



Soul Matters

Living Love Through The Practice of Trust



RE Upper Level
Wonderbox
March 2025

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Reminders About Packet Design & Usage

To get the most out of our RE packets, we encourage users/leaders to periodically review the key components of our approach, which can be found on video by clicking [HERE](#) and via written text by clicking [HERE](#).

In particular, we want to draw your attention to these three essential aspects of the packets:

- **Leader Notes:** Throughout the packet, we offer tips and reminders to support and guide leaders. We identify these leader notes using *purple font and italics*.
- **Two Versions of the Packets:** One of the significant differences among UU RE programs is between those that do Time for All Ages (“TFAA”) in worship and those that don’t. To support both, we now offer our lower and upper elementary packets in two versions: one built for those who do TFAAs and another that doesn’t. Both come with your single Soul Matters RE subscription. We aim to make both packets “facilitator-ready,” thus limiting the time you need to adjust the packets for your unique settings.
- **Help With RE Programs of All Lengths (30 min/45 min/60 min/75 min):** Looking for guidance about how to adjust the packet material to fit the unique time length of your program? Click [HERE](#).

Welcome to The Practice of Trust!

Hello Friends! And welcome to the March Soul Matters RE Packet for upper elementary kids on the Practice of Trust.

Can you believe we are into our seventh month of exploring this year's overarching frame: *The Practices of Our Faith*?

I hope you and your church kids have been enjoying this year's exploration of practices that help us embody our faith's core value of liberating love in our daily lives.

This packet continues our exploration by offering us five sessions on *the practice of trust*. Here are angles for each session:

- Session One: Trusting Yourself**
- Session Two: Trusting Others**
- Session Three: Trusting Life**
- Session Four: Fixing Broken Trust**
- Session Five: Trusting Our Inherent Worth**

As you work with these sessions, here are a few things to keep in mind:

First, we want to lift up how proud we are of this packet and all the work that went into it. We feel it is a culmination of the many modifications we've made over the past months to the curriculum design and approach. Your feedback and suggestions have been integral to these refinements. Thanks for being in this with us!

I am also excited about the five theme angles in this packet because they do such an excellent job of highlighting how trust is at the core of our faith, even if we don't always notice it. Personally speaking, I'm now seeing my own faith in a deeper way because of this. I hope your journey with trust deepens your understanding of our faith too.

That said, we also understand that talking about and exploring the theme of trust may bring up lots of feelings for your church kids and leaders. So please help kids and adults be gentle with themselves and leave space to process things as they come up, especially during group conversations.

Finally, a quick note about the final session: we have heard from you all that you would like more options for a multi-gen and one-room schoolhouse style session. Session five of this packet creates just that kind of opportunity. It guides you through an all-ages (kids, youth, and adult) project and is a very tangible way of putting our faith into action as we honor Transgender Day of Visibility.

With gratitude for the many ways you put your trust in us,

April Rosario,
on behalf of the entire [Soul Matters Team](#)

Calendar Connections

March 2025

Click on the hyperlinked names of each event for more information or inspiration

Interfaith

- [Ash Wednesday](#) (Christian) - March 5, 2025 (more [here](#))
- [Lent](#) (Christian) - March 5 - April 17, 2025
- [Purim](#) begins (Jewish) - March 13-14, 2025 (more [here](#) & [here](#))
- [Holi](#) (Hindu) - March 14, 2025 (more [here](#) and [here](#))
- [Ostara](#)/ Spring or the Vernal Equinox (Pagan/Wiccan) - March 20 (more [here](#))
- [Ramadan](#) (Islam) - Evening of Feb 28/day of March 1 - 30, 2025 (more [here](#) and [here](#))
- [Eid al Fitr](#) -end of Ramadan (Islam) - March 30, 2025 (more [here](#))
- [The Annunciation](#) (Christian) - March 25

Unitarian Universalist

- [James Reeb](#) dies (1965) - March 11 (more [here](#) and [here](#).)
- [Susan B. Anthony](#)'s Death - March 13
- [Climate Justice](#) Month - March 22 to April 22
- [Viola Liuzzo](#) dies (1965) - March 25
- *Stewardship Season (in some congregations)*

National & Cultural

- [Women's History Month](#)
- [Irish American Heritage Month](#)
- [Peace Corps Established](#) - March 1 (1961)
- Mardi Gras - March 4, 2025 (falls the day before Ash Wednesday)
- [Season for Nonviolence](#) - Jan. 30 - April 4
- [Dred Scott Case](#) - March 6 (1857)
- [International Women's Day](#) - March 8 (more [here](#))
- [Harriet Tubman Day](#) - March 10
- [St. Patrick's Day](#) - March 17
- [World Water Day](#) - March 22
- Archbishop [Oscar Romero](#) dies - March 24 (1980)
- Selma–Montgomery March (1965) - [March 7](#) (first), [March 9](#) (second) & [March 21-25](#) (third)
- Death of [Ida B. Wells](#) - March 25 (1931)
- [International Transgender Day of Visibility](#) - March 31 (more [here](#))

For Fun and On the Fringe

- [National Day of Unplugging](#) - first Friday of March / Mar. 2
- [Pi Day](#) - March 14
- Everything You Think is Wrong [Day](#) - March 15

Session One:

Trusting Yourself

Theme Angle

The theme this month is The Practice of Trust. We begin our exploration of trust by looking at what it means to trust ourselves and how we can support those voices in our heads that say, “I can do it” and “I can face hard things.” We will talk about self-confidence and how we each have unique special strengths (“superpowers”) we can rely on.

Light It!

Chalice Lighting

Our regularly recommended chalice lighting is centered in our [new UU core value of love](#), lifts up the monthly themes, and taps into the power and fun of body movements. If you’d like an alternative chalice lighting, [HERE](#) is a document with numerous other curated chalice lighting options.

We are Unitarian Universalists ([open wide toward each other](#))

Who put love at the center of our lives ([hands on heart](#))

We light this chalice today,

as a reminder ([tap the side of your head](#)) to trust ourselves

and believe the voice in our heads ([hold hand to your ear like you are listening to a phone](#))

that says, “I can do it.”

Introduce It!

The Wonder Box!

This section names and introduces the session theme using an “[object lesson](#)” approach that centers our UU values of curiosity and questioning.

Reflection Object to Gather Ahead of Time: A Superhero toy or picture



Introduction & Reveal

Good morning, friends!

We are in a brand-new month and that means we have a new theme. All this month, our church is exploring Trust.

Now as you know our wonder box has a different clue each week that will help us understand how we are exploring our theme of the month. So, let's see what we have for a clue today. *(Shake the box a bit and have the kids call out what they think open the box and pull out what is inside)*

It's a superhero!

Question & Wondering

I wonder what this superhero might have to do with our theme of trust. What do you think? *(Pause and allow time for the children to answer.)*

We each have a superpower inside us and it's the power of self-confidence. Does anyone of you know what self-confidence is? *(Pause and allow time for the children to answer.)*

Theme Connection & Call to Exploration

Self-confidence is that voice in our heads that says, “I can do it” and “I can face hard things.”

And when we use our self-confidence superpower, we are trusting ourselves and believing that we can do what we set our minds to.

So today, that is exactly what we are going to practice doing: trusting ourselves and believing in those voices in our heads that say, “I can do it” and “I can face hard things.”

So let's get to it and dive in!

Tell It and Talk About It !

Stories are a great way to introduce the weekly session theme in a memorable and impactful way. Additionally, [oral storytelling](#) is how religious traditions have long passed down wisdom and helped people make sense of the world. Honoring this, we begin our weekly RE journey in the sanctuary with an intergenerational Time for All Ages that uses a wisdom tale to lift up the monthly theme and the particular theme angle for that week.

We encourage storytellers to memorize the suggested wisdom tale and tell it from memory. Click [HERE](#) for some story-telling guidance.

Wisdom Story: The Little Engine That Could

A shortened version of Watty Piper's story. The original can be found [here](#)

Suggested Script

As I said during our wonder box time, today is all about exploring how we can practice and explore what means to trust ourselves. So, with that in mind, I want to share a story with you called The Little Engine That Could.



Once, there was a big train filled with toys and goodies for children, that was stuck at the bottom of a steep mountain. The train needed to get to the other side, but its engine was not working.

All day, other trains passed by, including a red engine, a big black engine, and a shiny green engine. Each time, the broken engine asked for help, but they all refused, saying they were too important or too busy.

Then, a small blue engine came along. It wasn't big or strong, but when asked to help, the little engine said, "I'll try!"

The red engine, the big black engine, and the shiny green engine all laughed, thinking there was no way this little blue engine could pull the train cars over the mountain.

But the little blue engine just hitched herself up to the heavy train and started pulling.

*Chugga Chugga Chugga Chugga
Chugga Chugga Chugga Chugga
Chugga Chugga Chugga Chugga
Choo, choo!*

Up, up, up the mountain went the little blue engine, slowly but surely, and as she did, she began to sing:

"I-think-I-can! I-think-I-can! I-think-I-can! I-think-I-can! I-think-I-can! I-think-I-can! I think I can - I think I can - I think I can, I think I can--"

The little engine chanted as it climbed higher and higher.

*Chugga Chugga Chugga Chugga
Chugga Chugga Chugga Chugga
Chugga Chugga Chugga Chugga
Choo, choo!*

It was tough, and the little engine was tired but didn't give up.

*Chugga Chugga Chugga Chugga
Chugga Chugga Chugga Chugga
Chugga Chugga Chugga Chugga
Choo, choo!*

Finally, after much effort, the little blue engine reached the top and started down the other side.

The toys and goodies made it to the children, and everyone cheered for the little engine that believed in itself and kept going.

The little blue engine unhooked herself and said her goodbye, and as she made her way back down the mountain

As she did, she sang to herself...

"I-thought-I-could! I-thought-I-could! I-thought-I-could! I-thought-I-could! I thought I could - I thought I could - I thought I could - I thought I could - I thought I could I thought I could --"

Reflection Questions to **"Build and Bond"**

*This section makes space for children to dig deeper into the wisdom tale. We know that stories help us **build** our identities and **bond** with each other. So, below we offer questions that both help the children personally connect with the wisdom tale and share their own personal stories, so they connect with each other.*

- What did you like most about the story?
- Why do you think the big engines would not help?
- Why do you think the little blue engine said yes?
- Do you think the blue engine was nervous about doing something as hard as pulling the train cars over the mounting? Have you ever been nervous about doing something hard?
- If you had to put the moral of the story into a sentence, what might that sentence be?

Summing It Up (suggested script format)

We encourage you to play off of the last reflection question and transition into summing up the message of the story. Or to put it another way, after the children say what they think the moral of the story is, validate that and then present the below summary as a restatement of their answers.

Those are all great answers!

And they all lift up how this story is a wonderful reminder of the fantastic things that can happen when we trust ourselves. We all have a voice inside us that says, "I can do it" and "I can face hard things." When we believe in and trust that voice, we unlock a special superpower called self-confidence.

So, in the week and days ahead, let's all do our best to remember to tap into that superpower and trust that, when we work hard and put our minds to it, we can do hard things!

Engage It!

Body Practices, Activities, Crafts & Games for Experiential Learning

Our Engage It section offers a variety of experiential options for exploring each session's theme angle. We suggest you choose one or two of these options that best fit the interests of your group and the time you have available.

Body Practice One: Superhero Meditation (2-4 minutes)

Leader Note: Soul Matters uses body practices to help kids prepare to move into their bodies, not as a way of centering and calming themselves. The goal is not to have kids go inward but to help them embody the session's theme angle.

This activity works with any number of kids.

Suggested Introductory Words

Today, we are exploring ways we can practice trusting ourselves and how we can tap into our self-confidence superpower. So, for our body practice today, we are going to do a superhero meditation.

- Let's begin by spreading out
- Take a moment and close your eyes if you are comfortable doing so and take a deep breath.
- Imagine that you are a superhero! What clothes are you wearing? How do you look? Do you fly/glide/cast webs to propel from tall heights?
- Now pose your body with a super strength pose
- Now, a flying pose
- Now, imagine what a self-confident pose might look like and do that.
- Staying in your self-confidence pose, quietly say, "I think I can."
- Now, a bit louder
- And a bit louder
- And finally, as loud as you can

Now (staying in the self-confidence pose), explain that many superheroes have mantras. For example, Spider-Man says with great power comes great responsibility, and you are going to teach them a mantra for trusting themselves and their self-confidence superpower.

Leader: "I think I can!"

Kids respond: "I know I can!"

Leader: "I think I will!"

Kids respond: "I know I will!"

Leader: "I think I am!"

Kids respond: "I know I am!"

Leader: "I think I trust myself"

Kids respond: "I know I trust myself!"

Body Practice Two: The Confidence Walk (2-4 minutes)

Leader Note: Soul Matters uses body practices to help kids prepare to move into their bodies, not as a way of centering and calming themselves. The goal is not to have kids go inward but to help them embody the session's theme angle.

This activity works best with multiple kids but can be done with any number of kids.

Suggested Introductory Words

Today, we are exploring ways we can practice trusting ourselves and how we can tap into our self-confidence superpower. So, for our body practice, today is a confidence walk.

Directions

- Have each child take turns walking across the room with their best “confident walk” (shoulders back, head up, purposeful steps).
- The rest of the group can cheer, clap, or give high fives to encourage the walker.
- After everyone has had a chance to walk, they can share how they felt during the walk

Creative Activity: Superhero Masks (15-20 minutes)

In this activity, any number of kids

Set-Up & Materials

- Download and print several different superhero mask templates like [these](#).
- Gather and set out scissors, crayons, hole punchers, and string

Suggested Introductory Words

Today, we are exploring how we can practice trusting ourselves, and by using our self-confidence superpower, we can do hard things. So, for our first activity, we will make superhero masks.

Directions

- Invite kids to make their masks when they are done, have them put them on, and share with the group things they trust themselves to do well – one thing they think they can do and one thing they know they can do. For example, they trust themselves to drawing, running, or solving puzzles well.
- End by explaining that when we recognize our own strengths, we build self-trust and confidence in our abilities.

Leader Note: for a more ambitious project, you could try making actual capes with kids. The directions can be found here: <https://createkidscouture.blogspot.com/2014/09/free-super-cape-pattern.html>

Game One: Follow the Leader (5-10 minutes)

This activity works best with at least 3 kids.

Suggested Introductory Words

Our next game is one that you may have played before; it's Follow the Leader! This is an excellent game because it lets us practice trusting ourselves in two different ways. When it is your turn to lead, you can practice trusting that you can lead a group of people and are, in fact, a powerful leader! When you are the follower, this game lets you practice trusting yourself to mimic the movements without overthinking or doubting your abilities. Ready? Great, let's begin.

Directions

Have one child be the "leader" and the others be the "followers." The leader will make movements, gestures, or sounds, and the follower must mimic them as accurately as possible. Take turns, being sure that each child has a chance to lead.

Game Two: I Am/I Trust Myself To Be... Charades (10-20 minutes)

This game needs at least 2 kids to play

Set-Up & Materials

Gather and set out a bowl, bucket, box, or hat of some kind that can easily be reached into.

Suggested Introductory Words

Today is all about exploring trusting ourselves. So, for this game we are going to first do some brainstorming on some of the things we trust ourselves to be and then do some acting!

Directions

- Begin by having kids brainstorm different positive traits or strengths that someone might trust themselves to have (e.g., creative, brave, helpful, leader, strong)
- Write the ideas on pieces of paper and put them in a hat or bowl.
- Next have each child takes a turn drawing a trait and then acting it out for the group without using words, while the rest of the group guesses the strength.
- After the guessing is done, have the group discuss how they see that strength in the person who acted it out.

Leader Note: If you have a child in your group who struggles with reading, have the leader draw the slips for all the kids and then whisper the trait to them to not put the child who struggles on the spot.

Game Three: Self Confidence Superpower Relay (10-20 minutes)

This game needs at least 2 kids to play

Set-Up & Materials

Set up a mini obstacle course where kids can "use their superpowers" (run fast, jump high, solve a puzzle, draw/trace a picture, etc.) to complete the challenge.

Example course:

Child 1 - run down the length of the room, touch the wall, and run back

Child 2 – jump over 3 stacks of books

Child 3 – draw a dog

Child 4 – solve a 10-piece puzzle

Suggested Introductory Words

Today, we are exploring how we can practice trusting ourselves to do things, even the hard things. So, for our next game, we are going to have a relay race. Here is how it will work:

Directions

- Explain each of the obstacles and then have kids decide who will do each leg of the race based on what they trust themselves to be good at.
- Next, have them decide together what time they trust themselves as a group to beat – For example, they are confident and trust that they can complete each challenge as a group in under 10 minutes (leaders help them be realistic about the time).
- Finally, have them line up in order of who is doing what and count them down. After each person is done with their challenge, they must come back and tag the next person before they can go.

Extinguish It!

Bring your time together to an end with chalice-extinguishing words that not only echo the chalice lighting's call to love, but also this session's takeaway and invitation to action. If you'd like alternative chalice extinguishing words, [HERE](#) is a document with other options.

We are Unitarian Universalists (open wide toward each other)

Who put love at the center of our lives (hands on heart)

And as we go out into the world,

Let us remember to trust in ourselves (make an ok sign with your hand)

and tap (tap your heart)

into our self-confidence superpower

when we do hard things

Session Two:

Trusting Others

Theme Angle

This is our second week of exploring *The Practice of Trust*. Last week, we explored trusting ourselves, and this, we look at what it means to trust *other people*. This will lead us to talk about those voices in our heads that say, “Have the courage to be tell the truth” and “We can trust people to be good!” We will also learn what makes others trustworthy and how to tell if they are trustworthy.

Light It!

Chalice Lighting

Our regularly recommended chalice lighting is centered in our [new UU core value of love](#), lifts up the monthly themes, and taps into the power and fun of body movements. If you'd like an alternative chalice lighting, [HERE](#) is a document with numerous other curated chalice lighting options.

We are Unitarian Universalists (open wide toward each other)

Who put love at the center of our lives (hands on heart)

We light this chalice today,

As a reminder

that having the courage to be trustworthy, (put your hands on your hips in a superman pose)

is well worth it!

Introduce It!

The Wonder Box!

This section names and introduces the session theme using an “[object lesson](#)” approach that centers our UU values of curiosity and questioning.

Reflection Object to Gather Ahead of Time:

Two pieces of rope

Leader Note: this wonder box object needs to be tied in a slip knot. Here are tying directions:

<https://www.youtube.com/watch?v=eiW XFQHtU5Y>

Introduction & Reveal

Good morning, friends! We are into our second week of exploring trust. Last week, we talked about trusting ourselves, let's see who clue our wonder box has for us today and what we will be exploring (Shake the box a bit and have the kids call out what they think, then pull out what is inside the box.)

It's a piece of rope! (only take one piece)

Question & Wondering

I wonder what this rope has to do with our theme of trust. What do you think? (Pause and allow time for the children to answer.)

When I think of rope, the first thing that comes to mind is tying knots. I wonder what will happen if I tie a knot in this rope. (Tie a slip knot)

Now we have our knot, so let's see if we can trust it to hold (Pull the ends, and the knot comes apart).

No, we can't because it is a slip knot.

I wonder what would happen if we joined this rope with a second piece of rope and tied a double knot. (Tie a double knot)

Can we trust it to hold? (Pull the ends of the rope the knot should hold)

Theme Connection & Call to Exploration

You see, we needed a second piece of rope to make a knot that we could trust. Sometimes in life, we need other people, too.

Today, we are exploring trusting other people and the voice in our head that says, “We need each other” and “I don't have to do it all on my own” and what makes others trustworthy and how to tell if they are trustworthy.

Let's dive in!

Tell It and Talk About It!

Recognizing the power of [oral storytelling](#), we anchor each session in a wisdom tale that captures the theme angle for that week. We encourage group leaders/storytellers to memorize the wisdom stories and tell them from memory. Click [HERE](#) for story-telling guidance.

Wisdom Story: The Empty Pot – A Chinese Parable

https://www.gathertales.com/story/the-empty-pot/sid-7#google_vignette

Suggested Script

As we talked about during our wonder box time today, we are exploring our theme through the lens of trusting others and what it means to be trustworthy. So, with that in mind, I want to share a special wisdom tale with you, a Chinese parable called tale called The Empty Pot



Once upon a time, in ancient China, there was an Emperor who loved flowers more than anything else in the world. His palace was surrounded by magnificent gardens filled with the rarest and most beautiful plants. As he grew old, the emperor began to think about his successor. Unlike other rulers, he had no children, and so he decided to choose from among the children of the kingdom.

One spring day, he invited all the young people of the land to come to the palace. He announced, "The time has come for me to choose the next emperor. I have a collection of flower seeds here. I will give one seed to each of you. The person who can show me their best in a year will succeed me as emperor!"

Excitement buzzed through the crowd as seeds were handed out. Among those who received a seed was a young boy named Chen, known throughout his village for his green thumb. With great excitement, Chen planted his seed in a pot filled with rich soil. He watered it every day and made sure it got plenty of sunlight.

Weeks passed, but nothing sprouted from Chen's pot. Not a single shoot peeked out from the dark soil.

Around the village, Chen heard tales of others' pots overflowing with vibrant flowers. Embarrassed, he tried changing the soil and adjusting the amount of light and water, but nothing worked. A year passed, and Chen's pot still held just soil.

Finally, the day came to present the pots to the emperor. Holding his empty pot, Chen was nervous. All around him, children whispered and giggled, showing off their pots filled with stunning flowers of all colors. Chen felt tears sting his eyes.

His father, seeing his distress, said gently, "You did your best, and your best is good enough to present to the emperor."

With a heavy heart, Chen walked into the palace. When his turn came, he bowed and presented his empty pot. The emperor's brows rose in surprise. "Why is your pot empty?" he asked.

Chen swallowed hard and answered, "I planted the seed you gave me, and I tended it every day. But it never sprouted."

The emperor nodded, then turned to address the crowd. "I have made my decision," he declared. "The new Emperor will be Chen!"

A gasp went through the crowd. Chen was astonished. "But... but my pot is empty," he stammered.

The emperor smiled and said, "I gave everyone boiled seeds, which would not grow. All of you, except Chen, have brought me pots with flowers. If you planted the seeds I gave you, they could not have grown. Chen was the only one honest enough to present me with an empty pot."

The court erupted into applause as the truth sunk in. The emperor continued, "A great leader must have courage, integrity, and honesty. Ping demonstrated these qualities by being truthful, despite the temptation to pretend otherwise."

Chen became emperor and ruled wisely. Under his reign, the kingdom prospered. He always kept the empty pot on his desk, reminding him and his advisors that honesty and integrity should be at the heart of all their actions.

Reflection Questions to **"Build and Bond"**

*This section makes space for children to dig deeper into the wisdom tale. We know that stories help us **build** our identities and **bond** with each other. So, below we offer questions that both help the children personally connect with the wisdom tale and share their own personal stories, so they connect with each other.*

- What was the most interesting part of the story for you?
- Why do you think the Emperor gave the children seed that he knew would not grow?
- Why do you think the other children presented flowers instead of empty pots like Chen?
- Have you ever been scared to tell the truth? In the end, were you glad you did?
- If you had to put the moral of the story into a sentence, what might that sentence be?

Summing It Up (suggested script format)

We encourage you to play off of the last reflection question and transition into summing up the message of the story. Or to put it another way, after the children say what they think the moral of the story is, validate that and then present the below summary as a restatement of their answers.

Those are all great answers, and they all lift up how this story is a wonderful reminder of the courage it takes to be trustworthy and tell the truth. So, in the week and days ahead, may this story help all of us to have the courage to tell the truth and to trust people to be good.

Engage It!

Body Practices, Activities, Crafts & Games for Experiential Learning

Our Engage It section offers a variety of experiential options for exploring each session's theme angle. We suggest you choose one or two of these options that best fit the interests of your group and the time you have available.

Creative Activity: An Egg Cup Container for Our Seed of Trust (15-20 minutes)

This activity can be done with any number of kids

Set-Up & Materials

- Purchase seeds
- Create and print a card for each child that has seed care (found on the seed package) and planting instructions (Planting - once the seedlings have broken through the soil, gently separate the cups and place them in a planter or the ground. The cups will break apart in the soil to help nourish the plants. Water as needed)
- Cut apart paper egg cartons so the cups are left in pairs (If the cups won't stay upright, use a little tape to attach them to a small paper plate.)
- Gather and set out markers, potting soil, seeds, and spray bottles filled with water.

Suggested Introductory Words

Today, we are exploring how to put our trust in others and what it means to be trustworthy. In our TFAA story, we heard of an emperor who put his trust in children to see who would tell the truth; for our creative activity, we are going to plant a seed just like Chen did. However, it won't be an emperor testing our trustworthiness; it will be the actual seed. The seed will be counting on you and trusting you to care for it, just as the Emperor trusted Chen to tell the truth and care for the people as their future leader.

Directions

- Begin by inviting children to decorate their egg cups with markers
- Next, have children fill their cups with soil and moisten the soil by spraying on water
- Use a finger to poke a hole in the soil, about half the depth of the cup. Place seeds in the soil, then fill in the hole. Do not pack it down.
- Send home seed care and planting instructions card

Group Discussion: What Makes Someone Trustworthy (10- 20 minutes)

Leader Note: These discussion questions aim to help kids understand the concept of trustworthiness, what it looks like in action, and how it impacts their relationships. It encourages self-awareness, empathy, and critical thinking—all important qualities for building healthy, trustworthy relationships.

This activity can be done with any number of kids

Set-Up & Materials

Print and set out [TRUST](#) coloring sheets from [DOODLE ART ALLEY](#).

Directions

Pass out coloring sheets for kids to work on while you talk.

Suggested Introductory Words and Discussion Questions

Lots of us as UUs have a little voice in our heads and hearts that says, “We can trust people to be good!” But, at the same time, it’s still important to learn how to tell if a person might be untrustworthy. So, today we’re going to think through some questions together and help each other figure out if someone is trustworthy” Let's dive in.

- Can you think of someone you trust? What makes them trustworthy to you?
- What are some signs that suggest that someone is likely to be honest or keep their promises
- What are some things that help you recognize when someone is telling the truth or being dishonest?
- What is the difference between someone who is trustworthy and someone who is not? Can you give an example of a situation where someone showed they were trustworthy or untrustworthy?
- If someone makes a mistake but apologizes and tries to fix it, does that make them more trustworthy?
- How do trust and friendship go together?
- How does trust help you feel safe and supported?
- Is it smart to be cautious when deciding whether to trust someone? How long does it usually take for you to trust someone?
- Is it smart to trust someone you don’t know very well? Why or why not? How do you decide if it’s safe to trust someone you’re meeting for the first time?

Game One: The Zipper Game (5-10 minutes)

Leader Note: This is a fantastic Trust Game that doesn't involve risking a fall. To see the game played, watch this video: <https://www.youtube.com/watch?v=sn8oTQcNYIM>

This game is best played with at least 5 people.

Suggested Introductory Words

This game is all about putting our trust in others into action. Ready to play the game? Let's go!"

Directions

- Line up the children in two parallel lines, arms extended toward the opposite line.
- Choose one child to walk, jog, or run through the path between the two lines.
- The runner should ask, "Can I Trust You ?" with the group responding, "Yes!"
- The runner will then ask, "Can I Go?" and the group will respond "Yes!"
- When the runner feels ready, they can announce that they're ready to walk, jog, or run.
- As they move through the line, each member of the group will drop or lift their arms just before the runner gets there.
- The faster the runner goes, the more confidence and trust they have in the group.

Game Two: Helium Hoop (easier version of the Helium Stick game)

https://www.teampedia.net/wiki/Helium_Stick#google_vignette

This game needs at least 3 people.

Suggested Introductory Words

This game is another one that helps us explore putting our trust in others and being trustworthy as others put their trust in us. Ready to play the game? Let's go!"

Directions

- Have the group stand in a circle, hands forward and parallel to the group. Instruct the children to make fists and extend only their index fingers. Gently place a hula-hoop onto their extended fingers, making sure everyone is included.
- The goal is for the kids to lower the hoop to the ground without dropping it or losing contact with it. The catch: Each person's fingers must be in contact with the hoop at all times. Pinching or grabbing the hoop is not allowed - it must rest on top of their fingers.
- It can be challenging, and the group will need to come up with a strategy to make it work and then trust each other.
- Make it harder by playing a second time and asking kids to place one hand behind their backs.

Game Three: Pothole Blindfold Walk (10-15 minutes)

Leader Note: This is a fantastic Trust Game that doesn't involve risking a fall. To see the game played, watch this video: <https://www.youtube.com/watch?v=DwjNFYnIVol>

This game needs at least 2 people.

Set-Up & Materials

- Gather and set out blindfolds
- Use painter's tape to make a square on the floor and then fill it with disposable cups. Space the cups randomly, leaving some open paths.

Suggested Introductory Words

This game is all about putting our trust in others into action. It will help us practice being trustworthy in our words and placing our full trust in others to help us move across our imaginary mind field. Are you ready to play the game? Let's go!"

Directions

- **Divide Kids into Teams:** Split the kids into teams of 2 or 3, depending on how many players are in the group. You can do multiple rounds or form pairs for more interactive engagement if you have a larger group.
- **Assign Roles:** One child from each team will be blindfolded and have to navigate the pothole field. Other team members are responsible for guiding the blindfolded child through the course by giving clear and concise verbal instructions. They cannot physically help move the blindfolded child—they can only talk and give directions.
- **Explain the Mission:** Tell the kids their task is to safely navigate the field of potholes with the help of their teammates' verbal directions. They must trust their teammates' guidance to avoid falling into the potholes (step on the cups). Here are a few direction examples:
 - "Take two steps to the right."
 - "Turn left and go straight for three steps."
 - "Move forward slowly and stop!"
- **Navigate the Course:** The blindfolded child will walk through the pothole field based on their teammates' directions. If they hit a pothole, they must either return to the starting point or receive a penalty (you can decide the rules before starting, such as starting over from a checkpoint).
- **Once everyone is done, ask the group:**
 - Why is trust important in this game?
 - How did the blindfolded player have to trust their teammates? How does that relate to trust in real life?

Game Four: I Doubt It (10-15 minutes)

<https://entertainment.howstuffworks.com/how-to-play-canasta.htm>

This game needs two or more players, but it's a greater challenge with at least three players.

Set-Up & Materials

Gather and set a deck of cards (If you have 6 or more kids playing, you will need two decks of 52 cards)

To see the game played, watch this video: <https://www.youtube.com/watch?v=mle3gVFkbgm>

Suggested Introductory Words

Today, we have been exploring what it is like to put our trust in others and what it means to be trustworthy. However, part of trusting is spotting when someone is dishonest. Our next game will help us practice spotting when we should not trust and identifying when someone is not trustworthy.

Directions

- Have the kids and leaders sit in a circle on the floor or at a table and deal all the cards as evenly as possible.
- The player at dealer's left begins by discarding between 1-4 cards (if you are playing with 2 decks, discard can go as high as eight cards) face down in the center of the table to begin a discard stack, announcing them by rank start with aces. (for example, "Two aces")
- The following player announces "2s," or perhaps "One 2," and puts single or multiple cards face down on the stack.
- The next player announces "3s," and so on, each player stating a rank just above the previous one played. After you reach Kings, start playing again at Aces.
- At your turn, you must discard, but the cards you discard don't have to be the rank called for. You might announce "Three queens" and put down two jacks, a 6, or any other three cards. Be convincing.
- If anyone is skeptical, they can challenge you at any time by being the first to shout, "I doubt it!"
- If challenged, turn over your discards. Pick up the entire discard pack if they're not what you claimed. But if your cards are as announced, your challenger picks up the stack!

Extinguish It!

Bring your time together to an end with chalice-extinguishing words that not only echo the chalice lighting's call to love, but also this session's takeaway and invitation to action. If you'd like alternative chalice extinguishing words, [HERE](#) is a document with other options.

We are Unitarian Universalists (open wide toward each other)

Who put love at the center of our lives (hands on heart)

And as we go out into the world,

Let us remember

that having the courage to be trustworthy, (put your hands on your hips in a superman pose)

is well worth it!

Session Three:

Trusting Life

Theme Angle

This is our third week of exploring The Practice of Trust. So far, we have explored trusting ourselves and others. This week, we look at what it means to trust *life*. We will talk about how we can support those voices in our heads that say, “Life is good!” and develop the courage to take “leaps of faith.” The Hindu holiday of Holi happens in March, so we will look at its celebration of good over evil. St. Patrick’s Day is also in March, so we will use it as a chance to ask, “Is life just random and full of luck, or does it lean in the direction of goodness?”

Light It!

Chalice Lighting

Our regularly recommended chalice lighting is centered in our [new UU core value of love](#), lifts up the monthly themes, and taps into the power and fun of body movements. If you’d like an alternative chalice lighting, [HERE](#) is a document with numerous other curated chalice lighting options.

We are Unitarian Universalists (open wide toward each other)

Who put love at the center of our lives (hands on heart)

We light this chalice today,

To help us remember (tap head)

to trust that life is good

and have the courage to take a leap of faith. (have kids jump into the air)

Introduce It!

The Wonder Box!

This section names and introduces the session theme using an “[object lesson](#)” approach that centers our UU values of curiosity and questioning.

Reflection Object to Gather Ahead of Time:

A zip lock bag, ROUND pencils, and a bottle of water

Leader Note: [Science Behind A Pencil Thru a Bag Full of Water](#)

Introduction & Reveal

Good morning, friends! We are in our third week of exploring The Practice of Trust. So far, we have explored trusting ourselves and others. Let’s see what is in our Wonder Box today and what our clue is for what we will be exploring today.

(Shake the box a bit and have the kids call out what they think, then pull out what is inside the box.)

It’s a bag and pencils!

Question & Wondering

I wonder what they might have to do with our theme of trust. What do you think? (Pause and allow time for the children to answer.)

Theme Connection & Call to Exploration

To start today we are going to do an experiment that involves trust and a leap of faith. Are you ready? Let's begin! (Fill the zip lock bag with water and close it tight!)

I need a volunteer who is willing to take a leap of faith and hold this bag of water over their head.

Once you have your volunteer tell them you are going to stab the bag of water with 3 pencils, but they won’t get wet. Then ask, “DO YOU TRUST IT?” Stab the pencils one at a time, quick and straight

_____ (Name of Volunteer) just took a leap of faith, they trusted that they wouldn’t get wet but there was no guarantee.

And that is exactly what we are exploring today, what it means to trust *life*, support those voices in our heads that say, “Life is good!” and develop the courage to take “leaps of faith.”

Tell It and Talk About It!

Recognizing the power of [oral storytelling](#), we anchor each session in a wisdom tale that captures the theme angle for that week. We encourage group leaders/storytellers to memorize the wisdom stories and tell them from memory. Click [HERE](#) for story-telling guidance.

Wisdom Story: Lost in the Desert

<https://www.dailytenminutes.com/2018/05/story-lost-in-desert.html>

Suggested Script

Good morning, friends!

As you know, we are in our third week of Practicing Trust. So far we have explored trusting ourselves and trusting others. This week, we are diving into what it means to trust life. So, with that in mind, I want to tell you a story called Lost in the Desert.



Once, a man got lost in a desert. The water in his canteen had run out two days ago, and he was on his last legs. He knew that if he didn't get some water soon, he would surely die. The man saw a small hut ahead of him. He thought it must be a mirage or maybe a hallucination, but having no other option, he moved toward it. As he got closer, he realized it was real. So he dragged his tired body to the door with the last of his strength.

The hut was not occupied and seemed like it had been abandoned for quite some time. The man entered into it, hoping against hope that he might find water inside.

His heart skipped a beat when he saw what was in the hut - a water hand pump! It had a pipe going down through the floor, perhaps tapping a water source deep underground.

He began working the hand pump, but no water came out. He kept at it, and still nothing happened.

Finally, he gave up from exhaustion and frustration. He threw up his hands in despair. It looked as if all hope was lost.

Then, the man noticed a bottle in one corner of the hut. It was filled with water and corked up to prevent evaporation.

He uncorked the bottle and was about to gulp down the sweet life-giving water when he noticed a piece of paper attached to it. Handwriting on the paper read: "Use this water to start the pump. Don't forget to fill the bottle when you're done."

He had a dilemma. He could follow the instructions and pour the water into the pump, or he could ignore it and just drink the water.

What to do?

If he let the water go into the pump, what assurance did he have that it would work? What if the pump malfunctioned? What if the pipe had a leak? What if the underground reservoir had long dried up?

But... what if the instruction was correct. Should he risk it? If it turned out to be false, he would be throwing away the last water he would ever see.

Hands trembling, he poured the water into the pump. Then he closed his eyes, said a prayer, and started working the pump.

He heard a gurgling sound, and then water came gushing out, more than he could possibly use. He luxuriated in the cool and refreshing stream. He was going to live!

After drinking his fill and feeling much better, he looked around the hut. He found a pencil and a map of the region. The map showed that he was still far away from civilization, but at least now he knew where he was and which direction to go.

He filled his canteen for the journey ahead. He also filled the bottle and put the cork back in. Before leaving the hut, he added his own writing below the instruction: "Believe me, it works!"

Reflection Questions to **"Build and Bond"**

*This section makes space for children to dig deeper into the wisdom tale. We know that stories help us **build** our identities and **bond** with each other. So, below we offer questions that both help the children personally connect with the wisdom tale and share their own personal stories, so they connect with each other.*

- What part of the story did you like the most? And why?
- In the story, the man had a choice do what the sign said and pour the water on the pipe or drink it. What would you have done and why?
- Have you ever heard the phrase: "leap of faith"? It means take an action when it's really hard to tell what the right decision is. Have you ever had to take a leap of faith, take action even though you were not sure how it would work out?
- If you had to put the moral of the story into a sentence, what might that sentence be?

Summing It Up (suggested script format)

We encourage you to play off of the last reflection question and transition into summing up the message of the story. Or to put it another way, after the children say what they think the moral of the story is, validate that and then present the below summary as a restatement of their answers.

Those are all great answers, and they all lift up how this story is a wonderful reminder of what can happen when we trust life and have the courage to take a leap of faith!

The man did not know if the sign was true or when it had been written, but he proceeded regardless. He trusted the idea that "Life is good!" and that his action would be rewarded. Without knowing what to expect, he made a leap of faith.

So, in the week and days ahead, may all of us hold onto this story as a reminder to be open, to trust life, and to be brave enough to take a leap!

Engage It!

Body Practices, Activities, Crafts & Games for Experiential Learning

Our Engage It section offers a variety of experiential options for exploring each session's theme angle. We suggest you choose one or two of these options that best fit the interests of your group and the time you have available.

Body Practice: Flowing Like a River (3-5 minutes)

Leader Note: Soul Matters uses body practices to help kids prepare to move into their bodies, not as a way of centering and calming themselves. The goal is not to have kids go inward but to help them embody the session's theme angle.

Suggested Introductory Words & Directions

Let's begin our exploration with a body practice that will help us practice letting go of control and trusting our bodies and the flow of life.

Leader Note: This movement mimics the natural flow of a river, allowing kids to explore fluidity and connection to the rhythm of life. The idea is to move through space as if the child were part of a flowing stream that trusts its course.

Directions

- Invite kids to move around the space like the water of a river—flowing, turning, bending, swaying, or even splashing, moving their arms and bodies as if they're water—sometimes fast and energetic, sometimes slow and relaxed, sometimes spiraling, sometimes stretching.
- As they move, remind them that water always finds its way, and so does life. There's no wrong way to move; all they need to do is let go and trust the flow. Tell them that rivers always trust their course, even when they go around obstacles or twist and turn. There's no need to control the flow — they just let it happen naturally and with trust.
- Encourage kids to move freely and imagine they are flowing through life, trusting that each turn or obstacle will guide them to where they need to go.

Creative Activity One: Watercolor Painting of “A Good Life” (15-30 minutes)

This activity can be done with any number of kids

Set-Up & Materials: Gather & set out paper, watercolor paint, paintbrushes, water cups, & paper towels.

Suggested Introductory Words

Today, we are exploring how we can practice trusting life and living in a way that says, “Life is Good!” We are also lifting up the fact that, as UU’s, we know there is wisdom in all the world’s religions. So, today’s creative activity helps us explore both of these things. The Hindu holiday of Holi happens in March and is a celebration of good over evil, which is another way of saying Life is Good. Holi is a religious festival that signals the coming of spring in India. It commemorates the good harvests and the fertile land. It’s the start of new hopes and relationships, signified through the burst of colors everywhere. Holi is celebrated by people throwing scented powder and colored water at each other.

So, with that in mind and taking wisdom from this festival for our creative activity today, we are going to use beautiful and colorful watercolor paint to paint a picture that represents t what you think Life is Good might look like. Let’s begin!

Directions

- Pass out supplies and invite kids to paint the “Life is Good” pictures.
- As kids work, play some traditional Holi folk music
 - Holi Hits Traditional Holi Songs - <https://www.youtube.com/watch?v=zIFXQE0mZ4A>
- When they are done, encourage them to share their pictures and explain why they painted what they did.

Game One: Leap of Faith

This activity works with any number of kids

Set-Up & Materials: Gather and Set multiple cushions or pillows

Suggested Introductory Words

Our next game is a fun one that will literally ask you to trust and to take a leap of faith. Now, it is important to remember that just because we take a leap of faith, that does not mean it will always work out - that is the trusting part, otherwise, it would be called a step of certainty.

Directions

- Start by placing one cushion on the floor
- Have the kids line up behind the cushion with enough room to get a running start before jumping over a cushion.
- Explain that they will each call out something in their life that they have done or want to do that would need them to take a leap of faith (Ex. [Trying to ski for the first time](#), [auditioning for a play](#), [making dinner by themselves things that they have no guarantee will work out.](#)) and then have them run and jump over the cushion.
- Add another cushion each after everyone has gone, and repeat the process again, this time naming something new.
- Explain that it is no big deal if a cushion gets knocked over; they can sit and cheer everyone on.
- Keep adding cushions until the last person knocks over a cushion

Game Two: "The Luck of the Irish: Fate or Fortune?" (20-40 minutes)

A game designed by April Rosario with the help of ChatGPT

This activity works best with at least 3 kids

Set-Up & Materials

- Gather and set out the following: a large green "Lucky Leprechaun Hat" (or a decorated container or box), newsprint with two columns labeled "Random Luck" and "Goodness/Fate," and tape
- Create luck & goodness cards (Examples of Cards below) and place them in the hat
 - "You win a small prize from a raffle" (Random Luck)
 - "You receive a compliment from someone when you need it most" (Goodness/Fate)
 - "You find a \$5 bill on the ground" (Random Luck)
 - "You take time to help a classmate, and they thank you later" (Goodness/Fate)
 - "You score the winning goal in a game by chance" (Random Luck)
 - "You make a plan to work hard and get an A on a test" (Goodness/Fate)
 - "You get a surprise gift from a friend" (Random Luck)
 - "You share your lunch with someone who forgot theirs" (Goodness/Fate)

Suggested Introductory Words

Before we play our next game, I have two questions for you:

- Do you think good things happen because of luck or because something good is always happening around us? *Leave space for the kids to answer*
- Have you ever had a lucky moment or a moment when you felt that something good was meant to happen to you? *Leave space for the kids to answer.*

Well, our next game was inspired by St. Patrick's Day, which is also in March and is a fun way to think about and explore whether we believe life is full of random chances (luck) or whether it leans in the direction of goodness?"

Directions

Begin by setting up the "Lucky Leprechaun Hat" at the center of the room. Fill it with cards or paper symbols that represent various "lucky" or "goodness" experiences and random events.

- One by one, each child will take turns drawing a paper or card from the Lucky Leprechaun Hat. Each card will describe a scenario, either leaning toward "Random Luck" or "Goodness/Fate."
- The child will read the card aloud and decide which column it belongs in. If they feel it's more about random chance (e.g., "You found a four-leaf clover on your walk!"), they'll put the card in the "Random Luck" column. If they think it's about goodness, fate, or something intentional (e.g., "You helped a friend, and it made their day better!"), they'll put it in the "Goodness/Fate" column.
- After every few rounds, pause to ask questions like:
 - "What makes you think that belongs in Random Luck or Goodness/Fate?"
 - "Is it possible for something to start as a random event but lead to something good?"
 - "Can we create goodness by our actions, or do we just wait for luck to happen?"
- To wrap up, gather the children in a circle and reflect on the game with the following "Luck vs. Goodness Debate" Discussion Questions:
 - Which column has more cards or experiences, Random Luck or Goodness/Fate?
 - Do you think life is mostly about luck, or is goodness guiding things? Why?
 - Can we make our own luck by doing good things for others?

Game Three: Life is Good Relay (3-5 minutes)

This game works best with at least 3 kids

Set-Up & Materials

Create a simple relay race course with several stations (e.g., cones to weave through, a jump rope station, or a place to pass a ball).

Positive Affirmation Cards (small cards with positive messages like "I am kind," "Life is full of adventure," "I am strong," "I can help others," etc.)

Life is Good "Goodie Bags" (optional, can include small prizes, positive notes, stickers, or candy for a reward)

Large poster or whiteboard with "Life is Good" written on it

Suggested Introductory Words

Life is full of good things! But sometimes, we need a reminder to slow down and think about all the good in our lives. Our next game gives us a chance to work as a team to celebrate life's goodness through a relay race full of fun challenges. At each station, you'll do something that reminds you of how life is good and how we can spread that goodness to others! Ready? Let's begin

Directions

- Have kids line up behind the start line and explain each station and what to do at it. After each player completes a station, they run back to their team and tag the next person in line.
- The relay continues until all players on each team have completed each station.
 - Station 1: "Compliment Station (weave through the cones)" - The first player runs to the station where they must give a sincere compliment to another team member (e.g., "I like how kind you are," or "You're really good at helping others").
 - Station 2: "Gratitude Toss" (ball toss) - The player tosses a soft ball (or bean bag) into a basket from a distance and shares something they're grateful for
 - Station 3: "Helping Hands" - The player runs to the station and must perform a helpful action (e.g., picking up an object and bringing it to the next station). This could also be a simple teamwork activity, like helping a teammate "carry" an invisible object (through hand signals) to the next stop.
 - Station 4: "Jump for Joy" (jump rope)- At this station, the player has to jump rope 5 times and name something in real life that makes them jump for joy
- Once all teams have completed the relay, gather the kids together for a reflection circle and end the game by having each child take a turn saying one positive thing about their life or something they're grateful for. This reinforces the idea that life is full of good things, and even when challenges arise, there is always something to be thankful for.

Extinguish It!

Bring your time together to an end with chalice extinguishing words that not only echo the chalice lighting's call to love, but also this session's takeaway and invitation to action. If you'd like alternative chalice extinguishing words, [HERE](#) is a document with other options.

We are Unitarian Universalists (open wide toward each other)
Who put love at the center of our lives (hands on heart)
And as we go out into the world,
Let us remember (tap head)
to trust that life is good
and to have the courage
to take a leap of faith. (have kids jump into the air)

Session Four:

Fixing Broken Trust

Theme Angle

This is our fourth week of exploring *The Practice of Trust*. So far, we have explored trusting ourselves, others, and life. This week, we look at what it takes to *fix broken trust*. In addition to discussing the skills of making a sincere apology and forgiveness, we will also get into feelings and explore how it feels when people lie to us or don't keep things private.

Light It!

Chalice Lighting

Our regularly recommended chalice lighting is centered in our [new UU core value of love](#), lifts up the monthly themes, and taps into the power and fun of body movements. If you'd like an alternative chalice lighting, [HERE](#) is a document with numerous other curated chalice lighting options.

We are Unitarian Universalists (open wide toward each other)

Who put love at the center of our lives (hands on heart)

We light this chalice today to remind us that

Yes, sometimes trust can be broken (make a breaking motion with hands),

but it can also be fixed (make a repairing motion with hands)

and made stronger (make muscle arms)

more beautiful (Smile)

than it was before.

Introduce It!

The Wonder Box!

This section names and introduces the session theme using an “[object lesson](#)” approach that centers our UU values of curiosity and questioning.

Reflection Object to Gather Ahead of Time:

A bridge built out of Legos



Introduction & Reveal

Hello friends! We are in our fourth week of exploring our theme of practicing trust. So far, we have explored trusting ourselves, others, and life.

Let's dive right in and see what clue is in our wonder box and how we will be exploring trust today!

(Shake the wonder box GENTLY so you don't break the bridge too soon, and then open it to reveal the reflection object)

It's a bridge!

Question & Wondering

I wonder what the Lego bridge might have to do with the trust. What do you think? *(Pause and allow time for the children to answer.)*

Theme Connection & Call to Exploration

Trust is a fragile thing, and sometimes it can be broken. Let's imagine that trust is like a bridge that connects two people.

Sometimes, when trust is broken *(break the Lego bridge into pieces)*, the bridge cracks or even breaks apart.

Rebuilding that bridge takes time and care. It can be hard and cause lots of different feelings, but it is always worth it in the end.

Today, we are exploring what it looks and feels like to fix broken trust. Ready, great, let's dive in!

Tell It and Talk About It!

Time for All Ages

Recognizing the power of [oral storytelling](#), we anchor each session in a wisdom tale that captures the theme angle for that week. We encourage group leaders/storytellers to memorize the wisdom stories and tell them from memory. Click [HERE](#) for story-telling guidance.

Wisdom Story: The Broken Pot

(Authored by Soul Matters Director of RE Resources, April Rosario. Inspired by the tradition of [Kintsugi](#) and “golden repair”)

Suggested Script

Good morning, everyone, and welcome! All month, we have been exploring how we can practice trust, and today, I want to share a story with you about fixing broken trust.



Once upon a time, long, long ago, in a Japanese village, there was an old pot that had been passed down through generations. One day, a child from the family who owned the pot was playing with it when they weren't supposed to and dropped it. The pot hit the floor, and it cracked, losing its ability to hold water.

The child picked up the pieces and tried to hide them, for they knew they were not supposed to be playing with it in the first place.

For days, the family searched for the pot, and eventually, the child brought out the pieces and explained what had happened. Their family was furious. “How can we ever trust you again?” they asked the child. And they brought the pieces outside to throw away.

A village elder happened to be watching and asked that they give the pot to him instead, for he was sure he could fix it. The family handed over the pieces but doubted that the pot could ever be restored to its former state.

What the family didn't know was that the elder had been trained in the traditional Japanese art of repairing broken pottery with lacquer mixed with gold. The elder worked patiently, ensuring that each crack was carefully mended. After several days of painstaking effort, the pot was restored to its original shape. Though the cracks were still visible, the pot was now stronger than ever before.

The elder returned the pot and explained to the family, “I know you are mad, but remember, trust is like this pot. Yes, it can crack and sometimes be broken, but we have the power within us to fix those cracks. And if done well, the pot can end up being even stronger and more beautiful than before.”

And then the wise elder mysteriously handed the child his special brush and the parents his jar of paint.

Reflection Questions to **“Build and Bond”**

*This section makes space for children to dig deeper into the wisdom tale. We know that stories help us **build** our identities and **bond** with each other. So, below we offer questions that both help the children personally connect with the wisdom tale and share their own personal stories, so they connect with each other.*

- What was the most interesting part of the story for you?
- Have you ever had to fix broken trust?
- Has anyone ever broken your trust?
- What do you think the moral of the story is?

Summing It Up (suggested script format)

We encourage you to play off of the last reflection question and transition into summing up the message of the story. Or to put it another way, after the children say what they think the moral of the story is, validate that and then present the below summary as a restatement of their answers.

Those are all great answers and will help us in the week and days ahead, as we deal with things we have broken.

So with that in mind, may all of us remember the elder’s brush and golden paint, trust that when well repaired, what was once broken can be stronger and more beautiful than it was before.

Engage It!

Body Practices, Activities, Crafts & Games for Experiential Learning

Our Engage It section offers a variety of experiential options for exploring each session's theme angle. We suggest you choose one or two of these options that best fit the interests of your group and the time you have available.

Creative Activity One: The Marshmallow Bridge of Trust

<https://teachersareterrific.com/2023/12/tips-for-building-bridges-in-stem.html>

This activity can be done with any number of kids as it can be done as individuals or as pairs/teams

Set-Up & Materials

Gather and set out small cards or people figurines, mini marshmallows, toothpicks (and maybe tape) - TIP: Leave the marshmallows outside their air-sealed bag overnight to make them less flimsy/soft. They will work better.

Suggested Introductory Words

Today, we are exploring what it looks and feels like to fix broken trust. As we talked about in our wonder box rebuilding trust between people is just like rebuilding a bridge, it takes time and care. It can be hard and cause lots of different feelings, but worth it in the end. Today, we're going to practice what it might feel like to rebuild trust by making a bridge!

Directions

Invite kids to use the mini-marshmallows and toothpicks to build a bridge that will support the weight of the cars or people for 20 seconds. The bridge can have supporting legs under it – if you are using a span that is close to the floor or table.

Creative Activity Two: A Calm Down Kit to Fix Trust (15-30 minutes)

This activity can be done with any number of kids

Leader Note: Everyone's centering practices are different. This activity is about creating a kit that is adapted to each child's own needs and abilities. Items can be found/created that are also budget friendly.

Set-Up & Materials

Gather and set out index cards and coloring supplies, latex-free gloves, and a variety of fillers—beads, sand, glue, cotton balls, rice, etc. for the fidget as well as scratch-n-sniff stickers, small pad of paper, and pencil/crayons, chenille stems, chewing gum, mini slinkies, squares of fuzzy/soft fabric, pinwheels, bubble wands, finger mazes, etc.

Suggested Introductory Words

Today, we are exploring what it looks and feels like to fix broken trust. When we trust someone and that trust gets broken, we are all kids of different big emotions. One of the first steps in fixing broken trust is to work through those feelings. One way we can do this is by using tools for calming/centering/coping and helping us heal in a mindful way. So, for our next creative activity, we are going to make some calming tools to help us work through those big emotions.

Directions

- Start with everyone building their own fidget.
 - You will need latex-free gloves and a variety of fillers—beads, sand, glue, cotton balls, rice, etc. Let each child choose one filler for their glove. (You might need funnels to help with pouring certain fillers.) Fill the glove about $\frac{3}{4}$ full. Make a knot at the open end of the glove. Here's your first fidget for your Calm Down Kit!
- Next, give everyone a 3x5 index card.
 - On one side, have children draw a picture of a flower or write, "smell the flower." On the other side, draw a picture of a candle or write, "Blow out the candle." This is a deep breath card. Smell the flower (breathe in), blow out the candle (breathe out). Repeat as often as needed. Here is your second item for the Calm Down kit!
- Once these are done, hand each child a box, bag, basket, or any other type of small/medium container for their Calm Down kit.
 - Have various items available for children to choose from: scratch-n-sniff stickers, small pad of paper and pencil/crayons, chenille stems, chewing gum, mini slinkies, squares of fuzzy/soft fabric, pinwheels, bubble wands, finger mazes, etc. Ask children to select three more items to add to their Calm Down kit. When they take their kit home, what other things would they like to add in? A stuffy? Legos? Earplugs? A book? Their kit is whatever they need it to be to feel centered so they can handle the big stuff.
- As kids work, have a conversation about how it feels when people lie to us or don't keep things private, and our trust in them is then broken

Creative Activity Three: Fixing Broken Trust With Sincere Apologies Role Play(15-30 minutes)

https://www.randomactsofkindness.org/lessonplans/Grade_5_Caring_Lesson_3_Making_a_Sincere_Apology.pdf

This activity works with any number of kids

Set-Up & Materials

On a piece on newsprint, write the following “The 4 Steps to Apologizing”: 1 - Realize you did something wrong. 2 - Sincerely apologize. 3 - Explain yourself. 4 - Make future plans.

Suggested Introductory Words

Who here has ever made a mistake? (raise hands to show kids can answer this way) Yes, we all have because we are human beings, and we are not perfect. We cannot get it right all the time. And sometimes, the mistakes we make cause our friends or our family to lose trust in us.

When that happens, we need to be accountable, listen, and learn, and actively work toward living into the promises we make to one another when we are in relationship with each other as we work towards fixing that broken trust. And one of the first steps we can take is to sincerely apologize.

Raise your hand if you ever had someone give you an insincere apology. Someone who just said “Sorry!” but you knew they didn’t mean it? How did that feel? (Leave space for kids to respond)

Sometimes, it is hard to apologize! Why do you think it is hard to say “I’m sorry” to someone? (Leave space for kids to respond)

Apologies should be sincere and from the heart. There are four steps to apologizing. (show newsprint)
The first step begins with you.

1. Realize you need to apologize. This can take a little while. If you’re not ready and someone tells you to apologize, it’s OK to say something like, “I’m still really mad, and I’m not ready to apologize yet. Can we talk about this after I calm down?”
2. Admit you were wrong and give a sincere apology. Say specifically what you did wrong. Be as honest as you can.
3. Explain why you acted the way you did. Everyone makes mistakes.
4. Make plans to make it right.

For our next activity, we are going to do some acting and role-playing to help us practice making sincere apologies.

Directions

Invite kids to create a skit that involves trust being broken and a sincere apology using the four steps being given. (If you have 4 or more kids, break them into two groups and act their skits out for each other) Scenario Example: Two close friends are talking about something very personal. The first friend asks the second not to say anything to anyone else. The second friend tells someone else what the friend said.

Reflection Questions

- How do you feel when you get a sincere apology from someone?
- How do you feel when you give one?
- Is it okay to ask someone to apologize to you? Why or why not?

Apologizing is an act of kindness to yourself and others. When we make a sincere apology, using the four steps of apologizing, we are taking a step toward fixing broken trust and mending our relationship with someone, and that makes our future relationships stronger! A person may not accept your apology right away because it takes them a while for the hurt to go away. That's okay. The important thing is that you apologized and that they know you are sorry.

Creative Activity Four: Crumpled Heart Activity (15-30 minutes)

This activity works with any number of kids

Set-Up & Materials

Gather and set out white paper, scissors, and [gold glitter glue](#)

Suggested Introductory Words

After we have someone who has broken our trust, we might need to work on forgiving them. What do you think it means to forgive? (leave space for kids to answer)

Forgiveness is a concept in most religions and means letting go of anger and desire to get revenge. It's when we let go of something that's already happened.

Forgiveness isn't easy, and it doesn't mean you put yourself in a position to be hurt again. Trust must be rebuilt. Sometimes, forgiving someone takes a long time.

Directions

- Pass out a sheet of white piece of paper and invite kids to draw a large heart on it and then cut it out
- Tell them to crumple it up, stomp on it, fold it, bend it, and rip it into 3 or 4 pieces. Explain that this is how we can feel sometimes when people break our trust.
- Ask them to stop and carefully uncrumple the paper, smoothing out the wrinkles to the best of their abilities. It might be hard and frustrating, and no, the heart will never look exactly the same, but this is part of the process of fixing broken trust and forgiveness.
- Remind them that Kintsugi is the Japanese art of repairing broken pottery by mending the areas of breakage with urushi lacquer dusted or mixed with powdered gold, silver, or platinum.
- Invite kids to put the pieces to their hearts back together by using the gold glitter glue to fix them and glue them onto a different color sheet of construction paper.
- As kids work, have a conversation about using the below questions:
 - When were you forgiven by someone else? How did it feel?
 - When did you forgive someone? How did it feel?

Extinguish It!

Bring your time together to an end with chalice extinguishing words that not only echo the chalice lighting's call to love, but also this session's takeaway and invitation to action. If you'd like alternative chalice extinguishing words, [HERE](#) is a document with other options.

We are Unitarian Universalists (open wide toward each other)
Who put love at the center of our lives (hands on heart)
And as we go out into the world,
Let us remember,
Yes, sometimes trust can be broken (make a breaking motion with hands),
but it can also be fixed (make a repairing motion with hands)
and made stronger (make muscle arms)
more beautiful (Smile)
than it was before.

Session Five:

Trusting Our Inherent Worth

Theme Angle

This is our fifth week of exploring *The Practice of Trust*. So far we have explored trusting ourselves, trusting others, trusting life and how to fix broken trust. In this final week, we look at trusting our inherent worth and how part of that is also about helping others trust *their* inherent worth. This will lead us into how we can support those voices in each other's heads that says, "I deserve to be treated with respect." With this as our focus, we have the wonderful opportunity to honor Transgender Day of Visibility with a Faith in Action project.

A few notes about this session

We wrestled with what content to include in this session. As we worked with the theme of trusting our inherent worth we wanted to include and honor both Women's History Month and Transgender Day of Visibility. But it soon became apparent that trying to do both ended up doing a disservice to each of them. So we switched to a focus on Transgender Day of Visibility, largely driven by the current hostile cultural environment for those of us who are transgender. Now if you feel that you would rather focus on and create material to focus on Women History, we of course whole heartedly support that.

As we mentioned in the opening letter of this packet, we have heard lots of feedback from folks about wanting some options for one-room schoolhouse experiences and more multi-gen RE options. So this session is built around a faith-in-action project that can get at such one-room/multi-gen experiences in a few different ways.

- This faith-in-action session can be used to create a one-room schoolhouse experience by having all children and youth, lower elementary age though high school youth, in one room doing the project together. Children and youth can work parallel, or you can pair them up and have them work collaboratively.
- This session can also be used to create a whole church multi-gen experience with kids, youth and adults gather in place of or after a regular worship service. Again, everyone could work in parallel with each other or in groups and or pairs. This fosters connection and relationship building across the generations.
- Or this session could be used with children and youth in their regular individual spaces. If you choose this option, and it does not take up your whole time or kids finish quickly we've provided a game at the end of the session to use with them.

We also want to lift up and thank Rev. Caitlin Cotter Coillberg the Minister of Spiritual Growth at UUCSS, Unitarian Universalist Church of Silver Spring, for bringing this faith-in-action project to our attention and posting it on the LREDA Facebook page. Caitlin used this project with their youth and lovingly created a [Google Folder](#) of everything they printed for this project so folks did not have to recreate it.

A Note About The Project From The Widening The Circle Team

This faith in action project centers around writing cards that celebrate and express solidarity with transgender people such as those us in our church community and outside it.

While this is a project we are extremely excited to support, we also want to offer a word of caution to ensure that unintentional harm is not created. The issue involves the language you and your children write on the cards. Be sure to be cautious with or avoid language that assumes trans folks feel bad about themselves or lack self-love. An example of this is “You are worthy.” Instead, the goal of the language written on the cards is to honor the strength and self-love that transgender people have in the face of a culture that oppresses and tries to make them feel less than. Here are the kind of messages that achieve this:

- “Keep on believing that you are a gift to this world.”
- “Stay strong, stay bold, stay beautiful, stay you!”
- “We know you are powerful and valuable.”

Leader Background Note: Point of Pride provides financial aid and direct support to trans folks in need of health and wellness care including a scholarship-like program that provides direct financial assistance to trans folks who cannot afford their gender-affirming surgery, 12 months of free medical care for trans folks seeking gender-affirming hormone therapy, financial assistance towards permanent hair removal services for trans folks who cannot otherwise afford them, small grants to trans folks who cannot afford gender-affirming health and wellness needs including wigs, prosthetics, fertility preservation, vocal training, non-permanent forms of hair removal, medical tattooing, and free chest binders and free femme shapewear/gaffs—specially-designed, gender-affirming compression garments—to any trans person who needs one they cannot afford or safely obtain.

Light It!

Chalice Lighting

Our regularly recommended chalice lighting is centered in our [new UU core value of love](#), lifts up the monthly themes, and taps into the power and fun of body movements. If you'd like an alternative chalice lighting, [HERE](#) is a document with numerous other curated chalice lighting options.

We are Unitarian Universalists ([open wide toward each other](#))
Who put love at the center of our lives ([hands on heart](#))
We light this chalice today to remind us that
We trust in the fact that we are all worthy and deserve respect ([give yourself a hug](#)) !!

Tell It and Talk About It!

Recognizing the power of [oral storytelling](#), we anchor each session in a wisdom tale that captures the theme angle for that week. We encourage group leaders/storytellers to memorize the wisdom stories and tell them from memory. Click [HERE](#) for story-telling guidance.

Wisdom Story: The Lion and the Mouse

<https://www.longlongtimeago.com/once-upon-a-time/fables/from-aesop/the-lion-and-the-mouse>

Suggested Script

Good morning, everyone, and welcome to our final week of exploring the practice of trust. This month we have explored trusting ourselves, trusting others, trusting life and how to fix broken trust. Today, we are exploring trusting our inherent worth and the voices in our heads that say things like, "I am worthy," "I am special" and "I deserve to be treated with respect." So with that in mind I want to share a story with you, one of Aesop's Fables called The Lion and the Mouse.



Once upon a time, a lion lay sleeping in his den, a naughty little mouse ran up his tail, and onto his back and up his mane and danced and jumped on his head, so that the lion woke up.

The lion grabbed the mouse and holding him in his large claws, roared in anger. 'How dare you wake me up! Don't you know that I am King of the Beasts? Anyone who disturbs my rest deserves to die! I shall kill you and eat you!'

The terrified mouse, shaking and trembling, begged the lion to let him go. 'Please don't eat me Your Majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let me go – and I promise I will be your friend forever. Who knows but one day I could save your life?'

The lion looked at the tiny mouse and laughed. 'You save my life? What an absurd idea!' he said scornfully. 'But you have made me laugh, and put me into a good mood again, so I shall let you go.' And the lion opened his claws and let the mouse go free.

'Oh thank you, your majesty,' squeaked the mouse, and scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn't break free and became even more entangled in the net of ropes. He let out a roar of anger that shook the forest. Every animal heard it, including the tiny mouse.

'My friend the lion is in trouble,' cried the mouse. He ran as fast as he could in the direction of the lion's roar, and soon found the lion trapped in the hunter's snare. 'Hold still, Your Majesty,' squeaked the mouse. 'I'll have you out of there in a jiffy!' And without further delay, the mouse began nibbling through the ropes with his sharp little teeth. Very soon the lion was free.

'I did not believe that you could be of use to me, little mouse, but today you saved my life,' said the lion humbly. "I am sorry," said the lion, "for not seeing and trusting your worth."

Reflection Questions for Kids, Youth, and Adults to **"Build and Bond"**

*This section makes space for children to dig deeper into the wisdom tale. We know that stories help us **build** our identities and **bond** with each other. So, below we offer questions that both help the children personally connect with the wisdom tale and share their own personal stories, so they connect with each other.*

- What was the most interesting part of the story for you?
- Why do you think the lion didn't believe the mouse could help him and wasn't of worth?
- Do you think it's important to treat everyone with respect, no matter how big or small they are? Why or why not?
- What is something you can do to honor the inherent worth of others and ourselves?
- What do you think the moral of the story is?

Summing It Up (suggested script format)

We encourage you to play off of the last reflection question and transition into summing up the message of the story. Or to put it another way, after the children say what they think the moral of the story is, validate that and then present the below summary as a restatement of their answers.

Those are all great answers, and they are such a great reminder of how sometimes when someone is different than us, we can sadly and mistakenly see them as less worthy.

So friends, in the week and days ahead, may all of us - kids and adults alike – remember and trust in *everyone's* inherent worth, especially when they are different from us! And may we especially hold on to this lesson as we head off to our RE Faith in Action Project to explore it more!

Engage It!

Faith in Action

This activity makes a wonderful All Ages Faith Formation Activity and will be featured across the packets.

Faith in Action Cards

<https://www.pointofpride.org/letter-writing>

Set-Up & Materials

Gather and set out paper or blank cards, coloring supplies, and stickers

Suggested Introductory Words

Today, we are exploring how to honor everyone's inherent worth and help each other trust in our inherent worth. One way to do that is by proudly saying "This is me" as we live into who we truly are. Unfortunately in our society, some people are regularly told by our culture that they are less worthy than others.

One group that this happens to is transgender people. There's a holiday this month on March 31 called the Transgender Day of Visibility when the world recognizes the resilience and accomplishments of the transgender community, especially in the face of others who try to make them feel bad about themselves.

As Unitarian Universalists we want to support everyone as they say to themselves "I am Worthy" and "This is me."

Reminding someone that they are seen, supported, and valued is a powerful message for trans folks. So for today's creative activity we are going to make cards and write messages of support, belonging and love on them: such as "The world is a better place because of you." These messages will be discretely mailed by [Point of Pride](https://www.pointofpride.org) alongside support packages to trans people with barriers in accessing healthcare.

Directions

- Invite kids make multipled cards using the guidelines below from [Point of Pride](https://www.pointofpride.org):
 - Please do not include glitter or cards with lots of 3D embellishments this can cause issues when mailing them.
 - Let recipients know that they are valid and valued. Speak from the heart and share what you would tell a friend or what you would want to hear yourself when you were going through a difficult time.
 - Your message should use encouraging and positive positioning. (Think "You're awesome!" and not "You're not a bad person.")
 - Keep your message vague enough that it won't out anyone as trans to unsupportive family or roommates that might see it.
 - Be careful not to infantilize the message or card.
 - Keep your message evergreen by avoiding references to specific or time-sensitive events like holidays, Pride Month, etc.

- Do not include any information in which you can be easily identified. (Including your first name and home state/country is okay, if you choose to sign the card and add a bit of personalization)
- Once the cards are done, you're ready to mail your notes, Point of Pride recommends you stack them into a flat-rate mailer or box to send them in bulk.
 - Mail your notes to: Point of Pride PO Box 7824 Newark, DE 19714
 - Please be aware that if you mail your cards via FedEx to the PO Box, the shipment will error out unless you select "FedEx SmartPost," which uses the USPS system in the final leg of delivery.

Leader Note: Many letter-writers also wish to cover the cost to process and ship the binders and femme shapewear these cards accompany. If you/your group would like to donate, we recommend \$3 per card. This is the average cost of postage to mail a support package to a recipient within the United States. You may enclose a check payable to Point of Pride or donate online.

Pride Flag Memory Game

This game works best with at least 3 kids

Set-Up & Materials

Create pride flag cards (2 of each) being sure to write under the flag what it stands for

Use this website to create cards <https://www.volvogroup.com/en/news-and-media/news/2021/jun/lgbtq-pride-flags-and-what-they-stand-for.html>

Suggested Introductory Words

This game is a fun way to test your memory and your knowledge of the pride flags. As you flip cards, try to remember where the cards were, so you can match them on future turns. This is where the game tests your memory!

Directions

- Shuffle the cards and lay them face down in rows and columns on a flat surface.
- On your turn, you pick two cards to flip over. You can only flip two cards at a time.
- If the two cards match (i.e., they have the same flag), remove them from the board, keep them and take another turn.
- If the cards do not match, flip them back over, and it's the next player's turn.
- Winning: The game continues until all pairs are found and removed. The player with the most pairs at the end wins.

Extinguish It!

Bring your time together to an end with chalice extinguishing words that not only echo the chalice lighting's call to love, but also this session's takeaway and invitation to action. If you'd like alternative chalice extinguishing words, [HERE](#) is a document with other options.

We are Unitarian Universalists (open wide toward each other)

Who put love at the center of our lives (hands on heart)

And as we go out into the world,

Let us remember,

we are all worthy! (give yourself a hug)

March Packet Stories At-a-Glance

This section provides leaders with an easily-accessible overview of all the wisdom tales and story books in our RE packets each month. The wisdom stories come from our upper elementary RE packets and the story books come from our lower elementary RE packets. Keep in mind that the sessions in the upper elementary packets contain a more tellable and often abbreviated form of the tales as well as suggested introductions and story take aways.

Wisdom Tales *(from the upper elementary packets)*

- The Little Engine That Could *found in session one*
- The Empty Pot – A Chinese Parable *found in session two*
- Lost in the Desert *found in session three*
- The Story of the Broken Pot and "Kintsugi" (Golden Repair) *found in session four*
- The Lion and the Mouse *found in session five*

Story Books *(from the lower elementary packet)*

- **The Koala Who Could by Rachel Bright**
Book: [Here](#) Read-Aloud: <https://www.youtube.com/watch?v=VcdVsRfUbjk>
- **I Can Do Hard Things by Gabi Garcia**
Book: [Here](#) Read-Aloud: <https://www.youtube.com/watch?v=retSVzIJmcQ>
- **The Promise: The Island of Commitment by Suzy Liebermann**
Book: [Here](#)
- **Making Promises, Making Covenants**
Story found here: <https://www.uua.org/re/tapestry/children/welcome/session2/118157.shtml>
- **Dolphin's Big Leap by Kimberly Weinberger**
Book: [Here](#) Read Aloud: https://www.youtube.com/watch?v=OW534oGJ_GE
- **Giraffes Can't Dance by Giles Andreae**
Book: [Here](#) Read-Aloud: https://www.youtube.com/watch?v=1a2Smau_Dk
- **The Berenstain Bears and the Truth by Stan and Jan Berenstain**
Book: [Here](#) Read-Aloud: <https://www.youtube.com/watch?v=4Zqtn9vx6mI>
- **I'm Sorry by Sam McBratney**
Book: [Here](#) Read Aloud: <https://www.youtube.com/watch?v=J08K8jbe60M>

Soul Work Table Activities

Many congregations have a multi-sensory table in the sanctuary to support children, youth, and adults who find it easier to focus when their hands are busy. Some of our Christian cousins call it a “Prayground.” Read about how they approach it [HERE](#) and [HERE](#). In UU circles, the tables are often for all ages, meaning adults are invited to use it too. We love calling it “Soul Work Table,” but of course feel free to give it whatever creative name you want. We suggest using some of the creative activities from this packet and any other manipulatives you choose on your soul works table.

RE Leader Support Offerings

RE Leader Brainstorm Calls - *Second Wednesdays*

Each month, Soul Matters RE Leaders from around the country gather online to brainstorm, offer more resources and share ideas implementing upcoming themes and packets. Leaders help each other adapt the packet to their setting, offer additional activities, and give encouragement for challenges each other are experiencing.

*These meetings run from August to May on **Second Wednesdays at 12:30-1:30 pm eastern time.***

*All **calls are recorded** so if you miss a meeting, you can always view it later.*

*All meetings use the **same Zoom sign-in link**: <https://zoom.us/j/5857099120>*

Other Resources and Sources of Support

RE Leader Facebook Page

Don't forget about our RE Leader Support Facebook page. Here is where our colleagues post bulletin board pictures, share books, and ideas. It's a great ongoing source of support. Your colleagues are available to support you at the click of a button and with the ease of a post: <https://www.facebook.com/groups/545202255591601/>

Inspiration Facebook Page

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

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

Soul Matters Music Playlists

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

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

Soulful Home Family Guides

Invite your parents to explore the themes at home with their family by subscribing to our monthly parent guides, **Soulful Home**. Here's the link to the Soulful Home page on our website: <https://www.soulmatterssharingcircle.com/soulful-home.html>.

Soul Matters RE Packet Author & Contributors

Packet Author: April Rosario, Soul Matters Director of RE Resources

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

Special thanks to the [Widening the Circle Research & Advisory Team](#), who bring DEI (diversity, equity, and inclusion) and ARAOMC (anti-racism, anti-oppression, multicultural) resources and lenses to our RE packets. That team includes Sam Dickerson, Sara Lewis, Kimi Floyd Reisch, Christina Strong, Adrienne Summerlot, and April Rosario. To learn more about the team, click [HERE](#).



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