

## **GRADES 1-3 EXPLORING UU PRINCIPLE 6**

Unitarian Universalists express faith in our actions and behaviors. Below is an adapted version of the Faithful Journey's curriculum to guide children as they explore one of the Seven Principles of Unitarian Universalism and begin to develop an understanding of how our beliefs translate into action.

The original lessons for this principle may be found here:

<http://www.uua.org/re/tapestry/children/journeys/session12>

<http://www.uua.org/re/tapestry/children/journeys/session13>

### **SUGGESTED MATERIALS**

Print out of Children's Version of UU Principles (with Adult version on backside)

Paper

Scissors

Pencil

### **NOTE FOR PARENTS/CAREGIVERS**

Use a story about the Unitarian Universalist Partner Church program to examine our sixth Unitarian Universalist Principle, the goal of world community with peace, liberty, and justice for all. (Children's version: We believe in working for a peaceful, fair, and free world).

In the story, a girl in Transylvania explains how her village is preparing for visitors from a U.S. partner church.

The story serves as a springboard to affirming world community through games, music and dance from cultures connected to our faith through the Partner Church program in Transylvania and the Philippines and Poland.

### **EXPLORATION**

#### **INTRODUCTION & CHALICE LIGHTING:**

Explain that as you start this exploration, you want to make sure everyone is on the same page and to do that, you'd like to take a minute and light the chalice. This is a way for you all to connect and get a bit of centering.

*Life is a gift for which we are grateful. We gather in community to celebrate the glories and mysteries of this great gift.*

Show children the print out of the Unitarian Universalist Principles (children's version). Explain that you would like to spend some time exploring these principles and what they mean. (In your own words, you might explain that most UUs believe a commitment to these principles is an important part of being a UU and making the world a better place. You might explain how that translates in your life – do you actively try to follow them?). Explain that together, you'd like to find ways for you all to take action based on the principles, since you believe they are important.

**The principle you'll be exploring is: Principle 6: We believe in working for a peaceful, fair,**

**and free world.**

Unitarian Universalist Principles, Children's Version

1. We believe each and every person is important.
2. We believe all people should be treated fairly.
3. In our congregations, all people are accepted and we learn together.
4. We believe each person is free to search for what is true and right in life.
5. Everyone deserves a vote about the things that concern them.
6. We believe in working for a peaceful, fair, and free world.
7. We believe in caring for our planet Earth and every living thing that shares it with us.

**STORY/DISCUSSION**

Explain that today you'll be talking a bit about the partner church program which began after WWI to support Unitarian congregations in Transylvania (a region of Romania in Eastern Europe). The idea is to make connections between churches here in the US and those in other countries and offer support and education to each other.

We have a "partner church" in Desvalva, Romania. Church members visit it every few years. (See the web for more info: <https://uubelmont.org/social-action/transylvania-partner-church-2/>)

Read the story:

*Here They Come!*

*Hello. My name is Bettje and when you say it, it sounds like "Bet-tay." I live in Transylvania, in the village of Kadacs where my grandfather, Biro Josef, is the Unitarian minister. We say our last names first here, and then our given names — or what you call a first name. My mother teaches first grade in the same school that I go to. For the last three weeks, she has been teaching me and my friends a song in English called "My Bonnie Lies Over the Ocean." We learned it so we could sing it for some American visitors who are coming to our village today.*

*One of our visitors is a lady minister from our partner church in America . I've never seen a lady minister before. I didn't know there was such a thing. My grandmother, Biro Anna, has been writing letters to her for over four years. They are pen pals. She has sent things for the people in our village from the people in her village of Norwell, in Massachusetts . And she has been selling some of our folk art embroideries and beautiful tablecloths made by women in my village in America . The money from those embroideries really helps us.*

*We have enough to eat because we all have gardens and most of us keep pigs and chickens. Everyone works in the garden. Almost nobody has cars. We walk everywhere. It's hard in the winter and spring because it's so muddy, and the roads in our village are not paved.*

*Anyway, today is the day. We have all been practicing our English song. Everybody has been doing something for the visit. The ladies have been cooking all week. The men have been repairing the fences and the beautiful carved gates called szekley kapu that many people in the village have outside their houses. The teenagers have been practicing the folk dances of the*

village so they can perform them. We don't get to see them except at weddings and times like this. People are beginning to forget how to do the folk dances. The grandparents remember, but there are so few of them left.

Unfortunately, today is also the day that the sheep are driven out to pasture for the summer, and they are going to leave a lot of "stuff" on the road as they go. My grandmother is worried that the visitors, especially the lady minister and her husband, will think our village looks this way all the time.

Here they come! I can see the van and I can see hands waving out the windows. I wonder, which lady is the minister? The van is stopping and they are getting out. Lots of people are coming out of their houses to see and greet them. They don't look that much different [from] us. Oh, that must be the lady minister, she and my grandmother are hugging each other and crying and another man is taking their picture. Wow, there are flashing lights everywhere!

The man taking pictures of the lady minister is her husband and back in America he has a garden that he loves. He spends many hours each week in that garden making all kinds of things grow. Anyone who has a garden knows that you need more than water and sun to make things grow well; you must have fertilizer. And some of the best fertilizer in the world is the "stuff" that farm animals drop wherever they go. The lady minister's husband saw the sheep droppings in the road and explained that he doesn't live on a farm so he has to pay for fertilizer for his garden. He thought it must be wonderful to live in a farming village with so much free fertilizer on the road for anyone to take. Well, I guess that's one way of looking at it. It sure cheered up the people at my grandmother and grandfather's house who were worrying that the visitors would think our town was a mess!

The Americans stayed five days, and the lady minister was actually speaking some Hungarian words by the end of the visit. Her husband looked at all the gardens in the village, but he only learned one word, Palinka. That's a grown-up drink. I think it tastes awful, but like many other things, I guess it depends on how you look at it. I hope they come back. The lady minister said she'd write to me ... in Hungarian!

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Guide a brief discussion with these questions:

- What did Bettje find different about the Americans who visited her village?
- What did she find they shared in common?
- Our sixth Principle talks about the goal of world community. What does that mean? How can we be a community with the whole world?
- What good things could come from people from different countries coming together?

## ACTIVITY: POLISH GWIAZDY CRAFT

Poland is another country where Unitarian churches have U.S. partner congregations. This paper craft is called *gwiazdy*, which means "stars." These Polish stars resemble paper snowflakes, but with eight sides instead of five. (See pictures & directions below.)

Instructions:

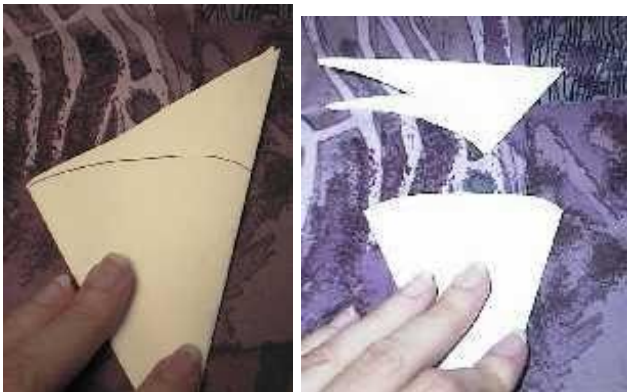
1. Turn your rectangle into a square: Fold your paper all the way across to make a triangle with a bit hanging over. Cut off the bit that's hanging over



2. Fold your square in half (to make a rectangle). Then in half again to make a square. Now fold in half one last time (corner to corner this time) to make a triangle.



3. Draw a curved line and cut off the top of the triangle.



4. Draw a symmetrical design (same on both sides). Don't draw any cuts all the way through or you'll end up with confetti instead of a star. And cut out along the lines you

drew.



5. Unfold and admire your beautiful creation.



## EXPLORE THE TOPIC FURTHER

### Try...

Talk with your child about times when family members or friends have traveled outside the U.S. What did they find surprisingly different? What seemed surprisingly the same? Talk about countries and cultures of origin represented in your family. How might life be different if you lived in those countries today?

In India and other parts of Asia, such as Sri Lanka and Nepal , people may greet one another by pressing the hands together in front of the chest and bowing slightly. This bow may be accompanied by the word *namaste*, often translated as "the divinity within me salutes the divinity within you." Your family may wish to expand the ways you say hello and good-bye, with customs such as *namaste*.

Pay extra attention to times when your child is a peacemaker. Point out instances of your child acting faithfully in a way that promotes the goal of world community with peace, liberty, and justice for all. In everyday conflict situations that arise, help your child see the cause-and-effect relationship between making things fair and establishing peace. Your child will have the opportunity to share their actions next time Faithful Journeys meets.

Identify a peace organization in your area. Find a regular peace vigil to visit or a peace walk to join. Make a family poster for peace and bring it with you.

### Play...

Tell the children the Philippines is another country where Unitarian churches have partnerships with American Unitarian Universalist congregations. Point out the Philippines on the globe or

world map. Chackgudo, is a popular Philippine game the children to try (<https://www.uua.org/re/tapestry/children/journeys/session13/132677.shtml>) If you need a game with fewer players, try this: You will need an open space and a slipper. Select a player to go first. They will stand with their back to the other players and throw the slipper backward over their head. The other players try to catch the slipper. Those who fail must freeze in position as statues when the first player turns around. If a statue moves, that player is out. A player who catches the slipper returns it to the first player.

Then, everyone left in the game has a second and a third chance to catch the slipper. The third time the slipper is caught by one of the players, that player runs, and the player who threw the slipper tries to catch them. When a player is caught, start the game again with the "caught" player tossing the slipper.

Play some music and talk about it, before inviting children to dance (once the dance party begins, it will be hard to stop for a discussion). Engage children to identify the instruments or languages they hear and speculate about the geographical and cultural origins of the tunes. If any children in the group have mentioned their connection to a particular country or culture, point out any music you play from that country or culture.

### Read...

Picture Books about Peace, War and Being a Peacemaker:

- *Sitti's Secret*, by Naomi Shihab Nye, illustrated by Nancy Carpenter
- *Somewhere Today: A Book of Peace*, by Shelley Moore Thomas, illustrated by Eric Futran
- *Whoever You Are*, by Mem Fox, illustrated by Leslie Staub
- *All the Colors of the Earth*, by Sheila Hamanaka
- *It's Okay to Be Different*, by Todd Parr
- *What Does Peace Feel Like?* by Vladimir Radunsky
- *Make Someone Smile: And 40 More Ways to Be a Peaceful Person*, by Judy Lalli, illustrated by Douglas L. Mason-Fry
- *Terrible Things: An Allegory of the Holocaust*, by Eve Bunting, illustrated by Stephen Gammell
- *Star of Fear, Star of Hope*, by Jo Hoestlandt, illustrated by Johanna Kang, translated by Mark Polizzotti
- *The Butter Battle Book*, by Dr. Seuss (Theodor Geisel)
- *Peacebound Trains*, by Haemi Balgassi, illustrated by Chris Soentpiet
- *I Like Being Me: Poems for Children About Feeling Special, Appreciating Others, and Getting Along*, by Judy Lalli, illustrated by Douglas L. Mason-Fry
- *The Coconut Monk and The Hermit and the Well*, both by Thich Nhat Hanh and illustrated by Vo-Dinh Mai
- *If Peace Is ...*, [by Jane Baskwill](#) (at [www.amazon.com/exec/obidos/search-handle-url?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Jane%20Baskwill](http://www.amazon.com/exec/obidos/search-handle-url?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Jane%20Baskwill)), illustrated by Stephanie Carter
- *The Peace Book*, by Todd Parr
- *A Little Peace*, by Barbara Kerley
- *The Wall*, by Eve Bunting, illustrated by Ronald Himler

- *When I Grow Up, I Will Win the Nobel Peace Prize*, by Isabel Pin, translated by Nancy Seitz

- *The Reluctant Dragon*, by Kenneth Grahame, illustrated by Inga Moore

Books for Eight- to Twelve- Year - Olds about Peace, War and Being a Peacemaker

- *One Thousand Paper Cranes: The Story of Sadako and the Children's Peace Statue*, by Takayuki Ishii
- *Hiroshima* (Apple Paperbacks), by Laurence Yep
- *Daniel's Story*, by Carol Matas
- *Peace Tales*, by Margaret MacDonald
- *Peace Begins With You*, by Katharine Scholes, illustrated by Robert Ingpen
- *Peace One Day*, by Jeremy Gilley and Karen Blessen
- *Under the Rose Apple Tree*, by Thich Nhat Hanh, illustrated by Philippe Ames
- *Paths to Peace: People Who Changed the World*, by Jane Breskin Zalben