

Multigenerational Resources for Congregational Worship, Reflection, and Action

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Use these suggestions to engage multigenerational groups with immigration, family diversity, marriage equality, and economic justice.

Legend:

W = Worship element

B = Background information

C = Curriculum

I = Individual workshop or activity

Immigration

Worship

- Faithful Journeys, [Move It! If You Want Justice and You Know It, Clap Your Hands \(Grades 2-3\) \(W\)](#)
This activity can be adapted for a MG setting—create a song based on the line "If you want justice and you know it..." sung to the tune of "If you're happy and you know it, clap your hands." Each phrase has a feeling associated with it (i.e. "angry") and a movement (i.e. "stomp your feet"). This activity involves movement and creating a song that everyone can sing.
- A Chorus of Faiths, ["We Are Each Other's Business" \(story\) \(Youth\) \(W\)](#)
Promotes religious pluralism. Eboo Patel recalls an experience, during high school, when anti-Semitic slurs were written on desks and shouted in hallways and he did not comfort his Jewish friend. Years later, Eboo realizes he should have spoken up.
- Heeding the Call, [Opening reading \(courage, strengthening wills, transformation\) \(Youth\) \(W\)](#)
A reading on finding courage to persevere in Unitarian Universalism's important immigration work.
- Cooking Together, [Changing Ourselves: Theological Reflection for All Ages \(Multigen\) \(B\)](#)
This blog post shows ways to engage children, youth, and young adults in theological reflection in order to understand their relationship with immigration justice work.
- Cooking Together, ["Com-passion: A Theological Foundation for Intergenerational Worship \(Multigen\) \(W\)](#)
This blog post emphasizes com-passion ("feeling with") as an avenue toward understanding the feelings of immigrants, and gives guidelines for sharing this sense of "com-passion" in a multigenerational worship service.

RE Curricula

- [With Justice and Compassion: Immigration Sessions for Children's Religious Education \(Children\) \(C\)](#)
A program designed for Grades 1 through 8, With Justice and Compassion offers children a structured way to engage with their own family ancestry and to discuss immigration in the U.S. The program includes four 60-minute sessions for each grade group (Gr 1-2, 3-5, 6-8) and involves a service project.
- What We Choose, Ethics: [An Ethic of Affirmation and Resistance](#) or [An Ethic of Affirmation and Resistance in Folk Tales \(Multigen\) \(I\)](#)
Both of these activities focus on affirming ethical standards to highlight marginalized peoples' dignity, identity, and how they live their lives in the world. Through a handout and various folk tales, participants engage and think critically about the issues involving peoples on the margins of a dominant, cultural society.
- Amazing Grace, [Universal Love Art \(Grade 6\) \(I\)](#)
This activity invites participants to create artwork symbolizing the concept of "universal love," an idea that Unitarian Universalism embraces. This concept relates to immigration because the group fosters love, dignity, and respect for families dealing with immigration processes.

Heeding the Call, [Taking It Home on Immigration \(Youth\) \(I\)](#)

This Taking It Home activity for families activates empathy to engage participants in learning about and striving for immigration justice. Participants imagine what it feels like to migrate to a new place and welcome those in the community who may have emigrated from another place.

UU World Family pages, [Standing with Families on the Side of Love](#); story, "Separated by a Border" **(Multigen) (B; I)**

Faith in Action Activities

Faithful Journeys, [Random Acts of Kindness and Senseless Acts of Beauty \(Grades 2-3\)](#)

This Faith in Action encourages congregations to engage in acts of kindness in the congregation and community; these acts of unconditional love strengthen interpersonal connections.

Amazing Grace, [Taking It Home on UUs in Action \(Grade 6\)](#)

A Taking It Home activity that explores the idea of UUs in Action, encouraging social justice work throughout the community.

Blue Boat of YaYAM, [Top 10 Ways to Help Youth Prepare for Justice GA \(Youth\)](#)

What We Choose: Ethics, [Multiple Perspectives FIA \(Multigen\)](#)

This Faith in Action activity applies the "ethic of risk" framework, developed by Sharon Welch, to a social justice project. The congregation discusses how they engage with a community of marginalized or oppressed people.

Cooking Together, [Modeling Multigenerational Learning and Service \(Multigen\)](#)

Family Diversity

Worship

[Adapting Small Group Ministry for Children](#) (Love Makes a Family, page 32) **(Children) (W)**

Session 5, Love Makes a Family, invites families and participants (Gr 1-2, Gr 3-5, and Gr 6-8) to conduct a worship service on the love generated in a family, using their own reflections on the poem "What Family Means to Me."

Exploring Our Values through Poetry, [One World Worship Service \(Youth\) \(W\)](#)

The New UU, [Elements of Worship \(Adult\) \(B\)](#)

UU World Family pages, [Make room to be together in awe, wonder, and spirit \(Multigen\) \(B; I\)](#)

RE Curricula

[Families \(Youth\) \(C\)](#)

UU World Family pages, [O, Sparkling Web of Difference \(Multigen\) \(C\)](#)

Windows and Mirrors, [All Ages Offer Gifts \(Grades 4-5\) \(I\)](#)

This workshop encourages participants to locate the ways in which children and adults create learning experiences for each other. Multigenerational groups engage with each other in various congregational settings through activities and storytelling.

Faith in Action Activities

Love Surrounds Us, [Faith in Action: The Family Puzzle Multigenerational Event \(Grades K-1\)](#)

Windows and Mirrors, Lean on Me, [Taking It Home \(Grades 4-5\)](#)

Families and friends discuss ways to support each other during tough times. Encourages reaching out to others in the community when a need is identified.

Families, [Honoring the Work of Families \(Youth\)](#)

Families, [Diverse Families on Display FIA \(Youth\)](#)

Marriage Equality

Worship

Faithful Journeys, ["Valentines for the Governor"](#) (story) **(Grades 2-3) (W)**

Unitarian Universalists from California sent valentines to the governor in order to show him what love means; they were protesting a law in the state over who could legally become married. They believed in love for all, marriage equality for all, and wanted to show that support.

Worship Web, [Sermon on Marriage Equality by Fred Small \(W\)](#)

Worship Web, [Worship Chalice Lighting by Steve Stock \(W\)](#)

Faithful Journeys, [Find Out More – Books on Marriage Equality \(Grades 2-3\) \(B\)](#)

RE Curricula

Riddle and Mystery, [Fairest of All](#) **(Grade 6) (I)**

Participants imagine a world that is equal and fair in all aspects of life; each group writes down five categories that would apply to all countries (i.e. equal resources) and five categories that would apply to every person (i.e. good health). Reinforces the concept of "equality." Processing the exercise, participants focus on how their group made decisions together.

A Place of Wholeness, [A Theology of Love](#) workshop **(Youth) (I)**

A workshop dedicated to understanding and practicing a "theology of love" in congregations. Raises questions such as, "What does a theology of love cause us to do?", "How should we be in the world if we think universal love is important?", and "What are our congregations doing right now to live out a theology of love?"

Resistance and Transformation, LGBTQ Equality workshop, [Standing on the Side of Love Faith in Action](#) **(Adult) (I)**

Faith in Action Activities

Faithful Journeys, [Valentines for Marriage Equality](#) **(Grades 2-3)**

Faithful Journeys, [Action Campaign Ideas](#) **(Grades 2-3)**

A Place of Wholeness, [The Rainbow Banner Project FIA](#) **(Youth)**

Economic Justice

Worship

Gather the Spirit, [Congregation Gratitude and Generosity](#) **(Multigen) (W)**

Participants create a worship service based on the relationship among gratitude, generosity, and water stewardship. A sense of gratitude for clean water or actions of stewardship to help provide clean water in other areas of the globe can be outcomes of this worship experience.

Gather the Spirit, [Why Toilets Are Important](#) (story) **(Multigen) (W)**

Wisdom from Hebrew Scriptures, ["Manna in the Wilderness"](#) (story) **(Multigen) (W)**

What We Choose: Ethics, [Dolores Huerta](#) (story) **(Multigen) (W)**

RE Curricula

[Virtue Ethics](#) **(Youth) (C)**

[Adapting Small Group Ministry for Children](#) (Who Is My Neighbor?, page 35) **(Children) (I)**

Moral Tales, Workshop 9, Generosity – [Material World activity](#) **(Grades 2-3) (I)**

This activity visually represents wealth and ownership in different parts of the world. Participants view two books featuring photographs of families' possessions. After viewing the books, participants process with questions such as: "Does this seem fair to you? What would be in a picture of your belongings? What would be in a picture of your family's meals?"

What We Choose, Ethics: [Opening Scenario](#) **(Multigen) (I)**

This activity discusses the implications of binary language ("we/they", "us/them") in a scenario in which a congregation plans to give away costumes to a day care center in a lower-income neighborhood. The director of the day care center refuses, wanting the congregation to visit them instead. Questions for participants include: "What are the underlying moral issues? How would you react under these circumstances if you were the day care center director? What unstated stories and histories might be at play?"

Faith in Action Activities

Riddle and Mystery, [Faith in Action: News of Injustice](#) **(Grade 6)**

Virtue Ethics, Workshop 6, Responsibility – [Find Out More](#) (Stewards of the Earth section) **(Youth)**

Family pages, [Resilient Together in Tough Times](#) (Talking About Money Problems Parent Reflection) **(Multigen)**

Family pages, [Resilient Together in Tough Times](#) (Resiliency Circle activities in Find Out More) **(Multigen)**

Find many more ideas for justice-based engagement in the UUA's Tapestry of Faith religious education programs.

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