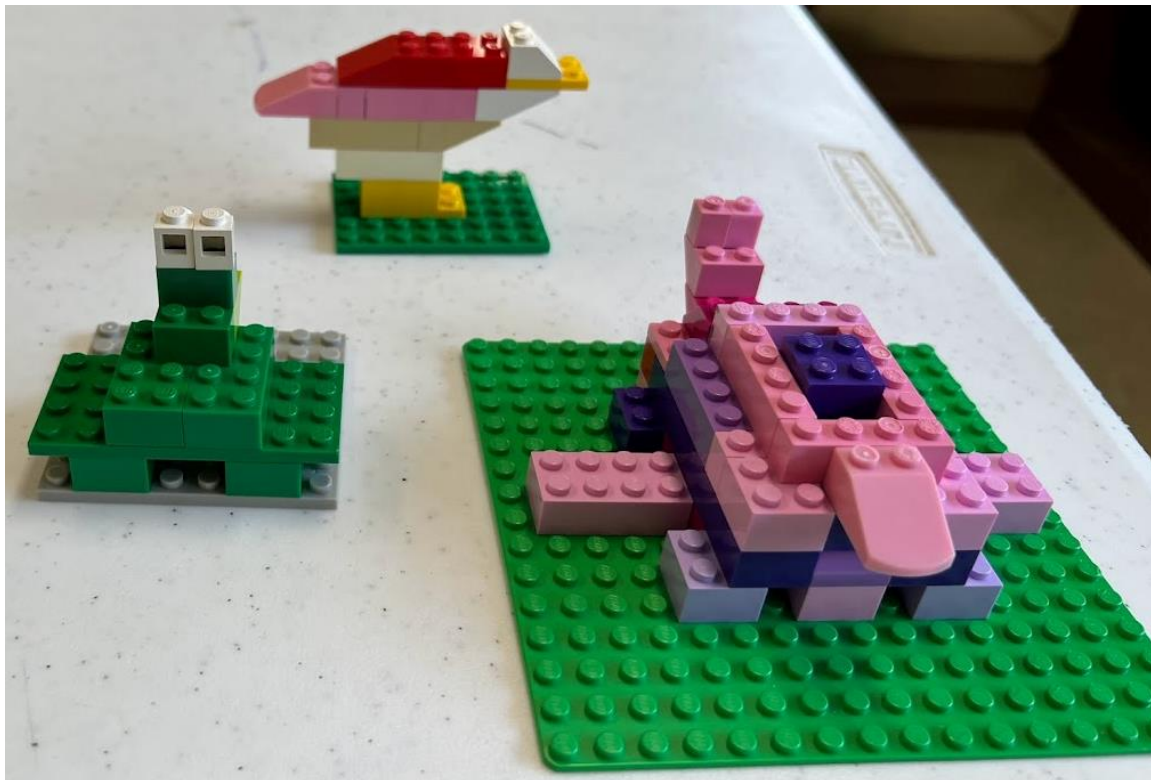
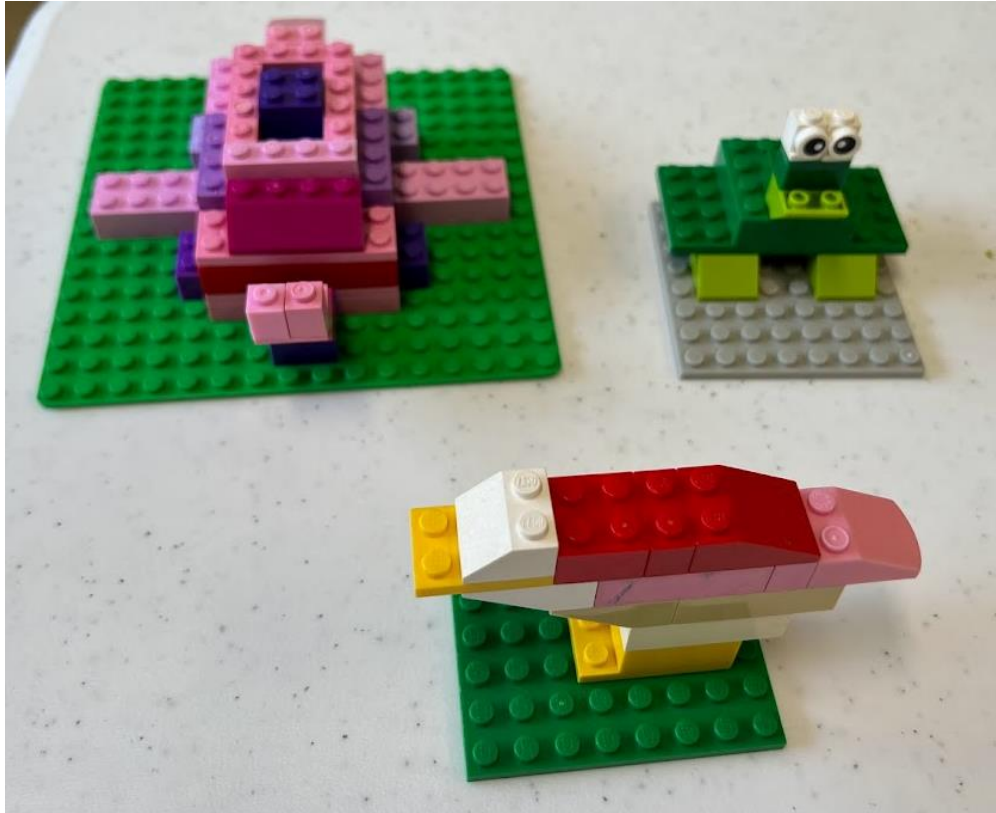


Photo credit Mary Ellyn Hale

LEGO ValUUes

Workshop 9 Value: Equity

Title: Every person has a voice. And they can use their voice and their actions to do something when things aren't fair.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Two of our core UU values are justice and equity.
- We believe that every person has the right not just to survive, but to flourish.
- We know that there are systems of privilege and power within our society that are barriers for groups of people with particular identities ages, abilities, and histories. We work to take down those barriers.
- When we see something that is unfair or wrong, we support and work with the people who are being pushed down or held back.
- We listen to the voices of the people most affected by an issue.
- Each one of us has the capacity to do something to make a difference.

Materials needed for this session:

- Book *Milo's Museum*.
- Index cards (for creating signs for an in-class museum)

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "Have you ever been to a museum? What was it like?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has

happened that you want to share with the group?” The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Counted breathing.

Put one hand on your diaphragm (the top of your tummy). Breathe in deeply and slowly, in through your nose and out through your mouth. Count five complete breaths in and out (one, two, three, four, five) using the fingers on your free hand.

Story – *Milo's Museum*, by Zetta Elliott

Questions –

- This story was inspired by a real story about a museum that showcases Black women artists – people whose artwork is often left out of museums. Why do you think that happens? *One answer is that people who pick the things who go into museums pick things that they know about, or that they have been taught is important. That is why it is necessary to have a team of different people to do important work like choosing what does into museums.*
- If you were going to make a museum about your family history (like Milo did), what would you put in it?
- Would all of our museums be the same, or different? Why?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO activity – Museums have lots of different ways to display things – boxes, vases, shelves, glass cases. Use the LEGOs to create a box or holder for something to display. *Example of one suggestion on next page.*

Art activity – Imagine you are creating art for a museum. Make a piece of art about something important in your life. Here are some suggestions: someone in your family, your whole family, your pet or another animal that is important to you, a favorite toy, or

the view from your front door. What else is important in your life? How would you make a piece of art about it?

Interactive activity – If you were going to make a museum about a Unitarian Universalist classroom, what would you put in it? Look around your classroom and choose things to put in a Unitarian Universalist classroom museum. Choose an area of the classroom and arrange your exhibit. Include signs that say what each item is and why it's important!

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.



Photo credit Mary Ellyn Hale

LEGO ValUUes

Workshop 10

Value: Equity

Title: Fair is everyone getting what they need.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Two of our core UU values are justice and equity.
- We believe that every person has the right not just to survive, but to flourish.
- Fair doesn't mean everyone gets the same thing. It means everyone gets what they need.
- Every human being is important, because each of us has inherent worth and dignity just as we are.
- We know that there are systems of privilege and power within our society that are barriers for groups of people with particular identities ages, abilities, and histories. We work to take down those barriers.
- We listen to the voices of the people most affected by an issue.

Materials needed for this session:

- Book *Fair is Fair, Isn't it?* by Dr. Lindsey L. Wilson
- Marbles for marble mazes

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "We seem to talk a lot about times when things aren't fair. Can you think of something that happened in your life this week that **was** fair?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has

happened that you want to share with the group?” The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

I Am Here Now. Have the children hold one hand up in front of them. Show them how to touch each finger to their thumb, first the index finger, then the middle finger, then the ring finger, and finally the pinkie. If the group is young, this may take several tries. Older children may want to try doing it with both hands at once. When everyone can do this with ease, tell them that we are going to practice centering ourselves in the here and now.

Touch your index finger to your thumb and say “I”.
Touch your middle finger to your thumb and say “am”.
Touch your ring finger to your thumb and say “here”.
Touch your pinkie to your thumb and say “now”.

Repeat several times.

I (index finger to thumb)

Am (middle finger to thumb)

Here (ring finger to thumb)

Now (pinkie to thumb)

Story – *Fair is Fair, Isn't It?*, by Dr. Lindsey L. Wilson

Questions –

- What were examples in the story where one person was treated differently?
- Why was that “fair is fair”?
- What other examples can you think of where someone is treated differently and it is fair?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO Activity – Use the LEGOs to build a marble maze. *Picture on next page.* You can copy the example or make your own. How can you help everyone get what they need to build? Does it mean everyone needs exactly the same blocks?

Game Activity – Work together with someone else to build a long domino run. What kinds of things can you do to make it fair for both of you?

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

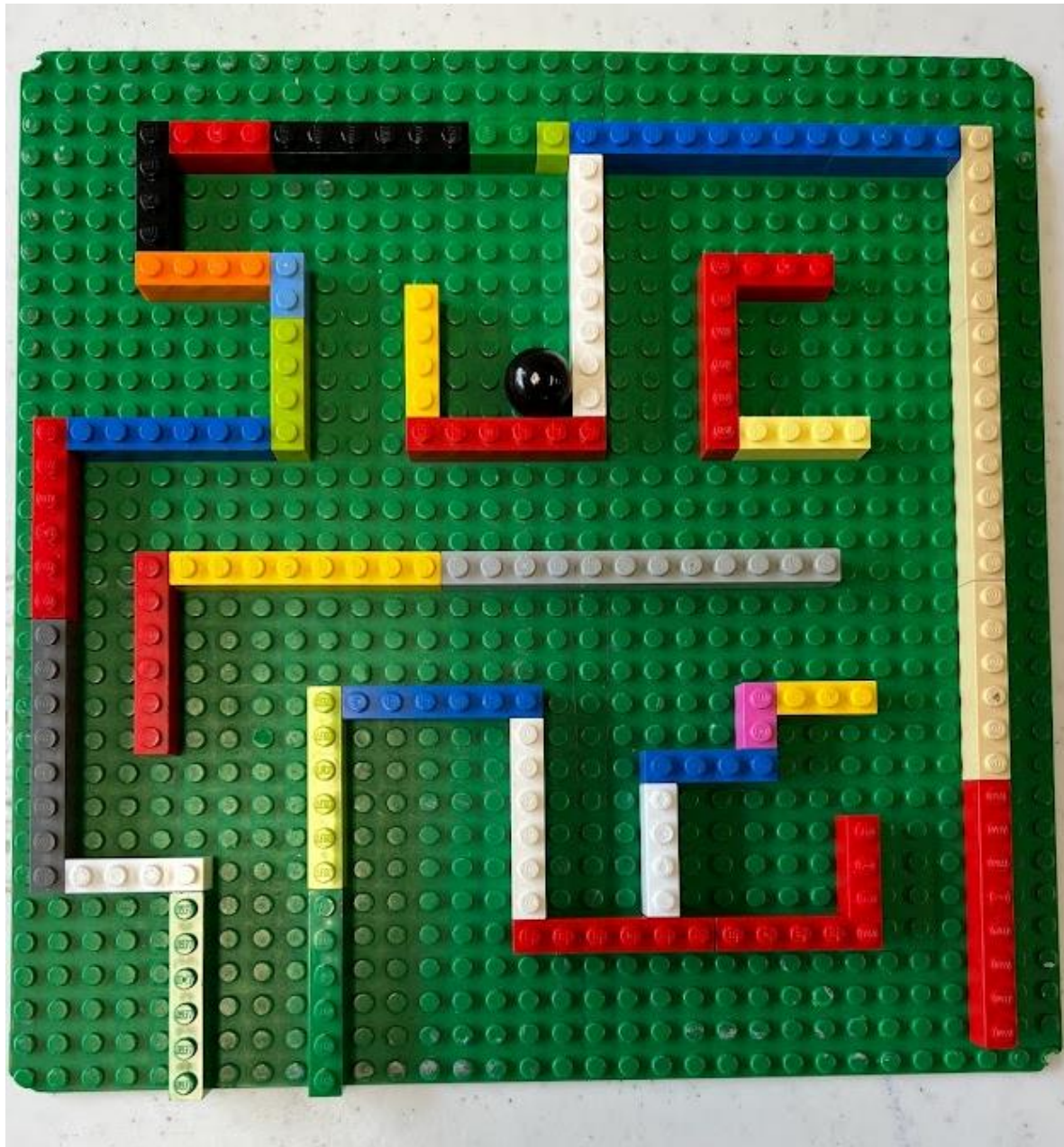


Photo credit Mary Ellyn Hale

LEGO ValUUes

Workshop 11

Value: Transformation

Title: We work together to transform our world into a better place for everyone.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- We are all part of the great web of life.
- We adapt to the changing world.
- We work to nurture relationships with each other, with our communities, and with the earth.
- Every person can make a difference in the world.
- We are stronger when we work together.

Materials needed for this session:

- Book *Harlem Grown* by Tony Hillery
- Modeling clay

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "Name something that grows in a garden."

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Hand Tracing.

Let's start by sitting quietly in a position that is comfortable for you.

Hold one hand up, palm facing towards you.

Use the pointer finger on your other hand to trace the outline of your hand.

Go slowly!

Breathe in when you go upward, breathe out as you go down.

Up around the thumb, down the other side.

Up to the top of your pointer, down the other side.

Up to the top of the middle finger, down the other side.

Up to the top of the ring finger, down the other side.

Up to the top of the pinkie, down the other side.

Breathe in when you go upward, breathe out as you go down.

Story – *Harlem Grown*, by Tony Hillery (a true story!)

Questions –

- Have you ever grown anything?
- How many people do you think it took to make the garden in this story?
- Did Mr. Tony do it by himself?
- What is transformation?
- What is transformed in this story? *The empty lot (haunted garden) transforms into a farm. The seeds transform into plants. The students transform into gardeners. What else?*
- Why do you think transformation (change) is an important part of life?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO Activity – Use the LEGO blocks to make a flower. You can follow the example or use your imagination. *Example on next page.*

Activity – Transform the modeling clay into a work of art. Maybe you might want to make a flower, a butterfly, a piece of fruit or vegetable, or a tree. What else can you make with the clay? (It's okay to take your creation home!)

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.



Photo credit Mary Ellyn Hale

LEGO ValUUes

Workshop: 12

Value: Transformation

Title: We are always growing and learning.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- We are always growing and learning.
- As we learn new things, we work to change what we do to incorporate the new things we have learned.
- We are all sacred beings.
- We learn from each other.
- We embrace our differences with curiosity, love, and respect.

Materials needed for this session:

- Book *When Charley Met Emma* by Amy Webb
- Appendix to this curriculum – centering exercises
- Fuzzy sticks (for rings for ring toss game)

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "what is something you like to play with a friend?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Counted breathing.

Put one hand on your diaphragm (the top of your tummy). Breathe in deeply and slowly, in through your nose and out through your mouth. Count five complete breaths in and out (one, two, three, four, five) using the fingers on your free hand.

Story – *When Charley Met Emma*, by Amy Webb

Questions –

- What are some of the ways people adapt to the different ways their bodies work? *Examples might include wearing glasses or hearing aids, using canes.*
- What changed Charley's mind about Emma?
- How did Charley and Emma change (transform) each other? What changed when they started playing together?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play. *I recognize that both of these activities involve physical movements. The focus today is not so much on the activities themselves, but how they could be adapted to different needs.*

LEGO Activity – Can you make a ring toss game like the one in our example? How could we play this together if someone can't do one of the movements? What are some other games we could play if someone couldn't play this one? *Example of ring toss below.*

Activity – Think about the centering exercises we do in this class. Are there any that Charley and Emma could both do? Are there any that would need to be adapted for Charley or for Emma?

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

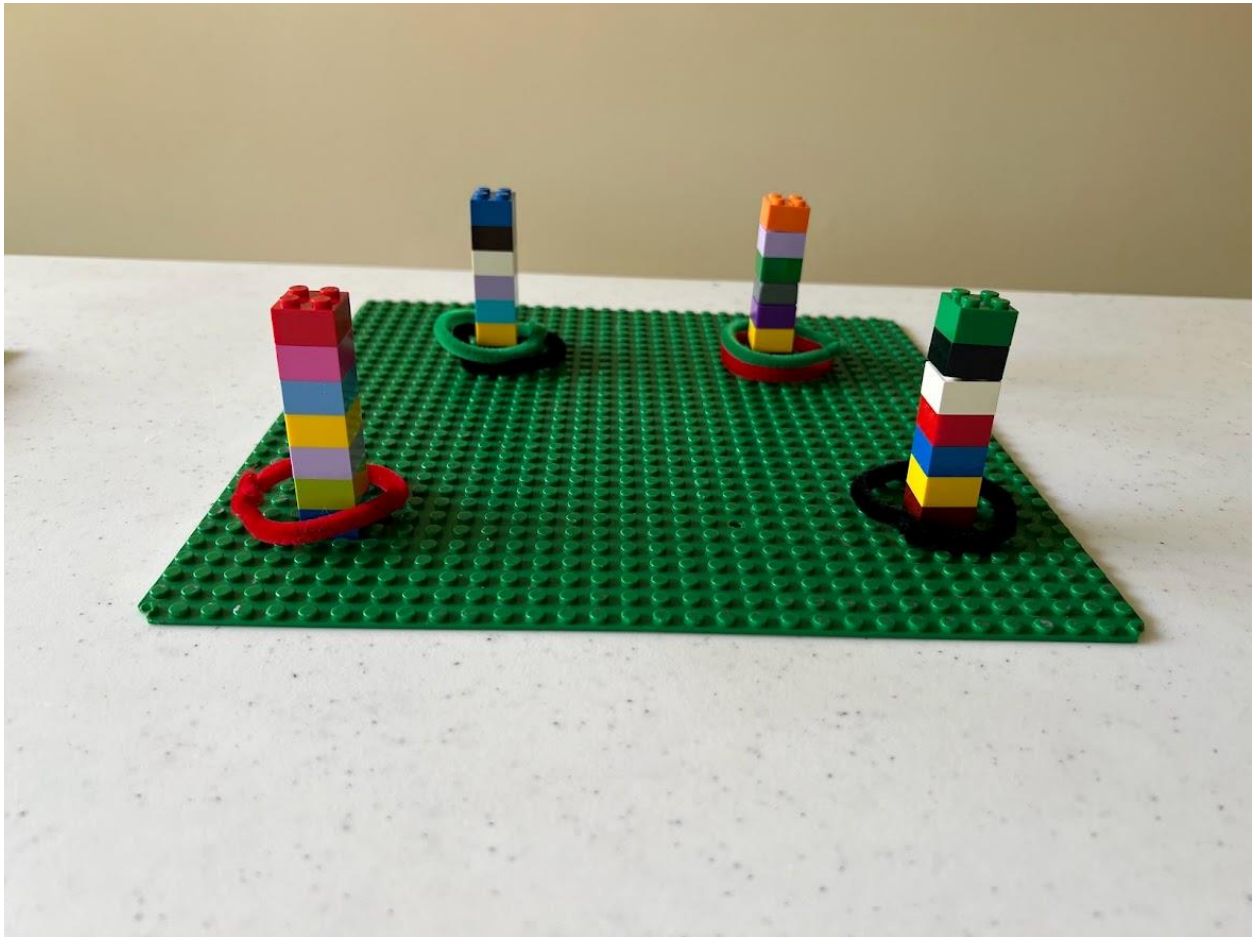


Photo credit Mary Ellyn Hale

Appendix #1 – Centering Activities Used in this Curriculum

Centering:

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Balloon Breaths.

Today we're going to do balloon breaths.

Make sure you are sitting in a way that is comfortable.

Let's take a deep breath together and relax.

Place your hands on your belly, with your fingertips forming a circle.

As you breathe in, try to make your belly bigger, like a balloon blowing up.

When you breathe out, let your belly get smaller.

Let your entire body relax each time you exhale, pretending that air is slowly being released from the balloon.

Try making a "hissing" noise to slow down the exhale even more.

Balloon Breath is a simple breathing exercise, and a calming yoga pose for kids. Belly breathing helps children to manage big feelings, and it helps students to focus when they need to get oxygen flowing through their bodies.

Infinity 8's.

Hold one thumb up at eye level and draw a large infinity symbol (visualize an 8 lying on its side) through the air. Follow your thumb with just your eyes (holding your head still) as it moves counterclockwise for the first loop and then clockwise for the second loop. Trace the sideways 8 several times, stretching your vision by making the loops larger each time. *Note: this is a focusing exercise that helps with reading and tracking, but it is also a way of calming and focusing.*

Hand Tracing.

Let's start by sitting quietly in a position that is comfortable for you.

Hold one hand up, palm facing towards you.

Use the pointer finger on your other hand to trace the outline of your hand.

Go slowly!

Breathe in when you go upward, breathe out as you go down.

Up around the thumb, down the other side.

Up to the top of your pointer, down the other side.

Up to the top of the middle finger, down the other side.

Up to the top of the ring finger, down the other side.

Up to the top of the pinkie, down the other side.

Breathe in when you go upward, breathe out as you go down.

Counted breathing.

Put one hand on your diaphragm (the top of your tummy). Breathe in deeply and slowly, in through your nose and out through your mouth. Count five complete breaths in and out (one, two, three, four, five) using the fingers on your free hand.

I Am Here Now. Have the children hold one hand up in front of them. Show them how to touch each finger to their thumb, first the index finger, then the middle finger, then the ring finger, and finally the pinkie. If the group is young, this may take several tries. Older children may want to try doing it with both hands at once. When everyone can do this with ease, tell them that we are going to practice centering ourselves in the here and now.

Touch your index finger to your thumb and say “I”.
Touch your middle finger to your thumb and say “am”.
Touch your ring finger to your thumb and say “here”.
Touch your pinkie to your thumb and say “now”.

Repeat several times.

I (index finger to thumb)
Am (middle finger to thumb)
Here (ring finger to thumb)
Now (pinkie to thumb)

Bunny Breaths and Elephant Ears.

Let’s try bunny breaths. Three little breaths in ... one, two, three ... and then a deeper breath to fill your lungs.

Now breathe out through your nose in one long breath.

Let’s do it again. Three little bunny breaths ... one, two, three ... and then a deep breath to fill your lungs.

Breathe out through your nose.

One more time. Three little bunny breaths ... one, two, three ... and then a deep breath to fill your lungs.

Breathe out through your nose.

And now let’s try elephant ears.

Slide your thumbs behind your ears, with your index fingers on the outside of your ears.

Starting at the top, gently massage your ears alllllllll the way from top to bottom – as if your ears were as long and sensitive as an elephant’s!

Let’s do it again. Gently!

The bunny breaths help a child focus on their breathing; the gentle massage of the ears is an acupressure technique to help calm the body.

Candle/Straw Breathing Exercise

Let's start by sitting quietly in a position that is comfortable for you.
Today we're going to pretend we have a drink with a straw. We also have a candle.
Curve your hand around, as if you are holding a drink in a glass, with a straw.
Purse your lips as if you are drinking from the straw and inhale.
Now hold up your index finger on your other hand.
Pretend it is a candle. Very carefully, blow so that the flame flickers but does not go out.
Let's do it again.
Pull air in through the straw.
Slowly and carefully blow on the candle. Imagine the flame flickering!
Let's do it again.
Air in through the straw.
Make the candle flame flicker.
One last time.
In through the straw.
Make the candle flame flicker, then blow it out.

Ringling a Chime

Make sure you are sitting in a way that is comfortable.
Let's take a deep breath together and relax.
We are going to do this next part without saying anything out loud.
I am going to ring a chime.
I will ask you to hold your hand up in the air for as long as you can hear the chime.
When you can no longer hear the chime, put your hand down.
Let's practice.

Ring the chime, let it ring for a few seconds, and then hold it still with your finger so it no longer rings. Everyone should put their hands down.
Great! Now let's try for real. Ready? Put your hand up.
Ring the chime. Let it reverberate until all hands are down.
Thank you!

Cow pose in a chair (from Susan Verde) –

We spend a lot of time sitting rounded over a desk or over electronics. This seated heart opener can be a wonderful break in the day that can also help with posture and spirit. It is from Susan Verde, a children's yoga and mindfulness instructor.

Bring yourself to the edge of your chair and feel your feet on the ground.
Reach back with both hands to either side of the seat of the chair.
Inhale and lift your chest to the sky, arching your back.
If it feels comfortable, let your head fall gently back as you widen your chest.
Exhale and soften your posture.
Repeat.



LEGO ValUUes

Workshop: 13

Value: Interdependence

Title: Every living creature is part of the web of life and has an important role to play.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Every living creature is a part of the web of life and has an important role to play.
- We honor the interdependent web of existence.
- We covenant to cherish the earth and all beings.

Materials needed for this session:

- Book *Carl and the Meaning of Life* by Deborah Freedman
- Domino run

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "What is something you do that feels important to do?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Infinity 8's.

Hold one thumb up at eye level and draw a large infinity symbol (visualize an 8 lying on its side) through the air. Follow your thumb with just your eyes (holding your head still) as it moves counterclockwise for the first loop and then clockwise for the second loop. Trace the sideways 8 several times, stretching your vision by making the loops larger each time. *Note: this is a focusing exercise that helps with reading and tracking, but it is also a way of calming and focusing.*

Story – *Carl and the Meaning of Life*, by Deborah Freedman

Questions –

- In this story, Carl begins to wonder why he does what he does.
- Have you ever wondered why a worm does what it does?
- What does Carl do that is important to the life of the meadow?
- What do the other animals do? *Rabbit has babies, fox hunts, squirrel plants trees, mouse plants seeds.*
- Which one of the animals is **not** important to the life of the meadow? *None. It's a bit of a trick question, to make people pause and think.*

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO Activity – Can you use the LEGO bricks to make a worm? Can you build a tunnel for the worm to go through?

Activity – Use the dominos to create a domino run. When you set up a domino run, all of the dominos are important. What happens if you take one or two of the dominos out? What happens to the rest of the dominos?

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

LEGO ValUUes

Workshop: 14

Value: Interdependence

Title: We are all connected to each other.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- One of the ways we honor the interdependent web of all existence is creating and nurturing relationships of care and respect.
- We are all connected to each other.
- What happens to one person affects all of us. This is true even if we don't know them.

Materials needed for this session:

- Book *The Invisible Web* by Patrice Karst
- Ball of yarn for yarn web

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "What is something you did to help someone this week?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Bunny Breaths and Elephant Ears.

Let's try bunny breaths. Three little breaths in ... one, two, three ... and then a deeper breath to fill your lungs.

Now breathe out through your nose in one long breath.

Let's do it again. Three little bunny breaths ... one, two, three ... and then a deep breath to fill your lungs.

Breathe out through your nose.

One more time. Three little bunny breaths ... one, two, three ... and then a deep breath to fill your lungs.

Breathe out through your nose.

And now let's try elephant ears.

Slide your thumbs behind your ears, with your index fingers on the outside of your ears.

Starting at the top, gently massage your ears alllllllll the way from top to bottom – as if your ears were as long and sensitive as an elephant's!

Let's do it again. Gently!

The bunny breaths help a child focus on their breathing; the gentle massage of the ears is an acupressure technique to help calm the body.

Story – *The Invisible Web*, by Patricia Karst

Because this is a story that relies on a metaphor but states it as factual, and because many children are quite literal, I'm also going to suggest that you start this story with a brief intro about stories – how sometimes they are literally true (about things that have happened or could happen), and sometimes they are metaphors (or word pictures), that help us imagine a truth that is hard to put into words. I often start parables or teaching stories with the phrase, "Like many wisdom stories, this story is not literally true, but there is truth in it. Listen and see if you can find the truth in it for you."

Questions –

- What happens when you do something to help another person?
- How do you think they feel when you help them?

- When you do something helpful for someone you don't know – like putting a grocery cart in the cart corral or throwing away trash – how do you think that affects other people?
- We are sitting in our room together here, and we can see and hear each other. There are other people in the church today, and we know they are there even though we can't see or hear them right now. Some of those people we know very well, and we know that they love us. You can feel their love even if you can't see or hear them. That is one of the truths in this story, I think, that we can feel the love of the people who love us even when they're not right next to us.
- *For older children* – What other truths did you find in this story?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO Activity – Sometimes acts of kindness can build a bridge between people. Can you use the LEGO bricks to build a bridge? Try to use enough bricks so that there is a joint in the middle. How can you make that bridge strong enough to hold something heavy? *Example on next page.*

Activity – This activity requires several participants – at least 4. Have participants stand in a circle. Acknowledge that they may have made a web of yarn before, but we are going to do this one a little differently. We'll think of this web of yarn as a web of roots, like the roots below the ground that connect plants together below the ground. All of us are grounded in the particulars of our own lives, but all of us have roots that intertwine with the roots of others. These interconnected roots give us strength, support and a sense of belonging that empowers us to act in the world.

Wrap the end of the yarn around your wrist. Say one thing that is true for you. (Example: "I have a dog.") Anyone else for whom that fact is also true will raise their hand, and the ball of yarn is tossed around to each of them. Each person who receives the ball of yarn will wrap the yarn around their wrist before using the other hand to toss the yarn to another person who shares that trait in common. If no other person shares that trait, the person holding the yarn may choose another person in the circle to whom to throw the ball of yarn. This person will share a fact about themselves, and the game continues. Make sure every person has a chance to share at least one fact. If you have time, share multiple facts.

After you have created the web, ask everyone to stand still. Then invite one person to reach into the web and tug on one strand. Does anyone else feel that? Take turns

pulling gently on different strands. Are there any strands that no one can feel the tug? Are there any strands that everyone can feel?

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.



Photo credit Mary Ellyn Hale

LEGO Values

Workshop: 15

Value: Love

Title: You are love and you are loved.

Love is at the center of Unitarian Universalism.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Love is at the center of Unitarian Universalism. It is the power that motivates all of our other values.
- We work to create and nurture relationships of mutual care and respect.
- Love is a spiritual discipline that helps us live out our values.
- We embrace our differences and commonalities with love, curiosity, and respect.
- We work to be compassionate and kind.

Materials needed for this session:

- Book *I am Love* by Susan Verde
- Materials to make thaumatropes – cardstock circles, pencils or sturdy straws, tape

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "What are some ways to show a friend you love them?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?") The check-in question is both about

setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Cow pose in a chair (from Susan Verde) –

We spend a lot of time sitting rounded over a desk or over electronics. This seated heart opener can be a wonderful break in the day that can also help with posture and spirit. It is from the author of today's storybook, Susan Verde, a children's yoga and mindfulness instructor.

Bring yourself to the edge of your chair and feel your feet on the ground. Reach back with both hands to either side of the seat of the chair. Inhale and lift your chest to the sky, arching your back. If it feels comfortable, let your head fall gently back as you widen your chest. Exhale and soften your posture. Repeat.



Story – *I am Love*, by Susan Verde

Questions –

- What are some of the loving things the person in the story does to bring love to the people around them?
- In Unitarian Universalist, we say “love is at the center”. That means love is part of everything we do.
- Why do you think doing loving things is important?

Closing the circle –

It's a blessing each of us was born.
It matters what we do with our lives.
What each of us knows about God is a piece of the truth.
We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO Activity – Can you use the LEGO bricks to create the letters L-O-V-E?

Example on next page.

Activity – Make a thaumatrope – a simple Victorian-era toy. *Example on next page.* You will need two cardstock circles, a pencil or sturdy straw, and tape. Draw a heart on each circle. Leave one of them as an outline (using a solid dark color) and color the other heart in with another color. Then tape one heart to the top of the straw or pencil. Make two balls of tape and use them to stick the two hearts together. You may also want to tape the edges of the circles together. Try to line up the circles as carefully as you can.

Then put the straw between your palms and rub your hands together, back and forth (like you were warming them at a fire). The goal is to make the circles spin, first one way, then the other. You should see the two hearts merge, so you see a solid heart with a different-colored outline.

You don't have to draw a heart! You can draw anything else. But try to make the images different enough that when you spin them and they merge, you see a different picture than either of the two drawings you made. It is also helpful to have one drawing be slightly larger than the other.

How does it work? Your brain remembers what your eyes saw, and if two images repeat fast enough, your brain will merge them into one image.

Yoga activity – The author of the book is a children's yoga teacher. Try one of the three yoga poses she suggests at the back of the book. (I've printed them on index cards to make them easier to see.)

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

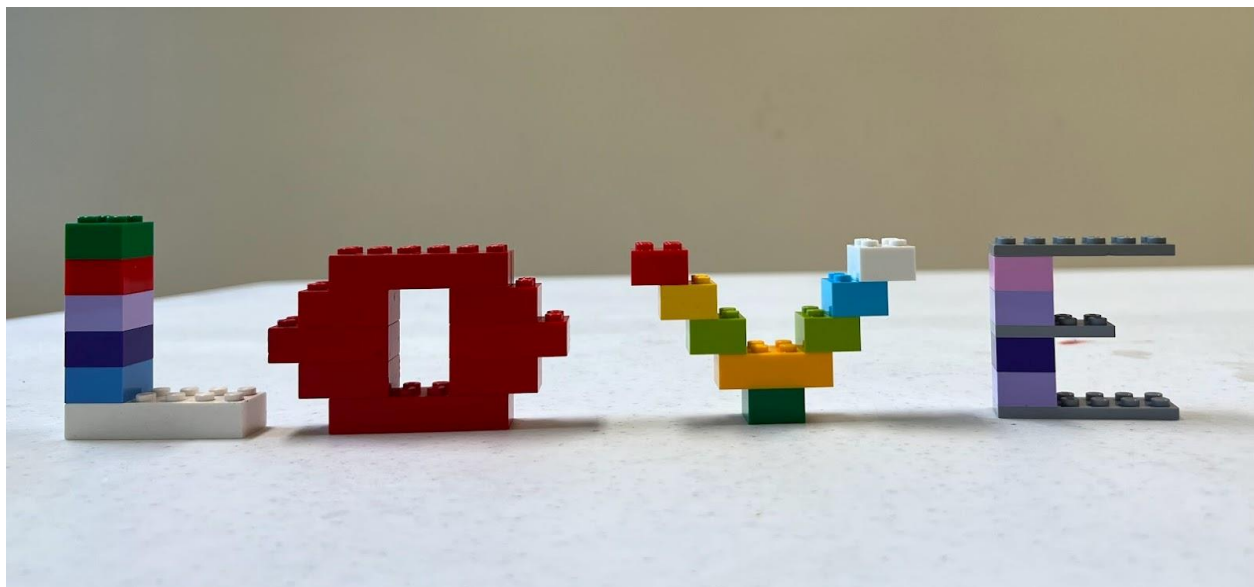


Photo credit Mary Ellyn Hale



Photo credit Kathy Smith

Heart-opening Yoga Poses

From Susan Verde



Fish pose –

Lie down on your back.

Keep your legs straight and strong.

Prop yourself up on your elbows with your palms on the floor and lift your chest and belly toward the sky, letting the top of your head rest gently on the floor.

Feel your heart open as you breathe slowly through your nose into your heart space and belly.

Tuck your chin and lower yourself gently to the ground.

Heart-opening Yoga Poses

From Susan Verde



Cobra pose –

Lie on your belly with your legs straight and strong behind you.

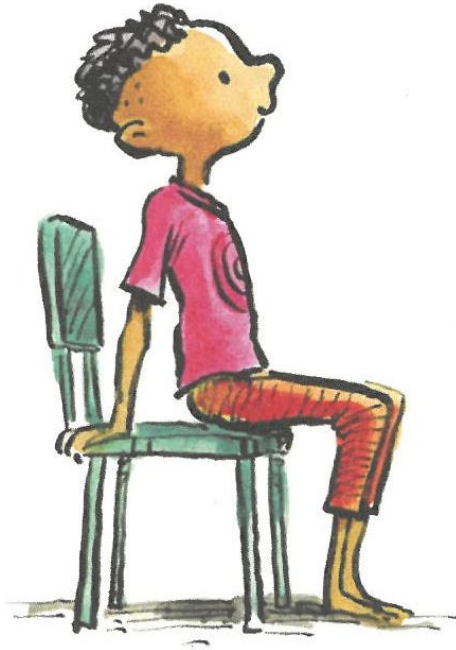
Place your palms flat on the ground next to your shoulders and draw your shoulder blades together on your back.

Breathe in and gently push into the ground with your hands, keeping a slight bend in the arms, and lift your head, chest, and shoulders off the ground, aiming your heart to the sky.

With each breath in, feel your heart expanding.

Carefully lower yourself back down.

Heart-opening Yoga Poses *From Susan Verde*



Cow pose in a chair –

We spend a lot of time sitting rounded over a desk or over electronics. This seated heart opener can be a wonderful break in the day that can also help with posture and spirit.

Bring yourself to the edge of your chair and feel your feet on the ground.

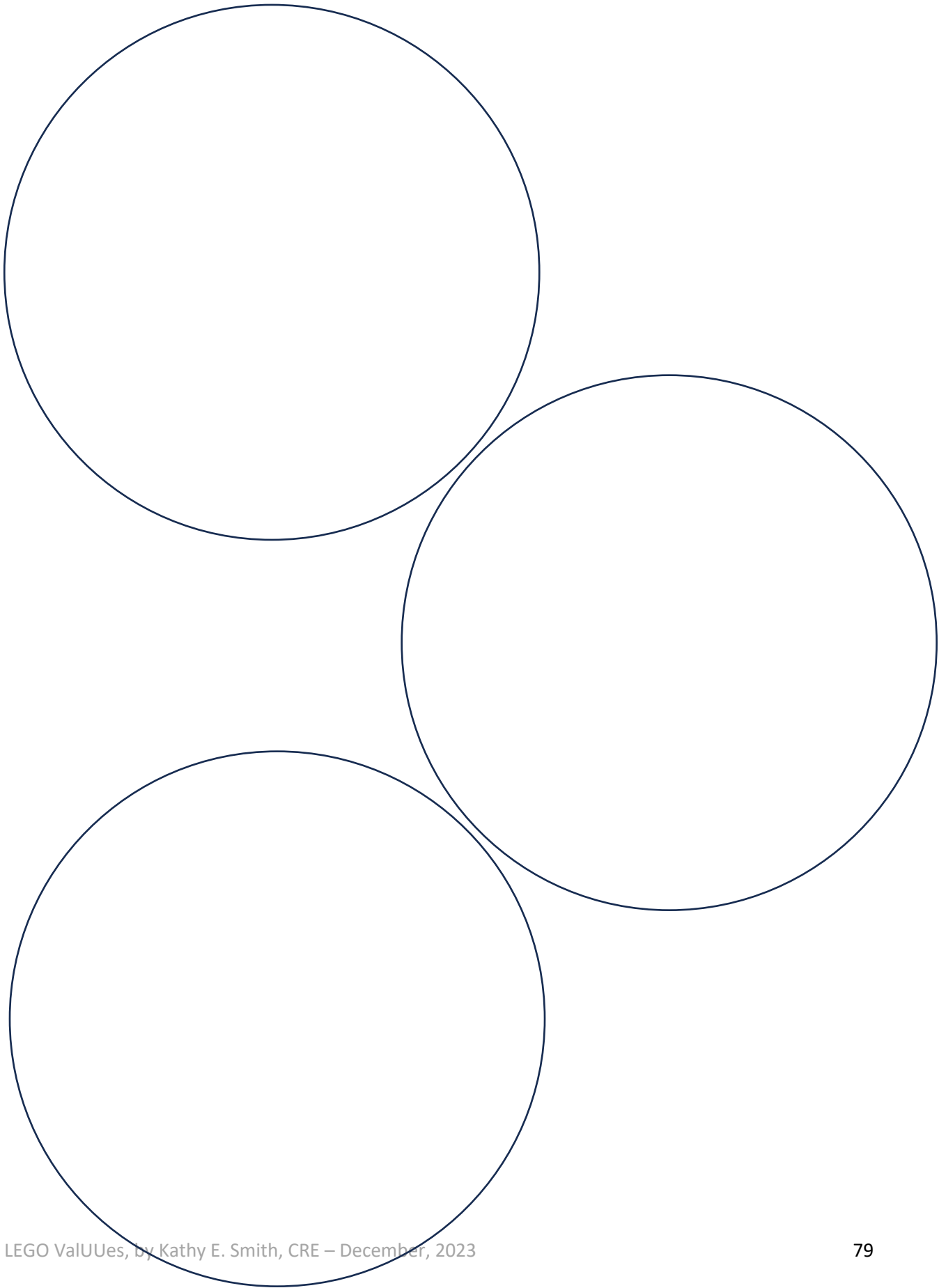
Reach back with both hands to either side of the seat of the chair.

Inhale and lift your chest to the sky, arching your back.

If it feels comfortable, let your head fall gently back as you widen your chest.

Exhale and soften your posture.

Repeat.



LEGO Values

Workshop: 16

Value: Love

Title: We show love by what we do.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Love is at the center of Unitarian Universalism. It is the power that motivates all of our other values.
- We work to create and nurture relationships of mutual care and respect.
- Love is a spiritual discipline that helps us live out our values.
- Love is an embodied practice – that is, we show our love by what we do.
- We are a faith of orthopraxy (a religion which teaches that what we do is more important than believing the same thing) rather than orthodoxy (which says that having the right beliefs is the most important thing in a religion). As one old saying goes, deeds not creeds. In children’s language, our religion teaches us that how we act is more important than what we believe about God.

Materials needed for this session:

- Book *Where Thu’o’ng Keeps Love* by Thu Buu
- Plain index cards (for drawing pictures)

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today’s question is “What is one loving thing you saw this week?”

(It is always okay to substitute in a question about their lives – “How are you feeling today?”, “What’s something you are looking forward to?”, “What is one thing that has

happened that you want to share with the group?” The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Hand Tracing.

Let's start by sitting quietly in a position that is comfortable for you.

Hold one hand up, palm facing towards you.

Use the pointer finger on your other hand to trace the outline of your hand.

Go slowly!

Breathe in when you go upward, breathe out as you go down.

Up around the thumb, down the other side.

Up to the top of your pointer, down the other side.

Up to the top of the middle finger, down the other side.

Up to the top of the ring finger, down the other side.

Up to the top of the pinkie, down the other side.

Breathe in when you go upward, breathe out as you go down.

Story – *Where Thu'o'ng Keeps Love*, by Thu Buu

You'll want to practice the pronunciations before reading the story.

Pronunciation guide so you can say it like a Vietnamese from Hue

Ba (bah)

Con (gong)

Ma (mah)

Me (Meyh)

On (Ohng)

Thu'o'ng (tuhng)

Questions –

- This story is about a Vietnamese child. The author explains that most Americans see love as an emotion, an affection that is mainly felt, so people express their love by saying the words “I love you” and giving a hug. In her Vietnamese culture, love is more often expressed in unspoken acts that bring happiness to others.
- Unitarian Universalists believe that what we do (how we treat each other) is the most important thing about being part of a church. We show our love by what we do.
- As Unitarian Universalists, we believe that love is embodied in what we do and how we treat others. We try to live so that our actions show love for the

- world. We try to keep love at the center. What are some actions that show love for other people, for our community, or for the world?
- Love for family is one kind of love. What are some others?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO Activity –The LEGO activity is to make a card holder. *Example on next page.* You can make one at home to display a photograph or picture.

Activity – Can you draw or write a message of love for your parents or other loved adult? We're suggesting you use an index card so that it is stiff enough to stand up in a LEGO card holder.

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

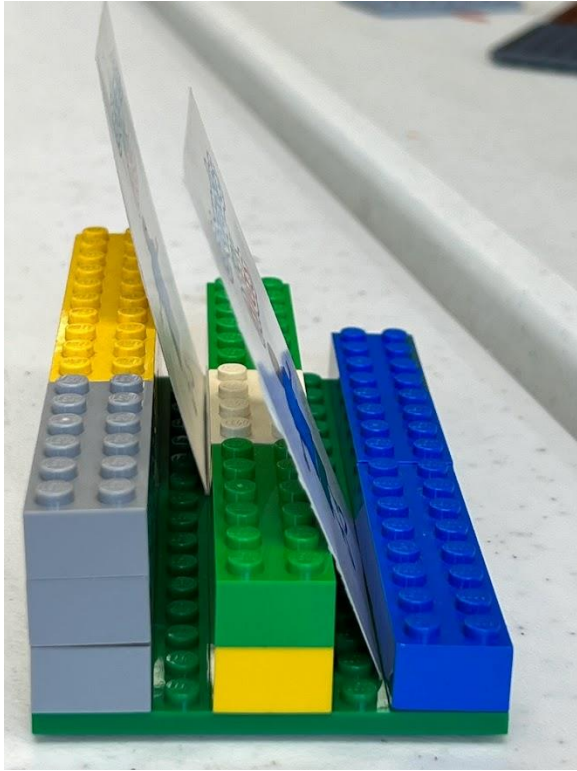


Photo credit Mary Ellyn Hale

LEGO ValUUes

Workshop: 17

Value: Compassion and Kindness

Title: What we say and do matters.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Love is at the center of Unitarian Universalism. It is the power that motivates all of our other values.
- We work to create and nurture relationships of mutual care and respect.
- Love is a spiritual discipline that helps us live out our values.
- What we say and do matters.
- We value kindness and compassion.

Materials needed for this session:

- Book *The Sound of Kindness* by Amy Ludwig VanDerwater
- Kindness stickers, blank stickers

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "What is something kind you heard this week?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Ring a Chime

Adaptation if there is a child who cannot hear well – have the child touch the base of the chime and feel for the reverberations.

Make sure you are sitting in a way that is comfortable.

Let's take a deep breath together and relax.

We are going to do this next part without saying anything out loud.

I am going to ring a chime.

I will ask you to hold your hand up in the air for as long as you can hear the chime.

When you can no longer hear the chime, put your hand down.

Let's practice.

Ring the chime, let it ring for a few seconds, and then hold it still with your finger so it no longer rings. Everyone should put their hands down.

Great! Now let's try for real. Ready? Put your hand up.

Ring the chime. Let it reverberate until all hands are down.

Thank you!

Story – *The Sound of Kindness*, by Amy Ludwig VanDerwater

Questions –

- What are some of the things the story suggests as the sounds of kindness?
- Have you said anything like the things suggested in the book?
- What happened?
- What would it be like to take a kindness walk with your family? How many kind words or acts could you find?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO Activity – Use your imagination to build a "kindness robot". What would your kindness robot be programmed to do or say?

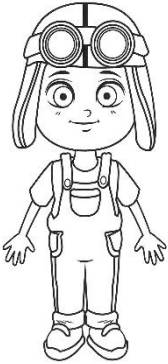
Art Activity – Make kindness stickers to give away to people you see doing kind or helpful things. You can color the stickers we have provided or make your own.

Interactive activity – Take a kindness walk around the church. How many words or acts of kindness do you see?

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

Art for Kindness Stickers

From Teachers Pay Teachers, used with attribution



Hooray for being kind!

We saw that! That was kind!

Kindness in action.

Thank you for being kind.

LEGO ValUUes

Workshop: Holiday (Mardi Gras)

Value: FUN

Title: Mardi Gras is a time for celebrating joy.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Unitarian Universalists have many sources of inspiration and wonder.
- Mardi Gras is a cultural holiday in Louisiana, as well as a religious holiday, a time when many people think about exuberance and joy.
- We honor the wide diversity of spiritual practices – including music and parades!

Materials needed for this session:

- Book *T Rex Goes to Rex* by Ryan Murphy
- Mardi Gras masks, jewels, feathers, sparkles, straws or elastic

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "What's one thing you know about Mardi Gras?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Balloon Breaths.

Today we're going to do balloon breaths.

Make sure you are sitting in a way that is comfortable.

Let's take a deep breath together and relax.

Place your hands on your belly, with your fingertips forming a circle.

As you breathe in, try to make your belly bigger, like a balloon blowing up.

When you breathe out, let your belly get smaller.

Let your entire body relax each time you exhale, pretending that air is slowly being released from the balloon.

Try making a "hissing" noise to slow down the exhale even more.

Balloon Breaths is a simple breathing exercise, and a calming yoga pose for kids. Belly breathing helps children to manage big feelings, and it helps students to focus when they need to get oxygen flowing through their bodies.

Story – *T Rex Goes to Rex*, by Louisiana author Ryan Murphy

Questions –

- What are some of the things that T Rex saw at Mardi Gras?
- Mardi Gras is a celebration of joy. What are some of the things that make you feel joyful?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO Activity – This is a free build day! What can you make using purple, green, and yellow blocks? Can you build a dinosaur like T Rex?

Activity – Decorate a Mardi Gras mask. Tape to a straw or add elastic.

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

LEGO ValUUes

Workshop: Holiday (Valentines Day)

Value: Love

Title: Acts of kindness show people we care about them.

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- Love is at the center of Unitarian Universalism.
- We try to act with kindness and compassion.
- Love is a word for how we act (as well as a word for how we feel).
- Love is a spiritual discipline – it is how we interact with each other and with the larger world.

Materials needed for this session:

- Book *Somebody Loves You Mr. Hatch* by Eileen Spinelli
- Box of materials for making Valentines – construction paper, doilies, stickers, sparkly decorations

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today's question is "Do you like to do anything special for Valentines Day?"

(It is always okay to substitute in a question about their lives – "How are you feeling today?", "What's something you are looking forward to?", "What is one thing that has happened that you want to share with the group?" The check-in question is both about setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Ring a Chime

Adaptation for a child with hearing difficulties – have the child touch the base of the chimes and feel the reverberations.

Make sure you are sitting in a way that is comfortable.

Let's take a deep breath together and relax.

We are going to do this next part without saying anything out loud.

I am going to ring a chime.

I will ask you to hold your hand up in the air for as long as you can hear the chime.

When you can no longer hear the chime, put your hand down.

Let's practice.

Ring the chime, let it ring for a few seconds, and then hold it still with your finger so it no longer rings. Everyone should put their hands down.

Great! Now let's try for real. Ready? Put your hand up.

Ring the chime. Let it reverberate until all hands are down.

Thank you!

Story – *Somebody Loves You, Mr. Hatch*, by Eileen Spinelli

Questions –

- At the end of the story, people surprised Mr. Hatch with ways of saying “I love you”. Do you remember what any of them were?
- What are some things you have done that made someone else feel liked or loved?
- How did Mr. Hatch change when he thought someone loved him?

Closing the circle –

It's a blessing each of us was born.

It matters what we do with our lives.

What each of us knows about God is a piece of the truth.

We don't have to do it alone.

By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO Activity – Can you build a LEGO heart with just four blocks? *Example on next page.*

Art Activity – Make a Valentines Day card for someone else. You can use the materials in the room or the materials in the Valentines Day box. (Yes, you can make more than one!)

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

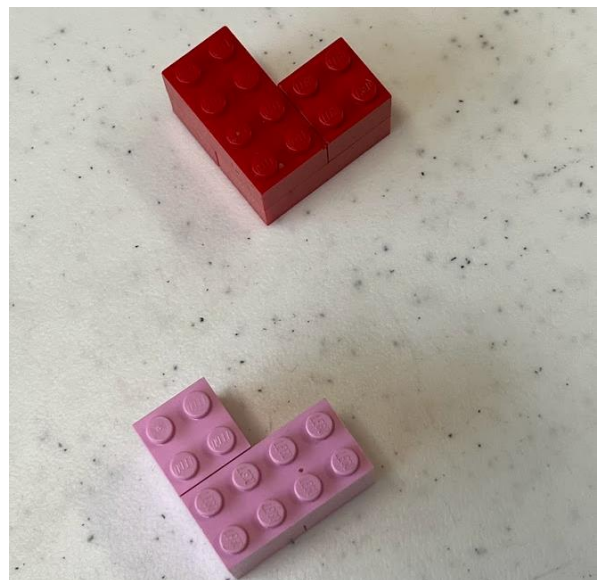
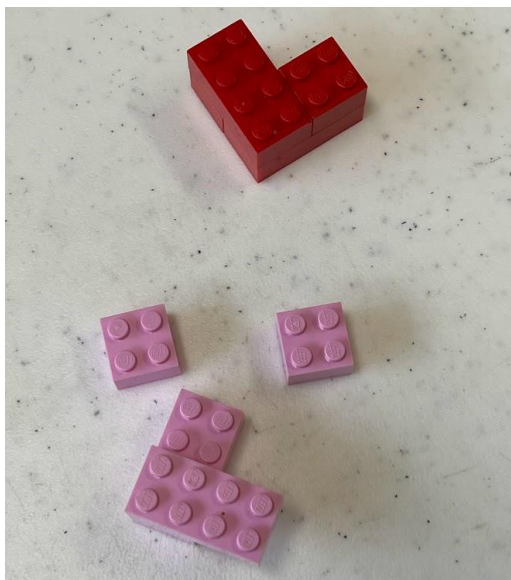


Photo credit Mary Ellyn Hale

LEGO ValUUes

Workshop: Holiday (December) Value: Pluralism

Title: We are inspired by many sources of beauty and hope

A note about format: each class session begins with a brief time for free exploration of the room as the participants arrive over a 10-minute period. The workshop begins with circle time (chalice lighting, check-in, centering moment, story, discussion, closing the circle), followed by a choice of activities that either carry through with theme or allow for community building through play. This room is stocked with LEGOS, a large box of dominos for a domino run, dollhouses with furniture and occupants, art materials, and contemplative activity boxes. Children are free to choose the prepared activity (generally a LEGO suggestion) or move to another activity.

UU Teaching:

- We are a pluralistic faith – that means that we believe in many sources of beauty and hope.
- Or, to put it in the framework of this book, we know that one candle can mean many things. It is the people around the candle that make its symbolism real.
- We actively work to include everyone.
- We celebrate diversity in all its forms.
- We listen to other people’s stories. Listening to their stories is how we grow in empathy and understanding.

Materials needed for this session:

- Book *Winter Candle* by Jeron Ashford
- LED candles, small stickers, sharpies

Chalice Lighting

We light this chalice for the light of truth.

We light this chalice for the warmth of love.

We light this chalice for the energy of action.

By Mary Ann Moore, UU author

Check-in

Tell us your name, your pronouns (if you would like to share them), and answer our check-in question.

Today’s question is “Does your family use candles for holidays or celebrations?”

You might want to remind participants about candles for birthdays, shabbats, chalices, or table decorations at holiday dinners.

(It is always okay to substitute in a question about their lives – “How are you feeling today?”, “What’s something you are looking forward to?”, “What is one thing that has happened that you want to share with the group?” The check-in question is both about

setting the theme for the day and building community within the group. Go with what the group needs today.)

Centering

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Candle/Straw Breathing Exercise

Let's start by sitting quietly in a position that is comfortable for you.
Today we're going to pretend we have a drink with a straw. We also have a candle.
Curve your hand around, as if you are holding a drink in a glass, with a straw.
Purse your lips as if you are drinking from the straw and inhale.
Now hold up your index finger on your other hand.
Pretend it is a candle. Very carefully, blow so that the flame flickers but does not go out.
Let's do it again.
Pull air in through the straw.
Slowly and carefully blow on the candle. Imagine the flame flickering!
Let's do it again.
Air in through the straw.
Make the candle flame flicker.
One last time.
In through the straw.
Make the candle flame flicker, then blow it out.

Story – *Winter Candle*, by Jeron Ashford

Before you read the story, point out the illustration on the cover. Remind the participants that this story is set in a city where there are many big apartment buildings. Many families live in separate apartments in one tall building. The neighbors in this apartment building know each other quite well.

Questions –

- How did the neighbors in the book welcome the new family?
- What is something kind you can do for someone who is new to your neighborhood?
- Tell us about something you enjoy doing with your family this time of year.

Closing the circle –

It's a blessing each of us was born.
It matters what we do with our lives.
What each of us knows about God is a piece of the truth.
We don't have to do it alone.
By Laila Ibrahim, UU religious educator

Activities – Children can choose between a simple activity, LEGO activity, or free play.

LEGO Activity – Free build day! Can you make a holiday symbol with the LEGOs? Suggestions might be a menorah, kinara, candle, candy cane, or present. What other holiday symbols could you make?

Maker Activity – Decorate an LED candle to give away. You could use stickers or sharpies. What would you write or draw on the candle? You could even make wrapping paper and wrap it!

Activity boxes – The activity boxes are here every week for you to work with if you want. Make a mandala, color a mandala, make a watercolor painting, or do yoga poses.

Appendix #1 – Centering Activities Used in this Curriculum

Centering:

Invite participants to join you in a brief centering activity. We do these centering activities here at church to get ready to listen, think, and wonder together. But you can also use them anytime you need to feel more calm or focused. *Examples might be when you are frustrated because something isn't working. Or you are sitting in worship and it's not time to move yet. Or you are anxious or worried about something you can't control.*

Balloon Breaths.

Today we're going to do balloon breaths.

Make sure you are sitting in a way that is comfortable.

Let's take a deep breath together and relax.

Place your hands on your belly, with your fingertips forming a circle.

As you breathe in, try to make your belly bigger, like a balloon blowing up.

When you breathe out, let your belly get smaller.

Let your entire body relax each time you exhale, pretending that air is slowly being released from the balloon.

Try making a "hissing" noise to slow down the exhale even more.

Balloon Breath is a simple breathing exercise, and a calming yoga pose for kids. Belly breathing helps children to manage big feelings, and it helps students to focus when they need to get oxygen flowing through their bodies.

Infinity 8's.

Hold one thumb up at eye level and draw a large infinity symbol (visualize an 8 lying on its side) through the air. Follow your thumb with just your eyes (holding your head still) as it moves counterclockwise for the first loop and then clockwise for the second loop. Trace the sideways 8 several times, stretching your vision by making the loops larger each time. *Note: this is a focusing exercise that helps with reading and tracking, but it is also a way of calming and focusing.*

Hand Tracing.

Let's start by sitting quietly in a position that is comfortable for you.

Hold one hand up, palm facing towards you.

Use the pointer finger on your other hand to trace the outline of your hand.

Go slowly!

Breathe in when you go upward, breathe out as you go down.

Up around the thumb, down the other side.

Up to the top of your pointer, down the other side.

Up to the top of the middle finger, down the other side.

Up to the top of the ring finger, down the other side.

Up to the top of the pinkie, down the other side.

Breathe in when you go upward, breathe out as you go down.

Counted breathing.

Put one hand on your diaphragm (the top of your tummy). Breathe in deeply and slowly, in through your nose and out through your mouth. Count five complete breaths in and out (one, two, three, four, five) using the fingers on your free hand.

I Am Here Now. Have the children hold one hand up in front of them. Show them how to touch each finger to their thumb, first the index finger, then the middle finger, then the ring finger, and finally the pinkie. If the group is young, this may take several tries. Older children may want to try doing it with both hands at once. When everyone can do this with ease, tell them that we are going to practice centering ourselves in the here and now.

Touch your index finger to your thumb and say “I”.
Touch your middle finger to your thumb and say “am”.
Touch your ring finger to your thumb and say “here”.
Touch your pinkie to your thumb and say “now”.

Repeat several times.
I (index finger to thumb)
Am (middle finger to thumb)
Here (ring finger to thumb)
Now (pinkie to thumb)

Bunny Breaths and Elephant Ears.

Let’s try bunny breaths. Three little breaths in ... one, two, three ... and then a deeper breath to fill your lungs.
Now breathe out through your nose in one long breath.

Let’s do it again. Three little bunny breaths ... one, two, three ... and then a deep breath to fill your lungs.
Breathe out through your nose.

One more time. Three little bunny breaths ... one, two, three ... and then a deep breath to fill your lungs.
Breathe out through your nose.

And now let’s try elephant ears.
Slide your thumbs behind your ears, with your index fingers on the outside of your ears.

Starting at the top, gently massage your ears alllllllll the way from top to bottom – as if your ears were as long and sensitive as an elephant’s!

Let’s do it again. Gently!

The bunny breaths help a child focus on their breathing; the gentle massage of the ears is an acupressure technique to help calm the body.

Candle/Straw Breathing Exercise

Let’s start by sitting quietly in a position that is comfortable for you.
Today we’re going to pretend we have a drink with a straw. We also have a candle.
Curve your hand around, as if you are holding a drink in a glass, with a straw.
Purse your lips as if you are drinking from the straw and inhale.
Now hold up your index finger on your other hand.
Pretend it is a candle. Very carefully, blow so that the flame flickers but does not go out.
Let’s do it again.
Pull air in through the straw.

Slowly and carefully blow on the candle. Imagine the flame flickering!
Let's do it again.
Air in through the straw.
Make the candle flame flicker.
One last time.
In through the straw.
Make the candle flame flicker, then blow it out.

Ringling a Chime

Make sure you are sitting in a way that is comfortable.
Let's take a deep breath together and relax.
We are going to do this next part without saying anything out loud.
I am going to ring a chime.
I will ask you to hold your hand up in the air for as long as you can hear the chime.
When you can no longer hear the chime, put your hand down.
Let's practice.

Ring the chime, let it ring for a few seconds, and then hold it still with your finger so it no longer rings. Everyone should put their hands down.
Great! Now let's try for real. Ready? Put your hand up.
Ring the chime. Let it reverberate until all hands are down.
Thank you!

Cow pose in a chair (from Susan Verde) –

We spend a lot of time sitting rounded over a desk or over electronics. This seated heart opener can be a wonderful break in the day that can also help with posture and spirit. It is from Susan Verde, a children's yoga and mindfulness instructor.
Bring yourself to the edge of your chair and feel your feet on the ground.
Reach back with both hands to either side of the seat of the chair.
Inhale and lift your chest to the sky, arching your back.
If it feels comfortable, let your head fall gently back as you widen your chest.
Exhale and soften your posture.
Repeat.



Appendix #2 – Materials needed for this curriculum (LEGO ValUUes)

Materials in room:

Chalice, LED candle, small table, circle of chairs
Chime or bell
Nametags, sharpie
Large assortment of LEGOs
Dominos (for a domino run)
Dollhouse, figures, furniture (optional, though a couple of lessons use them)
Sharpies, markers, crayons
Colored pencils and sharpener (optional)
Pencils and pens
Scotch tape, masking tape
Ruler, scissors, stapler
Paper in different colors
Paper towels
Several balls of yarn in different colors
Index cards (small and large, blank and lined)

Materials for specific lessons:

1 – Fuzzy sticks, pony beads, embroidery floss for friendship bracelets
2 – same poster board and sticky notes
3 – materials in room
4 – activity boxes (mandala making: foam circles, stones, examples printed on cardstock; mandala coloring: coloring sheets, box of crayons; watercolor painting: quality set of watercolor paints, brushes, cups for water; yoga: yoga cards and mat)
5 - Optional activity: cans of vegetables and vegetable broth, can opener, crockpot, microwave-safe dish, salt and pepper, bowls or cups, spoons, napkins
6 – Yarn (for zipline for Legos), deck of cards for Go Fish!
7, 8, 9 – Materials in room
10 – Marbles for marble maze
11 – Modeling clay
12 – Copy of appendix #1 – Centering exercises in this curriculum
13, 14 – Materials in room
15 – Materials for thaumatrope (cardstock circles, tape, pencils or straws), printout of heart-opening yoga poses
16 – Materials in room
17 – Kindness stickers (printed on 3x4" mailing labels), blank stickers
Mardi Gras – cutout Mardi Gras masks, feathers, sparkles, straws, elastic
Valentines Day – Box of materials for making Valentines – construction paper, doilies, stickers, sparkly decorations
Winter Holidays – LED candles, small stickers

Appendix #3 – Crowdsourced list of books for curriculum for Article 2 values (Books used in this curriculum are in bold)

Justice

Desmond Gets Free by Matt Meyer

All the Way to the Top by Annette Bay Pimentel

The Little Book of Little Activists by Bob Bland and Linda Lowery

A is for activist by Innosanto Nagara

Anti-Racist Baby by Ibram X. Kendi

Goodnight Racism by Ibram X. Kendi

Sometimes People March by Tessa Allen

Roses for Isabella by Diana Cohn (Fair Trade Roses)

I am an American by Martha Brockenbrough and Grace Lin (the story of the 1898 case that said if you are born in the US you are a US citizen)

Click Clack Moo by Doreen Cronin

The Day the Crayons Quit by Drew Daywalt

I Am One: A Book of Action by Susan Verde

Say Something by Peter H. Reynolds

We Are Water Protectors by Carole Lindstrom

Usha and the Stolen Sun by Bree Galbraith

Pluralism

Room on the Broom

Faith by Unicef

All Are Welcome Here by Alexandra Penfold

Mira and the Big Story by Laura Alary

Our Favorite Day of the Year by A. E. Ali

Interdependence

Carl and the Meaning of Life by Deborah Freedman

The Invisible Web by Patricia Karst

Hey, Little Ant! by Phillip M. Hoose

Wanda's Roses by Pat Brisson

We are Water Protectors by Carole Lindstrom

We are All Connected by Gabi Garcia

An Orange in January by Dianna Hutts Aston

You are Never Alone by Elin Kelsey

You are Stardust by Elin Kelsey

Transformation

Harlem Grown by Tony Hillery

When Charlie Met Emma by Amy Webb

The Very Hungry Caterpillar by Eric Carle

Something from Nothing by Phoebe Gilman

Golden Threads by Suzanne del Rizzo

One Love by Bob Marley (pictures depict transforming an abandoned lot into a park)

The Monster at the End of this Book (transforming fear of the unknown into understanding)

What If by Samantha Berger (a little girl will always create, even if the pencil disappears)

The Gardener by Sarah Stewart (story about a girl in 1935 told through letters)

Hundred Feet Tall by Benjamin Scheuer

Nell Plants a Tree by Anne Wynter

Once Upon a Time There Was and Will Be So Much More by Johanna Schaible

A Stone Sat Still by Brendan Wenzel

A Bus Called Heaven by Bob Graham

Equity

Milo's Museum by Zetta Elliot

Fair is Fair, Isn't It? by Dr. Lindsey Wilson

A Church for All by Gayle E. Pitman

Neither by Airlie Anderson

Sam's Super Seats by Keah Brown

Ron's Big Mission by Rose Blue

We Move Together by Kelly Fritsch

Peaceful Fights for Equal Rights by Rob Sanders

The Day the Crayons Came Home by Drew Daywalt

Generosity

Stone Soup by Jon Muth

Those Shoes by Maribeth Boelts

Our Little Kitchen by Jillian Tamaki

The One Day House by Julia Durango

The Story Blanket by Ferida Wolff

Lubna and Pebble by Wendy Maddour

Thank You, Omu! by Oge Mora

Chik Chak Shabbat by Mara Rockliff

Extra Yarn by Mac Barnett

Shelter by Celene Claire

Winter Candle by Jeron Ashford

The Quiltmaker's Gift by Jeff Brumbeau

Wanda's Roses by Pat Brisson

Love at the Center

I am Love: A Book of Compassion by Susan Verde

Where Thuoung Keeps Love by Thu Buu

Love is Powerful by Heather Dean Brewer

LOVE by Matt de la Peña and Loren Long

Everything Possible by Fred Small

Love Z by Jessie Sima

In My Heart by Jo Witek

Covenant

All are Welcome Here

Every Person is Important

Accept and Value Each Person (first and third principle)

Compassion

The Sound of Kindness by Amy Ludwig VanDerwater