



JOURNEY IN... YEAR TWO THE DIVINE WITHIN STORY

This lesson's Big Ideas:

- When we recognize that the Divine that is within us is also in every other human being, we feel compassion for ourselves and for others.
- Compassion, the deep understanding and sharing of another being's feelings, can be cultivated and nurtured.
- Acted upon, compassion contributes to our own well-being and the greater good of the entire world.

Lesson Materials

- Web browser open to page 9 of *From Long Ago and Many Lands*, by Sophia Lyon Fahs AND/OR YouTube video of Unity's Spirit Play video on The Good Samaritan
- Web browser with link open to video of *Dora's Box* being read aloud

TEACHER REFLECTION AND PREPARATION

🕒 Ahead of time

Jesus said to them, "For I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me." Then the righteous will answer him, "Rabbi, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?" And he will answer them, "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me." - Matthew 25:35-40

When you begin to touch your heart or let your heart be touched, you begin to discover that it's bottomless, that it doesn't have any resolution, that this heart is huge, vast, and limitless. You begin to discover how much warmth and gentleness is there, as well as how much space. - Pema Chödrön

A human being is a part of the whole called by us universe, a part limited in time and space. He experiences himself, his thoughts and feeling as something separated from the rest, a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty. - A. Einstein

If you want others to be happy, practice compassion. If you want to be happy, practice compassion.

- The Dalai Lama

CHECK-IN

🕒 5-10 minutes

Allow one of the teachers to lead the group in a name game, an icebreaker, a get-to-know-you questions, or a simple ‘How are things?’ moment. Spend more time if the group seems eager to connect with each other. Light the chalice and say:

We light this chalice as a symbol of our faith, the light of truth, and the warmth of love.

COVENANT

🕒 3 minutes

Review the discussion of how the group wants to be together. Update the notes, if necessary. Save the covenant for future classes.

- Share this document on your screen, if you can.

PRIMARY ACTIVITY ONE

THE GOOD SAMARITAN

🕒 15-20 minutes

Invite the children to get comfortable and ready to use their imagination because this story does not have pictures other than the ones in their minds. One teacher should have the following link open in a web browser with page 9 cued up. Read aloud Sophia Lyon Fahs’ retelling of the parable of The Good Samaritan, from the teachings of our wise and kind brother, Jesus.

[long ago many lands1.pdf \(uua.org\)](#)

Alternatively, if you think the visuals would be helpful, you can cue up the Spirit Play video of the Good Samaritan. Skip the intro by cueing up the video to 4:45. The story ends at 12:12, where you can stop the video and facilitate wondering conversation.

[Good Samaritan - YouTube](#)

Wondering Together

- Which of the characters felt compassion? How do we know?
- What do you think the other people, the ones who passed the hurt man by, were feeling and thinking?
- Do you think that compassion is something that we feel mostly for our family and friends? What does the Samaritan in this story teach us about compassion?
- Are there any stories from your lives when someone you didn’t know has acted on their compassion, or when you have acted on your own feelings of compassion.

PRIMARY ACTIVITY TWO

STORY: DORA'S BOX

🕒 15-20 minutes

One teacher should open the following link and pause the video so that it is ready to watch. Enjoy the unique art in this story about the value of compassion. The video runs 10:10.

[Dora's Box read aloud with images](#)

Wondering Together

- I wonder if Dora appreciated her life more before or after she opened her box...
- Do you think the parents were wise or foolish to keep things in the box? Why do you think they chose to do that?
- Is it worth it to have all these sad and unpleasant things in our lives? Why or why not?
- What are some things you'd put in a box like Dora's? How would your life change?
- Is it possible to be a compassionate person without ever feeling sad or lonely or lost?
- Have any of your friends ever been sad? How did you respond?

CLOSING AND LEAVE-TAKING

🕒 3 minutes

Share this page on one teacher's screen. Join hands in a circle (by having everyone hold their hands up at the edge of the view of their camera) or ask everyone to assume a comfortable, meditative position. Speak these words, or words like them, the children repeating each line after you.

The Holy is inside us
And the Holy is inside everyone
May we love and understand ourselves
May we love and understand others
May we love and understand the whole Universe
May our hearts be tender
May our minds shine friendliness into the world

and/or

We want others to be happy
Let us practice compassion
We want to be happy ourselves
Let us practice compassion

Unlight the chalice, saying: though we extinguish the light of the chalice here, we know that the light of truth and the warmth of love go with us in our hearts.