

## Courage & Good Risk:

### PK-1<sup>st</sup> Grade/ Ages 4-7

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**Wonder Box Options:** Giraffe Animal Toy/Picture (or Bird)

### **Say in your own words:**

This month our theme at church is RISK. RISK is when you take a chance; especially when it is something new or something that makes you nervous or even scared.

Can anyone give me an example of a good risk that they have taken?

What did you learn from taking that risk?

Unitarian Universalists believe that it is important to continue to search and learn what is true and right. We also believe that your actions should be guided by what you believe. We also believe that your actions should be guided by what you believe. Sometimes that means taking responsible risks. Today we are going to explore finding the courage to take good risks.

### **Read the Story:**

[Giraffes Can't Dance](#) [Video: Giraffes Can't Dance](#)

[Peep](#)

[If I Never Forever Endeavor](#)

### **Discussion Questions:**

*Use the characters in the books to help the children discern what risks are worth taking?*

### **How can you know the difference between a responsible or good risk and a bad risk?**

1. Identify the risk (body, feelings, others, mind). What am I risking?
2. Stay aware of the potential dangers, and benefits, of moving forward or staying still.  
What will happen if I take this risk or do not take this risk?
3. Think through one's actions. How will I take this risk?
4. Evaluate your actions afterwards. What will happen if you take this risk?

### **Example: Gerald the Giraffe**

1. Gerald wants to dance. He is scared of being laughed at and that he cannot dance well.  
Gerald is risking his feelings and body.
2. The danger is failure and being laughed at again. If Gerald tries dancing, he can learn how to dance and enjoy dancing. If he does not, he might never know the joy of dancing.
3. He decides to try dancing while he is alone.
3. He took the risk and learned how to dance in his own way. The other animals were amazed.

### **Activity Ideas:**

Animal Dance Party

[Make A Dancing Giraffe](#)

Paint Bird Pictures

[Moments of Courage](#)

**2<sup>nd</sup>-3<sup>rd</sup> Grade/ Ages 7-9 and 4<sup>th</sup>-5<sup>th</sup> Grade/ Ages 9-11**

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**Say in your own words:**

This month our theme at church is RISK. RISK can be when you take a chance; especially when it is something new or something that makes you nervous or even scared. Can anyone give me an example of a risk that they have taken? What did you learn from taking that risk?

*Have this written out on poster/easel paper:*

**How can you know the difference between a responsible or good risk and a bad risk?**

1. Identify the risk (body, feelings, others, mind) or (physical, emotional, social or intellectual).

What am I risking? Who am I risking? How am I risking?

2. Stay aware of the potential dangers, and benefits, of moving forward or staying still.

What can I learn from taking this risk?

3. Think through one's actions. How will I take this risk?

4. What will happen if you take this risk? Evaluate one's actions afterwards.

*Use the examples the students provided to decide if the risk are good or bad.*

Unitarian Universalists believe that it is important to continue to search and learn what is true and right. We also believe that your actions should be guided by what you believe. We also believe that your actions should be guided by what you believe. Sometimes that means taking responsible or good risks. Today we are going explore how to evaluate risks and decide if a risk is a responsible risk.

**Read**

[The Dark by Lemony Snicket](#)      [Video](#)

[A Blessing for Risk Takers and Failures](#)

[Shortcut](#)

[The Empty Pot](#)

*Use the characters in the books to help the children discern what risks are worth taking?*

**4<sup>th</sup>-5<sup>th</sup> Grade/ Ages 9-11:** For this age group, consider having students choose partners to read the books together, evaluate the risks and report back to the larger group.

[The Empty Pot](#)

[Whispering Town](#)

[A Blessing for Risk Takers and Failures](#)

[Shortcut](#)

**Say in your own words:** As you grow and continue to make more choices for yourself every day, it is important for you to know how to decide what risks you should take. You can always ask people you love and trust for advice, but the decision to risk is your own.

**Activity Ideas:**

[Courage Stones](#)

[Moments of Courage-Skits](#)

Sing [One More Step](#)

**PK-1<sup>st</sup> Grade/ Ages 4-7      2<sup>nd</sup>-3<sup>rd</sup> Grade/ Ages 7-9**

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**Wonder Box Options:** A globe, earth picture

**Say in your own words:**

This month our theme at church is RISK. Today we are going to be learning about Environmental Risk. Environment is another way to say our home, the planet Earth. Many of the choices we make every day put our environment at risk. Can anyone name some things that we do that put our Earth at risk? Unitarian Universalists believe in caring for our planet Earth, the home we share with all living things. Unitarian Universalists try to act responsibly to care for our environment. There are a lot of simple things we can do to help our environment be clean and healthy, let's find out what they are!

**READ one or more:**

[Don't Throw That Away!: A Lift-the-Flap Book about Recycling and Reusing](#)

[Michael Recycle Meets Litterbug Doug](#)

[Michael Recycle](#)

[Sandy's Incredible Shrinking Footprint](#)

**Activity Idea:**

[Hands Around World Kids Paint Craft](#)

[Pond Pollution](#)

[Art Projects That Use Recycled Materials As Tools](#)

[Plant Seeds Perhaps Milkweed to help the Monarchs](#)

[Earth Pledge](#)

**4<sup>th</sup>-5<sup>th</sup> Grade/ Ages 9-11**

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**Read**

[Heroes of the Environment: True Stories of People Who Are Helping to Protect Our Planet](#)

[Tips to Use Less Plastic](#)

[Ten things you can do for Trash Free Seas](#)

Watch: [Climate Change with Bill Nye Science Guy](#)

Watch: [The Ecological Footprint Explained](#)

Watch: [Planting a future for monarch butterflies](#)

**Activity Ideas**

My Ecological Footprint: Examine what makes an [ecological footprint](#) , and then personalize a [Footprint](#) with activities that influence the earth.

[Build a Wetland in Bottle](#)

[Make Paper](#)

[Plant Seeds Perhaps Milkweed to help the Monarchs](#)

[Earth Help](#)

**PK-1<sup>st</sup> Grade/ Ages 4-7 & 2<sup>nd</sup>-3<sup>rd</sup> Grade**

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**Wonder Box Option:** A perfect square piece of paper.

**Say in your own words:** What shape is this paper? Do you think it is a perfect square? I wonder if it could change and still be perfect. What do you think? Today we are going to read a book about a perfect square and see how it changes.

**Introduction:**

This month our theme at church is RISK, and today we are going to explore risking failure and change. *Tell them an authentic appropriate failure story about failing and learning in your life (i.e. bicycle riding, cooking, reading).* Has this ever happening to you? Have you ever risked making mistakes, failed and then figured something out?

We learn by trying new things, sometimes fail and then grow in what we know. Unitarian Universalists believe that it is important to always be searching and learning what is true and right. We also believe that your actions should be guided by what you believe. Sometimes that means risking failure and change.

**READ:**

[Perfect Square](#)

[The Dot](#)

[Ish](#)

[If I Never Forever Endeavor](#)

**Additionally for 2<sup>nd</sup>-3<sup>rd</sup> Grade and 4<sup>th</sup>-5<sup>th</sup> Grade/ Ages 9-11**

[Mistakes that Worked](#)

[Your Fantastic Elastic Brain Stretch It, Shape It](#)

**Discussion: Feelings About Risk, Failure and Change**

Risk, failure and change can create many feelings inside of us. When we take risks it is good to slow down and ask yourself: How do I feel? Explore Age appropriate [Emotional Charts](#) with students. When you know how you feel you can ask yourself

**Activity Ideas**

**PK-1<sup>st</sup> Grade/ Ages 4-7**

Take a risk to change the perfect square: [Perfect Square Art & More Perfect Square Art Projects](#)

**2<sup>nd</sup>-3<sup>rd</sup> Grade and 4<sup>th</sup>-5<sup>th</sup> Grade/ Ages 9-11**

[Risk Taking Improv Games](#)

[Learning Failure from Marshmallows](#)

[Lots of The Dot Lessons](#)

[Sing the Dot Song](#)

[Dot and Ish Worksheet/Art Lesson Prompts](#)

**4<sup>th</sup>-5<sup>th</sup> Grade/ Ages 9-11**

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**Introduction:**

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We learn by trying new things, sometimes fail and then grow in what we know. Unitarian Universalists believe that it is important to continue to search and learn what is true and right. We also believe that your actions should be guided by what you believe. Sometimes that means risking failure and change. Today, we are going to discover some stories about people who took risked failure for change.

**READ one or more:** For this age group, consider having students pair up and read books together.

[Night Boat to Freedom](#)

[a sweet smell of roses](#)

[Night Running](#)

[Emmanuel's Dream](#)

[The Whispering Town](#)

**Have each group tell us about the book they read:**

What risks did the people in your book take?

Why were they willing to risk failure?

What changes did the people in your book want?

What beliefs motivated the people in the book?

What beliefs do you have that motivate the risks you take?

Do you have any Unitarian Universalist beliefs that motivate the risks you take?

**Activity Ideas**

[Risk Taking Improv Games](#)

Discuss [Failure as A Tool](#)

[Failure Toss](#)

[Learning Failure from Marshmallows](#)

## **March 2017 Children's Chapel Resources** **Unitarian Universalist Risk Takers**



### **Introduction**

Risks can challenge us in life. It is important to remember that we are connected and stronger together. We can help each other through life's challenges. Our church and congregation also can take risks together when our beliefs tell us that it is true and right. Unitarian Universalists believe that it is important to continue to search and learn what is true and right. We also believe that your actions should be guided by what you believe.

Tell Stories of Unitarian Universalist Risk Takers & how their faith helped them make decisions: [Dorothea Dix](#) , [Tim DeChristopher](#) , [James Reeb](#) , [James Adams](#) , [Lydia Maria Child](#) or choose one of your favorites!

### **Activities:**

[A Blessing for Risk Takers and Failures](#)

Make a Human Chalice

Add words or pictures to large Chalice Outline: What we can do together.

### **Songs**

One More Step 168

Voice Still and Small 391

Building Bridges 1023

Everything Possible 1019

### **Family Resources for RISK-March 2017**

[6 Ways to Encourage Children to Take Risks](#)

[Read About Recycling](#)

[11 Benefits of Encouraging Risk Taking in Your Children](#)

[RISK Religious Education Resources Pinterest](#)

*Created by Kimberlee Tomczak Carlson*

<b>Theme:</b>	<b>Grades:</b>
<b>LESSON:</b>	<b>DATE:</b>
<b>TEACHERS:</b>	

Have students as they enter find their nametag or make one for them.  
Take Attendance as they enter and sit down.

**SUPPLY LIST:**

**OPENING: (10 minutes)**

**Chalice Lighting**

One student lights the chalice and all say together

***We are Unitarian Universalists.***

***We are the church of the open mind,***

***The loving heart and the helping hands.***

***Together we care for the earth.***

***And work for friendship and peace in our world.***

**Check In**

Go round or table and have everyone say their name, have them give a thumbs up, down and share one thing about their week.

**Wonder Box (Optional for Younger Students)**

Invite them to guess what gift could be in this big, beautifully wrapped box. Take some guesses. Then pass the box around for children to open.

**They will find:**

**Say in your own words:**

**Read**

**Activity 1**

**Activity 2**

**Closing: Check Out**

What did you like about today or what was the best part of this morning?  
Which UU Principle did we use today? (Having a poster in room is helpful.)  
Turn off Chalice!

Which of our activities influence the state of the Earth?



**BUILT ENVIRONMENT**  
HOUSES  
ROADS  
INFRASTRUCTURE  
ENERGY PLANTS



**AGRICULTURE**  
FOOD  
ANIMAL FEED  
BIOFUEL  
TEXTILES



**FISHING**  
YIELD FROM THE  
OCEAN AND RIVERS



**FOREST USE**  
LOGGING  
CONSTRUCTION  
FURNITURE  
PAPER  
FIREWOOD



**GRAZING LAND**  
MEAT  
DAIRY PRODUCTS  
LEATHER  
WOOL



**FOSSIL FUELS**  
PRODUCTION  
TRANSPORTATION  
HEATING  
COOLING  
ETC.

