

CHALICE CHILDREN

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NOTE: This document includes drafts of the Introduction and first four Sessions of the 2nd Edition of Chalice Children . Please do not circulate this document. It is being provided so that congregations may preview the new edition and begin planning to use the new edition in the 2014-15 congregational year.

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ABOUT THE AUTHOR

Katie Covey has served as a religious educator since 1984, currently as Director of the School of the Spirit at the Boulder Valley Unitarian Universalist Fellowship (Colorado). Katie wrote the original *Chalice Children* curriculum in 1998. She has written two other curricula for Tapestry of Faith—Toolbox of Faith, for fourth- and fifth-graders, and Circle of Trees, for multigenerational groups—and she self-publishes a number of curricula, which are listed on her UU Religious Education webpage (www.uure.com). Katie received her M.Ed. in Human Development from Tufts University and her B.A. in Early Childhood Education from Connecticut College.

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PREFACE

The first edition of *Chalice Children*, published in 1998, was my first UUA curriculum. It was an attempt to make the Sunday morning time for preschoolers relate to Unitarian Universalist identity. Today I am delighted to help put a second edition of *Chalice Children* online as part of the Tapestry of Faith program. The intervening years have broadened my understanding of faith formation and my desire to introduce the basic tenets of our faith to young children and their families. Those tenets are love, our covenantal community, our celebration of diversity, a personal sense of wonder and awe, and our hope and work for a better world.

I've seen how, in the preschool years, at about 4 or 5 years old, young children start to realize that they and their loved ones will come to an end. The realities of death, suffering, violence, and evil mean that young ones also need the reassurance of love, joy, beauty, good, hope, and community. Helping children find that balance is a goal of the new *Chalice Children*.

This edition of *Chalice Children* aims to enrich preschoolers' religious education outside as well as inside their RE time. Young families come to us seeking support for their spiritual life. They experience their young children's questions and existential moments and wish to have resources. Those resources are delivered by the new *Chalice Children*, in the form of an extensive Taking It Home section for leaders to give the children at the end of each session.

The revised *Chalice Children* also offers:

- Updated suggestions for storybooks. You'll still find some of the "classics," but there's more reliance on books published since 2005.
- Familiar sessions, modified: "Memory Cards" becomes "All Around Us"—with the addition of digital pictures, making the game is easier! "Chalice Cookie" becomes "Fruit Chalice" to make it healthier and more adaptable. "Snow" becomes "Weather," and "Planting Fall Bulbs" becomes "The Beauty of Nature," to accommodate the geographical diversity of our congregations. "Teddy Bear Month: Fixed!" becomes "Teddy Bear Month: Sick!" to avoid implying that the session discusses neutering.
- New sessions:
 - "A Tour of the Outside of the Church," as well as the inside.
 - "Special UU Services" offers adaptable resources for leaders to create a session that reflects special services offered in (or unique to) your congregation, using a Flower Ceremony, Water Service, or special Sharing of Breads Service as examples.
 - "Earth Day" was added to celebrate the holiday and connect to our seventh Principle.

Other additions include rhymes to transition the children to Circle Time and Circle Games—a predictable format provides continuity for the children each time they attend—plus many suggestions for videos and Internet resources. Finally, as part of bringing *Chalice Children* online as a Tapestry of Faith program, we now provide Spiritual Preparation suggestions for leaders, tailored for each session,

and additional resources to help leaders deepen their preparation or extend their own learning in the Find Out More sections that conclude each session.

DRAFT

INTRODUCTION

QUOTE

The promise of the Spirit: faith, hope and love abide. — “Standing on the Side of Love,” Hymn 1014 in Singing the Journey

THE PROGRAM

Young families come to Unitarian Universalist congregations to enrich their spiritual lives, to gain resources for the unfolding of their family life, and to be a part of a liberal religious community. *Chalice Children* builds a foundation for their spiritual lives in Unitarian Universalism.

This program delves deep into our Unitarian Universalist faith. It strives not just to teach about our faith, but also to provide experiences around the strength of community, the wonder and awe that transcend everyday understanding, and life issues we all share. Early childhood (the years between ages 2 and 5) is filled with curiosity and wonder. In a group setting, with loving adult guides, young children can engage in spiritual seeking, develop their openness to sharing, and experience the benefit of a supportive community. Their time in *Chalice Children* can set a pattern for the rest of their lives and bring lasting benefits.

The curriculum is based on the belief that preschool children gain a sense of belonging to their religious community and the Unitarian Universalist faith when they have concrete experiences with its people and places. In *Chalice Children*, young children learn about their congregation’s people and explore the physical building and surroundings that the congregation calls “home.” This program uses both the word “church” and the word “congregation” to name the people or the

place. It is recommended that you consider the preferences of the community you serve and make intentional choices regarding the use of “church” or “congregation.” Keep in mind, also, that by using the same terms consistently, you will strengthen the program’s impact on children.

This program consists of 37 hour-long sessions. Suggested times are provided for the activities in each session of this program; these times are approximate. It is important to allow young children time to enjoy and absorb the experiences that interest them. Be flexible; base the flow of each session on the attention and interest level of the children. Each session stands alone: Stories, activities, and projects do not continue from one meeting time to the next. Continuity is provided by the ritual of the format, the teaching team, and the theme and symbol of the chalice in a community of people and in a sacred, special place.

The rituals are simple rhymes, finger plays, and games that start the morning with a “call to worship” and a way of getting to know one another. Through repetition, children learn about their religious community, practice listening and sharing with others, and develop a sense of belonging. Leaders should be intentional about using the term “Unitarian Universalist” as much as possible to help familiarize the children with our name. While the children may (frequently) hear “UU,” you can explain that those are just the initials of our name; just as we wouldn’t call the children by their initials (demonstrate this), we like to call our faith by its real name. The Unitarian Universalist chalice is introduced through activities and games (e.g., Chalice Flannel Board, A Special Jigsaw Puzzle, the Memory Game) that are used throughout the program. These materials and

games are homemade and will become part of a *Chalice Children* legacy for your religious education program.

GOALS

This program will:

- Nurture children's sense of wonder and respect for the world around us
- Grow children's sense of belonging to the congregation
- Celebrate the diversity of families, of individuals, and of ways of being in the world
- Build children's identity with a Unitarian Universalist congregation
- Teach to the importance of sharing and expressing love
- Support parents and caregivers in their search for a meaningful family life
- Nurture hope for a just and fair world.

Chalice Children is based on the philosophy that a child's spiritual development is related to the child's own direct experiences. A playroom at home or school is the laboratory for living. Children's toys are their schoolbooks. Their paints and modeling clay are their pens and pencils. Young children discuss problems by reliving them in dramatic play. They question and wonder most vividly when in contact with real phenomena through touch, sight, or sound. Children learn the worth of other people when they encounter other children, experience conflicts in play, and discover that others have feelings, too.

Sophia L. Fahs and Elizabeth Manwell wrote about religious development in *Consider the Children—How They Grow*:

. . . religion is the dynamic and personal philosophy of life by which one lives. It is found in the meanings one gives to daily living. It involves one's attitudes and deeds in relation to other human beings, and also one's understanding and attitudes toward the physical universe and other forms of life apart from the mere human realm. It involves one's understanding of self, and an estimate of one's own value. It involves one's attitude toward sex, birth, and death. It involves the balance one maintains between fears and hostilities on the one hand, and the warmth of friendly relations on the other. It involves one's attitudes toward what one cannot know as well as toward what one can know.

Chalice Children is designed to provide the 12 main types of experiences that Sophia Fahs connects with natural religious development in young children:

- Experiences with the great forces of nature, such as rain, wind, snow, the sun, and the moon
- Experiences with animate and inanimate things, sensing their differences and wondering at the mystery of life and at the power within a thing to grow, to feel, and perhaps to think
- The discovery that living things have a beginning—that they are born—and the discovery of one's own birth
- The discovery of death
- Experiences with sickness, suggesting constructive attitudes that may be developed in times of crisis
- Play with one's own shadow

- Experiences with dreaming—the realization that the world of reality sensed during wakefulness is different from the reality sensed in sleep, leading to a feeling for what is invisible in the personality
- Experiences in cooperation, first within the home circle and later in the larger community, from which feelings of security and love arise
- Negative experiences in social relationships, challenging one to observe and consider social cause and effect
- Experiences in making choices, weighing present good against future good
- Experiences in overcoming difficulties alone, bringing a sense of inner strength
- Experiencing personal achievement; creating something new and valuable or doing something original.

To provide these experiences and opportunities to preschoolers, *Chalice Children* clusters its goals for young children around the three “A’s” of affection, acceptance, and achievement:

- To nurture affection and affirmation for their individuality and their sense of belonging to a Unitarian Universalist community
- To foster acceptance, trust, and appreciation of themselves and others in their world as well as a sense of connection to nature and the universe

- To develop self-expression, cooperative skills, and creative achievements as they learn and grow.

Preschool growth and learning set the stage for a child's future experience within the Unitarian Universalist community. The experiences and messages of *Chalice Children* are intended to affirm young children in their spiritual growth, creativity, and connection to their Unitarian Universalist congregation. Leaders are invited to adapt sessions by using their own creative imaginations and engaging the special talents of their congregation.

Unit 1: Our Congregation Is a Special Place

Session	1	Welcome
Session	2	A Tour of the Inside of Our Congregation
Session	3	A Tour of the Outside of the Congregation
Session	4	Making Chalices
Session	5	All Around Us
Session	6	Making Chalice Pendants
Session	7	The Beauty of Nature
Session	8	Fruit Chalices

Unit 2: Our Congregation Is People

Session	9	Chalice Flannel Board
Session	10	Helping Others
Session	11	A Special Jigsaw Puzzle
Session	12	Family Snack Party
Session	13	Feeling Sad

- Session 14 Weddings and Other Services of Love and Union
- Session 15 Babies
- Session 16 Special UU Services

Unit 3: We Wonder

- Session 17 Wondering About Stars
- Session 18 Wondering About the Moon
- Session 19 The Wonder of Weather
- Session 20 Rainbows
- Session 21 Dreams
- Session 22 Imagination

Unit 4: We Make Friends

- Session 23 My Shadow
- Session 24 Block Sunday
- Session 25 Teddy Bear Month: Friendship
- Session 26 Teddy Bear Month: Sick!
- Session 27 Teddy Bear Month: Lost!
- Session 28 Teddy Bear Party
- Session 29 Closing Sunday

Unit 5: We Celebrate Holidays

- Session 30 Celebrating Halloween
- Session 31 Thanksgiving with Chalice Children
- Session 32 How Many Days Until Christmas?
- Session 33 Winter Lights

Session	34	Celebrate Love for Valentine's Day
Session	35	Easter
Session	36	Earth Day
Session	37	Mother's Day and Father's Day

LEADERS

The most important qualities for leaders of this program are curiosity, joy, a sense of wonder, and a willingness to reflect on our faith at a level appropriate for young children.

The ideal teaching team of two adult co-leaders for each session (or as prescribed by your congregation's safety policy) will have some diversity, which might be in gender, age, ethnicity, socio-economic class, theological beliefs, and/or learning styles.

PARTICIPANTS

Chalice Children is designed for children in preschool, ages 3 to 5. You may find it useful to think about the range of developmental norms for this age group. In *Nurturing Children and Youth: A Developmental Guidebook* (Boston: Unitarian Universalist Association, 2005), Tracey L. Hurd, Ph.D., discusses developmental characteristics of the preschool child, including the following. The preschool child:

- Learns through sensory and hands-on experiences
- Learns by doing
- Uses self as their own primary reference point
- Focuses on the present

- Attends more to auditory than to visual information
- Learns object permanence
- Categorizes and classifies, often as dichotomies (like me/you and good/bad)
- Enters fantasy seamlessly
- Equates appearance with reality
- Learns language as a process of learning culture
- Makes some social connections that are not completely mediated by caregivers
- Learns about the concept of friendship
- Identifies self in relationship with others
- Lacks a concept of gender or race constancy
- Learns about what is and is not “right” or “good”
- Has begun to develop ethics of care and justice
- Learns about being part of a religious community through experience
- Is receptive to spirituality as experienced through everyday life
- Enters Fowler’s intuitive-projective stage of faith development (see [more about Fowler](#) in the Tapestry of Faith program for youth, A Place of Wholeness).

Hurd offers a variety of strategies that speak to these developmental considerations and may help you shape your sessions effectively for this age group. For example:

- Provide outlets for physical activity and tactile and sensory exploration.
- Provide routines that help the child predict and feel appropriately in control of the environment.
- Allow plentiful time for play.
- Recognize that the young child learns through doing.
- Curtail activities that involve sitting and listening (beyond shared book reading<<or storytelling?>>).
- Offer opportunities to create and problem-solve.
- Allow the sharing of ideas, reasoning, and stories.
- Enjoy the fluid movement between reality and fantasy.
- Build on developing skills and a sense of identity by providing new ideas.
- Recognize that each child comes with a unique background influenced by family patterns, language, and cultures, and welcome all children.
- Model expression of ideas and feelings with words.
- Encourage social problem solving.
- Support children's emerging ideas about gender by providing broad representations of gender that complicate stereotypes.

- Support children’s positive racial identity development and awareness by questioning and augmenting children’s natural observations about race and ensuring positive experiences with people of many races (even if secondhand, such as in books).
- Gently confront racism through questioning and leading children toward a more inclusive, realistic, Unitarian Universalist perspective.
- Provide guidance for moral development by overtly and specifically identifying children’s positive moral behaviors.
- Encourage religious identity development through participation in simple, appropriate religious routines and rituals.
- Welcome the child’s natural spirituality as expressed by everyday wonder and asking of “big questions.”
- Welcome the whole child; respect each child as an individual and as a member of the family.

INTEGRATING ALL PARTICIPANTS

A group can include children with a range of physical and cognitive abilities and learning styles, food allergies, and other sensitivities or limitations. Adapt activities or use alternate activities to ensure that every session is inclusive of all participants. In *Chalice Children*, some activities suggest specific adaptations under the heading “Including All Participants.” Feel free to devise your own adaptations to meet any special needs you perceive. As the leader, you will know best how to provide a fully inclusive learning experience for the group.

As you plan your *Chalice Children* sessions, be aware of activities that might pose difficulties for children who are differently able. All spaces, indoor and outdoor, should be accessible to everyone in the group. Check the width of doorways and aisles, the height of tables, and the terrain of outdoor landscapes. Find out about participants' medical conditions and allergies, particularly to food, and make appropriate adaptations. Let your understanding of the different learning styles in the group guide your selection of activities for each session. A helpful resource book for inclusion in a religious education setting is *Welcoming Children with Special Needs: A Guidebook for Faith Communities* by Sally Patton (Boston: Unitarian Universalist Association, 2004; out of print, available online (www.uua.org/documents/dfd/welcoming_children_specialneeds.pdf)). Patton explains how working to integrate all participants helps us practice our own faith:

Ministering to children with differences helps us be more creative in our ministry to all children and reaffirm our beliefs. Lessons of compassion, caring, and acceptance benefit us all, young and old alike. . . . We deepen our faith when we embrace and fight for the vision of an inclusive community.

Patton continues:

. . . we have much to learn from these people about compassion and forgiveness, persistence and courage, and most importantly, the wholeness of their spirit and the gifts they offer if we allow them to flourish. Listening to children's stories encourages us to see each child's uniqueness rather than their limitations. . . . Parenting, loving, befriending, and ministering to children with special needs changes people. How we handle the change will either mire us in the prevalent

belief system about disability and limitations, or it will set us free and alter our ideas about who we are and why we are here.

Patton's book provides inspiration and strategies for congregations to institutionalize an inclusive faith community and internalize a spirit of justice. Consider reading this book and sharing it with the congregational leadership. Additional resources can be found on the EqUUal Access website (www.equalaccess.org).

FAMILIES

The loving family unit is the primary source of spiritual nurture and religious education in a child's life. To engage parents and caregivers with their children's experience in *Chalice Children*, it is vital to share with them the themes of the program. Each session includes a Taking It Home section for leaders to download, customize, and share with families as a handout, e-mail, or both. Taking It Home summarizes the session's content and provides questions and suggestions to stimulate family conversations and activities at home. In this way, parents and children may learn together. Most of the Faith in Action activities have been designed to include families with their children; the involvement of the whole family enriches the learning experience for all.

PROGRAM STRUCTURE

Each session is built around a predictable structure:

- **Free play**, a time invaluable for meeting friends, making individual choices, exploring the environment, sharing time together, and building a

sense of belonging and comfort with the group and the meeting room space.

- **Transition to Circle Time**, using rhymes. The program guides you to use the same rhymes in each session. When you provide consistency, young children begin to learn the centering and mindfulness that come with worship.
- **Circle Time**, which includes the chalice lighting, a sharing of feelings, a short teachable moment that summarizes the session theme for young children, and a story that expands on the theme of the session.
- An **activity** that invites children to explore the theme using multiple senses, for example, making a Fruit Chalice.
- **Active group songs and games**. These are the same for each session, helping the children get to know one another's names and to engage in play together. In addition, the program offers theme-related songs and games, such as "Hookey, Spooky" for Halloween, to add to the regular songs.
- **Closing**, during which the chalice is extinguished. This represents the conclusion of "sacred" time and parallels typical adult worship structure. The children are invited to take their learnings and doings back into the world.

Additional resources are provided to help leaders center themselves on the theme. The Spiritual Preparation section invites you to encounter the theme in a

way that is pertinent to your own life so that you will be ready to bring your reflections into your work with the young children. The Find Out More section invites leaders to explore the theme further through adult material, such as sermons.

Quote

A quote introduces each session. Many of the quotes come from our two hymnbooks, *Singing the Living Tradition* and *Singing the Journey*; they may bring a tune to mind as you read the words. The quotes are intended primarily for leaders; they are not at a child's level of understanding or experience. Co-leaders may like to discuss the quote as part of their preparation for a session. Exploring a quote together can help you each feel grounded in the ideas and activities you will present and can help a team of leaders get "on the same page." Quotes are also included in the Taking It Home section for families to consider.

Introduction

The Introduction gives an overview of the session concepts and explains how you can use the activities to teach the concepts. It also describes the session's thematic connection with the other sessions in the program.

Goals

The Goals section provides general participant outcomes for the session. Reviewing the goals will help you connect the session's content and methodologies with the four strands of the Tapestry of Faith religious education programs: ethical, spiritual, Unitarian Universalist identity, and faith development.

As you plan a session, apply your knowledge of the group of children, the time and space you have available, and your own strengths and interests as a leader to determine the most important and achievable goals for the session and the activities that will serve them best.

Learning Objectives

The Learning Objectives section describes the specific participant outcomes that the session activities are designed to facilitate: what a participant will learn, become, or be able to do as a result of the learning activities. It may be helpful to think of learning objectives as the building blocks with which *Chalice Children's* larger, "big picture" goals are achieved. If particular learning objectives appeal to you as especially important, make sure you select activities for that session that address these outcomes.

Session-at-a-Glance

The Session-at-a-Glance table lists the session activities in a suggested order, and provides an estimated time for completing each activity to conduct a 60-minute session. The table includes all the core activities, from the session Opening through the Closing.

Keep in mind that many variables inform the actual completion time for an activity. Remember to consider the time you will need to relocate participants to another area of your meeting room or to include helping with clean-up in an art activity.

Note that the first session in each unit includes a Faith in Action activity and ideas for other service projects. These are done outside the group's regular meeting time.

Spiritual Preparation

Each session provides a spiritual exercise that leaders may use to prepare themselves for leading the session. Taking time to center yourself within the session's purpose and content will support and free you to be present with the children and focus on providing the best possible learning experience. The exercise will guide you to call forth your own life experiences, beliefs, and spirituality and relate these to the session you are about to lead. Take advantage of these exercises as a way to grow spiritually as a leader.

Session Plan

The session plan presents every element of the session in detail in the sequence established in the Session-at-a-Glance table, plus three additional sections:

- Taking It Home, which provides extension activities for families
- Resources, which includes all the handouts and other resources you'll need to lead the session activities
- Find Out More, which suggests additional sources to help you, the leader, further explore the session topics.

If you are reading *Chalice Children* online, you can move as you wish among a session's elements—Opening, Closing, Activity 4, Resources, etc. Each element occupies its own webpage. You can click on “Print This Page” at any time. If you

click on “Download Entire Program” or “Download Workshop,” you’ll have a user-friendly document on your computer that you can customize as you wish, using your own word-processing program. Once you decide which activities you will use, format and print only the materials you need.

Activities

Up to six activities form the core content of each session. A variety of activities are presented within each session to address different learning styles you may find among participants. In each session, one activity focuses the group’s attention on a story that illuminates the session theme.

Presenting activities in the sequence suggested will help you provide a coherent learning experience. In general, sessions are structured to first activate children’s interest in and prior knowledge of the main topic; next, to offer hands-on engagement with the topic; and finally, to provide opportunities to process and apply new observations and knowledge. The suggested sequence alternates between listening and talking, sitting still and moving about, and individual exploration and team or whole-group exploration, to provide variation that will help keep the children engaged and on track.

Materials for Activity

These checklists, provided for each activity, name the supplies you will need.

Preparation for Activity

Review the bulleted preparation “to do” list for each activity at least one week ahead of a session. All the advance work you need to do for the activity is listed

here, from requesting information about family situations to snipping evergreen boughs before participants arrive.

Description of Activity

This section provides detailed directions for implementing the activity. For many activities, the description includes a rationale that links the activity thematically to the rest of the session and to the entire program.

Read the activity descriptions carefully during your planning process so that you understand each activity and its purpose. Later, when you are leading the group, use the description as a step-by-step how-to manual.

Including All Participants

Adaptation to include all participants should always be part of your planning process. For certain activities, an Including All Participants section suggests specific modifications to make the activity manageable and meaningful for children with limitations of mobility, sight, hearing, or cognition.

Closing

The Closing signals the end of the group's time together. Each session includes a closing ritual, which includes extinguishing the chalice and decorating the Taking It Home handout. As you plan each session, allow plenty of time for your Closing. Avoid rushing through it.

As with the Opening, repeating the same basic Closing at the end of each session will be both enjoyable and educational for children. Each session also offers suggestions for tailoring the Closing to the session's topic. Shape a closing ritual that fits both the group and your faith home's culture and practices.

Leader Reflection and Planning

This section provides guidance, often in the form of questions, to help co-leaders process the session after it is concluded and use their reflections to shape future sessions. Be sure to share pertinent information with the director of religious education; the UUA Faith Development Office also appreciates feedback on Tapestry of Faith programs.

Taking It Home

Taking It Home resources for each session are designed to help families extend their children's religious education experiences. These resources may include games, conversation topics, ideas for incorporating Unitarian Universalist rituals into the home environment, and/or online sources for the session's themes.

Download the Taking It Home section and adapt it to reflect the actual activities you have included in the session. You can print and photocopy the Taking It Home section for children to bring home, send it to all parents/caregivers as a group email, or post it on your congregation's website (or perhaps do all three!).

Alternate Activities

A few sessions include alternate activities that you can substitute for or add to the core activities. Sometimes the alternate activities are simpler, which is useful if the group as a whole seems unready for the core activities or if the group includes children with vast developmental differences. Materials checklists, preparation, and descriptions for alternate activities appear in the same format as they do in openings, closings, core activities, and Faith in Action activities.

Resources

Here you will find artwork, handouts, and all the other resources you'll need to lead the session:

- Under “Handouts,” you will find any material that needs to be printed and photocopied for participants to use in the session.
- Under “Leader Resources,” you will find the components you need to lead the session activities, such as a recipe, a puzzle for you to print and cut into pieces, or an illustration you will show the group, which you can print as a hard copy or display on a computer as a PowerPoint slide.
- Under “Find Out More,” you will find book and video titles, website URLs, and other resources to further explore the session topics.

Faith in Action

Faith in Action activities are provided for each of the five units, at the end of the first session of each unit (Sessions 1, 9, 17, 23, and 30). Faith in Action activities are an important component of the program and give children practice at being Unitarian Universalists in the world. When you lead a Faith in Action project, you create an opportunity for the children to experience the active expression of faith values. By design, Faith in Action activities engage leaders, participants, their families, other congregants, and sometimes members of the wider community, outside the group's regular meeting time and place.

Faith in Action projects usually require special arrangements to be made in advance. If possible, recruit a team of parents to help plan and implement the Faith in Action activities and/or collaborate with other groups in the congregation, such as the Social Action Committee or the Buildings and Grounds Committee.

Faith in Action activities can also be used independently from this program with a wide age span of children or with a multigenerational group. For example, if your congregation participates in the UUA Green Sanctuary program, you may want to include the Green Sanctuary Committee in helping to plan and carry out an all-ages Faith in Action activity for Earth Day. For more ideas, see Faith in Action Resources, below.

LEADER GUIDELINES

As you adapt sessions to fit your resources and the needs of the group, take care to preserve the intent of a session and its purpose in the overall program.

Read each session at least several days before leading it. Get a feel for it, do a little extra research if your curiosity strikes, and follow your interests.

Preparing with co-leaders is very important. Set up the meeting room, ensure that the materials and equipment are available, and go over the session plan.

Experience the Spiritual Preparation exercise together, or take a moment before children arrive to share briefly about your expectations for the session.

Share with co-leaders what you know about particular children's family situations and personal sensitivities as they are relevant to the day's topics. For example, if a child's family is facing homelessness and the story for the day centers on a UU community's actions to combat homelessness, the child may become distressed or extremely quiet, which may be noticed by children in the group.

Communicating with the other leaders on your team can help all of you anticipate and prepare for awkward or painful situations such as this.

IMPLEMENTATION

Every congregation has its own approach to structuring religious education. You can implement the *Chalice Children* program with any model your congregation uses.

As leader, you know best how to shape the *Chalice Children* program to fit your congregation's religious education model, the culture of your congregation, the children in the group, and the time and space allocated for each session.

Some activities call for a letter or e-mail in advance. Well before the first session, make sure that families' contact information has been collected, so you can send this information and be in touch as needed.

Within the sessions, you will find suggestions for adaptation. Feel free to add your own. Choose what you believe is best for your space, time, and group.

Remember, you are the best guide for these young learners.

The regular sessions may be used at any time of the year. The sessions in Unit 5, *We Celebrate Holidays* should be inserted at the appropriate time for your yearly calendar. The order for the sessions and activities was selected to help participants with diverse backgrounds and learning styles deepen their learning in community.

Be aware of time and the flow of the session and the program, so you can respond to a "teachable moment" or change your plan to suit where the group is.

For example, if children seem reluctant to share in a discussion together, you might expand the games or the artistic or musical expression activities at first, and gradually increase time for sharing insights as the sessions proceed. Choose

activities to meet children’s need for challenge, physical activity, and enjoyable moments to build a sense of community and draw children in.

Many congregations like to take and share photos throughout the program.

These can be used to create a photo display, either hard copy or online, and can be shared with the wider congregation and/or with families in the *Chalice Children* program. You can also create a physical or virtual “scrapbook” as a memento at the end of the program, whether you put it together yourself or use a photo book-making site such as Shutterfly. Consider recruiting volunteer photographers during the activity time or the Faith in Action sessions.

BEFORE YOU START

Internet access and the availability of a laptop can enrich many of the sessions, which include links to videos, music, and websites. Because this may not be an option for all congregations, the links are supplemental, not required.

The chart below provides a snapshot for long-range planning; you can find detailed instructions elsewhere in this Introduction and in the corresponding sessions.

Session/Activity	Advance Preparation
Set-up before Session 1: Welcome	<ul style="list-style-type: none"> • Purchase <i>Feelings Flashcards</i> by Todd Parr or create a Feelings Chart. • Create posters for Clean Up, Circle Rhymes, Circle Time, and Circle Songs. • Arrange the free play environment.

	<ul style="list-style-type: none"> • Choose a preschool chalice • Create a family e-mail group for ease of sending invitations and letters, as well as for sending pictures and the Taking It Home section • Create a Faith in Action team of parents who schedule projects in advance and implement them • Consider making a photo book or album of sights around your congregation to use as a picture book.
<p>Session 2: A Tour of the Inside of Your Congregation</p>	<ul style="list-style-type: none"> • Collect memorabilia, suitable for preschoolers, from places inside the facility • Take a pre-tour walk • Consider making a photo album or book of sights around your congregation.
<p>Session 3: A Tour of the Outside of Your Congregation</p>	<ul style="list-style-type: none"> • Collect items, suitable for preschoolers, from around the outside of the facility • Take a pre-tour walk • Create a photo album or book of sights

	around your congregation.
Session 4: Making Chalice	<ul style="list-style-type: none"> • Order <i>A Cup of Light</i> by Pamela Baxter from the UUA Bookstore.
Session 5: All Around Us	<ul style="list-style-type: none"> • Make a Memory Match Game.
Session 6: Making Chalice Pendants	<ul style="list-style-type: none"> • Use <i>A Cup of Light</i> (from Session 4)
Session 7: The Beauty of Nature	<ul style="list-style-type: none"> • Purchase bulbs and find a place to plant them on your grounds.
Session 8: Fruit Chalice	<ul style="list-style-type: none"> • Use <i>A Cup of Light</i> (from Session 4)
Session 9: Chalice Flannel Board	<ul style="list-style-type: none"> • Make or purchase a flannel board.
Session 11: A Special Jigsaw Puzzle	<ul style="list-style-type: none"> • Make a jigsaw puzzle.
Session 12: Family Snack Party	<ul style="list-style-type: none"> • Send the Family Snack Party invitation in advance by email or postal mail.
Session 13: Feeling Sad	<ul style="list-style-type: none"> • Invite families to have their children bring in a picture or memento of a loved one who has died.
Session 14: Weddings and Other Services of	<ul style="list-style-type: none"> • Invite families to contribute wedding or service-of-union items, such as an album, a

Love and Union	<p>dress, or a dried bouquet.</p> <ul style="list-style-type: none"> • Contact the families and discuss their feelings and desires about the language used to describe their family situation.
Session 15: Babies	<ul style="list-style-type: none"> • Arrange for a visit from a family with an infant.
Session 16: Special UU Services	<ul style="list-style-type: none"> • Collect sensory elements for the special service you are celebrating.
Session 22: Imagination	<ul style="list-style-type: none"> • Make homemade modeling clay.
Session 23 – My Shadow	<ul style="list-style-type: none"> • Identify and invite a congregant who can make shadow figures.
Session 24: Block Sunday	<ul style="list-style-type: none"> • Variation: If you don't have blocks, you could collect cardboard boxes for building a neighborhood.
Sessions 25-28: Teddy Bear Month	<ul style="list-style-type: none"> • Send invitations prior to each session in Teddy Bear Month asking families to send a favorite teddy or stuffed animal with their children.
Session 30: Celebrating Halloween	<ul style="list-style-type: none"> • For Alternate Activity 1, borrow a popcorn popper.

Session 35: Easter	<ul style="list-style-type: none"> Order <i>Meet Jesus: The Life and Lessons of a Beloved Teacher</i> by Lyn Tuttle Gunney and Jane Conteh-Morgan (2010) from the UUA Bookstore.
Session 36: Earth Day	<ul style="list-style-type: none"> Preview the route of the Earth Day walk.
Session 37: Mother's Day and Father's Day	<ul style="list-style-type: none"> Send a letter requesting information about any sensitive family situations.

RESOURCES

Posters, Songs, and Rhymes for Chalice Children

Songs, chalice-lighting words, and rhymes are introduced in Session 1 for use throughout the program. Before the first session, write these words on newsprint or make posters to display on the walls as a helpful prompt for leaders. Include some clip art, if desire.

Clean-Up Time

Sing to the tune of "Row, Row, Row Your Boat":

*Clean, clean, clean up play,
Gently as we go.
Merrily, merrily, merrily, merrily
The room is getting clean.*

Clap, Clap

*Clap, clap,
Stamp, stamp,*

Turn around and jump!

Circle Time

Sing to the tune of “London Bridge”:

*Circle Time is here again,
Circle Time, here again,
Circle Time is here again,
Now it's time for Circle Time.*

I Wiggle

*I wiggle my fingers. (wiggle fingers)
I wiggle my toes. (wiggle feet)
I wiggle my shoulders. (wiggle shoulders)
I wiggle my nose. (wiggle nose)
Now no more wiggles are left in me, (sit down)
So I'll be as still as still can be.*

Feelings Chart

Vanderbilt University offers a free downloadable feelings chart (csefel.vanderbilt.edu/resources/strategies.html#teachingskills).

Welcome Chalice Children

Sing to the tune of “Little Rabbit Foo-Foo”:

*Welcome, Chalice Children.
We are Unitarians.
Jump into the circle,
Jump, jump, jump.*

*Welcome, Chalice Children.
We are Universalists.
Jump into the circle,
Jump, jump, jump.*

*Welcome, Chalice Children,
My name is [leaders' and children's names, in turn].
Jump into the circle,
Jump, jump, jump.*

Alternate verses:

*We are Chalice Children!
Welcome to our circle!
We are Chalice Children!
Clap, clap, clap!*

*We are Unitarians!
We are Universalists!
Welcome to our circle!
Clap, clap, clap!*

*We are Chalice Children!
Let's all welcome _____!
Welcome to our circle!
Clap, clap, clap!*

Find a Friend at Church

Sing to the tune of "The Farmer in the Dell":

*I'll find a friend at church.
I'll find a friend at church.
Heigh ho, the derry oh,
I'll find a friend at church.*

*We'll skip around the room.
We'll skip around the room.
Heigh ho, the derry oh,*

We'll skip around the room.

Variation: Instead of “skip,” ask each child to choose an action, such as run, walk, hop, or jump.

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, shout “Hurray!” (hoo-ray!)

If you're happy and you know it, shout “Hurray!” (hoo-ray!)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, shout “Hurray!” (hoo-ray!)

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

Variation: Sing this welcome song to the tune of “If You're Happy and You Know It” (from *Channels to Children: Early Childhood Activity Guide for Holidays and*

Seasons, copyright 1982. Used by permission of Channels to Children, Box 25834, Colorado Springs, CO 80936):

*Good morning, (child's first and last name),
How are you?
Good morning, (child's first and last name),
How are you?
How are you this special day?
We are glad you came to play.
Good morning, (child's first and last name),
How are you?*

It Isn't Any Trouble

Sing to the tune of "The Battle Hymn of the Republic":

*It isn't any trouble just to s-m-i-l-e.
It isn't any trouble just to s-m-i-l-e.
So smile when you're in trouble.
It will vanish like a bubble,
If you only take the trouble just to s-m-i-l-e.*

Variation: Instead of "s-m-i-l-e," substitute "g-i-giggle-e".

*It isn't any trouble just to g-i-giggle-e. (giggle)
It isn't any trouble just to g-i-giggle-e. (giggle)
So laugh when you're in trouble.
It will vanish like a bubble,
If you only take the trouble just to g-i-giggle-e.*

Variation: Sing "ha ha" repeatedly in the first two lines and substitute laughter for the smile or giggle.

*Ha, ha, ha ha ha ha, ha ha ha ha. (laugh)
Ha ha, ha ha, ha ha, ha ha, ha ha. (laugh)
So laugh when you're in trouble.
It will vanish like a bubble,*

If you only take the trouble just to laugh. (laugh)

Welcome Poster

(This may help ease the separation blues.)

Sign In.

Say "Hi."

Find some play.

Kiss "Bye, Bye!"

Chalice Lighting

*We light this chalice for
The warmth of love,
The light of truth,
And the energy of action.*

Chalice Extinguishing (closing words)

*I gather the warmth of love,
The light of truth,
And the energy of action
Into my heart as we blow out the chalice.
Back into the world of do and say,
Carry it forward into the dawning day.
Go now in peace. Amen*

How to Read a Storybook

Here are some suggestions for reading picture books to a group of children.

- Gather the children in a circle. Say, in these words or your own:

I am going to hold the book like this [hold up book], so work out a way to sit so that everyone can see the pictures.

- After the children have found a place to sit, remind them that this is a time to listen to the story. Focus on reading the story with engagement and

continuity, for the enjoyment of those who are listening. The co-leader or a helper can work “behind the scenes” to quietly handle interruptions and problems.

- At the end of the story, try not to paraphrase a moral or add your thoughts immediately. Make room for some silence—you might try counting to five, slowly. See if any of the children will share their thoughts spontaneously. Ask questions such as, “What did you think?” or “Any thoughts?” to elicit their comments and reflections.
- Spend a few moments, if possible, connecting the story to the larger picture of our Unitarian Universalist faith, using the background information for leaders that is provided. Keep it short and simple, and then transition into whatever activities are planned for the morning.

Suggestions for Preschool Chalices

Here are some ideas for creating a safe “flaming” chalice:

- Use flower pots—they are breakable but sturdy and easily replaceable. Place the pot upside down for the base of the chalice. Place the saucer right side up on top of the base. Glue with strong glue if you wish to permanently adhere the two pots together.
- Find unbreakable wooden chalice shapes at thrift stores.
- Use heavy glass, such as a cake stand or goblet, which won’t be too fragile.

- Make a flannel board chalice shape and flannel “flame” pieces, one for each child. Write the children’s names on their flame pieces, and invite them to place the flames on the chalice.
- Use battery-operated tea lights for the flame. Lights that flicker are especially nice.
- Make a tissue paper flame: Twist strips of red, orange, and yellow tissue paper, stick them on a metal jar lid with double-sided tape, and place them on the chalice.
- Use a whiteboard with cut-out foam shapes of a chalice and flames.

The Preschool Environment

Preschool in the UU congregation should reflect the caring and attention needed for families and their preschoolers to feel safe and comfortable. It should reflect basic UU values, including respect for differences, helping one another, curiosity, and cooperation.

The preschool environment should beckon the children and help the families feel safe and comfortable about leaving their children in it.

Offer play centers. Noisy and busy activities should be in one place, and quieter options, such as reading and puzzles, should be in a more protected place.

In a UU preschool environment, provide experiences that engage children with the natural world, such as a table of pine cones or milkweed pods. Encounters with nature are often among the first spiritual experiences in a child’s life.

Community-building experiences, such as joint play in a pretend kitchen or play with blocks, are also important. These activities help children develop a sense of how to interact in a friendly manner, through collaboration and cooperation, which are essential UU values.

Finally, create a special place for the Sharing Circle, where the chalice is lit and the story is read. This could be a circular rug, a circle of carpet squares, or a circle of child-size chairs, large enough for the children and leaders to sit in a circle together. A low table, just 6–10” off the floor, is ideal for holding the chalice as the children sit on the floor around it.

A clean, bright, large meeting room is needed to accommodate the children in the group for the variety of activities in this program. Other areas needed for various activities include:

- table space for activities, with child-size chairs
- a library and a display table
- wall space for posting pictures and artwork
- open floor space for games and movement activities
- access to a sink
- access to a safe outdoor space for playing and walking
- cupboards or shelves to store *Chalice Children* projects, games, and resources.

If possible, collect and keep in your room:

- toys for free play
- basic craft supplies
- a music player, and preschool-appropriate musical recordings.

Most important, make sure that the room looks welcoming and friendly to young children—a place to work and play and grow.

Separating from Parents and Caregivers

One big issue for some preschool children is the stress of separating from their parent(s) or caregiver(s). A routine ritual can diminish this stress. For example, the preschool room at Katie Covey’s congregation includes this simple ritual for saying goodbye:

- **Sign In.** Hang up your child’s coat, and then sign in with your name, the child’s name, and your cell phone number (if appropriate). Put your cell phone on vibrate so the preschool staff can call you if they have any concerns or questions or if your child needs you.
- **Say “Hi!”** Greet the leader(s), and greet your friends, your child’s friends, and other families. But keep it brief. This is not a time to catch up on news. We suggest that you wait until you have left the room to have a conversation with another parent. Extending the time for separation can extend a child’s anxiety.
- **Find Some Play.** Help your child find an engaging toy or activity, or see what the leader is doing. If your child is unsure about your leaving, make

sure that you are near the leader at this point and can physically hand your child to the leader.

- **Kiss “Bye, Bye!”** Exchange a hug and a kiss with your child. Say “Bye-bye, I love you. See you after our worship service!”, and smoothly move out of the room. The leader can usually find an activity and calm your child within just a few minutes. If not, the leader will give you a call.

Offer these four steps on a poster on the door or clearly visible inside the room to help parents understand the importance of a routine to help soothe the anxiety of separation.

Faith in Action Resources

Creating Justice Together: Service Projects for Families and Multigenerational Groups by Susan Dana Lawrence (Boston: Unitarian Universalist Association, June 2014) is available from the UUA Bookstore

(www.uuabookstore.org/productdetails.cfm?PC=3833):

Parents and caregivers are the primary religious educators of their children. This collection of multigenerational service projects from the Tapestry of Faith curriculum series, suitable for families and other multigenerational groups, helps adults engage with children in practicing and exploring a living faith that is active, expresses caring intention, and changes the world. Each project guides adults and children to connect experiences with values and to share or journal reflections so that growth in faith can be rich, personal, and long lasting.

Doing Good Together (www.doinggoodtogether.org/) is a national nonprofit whose “only aim is to make family volunteering accessible, easy, and enjoyable.”

Big-Hearted Families (www.bigheartedfamilies.org/pick-a-project/), a program of Doing Good Together, provides a searchable database of service project ideas.

Also see “10 Reasons Why Family Service Matters”

(www.doinggoodtogether.org/index.php/give-and-serve/why-family-service-matters-10-reasons/) and the Learning and Reflection resources

(www.doinggoodtogether.org/index.php/learn-and-reflect/) from Doing Good Together.

The following blogs might be helpful:

- From the Teaching to Give blog:
 - “Can Preschoolers Do Service Projects?” August 18, 2011
(<http://teachingtogive.wordpress.com/2011/08/18/can-preschoolers-do-service-projects/>)
 - “Service Projects for Preschoolers,” August 21, 2012
(<https://teachingtogive.wordpress.com/tag/service-projects-for-preschoolers/>).
- From the Hybrid Rasta Mama blog, November 13, 2012: “50 Family-Friendly Community Service Projects”
(www.hybridrastamama.com/2012/11/50-family-friendly-community-service-project-ideas.html)
- From the Millions of Miles blog, December 11, 2012: “33 Service Projects to Do with Your Kids” (www.millionsofmiles.com/2012/12/30-service-projects-to-do-with-your-kids.html)

- From the Points of Light blog, March 26, 2013: “10 Kid-Friendly Service Projects” (www.pointsoflight.org/blog/2013/03/26/10-kid-friendly-volunteer-service-projects)

Background Reading for All Tapestry of Faith Programs

- *Nurturing Children and Youth: A Developmental Guidebook* by Tracey L. Hurd (Boston: Unitarian Universalist Association, 2005), available from the UUA Bookstore (www.uuabookstore.org/productdetails.cfm?PC=706)
- *The Gift of Faith: Tending the Spiritual Lives of Children*, Second Edition, by Jeanne Harrison Nieuwejaar (Boston: Skinner House Books, 2003)
- *Welcoming Children with Special Needs: A Guidebook for Faith Communities* by Sally Patton (Boston: Unitarian Universalist Association, 2004), available from the UUA Bookstore and online as a PDF (https://www.uua.org/documents/dfd/welcoming_children_specialneeds.pdf)
- *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder* by Richard Louv (Chapel Hill, NC: Algonquin Books, 2005)
- *The Outrageous Outdoor Games Book* by Bob Greyson (Torrance, CA: Frank Schaffer Publications, Inc., 2001) offers group projects, games, and activities geared for multiple intelligences and a variety of learning styles. All games are easy to play, require little or no preparation, and include step-by-step instructions.

Recommended Resources

Recommended books include *A Cup of Light* by Pamela Baxter, *Feelings Flashcards* by Todd Parr (as well as many of his other books), and *Meet Jesus: The Life and Lessons of a Beloved Teacher* by Lyn Tuttle Gunney and Jane Conteh-Morgan.

Recommended websites and blogs include Call and Response, the blog site of the UUA Faith Development Office (<http://callandresponse.blogs.uua.org/>); UU Parenting with Michelle Richards (<http://blogs.uuworld.org/parenting/>); and Teach Preschool with Deborah J. Stewart (www.teachpreschool.org/).

Tapestry of Faith offers two online supplementary resources to enrich teaching and learning with children:

- *Spirituality and the Arts in Children's Programming* by Dr. Nita Penfold (www.uua.org/religiouseducation/curricula/tapestryfaith/spiritualityand/index.shtml) provides guidance for using the arts in creative, spiritual ways.
- *Making Music Live* by Nick Page (www.uua.org/religiouseducation/curricula/tapestryfaith/makingmusic/index.shtml) demonstrates how to incorporate music into religious education, including how to teach songs even if you are not a musician.
- *Scribble Art: Independent Creative Art Experiences for Children*, Second Revised Edition, by Mary Ann F. Kohl (Bellingham, WA: Bright Ring Publishing, 1994) includes many media: drawing, painting, assemblage, printmaking, collage, sculpture, and crafts. It contains open-ended projects that are suitable for almost any age. Each page presents one project and is illustrated with line drawings. Each project is coded to show at a glance

how much time and preparation are needed and for what age or experience levels the project is appropriate.

Unitarian Universalist Principles and Sources

Unitarian Universalist congregations affirm and promote seven Principles

(www.uua.org/visitors/6798.shtml):

- The inherent worth and dignity of every person
- Justice, equity, and compassion in human relations
- Acceptance of one another and encouragement to spiritual growth in our congregations
- A free and responsible search for truth and meaning
- The right of conscience and the use of the democratic process within our congregations and in society at large
- The goal of world community with peace, liberty, and justice for all
- Respect for the interdependent web of all existence of which we are a part.

Unitarian Universalism draws from many Sources

(www.uua.org/visitors/6798.shtml):

- Direct experience of that transcending mystery and wonder, affirmed in all cultures, which moves us to a renewal of the spirit and an openness to the forces that create and uphold life

- Words and deeds of prophetic women and men, which challenge us to confront powers and structures of evil with justice, compassion, and the transforming power of love;
- Wisdom from the world's religions, which inspires us in our ethical and spiritual life
- Jewish and Christian teachings, which call us to respond to God's love by loving our neighbors as ourselves
- Humanist teachings, which counsel us to heed the guidance of reason and the results of science, and warn us against idolatries of the mind and spirit
- Spiritual teachings of earth-centered traditions, which celebrate the sacred circle of life and instruct us to live in harmony with the rhythms of nature.

END INTRO

SESSION 1: WELCOME

QUOTE

Love makes a bridge from heart to heart, and hand to hand. — “Love Makes a Bridge,” Hymn 325 in Singing the Living Tradition

INTRODUCTION

This first meeting sets the tone and rhythm for the whole program. *Chalice Children* make friends, feel love, and learn about the congregation. Preschool children usually will not be able to identify their congregation or Unitarian Universalism by name. By encouraging them to say “Unitarian Universalism,” “Chalice Children,” and the name of your congregation, you will start their learning process. The repetition of these names will reinforce their sense of belonging.

GOALS

This session will:

- Demonstrate that this meeting space is a safe and welcoming place
- Demonstrate that this group is friendly and caring
- Build awareness that the congregation is a Unitarian Universalist community/place and that the chalice is a symbol of Unitarian Universalism.

LEARNING OBJECTIVES

Participants will:

- Learn that love is the most important thing about their congregation
- Build their sense of Unitarian Universalist identity by singing songs and playing games, which they will continue to use throughout the program
- Reinforce their growing sense of belonging by learning one another's names, the name of the congregation, and the names of the program leaders.

SESSION-AT-A-GLANCE

Activity	Minutes
Activity 1: Free Play	15
Activity 2: Circle Rhymes Transition	5
Activity 3: Circle Time	5
Activity 4: Story	5
Activity 5: Love Hearts	10
Activity 6: Circle Games	15
Closing	5
Faith in Action	30

SPIRITUAL PREPARATION

Take time before the session and find a quiet place for reflection. This first meeting together with the group will set the tone for the year. Make sure that you have done all the advance preparation and reviewed the session plan. Have supplies set out so that you will be relaxed and can smoothly move from one

activity to the next. Practice the songs and games so you are able to confidently lead them.

Imagine your own nervousness when joining a group for the first time. Do you hang back? Talk too much? Feel impatient, or feel immobilized by concern?

What makes you feel comfortable and safe? Reflect on the ways you feel. Then imagine the ways that the preschoolers will feel. What needs do they have that you might meet?

Finally, reflect on the centerpiece of love as the theme of the first session. How is pure love a part of your spiritual make-up? It can be one of the easiest things to say but one of the hardest things to keep in the center of our being. Most young children know pure love and are familiar with it in the love of their family. Can you make love a centerpiece for your reflection?

ACTIVITY 1: FREE PLAY (15 minutes)

MATERIALS FOR ACTIVITY

- Name tags
- Variety of free play options, such as toys, a puzzle, a storybook, manipulatives, dramatic play props, and markers and paper.

PREPARATION FOR ACTIVITY

- Make name tags for the children you are expecting and set these out with a few extra blank name tags and a marker.
- Display the free play options attractively, ready for the children to use, such as a puzzle with a piece already put in place, a family of ethnically and gender-diverse dolls sitting together in the dramatic play area, a group of trucks near a block garage, or a book.
- Review Program Structure in the Introduction for a description of free play. See also Separating from Parents and Caregivers, under Resources in the Introduction.

DESCRIPTION OF ACTIVITY

As the children arrive, invite them into the Chalice Children meeting room. Help them get comfortable by pointing out the free play area and noting the options for play that are displayed. Help them say goodbye to their parent(s) or caregiver(s). Guide and invite the children to play, helping them feel safe and welcomed. Give a five-minute warning to the children that free play will end and cleanup will begin; follow with a one-minute warning.

INCLUDING ALL PARTICIPANTS

Free play needs to include options for all the children. Should there be children with physical or other limitations, you might set up a craft project at a table that is tall enough to accommodate a child's wheelchair with chairs or standing room for other children.

ACTIVITY 2: CIRCLE RHYMES TRANSITION (5 minutes)

MATERIALS FOR ACTIVITY

- Circle Rhymes posters

PREPARATION FOR ACTIVITY

- Display the Circle Rhymes posters from Session 1 (see Posters for *Chalice Children*, under Resources in the Introduction).

DESCRIPTION OF ACTIVITY

Using the same songs and chants each week will help the children transition smoothly and predictably from free play to Circle Time.

Begin singing the first song, "Clean-Up Time," to the tune of "Row, Row, Row Your Boat," and gently encourage the children to put away the items they have been using, helping them as needed.

*Clean, clean, clean up play,
Gently as we go.
Merrily, merrily, merrily, merrily,
The room is getting clean.*

Repeat until cleanup is finished.

When the room is ready and the children are standing, begin the next chant, “Clap, Clap.” Help the children focus on the leader while doing the movements:

*Clap, clap,
Stamp, stamp,
Turn around and jump!*

Repeat once or twice until all the children are focused and have joined in.

Invite the children into a seated circle by singing “Circle Time” to the tune of “London Bridge”:

*Circle Time is here again,
Circle Time, here again,
Circle Time is here again,
Now it's time for Circle Time.*

When the children are focused, lead the “I Wiggle” chant and perform the movements with the children:

*I wiggle my fingers. (wiggle fingers)
I wiggle my toes. (wiggle feet)
I wiggle my shoulders. (wiggle shoulders)
I wiggle my nose. (wiggle nose)
Now no more wiggles are left in me, (sit down)
So I'll be as still as still can be.*

INCLUDING ALL PARTICIPANTS

You can invite a child in a wheelchair to sort and put away puzzle pieces or other manipulatives as part of cleanup. You may wish to change words of the “Clap, Clap” chant from “Turn around and jump!” to “Turn around and clap!” and turn the child in their wheelchair yourself or with a helper. Finally, Circle Time can take place in a circle of chairs so that everyone is in a chair.

ACTIVITY 3: CIRCLE TIME (5 minutes)

MATERIALS FOR ACTIVITY

- Chalice-lighting words, written on newsprint, from Session 1
- Chalice with tea light flame or other preschool chalice option (see Suggestions for Preschool Chalices, under Resources in the Introduction)
- Feelings chart (see Posters for *Chalice Children*, under Resources in the Introduction) or *Feelings Flashcards* by Todd Parr

PREPARATION FOR ACTIVITY

- Post the chalice-lighting words on the wall near the Circle Time area.

DESCRIPTION OF ACTIVITY

Bring the chalice into the circle, either on the floor or on a small table or stand.

Say, in these words or your own:

Welcome to Circle Time! First we light our chalice.

Repeat your chalice-lighting words as you “light” the chalice. Point out where the words are posted on the wall.

Say, in these words or your own:

Now we share our names and feelings. How are each of you feeling today? We will go around the circle and each say our name and point to how we’re feeling today on the Feelings Chart [or Feelings Flashcard]. If you would rather not share today, you may say “No, thank you.”

Once everyone who wishes to has shared, say, in these words or your own:

For all the feelings that we feel today, we know that we have our friends, our families, and our church family to share them with.

Introduce today's theme, in these words or your own:

Welcome to church school. Does anybody know the name of our church [or congregation]? [Say the name of your congregation.] Can you say it with me?

Point to the chalice and ask, in these words or your own:

What is this? A chalice. This is the special symbol of our church [or, congregation]. We call our group the "Chalice Children." We are here to make friends, feel love, and learn about our church. Love is the spirit of this church. Let's read a story together about love.

INCLUDING ALL PARTICIPANTS

If a child in the group has mobility problems, you could hold your circle activities in a circle of chairs to make it easier to include a wheelchair or for a child to sit while wearing leg braces.

ACTIVITY 4: STORY (5 minutes)

MATERIALS FOR ACTIVITY

- Storybook

PREPARATION FOR ACTIVITY

- Choose a story from the following suggestions:
 - *Keep Love in Your Heart, Little One* by Giles Andreae, illustrated by Clara Vulliamy (2007). "It's the only sure way to be happy, The only sure way to be free. Believe in yourself and believe in your dreams, And you'll be what you dream you can be." A joyful tale of parental love and a child's boundless enthusiasm for life.

- *Love Is a Handful of Honey* by Giles Andreae, illustrated by Vanessa Caban (2007). “Love is that warm cozy feeling you get when you cuddle your Mum, and love is that feeling of laughing out loud when somebody tickles your tum!”
 - *Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud and David Messing (2006, www.bucketfillers101.com). “Through simple prose and vivid illustrations, this heartwarming book encourages positive behavior as children see how rewarding it is to express daily kindness, appreciation, and love.”
- Review How to Read a Storybook, under Resources in the Introduction.

DESCRIPTION OF ACTIVITY

Hold up the book and say, in these words or your own:

Here’s how I am going to read the story. Does anyone need to move so that they can see and hear?

This will help the children get settled and move if they need to before the story is started, so they don’t interrupt the reading. It also serves as a reminder that if they stand or sit right in front of the pages, no one else can see. Invite them to find a place so that everyone can see. When all are ready, read the story.

INCLUDING ALL PARTICIPANTS

A child with hearing or sight difficulties should be seated near the reader.

ACTIVITY 5: LOVE HEARTS (10 minutes)

MATERIALS FOR ACTIVITY

- 8.5" x 11" white card stock pre-cut in a heart shape, one or more for each child
- Red tissue paper torn in 1" x 1" pieces, a handful of pieces for each child
- Basket or flat plate, one for every two or three children
- Glue stick for each child
- Black marker
- Paper towels
- Trash can with liner
- Recycling bin
- Optional: Digital camera or smartphone

PREPARATION FOR ACTIVITY

- Cut heart shapes out of the white cardstock, one for each child, and print or copy "Love is the spirit of this church" on each heart.
- Cut or tear red tissue paper into 1" x 1" pieces. Each child will need several pieces.
- Place a basket or flat plate full of red tissue paper pieces near every two or three children.
- Moisten the paper towels.
- Move the trash can and recycling bin close by.
- Optional: Prepare and test equipment for downloading and printing photos from a smartphone or digital camera. Ensure that you have obtained

permission from parents or caregivers to share photos, if you plan to photograph children or artwork that includes identifying information about children. Ask the religious educator. Note: The UUA provides a blanket media release that you may wish to download and provide to parents/caregivers:

www.uua.org/documents/communications/video_talent_release.pdf .

DESCRIPTION OF ACTIVITY

Children will create a heart and decorate it with torn tissue paper. The leader will write down the children's statements of what they love on the heart.

Invite the children to be seated at the activity table. Give them each a white heart and a glue stick, and invite them to glue red tissue paper pieces on their heart, without covering the words. Share the words printed on the heart: "Love is the spirit of this church." As the children create their tissue paper art, ask them to describe to you what they love. Ask them if they would like you to write what they say on their heart. If the child assents, write down the child's words in quotes, so it's clear which words are the child's. If you have a camera, photograph the children's finished artwork.

After the hearts are made, invite the children to clean up. Show them where to set aside extra tissue paper that can be useful another time and where to stack extra hearts and store glue sticks. Invite them to wipe up any sticky glue at their place on the table with moistened paper towels and then wash their hands.

INCLUDING ALL PARTICIPANTS

If children have a very short attention span, invite them to make several hearts as gifts for people they love.

ACTIVITY 6: CIRCLE GAMES (15 minutes)

PREPARATION FOR ACTIVITY

- Familiarize yourself with the games and songs listed in Posters for Chalice Children, under Resources in the Introduction.
- Display posters you have made.

DESCRIPTION OF ACTIVITY

Gather in a circle on the floor.

Play the games and sing the songs. Keep the pace brisk to help the children stay focused.

Welcome Chalice Children

Ask children to stand, as they are able, in their places. Sing “Welcome, Chalice Children” to the tune of “Little Rabbit Foo-Foo”:

*Welcome, Chalice Children,
We are Unitarians. Jump into the circle,
Jump, jump, jump.*

*Welcome, Chalice Children,
We are Universalists.
Jump into the circle,
Jump, jump, jump.*

*Welcome, Chalice Children,
My name is [leaders’ and children’s names, in turn].*

*Jump into the circle,
Jump, jump, jump.*

Alternate verses:

*We are Chalice Children!
Welcome to our circle!
We are Chalice Children!
Clap, clap, clap!*

*We are Unitarians!
We are Universalists!
Welcome to our circle!
Clap, clap, clap!*

*We are Chalice Children!
Let's all welcome _____!
Welcome to our circle!
Clap, clap, clap!*

Find a Friend at Church

“Find a Friend at Church” is sung to the tune of “The Farmer in the Dell.” Have the children gather in a circle. Have one child walk around the outside of the circle while the first two lines of the song are sung. The child then chooses a friend. The two friends hold hands and skip around the circle while the remainder of the verse is sung. The first player returns to the circle, and the game is repeated with a second player walking outside the circle. Continue until all have had a turn to choose a friend.

*I'll find a friend at church.
I'll find a friend at church.
Heigh ho, the derry oh,*

I'll find a friend at church.

We'll skip around the room.

We'll skip around the room.

Heigh ho, the derry oh,

We'll skip around the room.

Variation: Instead of "skip," ask each child to choose an action, such as run, walk, hop, or jump.

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

Variation: Sing this welcome song to the tune of "If You're Happy and You Know It" (from *Channels to Children: Early Childhood Activity Guide for Holidays and Seasons*, copyright 1982. Used by permission of Channels to Children, Box 25834, Colorado Springs, CO 80936):

*Good morning, (child's first and last name),
How are you?
Good morning, (child's first and last name),
How are you?
How are you this special day?
We are glad you came to play.
Good morning, (child's first and last name),
How are you?*

It Isn't Any Trouble

Sing to the tune of "The Battle Hymn of the Republic":

*It isn't any trouble just to s-m-i-l-e.
It isn't any trouble just to s-m-i-l-e.
So smile when you're in trouble.
It will vanish like a bubble,
If you only take the trouble just to s-m-i-l-e.*

Variation: Instead of "s-m-i-l-e," substitute "g-i-giggle-e".

*It isn't any trouble just to g-i-giggle-e. (giggle)
It isn't any trouble just to g-i-giggle-e. (giggle)
So laugh when you're in trouble.
It will vanish like a bubble,
If you only take the trouble just to g-i-giggle-e.*

Variation: Sing “ha ha” repeatedly in the first two lines and substitute laughter for the smile or giggle.

Ha, ha, ha ha ha ha, ha ha ha ha. (laugh)
Ha ha, ha ha, ha ha, ha ha, ha ha. (laugh)
So laugh when you’re in trouble.
It will vanish like a bubble,
If you only take the trouble just to laugh. (laugh)

INCLUDING ALL PARTICIPANTS

If any child might find jumping or standing difficult, substitute other actions, such as clapping, stepping, waving, or wiggling.

CLOSING (5 minutes)

MATERIALS FOR ACTIVITY

- Taking It Home
- Markers or crayons
- Preschool chalice
- Optional: Envelope
- Optional: Hole punch
- Optional: Yarn or ribbon

PREPARATION FOR ACTIVITY

- Download and adapt Taking It Home and make a copy for each child.
- Bring the “lit” preschool chalice to the activity table.

- Optional: Punch a hole in the corner of each envelope and string the yarn or ribbon through the envelope, then tie it in a loop or a bow.

DESCRIPTION OF ACTIVITY

Keep the children in their circle, and bring over the chalice. Offer these closing words while you extinguish the chalice, and invite the children to repeat them after you:

We gather the warmth of love, [bring hands over “flame” and gather to your heart]

The light of truth, [bring hands over “flame” and gather to your heart again]

And the energy of action [bring hands over “flame” and gather to your heart again]

Into our hearts as we blow out the chalice. [blow out the “flame”]

Back into the world of do and say, [hold world in cupped hands]

Carry it forward into the dawning day. [arms overhead, hands together making the sun]

May we remember: Here at church [or, name of your congregation] we are Chalice Children, and love is our spirit!

Distribute Taking It Home handouts. While waiting for family members to pick up their children, invite the children to color the handout to take home. Optional: You may place the handout in the envelope with the ribbon or yarn bow as a gift to the parent(s) or caregiver(s).

INCLUDING ALL PARTICIPANTS

Help children for whom drawing is difficult to make a chalice shape using foam or paper pieces and glue.

LEADER REFLECTION AND PLANNING

Reflect on these questions and discuss them with your co-leader:

- How do we feel about what went on during this session? Why?
- What was the best part of this session? Why?
- What preparation do we need for the next session?

TAKING IT HOME

Love makes a bridge from heart to heart, and hand to hand. — “Love Makes a Bridge,” Hymn 325 in Singing the Living Tradition

IN TODAY’S SESSION . . . we celebrated love as the center of being *Chalice Children* and began learning the *Chalice Children* songs and games.

EXPLORE THE TOPIC TOGETHER . . . Share whom and what you love together. Read one of the suggested books for this session:

- *Keep Love in Your Heart, Little One* by Giles Andreae, illustrated by Clara Vulliamy (2007). “It’s the only sure way to be happy, The only sure way to be free. Believe in yourself and believe in your dreams, And you’ll be what you dream you can be.” A joyful tale of parental love and a child’s boundless enthusiasm for life.
- *Love Is a Handful of Honey* by Giles Andreae, illustrated by Vanessa Caban (2007). “Love is that warm cozy feeling you get when you cuddle your Mum, and love is that feeling of laughing out loud when somebody tickles your tum! “
- *Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud and David Messing (2006, www.bucketfillers101.co).

“Through simple prose and vivid illustrations, this heartwarming book encourages positive behavior as children see how rewarding it is to express daily kindness, appreciation, and love.”

EXTEND THE TOPIC TOGETHER. Try . . . contacting a distant family member or friend and sharing the topic of the day—love—with them.

A Family Adventure. Draw hearts on the sidewalk in your neighborhood.

A Family Discovery. Explore the reading “Love is the spirit of this church,” Reading 473 in *Singing the Living Tradition*, and visit the Quest for Meaning blog of the UU Collective (www.patheos.com/blogs/uucollective/2012/10/love-is-the-spirit-of-this-church). “Love is the spirit of this church” means that we are going to disagree and that we stay at the table even when the going gets tough.

A Family Game. Play the *Chalice Children* Games together.

A Family Ritual. Light a chalice before dinnertime together. Say chalice-lighting words, such as “We light this chalice for the warmth of love, the light of truth, and the energy of action.” Talk about the idea of “Love is the spirit of this family.”

FIND OUT MORE

- Check out the UU Collective blog (www.patheos.com/blogs/uucollective/2012/10/love-is-the-spirit-of-this-church/).
- Read “Bound in Covenant,” an article from the Summer 2013 *UU World* (www.uuworld.org/ideas/articles/285904.shtml).

- Look at Session 3 in the Tapestry of Faith program *Love Connects Us*, which is titled “Love Is the Spirit of This Church” (www.uua.org/re/tapestry/children/loveconnects/session3/sessionplan/161705.shtml).
- The Rev. Dr. Anita Farber-Robertson of First Parish in Bridgewater, Connecticut, gave a sermon titled “Love Is the Spirit, Service Its Gift,” January 20, 2013, which you can read online (www.firstparishbridgewater.org/images/stories/church_documents/sermon_1_20_13.pdf).

FAITH IN ACTION: Congregational Clean-Up (30 minutes)

INTRODUCTION TO UNIT 1, Our Congregation Is a Special Place

The theme of the first unit of *Chalice Children* is “Our congregation/church is a special place.” Engaging children and families (perhaps the entire congregation) in caring for the building and grounds develops their sense of belonging and teaches stewardship of resources. This can be a one-time clean-up as described in this Faith in Action, perhaps in conjunction with Session 2, A Tour of the Inside of Our Congregation, or Session 3, A Tour of the Outside of Our Congregation, or it can be expanded to a longer activity after Session 7, The Beauty of Nature (planting bulbs in the fall). If your congregation has a garden, you might consider organizing a “work party” on a seasonal basis, allowing children to connect with the life cycle of a garden. Consider other special places the children could care for: a Memorial Garden, an outdoor worship space (such as a labyrinth), the playground, a supply closet, or the sanctuary.

MATERIALS FOR ACTIVITY

- Trash bags
- Recycling bins
- Optional: Disposable plastic or latex gloves
- Optional: Rakes or other seasonal yard tools
- Optional: Camera

PREPARATION FOR ACTIVITY

- In consultation with the appropriate congregational leaders, determine an appropriate space in the building or on the grounds that the children can clean up.
- Determine when the clean-up will take place, and communicate your plan to the parents and the congregation.
- Optional: If you plan to take and share photographs of the children, make sure parents and caregivers sign a release form.

DESCRIPTION OF ACTIVITY

On the day chosen for the activity, bring the children to the designated area and explain that cleaning up and taking care of our space, both indoors and outdoors, is one way we show our love for our congregation. Provide background on the space selected, and invite the children to help clean up litter, remove weeds, rake, or otherwise tend the grounds outside, or sort supplies into containers in the supply closet, or clean up the sanctuary by removing coffee cups, trash,

discarded orders of service, etc. Optional: Take pictures during the activity and post them on Facebook, a blog, or other social media used by your congregation, or create a *Chalice Children* Faith in Action scrapbook to add to over the course of the program year.

An important but often neglected aspect of a service project is the opportunity to reflect together on the experience. When you are finished, gather in a circle. Go around the circle and invite reflections on what the children have accomplished today, individually and as a group. What was their favorite part of the activity? How did they help care for the congregation? What would they like to do again? Learn more about the four-part process for leading children in a service activity (identifying, planning, executing, and reflecting) in the Tapestry of Faith program *Sing to the Power* (www.uua.org/re/tapestry/children/sing/index.shtml).

While *Sing to the Power* is geared toward older children, you may find for the approach to planning Faith in Action activities adaptable for younger children.

INCLUDING ALL PARTICIPANTS

Be certain that the area you select is accessible to all.

END SESSION

SESSION 2: A Tour of the Inside of Our Congregation

QUOTE

*Peace shall walk softly through these rooms . . . — “May Nothing Evil
Cross This Door,” Hymn 1 in Singing the Living Tradition*

INTRODUCTION

The children will become familiar with the inside of the larger building of which their Chalice Children meeting room is a part, and begin to develop a sense of belonging. This may be the first visit for some preschoolers, so it is helpful to repeat the welcome from the first session to set the tone and rhythm for the rest of the year: Chalice Children make friends, feel love, and learn about the congregation. Preschool children usually will not be able to identify the name of the congregation or the name of our faith, Unitarian Universalism. By encouraging them to say “Unitarian Universalism,” “Chalice Children,” and the name of your congregation, you will start their learning process. The repetition of name and identity will reinforce their sense of belonging.

GOALS

This session will help preschoolers:

- Explore the inside of the congregation’s building and discover its special places
- Experience the Chalice Children meeting room as a safe and welcoming place

- Experience the group as friendly and caring
- Become aware of the congregation as Unitarian Universalist.

LEARNING OBJECTIVES

Participants will:

- Experience the congregation as a safe and welcoming place and begin to develop a sense of belonging
- Become familiar with aspects of the building beyond the Chalice Children meeting room, and see that they are part of the larger congregation
- See that other children, youth, and adults are engaged in other activities throughout the congregation.

SESSION-AT-A-GLANCE

Activity	Minutes
Activity 1: Free Play	15
Activity 2: Circle Rhymes Transition	5
Activity 3: Circle Time	5
Activity 4: Story	5
Activity 5: Tour	15
Activity 6: Circle Games	10
Closing	5

SPIRITUAL PREPARATION

Take time before the session and find a quiet place for reflection. Imagine the inside of your facility, or find a quiet time when you can explore it by yourself. In your mind's eye or in real time, walk quietly through the halls, stopping by interesting things. Pause in the sanctuary, if you are able, and absorb the feel of the place. In other religions, there are ways to define sacred space, such as a mezuzah on the door in Jewish tradition, or holy water at the entrance to the worship space in a Catholic church. What defines our sacred space? Bring your sense of sacred space into the tour for the preschoolers by acting reverently and quietly and encouraging them to do so as well.

ACTIVITY 1: FREE PLAY (15 minutes)

MATERIALS FOR ACTIVITY

- Name tags
- Variety of free play options, such as toys, a puzzle, a storybook, manipulatives, dramatic play props, and markers and paper.

PREPARATION FOR ACTIVITY

- Make name tags for the children you are expecting and set these out with a few extra blank name tags and a marker.
- Display the free play options attractively, ready for the children to use, such as a puzzle with a piece already put in place, a family of ethnically and gender-diverse dolls sitting together in the dramatic play area, a group of trucks near a block garage, or a book.
- Review Program Structure in the Introduction for a description of free play. See also Separating from Parents and Caregivers, under Resources in the Introduction.

DESCRIPTION OF ACTIVITY

As the children arrive, invite them into the Chalice Children meeting room. Help them get comfortable by pointing out the free play area and noting the options for play that are displayed. Help them say goodbye to their parent(s) or caregiver(s). Guide and invite the children to play, helping them feel safe and welcomed. Give a five-minute warning to the children that free play will end and cleanup will begin; follow with a one-minute warning.

INCLUDING ALL PARTICIPANTS

Free play needs to include options for all the children. Should there be children with physical or other limitations, you might set up a craft project at a table that is tall enough to accommodate a child's wheelchair with chairs or standing room for other children.

ACTIVITY 2: CIRCLE RHYMES TRANSITION (5 minutes)

MATERIALS FOR ACTIVITY

- Circle Rhymes posters

PREPARATION FOR ACTIVITY

- Display the Circle Rhymes posters from Session 1 (see Posters for *Chalice Children*, under Resources in the Introduction).

DESCRIPTION OF ACTIVITY

Using the same songs and chants each week will help the children transition smoothly and predictably from free play to Circle Time.

Begin singing the first song, "Clean-Up Time," to the tune of "Row, Row, Row Your Boat," and gently encourage the children to put away the items they have been using, helping them as needed.

*Clean, clean, clean up play,
Gently as we go.
Merrily, merrily, merrily, merrily,
The room is getting clean.*

Repeat until clean-up is finished.

When the room is ready and the children are standing, begin the next chant, “Clap, Clap.” Help the children focus on the leader while doing the movements:

*Clap, clap,
Stamp, stamp,
Turn around and jump!*

Repeat once or twice until all the children are focused and have joined in.

Invite the children into a seated circle by singing “Circle Time” to the tune of “London Bridge”:

*Circle Time is here again,
Circle Time, here again,
Circle Time is here again,
Now it’s time for Circle Time.*

When the children are seated and focused, lead the “I Wiggle” chant and perform the movements with the children:

*I wiggle my fingers. (wiggle fingers)
I wiggle my toes. (wiggle feet)
I wiggle my shoulders. (wiggle shoulders)
I wiggle my nose. (wiggle nose)
Now no more wiggles are left in me, (sit down)
So I’ll be as still as still can be.*

INCLUDING ALL PARTICIPANTS

You can invite a child in a wheelchair to sort and put away puzzle pieces or other manipulatives as part of clean-up. You may wish to change words of the “Clap, Clap” chant from “Turn around and jump!” to “Turn around and clap!” and turn the child in their wheelchair yourself or with a helper. Finally, Circle Time can take place in a circle of chairs so that everyone is in a chair.

ACTIVITY 3: CIRCLE TIME (5 minutes)

MATERIALS FOR ACTIVITY

- Chalice-lighting words, written on newsprint
- Chalice with tea light flame or other preschool chalice option (see Suggestions for Preschool Chalices section, under Resources in the Introduction)
- Feelings chart (see Posters for *Chalice Children*, under Resources in the Introduction) or *Feelings Flashcards* by Todd Parr

PREPARATION FOR ACTIVITY

- Post the chalice-lighting words (e.g., “We light this chalice for the warmth of love, the light of truth, and the energy of action”) on the wall near the Circle Time area.

DESCRIPTION OF ACTIVITY

Bring the chalice into the circle, either on the floor or on a small table or stand.

Say, in these words or your own:

Welcome to Circle Time! First we light our chalice.

Point out where your chalice-lighting words are displayed. Repeat your chalice-lighting words as you “light” the chalice.

Say, in these words or your own:

Now we share our names and feelings. How are each of you feeling today? We will go around the circle and each say our name and point to how we’re feeling today on the Feelings Chart [or Feelings Flashcard]. If you would rather not share today, you may say “No, thank you.”

Once everyone who wishes to has shared, say, in these words or your own:

For all the feelings that we feel today, we know that we have our friends, our families, and our UU congregation family to share them with.

Introduce today's theme, in these words or your own:

Our room is a place where all are welcome and belong, and so is our whole congregation! We think of [name of congregation] as our "church home" [or, congregational home or faith home] and the people here are our "church family." Today we are going to take a tour around our building and explore our church home. But before we do that, let's read a story.

INCLUDING ALL PARTICIPANTS

If any child has mobility problems, you could hold your circle activities in a circle of chairs to make it easier to include a wheelchair or for a child to sit while wearing leg braces.

ACTIVITY 4: STORY (5 minutes)

MATERIALS FOR ACTIVITY

- Storybook
- Optional: Leader Resource 1, A House Blessing

PREPARATION FOR ACTIVITY

- Choose a story from the following suggestions and adapt the text as needed for the congregational setting:
 - *Maisy Goes to Preschool* by Lucy Cousins (2011). Preschool for Maisy means a day filled with friends and things to do, from the

time she hangs her coat on a special peg to the time she says goodbye.

- *Will I Have a Friend?* by Miriam Cohen (1989). A classic take on the first day of school.
 - Optional: Instead of a storybook, take pictures of the places you plan to visit and create your own picture book for the congregation, or create a blessing for the building using Leader Resource 1, A House Blessing by Welleran Poltarnees.
- Review How to Read a Storybook, under Resources in the Introduction.

DESCRIPTION OF ACTIVITY

Hold up the book and say, in these words or your own:

Here's how I am going to read the story. Does anyone need to move so that they can see and hear?

This will help the children get settled and move if they need to before the story is started, so they don't interrupt the reading. It also serves as a reminder that if they stand or sit right in front of the pages, no one else can see. Invite them to find a place where they can settle so that everyone can see. When all are ready, read the story.

INCLUDING ALL PARTICIPANTS

A child with hearing or sight difficulties should be seated near the reader.

ACTIVITY 5: TOUR (15 minutes)

MATERIALS FOR ACTIVITY

- Optional: Scrapbooks, photographs, artifacts from congregational archives, and recent brochures and pictures for a display
- Optional: Tour rope (a rope with a loop for each child to hold on to)
- Optional: Camera or smartphone

PREPARATION FOR ACTIVITY

- Take a walk around your building (indoors) and find good places to visit, such as the minister's study, RE office, attic, meeting rooms for other grades, worship room, snack shelves, library, teen rooms, kitchen, front office, furnace room, social hall, choir loft, bathrooms, and sound system controls. Ask other leaders or staff members if the group may visit their rooms, offices, or meeting spaces.
- Optional: Create a display of items from around the congregation, suitable for preschool children to view and touch.
- Optional: Make or locate a tour rope to help the children stay together.
- Optional: Recruit a few adult volunteers to help.

DESCRIPTION OF ACTIVITY

Many preschoolers may be new to the congregation or may not be familiar with many rooms in the building. The first step to feeling welcomed and having a sense of belonging is to learn your way around. Invite the children to find a buddy, hold hands, or use a tour rope, so that no one gets lost.

Take a tour of the congregation. Be mindful of adult worship services and other activities, as appropriate.

When you are done, return to the Chalice Children meeting room and gather in a circle. Talk about what you saw on the tour. Ask:

What did you like best about your church home? What did you like least? What will you tell your family about?

Tell the children that the next time you meet, you'll tour the outside of the building.

INCLUDING ALL PARTICIPANTS

If any child has mobility problems, restrict the tour to places that are accessible to all.

ACTIVITY 6: CIRCLE GAMES (10 minutes)

PREPARATION FOR ACTIVITY

- Familiarize yourself with the games and songs listed in Posters for Chalice Children, under Resources in the Introduction.
- Display posters you have made.

DESCRIPTION OF ACTIVITY

Gather in a circle on the floor.

Play the games and sing the songs. Keep the pace brisk to help the children stay focused.

Welcome Chalice Children

Ask children to stand, as they are able, in their places. Sing "Welcome, Chalice Children" to the tune of "Little Rabbit Foo-Foo":

*Welcome, Chalice Children,
We are Unitarians. Jump into the circle,*

Jump, jump, jump.

Welcome, Chalice Children,

We are Universalists.

Jump into the circle,

Jump, jump, jump.

Welcome, Chalice Children,

My name is [leaders' and children's names, in turn].

Jump into the circle,

Jump, jump, jump.

Alternate verses:

We are Chalice Children!

Welcome to our circle!

We are Chalice Children!

Clap, clap, clap!

We are Unitarians!

We are Universalists!

Welcome to our circle!

Clap, clap, clap!

We are Chalice Children!

Let's all welcome _____!

Welcome to our circle!

Clap, clap, clap!

Find a Friend at Church

“Find a Friend at Church” is sung to the tune of “The Farmer in the Dell.” Have the children gather in a circle. Have one child walk around the outside of the circle while the first two lines of the song are sung. The child then chooses a

friend. The two friends hold hands and skip around the circle while the remainder of the verse is sung. The first player returns to the circle, and the game is repeated with a second player walking outside the circle. Continue until all have had a turn to choose a friend.

I'll find a friend at church.

I'll find a friend at church.

Heigh ho, the derry oh,

I'll find a friend at church.

We'll skip around the room.

We'll skip around the room.

Heigh ho, the derry oh,

We'll skip around the room.

Variation: Instead of "skip," ask each child to choose an action, such as run, walk, hop, or jump.

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

Variation: Sing this welcome song to the tune of "If You're Happy and You Know It" (from *Channels to Children: Early Childhood Activity Guide for Holidays and Seasons*, copyright 1982. Used by permission of Channels to Children, Box 25834, Colorado Springs, CO 80936):

Good morning, (child's first and last name),

How are you?

Good morning, (child's first and last name),

How are you?

How are you this special day?

We are glad you came to play.

Good morning, (child's first and last name),

How are you?

It Isn't Any Trouble

Sing to the tune of "The Battle Hymn of the Republic":

It isn't any trouble just to s-m-i-l-e.

It isn't any trouble just to s-m-i-l-e.

So smile when you're in trouble.

It will vanish like a bubble,

If you only take the trouble just to s-m-i-l-e.

Variation: Instead of "s-m-i-l-e," substitute "g-i-giggle-e".

It isn't any trouble just to g-i-giggle-e. (giggle)

It isn't any trouble just to g-i-giggle-e. (giggle)

So laugh when you're in trouble.

It will vanish like a bubble,

If you only take the trouble just to g-i-giggle-e.

Variation: Sing "ha ha" repeatedly in the first two lines and substitute laughter for the smile or giggle.

Ha, ha, ha ha ha ha, ha ha ha ha. (laugh)

Ha ha, ha ha, ha ha, ha ha, ha ha. (laugh)

So laugh when you're in trouble.

It will vanish like a bubble,

If you only take the trouble just to laugh. (laugh)

INCLUDING ALL PARTICIPANTS

If any child might find jumping and standing difficult, consider substituting other actions, such as clapping, stepping, or wiggling.

CLOSING (5 minutes)

MATERIALS FOR ACTIVITY

- Taking It Home
- Markers or crayons
- Preschool chalice
- Optional: Envelope
- Optional: Hole punch
- Optional: Yarn or ribbon

PREPARATION FOR ACTIVITY

- Download and adapt Taking It Home and make a copy for each child.
- Bring the “lit” preschool chalice to the activity table.
- Optional: Punch a hole in the corner of each envelope and string the yarn or ribbon through the envelope, then tie it in a loop or a bow.

DESCRIPTION OF ACTIVITY

Keep the children in their circle, and bring over the chalice. Offer these closing words while you extinguish the chalice, and invite the children to repeat them after you:

We gather the warmth of love, [bring hands over “flame” and gather to your heart]

The light of truth, [bring hands over “flame” and gather to your heart again]

And the energy of action [bring hands over “flame” and gather to your heart again]

Into our hearts as we blow out the chalice. [blow out the “flame”]

Back into the world of do and say, [hold world in cupped hands]

Carry it forward into the dawning day. [arms overhead, hands together making the sun]

May we remember: [name of congregation] is a special place—it is our “church [or congregational, or faith home.]”

LEADER REFLECTION AND PLANNING

Reflect on these questions and discuss them with your co-leader:

- How do we feel about what went on during this session? Why?
- What was the best part of this session? Why?

- What preparation do we need for the next session?

TAKING IT HOME

Peace shall walk softly through these rooms . . . — “May Nothing Evil Cross This Door,” Hymn 1 in Singing the Living Tradition

IN TODAY’S SESSION . . . the theme was that [name of congregation] is a special place and our “church home [or, congregational or faith home].” We took a tour of the inside of the congregation.

EXPLORE THE TOPIC TOGETHER . . . Invite your child to show you the tour we took around the inside of the building.

EXTEND THE TOPIC TOGETHER. Try . . . comparing the congregation’s building to your own home. How is it different, and how is it the same?

A Family Adventure. Take a tour together of a local place of worship.

A Family Discovery. Check out a picture book of sacred places, such as *Sacred Places of a Lifetime: 500 of the World’s Most Peaceful and Powerful Destinations* by National Geographic (2008) or *Sacred Earth* by Martin Gray (2011). Visit the *Sacred Sites* website (<http://sacredsites.com/>) and pore over the beautiful pictures together. Listen to “May Nothing Evil Cross This Door,” accompanied by images of UUs, on YouTube (<https://www.youtube.com/watch?v=C4rSAIts3MA>).

A Family Game. Play one of the *Chalice Children* games together.

A Family Ritual. Bless your home by walking through it with a chalice, using the words from “May Nothing Evil Cross This Door,” Hymn 1 in *Singing the Living Tradition*, or the text from *A House Blessing* by Welleran Potarnees, found in Leader Resource 1.

RESOURCES

LEADER RESOURCE 1: A House Blessing

ATTRIBUTION

By Welleran Poltarnees. Used with permission from Laughing Elephant Publishing (<https://laughingelephant.com/>).

INSTRUCTIONS

Use this text from the book *A House Blessing* by Welleran Poltarnees as inspiration and create a simple blessing of the building, appropriate for preschoolers.

TEXT

I bless this house and all those who dwell within it, and wish for them a full portion of life's beauty.

May the strength of its walls make you safe, keeping peace within and troubles without; but through its open windows and doors let nature come.

All who live and visit here shall be friends. Kindliness and harmony shall be the watchwords.

Let the mealtimes be far more than the fulfillment of a necessity. In this home food shall be prepared with grace, and eaten with gratitude.

May this be a place where the laughter of babies is heard and the gravity of children is answered with loving respect.

May this house warm in the winter, and by the fires of an open hearth let comradeship and imagination flower.

When the sun is ablaze, here shall coolness and shade hold away.

Let this be a place of peace, offering refuge from the chaos and doubt, and manifesting in its orderliness, a model for the larger world.

I wish for all of you the blessings of the night, which blanket us with calm, and through its burning stars and liquid moonlight allow our hearts to flower.

May beauty reign here, and lovely objects renew us by their silence and perfection.

I wish for you, in this sheltered place, the freedom, calm and leisure to play and explore.

May all celebrations be, in this house, feasts of creativity and companionship.

Bless this house. May angels guard its corners, and may gifts fall upon it as snow and rain falls upon a field. Let those within it share numberless passages of sun and moon, and happiness fill them to overflowing.

A home does and always will make a difference in people's lives.

END RESOURCE

FIND OUT MORE

- Find images of UU congregations on the UU stock photo collection on Flickr (<https://www.flickr.com/groups/uustockphoto>).
- Listen to “May Nothing Evil Cross This Door” (Hymn 1 from *Singing the Living Tradition*), accompanied by images of UUs, on YouTube (<https://www.youtube.com/watch?v=C4rSAIts3MA>).
- The Rev. Barbara Fast of Westminster, Rhode Island, gave a sermon titled “A Prayer for This House,” December 6, 2009, which you can read online (<http://westminsteruu.org/content/prayer-house>).

END SESSION

SESSION 3: A Tour of the Outside of Our Congregation

QUOTE

And the Earth is my blue boat home. — “Blue Boat Home” by Peter Mayer, Hymn 1064 in Singing the Journey

INTRODUCTION

Celebrate the outdoors and the web of life by exploring the outside of your facility. Engaging children in caring for the grounds develops their sense of belonging and teaches them about stewardship of resources. Taking care of our space, both indoors and outdoors, is one way we show our love for our congregation.

GOALS

This session will help preschoolers:

- Explore the outside of the congregation’s building and discover its special places
- Experience the Chalice Children meeting room as a safe and welcoming place
- Experience the group as friendly and caring
- Become aware of the church as Unitarian Universalist.

LEARNING OBJECTIVES

Participants will:

- Experience a growing sense of belonging to the congregation by becoming familiar with the grounds and the outside of their “church home” (or, congregational home or faith home)
- Find places around the congregation’s building they may not have noticed
- Foster their sense of stewardship and care for our natural resources.

SESSION-AT-A-GLANCE

Activity	Minutes
Activity 1: Free Play	15
Activity 2: Circle Rhymes Transition	5
Activity 3: Circle Time	5
Activity 4: Tour	15
Activity 5: Story	5
Activity 6: Circle Games	10
Closing	5

SPIRITUAL PREPARATION

Take time before the session and find a quiet place for reflection. Imagine the outside of your facility, or find a quiet time when you can explore it by yourself. In your mind’s eye or in real time, walk quietly around the grounds, stopping by interesting things. Absorb the feel of the place. Is the outdoor area incorporated into the sense of a place of worship? Is there a unique tree, bush, or landscape

feature that draws your eye? What places are ignored? Become mindful of the outdoor space surrounding your place of worship.

ACTIVITY 1: Free Play (15 minutes)

MATERIALS FOR ACTIVITY

- Name tags
- Variety of free play options, such as toys, a puzzle, a storybook, manipulatives, dramatic play props, and markers and paper.

PREPARATION FOR ACTIVITY

- Make name tags for the children you are expecting and set these out with a marker and a few extra blank name tags.
- Display the free play options attractively, ready for the children to use, such as a puzzle with a piece already put in place, a family of ethnically and gender-diverse dolls sitting together in the dramatic play area, a group of trucks near a block garage, or a book.
- Review Program Structure in the Introduction for a description of free play. See also Separating from Parents and Caregivers, under Resources in the Introduction.

DESCRIPTION OF ACTIVITY

As the children arrive, invite them into the Chalice Children meeting room. Help them get comfortable by pointing out the free play area and noting the options for play that are displayed. Help them say goodbye to their parent(s) or caregiver(s). Guide and invite the children to play, helping them feel safe and welcomed. Give a five-minute warning to the children that free play will end and cleanup will begin; follow with a one-minute warning.

INCLUDING ALL PARTICIPANTS

Free play needs to include options for all the children. Should there be children with physical or other limitations, you might set up a craft project at a table that is tall enough to accommodate a child's wheelchair with chairs or standing room for other children.

ACTIVITY 2: CIRCLE RHYMES TRANSITION (5 minutes)

MATERIALS FOR ACTIVITY

- Circle Rhymes posters

PREPARATION FOR ACTIVITY

- Make and display Circle Rhymes posters (see Posters for *Chalice Children*, under Resources in the Introduction).

DESCRIPTION OF ACTIVITY

Introduce the songs and chants you will use throughout the program. Tell the children that they will do them each time the group meets. This will help them, today and in the future, transition smoothly and predictably from free play to Circle Time.

Begin singing the first song, "Clean-Up Time," to the tune of "Row, Row, Row Your Boat," and gently encourage the children to put away the items they have been using. Help them, as needed.

*Clean, clean, clean up play,
Gently as we go.
Merrily, merrily, merrily, merrily,
The room is getting clean.*

Repeat until clean-up is finished.

When the room is ready and the children are standing, begin the next chant, “Clap, Clap.” Help the children focus on the leader so they will learn the movements:

*Clap, clap,
Stamp, stamp,
Turn around and jump!*

Repeat once or twice until all the children have joined in.

Invite the children into a seated circle by singing “Circle Time,” to the tune of “London Bridge”:

*Circle Time is here again,
Circle Time, here again,
Circle Time is here again,
Now it's time for Circle Time.*

Once the children are seated and focused, lead the chant “I Wiggle,” and perform the movements with the children:

*I wiggle my fingers. (wiggle fingers)
I wiggle my toes. (wiggle feet)
I wiggle my shoulders. (wiggle shoulders)
I wiggle my nose. (wiggle nose)
Now no more wiggles are left in me, (leader sits down)
So I'll be as still as still can be.*

INCLUDING ALL PARTICIPANTS

You can invite a child in a wheelchair to sort and put away puzzle pieces or other manipulatives as part of cleanup. You may wish to change the words of the “Clap, Clap” chant from “Turn around and jump!” to “Turn around and clap!” and

turn the child in their wheelchair yourself or with a helper. Finally, Circle Time can take place in a circle of chairs so that everyone is in a chair.

ACTIVITY 3: CIRCLE TIME (5 minutes)

MATERIALS FOR ACTIVITY

- Chalice-lighting words, written on newsprint
- Chalice with tea light flame or other preschool chalice option (see Suggestions for Preschool Chalices section, under Resources in the Introduction)
- Feelings chart (see Posters for *Chalice Children*, under Resources in the Introduction) or *Feelings Flashcards* by Todd Parr

PREPARATION FOR ACTIVITY

- Post the chalice-lighting words (e.g., “We light this chalice for the warmth of love, the light of truth, and the energy of action”) on the wall near the Circle Time area.

DESCRIPTION OF ACTIVITY

Bring the chalice into the circle, either on the floor or on a small table or stand.

Say, in these words or your own:

Welcome to Circle Time! First we light our chalice.

Point out where your chalice-lighting words are displayed. Repeat your chalice-lighting words as you “light” the chalice.

Say, in these words or your own:

Now we share our names and feelings. How are each of you feeling today? We will go around the circle and each say our name and point to how we’re feeling today on the Feelings Chart [or Feelings

Flashcard]. If you would rather not share today, you may say “No, thank you.”

Once everyone who wishes to has shared, say, in these words or your own:

For all the feelings that we feel today, we know that we have our friends, our families, and our UU congregation [or church] family to share them with.

Introduce today’s theme, in these words or your own:

Today we are going to take a walk around the outside of our church [or congregational] building and see some of the things that make our “church [or congregational or faith] home” a special place. After we discover what the outside of our building looks like, we’ll read a story.

Note: You may choose to read the story outdoors.

INCLUDING ALL PARTICIPANTS

If any child has mobility problems, restrict the tour to places that are accessible to all.

ACTIVITY 4: TOUR (15 minutes)

MATERIALS FOR ACTIVITY

- Optional: Tour rope (a rope with a loop for each child to hold on to)
- Optional: A piece of bread, some birdseed, or other food for a bird or animal
- Optional: Camera or smartphone
- Optional: Storybook

PREPARATION FOR ACTIVITY

- Explore the outside of your building and find good places to visit, for example, notable trees, shrubs, and landscaping; flowers; gardens; wilder

places; a fountain; a memorial garden; hidden places; the dumpster; a grounds shed; and compost bins.

- Decide if you will have story time outside. If you choose to do so, select a suitable location. Knowing which book you will read will help you tailor your comments during the walk (see Preparation for Activity 5 for story choices).
- Optional: Locate a good place to leave food for a wild bird or animal on your grounds, such as at the base of a tree or under a bush.

DESCRIPTION OF ACTIVITY

Invite the children to find a buddy and hold hands or use a tour rope so that no one gets lost. Lead the children on a tour of the grounds. Provide information about interesting things you see, such as recycling or compost bins (ways we take care of the earth) or a memorial garden (a way to remember special people). Be mindful of the adult services, if appropriate.

Optional: Bring a piece of food for a denizen of your outdoor grounds, such as birdseed or a piece of bread, and leave it for the animal.

Optional: Take photos during the tour. Plan to make a photo book afterward, using an online service such as Shutterfly.

INCLUDING ALL PARTICIPANTS

Find places to visit that are accessible to all the children (and adults) who may be in the group.

ACTIVITY 5: Story (5 minutes)

MATERIALS FOR ACTIVITY

- Storybook

PREPARATION FOR ACTIVITY

- Choose a story from these suggestions:
 - *All the Places to Love* by Patricia MacLachlan (1994). Told in the voice of a child who lives on a farm with his parents and grandparents, the child introduces readers to the spots that each person in his family loves best.
 - *Me on the Map* by Joan Sweeney and Annette Cable (1998). In this playful introduction to maps and geography, step by simple step, a young girl shows readers herself on a map of her room, her room on the map of her house, her house on the map of her street—all the way to her country on a map of the world.
- Review How to Read a Storybook, under Resources in the Introduction.

DESCRIPTION OF ACTIVITY

Gather the children in a circle and help them get settled. Talk about what you saw on the tour. Ask:

What did you like best? What did you like least? What will you tell your family about? What places would you like to visit again?

Hold up the book and say, in these words or your own:

Here's how I am going to read the story. Does anyone need to move so that they can see and hear?

This will help the children get settled and move if they need to before the story is started, so they don't interrupt the reading. It also serves as a reminder that if they stand or sit right in front of the pages, no one else can see. Invite them to find a place so that everyone can see. When all are ready, read the story.

INCLUDING ALL PARTICIPANTS

A child with hearing or sight difficulties should be seated near the reader.

ACTIVITY 6: CIRCLE GAMES (10 minutes)

PREPARATION FOR ACTIVITY

- Familiarize yourself with the games and songs listed in Posters for Chalice Children, under Resources in the Introduction.
- Display posters you have made.

DESCRIPTION OF ACTIVITY

Gather in a circle on the floor.

Play the games and sing the songs. Keep the pace brisk to help the children stay focused.

Welcome Chalice Children

Ask children to stand, as they are able, in their places. Sing "Welcome, Chalice Children" to the tune of "Little Rabbit Foo-Foo":

*Welcome, Chalice Children,
We are Unitarians. Jump into the circle,
Jump, jump, jump.*

*Welcome, Chalice Children,
We are Universalists.*

*Jump into the circle,
Jump, jump, jump.*

*Welcome, Chalice Children,
My name is [leaders' and children's names, in turn].
Jump into the circle,
Jump, jump, jump.*

Alternate verses:

*We are Chalice Children!
Welcome to our circle!
We are Chalice Children!
Clap, clap, clap!*

*We are Unitarians!
We are Universalists!
Welcome to our circle!
Clap, clap, clap!*

*We are Chalice Children!
Let's all welcome _____!
Welcome to our circle!
Clap, clap, clap!*

Find a Friend at Church

“Find a Friend at Church” is sung to the tune of “The Farmer in the Dell.” Have the children gather in a circle. Have one child walk around the outside of the circle while the first two lines of the song are sung. The child then chooses a friend. The two friends hold hands and skip around the circle while the remainder of the verse is sung. The first player returns to the circle, and the game is

repeated with a second player walking outside the circle. Continue until all have had a turn to choose a friend.

I'll find a friend at church.

I'll find a friend at church.

Heigh ho, the derry oh,

I'll find a friend at church.

We'll skip around the room.

We'll skip around the room.

Heigh ho, the derry oh,

We'll skip around the room.

Variation: Instead of “skip,” ask each child to choose an action, such as run, walk, hop, or jump.

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, shout “Hurray!” (hoo-ray!)

If you're happy and you know it, shout “Hurray!” (hoo-ray!)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, shout “Hurray!” (hoo-ray!)

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

Variation: Sing this welcome song to the tune of "If You're Happy and You Know It" (from *Channels to Children: Early Childhood Activity Guide for Holidays and Seasons*, copyright 1982. Used by permission of Channels to Children, Box 25834, Colorado Springs, CO 80936):

Good morning, (child's first and last name),

How are you?

Good morning, (child's first and last name),

How are you?

How are you this special day?

We are glad you came to play.

Good morning, (child's first and last name),

How are you?

It Isn't Any Trouble

Sing to the tune of "The Battle Hymn of the Republic":

It isn't any trouble just to s-m-i-l-e.

It isn't any trouble just to s-m-i-l-e.

So smile when you're in trouble.

It will vanish like a bubble,

If you only take the trouble just to s-m-i-l-e.

Variation: Instead of "s-m-i-l-e," substitute "g-i-giggle-e".

It isn't any trouble just to g-i-giggle-e. (giggle)

It isn't any trouble just to g-i-giggle-e. (giggle)

*So laugh when you're in trouble.
It will vanish like a bubble,
If you only take the trouble just to g-i-giggle-e.*

Variation: Sing "ha ha" repeatedly in the first two lines and substitute laughter for the smile or giggle.

*Ha, ha, ha ha ha ha, ha ha ha ha. (laugh)
Ha ha, ha ha, ha ha, ha ha, ha ha. (laugh)
So laugh when you're in trouble.
It will vanish like a bubble,
If you only take the trouble just to laugh. (laugh)*

INCLUDING ALL PARTICIPANTS

If any child might find jumping and standing difficult, consider substituting other actions, such as clapping, stepping, or wiggling.

CLOSING (5 minutes)

MATERIALS FOR ACTIVITY

- Taking It Home
- Markers or crayons
- Preschool chalice
- Optional: Envelope
- Optional: Hole punch
- Optional: Yarn or ribbon

PREPARATION FOR ACTIVITY

- Download and adapt the Taking It Home handout and copy for each child.

- Bring the “lit” preschool chalice to the activity table.
- Optional: Punch a hole in the corner of each envelope, string the yarn or ribbon through the envelope, and tie it in a loop or a bow.

DESCRIPTION OF ACTIVITY

Keep the children in their circle, and bring over the chalice. Offer these closing words while you extinguish the chalice, and invite the children to repeat them after you:

We gather the warmth of love, [bring hands over “flame” and gather to your heart]

The light of truth, [bring hands over “flame” and gather to your heart again]

And the energy of action [bring hands over “flame” and gather to your heart again]

Into our hearts as we blow out the chalice. [blow out the “flame”]

Back into the world of do and say, [hold world in cupped hands]

Carry it forward into the dawning day. [arms overhead, hands together making the sun]

May we remember: Here at church [or name of your congregation]

there are special places all around our “church [or congregational or faith] home.”

While waiting for family members to pick up their children, invite the children to color the handout to take home. Optional: Place the handout in the envelope with the ribbon/yarn bow as a gift to the parent(s) or caregiver(s).

INCLUDING ALL PARTICIPANTS

Children for whom drawing is difficult may wish to make a chalice shape using foam or paper pieces and glue.

LEADER REFLECTION AND PLANNING

Reflect on these questions and discuss them with your co-leader:

- How do we feel about what went on during this session? Why?
- What was the best part of this session? Why?
- What preparation do we need for the next session?

TAKING IT HOME

And the Earth is my blue boat home. — “Blue Boat Home” by Peter Mayer, Hymn 1064 in Singing the Journey

IN TODAY’S SESSION . . . We took a walk around the outside of the congregation to explore the special places of our “church [or congregational, or faith] home.”

EXPLORE THE TOPIC TOGETHER . . . Invite your child to show you the walk we took around the outside of the congregation’s building. Read one of the suggested books for this session:

- *All the Places to Love* by Patricia MacLachlan (1994). Told in the voice of a child who lives on a farm with his parents and grandparents, the child introduces readers to the spots that each person in his family loves best.
- *Me on the Map* by Joan Sweeney and Annette Cable (1998). In this playful introduction to maps and geography, step-by-simple-step, a young girl shows readers herself on a map of her room, her room on the map of her house, her house on the map of her street—all the way to her country on a map of the world.

EXTEND THE TOPIC TOGETHER. Try . . . comparing the congregational grounds to the grounds around your home. How is it different, and how is it the same?

A Family Adventure. Take a tour together of a local place of nature.

A Family Discovery. Listen to “Blue Boat Home” by UU Peter Mayer on YouTube (<https://www.youtube.com/watch?v=YtZUM0JhLvc>), or order his music on iTunes. Visit the UU Ministry for the Earth website (<http://uuministryforearth.org/>).

A Family Game. Play one of the *Chalice Children* Games together.

A Family Ritual. Bless your property or a nearby outdoor area by walking through it with a chalice, using the words from “Blue Boat Home,” Hymn 1064 in *Singing the Journey*.

FIND OUT MORE

- Read about UUs and nature on the UU Ministry for the Earth website (<http://uuministryforearth.org/>).
- Listen to “Blue Boat Home” (Hymn 1064 in *Singing the Journey*) on YouTube (<https://www.youtube.com/watch?v=YtZUM0JhLvc>).
- Visit the UU Ministry for the Earth “Sermons” webpage for a variety of sermons on the web of life (<http://uuministryforearth.org/node/66>).

END SESSION

SESSION 4: Making Chalices

QUOTE

This little light of mine, I'm gonna let it shine. — from "This Little Light of Mine," Hymn 118 in Singing the Living Tradition

INTRODUCTION

There are many beautiful ways to express religion. One of our ways is the symbol of the flaming chalice. In this session, preschoolers will make a play-dough chalice to take home.

GOALS

This session will help preschoolers:

- Understand the shape of the chalice
- Experience the *Chalice Children* group as safe and caring
- Feel a growing sense of belonging in the group.
- Feel a sense of identity with a Unitarian Universalist congregation.

LEARNING OBJECTIVES

Participants will:

- Become familiar with the chalice as a symbol of our Unitarian Universalist faith
- Begin to develop a sense of identity as a Unitarian Universalist
- Begin to understand that there are many ways to express religion.

SESSION-AT-A-GLANCE

Activity	Minutes
Activity 1: Free Play	15
Activity 2: Circle Rhymes Transition	5
Activity 3: Circle Time	5
Activity 4: Story	5
Activity 5: Play-Dough Chalices	15
Activity 6: Circle Games	10
Closing	5

SPIRITUAL PREPARATION

Take time before the session and find a quiet place for reflection. There are many ways that people around the world practice and express their religion. Do you have any spiritual images or items around you, or can you imagine some of these items? Gaze at them either as real objects or in your mind's eye, and imagine all the different peoples of the world reverently creating a special place for their art. In what ways does our chalice symbol inspire you?

ACTIVITY 1: FREE PLAY (15 minutes)

MATERIALS FOR ACTIVITY

- Name tags
- Variety of free play options, such as toys, a puzzle, a storybook, manipulatives, dramatic play props, and markers and paper.

PREPARATION FOR ACTIVITY

- Make name tags for the children you are expecting and set these out with a marker and a few extra blank name tags.
- Display the free play options attractively, ready for the children to use, such as a puzzle with a piece already put in place, a family of ethnically and gender-diverse dolls sitting together in the dramatic play area, a group of trucks near a block garage, or a book.
- Review Program Structure in the Introduction for a description of free play. See also Separating from Parents and Caregivers, under Resources in the Introduction.

DESCRIPTION OF ACTIVITY

As the children arrive, invite them into the Chalice Children meeting room. Help them get comfortable by pointing out the free play area and noting the options for play that are displayed. Help them say goodbye to their parent(s) or caregiver(s).

Guide and invite the children to play, helping them feel safe and welcomed.

Give a five-minute warning to the children that free play will end and cleanup will begin; follow with a one-minute warning.

INCLUDING ALL PARTICIPANTS

Free play needs to include options for all the children. Should there be children with physical or other limitations, you might set up a craft project at a table that is tall enough to accommodate a child's wheelchair with chairs or standing room for other children.

ACTIVITY 2: CIRCLE RHYMES TRANSITION (5 minutes)

MATERIALS FOR ACTIVITY

- Circle Rhymes posters

PREPARATION FOR ACTIVITY

- Make and display Circle Rhymes posters (see Posters for *Chalice Children*, under Resources in the Introduction).

DESCRIPTION OF ACTIVITY

Introduce the songs and chants you will use throughout the program. Tell the children that they will do them each time the group meets. This will help them, today and in the future, transition smoothly and predictably from free play to Circle Time.

Begin singing the first song, "Clean-Up Time," to the tune of "Row, Row, Row Your Boat," and gently encourage the children to put away the items they have been using.

Help them, as needed.

Clean, clean, clean up play,

Gently as we go.

Merrily, merrily, merrily, merrily,

The room is getting clean.

Repeat until clean-up is finished.

When the room is ready and the children are standing, begin the next chant, “Clap, Clap.” Help the children focus on the leader so they will learn the movements:

*Clap, clap,
Stamp, stamp,
Turn around and jump!*

Repeat once or twice until all the children have joined in.

Invite the children into a seated circle by singing “Circle Time,” to the tune of “London Bridge”:

*Circle Time is here again,
Circle Time, here again,
Circle Time is here again,
Now it’s time for Circle Time.*

Once the children are seated and focused, lead the chant “I Wiggle,” and perform the movements with the children:

*I wiggle my fingers. (wiggle fingers)
I wiggle my toes. (wiggle feet)
I wiggle my shoulders. (wiggle shoulders)
I wiggle my nose. (wiggle nose)
Now no more wiggles are left in me, (leader sits down)
So I’ll be as still as still can be.*

INCLUDING ALL PARTICIPANTS

You can invite a child in a wheelchair to sort and put away puzzle pieces or other manipulatives as part of cleanup. You may wish to change the words of the “Clap, Clap” chant from “Turn around and jump!” to “Turn around and clap!” and turn the child in their wheelchair yourself or with a helper. Finally, Circle Time can take place in a circle of chairs so that everyone is in a chair.

ACTIVITY 3: CIRCLE TIME (5 minutes)

MATERIALS FOR ACTIVITY

- Chalice-lighting words, written on newsprint
- Chalice with tea light flame or other preschool chalice option (see Suggestions for Preschool Chalices section, under Resources in the Introduction)
- Feelings chart (see Posters for *Chalice Children*, under Resources in the Introduction) or *Feelings Flashcards* by Todd Parr

PREPARATION FOR ACTIVITY

- Post the chalice-lighting words (e.g., “We light this chalice for the warmth of love, the light of truth, and the energy of action”) on the wall near the Circle Time area.

DESCRIPTION OF ACTIVITY

Bring the chalice into the circle, either on the floor or on a small table or stand. Say, in these words or your own:

Welcome to Circle Time! First we light our chalice.

Point out where your chalice-lighting words are displayed. Repeat your chalice-lighting words as you “light” the chalice.

Say, in these words or your own:

Now we share our names and feelings. How are each of you feeling today? We will go around the circle and each say our name and point to how we’re feeling today on the Feelings Chart [or Feelings Flashcard]. If you would rather not share today, you may say “No, thank you.”

Once everyone who wishes to has shared, say, in these words or your own:

For all the feelings that we feel today, we know that we have our friends, our families, and our UU congregation [or church] family to share them with.

Introduce today's theme, in these words or your own:

Our favorite symbol for our church [or, congregation] and our Unitarian Universalist religion is the chalice. Did you know that Unitarian Universalists all over the world share this same symbol with us? It's one of the ways we show that we are Unitarian Universalists.

Talk about how the chalice is used in your congregation. Then say, in these words or your own:

That's why we are called Chalice Children. Chalice Children come to make friends and learn about the congregation [or, church]. Lighting the chalice is one way we practice our religion. Today you are going to make your own chalice. We can play show-and-tell with our chalices, and then you can take your chalice home with you! But before we make chalices, let's read a story together about our special Unitarian Universalist chalice.

INCLUDING ALL PARTICIPANTS

If any child has mobility problems, you could hold your circle activities in a circle of chairs to make it easier to include a wheelchair or for a child to sit while wearing leg braces.

ACTIVITY 4: STORY (5 minutes)

MATERIALS FOR ACTIVITY

- Storybook

PREPARATION FOR ACTIVITY

- Obtain this book:
 - *A Cup of Light* by Pamela Baxter (2010). Include this book as many times as is appropriate to help young children understand the symbol of the chalice. Children of this age like repetition as reinforcement and reassurance. This is also a good book to suggest to parents as an addition to their home library.
- Review How to Read a Storybook, under Resources in the Introduction.

DESCRIPTION OF ACTIVITY

Hold up the book and say, in these words or your own:

Here's how I am going to read the story. Does anyone need to move so that they can see and hear?

This will help children get settled and move if they need to before the story is started, so they don't interrupt the reading. It also serves as a reminder that if they stand or sit right in front of the pages, no one else can see. Invite them to find a place to settle so that everyone can see. When all are ready, read the story.

INCLUDING ALL PARTICIPANTS

A child with hearing or sight difficulties should be seated near the reader.

ACTIVITY 5: PLAY-DOUGH CHALICES (15 minutes)

MATERIALS FOR ACTIVITY

- Play dough in a variety of colors, enough for at least an adult hand-sized ball for each child
- Materials for decorating chalices, such as feathers, sequins, and chenille stems (pipe cleaners)
- Small white paper plates, one for each child
- Black marker
- Paper towels, moistened
- Optional: Digital camera or smartphone

PREPARATION FOR ACTIVITY

- Locate some chalices (or pictures of chalices) to display.

DESCRIPTION OF ACTIVITY

Children create a chalice out of play dough, then decorate it with a variety of add-ons. Invite the children to the activity table. Describe the shape of a chalice. Note that it has a stem, a bowl, and (when lit) a flame. Show them a chalice. Remind them that the chalice is a common sign or symbol of our Unitarian Universalist faith. (Reminder: Use our full name as much as possible, not our initials.)

Pass out a handful of play dough to each child. Invite the children to experiment with the play dough, twisting and rolling it. Ask if they'd like another color. Have them trade and share one another's colors. Once the children have manipulated the play dough for a

few minutes, invite them to create a chalice. Remind them of the key pieces: a stem, a bowl, and a flame, if they wish their chalice to be “lit.” Allow them time to experiment with different shapes of chalices.

Once the children have worked on their shapes, invite them to decorate their chalice by sticking on some of the materials you’ve provided.

As children complete their chalices, place each finished chalice on a paper plate, and label it with the name of the artist!

Invite the children to clean up. First, invite them to collect the unused play dough and return it to its container(s). Next, have them wipe up the play-dough spots from the table with moistened paper towels and then wash their hands.

INCLUDING ALL PARTICIPANTS

Playing with play dough is often a soothing activity for children with attention span challenges. It may be beneficial for some preschoolers to simply play with the play dough, rather than create a finished product.

ACTIVITY 6: CIRCLE GAMES (10 minutes)

PREPARATION FOR ACTIVITY

- Familiarize yourself with the games and songs listed in Posters for Chalice Children, under Resources in the Introduction.
- Display posters you have made.

DESCRIPTION OF ACTIVITY

Gather in a circle on the floor.

Play the games and sing the songs. Keep the pace brisk to help the children stay focused.

Welcome Chalice Children

Ask children to stand, as they are able, in their places. Sing “Welcome, Chalice Children” to the tune of “Little Rabbit Foo-Foo”:

*Welcome, Chalice Children,
We are Unitarians. Jump into the circle,
Jump, jump, jump.*

*Welcome, Chalice Children,
We are Universalists.
Jump into the circle,
Jump, jump, jump.*

*Welcome, Chalice Children,
My name is [leaders’ and children’s names, in turn].
Jump into the circle,
Jump, jump, jump.*

Alternate verses:

*We are Chalice Children!
Welcome to our circle!
We are Chalice Children!
Clap, clap, clap!*

*We are Unitarians!
We are Universalists!
Welcome to our circle!
Clap, clap, clap!*

We are Chalice Children!
Let's all welcome _____!
Welcome to our circle!
Clap, clap, clap!

Find a Friend at Church

“Find a Friend at Church” is sung to the tune of “The Farmer in the Dell.” Have the children gather in a circle. Have one child walk around the outside of the circle while the first two lines of the song are sung. The child then chooses a friend. The two friends hold hands and skip around the circle while the remainder of the verse is sung. The first player returns to the circle, and the game is repeated with a second player walking outside the circle. Continue until all have had a turn to choose a friend.

I'll find a friend at church.
I'll find a friend at church.
Heigh ho, the derry oh,
I'll find a friend at church.

We'll skip around the room.
We'll skip around the room.
Heigh ho, the derry oh,
We'll skip around the room.

Variation: Instead of “skip,” ask each child to choose an action, such as run, walk, hop, or jump.

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (clap-clap)
If you're happy and you know it, clap your hands. (clap-clap)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, clap your hands. (clap-clap)

If you're happy and you know it, stomp your feet. (stomp-stomp)
If you're happy and you know it, stomp your feet. (stomp-stomp)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, stomp your feet. (stomp-stomp)

If you're happy and you know it, shout "Hurray!" (hoo-ray!)
If you're happy and you know it, shout "Hurray!" (hoo-ray!)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)
If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

Variation: Sing this welcome song to the tune of "If You're Happy and You Know It" (from *Channels to Children: Early Childhood Activity Guide for Holidays and Seasons*, copyright 1982. Used by permission of Channels to Children, Box 25834, Colorado Springs, CO 80936):

Good morning, (child's first and last name),
How are you?
Good morning, (child's first and last name),
How are you?
How are you this special day?
We are glad you came to play.
Good morning, (child's first and last name),
How are you?

It Isn't Any Trouble

Sing to the tune of "The Battle Hymn of the Republic":

It isn't any trouble just to s-m-i-l-e.

It isn't any trouble just to s-m-i-l-e.

So smile when you're in trouble.

It will vanish like a bubble,

If you only take the trouble just to s-m-i-l-e.

Variation: Instead of "s-m-i-l-e," substitute "g-i-giggle-e".

It isn't any trouble just to g-i-giggle-e. (giggle)

It isn't any trouble just to g-i-giggle-e. (giggle)

So laugh when you're in trouble.

It will vanish like a bubble,

If you only take the trouble just to g-i-giggle-e.

Variation: Sing "ha ha" repeatedly in the first two lines and substitute laughter for the smile or giggle.

Ha, ha, ha ha ha ha, ha ha ha ha. (laugh)

Ha ha, ha ha, ha ha, ha ha, ha ha. (laugh)

So laugh when you're in trouble.

It will vanish like a bubble,

If you only take the trouble just to laugh. (laugh)

INCLUDING ALL PARTICIPANTS

If any child might find jumping and standing difficult, consider substituting other actions, such as clapping, stepping, or wiggling.

CLOSING (5 minutes)

MATERIALS FOR ACTIVITY

- Taking It Home

- Markers or crayons
- Preschool chalice
- Optional: Envelope
- Optional: Hole punch
- Optional: Yarn or ribbon

PREPARATION FOR ACTIVITY

- Copy the Taking It Home handout for each child.
- Bring the “lit” preschool chalice to the activity table.
- Optional: Punch a hole in the corner of each envelope, string the yarn or ribbon through the envelope, and tie it in a loop or a bow.

DESCRIPTION OF ACTIVITY

Keep the children in their circle, and bring over the chalice. Offer these closing words while you extinguish the chalice, and invite the children to repeat them after you:

We gather the warmth of love, [bring hands over “flame” and gather to your heart]

The light of truth, [bring hands over “flame” and gather to your heart again]

And the energy of action, [bring hands over “flame” and gather to your heart again]

Into our hearts as we blow out the chalice. [blow out the “flame”]

Back into the world of do and say, [hold world in cupped hands]

Carry it forward into the dawning day. [arms overhead, hands together making the sun]

May we remember: Here at church [or name of church] we share the special sign of our chalice with Unitarian Universalists everywhere!

While waiting for family members to pick up their children, invite the children to color the handout to take home. Remind children to bring their play-dough chalices home with them!

Optional: Place the handout in the envelope with the ribbon/yarn bow as a gift to the parent(s) or caregiver(s).

INCLUDING ALL PARTICIPANTS

Invite children for whom drawing is difficult to make a chalice shape using foam or paper pieces and glue.

LEADER REFLECTION AND PLANNING

Reflect on these questions and discuss them with your co-leaders:

- How do we feel about what went on during this session? Why?
- What was the best part of this session? Why?
- What preparation do we need for the next session?

TAKING IT HOME

This little light of mine, I'm gonna let it shine. — from "This Little Light of Mine," Hymn 118 in Singing the Living Tradition

IN TODAY'S SESSION . . . the theme was, "The chalice is our special symbol of our Unitarian Universalist faith, which we share with Unitarian Universalists everywhere."

We made chalices with modeling clay!

EXPLORE THE TOPIC TOGETHER . . . Invite your child to describe their chalice to you. How might you use their chalice—in their bedroom, on the dining table?

EXTEND THE TOPIC TOGETHER. Try . . . finding at the library the excellent book we read today about the chalice, *A Cup of Light* by Pamela Baxter (2009). Families might

even wish to purchase it for their home libraries. It's available from the UUA Bookstore (www.uuabookstore.org/productdetails.cfm?PC=1310).

A Family Adventure. Find out if your family can light the chalice for the service together. Where is the chalice in the big church?

A Family Discovery. Explore chalice lightings on the UUA website (www.uua.org/worship/words/chalice/). Visit the Chalice Lightings for Young Children page on the website of the First Unitarian Society of Madison, Wisconsin ([www.fusmadison.org/images/Chalice Lightings for Young Children.pdf](http://www.fusmadison.org/images/Chalice%20Lightings%20for%20Young%20Children.pdf)). Download the Illuminations app for your smartphone (www.uua.org/beliefs/illuminations/), which allows you to “light” a variety of chalice images by tapping on the screen. You can even “blow” them out—the microphone picks up your breath and removes the flame image.

A Family Game. Play “Chalice, Chalice, Flame” just like “Duck, Duck, Goose.” Sing “This Little Light of Mine,” Hymn 118 in *Singing the Living Tradition*.

A Family Ritual. Pretend to “light” your child’s chalice before dinnertime together. Say chalice-lighting words such as, “We light this chalice for the warmth of love, the light of truth, and the energy of action.” Or pretend to light the chalice as part of a bedtime ritual, then “blow it out” together when it is time for bed.

FIND OUT MORE

- Read the history of the Flaming Chalice, which is told on the UUA website (www.uua.org/beliefs/chalice/151248.shtml).
- Stories about the flaming chalice can be found throughout the Tapestry of Faith programs; find them by doing a search using the keyword “flaming chalice”

(www.uua.org/re/tapestry/search/index.php), and then select “children” as the age group to search.

- Read two UU sermons about our chalice, online:
 - “The Chalice and the Blade,” by Galen Guengerich, September 8, 2013, All Souls Unitarian Church, New York City
(www.allsoulsnyc.org/site/c.atJQL8NRJqL8H/b.8784235/k.583C/The_Chalice_and_the_Blade.htm)
 - “The Flaming Chalice,” by Rev. Bill Gupton, June 8, 2003, Heritage Universalist Unitarian Church, Cincinnati, Ohio
(www.huuc.net/sermons/Chalice.html)

END SESSION