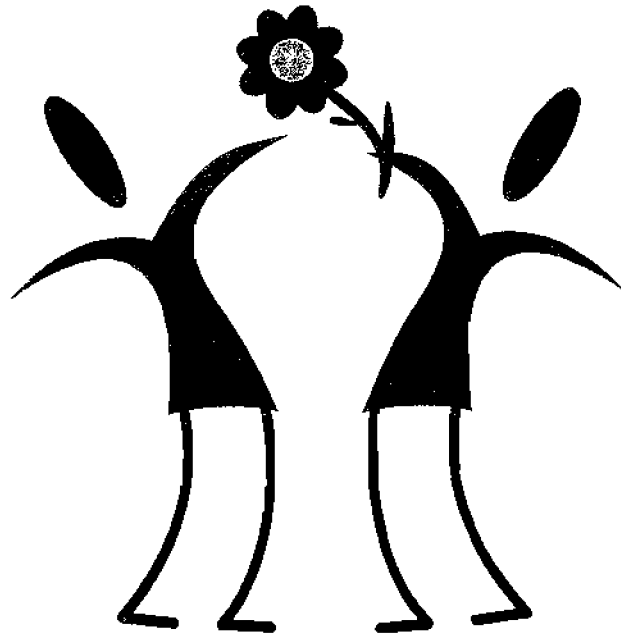


# Love Your Neighbor



An Exploration of Values

Pre-School thru Elementary Age Children

Religious Education Committee of the American Ethical Union

# Love Your Neighbor

An Exploration of Values

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A curriculum designed to accompany the book  
*Love Your Neighbor* by Arthur Dobrin.

Pre-school thru elementary age children

Religious Education Committee  
American Ethical Union

Funding for this curriculum generously granted  
through the Stuckenberg Fund of the  
Ethical Society of St. Louis

May 2000

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## Introduction

### *Love Your Neighbor Curriculum*


The modern world presents many opportunities and distractions for families and children. Through all the activity abuzz in our world, there remains one constant in the lives of children — the joy of listening to a good story. The best stories engage the reader not by presenting one dimensional characters who have little to decide in their narrative, but rather by developing characters who have complex motives and emotions and make decisions (not always the right ones) for a variety of reasons. It is characters like this that you and the children in your life will encounter in the book *Love Your Neighbor* by Arthur Dobrin, Leader of the Ethical Humanist Society of Long Island.

When the Religious Education Committee of the American Ethical Union first became aware of the publication of this enchanting book, we immediately saw the opportunity these stories presented for use in our Sunday Schools. Here are stories about real issues faced by our children (kindness, accepting difference, truthfulness, loyalty) in a manner appealing to pre-schoolers, elementary age children, and the adults in their lives. The lessons or morals are not heavy-handed. The dilemmas and actions of the characters encourage searching discussions where there may be more than one answer. These stories can be returned to many times as a child grows morally and emotionally over the years.

Thus, the Committee pursued creating a curriculum that would enhance the use of this book in our Sunday School classrooms. The curriculum is also quite adaptable for family and multi-generational use. Lessons have been developed to aid with the exploration of the stories through discussion, reflection, music, and hands-on activities. It is our hope that you find this curriculum to be a useful tool and springboard for your own thoughts and creativity.

#### **Special Note To The Teacher:**

The lessons in this curriculum have built in flexibility — the activities and discussion questions can be adapted for the age group, time session, and interests of your particular group of children.

Several of the lessons, marked with a  indicate this as a lesson well suited for when parents are present for the class. Other lessons are suggested for particular times of year, but the lessons and book can be coordinated to any schedule or used

quite effectively in sequential order. All of the lessons correspond to the Ethical Core Values used by Sunday Schools throughout the AEU. These values are included at the beginning of each lesson.

Supplies for craft activities are also designed to be optional; all you really need is the book of stories and the lesson plan. Craft activities range from the most simple to the more complex. It is the hope of the Curriculum Team that teachers will feel no obligation to spend a lot of time and money on craft preparation: pick and choose those ideas you feel comfortable with, bring your own ideas to the lessons, and have fun with the activities.

The simplest and most common materials should be available, however, for every lesson. These include: glue, construction paper, yarn, scissors, markers, old magazines, old clothes and accessories, and "googly" eyes (used in many of the activities.) In addition, there are suggested songs and music for several of the lessons. A tape or CD of Raffi's *Singable Songs for the Very Young* would be very helpful.

Throughout the lessons you will notice two markings. They are:

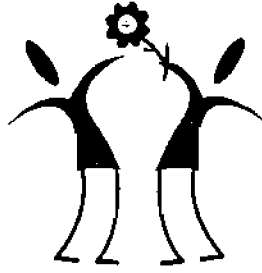
- ⇒ Indicates that a resource (additional information, craft pattern, recipe) is attached to the lesson. These resources may be reproduced for use in the classroom.
- Indicates more than one option or activity for presenting a particular idea or activity. Most often you will find this under activities.

We hope you enjoy using these lessons as much as we did in preparing them

AEU Religious Education Curriculum Team,

*Alan Berger, Lynn Hunt, Linda Napoli, Aimee Neumann, Carol Wolff*

May, 2000

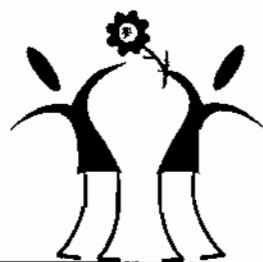


## Sunday School Core Values

- Ethics is my religion.
- Every person is important and unique.
- Every person deserves to be treated fairly and kindly.
- I can learn from everyone.
- I am part of this earth; I cherish it and all the life upon it.
- I learn from the world around me by using senses, mind, and feelings.
- I am member of the world community which depends on the cooperation of all people for peace and justice.
- I can learn from the past to build for the future.
- I am free to question.
- I am free to choose what I believe.
- I accept responsibility for my choices and actions.
- I strive to live my values.



# THE KINDNESS OF SQUIRRELS



Core Value  
*I strive to live my values.*

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## I. PREPARATION

### *A. Resources for Class*

The book "Love Your Neighbor" pgs. 10-13.

### *B. Teacher Preparation*

- You might want to acquaint yourself with other stories such as O'Henry's "Gift of the Magi" or "The Shoemaker and the Elves" in order to paraphrase and use as inspiration on a human level and as fun additional stories.
- Consider planning this lesson for the fall or winter holiday season with a focus on gifts and giving.

### *C. Supplies*

*Decide which activity the class will do and obtain the supplies.*

*Suggested activities need:*

Materials for drawing pictures

Walnuts, construction paper, markers, gray paint, glue, scissors

Pre-cut mats, tag board, mixed nuts, glue, Polaroid camera & film

Words to the song "Make New Friends." Available in *Rise Up Singing*.

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## II. DEVELOPMENT OF LESSON

### *A. Gathering/Centering*

As children arrive, have them draw a picture of themselves with a good friend - someone they have known a long time.

### *B. Focus*

- Explain to the children that today they will hear a story about two friends who have known each other their whole lives.
- Talk about the saying "Practice Random Acts of Kindness and Senseless Things of Beauty" - what does it mean and why would we do that?

### *C. Reflection*

Ask children to talk about the picture they drew. What do they like to do with their friend? What kind of nice things have they done for each other?

### III. EXPLORATION AND INTEGRATION

#### *A. Story and Discussion*

1. Read the story "The Kindness of Squirrels" showing the illustrations.

2. Possible discussion questions:

- a. What happened in the story? What do we know about Harley and Indiana?
- b. Ask the question at the end of the story.
- c. What is a secret? When is it OK to keep one?
- d. Tell them about the Jewish idea of "mitzvah" - doing something just for the sake of doing something nice without a reward. Have they ever done such a thing?
- e. Has anyone ever done something nice for you and you did not know who did it? How did you feel?
- f. What are some ways we can thank people who we know have done something nice for us? How is friendship honored and recognized?

#### *B. Activity*

*Choose one or more of the following:*

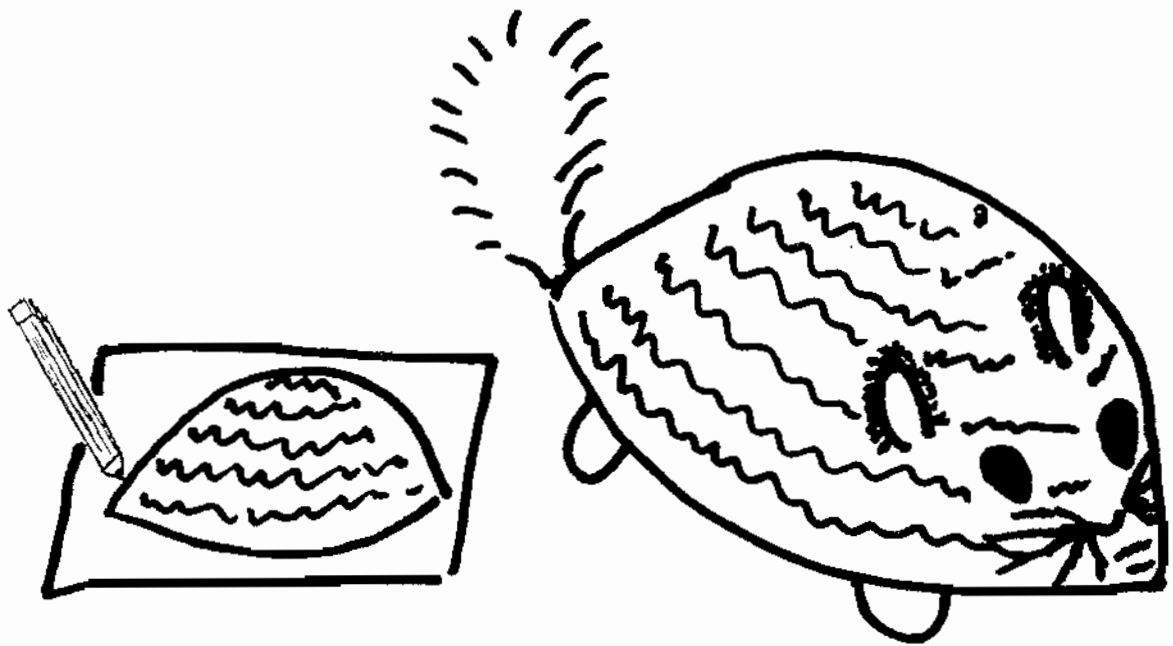
- Act out the story using different scenarios: what happens if someone wakes up or if someone gives away all their food?
- If possible, go outside and watch squirrels - leave nuts on ground and in tree hollows for them to find.
- ⇒ Make Walnut Squirrels.
- ⇒ Make framed pictures of the children for gifts.
- Sing about friends: "Make New Friends, But Keep the Old"
- Suggest they invent a "Friendship Day" - How would it be celebrated? Make your plans and celebrate the following week (this could incorporate a *Bring a Friend to Sunday School* day.)

### IV. CLOSING

- This week, think about some way to secretly help someone - maybe take out the trash when no one is looking, or clean up your room without being asked, or send someone a note or card.
- Tell one of the suggested similar stories.
- Write affirmations about one thing they will do this week that is an act of kindness (in their school or home.)

# Walnut Squirrels

1. Take half of a walnut shell and draw the outline of the flat side on a piece of paper. Cut this out and glue to the flat side of the shell so you will have a base.
2. Paint the shell gray or leave it in it's natural color. Use a marker to draw on eyes and whiskers.
3. From construction paper, cut feet and ears. Glue to the walnut and base.
4. From construction paper, cut a tail. If you have pinking shears use them, otherwise cut slivers into the tail to give it a bushy effect. When cutting the tail, leave a base part to glue to the base of the walnut. Then bend the paper up to give the effect of a squirrels tail.

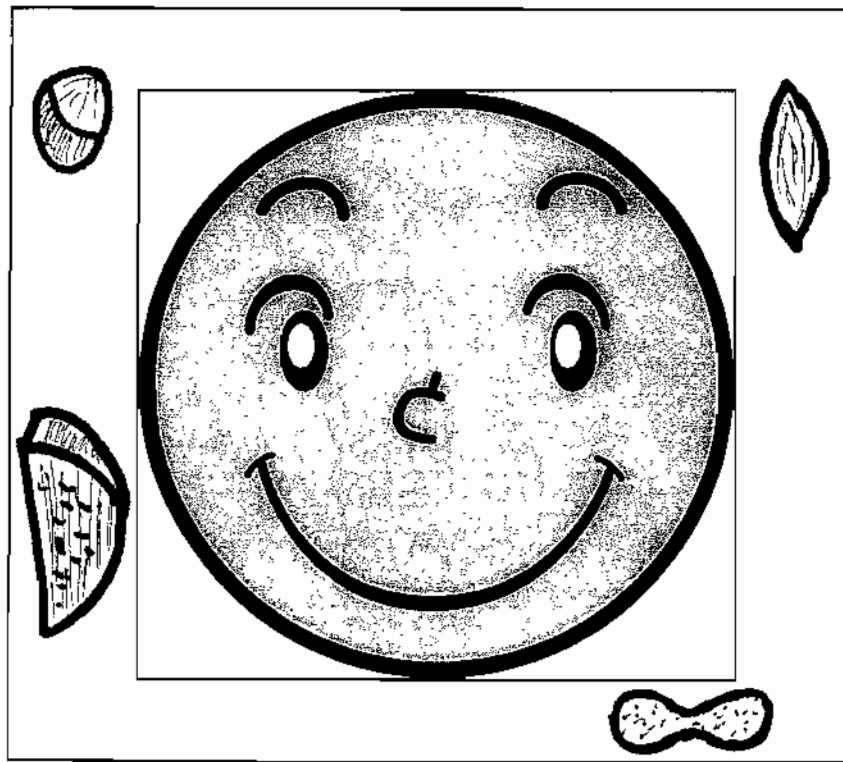


Resource

*The Kindness of Squirrels*

# Picture Frames

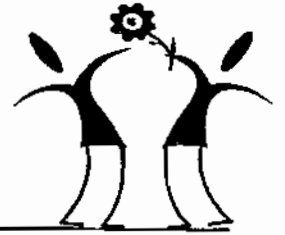
1. You can buy small pre-cut picture mats from a craft or frame shop. OR cut strips of tag board and staple or glue them in the shape of a frame.
2. Provide the children with mixed nuts which they can glue to the frame.
3. Once the glue has set, glue a Polaroid, snapshot or drawing of the child to the frame.
4. Wrap in tissue paper for the children to give as gifts.



# BORIS, NATASHA, AND THE GIANT BEET

Core Value

*Every person is important and unique.*



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## I. PREPARATION

### *A. Resources for Class*

The book "Love Your Neighbor" pgs 14-17

### *B. Teacher Preparation*

You may want to plan this for the harvest season.

Familiarize yourself with similar stories that you may want to incorporate into the lesson. Suggestions are: "The Enormous Carrot" by Vladimir Vasil Vatin "Pumpkin" by Patricia Fagan and the story *In Which Pooh Goes Visiting and Gets Into a Tight Place* in "Winnie the Pooh" by A. A. Milne.

### *C. Supplies*

*Decide which activity the class will do and obtain the supplies.*

*Suggested activities need:*

A variety of cooperative board games

Balloons

Food Coloring

Stuffed animals of the characters in the story

Beets and ingredients to make borscht (or buy ready made), paint brushes, smocks, paper

Old magazines with pictures of different foods, construction paper, glue, scissors

A variety of seeds, potting soil and cups

Song – "I Wonder if I'm Growing" on Raffi's *Singable Songs for the Very Young*

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## II. DEVELOPMENT OF LESSON

### *A. Gathering/Centering*

- Have interactive games that require cooperation (Jenga, Tip the Waiter, Monkeys in a Barrel) out for the children to play.
- Have the children try to keep a balloon in the air.
- Have children help you move something big like a table.
- Show the effect of small things. Have a glass of water and ask the children if they think you can change the whole glass of water by adding just one more drop. Add a drop of food coloring and wait for it to change the color of the whole glass of water. Give each child a chance to change the color of the water.

### *B. Focus*

Explain to the children that today they will hear a story about working together to accomplish a big task.

### *C. Reflection*

Ask the children to talk about a time they needed help such as: tying shoes, carrying something, or reading something.

## III. EXPLORATION AND INTEGRATION

### *A. Story and Discussion*

1. Read the story on page 14 showing the illustrations or using the stuffed animals as props.

2. Possible discussion questions:

- a. What happened in the story? What do we know about the different characters?
- b. Do you know any other stories like this?
- c. Ask the question at the end of the story.
- d. Could any one of the animals alone have pulled out the beet?
- e. What do you do when you have something you can't do alone? Who do you ask for help?
- f. What does your Society do that needs everyone (e.g. clean-up day, Society or Sunday School social action project, lighting candles for a winter celebration.) How does everyone participate?

### *B. Activity*

*Choose one or more of the following:*

- Have children cut out pictures of their favorite foods from magazines and make a collage
- Discuss something "big" that the society will be working on - like an upcoming Festival and have the children plan ways they can help be a part of a project that no one person can do alone.
- Have the class clean-up the room in 20 seconds — give each person a chance individually to do so and call "time." Then have the entire group work together. See how long it takes.
- Cook borscht and serve hot and cold or taste already prepared. Paint with borscht. Cut beets in half and use as stamps for pictures.
- Plant different sized seeds in cups. Glue a seed on the outside of the cup, so you can remember which cup holds which seed. See which seed grows the biggest plant.
- Sing "I Wonder if I'm Growing?"

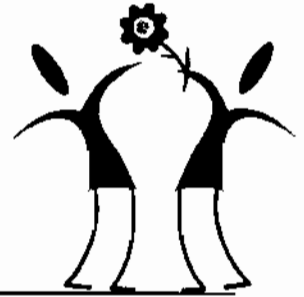
## IV. CLOSING

- Have the class share their collages and talk about foods they like.
- Ask each child to think about how he/she will handle a big task.

# LOST AND FOUND MONEY

Core Value

*I am a member of the world community  
which depends on the cooperation of all people for peace and  
justice.*



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## I. PREPARATION

### *A. Resources for Class*

The book "Love Your Neighbor" pgs 18-21.

### *B. Teacher Preparation*

- ⇒ Familiarize yourself with information about the unusual animals (bandicoot, wombat, etc.) in this story. Be prepared to respond to questions the children may raise about these animals.

### *C. Supplies*

*Decide which activity the class will do and obtain the supplies.*

*Suggested activities need:*

- ⇒ Play money  
Paper plates, paper grocery bags, construction paper, hole punch, yarn  
mask pattern  
Props to set up a market (play food, clothes, stuffed animals)  
Deck of cards.  
Ice cream and cones  
The song "Magic Penny" available on various Malvina Reynolds CDs. Lyrics available in the "Rise Up Singing" songbook.

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## II. DEVELOPMENT OF LESSON

### *A. Gathering/Centering*

When the children enter, tell them there is play money hidden in the classroom and that they may look for it until they find one bill. Or, you may want to have them make masks of the animal characters in the book - koala, wombat, kangaroo.

### *B. Focusing*

Explain to the children that today they will hear a story about finding money.

### *C. Reflecting*

Ask the children if they have ever found anything that wasn't theirs or money. What did they do with it? Ask if they have ever lost money or anything else. How did they feel?

### III. EXPLORATION AND INTEGRATION

#### *A. Story and Discussion*

1. Read the story "Lost and Found Money" showing the illustrations. Be prepared to answer questions about the exotic animal characters.
2. Possible discussion questions:
  - a. What happened in the story?
  - b. What do we know about the different characters?
  - c. Have you ever lost money? What happened?
  - d. When two people have a disagreement, how is it solved?
  - e. Do you always need another person to settle an argument?
  - f. Have you ever not been believed when you were telling the truth? What did you do? What happened?
  - g. What do you think Marcella should do with the found money?

#### *B. Activity*

*Choose one or more of the following:*

- Act out the story using the masks made at the beginning.
- Play "Hide and Seek" or "Hot & Cold" (Hide something in the room — the closer a person gets to the object the hotter they are.)
- Make play money or use Monopoly money to play-act a market or store.
- Have the class decide on a project or cause they would like to support. Make posters (can decorate with the play money) and have the class decide on a way to raise money to support the activity.
- For snack have ice cream cones, play card games and listen to the song "Magic Penny."

### IV. CLOSING

Revisit with the class the question of what to do when money is found.



## Did You Know????

### Information about Marsupials

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Marsupials are animals that have pouches to carry their babies. Marsupial babies are born very small and they crawl to their mother's pouch. Once in the pouch they nurse until they are big and strong enough to come out of the pouch. 100 million years ago they lived all over the world, but now they are mostly found in Australia.

A baby kangaroo is called a joey. Grown kangaroo's back legs are so big that they cannot run — so they hop. Their tail helps them keep balance. Female red kangaroos hop faster than males.

Wombats are about the same size as a bulldog. They have strong front legs with which they dig burrows. The pouch of the wombat opens towards their back legs, because they do so much digging. This way the baby will not get a face full of dirt!

Even though we call koalas bears, they too are marsupials. They grow to be between 25 - 35 inches and can weigh up to 35 pounds. They live in eucalyptus trees (also known as gum trees) and live off of eucalyptus leaves. They get the moisture they need from the leaves, which helps them survive droughts. Koala means "does not drink."

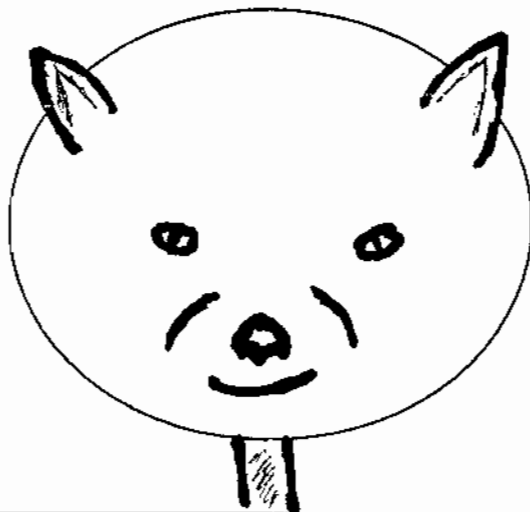
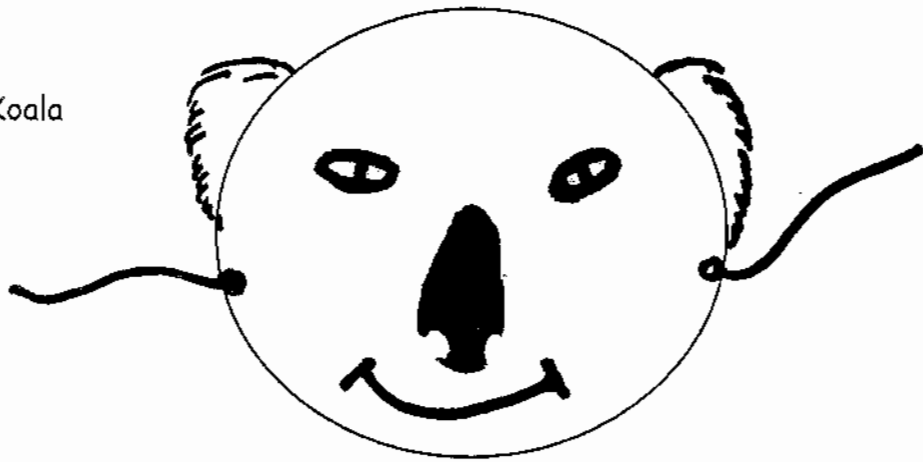
There are many marsupials including the cuscus (a slow moving tree dweller), the bandicoot (a small rat-like animal), and the numbat (a small striped creature that can eat up to 20,000 termites a day.)

## Masks

### Koala and Wombat

Use paper plates for the faces. Cut ears and noses from construction paper and attach. Make a hole on either side and insert yarn to attach to child's head or tape mask to a paint stick or wooden spoon to use as a handle to hold mask in front of face.

Koala

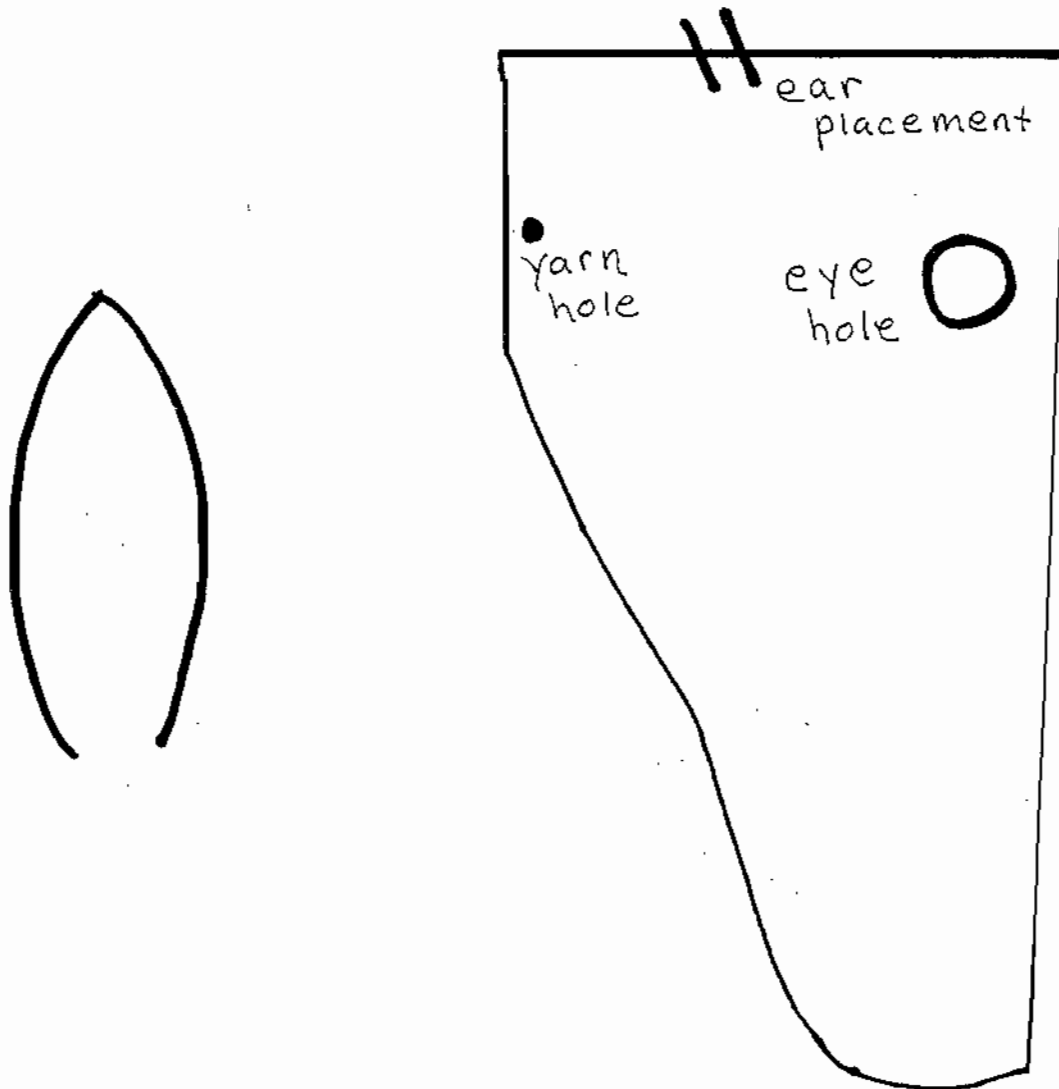


Wombat

## Masks

### Kangaroo

Enlarge the pattern by 50% (should be 10 1/2" along fold line) and cut out. Cut a piece of butcher block paper, fold in half, and place the fold line of the pattern along the fold of the paper. Cut out. Cut out eye holes and punch holes for yarn ties. Cut out ears and paste on the mask.

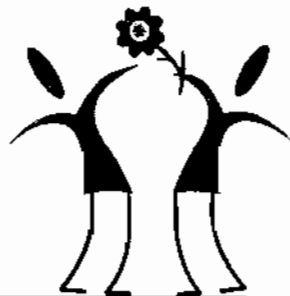




# FIRST FLIGHT

## Core Value

*I learn from the world around me by using my senses, mind and feelings.*



## I. PREPARATION

### *A. Resources for Class*

The book "Love Your Neighbor" pgs. 22-25.

### *B. Teacher Preparation*

Decide whether you want to use this lesson as an opportunity to invite the parents to class - perhaps at the beginning of the year

⇒ Anticipate questions about bees.

### *C. Supplies*

*Decide which activity the class will do and obtain the supplies.*

*Suggested activities need:*

Lots of old clothes

Name tags if parents attend

Ingredients for honey-based snacks (recipe attached) or honeycomb cereal or apples dipped in honey.

Supplies for making bees: empty fiber egg carton, pipe cleaners, black and yellow fuzzy balls, stick-on eyes, crayons or markers, construction paper, tissue paper.

## II. DEVELOPMENT OF LESSON

### *A. Gathering/Centering*

Have parents (if present) help their child put on as many clothes as possible from those available.

### *B. Focusing*

Explain to the children that today they will hear a story about a worried parent.

### *C. Reflecting*

- Have each child stand up and show all the clothes they are wearing. Ask them to try to accomplish some physical activity like doing a somersault or skipping.
- While removing the many layers of clothing, ask them if their parents worry about them. How do they know? Do their parents worry about them too much? Why do they think yes or no? Why do parents worry about their children?

### III. EXPLORATION AND INTEGRATION

#### A. *Story and Discussion*

1. Read the story "First Flight" showing the illustrations.
2. Possible discussion questions:
  - a. What do you know about the mother bee?
  - b. What do you know about Duncan?
  - c. How do you think the mother bee felt about her son going out to fly for the first time? How do you think Duncan felt?
  - d. Have you ever done something for the first time that your parents worried about? How did it go?
  - e. What happened when Duncan tried to fly? How did Duncan's mom change?
  - f. Have you ever been separated from your parent? How did it feel?
  - g. Should you always listen to your parents? -Why do parents set rules? How do rules change?
  - h. What is something you're allowed to do now that you couldn't do before?

#### B. *Activity*

*Choose one or more of the following:*

- ⇒ Make bees from fuzzy balls, pipe cleaners, eyes and tissue paper (for wings) ; or decorate egg cartons with markers, eyes, and pipe cleaners.
- Have the children (and parents) act out the story.
- ⇒ Have snacks made from honey.
- Make a human cooperative bee: three children stand close together in a line - one is head with antennae, one is the body with wings, one is the main body. See if they can do this in threes with minimal direction.
- Play "Buzz Buzz Bee" (like "Duck, Duck, Goose")

### IV. CLOSING

What will you do when your parents want you to do something you don't want to do?

## Did You Know????

### Information about Bees

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There are thousands of types of bees, such as the African Killer, Orchid, Parasitic and Asian Carpenter.

Some bees live alone, others live in large nests or hives of up to 50,000 bees.

Bees make honey out of gathered nectar.

Beehives can be made of leaves, mud, and animal hair.

Bees store honey in a comb made of six-sided cells. They eat honey all winter.

Bees teach each other where to find food by dancing.

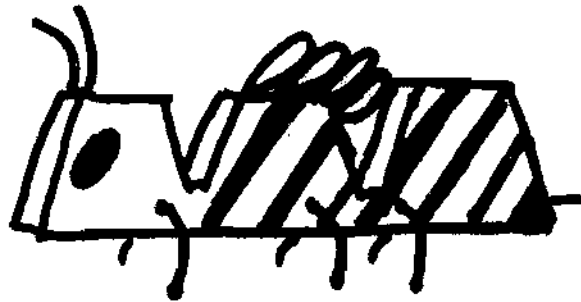


## Egg Carton Bees

For the body, use 3 connected sections of an egg carton. Paint the middle and back section yellow. Paint or draw black stripes over the yellow. Cut 4 almond shaped wings from construction paper. Glue the smaller ends of the wings onto the middle section (2 on each side.)

Use a hole punch to punch one hole on each side of each section. 6 holes in total. Stick pipe cleaners through the holes for legs. Punch 2 holes in the top of the head section; insert pipe cleaner for antenna. Push a toothpick through the very end for the stinger.

To make a mobile, have the children make several bees. Attach a piece of yarn to each bee which can then be tied to a hanger. Suspend from ceiling.



## Honey Recipes

### Chocolate-Chip Honey Cookies

1/2 cup softened butter  
1/2 tsp. Vanilla extract  
1/2 cup honey  
1 egg  
1 1/4 cups flour  
1/2 tsp baking soda  
1/2 tsp salt  
1 cup semisweet chocolate chips

Preheat oven to 375 degrees

In a large bowl, cream butter and mix in vanilla extract and honey. Add egg and mix well. In another bowl, sift together dry ingredients. Stir in chocolate chips. Coat cookie sheets with cooking spray. Drop batter by rounded tablespoons onto cookie sheets. Bake for 13 to 15 minutes.

Makes 2 dozen

### Honey Lemonade

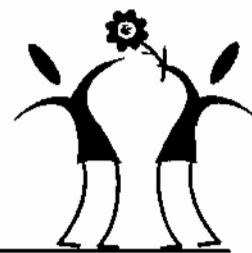
1 cup water  
1 1/2 tblsps lemon juice  
1 1/2 tblsps honey

Bring water and honey to a rolling boil. Boil for 2 minutes. Remove from heat and add lemon juice. Cool. May be stored in an airtight container in the refrigerator.  
Makes 1 serving.

# LOVE YOUR NEIGHBOR

## Core Value

*I can learn from the past to build for the future.  
Every person deserves to be treated fairly and kindly.*



---

## I. PREPARATION

### A. Resources for Class

The book "Love Your Neighbor" pgs 26-29.

### B. Teacher Preparation

- Consider planning this lesson for a Spring Sunday when planting is possible.
- This story can be used as a discussion of prejudice (perhaps for Martin Luther King, Jr. Sunday.)
- Consider including the story "Tops and Bottoms" by Janet Stevens.

### C. Supplies

*Decide which activity the class will do and obtain the supplies.*

*Suggested activities need:*

Assortment of "Hidden Pictures" (like "Where's Waldo?") or mazes from coloring or activity books.

⇒ Can the Rabbit Find His Tools sheet.

Toy or actual gardening tools

Large flower pot, construction paper for flowers, pipe cleaners for stems, clay or foam for inside of pot.

Bulbs and/or seeds and small pots.

Construction paper, glue, and collage materials

Carrots

Song — "Bumpin' Up and Down in my Little Red Wagon" on Raffi's *Singable Songs for the Very Young*

"Peter Rabbit's Math Garden" (a computer game) available from Mind scape, 88 Rowland Way, Novato, CA 94945 (415-897-9900) or from many public libraries.

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## II. DEVELOPMENT OF LESSON

### A. Gathering/Centering

Have children take a Hidden Picture and let them try to find the items disguised. Have a play toy garden with tools and sand or dirt. If possible decorate flower pots.

### *B. Focus*

Explain to the children that today they will hear a story about two neighbors who didn't know each other very well.

### *C. Reflecting*

Ask the children: What is a neighbor? What is a good neighbor? Do you know your neighbors?

## III. EXPLORATION AND INTEGRATION

### *A. Story and Discussion*

1. Read the story "Love Your Neighbor" showing the illustrations.
2. Possible discussion questions:
  - a. What happened in the story? What do we know about the characters?
  - b. Ask the questions at the end of the story.
  - c. Who is a good person?
  - d. What can you tell about a person by how they look or what they own? Have you ever had an incorrect opinion about someone? Has anyone ever been incorrect about you?
  - e. What can you tell about a person by how they treat you? Others?
  - f. How do you get to know someone better?
  - g. Talk about neighbors of all kinds including national and global

### *B. Activity*

*Choose one or more of the following:*

- Have the children write out complimentary statements (they may need help with this) about each other onto precut flowers. Attach these to a pipe cleaner stem to be placed in the large pot later.
- Play "Peter Rabbit's Math Garden" (computer game)
- Sing or listen to Raffi song "Bumpin' Up and Down In My Little Red Wagon" while you have a snack that includes carrots.
- Make a collage where some things are hidden or under a flap of paper.
- Plant bulbs outside or seeds inside in small pots.

## IV. CLOSING

Ask the children what they can do to get to know people better.

# Can the Rabbit Find the Tools

The rabbit would like to work the garden. Help the rabbit find the paths to the different tools.

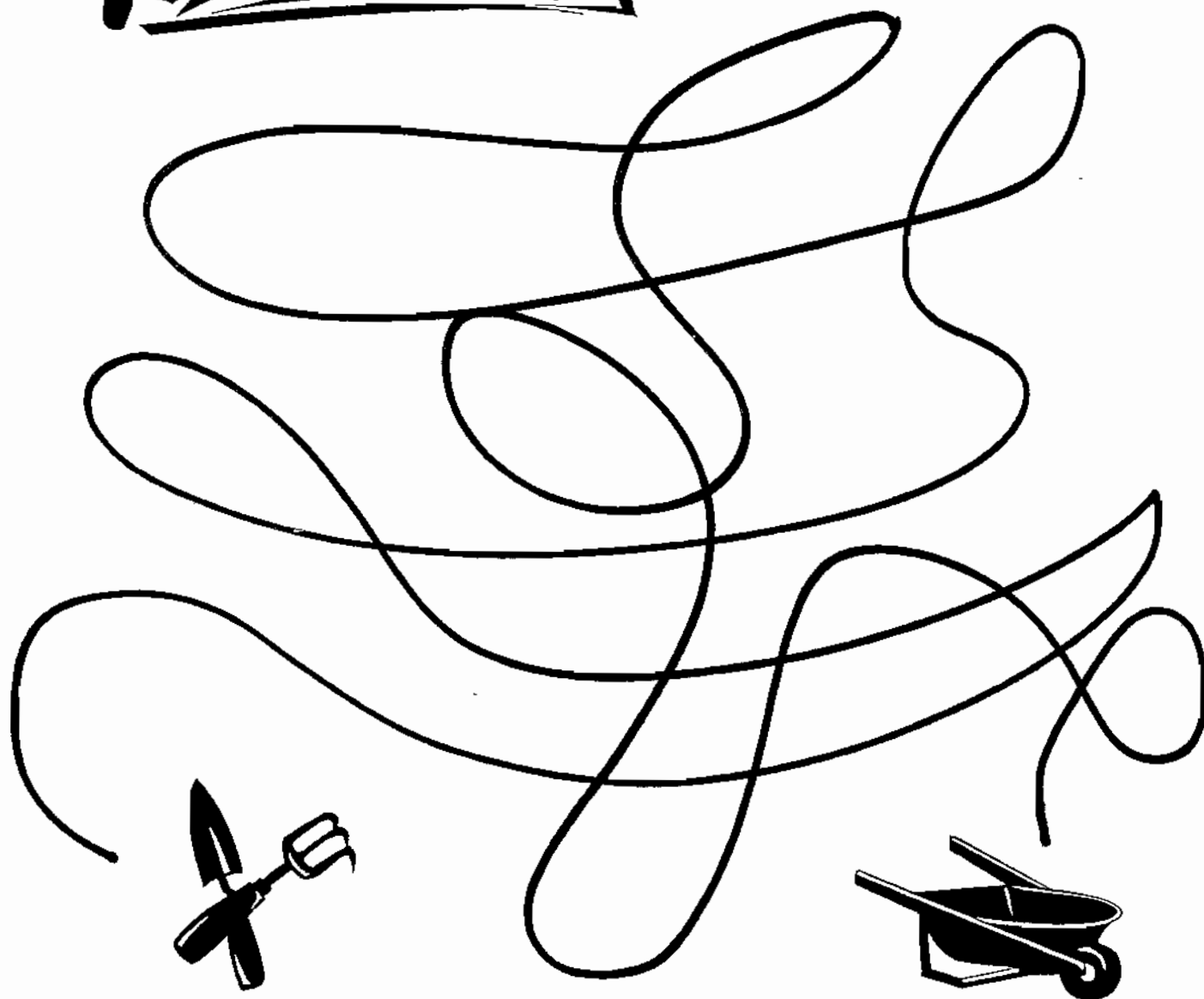
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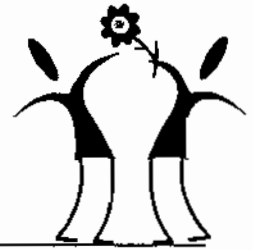
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# SHOPPING SPREE

Core Value

*Every person is Important and Unique*



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## I. PREPARATION

### *A. Resources*

The book "Love Your Neighbor" pgs. 30-33.

### *B. Teacher Preparation*

Plan this story for later in the year after the children have gotten to know each other better. Have some additional stories available about unlikely friends. (i.e. Frog and Toad, George and Martha); or tell about a friend you have who is very different from you. This lesson could be used for Halloween.

### *C. Supplies*

*Decide which activity the class will do and obtain the supplies.*

*Suggested activities need:*

Old clothes for dress-up

Flip chart books with different heads, middles, and feet

Magazine cut-outs of clothes and catalogues.

⇒ List of simple questions to use as a "get to know" each other exercise.

⇒ Paper doll pattern

Lyrics to "I'm Unique and Unrepeatable" available in "Around the Church, Around the Year" UUA curriculum.

Variety of unusual snack foods that represent a variety of likes and dislikes.

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## II. DEVELOPMENT OF LESSON

### *A. Gathering/Centering*

*Choose one activity*

- Have the children dress up in the clothes or make a collage out of magazine cut-outs (head, middle, legs and feet); let them play with flip books to make outlandish combinations of people/animals.
- Ask children to pair off and either:  
have them "interview" each other using prepared questions; or have them look at the person next to them and verbally describe them to the class.
- Divide the class members into pairs, one person closes eyes, other changes something about their appearance, first person opens eyes and tries to notice difference.

### *B. Focusing*

Explain to the class that today they will hear a story about two friends who are very different from each other.

### *C. Reflecting*

- Ask the children to tell about their "interviews" with each other or whether they noticed when the other person changed something about their appearance. Did that change who the person is?
- Ask them to share something about a friend they may have who is different from them: in what way? in how many ways? What makes you good friends anyway?

## III. EXPLORATION AND INTEGRATION

### *A. Story and Discussion*

1. Read the story "Shopping Spree" showing the illustrations.
2. Possible discussion questions:

- a. What do we know about the two friends? How are the two friends different? How are they alike?
- b. How can you tell they are friends?
- c. How do they value each other?
- d. Are the two friends happy?
- e. What's the silliest thing you've ever worn outside your home?
- f. Are you still the same person when you dress differently?

*(Note: there is an issue of honesty you may want to address. You can ask things like: If you don't agree with a friend, should you always say so? What is more important - honesty (when it comes to taste) or acceptance and approval?)*

### *B. Activity*

*Choose one or more of the following:*

Have the children "model" their dress-up outfits.

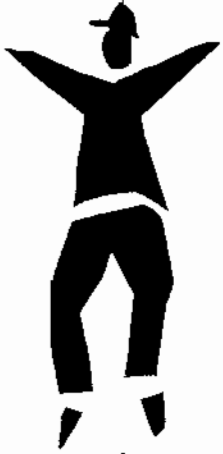
- Share the collages and ask the children to explain why they chose certain things to put together. What do they like about their picture?
- Sing: "I'm Unique and Unrepeatable."
- Have the class use the paper dolls to create their outfits.
- Let children choose their favorite snack from those available

## IV. CLOSING

Ask each child to talk about what they think makes them special and unique. Remind them to tell their friends why they like them this week.

**Getting to know my Sunday School Friends**

**The name of the person I am interviewing is:**



**This is what I learned**

**City born in:**

**Brothers:**

**Sisters:**

**Favorite Food:**

**Favorite Color:**

**Favorite Story:**

**Favorite TV Show:**

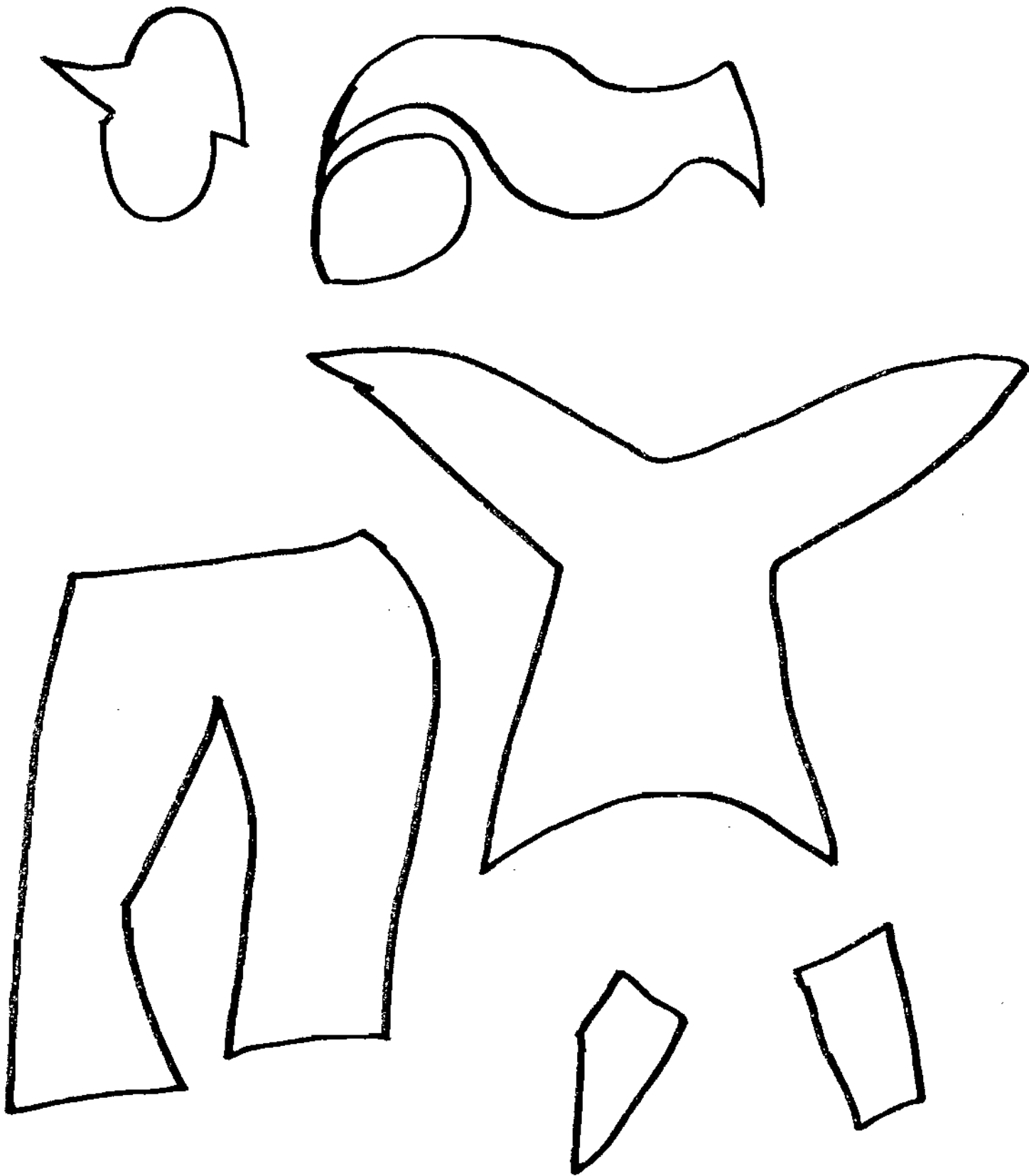
**Favorite Sport:**

**Favorite thing about Sunday School:**



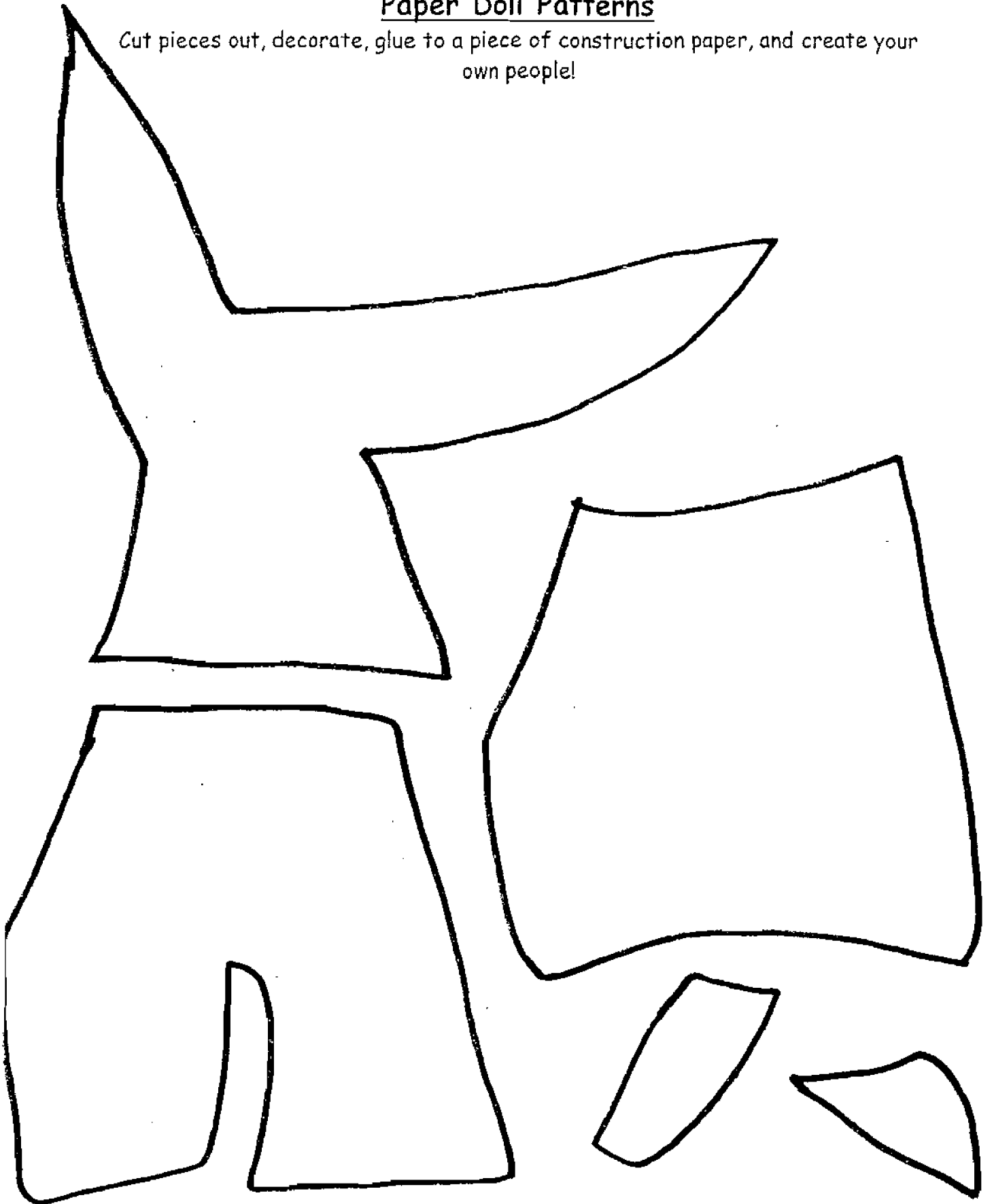
## Paper Doll Patterns

Cut pieces out, decorate, glue to a piece of construction paper, and create your own people!



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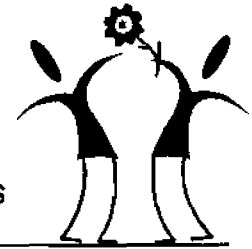


# CHOPSTICKS

Core Value

*I am free to question.*

*I accept responsibility for my choices and actions*



## I. PREPARATION

### *A. Resources for Class*

The book "Love Your Neighbor" pgs 34-37.

### *B. Teacher Preparation*

Consider using this as a lesson when parents are present.

Learn how to use chopsticks.

### *C. Supplies*

*Decide which activity the class will do and obtain the supplies.*

*Suggested activities need:*

Chopsticks for each participant (available from Chinese restaurants.)

The board game "Hungry, Hungry Hippos"

⇒ Charts to fill out "How I Do Things."

Food that can be eaten with chopsticks (cooked spinach, ramen noodles)

Poster that says "Just because it is popular doesn't make it right;

Just because it is right, doesn't make it popular."

## II. DEVELOPMENT OF LESSON

### *A. Gathering/Centering*

- Have children try to eat food with chopsticks - encourage them to try their own method
- Play "Hungry, Hungry, Hippos."

### *B. Focus*

Explain to the children that today they will hear a story about doing things our own way and rules about how to do things.

### *C. Reflection*

Ask children to share something that they do in their very own special way.

### III. EXPLORATION AND INTEGRATION

#### *A. Story and Discussion*

1. Read the story "Chopsticks" showing the illustrations.
2. Possible discussion questions:
  - a. What happened in the story? (The class and parents could act it out)
  - b. What was Rhonda doing? Why did others think it was wrong? What do you think? Do you know anyone who does things differently from you?
  - c. What makes something "proper"?
  - d. Ask question at the end of the story.
  - e. Why do we have rules? What are rules that one should not change? Talk about some rules that are not to be questioned - like school rules, traffic signals, safety issues. Initiate a discussion between the parents and children about their home rules and why they are in place.

#### *B. Activity*

*Choose one or more of the following:*

- Have the children think of all the things they do every day (comb their hair, take a bath or shower, get dressed, brush their teeth, etc.) Ask if they do any of these things in their own special way? What do people say about the way you do things? How does that make you feel? Give each child a chart and have them draw their own ways of doing those things.  
Come back together and ask the children if we all should do things the same way? Is there a best way?
- Have them pair up with a partner and tell each other how they do different tasks.
- If possible, find out what algae is by visiting a nearby pond or bringing some in from a pet store.

### IV. CLOSING

Talk about how within most rules there is chance to be an individual - like how you use chopsticks or comb your hair, etc. Invite suggestions and remind them to pay attention to rules and how they do things during the week.

# How I Do Things

How I get Dressed

How I watch TV

How I eat my lunch

How I play with toys

Resource  
Chopsticks

# How I Do Things

How I ????????

How I play with friends

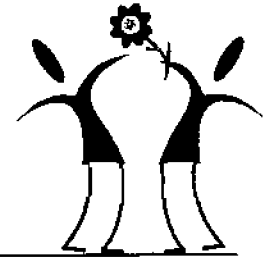
How I brush my teeth

How I draw

# WHO OWNS THE EARTH

## Core Value

*I am part of this earth; I cherish it and all the life upon it.  
I learn from the world around me by using senses, mind and feelings.*



## I. PREPARATION

### A. Resources for Class

The book "Love Your Neighbor" pgs. 38-41.

### B. Teacher Preparation

Some background in Native American philosophy would enhance the teaching of this lesson. Information about Chief Seattle, environmental issues and planning around Earth Day might be helpful.

It is suggested that the teacher practice the pronunciation of the names in the story.

Decorate the room with nature and Earth Day posters.

### C. Supplies

*Decide which activity the class will do and obtain the supplies.*

*Suggested activities need:*

Environmental sounds tape and tape player

Black construction paper or clay and/or plaster

Scissors, glue, markers, tape, tissue paper, string

Raffi song or tape titled "Ever Green, Ever Blue."

⇒ Butterfly shape

Boards about 3'x4", long nails, hammers

Packing material that is biodegradable and non-biodegradable

## II. DEVELOPMENT OF LESSON

### A. Gathering/Centering

- Have children "claim" a toy or area of the room when they come in. When all are assembled, ask them whether they own the spot or toy they have chosen.
- Talk about being a part of something like a town or a classroom or the Ethical Society. What does it mean to be a part of a group?
- Bring up the Native American quote "We do not own the earth, we are only borrowing it from our children." What does it mean to the class members?

### B. Focusing

Explain to the children that today they will hear a story about sharing the earth.

### *C. Reflection*

Ask the children who really owns the land? the playground? the park, ocean, library, sky, etc?

## III. EXPLORATION AND INTEGRATION

### *A. Story and Discussion*

1. Read the story "Who Owns the Earth" showing the illustrations.
2. Possible discussion questions:
  - a. What happened in the story? What do we know about the characters?
  - b. Does it solve anything to be quiet sometimes? What do you learn when you are quiet? How does being quiet help us enjoy nature and the world?
  - c. Using the question at the end of the story, focus on conflict management skills. Ask the class for examples of some conflicts or disagreements between people. What helped solve the problem?
  - d. How did the elks solve their problem? How did the Monarch help? Why was she called the "Monarch"? Why, when we are having an argument, do we sometimes need someone who is wise to help us out?

### *B. Activity*

*Choose one or more of the following:*

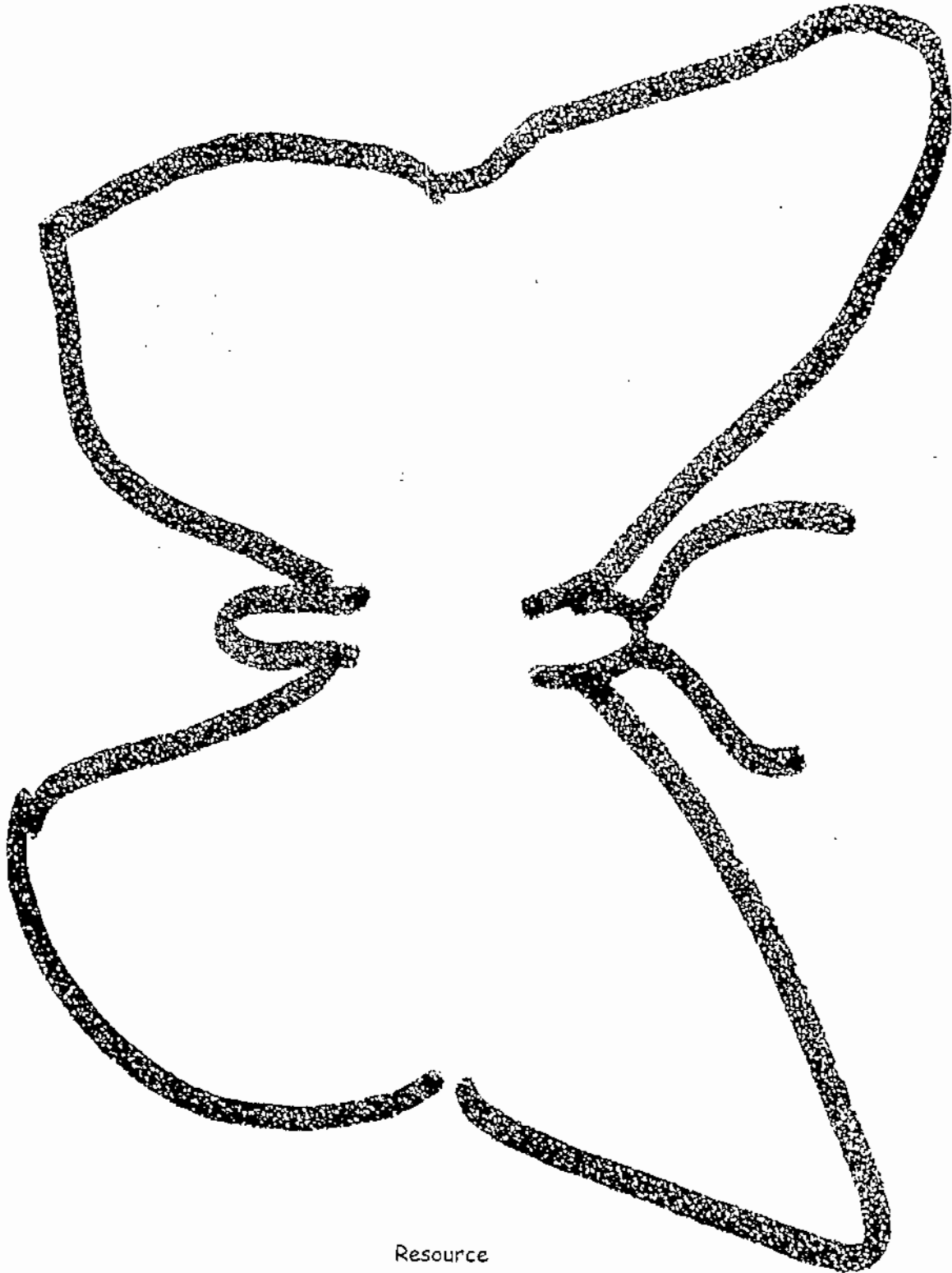
- Make Monarch butterflies out of black construction paper, orange or yellow tissue paper.
- Create elk footprints out of black construction paper or make them in plaster or clay.
- Play environmental tapes and have the children listen - see how long they can be quiet. Or (if you have a natural area) go outside and quietly listen to nature.
- Make recycling sorter centers with the boards. Hammer in the long nails as hooks for trash bags so people can sort their recyclables.
- Role play conflict situations (e.g. two children want to play with the same toy, third person intervenes as a mediator.)

## IV. Closing

- Sing or listen to "Ever Green, Ever Blue" or "This Land is Your Land."
- Remind the children to think about times they can enjoy being quiet this week.
- Ask the children what they will do during the week to make the earth a better place to live?

## Butterfly Pattern

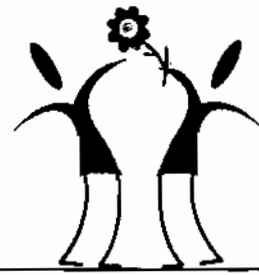
Enlarge on 11x17 paper. Cut out and have the class decorate. Punch a hole in the top and tie to a piece of yarn for the children to make kites.



Resource  
*Who Owns the Earth*

# RIVERSIDE

Core Value  
*I can learn from everyone.*



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## I. PREPARATION

### A. Resources for Class

The book "Love Your Neighbor" pgs. 42-46.

### B. Teacher Preparation

⇒ Read information about spiders - be prepared to tell basic facts about them.

### C. Supplies

Decide which activity the class will do and obtain the supplies.

Suggested activities need:

String or yarn; black plastic bowls, pipe cleaners, construction paper, markers, press-on eyes.

To make one big spider: black trash bag, newspaper for stuffing, black crepe paper for legs, construction paper, sunglasses, hat.

Ball of yarn

Song - "Spider on the Floor" available on Raffi's *Singable Songs for the Very Young*

Ding Dongs, red licorice, raisins

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## II. DEVELOPMENT OF LESSON

### A. Gathering/Centering

Have supplies available to make a spider body out of plastic bowls, pipe cleaner legs, googly eyes. Play "Build a Person" (aka "Hangman")

### B. Focusing

Explain to the children that today they will hear a story about spiders.

### C. Reflecting

Ask, "What do you know/think about spiders?" How are they helpful/harmful? Include correct information.

## III. EXPLORATION AND INTEGRATION

### A. Story and Discussion

1. Read the story aloud from the book, showing the pictures.

2. Possible discussion questions:

a. What happened in the story?

b. How did Zimena feel about helping the other spiders?

c. What is the story about?

### Story and Discussion, continued

d. Why were the spiders jumping in the river?

Try to relate this to the children - what other examples can they give of many children trying to do a difficult task without help (crossing a busy street)? What would be important enough to take a risk like that?

e. Return to Zimena - why did she save the others without even thinking about it? Talk about instinct, human nature, reaction to emergencies. Ask the children if they have ever witnessed such events (like a father diving into a pool fully dressed to rescue a child who had fallen in, etc)

### *B. Activity*

*Choose one or more of the following:*

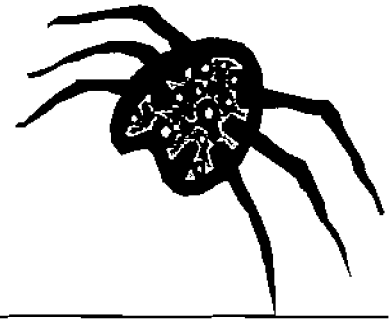
- Have children act out the story using their hand made spiders.
- Make the big stuffed spider and hang up
- To create a spider web, sit in a circle. Holding onto one end of a ball of yarn, throw ball to one person saying something that you've learned from that person. Holding yarn taut between first two people, continue until all have received the ball of yarn and the web is complete.
- Sing "Itsy Bitsy Spider" or "Spider on the Floor."
- Make spider treats out of Ding Dongs.

### IV. CLOSING

- Discuss with the class how we are sometimes called upon to help those we don't know — how can we do that here in our Society, our neighborhood, the world?
- Ask everyone to try to do something helpful for someone else this week or talk to their parents about how their family helps others in the world (through contributions, volunteering, etc)

## Did You Know???

### Information about Spiders

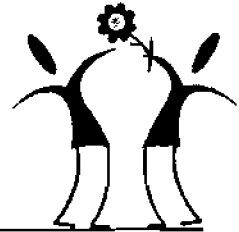


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- \* Spiders have 8 legs.
  - \* Spiders have 8 eyes called ocelli, but they can't see very well.
  - \* Spiders have graspers on each side of their mouths to catch their prey.
  - \* Spiders do not have bones.
  - \* Baby spiders, spiderlings, can fly. They don't have wings, but they can use a bit of silk as a balloon!
  - \* Spiders do not have antennae.
  - \* Spiders eat meat.

# DANDELIONS IN THE GARDEN

Core Value

*I am part of this earth; I cherish it and the life upon it.*



## I. PREPARATION

### *A. Resources*

The book "Love Your Neighbor" pgs 46-49.

### *B. Teacher Preparation*

Some knowledge about gardening.

Read Robert Fulghum's story about dandelions in "Everything I Ever Needed to Know I Learned in Kindergarten."

### *C. Supplies*

*Decide which activity the class will do and obtain the supplies.*

*Suggested activities need:*

Old magazines (especially seed catalogues or home and garden type) to cut up, construction paper, markers, glue

Fresh-cut flowers or artificial

Inexpensive visors or headbands

Embroidery string and large needles to string flowers

Flower pots

Wildflower seeds and cultivated individual small bedding plants as described in the story ( begonia, petunias, impatiens)

Dandelions and other weeds

Songs - "Garden Song" Words are in Rise Up Singing or can be found on Pete Seeger albums: *Circles & Seasons* and *Precious Friends* and/or "Everything Grows" on Raffi's *Everything Grows*.

## II. DEVELOPMENT OF LESSON

### *A. Gathering/Centering*

Have supplies ready for children to draw or cut and paste pictures of the prettiest flower or weed they can imagine.

Make a garden collage with magazine cut-outs.

### *B. Focusing*

Explain to the children that today they will be hearing a story about someone's garden.

### *C. Reflection*

- Ask the children if they have ever done something that did not turn out as planned? What was it? What happened?
- Ask if they help in a garden at home or somewhere else? Ask them to show the pictures of the garden collages they have made
- What does the phrase "want what you have" mean?

## III. EXPLORATION AND INTEGRATION

### *A. Story and Discussion*

1. Read the story "Dandelions in the Garden" showing the illustrations. If you have the actual plants mentioned in the story, you can show them as they are mentioned.

2. Possible discussion questions:

- a. What happened in the story? What do we know about the characters?
- b. Ask the question at the end of the story.
- c. Talk about what each person thinks is beautiful.
- d. How would you plan a garden?
- e. What is nature? Is it something we can control?
- f. What are some things in nature that happen no matter what we do (floods, weather, how we look, etc.)

### *B. Activity*

*Choose one or more of the following:*

- Make a group collage from the individual flower and weed drawings/collages done during the Gathering activity.
- Out of artificial or real flowers and weeds, create a hat like Basil's.
- Give the class unidentified seeds to plant in small pots to see what comes up.
- Make a daisy chain by stringing flowers together or cutting slits in stems and sliding them together.

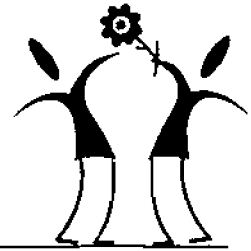
## IV. CLOSING

Ask the class to think of something in their life or environment that they tolerate (it bothers you but you live with it anyway.)

# LOLA AND THE CAGED BIRD

## Core Value

*I am part of this earth; I cherish it and all the life upon it.*



## I. PREPARATION

### *A. Resources for Class*

The book "Love Your Neighbor" pgs. 50-53.

### *B. Teacher Preparation*

- Consider determining beforehand if any of the children in the class have a pet bird. If this is so, approach the story with care.
- If you decide to make bird feeders, this would be a good lesson for winter.
- If someone in the Society is an animal rights advocate and can speak to the children about it, invite them to come. Or call the local zoo or Humane Society for a speaker.
- Remember that some pet birds like canaries or parakeets would not survive on their own outside of their owner's care. They are from another climate.
- An additional story that can be used with this lesson is: "Dog" from *Tokoloshi — African Folk Tales Retold* by Diana Pitcher, 1981.

### *C. Supplies*

*Decide which activity the class will do and obtain the supplies.*

*Suggested activities need:*

- Nature Sounds tape and tape player
- Large long envelopes - in colors if possible
- Craft feathers, glue, markers, stick on eyes
- Pine cones, peanut butter, wild bird seed or suet cakes
- Bright and dull colored crayons
- Blue plastic wrap and pictures of many kinds of birds
- Plain "eye" masks available around Halloween
- Paper plates, construction paper, feathers, glue, craft popsicle sticks
- ⇒ Ingredients for seed cookies

## II. DEVELOPMENT OF LESSON

### *A. Gathering/Centering*

- Listen to a tape that includes bird calls.
- ⇒ Have the children make envelope birds - make an example for them to follow. The children can help each other do this.

### *B. Focus*

Explain to the children that today they will hear a story about a pet bird.

### *C. Reflection*

Ask the children if they think animals can be happy? Do you think they have feelings? How can you explain your answer? What is happiness for an animal you know? What is happiness for you?

## III. EXPLORATION AND INTEGRATION

### *A. Story and Discussion*

1. Read the story "Lola and the Caged Bird" showing the illustrations. Have the children hold up their envelope birds to enact the story as you read it.

2. Possible discussion questions:

a. What happened in the story? What do we know about the characters?

B. Where do pets come from? (This should lead to a realization that all animals were once free.)

C. Should all animals be free?

D. Ask question provided at end of story.

### *B. Activity*

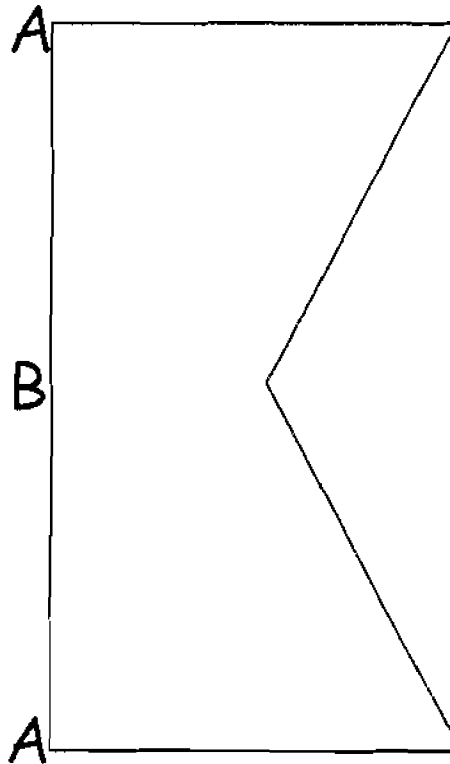
*Choose one or more of the following:*

- Make bird feeders out of pine cones and peanut butter rolled in wild bird seed; or smash a piece of bread and cover with seeds (if you have children with peanut allergies.)
  - Have two sets of crayons at tables - one set bright colors, the other dull. Have children make a picture of a bird from each set.
  - Make a brightly colored bird picture out of cut-outs or construction paper. Tape a flap of blue plastic wrap over the top so it can be lifted - to show the difference between a brightly colored bird and a dull one.  
Make bird masks from the eye masks or paper plates.
- ⇒ Make bird seed or bird's nest cookies.

## IV CLOSING

Ask the children to think about what they can do this week to make some one (or a pet) happy?

# Envelope Bird Beak



Put your thumb and pointer finger in points A of a business envelope. Crease the envelope at point B with other hand. Bring thumb and pointer together and you have created a beak!

## Bird Seed Cookies

1 cup flour  
1 tsp. Salt  
1 tsp. Baking powder  
1/2 tsp. Baking soda  
1/2 tsp. Cinnamon  
1/2 tsp. Nutmeg  
1/2 tsp. allspice  
1/8 tsp. cloves  
1/2 cup softened margarine  
1/2 cup packed brown sugar  
1 egg  
1/2 cup honey  
1 cup quick cooking rolled oats  
1/2 cup corn flakes

Preheat oven to 375.

Stir together the flour, salt, baking powder and soda, and the spices. Beat margarine for 30 seconds. Add brown sugar and beat till fluffy. Beat in honey and egg. Add dry ingredients a bit at a time and beat until well blended. Stir in oats and corn flakes.

Drop a teaspoon full on a greased cookie sheet 2 inches apart from the other cookie.

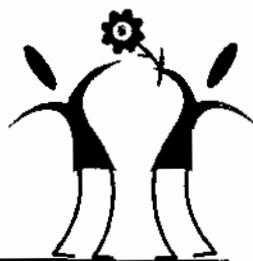
Bake 12 to 14 minutes.

Makes 3 dozen

# PASSING THROUGH A GATE

## Core Value

*I am a member of the world community which depends on the cooperation of all people for peace and justice.*



### I. PREPARATION

#### *A. Resources*

The book "Love Your Neighbor" pgs. 54-57.

#### *B. Teacher Preparation*

Prepare an obstacle for children to contend with before class begins -- i.e. make it difficult for them to get into the room with chairs stacked in front of the doorway or any other way to create a "roadblock."

⇒ Learn the yoga posture called "the camel" to teach the children.

#### *C. Supplies*

*Decide which activity the class will do and obtain the supplies.*

#### *Suggested activities need:*

Whatever is needed to create the obstacle at the room's doorway.

Pictures of camels

Brown butcher block paper, paints, markers

Cardboard egg cartons, bathroom tissue rolls, string, construction paper

Song "Sally the Camel" on *Barney's Favorites, Vol. 1*

### II. DEVELOPMENT OF LESSON

#### *A. Gathering/Centering*

Have the children experience the impasse created at the door.

As a group prepare other examples of obstacles once inside the room.

#### *B. Focus*

Explain to the children that today they will hear a story about a narrow gate.

#### *C. Reflection*

Ask the children what kinds of things do they do where they have to wait for a turn?

Ask the class to pretend to be "stubborn."

### III. EXPLORATION AND INTEGRATION

#### A. *Story and Discussion*

1. Read the story "Passing Through a Gate" showing the illustrations.

2. Possible discussion questions:

- a. What happened in the story? What do we know about the characters?
- b. Have you ever been stubborn?
- c. When have you seen stubbornness (in school, at home)? What happened?
- d. What are solutions to the different situations?

#### B. *Activity*

*Choose one or more of the following:*

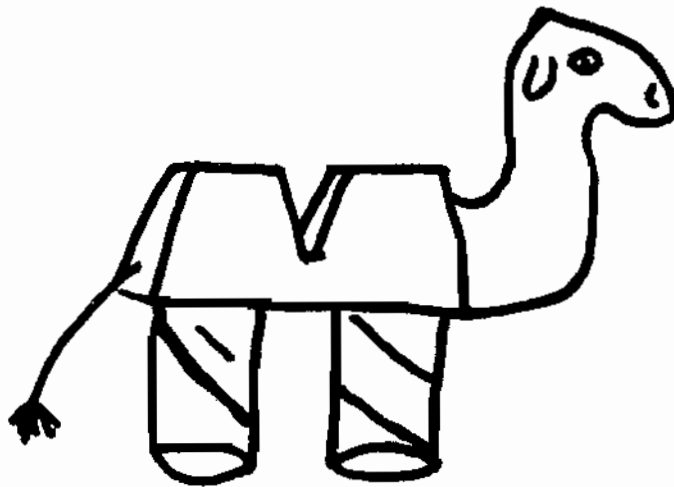
- ⇒ Have the class make individual camels.
- Act out the story (children may want to use the camels they made.)
- Make a group cooperative camel. Cut a large camel out of butcher block paper and have everyone help decorate. If you want to act out the song "Sally the Camel", cut the camel in half and make extra humps. Give everyone a piece of the camel with some of them dropping out as the camel is reduced illustrating the song lyrics.
- ⇒ Have children do the yoga "camel posture."
- Have a staring contest.
- Play "London Bridge" with two groups trying to get through the bridge on either side. How can the class play the game?

### IV. CLOSING

Ask the question at the end of the story.

# Egg Carton Camel

Cut out two sections from an egg carton. Paint or color it brown. Punch a hole at the end of one section and loop a piece of string through it for the tail. Insert two toilet paper rolls in the carton for the legs. From construction paper cut and decorate a camels head and glue on the front. Now you have a camel.



# Yoga Position

## The Camel

1. Kneel down with knees apart. Place hands on hips. You can tuck your toes in if it is hard to keep balance.



2. Lean back, pushing your hips forward.



3. Place hands on feet and arch back. Hold for a couple of breaths.



4. Rest in child posture: remain kneeling but extend torso and head onto ground. Lay arms by side.

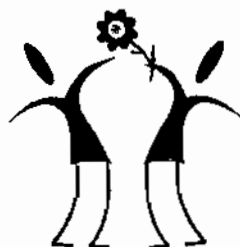


# BLACK OR WHITE ALL OVER

Core Value

*I am free to choose what I believe.*

*Every person deserves to be treated fairly and kindly.*



## I. PREPARATION

### A. Resources

The book "Love Your Neighbor" pgs. 58-61.

### B. Teacher Preparation

"The Sneetches" by Dr. Seuss (book or video — available from most libraries) is a similar story that you may choose to use with this lesson. This lesson could be used near Martin Luther King, Jr. Day.

### C. Supplies

*Decide which activity the class will do and obtain the supplies.*

*Suggested activities need:*

A book with optical illusions

Black & white strips of paper

Wooden sticks or spoons

Socks, black markers, stuffing and string

⇒ Outline shape of a zebra

Black washable ink stamp pad for fingerprints

## II. DEVELOPMENT OF LESSON

### A. Gathering/Centering

- Have books with optical illusions out for the children to look at as they arrive.
- With prepared shapes, have children create a zebra out of black and white strips of paper. If time, make one shape with strips cut out like lattice and another with colored paper behind showing through. Glue to sticks to use as puppets
- Make sock puppets using white socks, black markers for stripes, and stuffing, string for tail. Tie bottom around a stick.

### B. Focus

Explain to the children that today they will hear a story about two friends who wanted to be together against their parents' wishes.

### C. Reflection

Ask the children if they have ever had a friend they could not play with? Ask them to tell you about the experience.

### III. EXPLORATION AND INTEGRATION

#### A. *Story and Discussion*

1. Read the story "Black or White All Over" showing the illustrations. Have the children use their puppets to act it out.

2. Possible discussion questions:

- a. What happened in the story? What do we know about the characters?
- b. Have you ever heard a story like this?
- c. Can you be friends with whomever you want?
- d. Look at the last illustration. Can you tell which zebra is which? Even if they did look different, would that be a reason to not play together?
- e. Can you think of any reason not to be friends with someone? (Emphasize that the reasons have nothing to do with how others look.)
- f. Ask the question at end of story.

#### B. *Activity*

*Choose one or more of the following:*

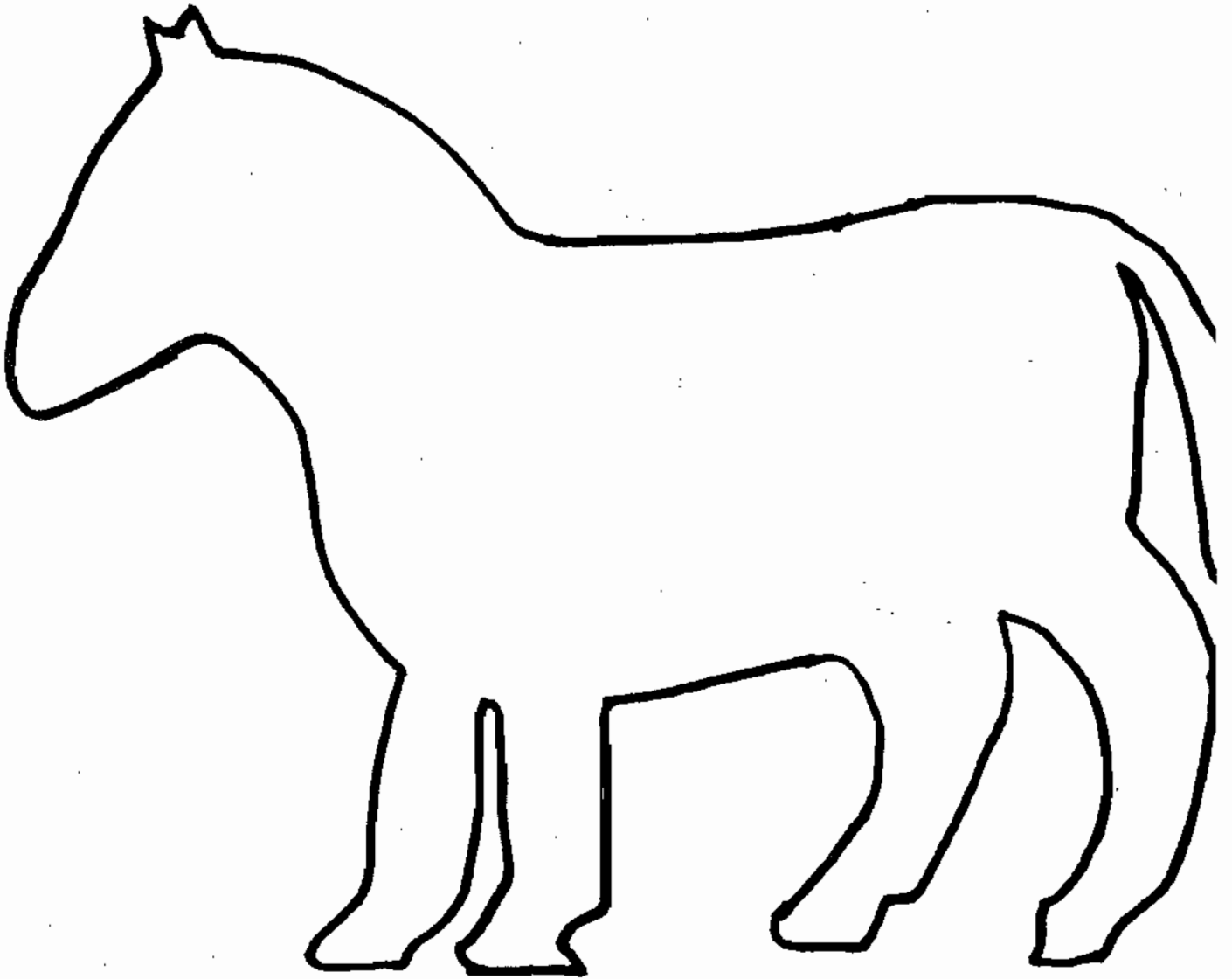
- ⇒ Have the class draw their own blended/optical illusion line drawings. Show them the attached sample.
- ⇒ Finger print everyone. If you mix them up can they tell which print belongs to which person. Make animals from the prints. If this is the last lesson you do, review the stories by making fingerprint animals of all the different characters.
- Watch or read "The Sneetches."

### IV. CLOSING

Refer back to the fingerprints. Ask how we are all the same and different? Ask the class to try to get to know someone new this week.

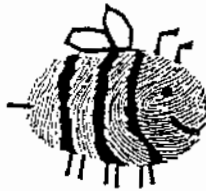
## Zebra Outline

Trace onto black or white construction paper. Decorate with strips of paper of the opposite color.



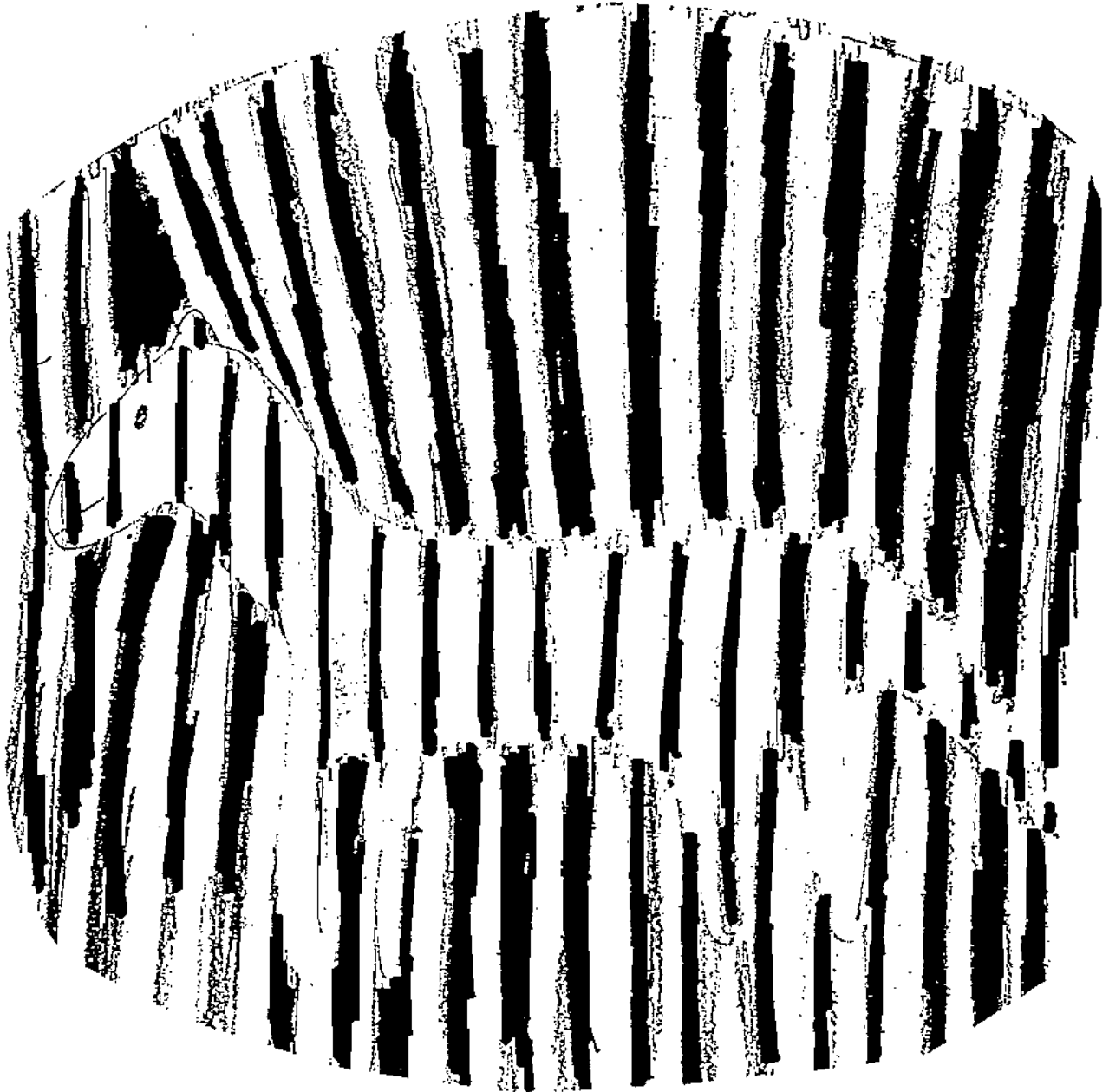
# Fingerprint Animals

What can you create?



# Blended Line Drawing

Create your own like this one.



Resource

*Black or White All Over*