



Soul Matters

Holding History



RE Resources
Second - Fifth Grade

November 2021

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Welcome to Holding History

Welcome to the Soul Matters Multi-Platform Packet for Second through Fifth Grades for the month of November. This year our monthly themes invite us to think about not only what values our UU faith calls us to but also the key actions and skills that our times require of us. Pandemic time exposes the need for humanity to change and adjust in key ways. So each month we will explore a different skill that we need to develop or lean into so that we don't just return to normal but actually bring about a "new normal."

This month we explore the ways in which our times call us to "Hold History." There are four ways we will tease apart the idea of holding history with our children. Here they are:

Lesson A: People Die, Love Doesn't - On holding on to the memory of loved ones and the imprint they've left on us.

Lesson B: Standing on the Shoulders of Those Who Come Before - On honoring the work that's been passed to us and holding on to the responsibility of moving the work forward.

Lesson C: Freeing Healing and Beauty with Truthful Telling - On holding up the hidden, painful and shameful parts of history as a means of healing and repair.

Lesson D: Seven Generations - Looking Back and Looking Forward with Responsibility - On honoring our responsibility to those who come after us and being aware that we hold their futures in our hands.

I am particularly excited about the exploration of how we free healing and beauty with truthful telling of the ways in which the history of people of color have been erased. By recognizing the damages, we move forward into healing, then we move forward into wholeness, from which emerges the beauty of lives once trampled by racism. I loved watching the PBS Learning Media "Molly of Denali" episode about Grandpa's Drum. This clip, suggested by our Widening the Circle Research team, gently revisits the pain of residential schools for Indigenous children. When Grandpa finds his drum and his singing voice, he sheds tears of joy. I love the way this reminds us that being honest about our history is not just about the truth, but also about unleashing beauty and gifts into the world, that are gifts to us all. It gives me hope for our future.

With that in mind, I wish beauty for you all this month. As you look back and forward, may it change the way you experience your present, helping you and the children with whom you journey to notice the many blessings surrounding us all.

Katie, on behalf of the [entire Soul Matters Team](#)
DRE for Soul Matters, soulmattersre@gmail.com

PS. If you would like to read or review our overall approach to the 21-22 RE Packets, check out our ["Welcome to Soul Matters RE" Google Doc](#).

Legend:

Purple Font - online adaptations and alternatives

*** books recommended by the Widening the Circle Research Team*

Calendar Connections

November 2021

Interfaith:

- [All Saints Day](#) (Christian) - Nov. 1 (more [here](#))
- [All Souls Day](#) - Nov. 2 (more [here](#) and [here](#))
- [Samhain](#) (Wiccan) - Oct. 31 - Nov. 1 [[more](#)]
- [Diwali: Festival of Lights](#) (Hindu) - Starts Nov. 4, 2021
- [Advent](#) (Christian) Nov. 28 -Dec. 24, 2021 (more [here](#) and [here](#))
- [Hanukkah](#) (Jewish) - Nov.28 -Dec. 6, 2021 (more [here](#) and [here](#))

Unitarian Universalist:

- [James Luther Adams](#) birthday - Nov. 12 [[more](#)]
- [Francis David](#) died in prison on Nov. 15 (1579) (more [here](#))

National Holidays & Cultural:

- [Native American Heritage Month](#)
- Alzheimer's Awareness Month
- [Dia de Los Muertos](#)/Day of the Dead - Oct.31 - Nov. 2
- Carol Mosely Braun became the 1st African American woman elected to the US Senate - Nov. 3, 1992
- U.S. Elections - Nov. 2, 2021
- James Weldon Johnson & J. Rosamond Johnson composed "Lift Ev'ry Voice and Sing" - Nov. 6, 1900
- Birthday of [Dorothy Day](#) - Nov. 8 (1897)
- [Veterans Day](#) - Nov. 11
- [Remembrance Day](#) (Canada) - Nov. 11 (observed Nov. 12)
- U.S. Supreme Court ruled that racial segregation on public buses was unconstitutional - Nov. 13, 1956
- [Jamar Clark](#) is shot by police in Minneapolis - Nov. 16, 2015
- [Transgender Day of Remembrance](#) - Nov. 20 [[more](#)]
- [Thanksgiving Day](#) - Nov. 28
- [Tamir Rice](#) is shot by a police officer after carrying a toy gun in Ohio - Nov. 23 (2014)
- Grand jury decision not to indict Officer Darren Wilson for the killing of Michael Brown, sparking protests in Ferguson and cities across the U.S., including Chicago, Los Angeles, New York, and Boston. - Nov. 24 (2014)
- [Origin of Species](#) published & [Evolution Day](#) - Nov. 24
- Black Panther Party [founded](#) - [Late Nov](#) (1966), exact day in Nov. varies among sources

For Fun and On the Fringe:

- Sesame Street" first aired on PBS - Nov. 10, 1969
- Birthday of Elizabeth Cady Stanton -Nov. 12, 1815
- Mickey Mouse's Birthday - Nov. 18, 1928
- Charles Schulz B Day - No. 26 (1922) (more [here](#) and [here](#) and on his [spirituality](#))
- Apple introduces new iPod - Oct. 13 (2005)
- [Clergy Appreciation Day](#) - Oct. 10 (second Sunday of October)

Lesson A:

People Die, Love Doesn't

(Core Story: Grandad's Prayers of the Earth)

Theme Angle

Our theme this month is Holding History. One of the key ways we UUs hold history is to remember that people die, but love doesn't. We have fond memories in our hearts that make us smile. We also sometimes feel like there are messages and voices in the "ear" of our heart. These are the memories of loved ones and pets who have died who can guide us, inspire us, and support us through the memory of who they were, how they lived and how they loved. So *holding on to the history* of who they were is no small thing. We wouldn't be who we are without it.

Light It!

We know that everyone approaches chalice lighting differently. Some use the same chalice lighting words for the entire month, while others pick a new one each week and tailor it to that week's particular theme connection. So instead of offering specific chalice lightings for you to use, we offer four "places" for you to find the chalice lighting that fits your approach:

- *Worship Web:* <https://www.uua.org/worship/words/chalice-lighting>
- [Tapestry of Faith and other common Chalice Lightings for Children](#)
- *Our monthly Soul Matters worship packets*
- *Your own congregation's special chalice lighting words*

Extinguish It!

Signal the end of "sacred time" or "Chalice time" with a short ritual for extinguishing the chalice. It might be just after any of the below sections or at the end of the session. Use a [candle snuffer](#) if you use real candles for dramatic effect, or just blow it out. Here are some resources for you to find the chalice extinguishing words that fits your approach:

- UUA: <https://www.uua.org/genre/chalice-extinguishing>
- *Worship Web:* <https://www.uua.org/worship/words/closing/6049.shtml>
- *Katie's Words*

*We gather the warmth of love, the light of truth, and the energy of action into our hearts.
Back into the world of do and say,
Carry it forward into the dawning day.
Go Now in Peace, Amen.*

(Move your arms to express the actions: gather using a cupping motion from the flame of the chalice to your heart, spread that outward again.)

Introduce It!

(Wonder Box)

Listen for Loved Ones' Guidance and Support

Reflection Object: headphones or earbuds

Suggested Script

"Here are some earbuds. We use them to listen to music and stories. Have you ever listened for a message that isn't spoken out loud? Maybe it felt like someone, or something was speaking to you, but wasn't really? It might be from remembering someone who has died.

This is also a great way to think about our monthly theme: Holding History. Because one of the key ways we UUs hold history is to remember that people die, but love doesn't die. We have fond memories in our hearts that make us smile. We also sometimes feel like there are messages and voices in the "ear" of our heart. These are the memories of loved ones and pets who have died who can guide us, inspire us, and support us with the memory of their love. In our UU faith, we hold history in memories of our loved ones who have died.

So today we're going to explore a bunch of ways in which holding tight the memories of loved ones allows them to comfort and guide us still. Are you ready?! Let's begin!"

Lead With Strategy: Who in your congregation has held a memorial service for a loved one, or participated in a service of remembrance? Perhaps this is a staff person who conducts memorial services or an officiant. Invite them to share how memories of loved ones who have died keep alive in their heart.

Tell It and Talk About It!

(Story)

Suggested Introductory Words

“A great way to explore the importance of death and love is by sharing this book [**hold it up**]. And guess what? It’s about prayers and how prayers can help with death and love! Does everyone know what a prayer is? People do it a lot of different ways but a good way to think about it is... [maybe something like expressing your hopes to the universe or to God.]

In this story, a boy and his grandfather reflect on prayers. And as they do, they tell us that one of the ways we hold on to history is by remembering the ones we love in prayers. By remembering that love, the world can seem right again.

Grandad’s Prayers of the Earth by Douglas Wood

Book: [HERE](#)

Video: <https://www.youtube.com/watch?v=pmBhQE2KITo>

Reflection Prompts

- Have you ever thought of what a prayer is? What do you think prayer is?
- If you were walking in the woods, what would you pick up and put in your pocket?
- What did you think about the conversation between Grandad and his grandson about prayer?
- Have you ever lost someone or a pet and felt empty like the boy?
- Some people say that they can hear the voices of their loved ones whom they have lost. Can you share a time when it seemed like your loved one, person or pet, was speaking to you?

Online Permission Note

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Explore It!

(Group Activities and Experiential Learning)

Here are a variety of suggestions for digging deeper into the theme. Choose the one(s) just right for your group! In many cases, these will work as well online as in-person. When an activity doesn't work for both in person and online, we offer an online adaptation or alternative and highlight it in purple.

Explore It with a Craft

Rock Crafts

In the book, the boy picks up a rock and puts it in his pocket. Invite the children to collect river rocks and other rocks then glue them with a glue gun to form a cairn to place in a special place or paint the rocks to act as markers.

Online adaptation: Send a river rock home and provide paint or markers to decorate. Then make them together on Zoom.

Explore It with a Game

Whisper Game with Earphones

<https://www.youtube.com/watch?v=I3Uv1mX2iKA>

Whisper It Games

<http://www.peepandthebigwideworld.com/en/parents/activities/120/whisper-it/>

Explore It with a Walk in Nature

Take a Walk

How do the children imagine the trees praying? Look up into the branches and listen. How do they invite you to remember things? Explore the way things in nature aren't just nice to look at but also can cause us to have thoughts and memories of loved ones.

Explore It with an Interview

Congregational Visitor

In the spirit of cultivating multigenerational relationships, invite a person (a minister or officiant) who has held a memorial service at the church or participated in the service of remembrance to share more about the service and the meaning it held for them.

Explore It with a Memory Tree Ritual

The powerful part of this activity is the sight of a leafless and “lifeless” tree on the table in front of the children at first. Then as the children finish and hang their “leaves,” the tree slowly takes on color and life, just as bringing the memories of our loved ones brings color and life into our lives.

Suggested Script

“We are going to make a Memory Tree. A Memory Tree is a way to honor and remember those we have loved and lost to death. First, we will write the name or draw a picture of your loved one (person or pet) on a leaf, (usually made of different colors of construction paper). Then we write or draw on the opposite side of the “leaf” the gift(s) they gave you. These would be some of the things you remember the most. The gifts they gave to you through their living and loving. Especially during our month of Holding History, these “leaves” remind us of and symbolize the gifts loved ones gave us that we want to “hold on to.”

Details: How to do it & Tips

- **Setting Things Up:** For a larger group, use a 3-5 five-gallon bucket, fill it with sand, and put it on a table or floor. For a smaller group, use a #10 can and a smaller branch and place it on a table. Cut a bare tree branch large enough to mimic trees when placed into the bucket. Create leaves from construction paper or use [pre-made leaf cut outs](#), then take a hole punch and make a small hole near the stem of the leaf. Tie a loop of yarn through the hole, large enough that the loop can serve as a “hook” to hang the leaves on one of the tree branches. Invite the children to write or draw the name of the loved one and their gift with markers and colored pencils.
- **Ritual Process:** Have reflective music playing during the time when the children are writing and drawing. For instance, [Autumn Leaves](#), by Eva Cassidy. Hang the leaves when they are finished. Invite children, if they are finished early, to make another. Finish with a short blessing:

We’ve hung our leaves on the Memory Tree.
The tree has taken on color and life,
just as the memories of our loved ones bring color and life into our lives.
Amen, Blessed be.

Note: If you wish to explore offering the Memory Tree as a Multigenerational Ritual as part of a Worship Service, see the [Memory Tree Ritual Google Doc](#) for a description.

Lesson B:

Standing on the Shoulders of Those Who Come Before

(Story: The Undefeated**)

Theme Angle

An important part of holding history is the understanding that we stand on the shoulders of those who came before us. It's a special phrase, [made famous by Isaac Newton](#).

Even very famous people learned and grew from people who came before. For instance, one author describes how Former President Obama liked Rev. Dr. Martin Luther King, Jr.'s quote, "The arc of the moral universe is long, but it bends toward justice." King paraphrased it from the Unitarian minister Theodore Parker. In his sermon given in the 1850's, Parker said: "I do not pretend to understand the moral universe. The arc is a long one. My eye reaches but little ways. I cannot calculate the curve and complete the figure by experience of sight. I can divine it by conscience. And from what I see I am sure it bends toward justice." Each person learns and grows from the people who came before. Over 167 years, from 1853 to 2017, Obama stood on the shoulders of King, who stood on the shoulders of Parker.

So when it comes to holding history, our faith clearly tells us, "Honor those upon whose shoulders you stand."

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(Move your arms to express the actions: gather using a cupping motion from the flame of the chalice to your heart, spread that outward again.)

Introduce It!

(Wonder Box)

Reaching a Light Bulb

Reflection Object: a light bulb

Suggested Script

“Here is a light bulb. It provides us light. (By the way, a Unitarian man who was African American helped invent light bulbs! His name was [Lewis Latimer](#). Yet another person who learned from those who came before and then helped others learn and grow after him.) Sometimes, light bulbs fail and we have to replace them with another one. Now, imagine that we have a light on the ceiling with a light bulb that needs replacing. Imagine that we don’t have a ladder. Can we find some gymnasts? What might they have to do to get at that light bulb? [Eventually, guide the discussion to include standing on each other’s shoulders.]

Well sometimes that’s how it is when we hold history. We stand on the shoulders of others who come before. That’s a special phrase we use to describe how we learn and grow from the people who came before us.

Even very famous people learned and grew from people who came before. For instance, [one author](#) describes how Former President Obama liked Rev. Dr. Martin Luther King, Jr.’s quote, “The arc of the moral universe is long, but it bends toward justice.” King paraphrased it from the Unitarian minister Theodore Parker. In his sermon given in the 1850’s, Parker said: “I do not pretend to understand the moral universe. The arc is a long one. My eye reaches but little ways. I cannot calculate the curve and complete the figure by experience of sight. I can divine it by conscience. And from what I see I am sure it bends toward justice.” Each person learns and grows from the people who came before. Over 167 years, from 1853 to 2017, Obama stood on the shoulders of King, who stood on the shoulders of Parker.

So today we’re going to explore a bunch of ways in which we stand on the shoulders of those who came before. Are you ready?! Let’s begin!”

Lead With Strategy

Does your congregation have an emeritus minister or founding member who could share about the earlier years of their work and how that helped shape the congregation today?

Tell It and Talk About It!

(Story)

Suggested Introductory Words

“Today’s story is a great way to explore how we stand on the shoulders of those who came before. It’s a story about the people who persevered. It’s a story about the African Americans who by their example help us keep on going. We hold history by standing on the shoulders of those who came before us. Let’s listen to the story together!”

The Undefeated by Kwame Alexander, illustrated by Kadir Nelson**

Video: <https://www.youtube.com/watch?v=cHIWtl8PNk>

Book: [HERE](#)

Reflection Prompts

- What was your favorite part of the story?
- How did you feel when there was a name named that you didn’t know?
- Do you know about any other Black heroes and heroines?
- When did an adult (family, friend, or neighbor) help you?
- How do you feel after hearing the book?
- When have you felt like you were able to achieve something because of the efforts or inspiration of those who came before you?

Notes on the Book

****ARAOMC Context from the Widening the Circle Research Team**

The WTC team chose this book because of its appropriateness for the theme of Holding History. History is often recorded by those in power in the dominant culture. When listening to this story as adults we might realize how many of these names we do not recognize, yet we don’t question why we don’t know them. If given a white counterpart in history, we could probably easily think of several. Accountability means revisiting history, looking at the stories that aren’t told and questioning why. Learning and sharing what we learn along the way. Adrienne Summerlot created for use in her congregation a [companion piece](#) from the footnotes of the book *The Undefeated*. Real images and difficult topics are included, we recommend you view this companion file on your own before looking through it with your class or child.

Online Permission Note

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Explore It!

(Small Group Activities and Experiential Learning)

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Explore It with Blocks and Manipulatives

Make a tower of blocks or LEGO's to represent standing on the shoulders of those who came before. Who would make up the tower you stand on top of?

Explore It with Sculpture

Give pieces of tin foil to each child. Invite them to [sculpt a figure](#). After they form it, make another who can stand on its shoulders. Make a chain of figures, standing on each other's shoulders.

Explore It with Poetry

[Learn the Ingredients of a Poem from Kwame Alexander](#). Try writing a poem yourself! Listen to the songs below while you write!

Explore It with Songs by the Greats in the Book

Listen to some smooth jazz from some of the greats mentioned in today's book!

<https://open.spotify.com/playlist/3BLcIya15glSHuM5wwcbAj?si=6LWNOpUTRUWYB3-Nd9cBOA&nd=1>

Have you heard any of these tunes before? How do they make you feel? Does your body want to move in a certain way?

Try listening while you write your poem from above!

Explore it with an Interview

Congregational Visitor (online or in person)

In the spirit of cultivating multigenerational relationships, invite someone who has accomplished something in their life and can share the story of who inspired them, guided them, and supported them.

Explore it with a Mindful Moment

A Creative Visualization about Standing on the Shoulders of Those Who Came Before

Centering:

I invite you to move into our meditation position.

Sit comfortably in your chair or on the floor.

Put your hands on your lap or on your knees.

Sit up nice and tall.

Focus your eyes in front of you.

Find your breath moving in your body by taking in one breath through your nose and then slowly breathing it out through your mouth.

Mindful Moment Instructions:

Now close your eyes if you are comfortable. Imagine your body is very tense then relaxed.

First tense your toes, feet and calves. [Pause] Say ahh while you relax them. [Pause]

Tense your knees, thighs and hips. Say ahh while you relax them. [Pause]

Tense your chest, arms and shoulders. Say ahh while you relax them. [Pause]

Tense your mouth, eyes and whole face. Say ahh while you relax them. [Pause]

Now your body is relaxed, feeling calm and strong. [Pause]

Now imagine you are becoming lighter and lighter until you are floating among clouds. [Pause]

Imagine looking around and seeing all of the people who have helped you, below, floating with you.

[Pause]

Each person is gently standing on the shoulders of the next person. [Pause]

They are holding the ankles of the person above them and balancing delicately together in a long line.

[Pause]

Look down. Who do you see? Is it your family, your grandparents, a special teacher? [Pause]

You see a long chain of people, floating and gently standing on the shoulders of those who came before.

Each person is smiling at you, encouraging you as they look up. [Pause]

You feel their support and see the pride in their eyes. [Pause]

You smile back and nod your thanks to them for their support. [Pause]

Slowly, each person opens their arms wide and releases the ankles of the person above them. [Pause]

As the line gently floats apart, the people slowly spiral away and fade from view. [Pause]

You end up alone again, and smile, remembering that long line of shoulders to stand on. [Pause]

Your body becomes heavier, and it floats down to the here and now, where you land with a gentle touch. You stay relaxed, feeling the weight of your body against the chair or floor. When you are ready, open your eyes and rejoin us now.

Lesson C:

Freeing Healing and Beauty with Truthful Telling

(Core Stories: Stolen Words**/ Grandpa's Drum**)

Theme Angle

The theme this month is Holding History. Our faith places truthful telling of history at the center of our principles. In our [first principle](#), we promise to value the worth and dignity of every person. In our [fourth principle](#), we value the search for what is true.

When we want to tell the real story, it's not just that we want to be honest and want to tell the full story. It's also because part of the story has been locked up. And by locking up the real story, we erase the people of color in the story, we not only cause pain, but we prevent their gifts from flowing out into the world. As part of our Unitarian Universalist faith, we want to resist and defy the racism in our country that wants to keep the truthful telling hidden. We want truthful tellings so that we can find the broken places and also let the beauty and healing emerge.

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(Move your arms to express the actions: gather using a cupping motion from the flame of the chalice to your heart, spread that outward again.)

Introduce It (Wonder Box)

Truthful Telling

Reflection Object: two books (one from which you can rip a page. We suggest a thrift store or garage sale purchase.)

Suggested Script:

“Here are two books. Let’s pretend they belong to Sam and Sandy, two children who are friends. This is Sam’s book [hold up one] and this is Sandy’s book [hold up the other.]

What happens if I rip out a page or more from Sam’s book? [rip them out.]

The book isn’t complete anymore. It’s damaged. Sam will be cheated about getting the whole story.

That’s what has happened to the history of this country when we forget and erase parts of our history because they were about people of color. The story is damaged, the story is incomplete. It’s a story that should make us all feel cheated.

The theme this month is Holding History. Our faith places truthful telling of history at the center of our principles. Two of our principles are especially connected to truthful telling of history. In our [first principle](#), we promise to value the worth and dignity of every person. This principle is connected to truthful telling because every person’s story and history has worth and dignity. In our [fourth principle](#), we promise to value the search for what is true. This is connected to truthful telling because we value and seek out the stories of marginalized peoples to begin to heal racism.

When we want to tell the real story, it's not just that we want to be honest and want to tell the full story. It's also because part of the story has been locked up. And by locking up the real story, we erase the people of color in the story, we not only cause pain, but we prevent their gifts from flowing out into the world. As part of our Unitarian Universalist faith, we want to resist and defy the racism in our country that wants to keep the truthful telling hidden. We want truthful tellings so that we can find the broken places and also let the beauty and healing emerge.

Telling the truth about history doesn’t just involve telling the whole story.; It also requires doing actions that repair and make up for the damage in the past. For instance, the government of Canada [recently announced](#) that all fees for the name changing process for Indigenous Peoples will be waived. Indigenous children were sent to residential schools where their names were changed from their traditional names, among many other practices meant to strip the children of their culture. Now, these people can change their names back to their traditional names without a penalty. [We encourage you to use another example and also explain reparations in a kid-friendly way.]

So today we’re going to explore what happens when a story emerges, and healing can begin. Are you ready?! Let’s begin!”

Lead With Strategy: Invite someone who has found out a truthful telling of history and had healing begin. For example, a person who is working on advocating for reparations.

Tell It and Talk About It

(Story)

Option #1 - Stolen Words**

Suggested Introductory Words

Today's story is all about telling the truth about something that happened to Native peoples across North America. It's about a grandfather who was sent to a residential school as a child and had his language, name and culture taken away. It's a good reminder how history needs to include the truthful stories of what happened to Native Peoples. By knowing the true story, all peoples can start to heal.

Let's listen to the story together!"

Stolen Words by Melanie Florence

Video: <https://www.youtube.com/watch?v=y4TA88cz7HU>

Book: [HERE](#)

Reflection Prompts

- What part of the story will you remember the most?
- How did you feel when the grandfather described the residential school?
- Were you surprised when the little girl brought out the Cree language book?
- Have you ever had something taken from you? How did it make you feel?
- What do you wish would happen for the people who were sent to such schools?

Online Permission Note: *Second Story Press has authorized the book "Stolen Words" for online use as long as you follow their specific use guidelines found [HERE](#).*

Option #2 - Video: Grandpa's Drum (Molly of Denali™/PBS LEARNING MEDIA)

Suggested Introductory Words

"Here's a video clip from the show Molly of Denali called "Grandpa's Drum."

Molly's grandfather stopped singing his songs when the teachers at his boarding school demanded only English. Molly helps find her Grandfather's drum and bring back his songs.

It's a good reminder how history needs to include the truthful stories of what happened to Native Peoples. By knowing the true story, all peoples can start to heal.

Let's watch the show together!"

Grandpa's Drum (Molly of Denali™/PBS LEARNING MEDIA) (start at 1 min - 12:05 min)

Video: <https://rmpbs.pbslearningmedia.org/resource/mod19-soc-grandpasdrum/grandpas-drum-molly-of-denali/>

Reflection Prompts

- What was your favorite part of the story?
- How did you feel when Molly and Tooeys discovered why Grandpa didn't sing?
- Have you ever been told not to express yourself?
- When have you experienced a time when your own heritage is made to seem bad?

Notes on the Book

**ARAOMC Context from the Widening the Circle Research Team

The WTC Research Team chose these resources because both address Boarding (Reeducation) Schools and are own-voices stories. They address the realities of colonialism and white supremacy culture while decentering whiteness by showing the joy in reclaiming identities and telling the story from the point of view of the oppressed peoples.

The WTC Research Team also notes that leaders need to include talking about "What do we do now?" and "How do we start to heal?" Leaders should note that this is RECENT history. There are still people alive who lived through this.

- Loss of language - [Saving America's Endangered Languages](#)
- <https://www.politico.com/news/2021/04/13/pandemic-native-american-languages-481081>

Leaders may also want to talk about the current issues facing Indigenous peoples, especially with the pandemic, and how their genocide and oppression has still not been addressed to this day. Depending on your location, leaders will want to research action steps and places to donate and support. Thanksgiving Sunday offering would be an ideal way.

Online Permission Note

PBS Learning Media has authorized the video "Grandpa's Drum" for [online educational use as a stream-only source](#).

Explore It

(Small Group Activities and Experiential Learning)

Here are a variety of suggestions for digging deeper into the theme. Choose the one(s) just right for your group! In many cases, these will work as well online as in-person. When an activity doesn't work for both in person and online, we offer an online adaptation or alternative and *highlight it in purple*.

Explore It with a Discussion and Reflection

“Children may be curious about why Grandpa was sent away to school and why his traditions and way of life were forbidden. Explain that Alaska Native people, like other groups considered “different,” were not treated equally. Many people did not respect how Native Americans/Alaska Natives talked, sang, or dressed. Help children recall that Shyahtsoo’s dark-haired Native American doll was replaced by the school with a blonde, blue-eyed doll. Shyahtsoo remembers, “We were made to feel bad about who we were. Of the way our people did things.” Point out that Shyahtsoo’s granddaughter is shown playing with an Alaska Native doll, indicating that things have begun to change.

Children in your class may follow a wide variety of customs. After acknowledging that variety, discuss the idea of honoring your heritage or family traditions. How do Molly and Tooey do that? How does your family do that? Examples might include serving special foods on holidays or birthdays, telling stories about the past, looking at old pictures, using naming customs, and so on. (Note: Some children may not know a lot about their families, or are adopted or in foster care; adapt this discussion as needed.)” - from Grandpa’s Drum [Teaching Tips](#)

Explore It by learning Cree Vocabulary

[Stolen Words - Teacher's Guide](#) (pg. 5)

Explore It by Finding Out Which Native Homeland You Live On

Go to the Native Land Digital Map

<https://native-land.ca/>

Type in your location to find out which native lands you live on.

Explore It with Sharing Foods from the Ethnic or Cultural Heritages of the Group

Invite children to describe and share the special foods which they share as a family, from their own ethnic or cultural heritage. What special breads do they make, or what special foods do they eat for holidays? In advance, invite families to share these foods if safe practices allow.

Variation: Share special music from their heritages.

Explore It with a Family Viewing Guide

Grandpa's Drum Family Viewing Guide

https://static.pbslearningmedia.org/media/media_files/b362cb0f-09f9-4666-a290-705c826f6a52/da18c97e-700f-445e-96e4-ecaa58001261.pdf

Explore It with a Thanksgiving Sunday Offering

Consider designating the Thanksgiving Sunday offering as a collection towards an organization which supports Indigenous Peoples as a way to help heal. Children can help collect the offering and donate to it themselves. Research your local First Nations organizations or check out these National ones:

- NCAI (National Congress of American Indians) <https://www.ncai.org/donate>
- Best Native Charities by Powwows.com <https://www.powwows.com/giving-tuesday/>

Lesson D:

Seven Generations - Looking Back & Looking Forward with Responsibility

(Core Stories: Not My Idea**/ God Loves Stories)

Theme Angle

There is a principle called [“Seven Generations,”](#) which talks about the importance of looking back in order to move forward in a deeper way. It is a principle passed down in history from the Haudenosaunee Confederacy (Iroquois), which is [one of the first and longest lasting participatory democracies in the world](#). The idea of the Seven Generations is to be in relationship with the three generations before you and the three generations that will come after you. The message for us is this: When you truly honor those who came before you can't help but feel a deeper responsibility to those who come after. This message of responsibility is captured well by a website called Indian Country Today.

“It is possible that many of us have known or will know our great-grandparents, grandparents, parents, our children, grandchildren, and great-grandchildren. Even if we aren't fortunate enough to have been in the physical presence of those who came before us, we usually have stories, songs, and photos that have been shared so that we feel a connection. We also want to make sure our kids and grandkids are healthy, safe and aware of where they come from. [So, counting our own generation—ourselves, siblings, and cousins—we are accountable to those seven generations, ...](#)”

It's all a beautiful reminder that holding history inevitably involves holding responsibility or as [Ron \(Deganadus\) McLester](#) puts it:

“This means that our choices, our behaviors and our mistakes reverberate that far throughout history.”

Light It!

We know that everyone approaches chalice lighting differently. Some use the same chalice lighting words for the entire month, while others pick a new one each week and tailor it to that week's particular theme connection. So instead of offering specific chalice lightings for you to use, we offer four "places" for you to find the chalice lighting that fits your approach:

- Worship Web: <https://www.uua.org/worship/words/chalice-lighting>
- [Tapestry of Faith and other common Chalice Lightings for Children](#)
- Our monthly Soul Matters worship packets
- Your own congregation's special chalice lighting words

Extinguish It!

Signal the end of "sacred time" or "Chalice time" with a short ritual for extinguishing the chalice. It might be just after any of the below sections or at the end of the session. Use a [candle snuffer](#) if you use real candles for dramatic effect, or just blow it out. Here are some resources for you to find the chalice extinguishing words that fits your approach:

- UUA: <https://www.uua.org/genre/chalice-extinguishing>
- Worship Web: <https://www.uua.org/worship/words/closing/6049.shtml>
- Katie's Words

*We gather the warmth of love, the light of truth, and the energy of action into our hearts
Back into the world of do and say
Carry it forward into the dawning day.
Go Now in Peace, Amen.*

(Move your arms to express the actions: gather using a cupping motion from the flame of the chalice to your heart, spread that outward again.)

Introduce It!

(Wonder Box)

Seven Generations and Sharing Cookies

Reflection Object: A bag of Cookies (or other food individually wrapped)

Suggested Script

Here is a bag of cookies (use pre-wrapped individual cookies to be COVID safe or other pre-wrapped food).
[Ask for two volunteers from among the children.]

How might we share them? We divide up the cookies fairly, right?

I give two to [Name.] It is their responsibility to pass them on to [Name. Have them do so.] Now, will my two volunteers pass on cookies to the rest of the group? [Share the cookies, ideally in a way that invites each child to *pass on* the cookies.]

When we've been given something from someone else, it's our responsibility to pass it on.

Just as we have the responsibility to pass on the cookies, we have the responsibility to pass on history and stories. There is a principle called "[Seven Generations](#)," which talks about the importance of looking back in order to move forward in a deeper way. It is a principle passed down in history from the Haudenosaunee Confederacy (Iroquois), which is [one of the first and longest lasting participatory democracies in the world](#). The idea of the Seven Generations is to be in relationship with the three generations before you and the three generations that will come after you. The message for us is this: When you truly honor those who came before you can't help but feel a deeper responsibility to those who come after. This message of responsibility is captured well by a website called Indian Country Today.

"It is possible that many of us have known or will know our great-grandparents, grandparents, parents, our children, grandchildren, and great-grandchildren. Even if we aren't fortunate enough to have been in the physical presence of those who came before us, we usually have stories, songs, and photos that have been shared so that we feel a connection. We also want to make sure our kids and grandkids are healthy, safe and aware of where they come from. [So, counting our own generation—ourselves, siblings, and cousins—we are accountable to those seven generations, ...](#)"

It's all a beautiful reminder that holding history inevitably involves holding responsibility or as [Ron \(Deganadus\) McLester](#) puts it:

"This means that our choices, our behaviors and our mistakes reverberate that far throughout history."

So today, we're going to explore how thinking of seven generations, the past and future, can help us feel responsible and connected. Are you ready?! Let's begin!"

Lead With Strategy: Is there a multi-generational family in your congregation who can share about their own seven generations before and after?

Tell It and Talk About It!

(Stories: Not My Idea**/God Loves Stories)

Option #1 Not My Idea**

Suggested Introductory Words

Here's a book about how one girl came to understand racism. She honors the worry that thinking about racism causes but decides to be brave enough to take responsibility for change. She looks at how some of her family generations have not dealt with racism and wants to look forward to the future. The book describes the challenge that even though opening up to the history of racism feels like breaking, it allows us to move forward and create a better future. Past, present and future are all ways of holding history.

"Racism was not our idea.

We don't need to defend it.

We do get to take it apart, together." - from the book

As I tell the story, listen carefully to how some people would like to ignore racism, and other people face it and want to be anti-racists and create a better world and a better future.

Here we go.

Not My Idea; A book about Whiteness by Anastasia Higgenbotham**

Animated Video: <https://vimeo.com/480542671> **Book:** [HERE](#)

Reflection Prompts

- What part of the story will you remember most?
- How did you feel when some of her family wanted her to ignore the racism she saw? What would you have said to them if you were there?
- What have you heard about being an anti-racist? How is this story different and the same?
- How has someone taught you about being anti-racist?
- The story is about being aware of racism. Can we think of ways to be an anti-racist?
- How will we take apart racism to make a better world for the generations who come after us?

**ARAOMC Context from the Widening the Circle Research Team

The WTC Research Team chose this book because it explains characteristics of White Supremacy Culture (denying that there is a problem, pretending to "not see color," victim-blaming.) This book is intended for a White audience. They recommend using the pre-reading discussion questions from the [Reading is Resistance website](#) and note that these questions especially offer opportunities for learning in a racial/ethnically diverse class. The team discussed lifting up the discomfort some white families feel about this book and note that a BIPOC family may feel discomfort many times while living in a racist society. Other resources the team highlighted are:

Video about color-blindness: <https://www.youtube.com/watch?v=zJkVgGYm4xo>

The Talk: <https://www.npr.org/2020/06/28/882383372/a-black-mother-reflects-on-giving-her-3-sons-the-talk-again-and-again>

Stand with Anti-Racist Education: <https://www.dottirpress.com/>

Online Permission Note

Dottir Press has not publicly shared direction about online use, so you will need to make your own judgement call about use of this story. For help thinking through that see our Soul Matters document: [Copyright Guidance for Online Story Reading](#).

Option #2 God Loves Stories

Suggested Introductory Words

Here's a story and song by Lea where she puts a new spin on a favorite wisdom tale told by Elie Wiesel. In Lea's version she invites us to not just hold our history but hold **up** our history, to carry it proudly and celebrate it as a piece of who we are. Which is also another way of saying we have a responsibility to carry forward the history that has been passed on to us.

Here we go.

God Loves Stories

Original story as told by Elie Wiesel found [HERE](#)

Lea Morris' Story and Song version:

- Preview the video at <https://www.youtube.com/watch?v=ZYDIsXTEBMM>
- Purchase at <https://www.hopesingseternal.me/stories/stories>

Reflection Prompts

- How did you feel when each Rabbi forgot a piece of the ritual?
- What piece of your family history are you most proud of?
- What did you like about the story/song?
- How do your parents celebrate your families' history?
- What's your favorite thing about the way that they do that?
- What are good ways to help others celebrate and tell their cultural history?

More about our video story and song project with Lea Morris...

The Soul Matters Team is thrilled about this year's creative collaboration with Lea Morris. Each month Lea tells one of our selected & theme-based wisdom tales and then shares a reflection & song inspired by that story. It's a beautiful blending of her wonderful story-telling skills, luminous songwriting and joy-filled singing.

As with all ten of the videos Lea is creating, the purchase price per video is \$20.

With your purchase comes the following usage rights:

- *Playing the video in online and in-person worship services (including recorded services)*
- *Playing the video in online and in-person children's religious education programs/presentations (including ones that are recorded and posted online)*
- *Sending out a link to the video to parents so they can watch it with their children at home as part of their family spiritual life activities*

Purchase all ten at a lower price: Follow this link to purchase all ten of Lea's story/song videos on all ten of our Soul Matters themes at: <https://www.hopesingseternal.me/stories/alltenstorysongs>

Explore It!

(Small Group Activities and Experiential Learning)

Here are a variety of suggestions for digging deeper into the theme. Choose the one(s) just right for your group!

In many cases, these will work as well online as in-person. When a more involved online adaptation or alternative is needed, [we highlight this in purple](#).

Explore It with a Craft

Make 7 Generation People Drawings

Invite the children to draw the three generations before them (Great-Grandparents, Grandparents, Parents) then themselves, then the three generations after them (their children, their grandchildren, their great-grandchildren).

Explore it with Games

Try these three games with themes of backwards and forwards, just like the Seven Generations.

Forward and Backwards

<https://ministrytoyouth.com/game-moving-forward-when-everything-seems-backwards/>

Hopscotch

Throw the rock forward through numbers 1 - 8, then backwards through numbers 8 - 1.

Hide and Seek

Another classic game with counting down as a part.

Explore It by Sharing Family Names

Invite the children to learn and share the names from their past generations, if they know them. For instance, “my grandmother’s name was Thelma Engle Covey.” Do they know the full name of each parent? What is their own full name? What would they name their children? Middle names? Have some fun by imagining future names of great-grandchildren.

Be sensitive to children who don’t know their past generations and invite them to share chosen family names - people who they admire or beings (like pets) who lived in the past.

Explore It with an Interview

Congregational Visitors

In the spirit of celebrating multigenerational relationships, if your congregation has a family in it who has three or four generations participating in the church, invite them to talk about how meaningful it’s been to have all been a part of, and committed to (responsible for) the same religious community over time.

Explore It with a Breath Cycle about the Seven Generations

This meditation is a way to imagine the seven generations, those before and those after. The meditation is done in pairs so that there is a living breathing being accompanying you during the practice, similar to the presence of the generations. You may wish to play a [partner game](#) to divide into pairs before starting the meditation. The meditation starts and ends with the sound of a bell.

Centering:

[Ring the bell.]

Let's now get into our meditation positions.

First, find a partner.

Sitting or standing tall, with their back resting against their partner's back, begin mindful breathing

Focus your eyes in front of you or close them.

Find your breath moving in your body by taking in one breath through your nose and then slowly breathing it out through your mouth.

Mindful Moment: Back-to-Back Breathing with Breath Cycles

[Ring the bell.]

I invite you to imagine each of the seven generations in a cycle of breathing. Each breath cycle represents one generation. Each generation is a part of the breath. While you breathe imagine each generation breathing as you feel the breathing of your partner. They are there supporting you and you are supporting them.

The first breath cycle is for ourselves. Put both hands on your belly.

Take three slow deep breaths in and out to see if you can feel your hands being moved.

Answer the following questions silently, in your mind.

- What is moving your hands? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- Can you feel your partner breathing?

Imagine our generation. Of siblings, cousins and friends in the middle of the generations. **[PAUSE]**

The second breath cycle is for the breaths of the parents, those who are caregivers.

Answer the following questions silently, in your mind.

- Feel the air filling your lungs and belly.
- Can you feel the air moving in through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- Can you feel your partner breathing?

Imagine that is the breath of the parents and caregivers who are a part of the long line of seven generations. **[PAUSE]**

The third breath cycle is the breath of the grandparents.

Answer the following questions silently, in your mind.

- Feel the air filling your lungs and belly.
- Can you feel the air moving in through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- Can you feel your partner breathing?

Imagine that is the breath of the grandparents who are a part of the long line of seven generations, supporting and guiding you. **[PAUSE]**

The fourth breath cycle is the breath of the great grandparents.

Answer the following questions silently, in your mind.

- Feel the air filling your lungs and belly.
- Can you feel the air moving in through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- Can you feel your partner breathing?

Imagine that is the breath of the great grandparents who are a part of the long line of seven generations, supporting and guiding you. **[PAUSE]**

Now, we move forward. Each breath cycle represents one generation. Each generation is a part of the breath.

The fifth breath cycle is the breath of the children to come.

Answer the following questions silently, in your mind.

- Feel the air filling your lungs and belly.
- Can you feel the air moving in through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- Can you feel your partner breathing?

Imagine that is the breath of the children to come who will be a part of the long line of seven generations. They will need your support and care. **[PAUSE]**

The sixth breath cycle is the breath of the grandchildren to come.

Answer the following questions silently, in your mind.

- Feel the air filling your lungs and belly.
- Can you feel the air moving in through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- Can you feel your partner breathing?

Imagine that is the breath of the grandchildren who are a part of the long line of seven generations. They will need your support and care. **[PAUSE]**

The seventh breath cycle is the breath of the great-grandchildren to come.

Answer the following questions silently, in your mind.

- Feel the air filling your lungs and belly.
- Can you feel the air moving in through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- Can you feel your partner breathing?

Imagine that is the breath of the great-grandchildren who are a part of the long line of seven generations. They will need your support and care. **[PAUSE]**

Now you are connected to the seven generations through breath. Feel it. Take a final deep breath and let it out with a little noise.

Now say goodbye to the seven generations and return to the here and now. Separate from your partner and thank them for accompanying you on the breath cycles for the seven generations.

[Ring the bell.]

Children’s Chapel & Time for All Ages Suggestions

Below is a list of picture books, tellable wisdom tales and activity based “message moments” to support your efforts beyond RE classes and groups, such as children’s chapel or Multigenerational times for all ages.

Knowing that some congregations will want to draw from the stories in the sessions above to ensure continuity between worship and RE classes, we first list this packet’s stories to make them all available in one glance.

We also know that some congregations like to have stories in children’s chapel and multigenerational worship that complement but are different from those shared in RE classes. So we’ve also listed some suggestions not found in the sessions above. We hope both lists support whichever approach you use!

From This RE Packet

Grandad’s Prayers of the Earth by Douglas Wood

Book: [HERE](#)

Video: <https://www.youtube.com/watch?v=pmBhQE2KITo>

We hold history by remembering the ones we love in prayers.

The Undefeated** by Kwame Alexander, illustrated by Kadir Nelson

Video: <https://www.youtube.com/watch?v=cHIWtI8PNk>

Book: [HERE](#)

We stand on the shoulders of those who came before.

Stolen Words by Melanie Florence

Video: <https://www.youtube.com/watch?v=y4TA88cz7HU>

Book: [HERE](#)

Holding history means telling the truth about the treatment of Native Peoples.

Not My Idea; A Book about Whiteness by Anastasia Higgenbotham**

Animated Video: <https://vimeo.com/480542671>

Book: [HERE](#)

History is not finished being written yet, how one child opens up to racism and what it means.

God Loves Stories

Original story as told by Elie Wiesel found [HERE](#)

Lea Morris’ Story and Song version:

- Preview the video at <https://www.youtube.com/watch?v=ZYDIsXTEXBM>
- Purchase at <https://www.hopesingseternal.me/stories/stories>

A story and song by Lea about how history is not finished being written yet, it's in the making. Our stories are important and are a part of history.

Additional Wisdom Tales, Story Books & Message Moments

UU History Tales for a UU History Series for Children

Here are a few stories you may wish to use if you focus on Holding UU History specifically.

Thomas Potter and John Murray - How Murray happens upon Potter's chapel and becomes instrumental in the organization of Universalism as a denomination

- Thomas Potter and John Murray Story
<https://murraygrove.org/thomas-potter-and-john-murray-story/>
- John Murray and the Winds of Change
<https://www.uua.org/re/tapestry/children/home/session12/60161.shtml>

Merger of Unitarianism and Universalism

- Rev. Gretchen Haley's version
<https://revgretchenhaley.wordpress.com/2012/04/24/top-ten-stories-for-uus-stories-7-and-8/>

Adin Ballou and Hopedale - Universalist Christian non-resistance

- <https://www.uua.org/re/tapestry/children/journeys/session12/ballou>

The Edict of Torda - "the first modern articulation of the principle of religious toleration by Europeans at the level of state rule" Rev. Susan Ritchie

- UU World article <https://www.uuworld.org/articles/450-edict-torda-landmark>
- UUA site <https://www.uua.org/international/torda450>
- Canadian Unitarian Council <https://cuc.ca/edict-torda-landmark-event-unitarian-history/>

Universalist Church of Gloucester, MA - 1789 - Separation of Church and State

- <https://www.uua.org/re/tapestry/youth/wholeness/workshop8/leader-resource1>

Finding Your Way Ethelred Brown - First Black man to be ordained a Unitarian minister in the United States and began one of the first Unitarian churches in Harlem

- <https://www.uua.org/re/tapestry/children/journeys/session8/finding-your-way>
- <https://www.uuchurch.org/2021/unitarian-universalist-black-history-egbert-ethelred-brown-and-a-ministry-of-justice/>

Francis Ellen Watkins Harper - Joint Unitarian/AME member for justice for the enslaved and women's suffrage

Fannie Barrier Williams - Orator and activist

Annie B. Jordan Willis - Educator

- <https://www.uua.org/re/tapestry/youth/call/workshop2/arc>
- <https://www.uua.org/re/tapestry/adults/ethics/workshop4/harper>
- <https://www.uuteachin.org/copy-of-teachin2-education-child-yo>

Theodore Parker and the Crafts - Do not blindly follow unjust laws

- <https://www.uua.org/re/tapestry/adults/newuu/workshop4/parker-crafts>

The 54th Massachusetts Infantry - The first call for Black soldiers during the Civil War, led by Unitarian Robert Gould Shaw and the basis for the Academy Award winning film "Glory."

- <https://www.history.com/topics/american-civil-war/the-54th-massachusetts-infantry>

Seasonal Picture Books

The Thanksgiving Door by Debbie Atwell

Video: <https://www.youtube.com/watch?v=WQShTtvAVo0>

Book: [HERE](#)

Unexpected events can turn into memories to be cherished, creating a new history.

We are Grateful: Otsaliheliga**

Longer Video with the author: <https://www.facebook.com/watch/?v=941819909710616>

(story starts at min. 2:50, activity times throughout, use this for pronunciation)

Shorter Video for familiarizing the story: <https://www.youtube.com/watch?v=YKTeSViks7M>

(use this to get an idea of the book only)

Book: [HERE](#) (plus guide)

Cherokee book celebrating the seasons with gratitude.

Message Moment

Your Congregation's History

Who in your congregation keeps the archives and holds history? Or who knows what stories are behind certain architectural features or historical items? Invite them to share their experience.

Tell some of the stories from your own congregation. For example, this is the membership book [or other significant historical item with a story behind it.] of our congregation, [name of your congregation.] There are several stories about it...Share some of the stories about the founding of your congregation, about the building of your building, an act of justice by members, creation of a memorial garden or a labyrinth, a famous member, or an early minister or other salient historical story which is part of your congregation's history.

Explain to the kids what impact this event and these stories have had on the congregation. What they inspired or how they guided the church in times of discernment. End by explaining that the story is now in their care, both as they use it for inspiration themselves and as they ensure it is passed on to others.

Opportunities for Leader Support

Come share together

Online Zoom Labs, Join Us!

Zoom Information:

All Labs take place on Zoom at <https://zoom.us/j/5857099120>

Audio only: Dial: +1 408 638 0968 or +1 646 558 8656 Meeting ID: 585 709 9120

Password: 333

RE Leader Labs - Katie's Overview and Group Sharing!

In our leader labs, Katie gives an overview of the packet for the next month's theme, and then RE Leaders share challenges, opportunities and take-aways.

Meeting time: *Second Wednesday of each month at 1 pm Eastern. These Labs are recorded and posted on the YouTube Soul Matters Channel at https://www.youtube.com/channel/UCe2pmT_ATh-pbkiF2m7rFOA*

- **Wed. Oct.13, 2021, 1 p.m. ET for November's theme of Holding History**
- **Wed. Nov. 10, 2021, 1 p.m. ET for December's theme of Opening to Joy**

Brainstorming Labs

In our brainstorming labs, RE Leaders support Katie by sharing ideas for upcoming packets. Attendees like the way it gives them ideas in advance. The packets are always stronger when our sharing circle members pitch in their creativity!

Meeting time: *First Wednesday of the Month at 1 pm ET. Brainstorm on the upcoming theme 2 months away.*

- **Wed, Oct. 6, 2021, 1 p.m. ET Jan. theme of Living with Intention**
- **Wed. Nov. 3, 2021, 1 p.m. ET Feb. theme of Widening the Circle**

Other Resources and Sources of Support

RE Leader Facebook Page

Don't forget about our RE Leader Support Facebook page. Here is where our colleagues post bulletin board pictures, share books, and ideas. It's a great ongoing source of support. Your colleagues are available to support you at the click of a button and with the ease of a post:

<https://www.facebook.com/groups/545202255591601/>

Inspiration Facebook Page

Offer your teachers and parents spiritual nourishment and inspiration by encouraging them to join the Soul Matters Inspiration Facebook Page. Use the memes for your congregational FB page, as well:

<https://www.facebook.com/soulmatterssharingcircle/>

Soul Matters Music Playlists

We create two different playlists on the monthly theme each month: one in Spotify and another in YouTube. Music connects us to the themes in a way like nothing else.

Click [here](#) for links to the [Spotify playlists](#) for each month.

Click [here](#) to check out the [YouTube playlists](#).

“On the Road Together” - Soul Matters Senior High Youth Packet

A monthly packet for High School Youth Groups! Here's the link to the [Soul Matters Youth Packet](#) page on our website.

Sessions with resources for Check In, Spiritual Practice, Discussion Starters, Expressing Yourself with the Arts, Fun and Games, and Off-Road Excursions.

Soulful Home Family Guides

Invite your parents to explore the themes at home with their family by subscribing to our monthly parent guides, **Soulful Home**. Here's the link to the Soulful Home page on our website:

<https://www.soulmatterssharingcircle.com/soulful-home.html>.

There are three types of subscriptions: congregational, family and gift subscriptions. Check them all out!

Soul Matters RE Packet Author & Support Team

Packet Author: Katie Covey, Soul Matters Director of Religious Education

Special thanks to all the Soul Matters Religious Educators who send in suggestions for our monthly packets and participate in our monthly packet brainstorming calls.

Thanks also to the other [Soul Matters Team](#) members who contribute to the content and shape of these packets:

Rev. Michelle Collins, Soul Matters Small Group & Special Projects Researcher

Rev. Scott Taylor, Soul Matters Team Lead



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Learn how to join at <http://www.soulmatterssharingcircle.com>