

# **How Do UU Build Community?**

**Sophia Fahs Religious Education Curriculum 2016**

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## Introduction

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### Program Goal and Agenda

- Program Goal** This curriculum contains activities and ideas from the following sources:
- [A Complete Guide to Youth Ministry Advising](#) Office of Youth and Young Adult Ministries, Unitarian Universalist Association, ©2012
  - [What Do You Stand For? for Kids](#) Barbara A. Lewis, Free Spirit Publishing ©2005
  - [What Do You Stand For? for Kids—Leader’s Guide](#)
  - [What Do You Stand For? for Teens](#)
  - Teen Talk—Everyday Questions for Teens
  - The Ugame: Teen Version; and the Ugame: All Ages Version
  - Other sources as identified

### Tailoring the Program

To help you tailor the program to the age and personalities in your group, we are providing sets of resources for you to select your own:

- Icebreakers
- Chalice Lightings
- Interactive/team games
- Children’s books (we will bring several, also feel free to bring your own)
- Readings: Prose, Poems, Prayers, Quotations, Affirmations

There will also be notebooks and pens available. Some participants may choose to journal. The supplies will be available to you at camp.

All adaptations are welcome!

### Supplies to Bring from Home

Each teaching team should bring to camp:

- A smartphone with music or iPod and speaker for music and recorded meditations.
- A bell, gong, chime, or other device to signal the beginning and end of mediations/periods of silence.
- Poems, prayers, books, or music that might inspire the children/youth.
- Items noted each day of the program. Please read the curriculum thoroughly and discuss with your fellow program leaders before camp.

### Introduction

#### Program Overview

- Monday: Beloved Community
    - “Getting to know you” icebreakers and games
    - Building a relationship covenant to make our Fahs community great
    - Mapping our communities of support and friendship
    - Actions for building community
  
  - Tuesday: Identity Formation
    - Younger campers will be guided through a series of activities to help them express their identity as Unitarian Universalists
    - Stones will have a “Covenant Café” (also called a Conversation Café at cons)—a youth-led discussion of topics/questions written by the youth. Youth facilitators must be selected and trained in advance (perhaps on Saturday). Adult facilitators provide guidance as needed, but are mostly silent.
    - Rolling Stones and Pebbles will do a soul stretch.
  
  - Wednesday: Justice Making
    - Younger campers will be guided through a series of activities and discussions about fairness from “What do You Stand For? For Kids” and bake cookies to raise money for a cause of their choosing.
    - Stones, Rolling Stones and Pebbles will watch “Are You Non or Are You Anti” and discuss living our faith through justice action
  
  - Thursday: Spiritual Development
    - Younger campers will be guided through the components of worship planning. Adults will put them together to plan a children’s worship to be conducted on Friday.
    - Stones, Rolling Stones, and Pebbles will focus on spiritual practices and worship planning
    - Note: Senior Pebbles may be working on their speeches while junior youth plan the worship for the Friday session
  
  - Friday: Faith Exploration
    - Children don explorer hats and define “faith exploration.” They will also participate in a children’s worship they helped design.
    - Youth conduct the youth-led worship planned the previous day and discuss creating multi-gen communities in their home congregations.
    - We close the RE week with an appreciation circle (verbal or written).
- NOTE: No mailbags during program!

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# Monday Children's Program: Beloved Community

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## Supplies

- Flipchart and markers for Covenants
- Prepare A Flipchart: Community Map
- Dots or Markers: Red, Yellow, and Green

## Objectives

- Review the larger community covenant.
- Build a relationship covenant.
- Discuss what it means to be in beloved community.

## Activities/ Timeline

### Icebreaker (15 minutes)

**All My Friends and Neighbors** (or select your own icebreaker)

## Icebreaker Intro and Preview

### Chalice Lighting

We light this chalice for all who are here, and all who are not;

For all who have ever walked through our doors; for those who may yet find this spiritual home, and for those we can't even yet imagine.

For each of us and for all of us, may this flame burn warm and bright.

*Source: Association Sunday, 2009*

45 min.

### Check-In and Introductions (20 minutes)

Participants introduce themselves noting their name, congregation, and something they are looking forward to at camp.

## Icebreaker Intro and Preview, continued

### Preview: How Do UU Build Community?

This week, we will focus on building UU community. Our topics for the week are:

Monday: Beloved Community—creating the ideal, supportive community

Tuesday: Identity Formation—who are we as individuals? As a group?

Wednesday: Justice Making—Living our faith and building community through justice work

Thursday: Spiritual Development—spiritual practice

Friday: Faith Exploration: Children's worship, exploring faith

## How Do UU Build Community?

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### **Building Community 15 min**

#### **What is Community?**

ASK:

- How many of you are new to camp this year? (Raise hands)
- How many attended last year or once before? (Raise hands)
- How many have attended Fahs more than once? (Raise hands)
- Why do you come back to Sophia Fahs camp? What is good about coming here?

If needed, ask directly about the people and community at camp.

- What about the people here at camp?
- Does being at camp feel different (or the same) compared to being at school or in your home congregation?

SAY: At camp, and in our congregations, we set our minds to creating an intentional community.

ASK: What does it mean to be in a “community?”

A community is a group where people care about each other, respect each other, work together, play together, and in our case, learn and worship together as Unitarian Universalists

**Transition:** Creating our covenant is an important part of building our community.

### Deep Covenanting 20 min.

#### Deep Covenanting (20 minutes)—Creating TWO covenants

We are going to create our covenant. At this time we recognize that we actually have TWO covenants:

- Our first covenant is with the larger community and regulating bodies of Fahs camp. This is our covenant with Camp Quinipet, our insurance company, LIAC, the Fahs Board, your congregations, your ministers, your parents, the adult advisers, etc. The items on this covenant are not negotiable.
  - The second covenant is for this intentional community—it is about how we will be together in this space for this designated program time. This is our negotiated covenant.
1. **Work first on the larger community covenant.** Ask for input and be sure the covenant includes the following:
    - Follow safety guidelines for Sight and Sound
    - No illegal substances (including vapes and cigarettes), no weapons
    - Respect the space (clean up, report damage immediately)
    - Respect the staff (Quinipet and Fahs)
    - No exclusive behavior. Include everyone.
    - Active, ongoing consent (for hugs, lap sitting, etc.)
      - o Review the con hand signals for Hugs (open arms) and “No hugs, thank you” (forearms crossed).
  2. **Work on the second covenant.** Ask the youth to identify the “ground rules” that make Fahs a beloved community that they want to return to again and again.

Record the youth’s ideas on a flipchart. *Please keep the covenant serious—items such as “don’t eat dirt” minimize the importance of the covenant. Instead suggest you group that under “self-care”*

Remind the group that the second covenant is a living document. We will review the covenant every morning and modify as needed or desired.

**Transition:** When we follow the covenant, we work together like a great machine!

## How Do UU Build Community?

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### Activity: Human Machine

Goal – build a moving, churning, humming human machine.  
One person stands, goes to an open area, and starts with a continuous motion and a corresponding sound. One at a time, others attach to the "machine", with a different motion and a sound that fits rhythmically. The machine grows until everyone is a part of it.

Options –

- Encourage the machine to move about the room.
- Whisper to one person to begin to malfunction (go off beat, block another person's motion) and let the machine slowly break down until it's chaotic. If desired, you can then tune it up again.

**Transition:** That was great! Let's talk a bit more about the communities we belong to...

### All My Communities 40 min

ASK: "FaHS is a special community. What other communities or groups do you belong to?"

On the flipchart, create a Community Map. The map may include:

- Family
- Congregation
- School
- Sports/Dance
- Band
- Charitable efforts
- Etc.

Think about your communities, including this FaHS community. Rate each of your communities as red, yellow or green:

- Red is community where you are not comfortable or happy; there might be some arguing or exclusive behavior. You do not feel welcome or supported there.
- Yellow is a community that is sometimes comfortable and happy and sometimes not. You may be happy there but you know others are not happy or do not feel welcome.
- Green is a community where you are happy and can always be yourself, and others can too. You feel supported and support others.

**All My Communities continued**

Rating:

Ask each person to rate each community to which they belong as red, yellow or green. Pass out dots or markers for everyone to make their marks.

Debrief:

After all the dots/marks are placed, ask the group to share their thoughts.

Solicit comments regarding:

- The number of green communities (likely a small number)
- Consistency in ratings (one community may have green, yellow and red ratings)
- Single age vs. multi-age communities

ASK:

- Why might the same community be green for some and yellow or red for others?
- Do you act differently in communities where you do not feel happy? How? Why?
- How can you help make your communities places where you feel happy?
- Which of our UU principles are related to community and building good communities where everyone is welcome and happy?

**Human Knot**

Explain that sometimes there are challenges in communities that we need to work together to solve. Let's try that here.

Group stands in a circle, eyes shut, both arms outstretched toward the center so all hands overlap. Mix up the hands and take hold of two hands. Open eyes and try to untangle.

**If Time Permits**

Try other cooperative activities such as:

- Amoeba tag (No one is "it"—anyone can tag anyone. When tagged, hold hands and continue tagging others, until all are tagged and holding hands.)
- "And then" cooperative story building. The facilitator begins the story with "Once upon a time, there was a group of awesome kids at camp, and then...." One by one, campers add a line to the story.
- Sing camp songs

**Closing Words and Checkout 5 min.**

To close the Program:

Ask each person to share one word about the morning program.

Closing Words (or select your own)

Go in peace.

## Tuesday Children's Program: Identity Formation

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To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.

Ralph Waldo Emerson

- In Advance**
- Find a space where you can tape the drawing paper to a wall to make the shadow profiles
  - Practice using a flashlight to make shadow profiles
    - Ask your subject to stand in profile parallel to the drawing paper
    - Shine the flashlight at the subject
    - Trace the shadow with a crayon or marker
  - Determine if you the children will “watch” the profiles being created or if one facilitator will play games with the children, pulling out one child at a time for their profile

- Supplies**
- Flashlight for shadow profiles
  - Large drawing paper for shadow profiles
  - Crayons, markers, stickers, etc. for decorating shadow profiles

- Objectives**
- By the conclusion of the lesson, the children will:
- Make a personal profile and share their personal values.

**Activities/  
Timeline**

**Icebreaker (15 minutes)**

Play “Vegetable Tag”... Choose one person to be the tagger. Children run in a pre-determined area. To avoid being tagged, a child may sit or squat while they yell out the name of a vegetable.

**Covenant Review**

**Chalice Lighting**

Use your congregations’ children’s chalice lighting or select one of your own. Example from UUFH: “We are Unitarian Universalists; faith of the open mind, loving hearts and helping hands.”

**For older children:**

We light our flaming chalice  
To illuminate the world we seek.  
In the search for truth, may we be just.  
In the search for justice, may we be loving.  
And, in loving, may we find peace.  
*1997 UUMA Worship Materials Collection*

**Who are  
you?**

SAY: Today we are going to talk about who we are, each of us, as individual people.  
ASK: If I were to ask you, “Who are you?” What would you say? (go in a circle for each child to respond, round robin)  
SAY: Today we are going to think about who we are, and what we “value”—that is, what is most important to us.  
We are going to start by creating some special pictures of ourselves. We will do this one at a time.  
(Call the first person up to create the first profile while everyone watches.)  
  
SAY: As Unitarian Universalists, it is important for us to think about who we are and how we can help make the world a better place. Our seven principles can help us remember the promises we make as Unitarian Universalists.

## How Do UU Build Community?

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### **Profiles and Singing or Discussion**

Create the profiles while the children sing the principles song.  
For older children, discuss the meaning of each principle and how they have demonstrated the principle so far at camp or at home.

### **Decorating Your Profile: Identity, Part 1—What is important to you?**

SAY: Now let's take some time to decorate our profiles. Instead of just coloring it in, decorate your profile with words and pictures that tell a story about who you are. For example, if you are a big brother, you might want to draw a picture of your younger sibling. Use words and pictures to identify what is important to you, and be sure to leave some space for the next part of our activity.

(Allow 15 minutes or so of decorating time)

### **Activity Break**

Play Triangle

This is like "All my friends and neighbors" with a tagging component.

Mark the playing area as a triangle with enough room to run between the angles and for the person who is "it" to stand in the middle. The person in the middle calls out a question about something they like that can be answered "Yes, No, or Sometimes" Mark each corner Yes, No or Sometimes.

#### **Sample Questions:**

Do you like dogs?

Do you like chocolate ice cream?

After the question is asked, children run to the corner of their answer. The "questioner" tags someone to be the next "questioner"

Continue the game for ten minutes or so to burn some energy, and then ask participants to return to their profiles. They can add more things they like if the game reminded them of more things to add.

### **Decorating Your Profile Part 2: UU Identity**

SAY: Now we are going to add some things about being Unitarian Universalist to our profiles.

ASK: What is important to you about being Unitarian Universalist? How can you put that on your profile?

Note: You may need to sing the principles song again to remind the children. Discuss each principle and come up with examples.

**Decorating  
Your Profile  
Part 2: UU  
Identity,  
continued**

For Example:

1. Each person is important
2. Be kind in all you do
3. We're free to learn together
4. And search for what is true
5. All people need a voice
6. Work for a peaceful world
7. The web of life's the way

*Discuss:*

- Which principles are most important to you? Why?
- How can you draw that on your profile?

Provide another 15 minutes for the children to finish decorating their profiles.

**Activity  
Break: Play  
Park Ranger**

**Park Ranger: Select a facilitator to be the Park Ranger**

Everyone lines up and thinks of an animal, but does NOT share it.

The Park Ranger asks a question about a feature of an animal. If the feature applies to your animal, you must run to the other side of the forest.

If you are tagged by the Park Ranger, you must stand still and become a tree (arms up or out).

The game continues with the next question. Running animals can now be tagged either by the Ranger or Trees.

The game continues for five minutes or until all animals are tagged.

Sample Ranger Questions (feel free to make up your own)

- If your animal has four legs, run to the other side.
- If your animal has fur, run to the other side.
- If your animal lives in the water, run to the other side
- If your animal climbs or lives in trees, run to the other side
- If your animal flies, run to the other side
- If your animal lives in the dessert, run to the other side
- If your animal can be a house pet, run to the other side
- If your animal lives on a farm, run to the other side
- If your animal eats only plants and vegetables (not other animals) run to the other side. If you're not sure, run to the other side.
- If your animal is bigger than me, run to the other side.

**Profile  
Introductions**

After the profiles are finished, sit in a circle and ask each child to share their profile.

**Closing  
Words and  
Checkout  
5 min.**

To close the Program:

Ask each person to share one word about the morning program.

Closing Words (or select your own)

Go in peace.

## **How Do UU Build Community?**

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## Wednesday Children's Program: Justice Making

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"I know, up on top you are seeing great sights, but down on the bottom we, too, should have some rights."

Dr. Seuss

### **In Advance**

- You may want to bring some baking supplies from home (cookie sheets, whisk or hand mixer, measuring cup and spoons). Baking ingredients will be provided

Select the best book for your group (or choose one of your own)

- Dr Seuss, "The Sneetches"
- Innosanto Nagarra "A is for Activist"
- Emily Pearson "Ordinary Mary's Extraordinary Deed"

### **Supplies**

1. Baking ingredients (supplied)
2. Baking supplies (please bring from home)
3. Cookie package supplies
4. Paper and Crayons to make signs
5. Donation Box

### **Objectives**

By the conclusion of the lesson, the children will:

- Define fairness and justice in age-appropriate ways
- Discuss how we as UUs take respectful action to change things that are not fair or just
- Use the democratic process to identify a charity to receive the cookie sale donation

## How Do UU Build Community?

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### Activities/ Timeline

#### Icebreaker (20 minutes)

Select an active icebreaker, such as amoeba tag or All My Friends and Neighbors.

#### Chalice Lighting

Use your congregations' children's chalice lighting or select one of your own.

Example from UUFH: "We are Unitarian Universalists; faith of the open mind, loving hearts and helping hands."

For older children, you can select a chalice lighting from the Illuminations app (free).

#### Check In

Invite each child to share one thing about camp that they are enjoying.

#### Covenant review

### Fairness Discovery

#### Cookies, Siblings, and Fairness (10 minutes)

Show the children the bag of candy/cookies/grapes and tell them you are going to share them. Ask each child how many sisters and brothers they have. Give children with no siblings one item. Give children with siblings one item for themselves plus one for each sibling.

Watch how the children react. Do they notice? See if anyone says, "That's not fair" but do not react to the words.

When you are finished, ask the group:

- What happened here? Did everyone receive the same amount?

Ask children who received more how it felt. Ask children who received less or only one how it felt.

Ask:

- Why do you think the children with brothers or sisters received more?
- Is that fair? Why or why not?"

### Fairness Definition and Discussion

Talk to the children about how it feels to be treated in a way that they think is unfair.

- What does fairness mean? What doesn't it mean? *Fairness means treating everyone the way you want to be treated. It means trying to give everyone rights and chances like those you have. Fairness does NOT mean that everything is equal.*
- Why could the way the cookies/candy/grapes were given out be considered “fair” even though it was not equal?
- What happens when you are fair? Why should you be fair to others, even when they are not fair to you?
- How does fairness relate to our UU principles?

### Fairness and Justice

SAY: “Lots of things in the world are not fair. It is not fair that some people are homeless or hungry or do not have clean water to drink. It is not fair that people suffer in wars. It is not fair that in many parts of the world, children cannot go to school.”

Many people are aware of these things and are trying to change things for the better. It takes time and effort to work for fairness—this is also called “social justice”—working to make sure our society is fair and everyone has equal rights.

As Unitarian Universalists, working for justice is part of our faith.

We call working for justice “activism.”

### Story Time

Read [A is for Activism](#) by Innosanto Nagarra

Debrief:

- How do you feel about what we have read?
- The book talked about many justice issues—including having a healthy planet, clean water, healthy food to eat, peace, clean energy, etc. How do you feel about all these issues?

Sometimes it can feel like a lot. What kind of feelings do you have when you think about these things? It can make us feel thankful that we have clean water and safe food to eat. It can make us feel sad that other people don't have these things. It can also make us feel angry.

## How Do UU Build Community?

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### OK to be Angry

ASK: “Is it OK to be angry?” You may get loud responses of “No!”

Explain that when an adult tells them not to be angry, that person is most likely saying that it is not OK to be mean or hurt someone when you’re angry. Emphasize the importance of “owning” anger and finding constructive ways to control it.

Next, have students brainstorm (without using any names) what they’ve done or seen other people do when angry. This could include situations at home, at school or on TV, or incidents they’ve heard others describe. Distinguish between behaviors they have seen help and hurt in the heat of the moment. Record these reactions in two separate lists.

Once you have your lists of helpful and hurtful reactions, introduce this adapted version of “If You’re Happy and You Know It”

If you’re angry and you know it that’s ok.

If you’re angry and you know it that’s ok.

If you’re angry and you know it that’s ok.

If you’re angry and you know it that’s ok you can control it.

If you’re angry and you know it that’s ok.

Singing “If you’re angry and you know it” provides an opportunity to explore appropriate responses to anger, such as “talk it over,” “count to ten,” “stop and think” and “become an activist.” Remind the children that they can choose how to respond to their anger.

Source: <http://www.tolerance.org/exchange/if-you-re-angry-and-you-know-it>

### Alternative Story for Older Children

#### Alternative for Older Children: Sneetches, Dr. Seuss

This Dr. Seuss story looks at complexities of class and race; complicated further by commercialism and consumerism. It is fun banter that delivers heavy messages about “buying” human rights, how a need to be “above” leads directly to the suppression of others, etc.

Read the story, and ask for insights.

What is Dr. Seuss telling us about issues of class, race, equality and social justice?

**Being an Activist**

On flipchart paper, write down a list of justice issues for which the children would like to be activists.

Break into groups and ask the children to think of ways they personally can make change happen.

Note that some things they can take definite action on—such as treating people fairly and with kindness, saving water, and choosing healthy foods. Others are more difficult, such as stopping wars or helping other children have access to books.

Discuss that in the United States, everyone can write to the President, their senator, or representative and tell them how they feel about an issue.

Sometimes, it helps to raise money to provide direct assistance, such as buying books for a library or medicine for people who need it. In these situations, we can help by earning money to make a donation to help solve a problem.

We are going to do both of these today.

**Activity 1:  
Baking Cookies**

The group selects one justice issue for which they will be “activists.”

As activists, they will work to raise money to assist in education about or resolution of the issue. They will do this by baking and selling cookies.

**Activity 2:  
Writing to the President**

They will also ask for the President’s support on the issue by making a drawing or writing a letter expressing how they feel about the issue.

Divide the group in half.

- While one group helps to bake cookies, the other group can work on drawings or letters to the President asking for support on a justice issue.
- We will also need signs to educate campers and staff about the selected causes.
- Play active games as needed to keep children engaged.

**Note to Facilitators:** You will be selling cookies to other staff members 3 for \$1. Staff will be encouraged to buy cookies for their houses, to share during activities, or during program. Children and youth will not have cash, so the sale will be limited to adults.

Young children will be making cookies with pre-made dough. Older children will be using mixes or recipes for vegan and gluten-free cookies.

During lunch or dinner, plan to sell the cookies asking for children to help. We will work out the details of the sale at camp.

All funds collected will be distributed evenly between the charities selected by the program groups.

**Closing Words and Checkout 5 min.**

To close the Program:

Ask each person to share one word about the morning program.

Closing Words (or select your own)

Go in peace.

## Thursday Children's Program: Spiritual Development

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“O Sacred flame blaze forth—wisdom brought to life  
Guide us—

With the light of hope  
The warmth of love  
The beacon of purpose and meaning  
Because we are all afraid of the dark  
Let there be light.”

Andrew Pakula

- In Advance:**
- Collect poems, readings, songs, meditations, and other worship materials to share with the group
  - Each facilitator should pick a group to lead and select their supporting worship materials

AFTER THE SESSION, facilitators will fill in the worship outline and time the service

- Supplies**
- *Becoming: A Spiritual Guide for Navigating Adulthood* (includes chalice lightings, readings and hymns)
  - Unitarian Universalism is a Really Long Name by Jennifer Dant
  - Illuminations app (use your phone)
  - Children's meditations
  - Mandala coloring pages (simple)
  - Crayons
  - Bucket or bowl to collect rocks or shells

- Objectives**
- Develop an understanding of Unitarian Universalist spiritual practices.
  - Combine elements of spiritual practice into worship planning.

**Activities/  
Timeline**

**Icebreaker: Fruit Salad**

Ask the children to sit in a circle. One child is the salad maker. The salad maker stands in the middle and names three types of fruit. In round robin, the salad maker assigns one of the three fruits to each child (for example: banana, apple, orange)

The salad maker then stands in the middle of the circle and calls out the name of one of the fruits. All the children who have been assigned as that fruit need to switch spots. The salad maker tries to take one of the spots. The child left standing is the new salad maker.

The salad maker can also call. "Fruit Salad" and everyone needs to get up and switch seats.

**Covenant Review**

**Chalice Lighting**

Use your congregations' children's chalice lighting or select one of your own.

Example from UUFH: "We are Unitarian Universalists; faith of the open mind, loving hearts and helping hands."

For older children, you can select a chalice lighting from the Illuminations app (free).

**Introduce the  
Topic**

SAY: It was fun to play fruit salad. Sometimes people say that Unitarian Universalism is like a "salad" religion. Why do you think people might say that?

*Because people have different beliefs but we come together in one faith, like the different fruits in a fruit salad.*

Sometimes Unitarian Universalism is hard to describe. Sometimes you might hear that "You can believe whatever you want," but that really isn't true. We all agree to live our lives in ways that demonstrate our principles. That is what brings us together.

- Sing the principles song.

Let's take a few minutes now to learn about Unitarian Universalism, and how we worship together.

## How Do UU Build Community?

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### Reading and Discussion

#### Unitarian Universalism is a Really Long Name (15 minutes)

For younger children, read selections from Unitarian Universalism is a Really Long Name. Suggested selections include:

- Who We Are
- What Do We Believe
- How Do We Worship

#### Discuss:

- What did you learn about who we are as Unitarian Universalists?
- Can UUs believe anything they want? Why not? What DO we believe?
- How do Unitarian Universalists worship?
- How many of you have attended worship at your congregation? How is it similar to the worships here at camp led by Rev. Gordon? How is it different?

### Worship for Children and Youth

In your congregation, you may have experienced The Wonder Box, or even an entire worship with your entire congregation. Some congregations have special worships just for children.

We are going to create our own worship together. To do that, we are going to do some things that we can do in a worship, but you can also do these things anytime you want, to help you feel calm, relaxed and be yourself.

### “Spirit Groups”

Divide the group into two or three sub-groups based on the number of facilitators. Each group needs a facilitator.

- Group 1: Singing/Music  
Music is an important part of Unitarian Universalist worship. In our first group, we are going to sing UU hymns and songs that you might hear in worship
- Group 2: Meditation or Prayer  
Quiet, reflective time is important for worship. We are going to do a quiet meditation or two.
- Group 3: Sharing. Sharing in worship is important. This is a time for each person to participate in the worship

Note to facilitators: Each child will participate in each group. Divide the time by the number of groups, leaving 20 minutes total ( at least 5-7 minutes between each switch to play an active game and 5 minutes at the end for closing)

If you have only two facilitators, combine groups two and three into a beach walk/meditation to collect shells to stones

**Group 1:  
Singing**

Share simple songs with the children. Make unfamiliar songs “repeat after me songs” Suggestions include:

- The Principles Song

Peace Like a River (check out this version with movement

<https://search.yahoo.com/search?fr=mcafee&type=C211US0D20151112&p=Ive+got+peace+like+a+river> )

- This Little Light of Mine
- Spirit of Life
- Come Come Whoever You Are
- Gathered Here
- Dear Friends
- Chants (e.g. When I breathe in, I breathe in peace; When I breathe out, I breathe out love)

**Group 2:  
Meditation**

Introduce the meditation experience.

Check out the guided mediations for children and YouTube and select a favorite.

Alternative: coloring meditation using easy mandala coloring pages. Consider playing soft music in the background.

**Group 3:  
Sharing**

Walking meditation to collect stones or shells on the beach. Collect one stone or shell per person, plus one for each facilitator. You will use them in the worship tomorrow.

**Active Breaks**

Between each rotation, play an active game such as:

- All My Friends and Neighbors
- Triangle
- Park Ranger
- Fruit Salad

**Closing  
Words and  
Checkout  
5 min.**

To close the Program:

Ask each person to share one word about the morning program.

Closing Words (or select your own)

Go in peace.

**Note: After the program, prepare the worship outline**

## Worship Outline: My UU Community

- **Entering Song**
- **Chalice Lighting**
- **Reading 1**
- **Meditation**
- **Song 2**
- **Reading 2**
- **Centerpiece/Activity:**  
Place all of the collected rocks in a bowl of water. As the children share something they like about the UU Community or what is important to them about the UU Community, ask them to take a rock or shell from the bowl to remind them of this camp community when they return home
- **Closing Song**
- **Closing Words**

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## Friday Children's Program: Faith Exploration

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“Be faithful in small things, because it is in them that your strength lies.”

Mother Teresa

- In Advance:**
- Prepare the worship outline
  - Decide which facilitator will lead each part of the worship service

- Supplies**
- Worship supplies as defined in your worship plan
  - Pens for completing the camp evaluation
  - Flipchart paper and markers for Congregation Community discussion
  - Paper for Appreciation Circle (if selected)

**Activities/  
Timeline**

**Icebreaker: Faith Explorers**

Give each child an explorer hat (older children will get a compass). Today we are going to explore our faith. Let's take a walk together, and as we find things in nature let's talk explore how they relate to our faith and the UU principles

**Covenant Review**

**Chalice Lighting**

Use your congregations' children's chalice lighting or select one of your own.

Example from UUFH: “We are Unitarian Universalists; faith of the open mind, loving hearts and helping hands.”

For older children, you can select a chalice lighting from the Illuminations app (free).

**Sophia Fahs Evaluations (15 minutes)**

Give the participants time to reflect and complete their Sophia Fahs Camp evaluations.

**Children's  
Worship**

Introduce the service: Today we are going to put together all of our work from yesterday to conduct our own worship service. As you get older and join the youth group and attend cons, you will be planning and participating in more worship services.

Conduct the service according to the worship plan.

## How Do UU Build Community?

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### Debrief

At the conclusion of the service, sit in a circle and ask youth for their reactions to the service, and to our week together focusing on building community. Conduct this in a round-robin format so you can hear from everyone.

### If Time Permits

If time permits, select one or more of the following activities, preserving 10 minutes of time for a closing circle.

- Shirt signing
- Appreciation circle  
The group sits in a circle. Each person writes their name on the top of a piece of paper and passes it to their right. Each person writes an affirmation or compliment on the page and passes it to the right. Conclude when each page has a comment from every participant and facilitator.
- Favorite active games from the week

IMPORTANT: Do not do mailbags; mailbags are for senior pebbles only.

### Circle/Summary (10 minutes)

Sit in a circle. Remind the children that this week we talked about Building Community, Identity, Social Justice, Spiritual Development, and Faith Exploration, and ask each child to share one action or idea they will share with their family when they get home.

In round two of sharing, children share “the best part” of this week’s RE sessions.

## Monday Youth Program: Building Community

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“Being held in the arms of a beloved community is an essential part of being a religious person at any age... Youth should be grounded in a local community that creates deep, affirming, authentic, and long-lasting relationships.”

Youth Ministry Advising: A Complete Guide

### Supplies

- Flipchart and markers for Covenants
- Poster: The Web of Youth Ministry
- Prepare A Flipchart: Community Map
- Dots or Markers: Red, Yellow and Green

### Objectives

- Review the larger community covenant.
- Build a relationship covenant.
- Discuss what it means to be in beloved community.
- Identify ways to build beloved community in your congregations and write a letter or talking points to discuss with your DRE, Minister or Youth Adviser.

### Activities/ Timeline

#### Icebreaker (15 minutes)

**All My Friends and Neighbors** (or select your own icebreaker)

### Icebreaker Intro and Preview

#### Chalice Lighting

We light this chalice for all who are here, and all who are not;

For all who have ever walked through our doors; for those who may yet find this spiritual home, and for those we can't even yet imagine.

For each of us and for all of us, may this flame burn warm and bright.

*Source: Association Sunday, 2009*

45 min.

#### Check-In Introductions (20 minutes)

Participants introduce themselves noting their name, congregation, something they left behind to come to camp, and something they are looking forward to at camp.

## How Do UU Build Community?

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### Icebreaker Intro and Preview, continued

#### Preview: How Do UU Build Community?

This week, we will focus on building UU community. Our topics for the week are:

Monday: Beloved Community—creating the ideal, supportive community

Tuesday: Identity Formation—who are we as individuals? As a group? Stones will do a “covenant café”; Rolling Stones and Pebbles will do a Soul Stretch

Wednesday: Justice Making—Living our faith and building community through justice work

Thursday: Spiritual Development—spiritual practice and worship planning

Friday: Faith Exploration: Youth-led worship, creating beloved community at your home congregation

### Building Community 15 min

#### Introduction: The Web of Youth Ministry (15 minutes)

SAY: With the help of the Unitarian Universalist Association (UUA) Youth and Young Adult Ministries team, we are expanding our ideas about youth in our congregations, and how to serve our youth. Both youth and adult advisers at Sophia Fahs are creating an intentional youth ministry.

ASK:

- What comes to mind when we say “youth ministry?”
- Are ministers the only people who “do” ministry?
- How is volunteering to work at camp ministry?
- What do you think should be considering in developing a youth ministry?

REVEAL the Web of Youth Ministry Poster. Break up the large group into 8 small groups to brainstorm what they think their component includes (1 – 2 minutes of quick brainstorming).

REVIEW the following key points:

- Beloved Community: our focus for today—building an intentionally welcoming, kind community that encourages deep relationship building
- Identity Formation: our focus for Tuesday—supporting each of you in your journeys to out who you are as a spiritual being, relational being, person of faith, racial/ethnic being, justice maker, etc. learning how to live a life with integrity so your UU faith is inseparable from your identity as a whole person

### **Building Community, Continued**

- Spiritual Development: our focus for Wednesday—the intentional cultivation of individual and group spiritual practices—experiencing awe, gratitude, wonder, and “oneness”
- Justice Making: our focus for Thursday—to be in solidarity with others who also work for justice in many settings—school, congregation, community, the larger world
- Faith Exploration: our focus for Friday—reflecting on our experience together and moving forward to promote the free and responsible search for truth and meaning; individually and in groups with our family, friends, and congregations
- Multi-generational Relationships—themed throughout the week; Fahs is a multi-generational camp. We are all in community from age 3 – 70+. Connecting with people of all ages is an important part of community life.
- Covenantal Leadership—at Fahs, the Spirit Committee is a covenantal practice in which the youth are affirmed as full and vital participants in camp leadership. There are other opportunities to lead as well, planning and leading worship, circle groups, etc.
- Pastoral Care—available throughout the week; All people have specific pastoral needs that are met in communities where people listen deeply. We provide care to each other. Peer chaplains are also available through the spirit committee, and adult chaplains are also available at any time throughout the week.

Transition: All of these things help us create the beloved Fahs community. Let's work now on our community covenant.

## How Do UU Build Community?

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### Deep Covenanting 20 min.

#### Deep Covenanting (20 minutes)—Creating TWO covenants

We are going to create our covenant. At this time we recognize that we actually have TWO covenants:

- Our first covenant is with the larger community and regulating bodies of Fahs camp. This is our covenant with Camp Quinipet, our insurance company, LIAC, the Fahs Board, your congregations, your ministers, your parents, the adult advisers, etc. The items on this covenant are not negotiable.
  - The second covenant is for this intentional community—it is about how we will be together in this space, for this designated program time. This is our negotiated covenant.
3. **Work first on the larger community covenant.** Ask for input and be sure the covenant includes the following:
- Follow safety guidelines for Sight and Sound, including cabin times
  - No illegal substances (including vapes and cigarettes), no weapons
  - Respect the space (clean up, report damage immediately)
  - Respect the staff (Quinipet and Fahs)
  - No sexualized behavior; no exclusive behavior. Remember this is shared space with younger campers who can see your gestures and hear your jokes.
  - Active, ongoing consent (for hugs, lap sitting, etc.)
    - o Review the con hand signals for Hugs (open arms) and “No hugs, thank you” (forearms crossed).
4. **Work on the second covenant.** Ask the youth to identify the “ground rules” that make Fahs a beloved community that they want to return to again and again.
- Record the youth’s ideas on a flipchart. *Please keep the covenant serious—items such as “don’t eat dirt” minimize the importance of the covenant. Instead suggest you group that under “self-care”*

Remind the group that the second covenant is a living document. We will review the covenant every morning and modify as needed or desired.

Transition: The covenants help us ensure that we are building an intentional, beloved community. We belong to other communities as well.

**All My  
Communities  
40 min**

ASK, “Fahs is a special community. What other communities or groups do you belong to?”

On the flipchart, create a Community Map. The map may include:

- Family
- Congregation
- UU Connect
- School
- Sports
- Clubs
- Band
- Charitable efforts
- Etc.

OPTION: Break the large group into smaller groups of 3 or 4. Distribute paper and pencils/pens for small groups to draw community maps

Think about your communities, including this Fahs community. Rate each of your communities as red, yellow or green:

- Red is community where you are not comfortable; there might be some arguing or exclusive behavior. You do not feel welcome or supported there. Yellow is sometimes comfortable.
- Yellow is a community that is sometimes comfortable and welcoming and sometimes not. It may welcome you but not others.
- Green is a welcoming community where you can always be yourself, and others can too. You feel supported and support others.

## How Do UU Build Community?

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### All My Communities continued

Rating:

Ask each person to rate each community to which they belong as red, yellow, or green. Pass out dots or markers for everyone to make their marks.

Debrief:

After all the dots/marks are placed, ask the group to share insights. Solicit comments regarding:

- The number of green communities (likely a small number)
- Consistency in ratings (one community may have green, yellow and red ratings)
- Single generation vs. multi-generational communities

ASK:

- Why might the same community be green for some and yellow or red for others?
- Do you act differently in communities that you rated yellow or red? How? Why?
- Which yellow or red-rated communities would you like to see transformed into green communities? How can you support that change?
- What are the gifts and challenges of multi-generational communities?

### Shared Leadership, Closing Words and Checkout 15 min.

#### Shared Leadership

Remind the group that shared leadership is one key component of the community web. Invite someone (or a small group) to select the icebreaker for tomorrow's session.

#### To close the Program:

Ask each person to share one word about the morning program.

#### Closing Words

Cheered by our community, blessed by our covenant, uplifted in mind, and renewed in spirit, go forth with courage and peace to meet the days to come.

*1997 UUMA Worship Materials Collection*

## Tuesday Youth Program for Rolling Stones and Pebbles: Identity Formation—Soul Stretch

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“Truth is the only ground to stand upon.”

Elizabeth Cady Stanton

### **In Advance: Rolling Stones and Pebbles**

- Talk to Ellen Minzner to get an orientation to the Soul Stretch
- Identify the youth who will facilitate the Soul Stretch.
- Identify the counselors who will be available to your group after the soul stretch.

### **Supplies**

- List of Soul Stretch questions

### **Objectives**

- To experience the “soul stretch” youth worship.

### **Activities/ Timeline**

#### **Youth-Led Icebreaker (15 minutes)**

#### **Chalice Lighting**

We do not grow absolutely chronologically. We grow sometimes in one dimension, and not in another, unevenly. We grow partially. We are relative. We are mature in one realm, childish in another. The past, present and future mingle and pull us backward, forward or fix us in the present. We are made of layers, cells, constellations.

Anais Nin

#### **Soul Stretch and Discussion**

- Program Leaders should be within sight of the activity (but not within hearing distance)
- Facilitator conducts the soul stretch. Program Leaders return for the debrief discussion.

Note: We anticipate that youth will have processed this intense, emotional experience and be ready for lunch. Do not rush the discussion or “force” the ending of discussion. If your group will be late for lunch, inform a board member.

## How Do UU Build Community?

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**Shared Leadership, Closing Words and Checkout 15 min.**

### **Shared Leadership**

Remind the group that shared leadership is one key component of the community web. Invite someone (or a small group) to select the icebreaker for tomorrow's session.

### **To close the Program:**

Ask each person to share one word about the morning program.

### **Closing Words**

#### **Closing Words (it is important to conclude this experience)**

Love is, as Martin Buber said, our capacity to see that we are intimately related to everyone else. We have the power, each of us, to confirm to one another, not by protestations of love or sentimental declarations, but by the glance and the quiet word that affirm and by the caring act that needs no words to trumpet itself.

Robert. E Senghas

## Tuesday Youth Program for Stones: Identity Formation— Covenant Cafe

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“Truth is the only ground to stand upon.”

Elizabeth Cady Stanton

- In Advance:**
- Note that the Rolling Stones and Pebbles will be doing a “soul stretch” youth worship. Covenant Cafe is for Stones only.
  - Covenant Café is a youth-led experience; adults are in support roles only. The facilitator or facilitators must be selected and trained in advance of this day.
  - Discuss the Covenant Café Groundrules with the youth facilitator(s). Youth facilitators are selected and trained in advance of the program.
  - Select a “back-up” icebreaker in case the youth volunteer is unavailable or unprepared

**Youth  
Facilitator  
Training**

- Make clear that the role is to facilitate, to guide the conversation not dominate the conversation.
- Make clear how to use talking sticks if needed, use timers, etc. to make sure the discussion is fairly distributed among participants.
- Indicate that they can always reach out to an adult for help if needed.
- Help them develop questions to link random topics to UU values. For example, guide them to ask “how does the topic relate to being a UU for you?”

**Supplies**

- Slips of paper
- Pens or pencils
- Basket or bowl

**Objectives**

- Provide a safe space for youth to ask questions, provide answers and build connections.

**Source:** Covenant Café was developed by Starr Austin. This version is also based on the Conversation Café led at senior high cons.

**Icebreaker  
15 min.**

**Youth-Led Icebreaker**

Ask selected participant(s) to conduct the icebreaker

## How Do UU Build Community?

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### Chalice Lighting

#### Chalice Lighting

We do not grow absolutely chronologically. We grow sometimes in one dimension, and not in another, unevenly. We grow partially. We are relative. We are mature in one realm, childish in another. The past, present and future mingle and pull us backward, forward or fix us in the present. We are made of layers, cells, constellations.

Anais Nin

#### Covenant Review

### Covenant Café

#### Covenant Café: Introduction

The Covenant Café provides an opportunity for us to ask questions or discuss whatever is on our minds. It is an opportunity to get to know each other, understand each other, and learn from and about each other.

The café will be led by (name youth facilitators). The youth facilitators will introduce the program and provide instructions to the group.

- The youth facilitator sets up altar with chalice, puts out the basket and pens and paper slips.
- The youth facilitator informs the group how this process works:
  1. Everyone is invited to write a topic or question related to UU faith or personal identify on a piece of paper and put it in the basket. The youth facilitator shares the following examples:
    - Which principle in the hardest for you to live by?
    - How do you deal with cliques in school?
    - How do you deal with people being excluded or being exclusive in school or other communities?
    - How do you stay true to yourself when your friends are moving in other directions?
    - Do you talk about your UU faith with your friends? If yes, how? If not, why not?

### Process, continued

2. The youth facilitator draws a topic/question. If the topic/question is appropriate and clear, the youth facilitator reads it aloud.
3. The first time around the circle each person who wishes to do so, shares relating to the topic – **not to previous comments**. Responses are “I” statements, and (in this first round) not made in response to any other comment. You may also pass.
4. The second time around, participants may comment on other comments shared, asking clarifying questions of each other, etc. The conversation should still be without cross talk, but flow as a well facilitated discussion.
5. Facilitator determines when a topic has run its course and draws a new topic from the basket.
6. Should the facilitator draw a topic that is not in the spirit of the group’s intention, they may discard it and choose another. Additionally, should the facilitator draw a topic they do not feel they are capable of facilitating; it may be placed back in the basket and another drawn. Alternately, they could ask the adult present to help guide the conversation.
7. Conclude the café 10 minutes before the end of the session time.

### Role of Adult Facilitators

- **Adults should participate, but only after every youth has shared each go round.** This helps with the power balance of adults and youth in expressing our ideas and concerns. Adults should participate in the same format as youth – speaking from I statements, *being aware of boundaries and modeling good values and choices for youth while remaining authentic.*

- **We need not share \*everything\* and some things we should not share at all with minors in our care.**

Adults are modeling what it is for a youth to lead and be respected by an adult.

- We are also doing a form of pastoral care through deep listening. We learn a lot in this format of ministry and we can seek individuals out after a session to talk more about something they shared if we are concerned.
- Adults should be mostly hands off – only interfering if the group veers off or statements are made that are counter to our UU values and are seeming to hang in the air as “truths”. For example if a youth says “all black people are criminals and that’s why people are upset about BLM” the adult should not allow that comment to hang in the air without counter. Leave space for that counter to come from another youth, but if none is offered the adult has a responsibility to say,  
“What do our UU values teach us that might help us realize how that sentiment is not helpful?”

## How Do UU Build Community?

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### Role of Adult Facilitators, continued

- The facilitator may ask clarifying questions before the 2<sup>nd</sup> time around. For example, after everyone has shared on a topic, the facilitator may ask participants to respond and connect their response to a UU principle or to theology in some way.

### Debrief

After a session the adult should debrief with the facilitator just to provide feedback and ask the youth how they think it went. We are trying to help our youth step fully into leadership, we owe them our support and feedback.

### Shared Leadership, Closing Words and Checkout 10 min.

#### Shared Leadership

Remind the group that shared leadership is one key component of the community web. Invite someone (or a small group) to select the icebreaker for tomorrow's session.

#### To close the Program:

Ask each person to share one word about the morning program.

#### Closing Words (it is important to conclude this experience)

“Cheered by our community,  
Blessed by our covenant,  
Uplifted in mind, and renewed in spirit,  
Go forth with courage and in peace to meet the days to come.”

Burton D. Carley

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## Wednesday Youth Program: Justice Making

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“As long as you keep a person down, some part of you has to be down there to hold him down, so it means you cannot soar as you otherwise might.”

Marian Anderson

- In Advance:**
- Discuss current justice issues with your co-facilitator(s). Select topics to discuss about which you are reasonably knowledgeable, and are of interest to the youth.
  - Bring an iPad or Tablet (and the camp password) in case you need to do a “fact check” on a justice topic that comes up
  - Review “Are you non or are you anti” in advance of the session.  
<http://www.theguardian.com/commentisfree/video/2016/jan/13/marlon-james-are-you-racist-video>
  - Be prepared refine or add to the discussion questions based on your experience.

- Supplies**
- Paper and pens for letter writing and note-taking
  - Flipchart paper
  - Markers

- Objectives**
- Define justice.
  - Discuss your responsibilities as a Unitarian Universalist to uphold and take right action for justice.

**Activities/  
Timeline**

**Youth-Led Icebreaker (15 minutes)**

**Chalice Lighting**

- “As long as you keep a person down, some part of you has to be down there to hold him down, so it means you cannot soar as you otherwise might.”  
*Marian Anderson*

## How Do UU Build Community?

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### Activities/ Timeline

#### Are you non or are you anti?

Set up the video, noting that it is only 2 minutes but asks a very important question.

Discuss:

- What are your thoughts on being non vs. anti?
- Are you non or are you anti? (Round Robin, ask each person to comment.)
- Is it important to move from non to anti? How is this a matter of faith for us as Unitarian Universalists?

#### Large Group Discussion: Moving from Non to Anti

- What justice issues are important to you? Why?

*(Note—these issues should come from the youth, only provide examples if necessary. Examples include anti-racism, Black Lives Matter, LGBTQ+ issues, income inequality, solitary confinement, human trafficking, climate change, genetically modified foods, etc.)*

#### Small Group Discussions: Moving from Non to Anti (20 – 30 minutes)

Each group answers the following questions:

- How have you taken action on this issue?
- How has your congregation taken action?
- What more can you personally do?
- What would like this group to do RIGHT NOW to advance this issue?  
*State that we know this will be difficult—but this is what it means to be “anti”—taking advantage of the fact that you have an interested group of 25+ people learning about an issue. What actions can you take right now, together, to advance the issue; e.g. write a letter, find/sign a petition, make a commitment, write an elevator speech, etc.*

Break into discussion groups by topic/interest with a maximum of six people per group to ensure everyone participates. Two or more groups can work on the same topic.

Ask each discussion group to select a youth facilitator to record ideas on a flipchart and one or more youth (not necessarily the facilitator) to present back to the large group.

**NOTE:** *During group time, each adult facilitator should be “assigned” an equal share of groups to monitor. (For example, if there are 9 groups and 3 adult facilitators, each facilitator should monitor three groups).*

*If the groups are having trouble thinking of something they can ask the group to do RIGHT NOW, please use your smartphone to google potential actions to take—such as signing a petition, writing letters, etc.*

**Small Group Presentations, Commitments and Q&A (60+ minutes)**

Divide the remaining time (leaving 15 minutes for the closing) among the groups for presentations and action items.

Be sure each group identifies an action the larger group can take NOW—and execute it within the debrief time.

**Closing Conversation**

Why is justice-making part of the UU faith?

Can you be a true UU without working for justice?...NO

*Read the following:*

As Unitarian Universalists, we affirm and promote these 7 principles and the sources of faith from which they are drawn. They represent the backbone of the religious community in which we participate. This is our covenant:

Principle Six: The goal of world community, with peace, liberty, and justice for all

**Shared Leadership, Closing Words and Checkout 15 min.**

**Shared Leadership**

Remind the group that shared leadership is one key component of the community web. Invite someone (or a small group) to select the icebreaker for tomorrow's session.

**To close the Program:**

Ask each person to share one word about the morning program.

**Closing Words**

“People say, “What is the sense of our small effort?” They cannot see that we must lay one brick at a time, take one step at a time.

A pebble cast into a pond spreads ripples that spread in all directions. Each one of our thoughts, words and deeds is like that.

No one has a right to sit down and feel hopeless. There is too much work to do.”

*Dorothy Day*

## Thursday Youth Program: Spiritual Development

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“O Sacred flame blaze forth—wisdom brought to life  
Guide us—  
With the light of hope  
The warmth of love  
The beacon of purpose and meaning  
Because we are all afraid of the dark  
Let there be light.”

*Andrew Pakula*

### **In Advance:**

- Collect sources of readings, chalice lightings, meditations, and other worship materials to share with the group
- Each facilitator should pick a group to lead and select their supporting worship materials

**AFTER THE SESSION, facilitators will fill in the worship outline and time the service**

### **Supplies**

- Becoming: A Spiritual Guide for Navigating Adulthood (includes chalice lightings, readings and hymns)
- Assorted books with poetry, reading, etc.
- Illuminations app (use your phone)
- Two or three smartphones of iPads (one for each facilitator) with internet access to access meditations, readings, songs, etc.
- Mandala coloring pages
- Crayons

### **Objectives**

- Develop a deeper understanding of spiritual practice.
- Combine elements of spiritual practice into worship planning.

### **Activities/ Timeline**

#### **Youth-Led Icebreaker (15 minutes)**

##### **Chalice Lighting**

“O Sacred flame blaze forth—wisdom brought to life  
Guide us—  
With the light of hope  
The warmth of love  
The beacon of purpose and meaning  
Because we are all afraid of the dark  
Let there be light.”

*Andrew Pakula*

**Activities/  
Timeline**

**Nurturing Your Spiritual Development**

- Why is spiritual development part of the web of youth ministry? Why is it important to you? (Discuss)
- Share the following quote from Youth Ministry Advising

Spiritual Development is the intentional cultivation of spirituality through both individual and group spiritual practices. As spiritual beings, youth experience awe, gratitude, wonder, appreciation, and “at one-ness.” Youth ministry should encourage and offer opportunities for engagement in practices that nurture and enliven their spirits.

Discuss:

- What do you know/have you heard about spiritual practice?
- What makes a spiritual practice “spiritual” as opposed to a hobby (for example, hiking in the woods)
- How do you center yourself? What grounds you?

**SAY:** It is important to note that spiritual practice is not just a “fix” for when you are feeling off-center. It is also preventative—it helps you center and appreciate, check in with yourself, and experience gratitude and awe.

**ASK:** How many of you have been to a con? Or experienced youth worship in another setting? (raise hands)

**Youth  
Worship**

Discuss:

- How is youth worship different from Sunday services? (responses may include—sitting on the floor, dark, active participation, moving around, sharing, physical contact (hugs), writing, songs are different)

**SAY:** Youth worships are planned by youth, for youth as opposed to Sunday services for adults or multi-generation audiences.

- How many of you have planned a youth worship? Talk about your experience—where was the worship and how did you plan it?

**Transition:** Now we are going to plan a youth worship for tomorrow’s session. The theme will be community.

## **How Do UU Build Community?**

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### **Breakout Worship Planning Groups:**

Note: At this time, the senior pebbles can go to the picnic tables to write/refine their pebble speeches. The junior pebbles will participate in the breakout groups and plan the worship for Friday.

All Rolling Stones and Stones will be participating in the activity.

### **Describe the Components of a Youth Worship**

- **Ritual:** This group will be selecting a chalice lighting, readings, a “centerpiece” activity relating to the theme, and closing words. The centerpiece is the focal point of the service. For example, a sharing question, a writing activity, a guided interaction between youth (such as giving affirmations to each other), etc.
- **Meditation:** This group will be practicing several types of meditation and selecting or writing a guided meditation for the worship
- **Songs and Hymns:** This group will select and practice songs for the worship. You will be singing, if you’re not willing to sing please pick another group.

Ask participants to move to the group that most interests them, noting that you may ask some people to move if the groups are very uneven.

### Ritual Group

Guide the ritual group:

- Note the theme for our service is Community. There is some freedom (for example, focusing on relationships, but please have some way to bring the service back to our larger theme of community)
- This group has several required outputs:
  - Chalice lighting
  - Readings (two or more)
  - Centerpiece
  - Closing words

You can do this all together or break into subgroups depending on the number of participants. The group must also decide who will facilitate each ritual (read the chalice lighting, readings, introduce the centerpiece, read closing words.)

Sample Centerpieces:

Sample Sharing questions:

- What does this community mean to you?
- What do you value most about this community?
- What makes you feel loved in this community?

Sample Activities:

- Snowball sharing: write down something you love about this place (or any other question, noting the responses will be read aloud), everyone crumples up the paper, throws it into the middle and takes another one to read aloud
- Have a bowl of rocks in water from the beach. Invite youth to take a rock and share what you are taking home from this community (or another sharing question)
- Bracelets: Say something you love to the person on your left and tie a wool bracelet on their arm

### Meditation

Share several meditations with the group:

- Conduct a short walking meditation
- Share a guided meditation
- Do a coloring meditation

Write or select a meditation for the worship. The meditation should be under 5 minutes and keep the theme of community in mind. Select a youth facilitator to lead the meditation.

## How Do UU Build Community?

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### Songs and Hymns

Select and sing songs and hymns. You can find hymns in Becoming, the hymnals, and the internet.

In addition to the songs in Becoming, popular youth worship chants include:

- We Are Opening Up in Sweet Surrender: second verse, words modified for inclusive gender identity  
“We are rising up like a phoenix from the fire  
So siblings and spirits spread your wings and fly high.”
- The River is Flowing  
“The river is flowing; flowing and growing  
The river is flowing down to the sea  
Mother carry me; your child I will always be  
Mother carry me down to the sea”
- All I Ask of You  
“All I ask of you is forever to remember me  
as loving you” (repeats)

Work with the group to make three selections for the worship service:

- Entering song
- Middle of worship (between the meditation and centerpiece activity)
- Closing hymn/song

Select song leader(s) for each song to sing it through once so everyone can learn the tune. Decide in advance how many times you will sing the song through before concluding the song.

For example, for the entering song, the song may be sung until everyone enters and sits, and then twice more.

### Debrief

#### Large Group Debrief

- How was your worship planning experience?
- What are you most excited about for tomorrow?

**Shared Leadership, Closing Words and Checkout  
15 min.**

**Shared Leadership**

Remind the group that shared leadership is one key component of the community web. Invite someone (or a small group) to select the icebreaker for tomorrow's session.

**To close the Program:**

Ask each person to share one word about the morning program.

**Closing Words**

“Worship need not cease. It can echo in our lives, in our words, in our deeds, in our moods, in our dreams. Carry worship with you wherever you may go. Be a blessing in your going out and your coming in.”

*Gordon B. McKeeman*

**AFTER THE SESSION:**

**Facilitators Create the Worship Outline**

## **Worship Outline: My UU Community**

- **Entering Song**
- **Chalice Lighting**
  
- **Reading 1**
  
- **Meditation**
  
- **Song 2**
- **Reading 2**
  
- **Centerpiece/Activity**
  
- **Closing Song**
- **Closing Words**

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## Friday Youth Program: Faith Exploration

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“Be faithful in small things, because it is in them that your strength lies.”

Mother Teresa

- In Advance:**
- Prepare the worship outline
  - Verify that youth leaders are prepared for each section of the worship
  - Create 5 flipcharts, each with “fill-in” community question (page 44)

- Supplies**
- Worship supplies as defined in your worship plan
  - Pens for completing the camp evaluation
  - Flipchart paper and markers for Congregation Community discussion
  - Paper for Appreciation Circle (if selected)

**Activities/  
Timeline**

**Youth-Led Icebreaker (15 minutes)**

**Sophia Fahs Evaluations (15 minutes)**

Give the participants time to reflect and complete their Sophia Fahs Camp evaluations.

**Chalice Lighting**

“As we light our chalice today, let us remember that we are part of a great community of faith.

May this dancing flame inspire us to fill our lives with the Unitarian Universalist ideals of love, justice and truth.”

*Judith L. Quarles*

**Youth-Led  
Worship**

Provide 5 – 10 minutes for youth to prepare for their portions of the service.

Conduct the service according to the worship plan.

**Debrief**

At the conclusion of the service, sit in a circle and ask youth for their reactions to the service, and to our week together focusing on building community.

Conduct this in a round-robin format so you can hear from everyone.

## How Do UU Build Community?

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### Bringing It Home: Congregation Community 15 minutes

Note that Long Island DREs and Youth Advisers are actively working to build stronger youth and young adult community. You can help by filling in the blanks.

Facilitate a discussion on each question, or post the charts and ask youth to walk among the charts and fill in the blanks.

Note to Facilitators:  
Please capture responses and hand in during the Program Meeting

- I feel supported by the UU Youth community when \_\_\_\_\_
- To feel supported by the UU Youth community, I need more \_\_\_\_\_ . I need less \_\_\_\_\_
- I feel supported by my congregation when \_\_\_\_\_
- To feel supported by my congregation, I need more \_\_\_\_\_. I need less \_\_\_\_\_
- What else should we know?

Please keep these charts, label them with the name of your group, and give them to Joanne Polichetti or David Sussman for compilation.

### If Time Permits

If time permits, select one or more of the following activities, preserving 10 minutes of time for a closing circle.

- Shirt signing
- Appreciation circle  
The group sits in a circle. Each person writes their name on the top of a piece of paper and passes it to their right. Each person writes an affirmation or compliment on the page and passes it to the right. Conclude when each page has a comment from every participant and facilitator.

**IMPORTANT:** Do not do mailbags; mailbags are for senior pebbles only.

**Closing  
Circle**

Standing in a circle, each person shares one word about this experience together.

**Closing Words**

We have reached the end of this time

For the gathering of memory

And letting the imagination play with future possibilities.

We have enjoyed magic moments and edified each other.

Shall it be concluded, then?

Or will this adventure, now commenced, continue?—

Our separate paths converging, meeting, merging

In the unending quest for love more perfect,

The joyous struggle for meaning more sufficient and life more abundant.

Is this ending to be an ending,

Or merely prelude to new, more glorious beginnings?

I pose the question;

In your heart lies the answer.

*Michael A. Schuler*

# **Appendix**

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## Icebreakers

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### **Splash Ball Name Game**

If the weather is nice, try a “splash ball” name toss. Soak a splash ball in water and toss it to a child. The child states his/her name and tosses it to the next child. Continue until all children and teachers are introduced. Children need to remember who tossed the ball, and to whom they tossed it.

Conduct the activity several times; challenging the children to complete the toss circuit faster and faster.

### **Two Truths and a Lie**

Each person says their name and two truths and one lie about themselves. The group has to guess which statement is the lie. The teacher models for the group—For example, “I was born in Brooklyn. I have a dog. I like cookies.” Ask the group to guess which statement is a lie. Then move around the group until everyone has a turn.

### **Candy introductions**

Purchase several variety packs of candy, enough for each person to be able to have at least five pieces. They can be any candy type, but not too many choices (limit it to around five or six different varieties). Alternatively, you can buy gummy bears, life savers, gum drops, skittles, m&ms, or any other candy that already has a variety of colors.

Pass around the candy and tell each participant to choose anywhere from 1 to 5 pieces of anything that they want. Instruct them not to eat it yet, though. After they have chosen their candy, you will tell them what each candy type/color represents.

If there is a whiteboard or chalkboard present, write on the board the following:

- Red - Favorite hobbies
- Green - Favorite place on earth
- Blue - Favorite memory
- Yellow –Wish for the future
- Orange - Wildcard (tell us anything about yourself!)

If you don't have the above colors, change the above to match the candy types that you have. Each person takes turns introducing himself or herself, beginning with their name and then saying one fact for each candy type that they have. This easy introduction game should go relatively quickly (assuming they weren't greedy and that they didn't take too many pieces of candy!)

### Icebreakers, continued

#### Icebreaker Questions

A great way to help people open up is to ask them fun questions that allow them to express their personality or interesting things about them. Here is a list of twenty safe, useful icebreaker questions to help break the ice. Be sure to select a question that is appropriate for the age of your audience.

1. If you could have an endless supply of any food, what would you get?
2. If you were an animal, what would you be and why?
3. What is one goal you'd like to accomplish during your lifetime?
4. When you were little, who was your favorite super hero and why?
5. Who is your hero? (a parent, a celebrity, an influential person in one's life)
6. What's your favorite thing to do in the summer?
7. If they made a movie of your life, what would it be about and which actor would you want to play you?
8. If you were an ice cream flavor, which one would you be and why?
9. What's your favorite cartoon character, and why?
10. If you could visit any place in the world, where would you choose to go and why?
11. What's the ideal dream job for you?
12. Are you a morning or night person?
13. What are your favorite hobbies?
14. What are your pet peeves or interesting things that you dislike?
15. What's the weirdest thing you've ever eaten?
16. Name one of your favorite things about someone in your family.
17. Tell us about a unique or quirky habit of yours.
18. If you had to describe yourself using three words, it would be...
19. If someone made a movie of your life would it be a drama, a comedy, a romantic-comedy, action film, or science fiction?
20. If I could be anybody besides myself, I would be...

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## Icebreakers, continued

### Whodunit?

This game can be played individually or with two teams. For extremely large groups, choose ten volunteers and split them into two teams of five. To set up the game, pass out an index card and a pen for each participant. Ask each person to write down something interesting they have done. Examples include the following:

- I went skydiving once.
- I got arrested before.
- I once drank a gallon of milk.
- I lived in seven different states.
- I ate bugs before.

Try to instruct people to write a fact that most people don't already know - the sillier (or more unbelievable) the better. Collect all the cards (separate them into two piles if two teams are playing). Shuffle the cards and then pass them back out. Each person (or team) takes turns reading aloud their card and then the reader must guess whose fact he or she read. After he or she guesses, the guessed person simply says "yes" or "no". If the person guesses correctly, the guessed person can briefly explain what they wrote (if desired). The guessing continues until all cards are exhausted. Everyone reveals who wrote which card at the end.

### Unique and Shared

Ask participants to form groups of five people with the people around them. Pass out sheets of paper and writing utensil. The first half of the activity is the Shared part. Instruct a notetaker for each group to create a list of many common traits or qualities that members of the group have in common. Avoid writing things that are immediately obvious (e.g. don't write down something like "everyone has hair" or "we are all wearing clothes"). The goal is for everyone to dig deeper than the superficial. Allow about five or six minutes and then have a spokesperson from each subgroup read their list. If there are too many groups, ask for a few volunteers to read their list.

The second half is the unique part. Keep the same groups or, optionally, you can ask everyone to rearrange themselves into new groups. On a second sheet of paper have them record unique traits and qualities; that is, items that only apply to one person in the group. Instruct the group to find at least two unique qualities and strengths per person. Again, strive for qualities and strengths beyond the superficial and past the obvious things anyone can readily see. Allow another five or six minutes. When time is up, share the unique qualities in one of the following ways: (1) each person can share one of their unique qualities themselves; (2) have each person read the qualities of the person to their right; or (3) have a spokesperson read a quality one at a time, and have the others guess who it was.

### Icebreakers, continued

#### Fabulous Flags

Pass out a sheet of paper, pens, and colored pencils, crayons, and/or markers to each person. Explain the activity: “We’re now going to draw flags that represent or symbolize us. Please design your own flag of you - include some symbols or objects that symbolize who you are or what you find enjoyable or important.” You can show your own sample flag if you like. For example, you could draw:

- a guitar (representing your passion for music)
- a tennis racket (someone who enjoys sports)
- a country like India (representing your affiliation with a country)
- a heart (representing love for the world)

Give everyone a set amount of time to draw (e.g. 5 minutes or so) and then reconvene. Ask for volunteers to share their flags and explain the meaning of what they drew. If it is a large group, you can divide everyone into smaller groups and ask them to share their flags with each other, or you can just ask a small number of volunteers to share.

#### The String Game

This activity needs a little bit of preparation work. Get a roll of yarn or string from the RE supplies. Take a pair of scissors and cut strings of various different lengths — as short as 12 inches, and as long as 30 or more inches.

When you are finished cutting the string, bunch all the pieces up into one big clump of string.

To play, ask the first volunteer to choose any piece of string. Have the person pull on it and separate it from the other pieces of string. Ask them to introduce themselves as they slowly wind the piece of string around their index finger. The funny part of this icebreaker game is that some of the strings are extremely long, so sometimes a person must keep talking for a very long time! This is a good way to get everyone to start talking. People might find out something interesting or new about each other!

## **Icebreakers, continued**

### **Never Have I Ever**

Instruct everyone to sit in a circle. If you have an extremely large group, tell people to form smaller circles of about ten to fifteen people. To start each round, each player holds out all ten fingers and places them on the floor. Go around the circle and one at a time, each person announces something that they have never done, beginning the sentence with the phrase “Never have I ever...” For example, a person could say, “Never have I ever been to Europe.” For each statement that is said, all the other players drop a finger if they have done that statement. So, if three other people have been to Europe before, those three people must put down a finger, leaving them with nine fingers. The goal is to stay in the game the longest (to be the last person with fingers remaining). To win, it’s a good strategy to say statements that most people have done, but you haven’t.

Playing this game, along with the benefit of getting to know each others’ experiences better, can be very humorous (e.g. saying silly statements such as, “Never have I ever skipped a class in school” or “Never have I ever soiled my pants.”)

### **Lost on a Deserted Island**

Following a shipwreck, everyone has been stranded on a deserted island! Each person is allowed to bring one object to the island — ideally something that represents them or something that they enjoy. The first part of this icebreaker is simple: each person is asked to describe what object they would bring and why. This need not be realistic; if someone loves music, he or she might choose to bring a guitar, or an animal lover might choose to bring a dog, a food lover might choose to bring sirloin steaks, and so on. Encourage people to be creative.

## Chalice Lightings

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

*Marjorie Montgomery*

Come into the circle of love and justice,  
Come into the community of mercy, holiness and health.  
Come and you shall know peace and joy

*Adapted from Israel Zangwell*

May we be reminded here of our highest aspirations,  
And inspired to bring our gifts of love and service to the altar of all humanity.  
May we know once again that we are not isolated beings  
But connected, in mystery and miracle, to the universe, to this community and to each other.

*Anonymous*

At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.

*Albert Schweitzer*

We hallow this time together by kindling the lamp of our heritage.

*Albert Thelander*

Flame of fire, spark of the universe that warmed our ancestral hearth—agent of life and death, symbol of truth and freedom.

We strive to understand ourselves and our earthly home.

*Leslie Pole-Kosbau*

Each morning we most hold out the chalice of our being to receive, to carry and give back.

*Dag Hammarsjold*

## Group Games

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Here are some sample games you can use to get moving, stimulate thinking, or as a means to energize the group so you can change focus.

### **Friends and Neighbors**

#### **Duck Duck Goose (Sophia Sophia Fahs)**

##### **10 Person Pyramid**

Give the group a very short period of time (a minute) to make a pyramid. If they decide to make a “vertical” pyramid, there must be enough spotters and they should not try to build more than four levels high.

After a minute, ask the group if their solution was the only possible solution to the challenge. Was it the easiest? Was it the safest? Can the group brainstorm other ideas to build a pyramid? (The easiest, safest, fastest way is horizontal)

##### **Outright Lie**

Pass a small object around the circle and make up incredible stories about it. Vote on the best story and elect the best storyteller in the group.

##### **Colors**

Tell everyone to silently choose a color. One at a time, have each person go to the middle of the circle and through gestures (can use noise but not words) act like that color. When each has finished, the group tries to guess the color.

##### **BooBoo Stories (for younger campers)**

Show off your booboos and tell the stories behind them (within group and program rules)

##### **Tone Singing**

With eyes open or closed, each person sings a tone. Hold the tones as long as possible, taking breaths when needed, trying to keep the mix of tones continuous. Listen as the voices come into harmony with one another.

Take a break and try it again, and again. Each time the harmony will deepen. Relate this to their relationships, how they get along with others, finding their unique voice amongst many, being part of a larger whole, etc.

##### **Follow My Leader**

One person leaves the room. The rest of group stands in a circle. The group chooses one person to initiate actions, like nose rubbing, ear pulling, clapping, dancing, etc., which are immediately copied by the rest of the circle. Practice if needed. The one who left the room is invited back and tries to guess who the leader is.

### Group Games, continued

#### Human Machine

Goal – build a moving, churning, humming human machine.

One person stands, goes to an open area, and starts with a continuous motion and a corresponding sound. One at a time, others attach to the "machine", with a different motion and a sound that fits rhythmically. The machine grows until everyone is a part of it.

Options –

- Encourage the machine to move about the room.
- Whisper to one person to begin to malfunction (go off beat, block another person's motion) and let the machine slowly break down until it's chaotic. If desired, you can then tune it up again.

#### Rainstorm

In a circle, a leader begins each action, and then the action travels around the circle. When all are doing the action, the leader changes the sound, and new sound travels around the circle, until back to the leader who moves to the next sound, etc.

Use this order – rub palms together, tap or snap fingers, clap slowly/randomly, slap thighs, stamp feet, slap thighs, clap slowly/randomly, tap or snap fingers, rub palms together.

#### Catch-It Drop-It

Group stands in a circle. Center person tosses a softball or small stuffed animal to someone in the circle, while calling a command of either "Catch it" or "Drop it." The person must do *the opposite* of the command (i.e. drop if told catch). If wrong, then the person takes the next turn in the center. You can relate this to mixed messages. Have they ever been told one thing, but their experience was the opposite? Have they ever felt one way, but acted in an opposite way? Invite their opinions on giving or receiving mixed messages.

#### Human Knot

Group stands in a circle, eyes shut, both arms outstretched toward the center so all hands overlap. Mix up the hands and take hold of two hands. Open eyes and try to untangle.

#### Sausages

Ask for a volunteer who is stoic and can keep a straight face, to stand in front of the group and be asked questions. Explain that no matter the question, the person's answer must be the word "sausages" and the person cannot laugh. The group's challenge is to get the person to laugh. Group members ask questions one at a time and the one who gets the person to laugh is the next to go in front of the group.

#### "And Then..." Story

Start a story and each person in the circle adds to it. Each ends their few-minute turn with something exciting or suspenseful, and says, "and then..." and points to someone who has not yet had a turn. You can create a fairy tale, or a serious or funny fictional account about anything.

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## Group Games, continued

### Mask

Group closes their eyes and puts on “the facial and body mask” they use when are putting on a front, phony, etc. Ask them to exaggerate the mask, like a caricature. Tell them to keep the mask on, totally become their phony self, open their eyes and begin to have a group discussion. After 5-10 minutes (use your judgment), invite them to shed the mask and continue the discussion.

### Fishbowl

Break into groups of at least five people. Give out index cards and pencils. Each group comes up with 3 to 5 questions for the other groups to answer, that may be personal but they would be willing to answer if asked. Leader collects each group’s set of cards. Groups reconvene – one group sits in a small circle, and the other group/s sit in a larger surrounding circle, both circles facing in. The inside group gets a packet of questions from one of the other groups, reads each question and has an honest discussion about it. The outside circle sits silently and respectfully listens. Let each group take a turn in the fishbowl.

### Sample Situations

Divide into small groups of 4-7 people. Give each group a card with one situation that they will act out in silence in front of the room. The others will try to guess the situation. Situations can include:

- A family in the car on the way home from a vacation. A few minutes ago the family had a nasty argument and everyone is stewing in silence.
- It’s the end of a party and you are the last ones to leave. The host is getting impatient.
- 7 years olds are playing at a friend’s house. A parent came to pick you up, but they are yakking, so you go back to play. They tell you it’s time to leave again, and you get ready to leave again. Then they start to yak again, and so on.
- You all got in trouble at school together and in the principal’s office you are each trying to blame the others and show you are innocent.
- In a store together, one of you wants to steal an item and the others are trying to tell you not to.
- One of you is secretly dating two of you, and everyone just found out.
- You are all puppies in a pen at an animal shelter, trying to be adopted by attracting the attention of the humans who visit.

### Traffic Patterns

Divide the group into pairs. In each pair, one person will be the car, one will be the driver. Cars hold their hands out in front of them (like headlights) and close their eyes. Drivers keep their eyes open and “steer” the cars by standing in back and placing their hands on their partner’s shoulders.

One car and driver pair is chosen to be “it” and tries to steer his or her car to tag another car. *There is absolutely no running in this game; runners are immediately disqualified.* The tagged car is now it. Cars and drivers switch roles, and the game continues.

### Group Games, continued

#### DumDumDaDa

To the tune of “Old Man River,” Row, Row, Row Your Boat” or other familiar tune.

Ask the group to sit cross-legged in a circle, knee to knee.

Players begin singing:

Dum, dum

da da

da dum, dum

da da

da dum dum, dum (the last - da dum, dum, dum - bringing the round to an end in a most un-old-man-river-like conclusion.

On the first round, the leader starts with the exemplary movement. Usually, it's:

tap your knees twice on DUM DUM

then tap the knees of the person to your right, also twice on DA DA

then tap your knees twice again whilst singing DA DUM DUM

then tap the knees of the person to your left, also twice, also on DA DA

Repeat until the DA DUM, DUM, DUM which is accompanied by three taps of your own knees.

The next round, someone suggests a similarly symmetrical movement, such as:

- tap your shoulders twice
- tap the shoulders of the person to your right, twice
- tap your shoulders again twice
- then on to the person on the left, twice
- On and on until four different movements have been created.

As a finale, do all movements in sequence.

## Group Games, continued

### Iron Campers

This activity is similar to "Iron Chef America" but instead of a set amount of edible ingredients, campers receive a set amount of natural "ingredients" (i.e. 10 sticks, 4 rocks, 9 leaves and two pine cones). The object of this activity is to give each camper identical amounts of natural supplies and let their imaginations go to work. Inform campers that they can make monsters, animals, sculptures, or really anything of their hearts desire. Allow them ample time to complete the activity. Once all campers are finished, have them go around in a circle explaining the sculpture/monster/animal/etc. they've created!

### Meet my Friend

Players are taken on a short hike during which time each person collects something from the natural environment (nothing may be broken or picked from any living thing--the item has to be either lying on the ground or resting on another object--e.g. stump or log). Everyone keeps his object hidden from all other players.

Following the hike, each person is given the opportunity to build a small home for his 'friend'. He is also asked to give his friend a name, and to think of one way in which he could take care of his friend, if it was still out in its natural environment. When all in the group is ready, everyone tours the small homes that have been created, and meets each special friend. E.g. "This is my friend Twiggy. He is a small branch that I found lying on the ground. I've built him a house from soft leaves and moss that I found on the ground. If he was still on a tree, I could take care of him by protecting him from the wind. I could build a fence so the wind wouldn't snap him off from his tree. I could also make sure he doesn't catch diseases -I could check for termites and insects that might harm him." The friends that are made are refreshing to everyone.

### Back to Back Tag

Two people holding hands start off as being "it." They can try to tag any other player but they can only use their free hands. When they tag someone, that person joins onto them by holding hands. Remember, other players can only be tagged with one of the two free hands. Players are safe from being tagged if they find another player and stand back to back with them. They can stand back to back and be safe for only 10 seconds before they can be tagged. The game continues until everyone is tagged.

### Down, Down, Down

This game comes to us from Australia.

You start off with a tennis ball and throw the ball continuously back and forth until somebody drops the ball. When someone drops the ball you say "Down on one knee" and the person must drop down and continue play on one knee. If the same person drops it a second time then you say "Down on two knees". If the same person drops the ball again you say "Down on one elbow". If it happens again you say "down on two elbows". It then goes to chin and then you're out but remember you have to stay in the position you're in to catch the ball and throw the ball.

### Minute Jogging

Have the kids stand up and close their eyes. Then tell them to start jogging and to stop when they think that one minute has passed by, then sit down. Once they get good at this have them try for 30 seconds or for two minutes.

# Indoor Games

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### **Alphabet Letters**

Players should be in groups of four. When the leader calls out a letter, the groups must form that letter using their bodies.

### **Auto Trip**

Players sit in a circle and are assigned the names of auto parts. (I.e. hood, wheel, door, etc.) The storyteller tells a story of an auto trip. As the player tells the story, the parts mentioned get up and follow him/her. When the storyteller yells "Blowout" each player scrambles for a seat. The one left out becomes the next storyteller.

### **Bed Sheet Ping Pong**

Form two teams. Each team holds an opposite end of a bed sheet. A ping pong ball is placed in the middle of the sheet. The object is to get the ball to fall off of the other team's side, for a point. The sheet can be raised and lowered as needed but remind the players to be careful not to "launch" the ball as they will be very inclined to do so.

### **Hand Land**

Have the group lie on their backs, with their heads together, ear-to-ear, like spokes in a wheel. If there are more than eight of you, this can be problematic. Make two groups or more even. Put your hands up. Now participants can observe the weirdness of all those hands in the air, apparently without owners. Let your hands get to know each other. Engage in profound dialogue.

### **Smiles Laughing Game**

The Campers are separated into two teams.

One team is given an object to pass down their line.

As each person on one team gets the object they must call somebody over from the opposite team and try and make them laugh as the opponent walks over and takes the object back to their side. Players must always make eye contact with the person who called them over.

If the person who is called over laughs, they are out.

If not, the person who called them over is out and the object goes to the front of the opposite team's line.

## Trust Games

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### Blind Crossing (30 minutes)—required a level playing field clear of obstacles

Source: [http://www.firststepstraining.com/resources/activities/archive/activity\\_blind\\_crossing.htm](http://www.firststepstraining.com/resources/activities/archive/activity_blind_crossing.htm)

#### Instructions:

1. Ask participants to find a partner for the activity.
2. Ask participants to face their partners so that there are two straight lines, each person facing his/her partner. The lines (and therefore the partners) should be approximately three yards away from each other at the start.
3. On cue, the line you designate will walk towards the other line with blindfolds on. For them to do this safely, they will use the "bumpers up" position. ("Bumpers up" means that the person has both arms extended straight forward from the shoulders with elbows slightly bent and the palms turned forward (like you were motioning "stop" with both hands at once). Demonstrate for them the "bumpers up" position and check for understanding.
4. The "stationary" line will meet the walking line with its "bumpers up," that is, if all goes well, each sighted partner will meet their blind counterpart palm-to-palm. (Note that I put "stationary" in quotes above and I noted that the sighted partner meets the blindfolded walker. The person with sight must take the responsibility for shifting to either side in order to meet his/her partner. Blindfolded walkers don't necessarily walk in a straight line, hence the responsibility on the sighted partner. This point is **CRUCIAL** for the safety of this exercise. Make sure your group understands this clearly.) **NOTE:** Inform the group that you, the facilitator may call **STOP** at any time if you feel there is a safety risk. When you call **STOP**, everyone must freeze to protect the safety of others and themselves.
5. Once the first line of walkers completes their blind crossing, they remove their blindfolds and go back to their starting point. Once they are resituated, the lines will switch roles and repeat the exercise. At the end of this step, everyone has made the crossing once.
6. Instruct both lines to move backwards until they are 5 yards apart. Repeat steps 1-5.
7. Instruct both lines to move backwards until they are 10 yards apart. Repeat steps 1- 5.

### Trust Games, continued

**Blind Crossings II** (Groups 8 – 20 people) 20 – 40 minutes; requires at least 30 square feet of flat, unobstructed space.

Blindfolds are preferred, but not required.

#### ***Variation #1: Trust Run***

##### **Process:**

1. Facilitate [Blind Crossings](#) first.
2. Ask for a volunteer who is willing to *run* with his/her blindfold on. Arrange the rest of your participants in a line at the extreme distance of your activity space, all with bumpers up. The sweaty-palmed volunteer places herself at the other end, dons her blindfold, and then proceeds to run towards the other line, also with bumpers up. It is the responsibility of anyone in her path to meet her palm to palm at the end of the run. Allow for as many participants who are willing to give it a try.

#### ***Variation #2: Trust Pinball***

**Goal:** for the Runner to make contact with each member of the group in the course of his/her "run."

##### **Process:**

1. Arrange your group of 10+ in the following manner: runner at one end of a field, a majority of the group scattered down field of the runner, and 3-4 at the far end representing the destination. All members of the group face the runner. The group should be proficient at "bumpers up." The facilitator should initially place herself in the scattered group but closest to the runner approximately 10 yards away.
2. The runner is instructed to place his blindfold. The scattered group then rearranges itself within its area so that the runner will not know the locations of the group members.
3. The facilitator gives the "Go" at which point the runner proceeds at his own pace, "bumpers up," down field. (He will probably walk towards the facilitator.) The first person should meet him bumpers up, pause, then redirect his bumpers towards another member of the scattered group.

This continues, with group members shuffling as needed, until all members of the group have met the runner, at which point the runner is directed towards the short line at the end of the field where he is met by a member of that group and spontaneous applause by all.

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## Trust Games, continued

### Brief Trust Activities

- **Trust Circle:** Everybody stands in a very tight circle, one behind the other facing the same direction. On the count of three everyone sits down. The circle should be able to sit on each others knees.
- **Trust Walk:** Pair up participants for a blindfolded walk around (2 – 3 minutes). With the blindfolded person’s permission, build up to a quick walk or slow jog. Switch places.
- **Pile Up:** Members of the group lie on their stomachs and close their eyes. All start crawling toward a central point and they meet. They should crawl over each other until pile starts to form in the center. When the pile is complete, everyone can open their eyes.  
*Variation:*  
Blindfold “bumps”. Group is blindfolded and walks to the center to form a knot. When everyone is in the knot, they can open their eyes and “untie” the knot.
- **Hug a Tree:** Pair up for a blindfolded walk—with a tree as the final destination. The blindfolded person hugs the tree, and then is walked back to the starting point. The blindfolded person has to guess which tree he/she hugged. Switch places.
- **Trust Lean:** In pairs of similar size, one becomes a Faller and one the Catcher. Teach methods for spotting, falling and catching. Start small and build to bigger falls, then swap. Debrief - what made you feel more or less trusting?
- **Trust Fall:** Ask the children to stand in two rows, shoulder to shoulder and facing each other. Ask the children to cross their arms and hold hands. Ask for a volunteer to “fall” back into the arms of their friends.
- **Willow in the Wind:** Divide the class into groups of 8 or fewer participants. A person in the middle closes his/her eyes, does a "trust lean" and is "passed around" the group. Requires good facilitation and fairly mature group.
- **Slice and Dice:** A dramatic trust activity for a large group. Group forms a gauntlet, arms out in front. As a person walks down the gauntlet, people raise their arms. Build up to people down running the gauntlet through a sea of chopping arms!

## Needs and Feelings

### Some Basic Feelings We All Have

#### *Feelings when needs “are” fulfilled*

<ul style="list-style-type: none"> <li>▪ Amazed</li> <li>▪ Confident</li> <li>▪ Energetic</li> <li>▪ Glad</li> <li>▪ Inspired</li> </ul>	<ul style="list-style-type: none"> <li>▪ Joyous</li> <li>▪ Optimistic</li> <li>▪ Relieved</li> <li>▪ Surprised</li> <li>▪ Touched</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comfortable</li> <li>▪ Eager</li> <li>▪ Fulfilled</li> <li>▪ Hopeful</li> <li>▪ Intrigued</li> </ul>	<ul style="list-style-type: none"> <li>▪ Moved</li> <li>▪ Proud</li> <li>▪ Stimulated</li> <li>▪ Thankful</li> <li>▪ Trustful</li> </ul>
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#### *Feelings when needs “are not” fulfilled*

<ul style="list-style-type: none"> <li>▪ Angry</li> <li>▪ Confused</li> <li>▪ Disappointed</li> <li>▪ Distressed</li> <li>▪ Frustrated</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hopeless</li> <li>▪ Irritated</li> <li>▪ Nervous</li> <li>▪ Puzzled</li> <li>▪ Sad</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annoyed</li> <li>▪ Concerned</li> <li>▪ Discouraged</li> <li>▪ Embarrassed</li> <li>▪ Helpless</li> </ul>	<ul style="list-style-type: none"> <li>▪ Impatient</li> <li>▪ Lonely</li> <li>▪ Overwhelmed</li> <li>▪ Reluctant</li> <li>▪ Uncomfortable</li> </ul>
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### Some Basic Needs We All Have

<p><b>Autonomy</b></p> <ul style="list-style-type: none"> <li>▪ Choosing dreams, goals, values</li> <li>▪ Choosing plans for fulfilling one’s dreams, goals, values</li> </ul>	<p><b>Celebration</b></p> <ul style="list-style-type: none"> <li>▪ Celebrate the creation of life and dreams fulfilled</li> <li>▪ Celebrate losses: loved ones, dreams, etc. (mourning)</li> </ul>	<p><b>Integrity</b></p> <ul style="list-style-type: none"> <li>▪ Authenticity</li> <li>▪ Creativity</li> <li>▪ Meaning</li> <li>▪ Self-worth</li> </ul>
<p><b>Spiritual Communion</b></p> <ul style="list-style-type: none"> <li>▪ Beauty</li> <li>▪ Harmony</li> <li>▪ Inspiration</li> <li>▪ Peace</li> <li>▪ Order</li> </ul>	<p><b>Physical Nurturance</b></p> <ul style="list-style-type: none"> <li>▪ Air</li> <li>▪ Food</li> <li>▪ Water</li> <li>▪ Movement, exercise</li> <li>▪ Sexual expression</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rest</li> <li>▪ Shelter</li> <li>▪ Touch</li> <li>▪ Protection from life-threatening viruses, bacteria, insects, predatory animals</li> </ul>
<p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>▪ Acceptance</li> <li>▪ Appreciation</li> <li>▪ Closeness</li> <li>▪ Community</li> <li>▪ Consideration</li> <li>▪ Empathy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Contribute to the enrichment of life</li> <li>▪ Emotional safety</li> <li>▪ Honesty (the empowering honesty that enables us to learn from our limitations)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Love</li> <li>▪ Reassurance</li> <li>▪ Respect</li> <li>▪ Support</li> <li>▪ Understanding</li> </ul>
<p><b>Play</b></p> <ul style="list-style-type: none"> <li>▪ Fun</li> <li>▪ Laughter</li> </ul>		