UUCF Workshops for February 2015

Table of Contents

Celebrate our Theme: Power

Note: Feb. 22 is both teachers leading a Hypothermia workshop. Teachers will receive that workshop sometime next week.

Workshop Preparation; Spiritual and Thematic Preparation for the Adults Page 2

Workshop Spaces and Roles Pages 3-4

**PEACE: The Power of Place with Jen Yi** Pages 5-8

Room 5
Grade 4: Feb. 1
Grade 5: Feb. 8
Grade 6 Feb. 15

**SERVE: The Story of Kidane: Learning about Refugees with Sue Pfalzer** Pages 9-11

Chapel
Grade 5: Feb. 1
Grade 6: Feb. 8
Grade 4: Feb. 15

**EXPLORE: Power versus Privilege with Cynthia Morath** Pages 12-16

Social Hall
Grade 6: Feb. 1 (Wendy and Justin Littman—subs for Cynthia)
Grade 4: Feb. 8
Grade 5: Feb. 15

February 2015 Worship Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 1</td>
<td>Together Time in the Sanctuary before Class (dedicate the new chalice)</td>
</tr>
<tr>
<td>Feb. 8</td>
<td>Chapel with Linnea, Sarah and Bob Carr (Valentines for everyone you love)</td>
</tr>
<tr>
<td>Feb. 15</td>
<td>Chapel with Linnea and the Jebians</td>
</tr>
<tr>
<td>Feb. 22</td>
<td>Chapel with Rev. Julie Price and the Jebians followed by Hypothermia Projects with both Workshop Teachers</td>
</tr>
</tbody>
</table>
# Workshop Preparation

## Spiritual and Thematic Preparation for All Workshop Adults

<table>
<thead>
<tr>
<th>Theme</th>
<th>Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote</td>
<td>“Education is the most powerful weapon that you can use to change the world.” Nelson Mandela</td>
</tr>
</tbody>
</table>

**How this Month Unfolds**

We are exploring the concept of power by learning about refugees, the relationship between empowerment and “entitlement” and exploring sacred places. We will also be exploring the power of love by celebrating the first Valentine’s Day in Virginia where it is legal to marry whoever you love.

**Spiritual Preparation**

Our monthly themes can guide our own spiritual preparation as teachers. This will help us be fully present for the activities of the day. We will engage in deeper conversations throughout the lessons if through personal connection with the theme. Use these quotes and readings to support and deepen children’s experiences from this month’s theme.

Questions to live with:

- Read [White Power: Unpacking the Invisible Knapsack](#) and the interview with the author. This is a must read if you haven’t read it before. Very provocative and has been meaningful to so many.
- What power do you have?
- How do you use your power?
- How has the power of others impacted your life?
- What does the word “entitlement” mean to you? The definition means that you should receive a service, good, or right. However, we often say that children are “entitled,” using a negative and commonly used definition, which is the opposite of the original meaning.

**Spiritual Practice**

Your own reading can provide reflection and an opportunity to feel centered. To deepen your own practice, you might:

- Practice walking meditation (as we “walk to the arc of justice” in chapel on Feb. 15)
- Choose a monthly family practice of service from the choices at UUCF or other organizations.
- Have family meetings where every person has a voice and all are heard.
**Workshop Spaces**

There are three main workshop spaces to explore our monthly worship theme with a Workshop Guest. Each class rotates among the Chapel, Social Hall and Room 5 each month. We strive to have an outdoor game or component of the class each week. Generally, we will use these spaces to:

**Explore:** In Room 5, we will most often explore UU and You! We will develop our UU identities and UU history. (However for the rest of the year, this room will be used for OWL classes and the Explore sessions will occur in other classrooms.)

**Serve:** In the Social Hall, we will most often learn about social justice and putting it into practice.

**Create:** In the Chapel, we will usually relate to the theme through artistic expressions: crafts, dance and music.

**Peace:** In the Chapel, we will often practice sacred traditions, including meditation, holiday rituals and dance.

Note: Grade 5 will participate in OWL classes the last two months of RE (mid-March through end).

The last weekend in February includes a session led by the teachers on hypothermia projects.

**Workshop Roles**

**Workshop Teacher**

Each group of children will have two Workshop Teachers, at least one of whom attends weekly. This teacher is the face of familiar love and kindness in the class and gets to know the children very well. This is the contact for parents and is the person who sends class notes and facilitates the schedule. The Workshop Teacher attends a quarterly meeting to plan workshops and supports recruiting people as Workshop Guests.

Workshop teachers also arrive 15 minutes before class to support the Workshop Guests’ set up needs and welcomes children who come early, directing them to Chapel or Together Time.

Specific Role of Workshop Teacher:

1) Be the primary contact for the class and connect with the children.
2) Schedule yourself and the other teacher to cover each week.
3) Be the person the children in the class see as their “teacher.”
4) As the RE teachers, be aware of allergies, special needs, photo releases, etc.
5) Be the contact for the parents.
6) Create a weekly posting of what the class did (or plans to do the next week).
7) Review the lesson and lead the opening activity (usually game like).
8) Introduce the visitor, take attendance, welcome guests, deliver snack and ensure clean up.
9) Be the person who understands the emergency procedures, attends teacher trainings, and proactively gathers the information needed to manage the class.
10) Support the visitor each week.
11) Complete the weekly feedback form.
12) Attend Teacher Training in September and January.

Each person on the team will gather quarterly with Linnea and Kathy to brainstorm activities to fit the themes and suggest visitors who can lead. First meeting is in May to plan for Fall 2014, then in October to plan winter, January to plan spring.
**Workshop Guest**

The Workshop Guest is introduced at the beginning of class and participates in the opening game/activity if willing. The Workshop Teacher will introduce you. You will be in touch with the teachers or Linnea prior to the class to share ideas and expand on the workshop activity. Workshop Guests are always welcome and encouraged to collaborate on creating the plan. Some adaptations may be required for different age groups (Gr. 4, 5, and 6) Please arrive 15 minutes before the service start time to set up the activity and to meet the workshop teacher, who will attend Chapel or Together Time with the children.

Workshop Guests often have interest or expertise in the topic but that is not a requirement. A willingness to share yourself with our children is the primary requirement!

**RE Greeter:**

The RE Greeter is available in the lobby. They can also provide support for a student who may need time out of the room. They also have apples at the greeter desk if someone is very hungry. They collect completed classroom folders. A key role for Greeters is to welcome new families, give a nametag to each visitor and get visitor registration information from the parents. This person leads emergency and safety plans as needed.

If two adults are unexpectedly not present in class, the Greeter finds a parent to help. There are often parent volunteers in the preschool that can be called upon.

**RE Staff:**

The DRE, Linnea Nelson, is onsite at least 30 minutes before class. She leads Together Time or Chapel and visits classrooms. Please invite Linnea in to see what your class is doing! Rev. Laura visits from time to time as well.
The Power of Place
Peace/Social Hall

Objectives:
1. Help children reflect on times in their lives when they have felt the power of a place.
2. Teach that Mecca (and the Kaaba) is a sacred place for Muslims.
3. Help children imagine how being with others can affect their experience of a place.

Workshop Materials

<table>
<thead>
<tr>
<th>Materials Provided by UUCF</th>
<th>Materials Provided by Teacher</th>
<th>Materials Provided by Workshop Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whiteboard</td>
<td>May need to cut up the questions to hand out. Questions will be in the folder.</td>
<td>Books and info on Islam and Mecca</td>
</tr>
<tr>
<td>Laptop projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UU principle and sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions on paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes and Tips: Notes on Mecca

- What is Islam?
- What are the 5 Pillars of Islam?
  - Shahada – Statement of Faith (“There is no god but Allah and Mohammad is the Messenger of Allah.”)
  - Salat – Daily prayers
  - Zakat – Charitable giving
  - Sawm – Fasting during Ramadan
  - Hajj – Pilgrimage to Mecca
- What is Mecca? Where is it?
  - Birthplace of Prophet Mohammad
  - Map of Saudi Arabia
  - About 2 million people do hajj each year

- What do worshippers do to prepare to approach Mecca?
  - Ritual purification – bathe, trim hair and nails, no jewelry
- All men wear same 2 white sheets – why?
- Declare intention: “Here I am, O God, at thy service!”

**What do worshippers do while on Hajj?**
- Walk 7 times around the Kabaa—what is it? What does it look like?
  - Most sacred place in Islam
  - All around the world, people pray towards it
  - Picture of Kabaa
  - According to the Koran, Abraham and Ishmael built it as first house for humanity to worship God.
  - Before Mohammad, it was a shrine to many gods, and people would make pilgrimage. The tribe that guarded the Kabaa would make lots of money off of them.
  - Mohammad’s message: Take care of the poor, widows, and orphans; and cleared out the shrine of idols so only Allah would be worshipped.
- Trip to Mina to meditate overnight.
- Go to Ararat (9 miles from Mecca), where Mohammad gave final sermon.
- Cast stones at pillar on way back that represents Satan.
# Workshop Plan: The Power of Place

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Role</th>
<th>Focus/Plan</th>
<th>Tips/Adaptations by Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20 minutes</td>
<td>Together Time or Chapel</td>
<td>Workshop Teacher</td>
<td>Workshop teachers participate in Sanctuary to support children as they walk from the Sanctuary to class. You are welcome to carry a sign for your Grade level to help children find where they should go. Attending Together Time also allows the teacher to provide casual comments and links from the Chapel service to enhance the thematic experience.</td>
<td>- Children often run to class (they must be excited to get to your activities!). Workshop teachers help us slow them down on the sidewalk and in the hallways so no one falls. - Nametags should be clipped to the folder holder. If not, send someone to the chapel to retrieve them. Please return them to the music stand in the lobby after class.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Warm-up Game or centering activity</td>
<td>Workshop Teacher prepares and leads game.</td>
<td>Center the children by reading from the “Workshop Reading” poster in your room, or from our hymnal (#457, 459, or 473—one will be posted in your room). Or, you can create another centering activity ritual. One Workshop Teacher leads the icebreaker where children play “Would you rather.” First ask children to work in pairs to identify two very different countries in the world and think of one good thing about each of them. Use an example: Switzerland for its beautiful mountains and Mexico for its beautiful beaches. When every pair has named two places, they ask the group to vote on which one they would like to visit more.</td>
<td>- Workshop Guests can join in the game or activity to get to know the children. - Games will often include learning names, especially at the beginning of the year. <strong>Ideas for the icebreaker:</strong> famous foods, weather, wildlife, geography, sacred places (India Taj Mahal), etc.</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td>Brief introduction</td>
<td>Workshop Guest</td>
<td>Jennifer Yi shares experience with a sacred space and that she facilitates the adult world religions class. She might also share her experience working with our Muslim Liaison Group.</td>
<td>- Workshop teacher takes attendance during this time.</td>
</tr>
</tbody>
</table>

Wi-Fi: UUCF-Guest, No Password Needed!  
Page 7
**Activity 1**

**Workshop Guest**

**Facilitated Discussion:**
- Tell us about a place (or maybe time) when you were someplace that felt somehow different—magical, powerful, peaceful, sacred—not because of what you did but just because you were there.
- Describe your favorite place to be at UUCF. (re-ask questions to the right)

**Key Questions:**
- How did it affect you afterwards?
- Were other people with you?
- Did they feel the same thing?

**Notes and Key Questions:**
1. Why do people go to Mecca?
2. Do other religions have one sacred place that is the heart of their religion?

**Activity 2**

**Workshop Guest**

**Introduction to Mecca**
- Talk about role of Mecca and Hajj in Islam and show pictures from books.
- Have kids read excerpts of how various people experienced Hajj.

**Notes and Key Questions:**
1. Why do people go to Mecca?
2. Do other religions have one sacred place that is the heart of their religion?

**Activity 3**

**Workshop Guest**

**Tour Guide**
- Put kids in groups of 3 and ask them to imagine a place that calls to all of them.
- Hand out the questions (see right) to consider. They can cut them out and take turns leading the discussion on each question.
- At end, kids give tour of their place incorporating the answers to the questions in their script.

**Notes and Key Questions:**
1. What is in this space?
2. What does it feel like?
3. What is it made from?
4. What color is it?
5. How does it sound?
6. When do people go there?
7. Why do you go there?
8. How do people feel in this space?
9. What one UU principle could be explored in this space?
10. What one UU source could it be connected to?

**Clean Up, Dismissal**

**Workshop teachers**

**Reunite guests with their caregivers. Please ask if guests or their parents/guardians have questions.**

**There is no parent sign-out for Gr. 4 and older so they may be dismissed at the end of class.**
The Story of Kidane: Learning about Refugees with Sue Pfalzer
Serve/Chapel

Objectives:
1. Teach children the meaning of the word *refugee*.
2. Empathize with children who are refugees.
3. Recognize the power we have to make choices, while being aware that others may not have the same power to make choices.

**Chapel**

**Workshop Materials**

<table>
<thead>
<tr>
<th>Materials Provided by UUCF</th>
<th>Materials Provided by Teacher</th>
<th>Materials Provided by Workshop Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snack</td>
<td>• If the portable white board is not in the room, please check other classrooms for it.</td>
<td>• “Kidane” story book</td>
</tr>
<tr>
<td>Index cards (enough for each child to have 5)</td>
<td></td>
<td>• Map of the world</td>
</tr>
<tr>
<td>Writing utensils</td>
<td></td>
<td>• Bring a laptop to connect to the TV in the Chapel or send links to Linnea who can set it up for you on her laptop (which will already be connected to the TV).</td>
</tr>
<tr>
<td>Portable white board and chalk or markers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes and Tips**
# Workshop Plan: The Story of Kidane: Learning About Refugees

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Role</th>
<th>Focus/Plan</th>
<th>Tips/Adaptations by Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20 minutes</td>
<td>Together Time or Chapel</td>
<td>Workshop Teacher attends Chapel every week.</td>
<td>Workshop teachers participate in Sanctuary to support children as they walk from the Sanctuary to class. You are welcome to carry a sign for your Grade level to help children find where they should go. Attending Together Time also allows the teacher to provide casual comments and links from the Chapel service to enhance the thematic experience.</td>
<td>• Children often run to class (they must be excited to get to your activities!). Workshop teachers help us slow them down on the sidewalk and in the hallways so no one falls. • Nametags should be clipped to the folder holder. If not, send someone to the chapel to retrieve them. Please return them to the music stand in the lobby after class.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Warm-up Game or centering activity</td>
<td>Workshop Teacher prepares and leads game.</td>
<td>Center the children by reading from the “Workshop Reading” poster in your room, or from our hymnal (#457, 459, or 473—one will be posted in your room). Or, you can create another centering activity ritual. Icebreaker is a group icebreaker. Ask each child to share what country they were born in. Then ask them to think about children they know who were born in another country. Have them think about their classmates, kids they met at camps or summer classes, or children in scout group or clubs. Use the world map to put a post it on each place. Share your wonder about how all of these people ended up in Fairfax County. Note that people end up living here for different reasons.</td>
<td>• Workshop Guests can join in the game or activity to get to know the children. • Games will often include learning names, especially at the beginning of the year.</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td>Brief introduction</td>
<td>Workshop Guest</td>
<td>Sue Pfa...ler introduces herself as a member of UUCF and someone who helps refugees (and anything else she wants to add, such as her two children’s names).</td>
<td>• Workshop teacher takes attendance during this time.</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Key Questions:</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td>1</td>
<td>Workshop</td>
<td>Ask students if they know what a refugee is. Write the answers on the board. Explain the actual definition of refugee.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hand out 5 index cards to each child. Ask them to write or draw your 5 things that they would take with them if they were to move to another home or country.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Notes and Key Questions:</strong></td>
<td></td>
</tr>
</tbody>
</table>
|            |          |                                                                             | 1. What is a refugee?  
2. Why might a person have to leave their country?  
3. What does it mean to have freedom? |
| 15-20 min  | 2        | Workshop                                                                    | Sue will read excerpts from the “Kidane” book. We will look at a map of the world and locate Eritrea and Malta. Discussion of Key Questions. |
|            |          |                                                                             | **Notes and Key Questions:**                                                                 |
|            |          |                                                                             | 1. Was Kidane happy to leave his country? Describe his feelings.  
2. Why did Kidane leave his country? Do you think he had a choice? What would you do?  
3. What will happen to him if he goes back to his country? |
| 10         | 3        | Workshop                                                                    | Ask children to imagine they have 5 minutes to pack their things and leave their home, not knowing whether they would ever come back and not knowing whether they would have anywhere to stay. What would they take with them? Choose only 3 of the items on the cards to take, and they must be able to carry the items themselves. Sue takes 2 cards from each child. |
| Clean Up,  |          |                                                                             | **Notes and Key Questions:**                                                                 |
|            |          |                                                                              | 1. How would it feel if you had to suddenly leave your home, and maybe even some of your family members?  
2. What would it be like to only be able to take a few of your things with you? Was it hard to choose what you would take? |
| Dismissal  |          | Reunite guests with their caregivers. Please ask if guests or their parents/guardians have questions. | There is no parent sign-out for Gr. 4 and older so they may be dismissed at the end of class. |
Power versus Privilege with Cynthia Morath
Explore/Room 5

Objectives:

1. Understand the positive and negative aspects of power and privilege.
2. Apply concepts of power and privilege to real-life situations.
3. Create a graphic reminder to remind you to use your power to help others and to remember to appreciate what you have.

Workshop Materials

<table>
<thead>
<tr>
<th>Materials Provided by UUCF</th>
<th>Materials Provided by Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>White board and chalk or markers</td>
<td>If you decide to do the poster project, art materials are in the supply room and in the cabinet.</td>
</tr>
<tr>
<td>Index cards for scenarios</td>
<td></td>
</tr>
<tr>
<td>Backpack with school supplies</td>
<td></td>
</tr>
<tr>
<td>Copies of posters: “Sometimes it's hard to remember how good we have it.”</td>
<td></td>
</tr>
<tr>
<td>And</td>
<td></td>
</tr>
<tr>
<td>“I will use my power to...”</td>
<td></td>
</tr>
<tr>
<td>Also in appendix</td>
<td></td>
</tr>
</tbody>
</table>

Notes and Tips
## Workshop Plan: Power versus Privilege

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Role</th>
<th>Focus/Plan</th>
<th>Tips/Adaptations by Age</th>
</tr>
</thead>
</table>
| 15-20 minutes   | Together Time or Chapel                     | Workshop Teacher                  | Workshop teachers participate in Sanctuary to support children as they walk from the Sanctuary to class. You are welcome to carry a sign for your Grade level to help children find where they should go. Attending Together Time also allows the teacher to provide casual comments and links from the Chapel service to enhance the thematic experience. | - Children often run to class (they must be excited to get to your activities!). Workshop teachers help us slow them down on the sidewalk and in the hallways so no one falls.  
- Nametags should be clipped to the folder holder. If not, send someone to the chapel to retrieve them. Please return them to the music stand in the lobby after class. |
| 10 minutes      | Warm-up Game or centering activity          | Workshop Teacher                  | Center the children by reading from the “Workshop Reading” poster in your room, or from our hymnal (#457, 459, or 473—one will be posted in your room). Or, you can create another centering activity ritual.  
One Workshop Teacher leads the icebreaker:  
1. Ask the kids to work in teams.  
2. Have them share their names with one another to make sure they know them.  
3. Take out a backpack and have each team take out one item. Items will be things typically found in a backpack...pencil, notebook, cell phone, eraser, etc.  
Ask each team to decide how each item could be considered an item that might give you *power* and how the same item could be considered *privileged*. Provide a short definition...“something that only some people have” | - Workshop Guests can join in the game or activity to get to know the children.  
- Games will often include learning names, especially at the beginning of the year.  
This icebreaker will allow them to work together but will also get them thinking about everyday objects that can be powerful: pencils can write letters to presidents or other elected officials; paper can be used to write a story that moves people to action; cell phones can be used to tell people important things or get them to do something, etc) |
| 5-10 minutes    | Brief Introduction                          | Workshop Guest                    | On Feb. 1, the Wendy and Justin Littman can introduce themselves. On the 8th and 15th, Cynthia can share her interest in this subject and tell a little about herself. | - Workshop teacher takes attendance during this time. |
### Activity 1

**Workshop Guest**

Put the words Power and Privilege on the board. Ask kids to brainstorm what these words mean.

Workshop guest writes down definitions and key words, asking the key questions to prompt discussion. Give examples if children are unable to do so.

**Power:** able to do something in a particular way; able to influence others. (ex. Teachers, president, parents)

**Privilege:** a particular right or advantage given to a particular group of people. (ex. Money, skin color, family constellation)

Discuss the words *empowerment* and *underprivileged* as well.

Ask if it is fair that some children have more power than other children.

Ask if it is fair that some children are more privileged than other children.

Share that power and privilege are important parts of the many social justice issues. For example, race, how much money you make, who you want to marry, and whether you have the same cultural background of most of the people around you, all affect how much power and privilege you might have. It’s a very complicated subject, so we are going to explore one small part of it...the part that we can control within ourselves.

- **Workshop teacher helps children engage and does the activities with the children or guides as needed.**

### Key Questions:

- What is power?
- What is privilege?
- In what circumstances do you have power?
- When do you feel that you have no power? What does that feel like?
- **Do you have privilege?** (this question is at the heart of the lesson— if they don’t think they have privilege, explore this fully. You might ask questions such as: What do you have that someone who is homeless doesn’t have? Do you have all of the school supplies that you need at the start of the school year?)
- What does it feel like to have privilege?
- Do you think others see you as powerful? Privileged?
<table>
<thead>
<tr>
<th>Activity 2</th>
<th>Workshop Guest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Split the group and have one group be the <strong>Power</strong> group and have one group be the <strong>Privilege</strong> group. Write one of the words or phrases below on the board. Ask each group to explain how this word suggests power and privilege. Each team discusses and then shares their ideas with the class.</strong></td>
<td></td>
</tr>
<tr>
<td>Switch groups for every other word so they can discuss from both points of view. Suggestions are in parenthesis but these are not the “right answers.”</td>
<td></td>
</tr>
<tr>
<td><strong>Christmas</strong> (power might be being part of the dominant religion in the US so you feel part of things; privilege might mean many expensive gifts)</td>
<td></td>
</tr>
<tr>
<td><strong>Dinner time</strong> (power might be getting to decide what your family will eat; privilege might mean having enough healthy food for dinner)</td>
<td></td>
</tr>
<tr>
<td><strong>Back to school</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Family vacation</strong> (power might be who in the family decides where the family might go; privilege might be that the family gets to go away.)</td>
<td></td>
</tr>
<tr>
<td><strong>New shoes</strong> (power might be having the latest fashion that might influence others or a pair that will allow them to play a sport at a powerful level; privilege might be being able to buy the pair of shoes you want or that fit.)</td>
<td></td>
</tr>
</tbody>
</table>

**Notes and Key Questions:**
1. Let’s think about what it means to be empowered or entitled in some real life situations.
2. How would you behave if you were empowered or entitled at Christmas/situation? What would it feel like? What would others think of your behavior?

This is a good time to discuss the word “entitlement” as it is used in society today to refer to people who expect to have something and don’t even realize it is a privilege. For example, share that if a child said, “Yuck, I don’t want to eat vegetables” that would be an entitlement…a privilege to eat good food that is not even recognized as a privilege. Or, “How come we can’t have lobster for dinner!” without realizing that lobster is an expensive meal and likely not in the family budget for a regular dinner. Could also apply to summer vacation.
<table>
<thead>
<tr>
<th>Activity 3</th>
<th>Workshop Guest</th>
<th>Notes and Key Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15-20 min</strong></td>
<td>Have pairs or trios of children choose a scenario from the list below (they will be on index cards). Their team can ask children to answer the following questions for each scenario and then act it out while one of them describes what is happening and what the power or privilege is.</td>
<td></td>
</tr>
<tr>
<td><strong>1.</strong> Am I helping others or am I focused on what I want or feel that I deserve?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Is my behavior providing power to myself or others, or is my behavior taking away power from someone else?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scenarios: Our class is going to do a project for the hypothermia week and I don’t feel like doing the project. I want to be loud and silly during class. I want to be the one who gets to answer all of the questions my teacher asks. I expect to get everything on my birthday wish list. “You or the kids can think up more if they are enjoying this activity.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Why is it important to be aware of whether or not you are sharing power?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What can we do to recognize our privilege?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What can we do to remind ourselves of how we are acting?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How does thinking about the power and privilege people have help us to understand what it means to be a UU? (helps us respect one another, seek justice in the world, recognize the interdependent web of life)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How do UUs use their power (come together as a group to do service projects, march for rights of other people, support those who need help)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Note that power is not bad...if it is used to give power to do goo or to give power to others.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Privilege is not bad if you recognize it and work to make sure others have privileges too.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> Share the posters in Appendix 2. You will have copies made in your folder. <strong>IF the last activity is too advanced for the 4th graders, you can have them make posters that say: “I will use my power to...” and have them share what cause or group of people they want to support. Or “I will remember how good I have it” and have them draw what they think they have as privileges.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Clean Up, Dismissal Workshop teachers</th>
<th>Reunite guests with their caregivers. Please ask if guests or their parents/guardians have questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no parent sign-out for Gr. 4 and older so they may be dismissed at the end of class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1: Power of Place

Readings on Effects of Hajj, From Al Jazeera’s Hajj Diary by Jamal Elshayyal

Omar Reagan

Omar Reagan is an African-American Hollywood actor, who acted as a double for Chris Tucker in the blockbuster movie Rush Hour Two. Speaking to us he explained what Hajj meant to him.

As an actor he said, you are taught to put on a front, to not be yourself. But here on Hajj, you strip yourself of anything worldly or materialistic - even your cloths.

It is here that you realize that in the end, you will face your Lord for who you are on the inside, and not how you appear on the outside.

It got me thinking: If society's scales of success and classing systems were replaced with a society where we all wore the same cloths, ate the same food and slept in the same circumstances, what and how would one person be differentiated from another? And how and who would you aspire to be like?

The Quran teaches Muslims that the most pious and sincere amongst humanity is the closest to God.

I guess when all you're wearing is two white pieces of cloth and you're sleeping on the ground along with three million other people, only God will be able to differentiate between you and the person you're sharing your food with.

Malcolm X

A few years ago I was given the autobiography of Malcolm X (El-Hajj Malik El-shabazz) as a present.

Aside from being one of the best books I have ever read, the African-American leader's life story had a profound impact on me.

It's very rare that you find such a proud and dignified leader yet one who is also humble and modest.

Thinking back at the past week and recalling some of the many experiences I have had here, I couldn't help but refer back to El-shabazz's letter that he wrote from Mecca.

He began his correspondence by saying: "Never have I witnessed such sincere hospitality and overwhelming spirit of true brotherhood as is practiced by people of all colors and races here in this ancient Holy Land, the home of Abraham, Muhammad and all the other prophets of the Holy Scriptures.

"For the past week, I have been utterly speechless and spellbound by the graciousness I see displayed all around me by people of all colors."

Jamal Elshayyal
As I come to the end of my Hajj, and looking back at the past week, I can say that what was said by Malcolm in 1964 is just as true, if not more so, in 2008.

As strange or unbelievable as this may sound to those who know me, I have indeed been utterly speechless throughout the course of my journey.

I have never felt so calm and content than when I first stepped foot in Mecca - despite the monstrous crowds, the chock-a-bloc traffic and the scorching heat.

As a journalist I am used to constantly seeing images of death, destruction and poverty. It has possibly made me subconsciously negative in my outlook of the world, or at least normalized my reaction to such images.

My pilgrimage, however, really has made me view things in a totally different light. A much more positive one. Whilst I am not naive enough to think that my positive experience will automatically mean that the wrongs in the world will disappear, what I have seen in the past few days has given me a renewed hope that the current status quo does not necessarily have to be the norm.

I have seen and met so many people from so many different countries on this trip of which all believe in the basic principles of humanity, the fundamental tenant of equality and the overwhelming power of unity.

This has lead me to be convinced that if each one of them returns to their homes and tells their story to just one person, the number of people believing in the idea of a society based on equality, understanding, respect and unity will multiply so much that it will have a positive impact in one way or another the world over.

As physically tiring and mentally straining as this trip has been, it has been equally inspiring and life changing.

As one of the three million plus people who were lucky enough to make the Hajj this year, all I can say is, never have I been so highly honored. Never have I been made to feel more humble and unworthy.
1. What is in this space?
2. What does it feel like?
3. What is it made from?
4. What color is it?
5. How does it sound?
6. When do people go there?
7. Why do you go there?
8. How do people feel in this space?
9. What UU principle could be explored in this space?
10. What UU source that it might connect to?
Appendix 2: Poster for Power versus Privilege

Sometimes it’s easy to forget how good we have it.

You’re right. Let’s try to do that less often.

Agreed!

I will use my power to....