

# Fuel The Fire!

Activities for Youth Which Fuel the Power of the Spirit

## INTRODUCTION

### Universal Concerns

Religious and spiritual leaders in various faiths and organizations are asking the same questions as we are in the Urantia community: How do we cultivate our children's personal relationship with God? How do we bring our children along with us on our spiritual journey?

Looming over our youth is the pop-culture they are exposed to every time they turn on the TV, pick up a magazine, listen to "their" music, or hang out with their peers. This "non-culture" is enticing, invasive, and persuasive. It grabs kids at their emotional essence. If we have the clarity, courage and understanding of what to provide as real cultural and spiritual underpinnings, then the pop-culture may entice them, but not invade them. They may experiment and look, but not be caught up in a tangled web of materialistic and superficial intrigue.

There is indeed conflict in the lives of our children. Jesus said to Ganid:

"There are only two groups of mortals in the eyes of God: those who desire to do his will and those who do not. As the universe looks upon an inhabited world, it likewise discerns two great classes: those who know God and those who do not." [\[133:0.3\]](#)

### Adult Responsibilities And Challenges

Our first responsibility, and greatest challenge, is to **live the truth**, moment by moment. Next we must provide an environment in which our children may discover, explore and understand truth. Consider the following metaphors:

#### 1. Fueling the "Spark" of God:

Many of us have had the experience of sitting by a smouldering fire on a starlit night watching the last coals die out. If we put twigs on the embers the fire flares up in hopeful flames, then quickly dies back to embers. We blow on the little embers creating a little flame but we realize that there must be something to burn. We experiment with more kindling, with different kinds of kindling — perhaps a pine cone, or an abandoned bird nest. We realize that all it takes to create a blessed fire with warmth and light and energy is some kindling and breath on those embers. **What kindling will fuel the fire in our youth?**

#### 2. Cultivating the Soil:

"The soil essential for religious growth presupposes a progressive life of self-realization, the co-ordination of natural propensities, the exercise of curiosity and the enjoyment of reasonable adventure, the experiencing of feelings of satisfaction, the functioning of the fear stimulus of attention and awareness, the wonder-lure, and a normal consciousness of smallness, humility." [\[100:1.5\]](#)

As we find ways to "Fuel the Fire of the Spirit", to "Kindle the Spark of the Divine", to "Cultivate the Soil", we will be helped if we keep several "principles of education" in mind:

- Balance
- Schools of Thinking, Feeling, Doing — the three parts of the brain
- Learning Modalities — there are at least 7 styles of learning which have been identified.

One of the main purpose of the activities suggested is to highlight Truth Concepts ([LINK TO TRUTH CONCEPTS](#)) found in *The Urantia Book*. I do not believe that we "teach" truth, but we can provide metaphors for helping our children to recognize truth, to understand ideals, to desire to live God's will. For the essential foundation for their truth they will first look to their parents and how they live their lives.

What **the most useful** part of our guidance for the children will be is an attitude of living — our attitude towards life. Children find life in every moment; they sink into life; they succumb to life; they live life. If what we do under the guise of teaching dulls any of their life we are doing a disservice to their growth. We must be acutely aware of the moment and of the moments of teachability as we wash the dishes, go shopping, get dressed. In almost everything we do there are to be found living metaphors which will throw some kindling on the spark of the divine in our children. Most of these are little everyday twigs like saying as we hand them a drink of water when they are thirsty: "Jesus said, 'I am the water of life.'" Or uttering a Psalm of praise as the sun sets or rises. Or smiling at an old lonely person who is just standing around with no where to go and nothing to do; Or on a hike pointing out the incredible patterns of divine found in nature and noticing the similarity of patterns everywhere — the whorls on our fingers, the whorls on shells, trees trunks.

The more connections we help them see and elicit from them, the more connected they will feel with life. We can help our children weave webs of connections not only with family, friends, neighbors, community, but with the world. We can provide environments which are conducive to enriching connection of thought; and we can stimulate their observational abilities so that they may feel alone but not lonely; apart from but not disconnected; struggling, but not hopeless.

Our main job is to validate the truth as it desires to be expressed in them....the unique way that God will bring forth the personality of this absolutely unique child of his. And you are the agent, one of the agents God will use.

Like Jesus, we must say, "Come with me" and show the way. What do we have to show them? Our lives and a pile of appealing "kindling" from which they can choose. The adventure lures of this life will lead us to the last shores of the Havona worlds where the "tonic of adventure and the stimulus of curiosity" will disappear and be replaced by the "impulse of eternity." Consider:

"Love of adventure curiosity, and dread of monotony — these traits inherent in evolving human nature — were not put there just to aggravate and annoy you during your short sojourn on earth, but rather to suggest to you that death is only the beginning of an endless career of adventure, an everlasting life of anticipation, an eternal voyage of discovery." [\[14:5.7\]](#)

We do not have to rely on chance with our children's spiritual lives. Deepak Chopra says in his profound and fascinating book, *The Seven Spiritual Laws for Parents*:

"The deepest desire in a parent's heart is to see one's child achieve success in life, yet how many of us realize that the most direct way to success is through spirit?" [pg. 19]

We, as Urantia believers, surely know this, but most of us are in the beginning process of learning how to achieve this with our children. According to Chopra, true success:

"...depends on who you are, not what you do. Being or essence or spirit— call it by any name you want — lies at the source of all achievement in life." [pg. 13]

What desires do we all have in common?

1. That our children know God as a loving spiritual parent, and can rely on their own intimate personal experience with divinity to take them through their lives in the most soul-deepening way possible.
2. That our children know that all beings on this planet are ONE FAMILY; that we live on this planet together in peace and harmony, serving each other.
3. That our children have a spiritual identify and are able to answer the commonly asked question: "What is your religion?"

## FRAMING THE ISSUES

As we endeavor to provide activities for our children, we should consider some preliminary questions, be aware of differences, keep perspective regarding costs, and keep in mind some basic "do's" and "don'ts."

### Consider these preliminary questions:

1. What do we want for our kids?
2. What do our kids want?
3. Who are we as a group, and what are the parameters of what we can provide?
4. Why, for any given setting, are our kids with us? For fun only? To keep from hiring a sitter? To give them religious education? To provide them with activities through which they can learn more about themselves? To develop esteem? To keep quiet while the adults study? To entertain them? To help them establish relationships? To learn about *The Urantia Book*? To learn about the religious life of Jesus? To learn about other spiritual paths?
5. What is "spirituality"? What does it mean for us or children to have a spiritual experience? What stimulates this? What hinders it? How "spiritual" do you feel when you are reading through the parts of *The Urantia Book* that are merely technical or historical?

### Notice differences:

1. In what different people or groups might want their kids to experience at conferences and study groups. Some parents and study group members want their children to learn *The Urantia Book* in the same way the Bible, the Torah, or the Koran has been learned, by presenting the great truths, stories, cosmology, and concepts. Others want their children to just have fun and not be "educated" by others.
2. Between personal religious experience and group religious experience.
3. In learning styles. Could it be that an experience which constitutes the reality of spiritual experience is so unique and individual for each person that what stirs one will leave another cold? While some individuals are stirred by studying and reading, others are more attuned to God when dancing, singing, making music, or creating dramatic and visual art. Our children are not any different. As a group of religionists, we must continue to learn about the many forms of intelligence and learning styles and offer a diversity of opportunities.
4. In the conventional areas of differences: gender, age, and cultural and ethnic diversity.

### Counting the cost:

The cost of developing a culture that we can pass on to our children's children is also relevant. "Count the cost," as Jesus said. What might this cost be for us? A program for kids can be created anywhere and anytime with little or nothing, for that is the nature of kids....they do with what they have. A full spectrum program, however, almost certainly involves supplies, space, and stimulating activities which require funding. Even more important to our success is the commitment and enthusiasm of adults who are willing to expend energy and give of their time. Religious movements must support and encourage child-centered adults, for they make the difference in programs which offer children smouldering fires with limited fuel and those providing rich stockpiles of fuel choices to allow the spirit to burn brightly.

### Some Do's:

1. Light a fire...perhaps a candle during dinner, when reading aloud, at family meetings, or at bedtime. Candles add a touch of the sacred to events.
2. Explore, create, make mistakes, fail, be humbled, be strict, share the adventure of making your own religion or creating your own spiritual path, require, challenge, love and cry as necessary.
3. Ask children and youth in your care what they feel, want, and think.
4. Invest in a resource library for your family, study group or society. There is much excellent material in print.
5. Devote a little bit of study group and conference time to the kids. We are a village, and raising these children with a God-consciousness is the responsibility of our whole community.
6. Laugh, be enthusiastic, wild, adventuresome, playful, spontaneous, and even silly.
7. Become an excellent storyteller — some of the world's greatest stories are in *The Urantia Book*. Telling stories is many times more powerful and emotionally gripping than reading them.
8. Integrate truths and activities from all paths into the teachings and truths of *The Urantia Book*. The authors of the revelation encourage us to seek for living truth in all paths; we should be neither elitist, nor isolated.
9. Gather the usual stuff kids use — paper, pencils, pens, crayons, balloons, balls, etc. Gather unusual stuff too! Ask your kids to go to garage sales or second hand stores with you and use their imaginative help in finding play shields, swords, costumes from the times of Jesus, scarfs, helmets, bangles, hats, drums, cymbals, and other dress-up clothes — the more outrageous the better.
10. Do try to have animals around; animals bring out natural compassion and desire to care for and love others. They touchingly teach us about death. Even rats are among the best of the little animals — they are clean, intelligent, interactive and can take a lot of holding.
11. Do something on your spiritual path in addition to reading, especially in the presence of children.
12. Do ask the older children to teach the younger ones....this is a Universe principle.
13. Do collect a wide array of at materials for your home so that not only can activities be planned with a minimum amount of running around, but that materials are on hand for spontaneous activities.

### Some don'ts:

1. Don't make children sit still too long.
2. Don't make them listen to too many adult words without an opportunity to participate.
3. Don't assume that something you experience as sacred will be experienced the same way by children.
4. Don't limit a child's concept of the spiritual. Remember, we live in a universe where a healthy balance between activities of body, mind, and spirit is important.

Remember, the most important events happening within a group of children are relationships. The "lesson," and the "teaching" is secondary.

"Everything non spiritual in human experience, excepting personality, is a means to an end. Every true relationship of mortal man with other persons — human or divine — is an end in itself. And such fellowship with the personality of Deity is the eternal goal of universe ascension." [\[112:2.4\]](#)

Furthermore, our perspective on child-culture is broadened with the following:

"It is to the mind of perfect poise, housed in a body of clean habits, stabilized neural energies, and balanced chemical function when the physical, mental, and spiritual powers are in triune harmony of development that a maximum of light and truth can be imparted with a minimum of temporal danger or risk to the real welfare of such a being." [\[110:6.4\]](#)

### In summary:

Children need to do, to feel, to see, to smell, to touch and to move in order to experience reality. Believers in *The Urantia Book* can learn something from other religions about how children learn and experience religion. Sometimes we will be inspired to get up and dance, or chant, or smoke peace pipes, or play the drums, or gong bells. It could be that we adults will also benefit from more color, sound, smell, taste, touch and emotions in the process of making spiritual growth more concretely appealing to our children. As they see our own joy, they will be more likely to seek truth everywhere, not only in *The Urantia Book*, but along all religious paths.

Sometimes the most simple things are the most powerful. Sometimes all that is necessary is to light a candle in order to **fuel the fire!** [The following activities](#) can be a stimulus for adults — parents, teachers, friends, mentors — who are around children — to tap into their own creativity. The spirit will show us the way when we are with children. The spirit and children and those who work with children can enter into a flow together allowing spontaneous activity to occur.

Sara L. Blackstock  
Family Life Fellowship  
Fifth Epochal Fellowship of Readers of *The Urantia Book*  
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# Truth Concepts

## God Lives Within Me

We Are All Part of the Family of God.

"The brotherhood of men is founded on the fatherhood of God. The family of God is derived from the love of God — God is love. God the Father divinely loves his children, all of them." [1486/134.4.1]

"... God is the Universal Father, the Son is the Universal Mother. And all of us, high and low, constitute their universal family." [70/6.8.1]

Suggested Reading for Adults from *The Urantia Book*:

- The Spirit in Man [34.6.1]
- "Man is infinite, but he is indwelt by a spark of infinity." [111.6.1]

## Doing

### Ritual:

Light a candle every night, once a week, at families meetings, on special holidays, or on any other occasion. As the child gets older, s/he can have the privilege of lighting the candle. Thank God, the Father of all, for family on this planet: "Thank you God for the love you have for our family, for our neighborhood, our community, our town/city/country, our world, and the whole universe. We know your divine Light is in everyone."

### Artistic Expression:

**Collage of Humankind** (4 years and up)

**Supplies:** National Geographic magazines, glue or glue sticks, scissors, heavy paper on which to glue the pictures.

**Process:** Cut out many diverse pictures of humanity of all colors and cultures and dress and environment.

- Can be individually created on medium size pieces of paper;
- Created as a group project as a mural on a large sheet of strong cardboard with a colorful backing.
- A frame could be put around the individual pictures and a quote written on it or next to it: "We are all brothers and sisters in the Family of God".

### Science:

**Concept — Everything Is a Part of the Whole**

Using marshmallows and toothpicks build a model of a molecule; put individual molecules together to show how they would make a cell in the body. Clump groups of cells together..... "Every impulse from every atom....."

### Field Trips (8 years — young adult)

Go to a shopping mall, a downtown area, or a place like Disneyland... where there are lots of people of different kinds, colors, cultures. Notice if there is a predominance of one kind of people — all dressed nicely in business suits, or dressed like hippies, or street people; take a note pad with a firm back and a pencil tied onto the notepad and take notes on the different kinds of people one can see. Notice if they are overweight or too skinny from lack of nutrition.

Be journalists reporting on the kinds of people — write a report to be sent into one of the Urantian newsletters.

### Visual and Experiential Analogies:

We are all connected through the Spirit.

#### 1. Jewel Inside Me — (3 years — 12 years)

Give each child a lump of clay, preferably tan which is not as "messy" as red clay and a "jewel". As you talk about the gift of God within them they can be molding a figure out of the clay. When the figure is done, ask each child to push the "jewel" — a symbol for the part of God in them — into the clay somewhere and cover it up. The child may take this home, let it dry and remember, even though it cannot be seen, that there is a beautiful jewel, a part of God, hidden in the clay.

#### 2. Fragment of God — (6 years — 12 years)

"...we know that there dwells within the human mind a fragment of God,...." [17]

"There sojourns with each moral being of this planet a fragment of God, a part and parcel of divinity." [1.4.3]

"Man's adjuster is a fragment of God and everlastingly seeks for divine unification;..." [2.7.7]

"There dwells within you a fragment of the Universal Father, and you are thus directly related to the divine Father of all the Sons of God." [40.6.8]

Get a puzzle of the most beautiful picture with the most pieces you can find — 1000 or more. Spend some time putting it together. Maybe this could be a project that would be ongoing for a couple of weeks, or a family could have it out on the table while family members work on it over a period of time. When the puzzle is done, admire it, comment on the wholeness of it, talking about the wholeness of God. Ask someone to play "God" and choose a beautiful piece of the puzzle and give that piece to each child. This is symbolic of God giving away parts, fragments, or pieces of himself. Point out that God never runs out of pieces.

- For younger children a puzzle with just a few pieces can be used.

#### 3. Gift of God — (3 years to 12 years)

Put a "jewel" inside a small box. Have a box for each child present. Wrap the box with beautiful paper. Have a child play "God", giving a gift to each child. The children open the gift, find the jewel, and then wrap the box with beautiful paper to keep as a remembrance of the gift God has given them.

Those who have received and recognized the indwelling of God have been born of the Spirit. "You are the temple of God, and the spirit of God dwells in you." It is not enough that this spirit be poured out upon you; the divine Spirit must dominate and control every phase of human experience. [34.6.7]

#### 4. Paper Chain —

- Supplies: 8 different colors of paper — red, yellow, orange, green, blue, white, purple, black, at least 2 of each color, and more depending on the number of children, small staplers, or glue
- Preparation beforehand: Cut many strips about 2 inches wide from all the colors. A paper cutter is good equipment to invest in if these activities are going to be done with groups of children.
- Process: Children chooses the colors of strips which represent the many colors and kinds of people in the world. Each child can make their own chain by glueing or stapling the strips as a chain.
- Variations:
  - Chains can be hooked together to make a long chain which can be hung around a room or a tree or bushes.
  - Affirmations can be written on the pieces of paper before they are made into chains: God loves everyone; we are all connected; what I do affects others.

### Ceremony:

"Adjusters reach their human subjects on Urantia, on the average, just prior to the sixth birthday." [108.2.1]

"Entrance upon the seventh circle constitutes a mortal creature a truly potential citizen of the local universe". [110.6.15]

### Receiving the Thought Adjuster ceremony

A simple ceremony can be held to acknowledge this amazing gift. Either gather a group of children for this special ceremony with extended family and friends invited or have a special ceremony within the home as a family. The occasion can be one of celebration — like a party. Best not to try to make it too "sacred". 15 minutes is about right for children of this age for the whole ceremony.

Here is how one Thought Adjuster ceremony was conducted:

The ceremony began with the children being told: "We are celebrating the fact that God the Father lives in you, and that He is love. You will have this light in you for the rest of your life. His love will shine forth from you for the rest of your life."

Each child was called forward by name. A badge with "Welcome Thought Adjuster" and the three concentric circles on it, suspended on a blue ribbon, was hung around the child's neck. The child's name and date had been lettered on the badge and a frog sticker was on the back. The children and their parents were each given an unlit blue candle (with a paper wax drip protector) to hold. The children and their parents were each given two of the children began playing the guitar and singing softly. The leader of this ceremony lit her candle and said "We are here to receive the great gift of God which is given to all of us about your age. My candle represents the light of God. I will light each of your candles with this symbol of His light." The parents and friends lit their candles from the child's candle to signify their light being spread to all the world. When all the candles were lit, everyone joined in singing "Jesus loves me" substituting "for the Master tells me so" for "for the Bible tells me so". It was a very touching and joyful experience, flowing and not stiff. Ceremonies can be individualized according to the wishes of the parents. Thank you to Linda Buselli for sharing this ceremony which she has "conducted" with children a number of times.

### A prayer of thanksgiving may be said:

"Thank you Father/Mother God for giving your most precious gift to these children to be with them and guide them all their lives."

- A special and beautiful certificate can be given to each child acknowledging this special gift.
- A box wrapped in beautiful paper with a small "jewel" inside can be given to the child to unwrap

## Feeling

Jesus taught the appeal to the emotions as the technique of arresting and focusing the intellectual attention. He designated the mind thus aroused and quickened as the gateway to the soul, where there resides that spiritual nature of man which must recognize truth and respond to the spiritual appeal of the gospel in order to afford the permanent results of true character transformations. [1705/152.6.4]

### Art — (all ages)

The LIGHT OF GOD is a theme for expression using colored pencils, crayons, and paints. Even though we can't feel it when the light of God comes into us, we can imagine what it might look like — bursting through our minds and lighting us up all over. Children can draw or paint pictures or a mural showing their own creative expressions of what this coming of God might look like if we could see it.

### Music — (all ages)

Incorporate music into, around, within, behind an activity. Instruments: Drums with a good sound; egg shakers, rhythm sticks, triangles. CD/cassette player with a variety of kinds, styles, and cultures represented.

Play a variety of music from different cultures while the children are engaged in an activity.

### Nature — (all ages)

Take them out into nature — a walk around the block or a climb up a mountain. Get them out into the night. Be sure they experience a sunset and/or a sunrise. Find ways of having them experience their senses — touch, smell, sight, hearing, taste.

Take them out into a clear night sky. Locate some of the basic constellations. Notice how the patterns are part of a whole. Find or make a dot to dot picture of the constellations and have the kids connect them to make the picture of the Zodiac.

### Meditation — (5 — 12 years)

Tone the environment for a feeling of quiet and mystery. Lower lights or turn them off if there is natural light. Have some soft bean bags or pillows around. Quiet yourself. Some light aromatherapy oil could be burning. Have the children sit cross legged on their bottoms on the floor or a mat. Ask them to put their thumb and middle finger together and rest them on their knees. They must sit up straight so they can take deep breaths. Ask them to close their eyes so they can be inside themselves. Briefly explain to them the Universal Sound of OM. Some say that if God made one sound, it would sound like OM. Play a tape in the background of Tibetan monks chanting OM. After taking three deep breaths, begin to OM and the children will join you. Keep it up for 3 or 4 minutes so that everyone has a chance to do about 8 full OM's. It may take a few times before the children lose their self-consciousness. I do this at a daycare care center with 50 children ages 5 — 11. They now ask to OM.

There is a wide selection of "cosmic" sounding music. Play one of these and lead the children through a meditative visualization. They should be comfortable, perhaps lying down with their eyes closed. Following is an example of what could be said. A teenager could lead the younger children through such a meditation: "You are in a closed room. It feels too warm and closed in. It is just beginning to be evening. You want to go out and watch the night come up with the moon and feel the cool, fresh air and see the first star come out. You get up, open the door and walk out of the room into the sky. When you get outside, you see a medium size hill. You know that if you walk up the hill you will be able to see more of the night sky and welcome the moon when it comes up. You slowly begin to walk up the hill, feeling the fresh air, watching the last of the light of the sunset. It feels very gentle and safe, but you feel alone. Call on your special angel to walk with you. Feel her presence beside you. You might even feel a bit lighter, and if there was any fear of being alone it is gone now. Your angel is with you. When you get to the top of the medium hill you can see the night sky in every direction. To the East you see the beginning of a big, round full moon coming up over the horizon. As the sky gets a little darker, you tell your angel to look at the first star - Venus. Then you look for three stars in a row — the belt of Orion. As your eyes become used to the night time you notice more and more stars coming out to greet you. Pretty soon the sky is filled with a full round moon and stars everywhere you look. They make patterns and pictures. You can connect the dots — the stars — and make your own star pictures. You feel a wonderful feeling of thankfulness to God who has made this night sky just for you to enjoy. You begin to feel sleepy as you see how big the universe is. You lay down on the hill and close your eyes and it seems that your angel sings a special song just for you. God loves you and has give you the whole universe to enjoy. The angel carries you back into this room and lays you very gently on the floor. She blows on your eyelids and you open your eyes and thank your angel for being your friend.

### Dance —

Gather some beautiful veils of lovely colors about 4 or 5 feet long. Be sure there is some black satin for some children like dark veils. Put on Mozart for Children music and dance with them, holding the veils with both hands and rolling, bending, skipping, laying down. Let the children create a drama with the colors giving each child with a color a chance to "perform". You can create a story as they move: Once upon a time the world was all dark. God made the sun to shine and drove all of the darkness away. The flowers grew (all the colors dancing and moving) but they got too hot and began to die. They needed water (enter blue) who watered the flowers. And so it goes. Stories don't have to be directly about God to allow emotions to be expressed. Children readily create their own living myths.

### Physical contact — Massage

Most children of all ages respond to warm, loving touch as you work with them. Children can also be encouraged to touch each other in a loving way through massage.

#### • Shoulder Massage

Family or group can sit in a circle. Each places their hands on the shoulders of the one in front and kneads. The circle can be turned around with each one facing the opposite direction.

#### • Foot Massage

**Materials:** a bucket of warm soapy water for each pair of children; several kinds of aromatic oil — lavender or pine seems to be enjoyed; a large towel for each pair.

Children can massage each other's feet with a delicious smelling oil. First have them wash their own feet in a bucket of soapy water. Dry off with a towel. The partner pours the aromatic oil on the foot and with their hands give each foot a good massage. They switch roles. Roughhousing or light weight wrestling (5 years — 10 years) Materials — mats Sometimes it seems that the right or "best" thing, With God, with the still small voice within us which wants us to go the right way, to do the right or best thing. We wrestle with our own thoughts, with the suggestions of our parents, teachers, and even peer group. With the children participating establish some ground rules: no throwing down, hitting, pulling on clothes, kicking, neck holds.

## Thinking

### Affirmations

Affirmations can be used in many ways on a regular basis:

- said or read by the adult to the child;
- said or read together as a group;
- said or read by an individual child;
- written on an index card and chosen at dinner time, at the beginning of the day, on a birthday or special day of any kind.

The light of God has been given to me.  
I will follow the light. God's light will show me the best way to walk each day.  
I carry a spark of the divine God in my heart.

My body is a temple of God; I will take care of this temple.  
God's light is in everyone. I look to see God shining in each person I meet.  
I want to kindle the spark of God within me. Talking to God in my own heart and mind is like kindling for the spark of God who lives in my mind. Helping those around me is like kindling for the spark of God who lives in my mind. Thanking God for life and family and friends is like kindling for the spark of God who lives in my mind.

#### • Quote for the Week

## Story From The Urantia Book

### The First Thought Adjusters on our Planet and the Discovery of Fire

Once upon a time almost a million years ago, a pair of twins — a brother and sister were born to Primate parents. These were the first human beings. They were different in some ways from their parents: they could not grasp with their big toe so when they climbed a tree they climbed like we would climb today, not like a chimpanzee swinging from the branches. They experienced new feelings which had never been felt by a being on earth. They admired objects and themselves. They felt gratitude — being thankful — an emotion which had never been experienced before. They felt worshipping feelings like awe, reverence and humility. They felt shame when they did something wrong. They felt love and hate, revenge and jealousy. And they felt sorry for others.

The twins were so curious and adventurous they almost died many time before they were eight years old. They were a great worry to their parents. By the time they were 12 years old they had a lot of scars from getting hurt. The boy twin made a weapon by fastening a sharp piece of flint on the end of a club, using animal tendons. He saved his and his sister's life more than a dozen times using this weapon.

By the time they were 10 years old they had developed about 50 sign and words which was a lot more than their parents. They tried to teach their new words to their parents but they were not very successful. About 9 years old they made an agreement. Sitting by a river on a bright day they agreed to live with and for each other. Their mother was killed in a gibbon raid two years later She gave her life to save the lives of her twin children. She held off the gibbons until the father arrived with others and ran off the invaders.

The twins decided to leave the tribe. They feared displeasing their father and others in their family. Others were jealous of them. They were always together and this set them apart from the rest of the tribe. They built a better tree home away from the others and this increased the jealousy. After their decision to leave more primitive family they prepared a crude treetop place about half day journey away. They were planning how to get away safely. This was their secret. They left before the day break in order to be able to get away before the others woke up. They were afraid of being on the ground at nighttime so it took a lot of courage for them to leave their tree house and run along the ground while it was still dark, even with a full moon. They went to their secret and safe temporary tree top dwelling. Their father was so sad that he was heartbroken. He refused to eat, even when his other children brought him food. He missed his brilliant offspring so much that life wasn't worth living. He wandered into a forest and was beaten to death by hostile gibbons.

This decision of the twins to leave their Primate family was the first human type of decision and from that moment on, this planet was considered to be inhabited by HUMANS! The angels named these first human beings Andon and Fonta.

A few days after they left their Primate home Andon and Fonta received the gift of the spirit of the Universal Father — the Thought Adjuster, just as children today are given this gift when they make a great decision for good.

Andon and Fonta went north. They came to a flint deposit and gathered up a supply of stones for the future. The boy twin discovered that these stones sparked when he chipped them and he thought of the idea of building a fire, but since it was still warm the idea didn't go anywhere. But as the night grew cooler and they were going farther North, Andon tried to make fire. Every day they would strike the flints and try to ignite wood. One evening as the sun was setting an idea occurred to Fonta to climb a tree and get a bird's nest which was very dry. Andon sparked the flint pieces against each other and the nest flared up into a full blaze as soon as the spark fell on it. They added more fuel and enjoyed the fire for three days. This was the first time the a creature of earth had started a fire when they wanted to. Andon and Fonta had 19 children and that is another story.

- Look for or make up stories about sparks, flames, lights, torches.

### Fun and Meaning with Words

- Make a list of words which have to do with FIRE — print this list on a piece of paper and hang it up. For example sparks, flame, kindling, torches, candlelight, flashlight.
- Write a prayer to the Thought Adjuster thanking it for choosing you, and asking it to guide you.

### Concepts Come Alive

Get a piece of flint and some dry grass or other kindling. Strike the flint to get a spark. Have a child or youth put some kindling on the spark.

### Questions to Stimulate Discussion

1. What can hinder the Thought Adjuster from being powerful in us?
2. What can I do to help the Thought Adjuster?
3. When is the Thought Adjuster most active?
4. Are Thought Adjusters the same in me as other people?

## Related Concepts

What each of us does affects all around us. **TRUTH CONCEPT**

We Are All Part of the Family of God.

"The brotherhood of men is founded on the fatherhood of God. The family of God is derived from the love of God - God is love. God the Father divinely loves his children, all of them." [1486/134.4.1]

"... God is the Universal Father, the Son is the Universal Mother. And all of us, high and low, constitute their universal family." [70/6.8.1]

## DOING

\* RITUAL Light a candle every night, once a week, at families meetings, on special holidays, or on any other occasion. As the child gets older, s/he can have the privilege of lighting the candle. Thank God, the Father of all, for family on this planet: "Thank you God for the love you have for our family, for our neighborhood, our community, our town/city/country, our world, and the whole universe. We know your divine Light is in everyone."

\* ARTISTIC EXPRESSION

\* Collage of Humankind (4 years and up) Supplies: National Geographic magazines, glue or glue sticks, scissors, heavy paper on which to glue the pictures. Process: Cut out many diverse pictures of humanity of all colors and cultures and dress and environment. + Can be individually created on medium size pieces of paper; + Created as a group project as a mural on a large sheet of strong cardboard with a colorful backing. + A frame could be put around the individual pictures and a quote written on it or next to it: "We are all brothers and sisters in the Family of God". **SCIENCE**

\* (from 5 on up; the younger ones will enjoy the marsh melting, the older ones will see metaphorical aspects of how the projects illustrate the quote). Concept - Everything Is a Part of the Whole Using marsh mellows and toothpicks build a model of a molecule; put individual molecules together to show how they would make a cell in the body. Clump groups of cells together. The following quote could be written in an appealing font and placed where the youth can see it as they work: "Every impulse of every electron, thought, or spirit is an acting unit in the whole universe." (647)

## FIELD TRIPS (8 years - young adult)

\* Go to a shopping mall, a downtown area, or a place like Disneyland... where there are lots of people of different kinds, colors, cultures. Notice if there is a predominance of one kind of people - all dressed nicely in business suits, or dressed like hippies, or street people; take a note pad with a firm back and a pencil tied onto the notepad and take notes on the different kinds of people one can see. Notice if they are overweight or too skinny from lack of nutrition. Be journalists reporting on the kinds of people - write a report to be sent into one of the Urantian newsletters.

## VISUAL AND EXPERIENTIAL ANALOGIES

\* We are all connected through the Spirit.

1. Paper Chain \* Supplies: 8 different colors of paper - red, yellow, orange, green, blue, white, purple, black, at least 2 of each color, and more depending on the number of children, small staplers, or glue \* Preparation beforehand: Cut many strips about 2 inches wide from all the colors. A paper cutter is good equipment to invest in if these activities are going to be done with groups of children. \* Process: Children chooses the colors of strips which represent the many colors and kinds of people in the world. Each child can make their own chain by glueing or stapling the strips as a chain.

\* Varieties + Chains can be hooked together to make a long chain which can be hung around a room or a tree or bushes. + Affirmations can be written on the pieces of paper before they are made into chains: God loves everyone. We are all connected. What I do affects others.

## FEELING

"Jesus taught the appeal to the emotions as the technique of arresting and focusing the intellectual attention. He designated the mind thus aroused and quickened as the gateway to the soul, where there resides that spiritual nature of man which must recognize truth and respond to the spiritual appeal of the gospel in order to afford the permanent results of true character transformations. [1705/152.6.4]

### \* Music - (all ages)

Play a variety of music from different cultures while the children are engaged in an activity. If you can find sacred music from different cultures, that adds a deeper dimension, but there can also be fun songs included.

\* Nature - Take them out into a clear night sky. Locate some of the basic constellations. Notice how the patterns are part of a whole. Find or make a dot to dot picture of the constellations and have the kids connect them to make the picture of the Zodiac.

\* Meditation (5 - 12 years) Dim the lights of a room (or better yet, allow just the natural light to be). Hopefully there is a comfortable rug. Playing quietly in the background is one of the many available selections of "cosmic" sounding music. Have the children or young people lie down in a circle, with their feet toward the center of the circle. Have them get comfortable and relaxed. Suggest they take three slow, deep breaths, filling their lungs up like a balloon and letting the air out, all the way out. Suggest they feel their body resting on the rug, and they let it sink in a little more. Tell the children/youth that you are going to take them on a journey into another land and they can visit this land with you through using their imagination and visualizing the scenes you will describe to them. Have them close their eyes and go inside to get ready for the journey.

Following is an example of what could be said. A teenager could lead the younger children through such a meditation: "You are in a closed room. It feels too warm and closed in. It is just beginning to be evening. You want to go out and watch the night come up with the moon and feel the cool, fresh air and see the first star come out. You get up, open the door and walk out of the room. When you get outside, you see a medium size hill. You know that if you walk up the hill you will be able to see more of the night sky and welcome the moon when it comes up. You slowly begin to walk up the hill, feeling the fresh air, watching the last of the light of the sunset. It feels very gentle and safe, but you feel alone. Call on your special angel to walk with you. Feel her presence beside you. You might even feel a bit lighter, and if there was any fear of being alone it is gone now. Your angel is with you. When you get to the top of the medium hill you can see the night sky in every direction. To the East you see the beginning of a big, round full moon coming up over the horizon. As the sky gets a little darker, you tell your angel to look at the first star - Venus. Then you look for three stars in a row — the belt of Orion. As your eyes become used to the night time you notice more and more stars coming out to greet you. Pretty soon the sky is filled with a full round moon and stars everywhere you look. They make patterns and pictures. You can connect the dots — the stars - and make your own star pictures. You feel a wonderful feeling of thankfulness to God who has made this night sky just for you to enjoy. You begin to feel sleepy as you see how big the universe is. You lay down on the hill in the soft green grass and close your eyes and it seems that your angel sings a special song just for you. God loves you and has give you the whole universe to enjoy. You fall asleep and you dream that your special angel carries you back into this room and lays you very gently on the floor. She blows on your eyelids and you open your eyes and thank your angel for being your friend and going on this journey with you. You are now back in the room. Move your body slowly to remind yourself of where you are. Open your eyes and take a big deep breath.

Sara L. Blackstock  
Family Life Program  
Fifth Epochal Fellowship of Readers of *The Urantia Book*  
September, 2000.

# Family, Cornerstone of Culture

## 1. [Fuel the Fire, Activities which Kindle the Fire of the Spirit](#) (LINK TO THE GUIDE FOR ACTIVITIES FOR YOUTH)

In this guide activities are presented whenever possible in the pattern of the Melchizedek teachers of the mansion worlds: FEELING, DOING, THINKING:

- 7 basic truths of *The Urantia Book* for children and youth, and corresponding activities
- Thematic contents:
  - ALTARS
  - ARCHETYPES and HEROES
  - "BOOK" MAKING
  - CELEBRATIONS & CEREMONIES
  - GAMES
  - JERUSALEM MARKETPLACE
  - MEDITATION
  - MUSIC, CHANTING, SINGING, and DRUMMING
  - MYTHS
  - NATURE AND THE SPIRIT
  - OTHER RELIGIONS
  - PATTERNS OF THE UNIVERSE
  - PARABLES
  - POETRY
  - PRAYERS and BLESSINGS
  - PROBLEM SOLVING
  - PROVERBS and QUOTATIONS
  - RECIPES
  - RITUALS and RITES of PASSAGE
  - SELF-EXPRESSION and SELF-REALIZATION
  - SCIENCE
  - SERVICE
  - SUPPLIES AND MATERIALS FOR CREATION
  - SYMBOLS
  - TEAMWORK
  - WORSHIP
  - RESOURCES, and BIBLIOGRAPHY CATALOGS

## 2. **Spiritual Parenting Curriculum**

suggestions and studies for parents who desire to raise themselves and their children in the Light of the Spirit.

"In this work of passing on the cultural torch to the next generation, the home will ever be the basic institution. The play and social life comes next, with the school last but equally indispensable in a complex and highly organized society." *The Urantia Book* [\[81:6.23\]](#)

### Purposes of this Curriculum

1. To provide philosophical and practical guidance for parents in raising children with the truths of *The Urantia Book*.
2. To create a forum for input, questions, networking between parents and teachers.

### Questions to Ask as We Delve into these Topics:

1. What can we do in our homes/schools to further education about a certain area?
2. Although there are many ways of looking at the following topics, how can we focus them on children, families, education, and parenting skills.?
3. What stories are available in world cultural literature to illustrate some of the following to our children?

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- ADVENTURE
- ADVERSITY
- AFFLICTION
- ALTER EGO
- ALTRUISM
- ANGELS
- ANGER
- ARCHETYPES
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- WISDOM
- WORSHIP

# Sharing Easter

Hello Everyone,

With Easter just a few days away it could be of value for us to share what we do with our families and youth during this potent time. Christmas has such an overwhelming aspect of presents for kids and families that the sacredness of the "real" meaning can be covered up. This can happen with Easter, but maybe not quite so easily. This is not to say that we can't and shouldn't have fun. Fun and play seem to work well interspersed with the "sacred".

The Easter season is about one of the greatest stories ever told — Jesus overcoming death. It also brings up a lot of questions, especially if you and your family attend a church which talks about blood, sacrifice and God making his Son go through hanging and dying on the cross. After listening to adults share their impressions of this story about how turned off they were to some of these negative doctrines, I wonder how we are dealing with this with our children? How do you present the story to them? How do you mediate what Sunday school or church might say about problematic aspects of the story? How do you make it a time of joyous celebration? How do you bring the truth of the resurrection to life for your children of any age? How can it be related to their own survival after death? What are the promises Jesus made to all of us?

[\(A link to an analysis of the atonement doctrine from a biblical perspective\)](#)

This is probably the most poignant, emotionally laden story of the whole Urantia Book, maybe of the whole local universe. We know that the emotions are the gateway to the mind. We can use this story to stir the emotions of our children, young and old. There are many themes which run through the story — betrayal, injustice, false accusations, courage, loyalty, faith, submitting to the Father's will, loving your enemies, forgiving terrible wrongs, and new life, both our own and that of newness in spring. It is laden with metaphors which appeal to the deepest part of our highest spiritual feelings.

It could add to the value of our personal Easter celebrations if you would share with us your way of experiencing the Easter story for your children and family. I will begin: When my son was between the ages of about 5 and 10 he was very interested in weapons — swords in particular. I would read/tell the Easter story every year, telling it when the words or concepts were too much or too complicated. You can shorten it quite a bit by skimming quickly ahead a couple of paragraphs and putting it into your own words if that makes it more understandable. My son always perked up his "emotional listening" as I read the part of Peter and the sword in the Garden of Gethsemane.

On [page 1975](#) any child over the age of 5 might be struck to their emotional depths by the following scene as Jesus stood before Judas who had just kissed him, Jesus had asked the captain of the guards who he was looking for, and when Jesus had said that he is that person, and after he had asked that his disciples and apostles be allowed to leave there follows this powerful paragraph:

"...as Jesus stood there awaiting the captain's orders, one Malchus, the Syrian bodyguard of the high priest, stepped up to Jesus and made ready to bind his hands behind his back, although the Roman captain had not directed that Jesus should be thus bound. When Peter and his associates saw their Master being subjected to this indignity, they were no longer able to restrain themselves. Peter drew his sword and with the others rushed forward to smite Malchus. But before the soldiers could come to the defense of the high priest's servant, Jesus raised a forbidding hand to Peter and, speaking sternly, said: 'Peter, put up your sword. They who take the sword shall perish by the sword. Do you not understand that it is the Father's will that I drink this cup? And do you not further know that I could even now command more than twelve legions of angels and their associates, who would deliver me from the hands of these few men?'"

This can lead into discussions such as: How many angels is twelve legions? Children in general seem to love big numbers: on [page 421](#) there is information that could be drawn on a chart to show how many angels were available to Jesus at this moment — an angelic army is made up of 71,663,616 individual angels. It provides an interesting discussion as to why Jesus chose not to call on a few of these million angels to save him.

Many churches have powerful music and moving ceremonies for Easter, but if your family doesn't go to church, what do you do? What traditions have you developed?

The only tradition we had in our family was buying new Easter clothes (we were poor and this was a statement of some kind as to the importance of Easter??), being sent off to Sunday school, coloring Easter eggs and finding them and candy in the morning, going to a public Easter egg hunt, and eating lots of food with other family or friends. I was the oldest of 6 kids growing up in a very difficult home life and these traditions were very meaningful to us, and fun.

Here is the meaningful and fun tradition we have developed in our extended family, including our Urantia study group family. The day before Easter, three of "our men folk" walk up a big hill overlooking an awesome view of the Carquinez Straits. This is turning out to be a pilgrimage of its own for these men. In back packs they are carrying Easter rocks about 1- 2" in diameter, which have been painted a beautiful color (a different color each year) and many with sayings written on them in gold such as "You are a child of God", "The Universe is a friendly place", " God is the eternal flame in you", "Jesus came to show us the way", etc. The men scatter the eggs over about a block area covered with dill. Not easy to find.

The next morning about 25 people (it expands each year, and includes about 10 young adults) gather with food, blankets, Urantia Books, Bibles musical instruments, babies and we trudge up this long hill together about 8:00. It is a challenging walk and when we get on top overlooking the Straits we settle in on blankets. The resurrection story is read from the Urantia book, and then from the Bible; songs are sung, instruments are played and then we have a communion with bread and juice. Anyone that has something to offer puts it into the circle of "offerings". The young adults really love it! Actually everyone loves it. Then begins the Easter Rock hunt with young adults vying for the beautifully colored rocks alongside of the younger kids. They learn to give way and help the younger ones who have not found any. They collect their rocks in bags which get quite heavy and when most have been found, (we never find them all and special recognition is given for ones of colors scattered 5 years ago) we come back to the blankets and count them. The "prize rocks" are the ones with sayings on them, and the ones who find these prize rocks must read what they say on them, and then we have a prize for the fewest found and the most, and the biggest and the littlest. We go back down the hill and eat a potluck brunch together. I feel the Spirit has directed our family circles in this meaningful participation. It is fluid, fun, and fulfilling on all levels — body, mind, and spirit, companionship and truth, beauty and goodness.

Each of our families develops or carries along our own meaningful traditions. We would love to hear what yours is.

If you as the adults read the Easter story before Easter, your passion will be fired and levels of meaning of this greatest story ever told will come forth from you to your children and your families.

If you are alone and do not have a group to be with, know that the Spirit of the Master and your angels will be there with you to celebrate with your soul, and you will be inspired and uplifted.

God bless each of you and your family circles, be they genetic, chosen or angelic at this time of the year.

Love,  
Sara

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