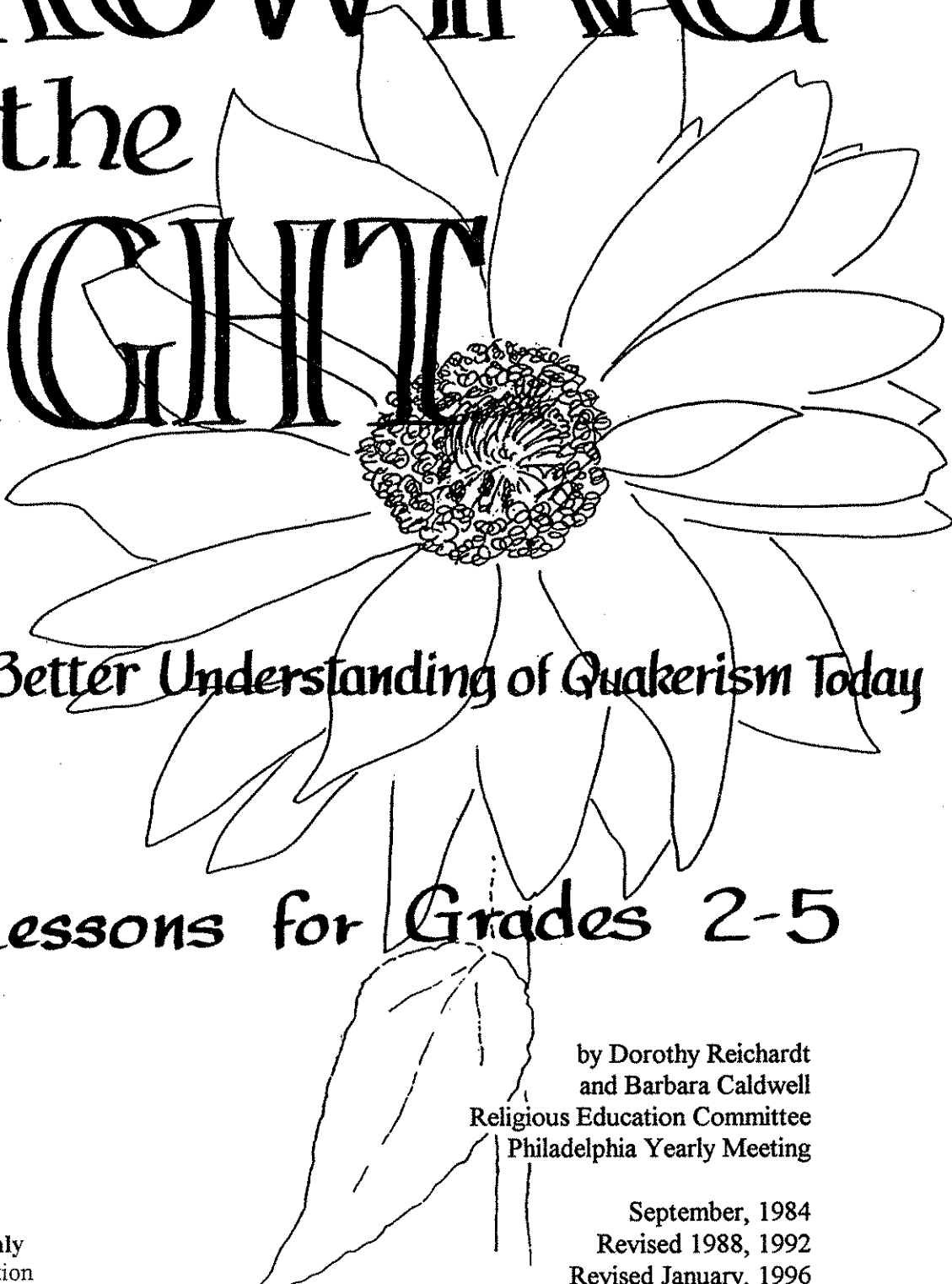


GROWING in the LIGHT



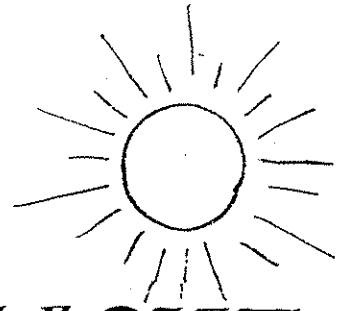
Toward a Better Understanding of Quakerism Today

Nine Lessons for Grades 2-5

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GROWING IN THE LIGHT

Nine Lessons for Grades 2 - 5

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This curriculum helps participants better understand Quaker beliefs, process, and practice. It is published as four sets of lessons for four different age groups, including adults. Meetings may choose to teach this curriculum to all ages or use only some sections. Openings are included for every lesson, except Lesson IX. These openings can be used intergenerationally.

INTRODUCTION

Who Are These Lessons For?

These lessons are designed for children ages 6-10. However, slightly older or younger children will enjoy most of the activities.

What Is In the Lessons?

These lessons contain a variety of games, songs, stories and craft activities. Times for sharing and for quiet worship are included each week. Lesson I describes the "sharing circle", a group sharing process especially appropriate for this age group. Most weeks you will find more to do than you have time for; lessons are designed for 45 minutes to one hour. Choose those activities best suited to your class, and be flexible about time. For instance, allow a good discussion to continue even if it upsets the daily schedule.

What Do We Need?

Needs are listed with each lesson. Have adequate stocks of basic craft supplies - crayons, scissors, paper, markers, glue - available every week. A good way to organize these supplies is to provide each child with a shoe box in which he/she keeps these basics.

Books You Will Need

1. A Hymnal For Friends
2. Songs of the Spirit
Available from Friends General Conference (see p. 3)
3. John Woolman's Journal
4. Evaline Ness, Sam, Bangs and Moonshine, Holt, Rinehart and Winston (available in paperback, also in the collection of most school and public libraries).
5. Several choices for children's books listed in the lessons:
Dr. Seuss, The Sneetches, Random House
Dr. Seuss, To Think that I Saw It on Mulberry Street, Random House

Suggested Books:

1. A good craft manual. The best we know are:
Making Things, Books 1 & 2, by Ann Wiseman, Little, Brown, \$7.95 each.
2. Games Books. Suggestions:
 1. The New Games Book, ed. by Andrew Fluegelman, Headlands Press, 1976, \$7.95.
 2. Silver Bullets, Project Adventure, Inc., P.O. Box 100, Hamilton, MA, 01936; 617-468-7204

How Do We Prepare?

Read the introduction. All the adults who will work with this age group should at least skim all the lessons. Be sure to read carefully the lessons you will teach. Assemble supplies, work out a flexible time schedule, arrange your space. Revise and adapt as needed.

There is an ongoing project, mats and pillows, begun in Lesson II. If you rotate teachers, the teachers will need to be aware of the status of this project. The service projects in Lesson V will take some preplanning. Look at these several weeks in advance.

Finally, plan to take the children to all or part of Meeting for Worship on a regular basis.

Places to Order or Borrow Materials

Friends General Conference, 1216 Arch St., 2B, Philadelphia, PA, 19107,
(215) 561-1700; 1-800-966-4556.

Philadelphia Yearly Meeting Library, 1515 Cherry Street, Philadelphia, PA,
19102, (215) 241-7220.

Quaker Hill Bookstore, 101 Quaker Hill Drive, Richmond, IN, 47374; (800)-
537-8838

Problems?

Call Martha G. Smith, Religious Education Office, Philadelphia Yearly Meeting, 1-800-2200-PYM #7221.

Credits

Many Friends active in First-Day Schools have contributed ideas to these lessons.

OPENING

We have found it true that the spirit of man can come into direct contact with the Spirit of God.

Christian Faith and Practice, #233

Songs: Choose among: "George Fox Song" Songs of the Spirit #3
 "Enter In the Meeting House" Songs of the Spirit #13
 "Special Silence" Songs of the Spirit #6

Questions:

1. When you hear the word "Quaker" what words or impressions come to mind? - Record responses on newsprint; participants may wish to add to or subtract from this list in future weeks. You may need to explain the words "Quaker" and "Friend", if you have newcomers.
2. What is Quaker worship time called?
3. Describe Meeting for Worship
4. Why do you think your family comes to Meeting for Worship?

LESSON I

For the Teacher: In this lesson the main goal is to find out what the children think is happening in Meeting for Worship. It is very important to accept what the children say on this topic. Quakers see worship as an experience, an experience which grows and changes as we do. As adults we can answer children's questions from our experience, but we cannot make our experience theirs. This lesson also helps children get to know the meeting room itself.

Needed:

Pencil and paper

Supplies for making a model of the meeting room (listed in lesson)

Get Acquainted Game (Omit if your group is well acquainted)

Choose one:

Gesture Name Game - Sit in a circle. Each person in turn, without hesitating, makes a gesture while saying his/her name at the same time. Name and gesture go together in some sort of rhythm. Then the group together repeats the name and gesture twice. The second person takes a turn. The visual, non-verbal action helps associate names and faces. Keep the pace lively and quick.

Meetings: Record player needed. When the music starts, players walk around quickly in all directions, avoiding contact. When the music stops, each player shakes hands with the nearest person and discovers as much personal information as possible until the music restarts (5-7 seconds). The process is repeated; each time the child must greet someone new.

Both games from For the Fun of It! by Marta Harrison, Nonviolence and Children Committee, Philadelphia Yearly Meeting.

Song and Sharing Circle:

Sing "Enter In the Meeting House", Songs of the Spirit #13. Gather the children in a circle. Tell the children you are going to have a "Sharing Circle". The process is very simple, really a form of worship sharing. The teacher asks a question or states an incomplete sentence; she/he will ask each child in turn to respond to the question or to finish the sentence. No child has to answer, but by accepting what is said, the teacher can encourage responses. If the teacher answers first, that answer often has too much influence on the children's answers. Instead, ask a confident child to answer first. Discourage discussion during this process; the idea is to hear what each child has to say, not to evaluate what is said. After each child has a chance to speak, if children seem to have more to say, allow time for open discussion.

For this lesson, explain the "Sharing Circle" process and ask the following questions:

What does our meeting room look like?

Describe Meeting for Worship. What happens?

What do you do in Meeting for Worship?

After each question, summarize briefly what has been said. Ask the children if they have any questions they would like to ask about Meeting for Worship.

Activity:

"Meeting Machines" - Divide your class into small groups of 4 or 5. Each group spends 5-10 minutes making a "Meeting Machine" which illustrates how Meeting would look if it were a machine. For example, a group might come in wheeling and spinning in all directions; as the individuals touch they settle into silence. The teacher should move from group to group and give help as needed. Each group presents its machine to the others. Talk about the reasons the children have for choosing to depict Meeting for Worship in the ways they did.

Art Activity:Constructing a Meeting Room:

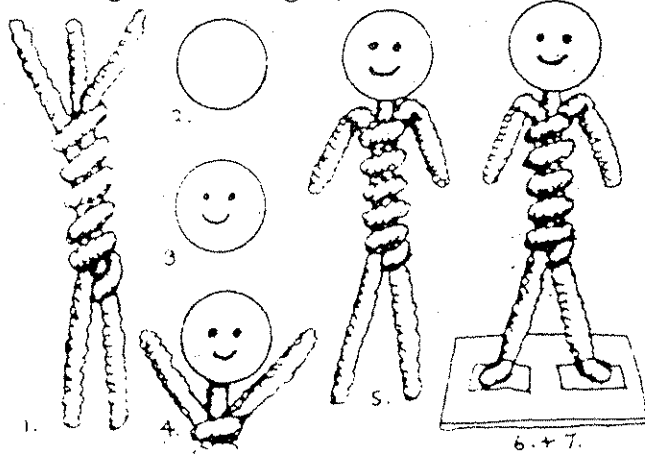
If you can, take the children into the meeting room. Ask them to make charts of the room. They should note where benches, windows and doors are. If you cannot go into the meeting room, make a chart in your classroom on a chalkboard or newsprint. Ask the children to help you remember where windows, doors and benches are.

Divide the group among the following three activities (if your class is very small, skip #3 and just tape the benches onto a piece of cardboard). You will be constructing a model of your meeting room.

1. Benches - See the pattern at the end of this lesson. Decide how many benches you will need. You may not be able to fit in as many as there really are, but the configuration can be similar.
2. People - Choose one method. The advantage of wire is that it bends.
 - a. Wire Figures

Materials - chenille-covered wire or telephone wire about 4" long, cardboard, tape.

Procedure - 1. Fasten two pieces of wire together by winding a third piece of wire around the middle of the two. Leave some of the two wires unwrapped at the top and bottom for the arms and legs. Leave one end of the third wire sticking up between the two arms to make the neck.

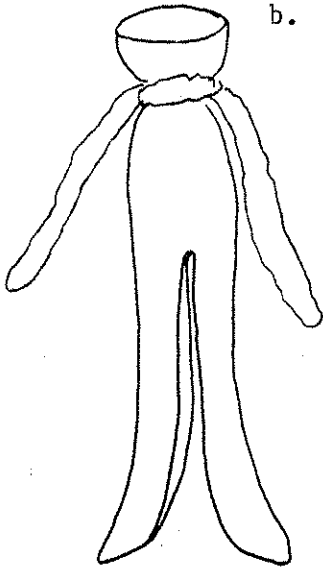


2. Cut a circle for the head out of paper.
3. Make a face on it.
4. Glue the head to the neck.
5. Shape the arms and legs as you wish.
6. Turn up about 1/4 inch of the leg wire for feet.
7. To make your figure stand up, tape the feet to a piece of cardboard.
8. Dress in scraps of material or crepe paper; use tape or glue or pins to fasten clothes on.

b. Clothespin People

Materials: Wooden clothespins, pipe cleaners, pins, thread and needles. Paper tissues. Elmer's glue. Crepe paper or fabric scraps.

Procedure - 1. Twist pipe cleaner around neck of clothespin to make arms. 2. Cover head with a tissue. Tie on with thread at neck. Special heads for clothespins are available at craft stores. 3. If stout figure is desired, wrap cotton batting around waist and tie on with thread. 4. Clothes can be made out of fabric or crepe paper. Glue, sew or pin clothes on. A gathered skirt is easy to make with a needle and thread. Shawls and scarves are also simple. For pants color the clothespin legs with magic markers. For a simple shirt, cut a neck hole in a small rectangle of fabric. Slip over the doll's head and tie around the waist with thread, string or ribbon. 5. Features can be added or not as desired. The area is so small it is often better not to attempt it. A base of plastilene allows the figure to stand up.



3. The Meeting Room - Cut the top and one side off a large box. Precut windows and doors in the sides; follow your diagram of the meeting room. The children can make carpet out of fabric or construction paper, color the walls, cut out bushes and trees for the outside, make mullions for the windows out of construction paper and add any details peculiar to your meeting house. After everyone is done, assemble the room. Tape in the benches, and add the people. If the project is not finished, continue next week.

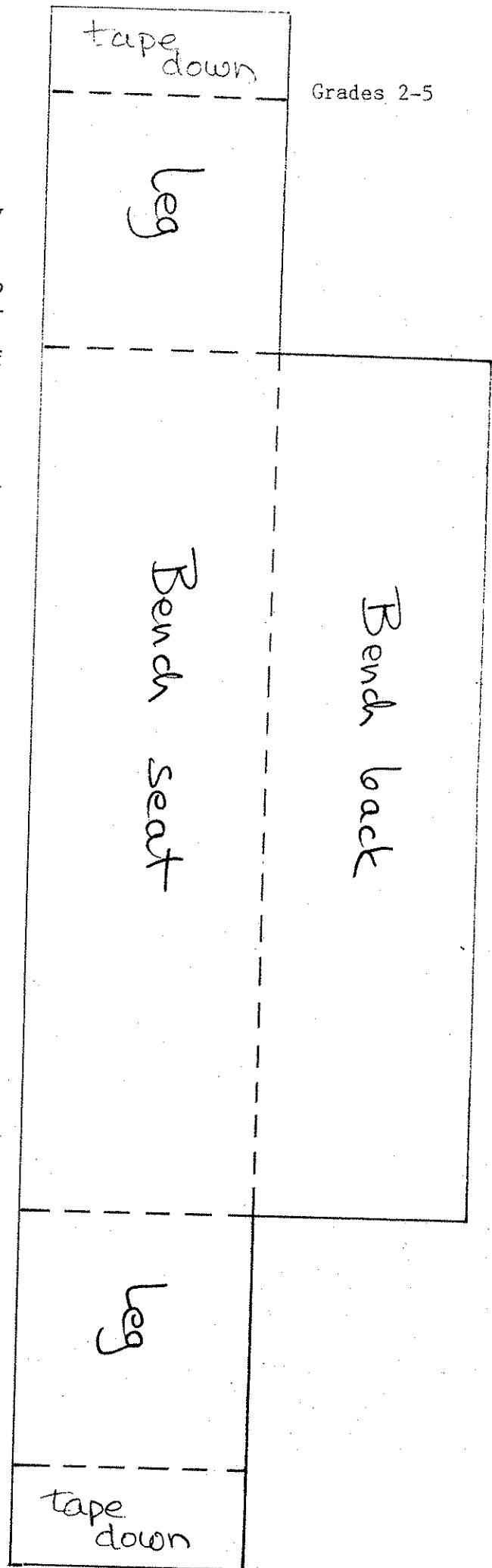
Alternative: Let children design an ideal meetinghouse. First brainstorm what the building would be like. Then do drawings in small groups or all together. Finally, construct a model of the meetinghouse. This project takes more than one week.

Closing:

Gather in a circle. Teach the song "Kum Bah Yah!", Songs of the Spirit, #52. Tell the children this song is a simple prayer, asking God to be with us. Use the same process you did for the opening - a "Sharing Circle." Go around the group with this question: What is one thing you might think about in Meeting for Worship? or If a Martian came into our class, what is one thing you could tell him about Meeting for Worship? Then ask the children to sit quietly for a few minutes. Tell the children you will close with a short quiet time every week. Close by singing the chorus of "Kum Bah Yah!" and shaking hands.

BENCHES

1. Trace or photocopy pattern onto heavy paper.
2. Cut along solid lines
3. Fold on dotted lines. Use a ruler to transfer dotted lines onto your cut-outs.
4. Tape the folded flap on the bottom of the legs to the floor of your meeting room model.
5. You can tape on arm rests, if you want.
6. Add cushions made out of construction paper.



OPENING

Friends, meet together and know one another in that which is eternal, which was before the world was.

George Fox

Songs: Same as for Lesson I

Questions:

1. Has anyone been to another kind of worship service besides Friends Meeting? What was that service like?
2. Why do you think Friends worship the way they do?
3. What do you do in Meeting for Worship?
4. What is a minister? Who is the minister in a Friends Meeting?

LESSON II

For the Teacher:

This lesson puts special emphasis on listening, on learning to be still and pay attention to what is happening within ourselves. A project, Thinking Mats or Pillows, is started in this lesson. This project is one that can be worked on little by little over several weeks as you have time. Finish the meeting room project this week, if necessary.

Needed:

Newspaper or oil cloth	Crayons
Water based clay	Paper
Burlap	Chalk
Heavy weight yarn - several colors	
Plastic needles for yarn	
Scissors	

Song and Sharing Circle:

Sing "Special Silence", Songs of the Spirit #6. Using the sharing circle process described in Lesson I, ask some or all of these questions.

Why do you think Quakers worship silently?

Do you know who can speak in Meeting?

Can you remember something someone said in Meeting?

How do you think people decide to speak?

Summarize the responses and allow some time for questions and discussion. This is a place where a few words from the teacher will clarify some of the difficult concepts. The following is a suggested presentation, but teachers should feel free to develop their own ideas:

In the silence we are listening and thinking. Some people call this meditation. No two people are thinking about the same thing, but everyone is trying to concentrate on something that is important to him or her. We are also listening and talking to God - perhaps listening for help with a problem, or thanking God for something. This listening and talking to God is called praying. When a person speaks out loud in Meeting, that person has something to share with everyone. Friends call this talking, ministry, and believe that each

person can be a minister, can bring a special message to everyone. This belief springs from Quakers' conviction that each person, grown-up and child, can have direct communication with God.

Today we will learn about listening and about praying.

Art Activity:

Working with Clay Silently: Have a work area ready. Cover tables with oil cloth or newspaper and put out a piece of water-based clay for each child. Explain that the children will work silently with their pieces of clay. They can make something - a little pot or an animal - or just work with the clay. Make it clear that you are not interested in the finished product but in the experience of working quietly. Play soft music while they work. Allow about ten minutes for working with the clay. Follow-up with time to share about the experience. Possible questions: What was it like to work silently? What did you think about while you were working? Can you tell us something about what you made?

Alternative: Provide watercolor paper, large brushes and tempera paint. Paint in silence. Wetting the paper gives a nice effect. Follow-up in the same way.

Listening Game:

Play one of these games. Emphasize the importance of listening carefully. Sit in a circle.

1. "Whisper Down the Valley" - Whisper a sentence or phrase in the ear of the child beside you. The whispered message is passed from ear to ear until the last child says it aloud.
2. "One Word Story" - Each person in turn says one word which will add to the story that is developing. For instance, "I ... ran ... to ... the ... door ... to ... find ... a ... green ... monster ... in... the ... cabbage" and so forth.
3. "Reflective Listening Story Telling" - The teacher starts a story with something that will catch the group's interest, stopping at a dramatic moment. The next person takes over the story. Encourage short and lively accounts or set a time limit of 15 to 30 seconds per speaker.

(#2 and #3 from For the Fun of It! by Marta Harrison.)

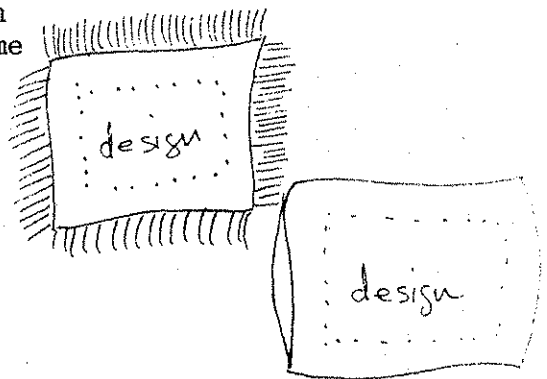
Thinking Mats or Pillows

The children will only have time to begin this project today. It is designed as a project the children can work on when they have a little extra time between activities or at the beginning or end of class. All the directions are here, so you can refer to them in future weeks.

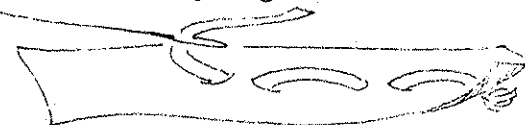
Each child will make a mat or pillow to sit on or hold during quiet times. The process is the same for either the mat or the pillow, but the pillows will be stuffed and the mats will not. Have a finished mat or pillow available as a model.

Directions:

1. Provide each child with a piece of burlap which measures about 18" x 18" square and a similar size piece of paper.
2. Make a design on the paper with crayons. Since this design will be stitched on the burlap it needs to be simple.



3. Before transferring the design to the burlap, prepare the fabric by:
 - a. For mats: fringe the edges and cut the fringe to an even length
 - b. For pillows: measure a 1" border along each edge for the seam. Use chalk to mark the border. The design must be within this border.
4. Using chalk, draw the design on the burlap.
5. Choose yarn colors for your design. Using a metal or plastic yarn needle, stitch over the chalk design. Make about 1/2" stitches on the front and catch a thread of burlap between each stitch. Some of the older children may know some needlework stitches, but younger ones can do the whole design with this running stitch. To change colors tie off one piece of yarn and start a new one.
6. Finishing
 - a. For mats - The teacher machine stitches around the edges or the child can sew around the edge with yarn.
 - b. For pillows - Using the 1" border as a seam line, the teacher machine stitches a piece of fabric (not burlap) to three sides of the burlap, right sides together. The children can stuff the casing with commercial stuffing and stitch up the fourth side by hand. 6 and 7 year olds will need help with this final stitching.



Closing:

Gather in a circle. Tell the story of God calling Samuel, I Samuel 3:3-10. Only go as far as the place where Samuel realizes he is hearing God and answers him. Going into God's message will be confusing; the point for this session is that Samuel has trouble knowing that God is calling him but finally does hear. Tell the children that Samuel is a little boy and God speaks to him just as God can speak to anyone. We need to listen carefully to what we hear and what we feel. Ask if any child has ever felt "called" to do something? or felt strongly that he/she must do something?

Alternative Stories: From Candles in the Dark, "Thinking with God" or "The Lost Brothers". Available from the Yearly Meeting Library, 215-241-7220.

Sing "Kum Bah Yah!"; remind the children that this is a prayer asking God to be with us. Sit quietly for a few minutes and close with a handshake.

OPENING

Meetings for the transaction of business are conducted in the same expectant waiting for the guidance of the spirit as is the meeting for worship.

Faith and Practice, p. 17

Songs: Select from those in Lesson I and add:

"Dear Lord and Father of Mankind" A Hymnal for Friends #83
(Revised words in Songs of the Spirit #125)

Questions:

1. When you are with a group of friends, how do you decide what you're going to do? Does everyone have a say?
2. Do you ever ask someone else to help you with a difficult decision? Do you ever ask God to help?
3. Do you know how Friends try to make decisions? Describe that process briefly.
4. Why don't Friends vote in Business Meeting?

LESSON III

For the Teacher: This lesson begins with a discussion of two interconnected Quaker beliefs, central to Business Meeting and to Meeting for Worship. First, there is that of God, often called the Inner Light, in each person (not just in Quakers); each person is, therefore, valuable and has the potential to be and do good. Second, general access to the Divine means a general responsibility to serve God. Business Meeting is a place where Quakers take responsibility as a group; each person's contribution is important. This lesson provides a chance for children to experience this decision-making process.

Children can continue work on mats or pillows (Lesson II) as time allows.

Needed:

Slide-making supplies as listed below.

Opening Song and Story:

Gather in a circle. Sing the first and last verse of "Dear Lord and Father of Mankind," A Hymnal for Friends #83 (alternative words in Songs of the Spirit, #125)

Tell the story of Elijah on Mount Sinai, I Kings 19:3-15. Do not go into historical details. Describe Elijah as a prophet or man of God with a special message to share. He ran away into the wilderness because he was afraid. In the wilderness God spoke to him in a "still, small voice." God tells Elijah to return to Israel and continue his prophecies. Emphasize to the children that God speaks to Elijah in a whisper. Elijah is running away, but God sends him back. When God speaks to Elijah, Elijah does not like what he hears but he does obey God. Tell the children that God speaks to us in many ways; one way is to

tell us inside ourselves what is right and what is wrong. Ask the children to describe times they felt they had to do something because it was right.

Continue by telling the children that Elijah did two things: he listened and he acted. The "still, small voice" which Elijah heard for Friends is the Inner Light, that of God in each of us. We, like Elijah, can call on God for help.

Alternative Story: Jonah

Art and Activity:

Slide making

Supplies:

1. Blank photographic slides - most photography stores sell blank transparencies.
2. Pens or pencils made for writing on acetate - office and school-supply stores have these.
3. Paper and markers

Process:

1. Depict the Inner Light in visual terms on a piece of paper. Keep it simple.
2. Transfer that picture to a slide. Use the special pens or pencils provided.
3. When the slides are finished, show them to the class. Children may want to comment on their work. Then collect and save to show at the final session, Lesson IX.

Alternatives:

1. Tell the Elijah story via a "movie screen". See Lesson VI, p. 24 for directions.
2. Make sequential pictures of the Elijah story. Assign each child a scene. Do as a comic strip or mural.
3. Act out the Elijah story.
4. Make a felt board of the Elijah story.

Game: Play one of these active games before moving to the final discussion:

Switchbacks: Everyone is in pairs, back to back. If there is an odd number of children, the free child sings or talks in monologue (or plays some kind of simple instrument, e.g. drum), while everyone moves around the room, back-to-back with his or her partner (elbows can be locked). When the singing stops, each child finds a new partner and the free child must find a partner. The current odd child is now the music-maker and the game is repeated. The teacher can play, if there is an even number of children.

Dragon: Works best with not more than seven to eight children. Everyone gets into a line holding the waist of the person in front with their hands, not arms. Then the "head" (first person in line) of the dragon tries to touch the "tail" (the last person in line) while the "body" (people in between) help keep the "tail" from being touched without anyone losing grip of the waist of the person in front. If there is more than one line, then each line can operate independently of each other or think up something that would cause the various lines to interact.

From For the Fun of It! by Marta Harrison

Making a Decision:

Remind the children that we talked about decision-making in the intergenerational opening time. Now we are going to talk about how Quakers make decisions as a group.

Ask this question:

Do you know what Business Meeting is?

Tell the children that Business Meeting is a place where Friends make decisions together. They share feelings and they listen as Elijah did. They try to act as God wants them to.

Ahead of time write the following list on newsprint or the chalkboard and tape it up.

In a Meeting for Business:

1. A person called the clerk leads the meeting.
2. A person called the recording secretary or clerk takes notes.
3. The clerk presents an issue.
4. Anyone may speak about the issue.
5. Sometimes there is silence between speakers
6. After all viewpoints are stated, the clerk tries to summarize what has been said. If this is a decision, he calls it the sense of the meeting.
7. There is time to comment on the summary
8. When the clerk feels there is agreement, he asks for approval. The meeting approves or disapproves and the secretary records the decision in what is called a minute. There is no voting or show of hands.
9. If someone feels strongly that the decision is wrong, he/she can block the decision or stand aside after stating his/her opposition. Often Friends will wait a week or two and return to the issue then.

As you go over this list translate "Quakerese" into language the children will understand. Use examples from your own meeting. Stress that participants are seeking God's guidance as they try to reach decisions.

Now work with the children to make a decision. Act as clerk yourself or choose an older child to do this. Present the issue. Choose from those listed below or, better yet, develop one relevant to your meeting.

1. Your classroom needs rules. It is the class' job to come up with a list of rules. Brainstorm possibilities, then consider each suggestion separately. Make sure all the children agree to each rule.
2. Someone has given the class \$500. How should it be spent? ... or the class has raised \$500. What should be done with the money?
3. How can the children help the meeting? Develop a specific plan.
4. The meeting is concerned that members do not know each other very well. Develop a plan for helping Friends get to know each other.

Minute your decision. Is the decision one children can follow up on? If so, provide some time in future weeks for follow-up. Ask the children if this process is one they might use in other settings - with friends or siblings.

Closing:

Gather in a circle. Light a candle and place it in the center of the circle. Ask the children to concentrate on the candle. Sit quietly. End with "Kum Bah Yah!" and a handshake. The children will enjoy making up motions to go with "Kum Bah Yah!"

OPENING

The test for membership should not be doctrinal agreement, nor adherence to certain testimonies, but evidence of sincere seeking and striving for the Truth, together with an understanding of the lines along which Friends are seeking that Truth.

Christian Faith and Practice, #368

Songs: Select from those in Lesson I and add:

"'Tis the Gift to be Simple", Songs of the Spirit #46

Questions:

1. What gives you the feeling of belonging to a group?
2. When have you had the feeling that you are "in the place just right"?

LESSON IV

For the Teacher:

This lesson emphasizes the meaning of belonging. Being part of a Meeting is an important form of belonging. Discussions of formal membership are not appropriate for this age; all the children, members or not, can feel attached to the Meeting.

Children can continue work on their mats or pillows as time allows.

Needed:

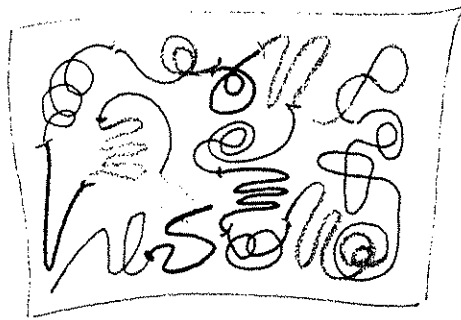
Newsprint	Markers
18" lengths of colored yarn	Pins
Large piece of black fabric	

Opening:

Gather in a circle. Generate a list of groups to which the children belong. On separate sheets of newsprint list three groups that are common to most: family, school class, meeting (do not worry about formal membership). Under each heading make two columns labelled "What I Give" and "What I Get". Ask the children as a group to complete each column. Emphasize that belonging always involves both giving and receiving.

Yarn Picture:

Precut 18" lengths of heavy yarn in many colors. Provide a large piece of black cloth. Ask each child to choose a color yarn he/she likes. Then all stand in a circle. Each person ties the ends of his/her piece of yarn to the ends of the pieces of yarn of the people on either side. Finally each person in turn arranges his/her segment of the long knotted piece on the



black cloth. The teacher fastens each arrangement with pins. (If you have time, during the week stitch the yarn down, and you will have a lovely wall hanging.)

Tell the children: Being in a group is like this picture. Each of us is an individual (a length of yarn) but we are all tied together. We can choose how we act or how we arrange ourselves, but what we do both affects and is affected by other people (pieces of yarn).

Game:

Knots

Everyone closes eyes and moves together, each person taking another person's hand in each of his or her hands. When each person has two hands, then all open their eyes and try to untangle themselves without dropping hands. The group must work together to get out the knots. It leads to very amusing situations because although the group may end up in one big circle, most of the time there will be a knot or two in the circle, and even two or more circles, either intertwined or separate. It's great fun and leads to group cooperation.

This game gives a physical picture similar to that of the yarn picture. It is also a graphic example of cooperation in action. (From Marta Harrison's For the Fun of It!)

What Is a Quaker?

Begin by describing the Meeting as one group of which the children are a part. Using the "sharing circle" process, ask each child in turn to complete the sentence, "A Quaker is ...". Then do one of the following:

1. Write the question, "What Is a Quaker?" on the top of a large piece of drawing paper. Let each child draw or write a response on the paper with magic markers.
2. Write a group Cinquain which begins with the word "Quaker":
This verse form from France has five lines. Beginning with one word, the first four lines increase from one to four words; then the last line repeats the one-word form. Other requirements for each line are as follows:
 - Line 1 - Title (a noun; one word)
 - Line 2 - Describes the title (two words)
 - Line 3 - Action words or a phrase about the title (three words)
 - Line 4 - Describes a feeling about the title (four words)
 - Line 5 - A word that means the same as the title (one word)

(It is possible to double the number of words in each line)

An example:

Quaker
Inner Light
Trying to Listen
Sitting alone and together
Silence

Service Project

This project will be next week's activity. With the children look at the list of what they give and receive from Meeting. Brainstorm ideas for helping the Meeting, or give them a list from which to choose. Here is a list of possibilities. Starred items (*) have specific directions in Lesson V. Remember that a project which the children really want to do will be most effective. Feel free to ignore this list and generate your own ideas which fit your Meeting.

- *1. Lunch or snacks for Meeting.
- *2. Planting a garden for the Meeting.
 3. Planting bulbs around the meeting house.
 4. Cleaning up the meeting grounds or the meeting house. Could include organizing a Meeting workday.
 5. Painting a specific area in the meeting house.
- *6. Mural or wall hanging to decorate a room in the meeting house. Decide on a theme this week.
- *7. Cards for shut-in members
- *8. Artificial flower or real flower arrangements or corsages for Meeting members.

Try to pick a project you can do in one week, but if the class is enthusiastic, for instance about a fix-up project, you can extend the time allowed or have a special Saturday workday.

Closing:

Ask the children to think about the phrase "A Quaker is ...". Remind them that adults often speak during the quiet of Meeting; they should feel free to speak both during Meeting and during your class quiet time. Sit quietly. Close with "Kum Bah Yah!" and a handshake.

Note: Be sure the Meeting knows about the service project. Tell them about it either this week or next.

OPENING

Be patterns, be examples ... that your carriage and life may preach among all sorts of people.

George Fox

Songs: Choose among:

"How Can I Keep from Singing?"	<u>Songs of the Spirit</u> #2
"No Man [One] Is an Island"	<u>Songs of the Spirit</u> #20
"When I Needed a Neighbor"	<u>Songs of the Spirit</u> #29
"He's Got the Whole World In His Hands"	<u>Songs of the Spirit</u> #41
"One Man's Hands"	<u>Songs of the Spirit</u> #58

[Note - This opening is in two parts - a section on Testimonies in general and a section on Community in particular]

Questions, Part 1

1. How do you feel when you do something wrong?
2. How do you know what is right or wrong? Name something you believe is right. Name something you believe is wrong.
3. Does what you believe about what's right and what's wrong affect how you act?

Questions, Part 2

1. What work do you do at your house? Do you have as many chores as your mother or father?
2. Do your parents still provide you with food, shelter, clothing, toys - even though you don't do as much work as they do? Why do they do this?
3. Your family is a community in which each person has certain responsibilities and in which each person has certain needs met. What responsibilities and needs do you have?
4. What should the Meeting do if someone in the Meeting can't take care of him/herself?

LESSON V

For the Teacher:

After an opening story, this lesson is devoted to the service project the children decided on last week. All the lessons on the testimonies emphasize ways the children can put a belief into action. Children will learn about the testimonies in two ways, through the formal lessons and through a classroom atmosphere that reinforces the formal teaching. Cooperation, sharing, and non-violent conflict resolution as part of what happens in class are more powerful teachers than our words.

Needed:

Needs will depend on the service project you choose.

Opening Story:

Tell the story of the Good Samaritan, Luke 10:25-37. Explain to the children that Jesus told this story to his followers. Ask them why they think Jesus told this story. Talk a little about ways to help people.

Alternative: Tell the children about Margaret Fell and the hospitality she extended to Quakers at Swarthmoor Hall. A Faith to Live By by Elfrida Vipont has a good chapter on Margaret Fell (This book is out of print but available from the Philadelphia Yearly Meeting Library).

Service Project:

Spend the rest of the class time working on your service project for the Meeting. If there are free moments, children can work on their mats or pillows. The following are suggestions for the service project (See Lesson IV for others).

1. Lunch for the Meeting. Prepare bread, soup and cheese
 - a. Bread - the following recipe is easy:

Irish Soda Bread

4 c flour	3 c buttermilk
4 tsp. baking powder	or
1 tsp. baking soda	1 c powdered milk and
3/4 tsp. salt	3 T vinegar in
3/4 c. sugar	3 c water

Sift first four ingredients. Add sugar; stir in buttermilk until just moistened (1 cup raisins may be added if desired). Turn into 10" or larger (not smaller) round greased and floured pan. Bake at 350 F 45 min to 1 hour.

(Courtesy of Cookie Caldwell)

- b. Soup - A simple soup made from stock is easiest. Each child brings in an ingredient. Start with ready-made chicken broth and add the vegetables, noodles, rice, beans, etc.
- c. Sliced cheese.

The children can set tables and serve the lunch right after Meeting. This project, unless you do advance preparation, will require two hours. Therefore, plan to meet an hour early, if your Meeting and First-Day School are simultaneous.

2. Snacks for the Meeting - Prepare punch and snacks
 - a. Punch - Use a combination of gingerale or Seven-Up and fruit juices such as orange, pineapple and cranberry.
 - b. Snacks - Choose one or two of these:

Cooked:

1. Sugar cookies - Either use ready-made dough or sugar-cookie mix, both available at the supermarket. If you want dough made from scratch, you or the children will need to make it Saturday and refrigerate overnight. Roll out the cookies and cut into shapes with cookie cutters. After baking, ice with confectioners sugar icing colored with food coloring. Apply icing with small paint brushes. Sprinkles can be added as well.

2. Crackerjacks

Ingredients: 1/4 cup margarine or butter
 1/2 cup honey
 6 cups popped corn
 1 cup peanuts

Equipment: Popcorn popper
 Very large bowl
 Saucepan
 Two large shallow pans

In saucepan heat over low heat the honey and margarine just until blended. In large bowl mix popcorn and peanuts. Add sauce and stir. Spread mixture into 2 large pans. Bake at 350 F for 7-10 minutes. When cool, stir.

3. Whole Wheat Pretzels

Ingredients: 2 loaves frozen whole wheat bread dough
 1 egg white, slightly beaten
 1 teaspoon water
 coarse salt

Equipment: Baking sheet
 Small bowl
 Pastry brush
 Pan with water

Thaw frozen loaves of dough in the refrigerator overnight. Divide each thawed loaf into 12 balls. Roll each ball into a rope 12 inches long. Shape dough into pretzels by forming a knot and looping ends through. Grease baking sheet and place the pretzels 1 inch apart. In small bowl combine egg whites and water. Brush on pretzels and sprinkle coarse salt on top. In large shallow pan pour 1 inch of hot water and place it on the very bottom rack of the oven. Place the pretzels on the middle rack of the oven and bake at 350 F for 20 minutes.

4. Muffins About 2 dozen 2" muffins

Preheat oven to 400 F.

Sift before measuring: 1-3/4 cups flour

Resift with: 3/4 tsp. salt

1/4 cup sugar

2 tsps baking powder

Beat separately: two eggs

Combine and add: 2 to 4 TBS melted butter

3/4 cup milk

Mix lightly (20-30 seconds). Lumps are OK.

Bake in well greased muffin tins, 20-25 minutes

Uncooked

1. Delicious Dip

1/2 c. cottage cheese (or plain yogurt)

1/4 c. grated cheddar cheese

1 tsp. parsley

1/2 tsp. dill weed

1 tsp. Worcestershire sauce

1/2 tsp. salt

Mix cheeses. Add seasonings and mash together. Serve with raw vegetables - carrots, celery, green pepper. Try zucchini, raw green beans, or sugar snap peas. Broccoli and cauliflower are good too.

2. Peanut Butter Balls

- 1 c. peanut butter
- 5 T. nonfat dry milk
- 1/4 c. raisins
- 1/4 c. honey
- 1/2 c. coconut

Mix everything together and roll into balls. Roll in sesame seeds. (Cheaper if bought in bulk at a health-food store.)

3. Uncandy Bars

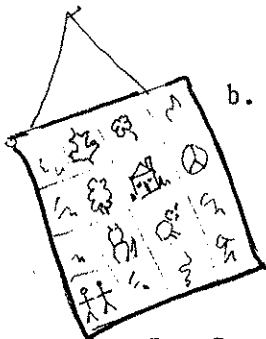
- 6 slices bread
- 2 T. finely chopped nuts
- 1 T. wheat germ
- 1/4 c. peanut butter
- 1 tsp. cocoa (optional)
- a little peanut oil

Trim crusts from bread. Cut each slice into 1/2 or 1/3s. Let all dry overnight or in a 350 F oven for 1/2 hour. Crumble crusts and mix with nuts and wheat germ. In another bowl mix peanut butter with enough oil to make it thin. Add cocoa. Dip bread sticks in peanut butter, roll in nuts and eat!

3. Planting a garden - This project can take several forms. Today you might clear a space for a garden and start some seeds indoors. Or if a space is available, you could plant purchased flowers or vegetables. Let the children lay out the garden. They can make a sign for the garden; make up a name for the garden, e.g. " Friendly Garden", and put it on the sign. The edge of the garden can be bordered with rocks. This is an on-going project, so plan to give the garden some attention in future weeks.
4. A mural or a wall hanging to decorate the meeting - if possible decide on the theme the week before.

- a. A mural - Spread out a large piece of butcher paper. Provide tempera paint and brushes as well as chalk for outlining. First decide on a general subject - seasons, Quakers, nature, the Meeting, light, etc. Identify the content of each section of the mural and let children draw outlines of their ideas with chalk on the butcher paper. As far as possible let the children choose which area they want to work on.

- b. A wall hanging - Individual fabric squares stitched together make a nice wall hanging. Use fabric crayons to make designs on the fabric (follow directions on the box: some go directly on the fabric, others are ironed on) or use fabric paints and stencils. Each child does one or two squares. Take the squares home and stitch them together. For the edge, either turn under a hem or sew on a fabric border. Attach the hanging to a dowel and use a string to hang it up.



5. Cards for Shut-Ins

Make cards out of drawing paper. Use any technique to decorate: collage using construction paper or magazine pictures, stencilling, water colors, spatter painting, vegetable printing, etc. Inside the children can write personal messages. You might also include the Cinquain you wrote last week or write a special one for this project (See Lesson IV). Have envelopes ready for the children to address. If there is time, walk to a post box and mail the cards.

6. Flowers for Meeting members - Children can present these flowers to Meeting members at the rise of Meeting.

a. Natural flower corsages

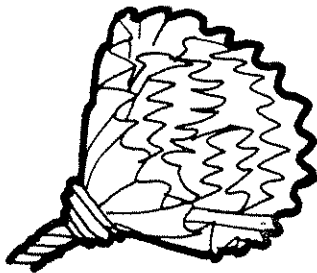
Parents and teachers bring in fresh cut flowers to be made into corsages, boutonnieres, and bouquets for the women and men of the Meeting. Additional supplies include small white paper doilies, aluminum foil, ribbon, and pins. The children choose small handfuls of flowers, wrap the stems tightly in a square of foil, and carefully push the wrapped stems through the center of a doily. A ribbon bow is added and a pin for attaching to a dress or coat. It is particularly touching to have the bouquets quietly handed out by the children in the silence of the Meeting for Worship.

b. Artificial flowers - Present to members as bouquets or corsages.

There are many ways to make artificial flowers. Do not be limited by these two suggestions.

1. Tissue flowers -

Materials - colored tissue paper
wire
green cloth tape



Cut tissue into 8 x 10 inch pieces. Fold accordian style with folds about 1/2" in width. Bend the tissue in the middle and place a length of wire over the fold. Twist the wire to secure the tissue and then bend both sides of the folded tissue up together. Twist wire again around the tissue, forming the base of the flower. Now trim the tissue so the petals are uneven and shaped. Wind green tape around the base of the flower and down the wire. Add leaves, if you wish.

2. Egg Carton Tulips

Materials - egg cartons, scissors, pipe cleaners



Cut egg cartons into twelve individual egg holders. Cut out petals along sides of each egg holder. Attach a pipe cleaner for a stem.

Closing:

Your closing will depend on your project. If you are together as a class, have your usual quiet time. In any case, be sure to provide a way for the children to let the Meeting know about their project.

OPENING

Let the Friendly testimony that there is that of God in every one lead us to cherish every human being regardless of race or class, and to encourage efforts to overcome prejudices and antagonisms.

Faith and Practice, p. 202

Songs: Choose among:

"Dearly Beloved Friends"	<u>Songs of the Spirit</u> #1
"Follow the Drinkin' Gourd"	<u>Songs of the Spirit</u> #40
"Oh, Freedom"	<u>Songs of the Spirit</u> #37
"He's Got the Whole World In His Hands"	<u>Songs of the Spirit</u> #41

Questions:

1. What do you call your teachers? Ask children who do and who do not go to Friends Schools.
2. Why do Friends schools often avoid using Mr. or Mrs. or Miss? What is a title?
3. Have any of you heard Quakers using "thee" for "you"? Do you know why early Friends did this?
4. What does the sign "=" mean?
5. Are there people today who are not always treated as equal to other people?

LESSON VI

For the Teacher:

After an initial discussion the children spend this lesson acting out a story in which the concept of equality is central. Children this age see differences clearly; it is accepting differences which may be hard. Children can work on mats or pillows as time allows.

Needed:

Paper & Pencil
 Newsprint
 Project supplies - listed with projects.

Opening Song and Discussion:

Sing "He's Got the Whole World In His Hands" - Songs of the Spirit, #41.

Teach these hand motions:

For the chorus: Trace a large circle with both hands for "the whole world". Open out hands, palms up, for "In His Hands".

Other verses: "wind" - wave hands from side to side

"rain" - wiggle fingers up and down

"tiny little baby" - rock an imaginary baby

"You and Me" - point to self and then away from self

Divide the children into groups of two or three. Give an older child in each group a pencil and paper. Ask each group to come up with a list of things

which make one person similar to another and a list of things which make people different. These lists can contain physical and non-physical traits. Allow 5-10 minutes for this exercise. Regather the group and ask each group to report. From the reports make two large lists on newsprint.

Ask the children:

What do these differences mean in terms of the kind of person each of us is? Focus particularly on race, handicaps, physical attributes.

Tell the children: Several lessons ago we talked about each person being valuable because he/she is a child of God (or has that of God in him/her.) Regardless of differences among us, we try to accept people for what they are inside, not to judge them by what they look like on the outside.

Story and Project

Either retell the story of the Good Samaritan: Luke 10:25-37, or read Rachel and Obadiah by Brinton Turkle, E.P. Dutton, or The Sneetches by Dr. Seuss, Random House. Do some of the following activities:

1. Good Samaritan

- a. As you are telling the story, ask the children to assume the identity of one of the characters, to listen to the story from the point of view of the Samaritan, the injured man, the priest, or the Levite. Afterwards the group can talk about the feelings of each character. Be sure the children know that Samaritans were looked down upon.
- b. Some questions to ask: Why did the priest and Levite pass by? Have you ever felt like avoiding a person in need? Why did the Samaritan stop? Have you ever stopped to help someone? How did you feel? Have you ever been passed by? Been helped?
- c. This story is good for role playing. Be sure to debrief after the role play; this means letting people get out of character and talk about their feelings. Make paper plate masks on sticks for the role play. Directions:

Materials: Paper plates
Popsicle sticks
Stapler

Materials for decorating

Insert one end of a flat stick between two paper plates and staple the plates together. Secure the stick with glue or a staple. Add facial features and hair using a variety of materials such as: crayons, felt pens, paints, felt scraps, yarn, ribbons, buttons, sewing scraps.

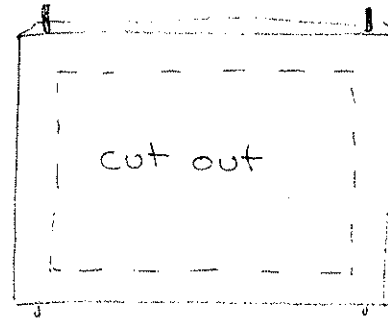
Be sure every child gets a chance to participate. Act the story out several times, if necessary.

- d. Divide the class into four parts and have each part illustrate a piece of the story: the attack, the priest passing by, the Levite passing by, and the Samaritan stopping. This can be done in comic strip form on a roll of shelf paper.
- e. Another idea for visually telling the story is a homemade movie theater. Directions (courtesy of Caroline Pineo) follow:



Materials Needed

1. Grocery Box.
2. Two three-fourths-inch dowels (larger than box so they may be turned by hand on each side).
3. Shelf paper.
4. Covering material for the box.



Method

1. Cut square section from box (back section of box removed)
2. Cut two holes on each side of box for dowels. (Dowels should fit very tightly in the holes)
3. Cut shelf paper a few inches wider than viewing hole.
4. After story has been painted or pasted on paper, attach each end on a dowel.
5. Cover the box either with paint or paper (optional).
6. Roll the story through the box.

2. The Sneetches

a. Questions to ask:

How would you feel if you were a Plain-Belly Sneetch? Would you have chosen to get a star? Why?

b. Act out the story. This will include making stars and a "Star-on, Star-off Machine." Use a large box which children can crawl in and out of. Decorate the box with stars. You could write a simple script or ad lib dialogue.

3. Puppet Plays

Using either the story you read or a scenario which the children write themselves about accepting differences, present a puppet play. Many children this age will enjoy writing or ad libbing their own script. Give a choice: one group works on a puppet play of The Sneetches or The Good Samaritan, another writes its own.

Three easy-to-make puppets:

a. Paper bags

Supplies: paper bags, scissors, construction paper, newspaper, markers, string, yarn, cloth

1. Put crumpled newspaper in the bottom of a paper bag. Tie off the top to form a head. Insert a dowel into the head. Use crayons or felt tip pens for facial features or paste on cut-out features. Paste on yarn for hair. Dress with cloth pinned or sewn to neck, or color on clothes.

2. Leave bag flat and color with crayons. Make face partly on body of bag and partly on bottom so the puppet can talk. Paste on construction paper details and decorations.

c. Detergent Bottle Puppets

Materials: detergent bottles, dowels, decorating materials, cloth scraps, styrofoam balls.

Make a hole in a styrofoam ball and place on the open end or mouth of the bottle and use this for the head. Covering the styrofoam with an old nylon stocking gives a skin-like tone.





Cut a hole in the bottom of the bottle and insert a long dowel. Draw or glue on facial features. Add a rectangle of cloth for a dress. Tie a sash around waist of puppets to hold robe in place. The draping of the robe gives the effect of arms. Cut-out hands may be attached to the robe and feet to the bottom of the bottle.

Note: There are many other puppet-making techniques in craft books. Use your favorite.

Game

Play a game in which the class works cooperatively. Choose one of these:

1. Zoom

First person quickly says "Zoom" with a turn of the head to the person next to him or her, who passes it on to the next person, who passes it on to the next person, and so on around the circle, until someone responds with "Zerk!" in which case "Zoom!" goes around the circle in the opposite direction. If too many "Zerks" keep "Zoom" from going around the circle enough, someone may say "Nefrigliani!" in which case it has to "Zoom" all the way around the circle before "Zerk" is permitted again.

Variation: When saying "Zoom" people stand up, raise arms, or add any gesture to the words.

2. Lap Ball

Everyone sits on the floor in a circle (7 to 15 people can fit). Legs are extended in front and all feet are in the center. (If an old tire were placed in the center, more people could play.) Hands support the body by being placed behind it on the floor. Heels are not to be lifted and the hands must stay behind the back, though they can move. The object is to keep the ball off the ground while passing it quickly from lap to lap. If it gets stuck around the ankles, people can think up a creative way to get it moving again. The fun increases when two balls are being passed simultaneously in different directions. The cooperative aspect of the game is evident when two people are working together to keep the ball from falling between them on the floor.

3. Slip the Disc (Penni and Brooks Eldridge-Martin)

Everyone forms a circle, kneeling on hands and knees with heads facing inward. An object, e.g. a 4" diameter circular piece of cork, or a Frisbee, is placed upon one person's back. The object of the game is to pass the cork successfully from back to back around the circle without the use of hands. If it falls, it is replaced (by hand) on the back of the last person who had it.

All from For the Fun of It! by Marta Harrison

Closing

Sit quietly together. Ask the children to think about these words:

"First of all, he said, if you can learn a simple trick, you'll get along a lot better with all kinds of folks. You can never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it." Harper Lee, To Kill a Mockingbird

End with "Kum Bah Yah!" and a handshake

Note: Ask children to bring in a photo of themselves for next week's project. You may want to send a reminder postcard.

OPENING

Love does not recreate our brother [or sister] in our image; it recreates us both in relation to each other, united like limbs of one body yet each distinctly himself.

Faith and Practice, p. 94

Songs: Choose among:

"Let There Be Peace on Earth"	<u>Songs of the Spirit</u> #18
"No Man [One] Is an Island"	<u>Songs of the Spirit</u> #20
"Dona Nobis Pacem"	<u>A Hymnal for Friends</u> #34
"In Christ There Is No East or West"	<u>A Hymnal for Friends</u> #112
"Magic Penny"	<u>Songs of the Spirit</u> #23
"I'd Like to Teach the World to Sing"	<u>Songs of the Spirit</u> #22

Questions:

1. When you are with a friend or a brother or sister, what things help you get along? Do you ever get into arguments or fights? What are these about? Why do they happen?
2. What are some things we can do to settle arguments? Name some good solutions and some bad ones.
3. Can you explain the word "harmony"? (You may want a musical adult or child to explain this word in layman's terms.)

LESSON VII

For the Teacher:

The main project in this lesson is a journal. A journal can be a way to resolve conflicts, but its uses are broader than that too. Encourage the children to use their journals regularly. The game and story are designed to increase the children's awareness of the sources of disharmony. Harmony for this age begins in personal situations.

Needed:

Record player and record for musical chairs
 Photo of each child - bring from home or use a Polaroid in class.
 Materials for journals listed below.

Opening Song:

Sing "I'd Like to Teach the World to Sing," Songs of the Spirit #22. Talk about the words of this song. What do they mean? Pictures of people from different countries or cultures, dolls from around the world, a globe or world map are all helpful props.

Story

Tell the story of "John Woolman and the Robin" in Chapter I of his Journal. After telling the story, read it aloud in his words. The children will not understand every word, but will be interested in the way he wrote about himself. It is fascinating to discover that "saints" were real people who made mistakes.

If John Woolman is new to your class, tell them a little about his life and show them his journal, his record of his life.

Questions to ask:

When John threw the rock at the robin, had he thought about what might happen?

Have you ever done something which had consequences (results) you did not expect?

How did John feel when he realized what he had done? Have you ever felt this way?

Do you understand the lesson John learned?

Help the children put this lesson into their own words.

Two Games

First play traditional musical chairs and then play musical laps.

Directions for musical laps:

Musical Laps (Sandra Cangiano at an Abington Friends School faculty workshop)

This is a cooperative version of Musical Chairs. The whole group forms a circle, all facing in one direction, close together, each with hands on the waist of the person ahead. When the music starts, everyone begins to walk forward. When the music stops, everyone sits down in the laps without anyone falling to the floor, the group wins. If people fall down, gravity wins.

From For the Fun of It! by Marta Harrison

Talk about the difference between these two games. What happens in "Musical Chairs"? Who wins? What happens in "Musical Laps"? Who wins? How did you feel after each game? (Get responses from winners and losers)

Journals

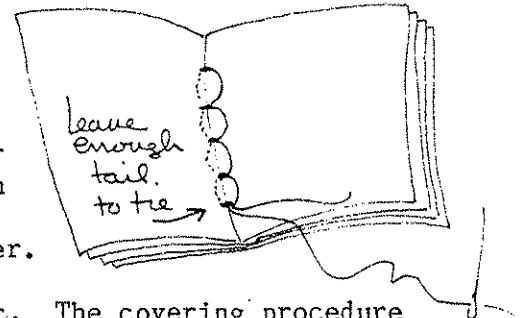
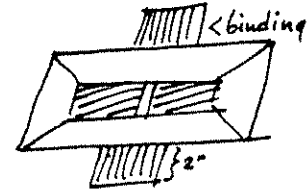
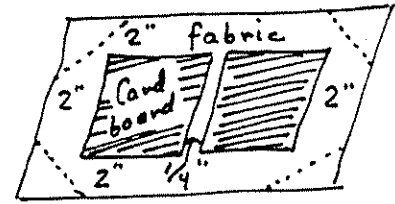
Tell the children: Over the years many Quakers have written journals. Earlier today we read a selection from John Woolman's Journal. Journals have lots of uses. They are places to write down whatever you want. If you have had a fight with a friend, a journal is a good place to write about your feelings. You can use a journal to write about a beautiful sight or to express your anger at someone. It does help to put things on paper. You can use words and pictures to express your feelings and to work toward solutions too. Today each of us will make his/her own journal.

Directions for making journals:

1. Sewn Journal

Materials needed: cardboard, fabric, Sobo glue, cloth tape, paper for pages, construction paper, needle and thread.

- a. Cut two pieces of cardboard for cover. Choose a size slightly larger than the pages you plan to use.
- b. Cut fabric covering 2" larger than covers.
- c. Glue covers to backing leaving at least 1/4" between covers.
- d. Cut out the four corners.
- e. Fold edges in, mitre corners and glue (Sobo glue works best).
- f. Cut binding strip of fabric or cloth tape 2" longer than cover width. Glue into place.
- g. Make pages using a piece of colored paper for flyleaf. Fold pages in half and sew through center.
- h. Glue the flyleaf pages to front and back cover.

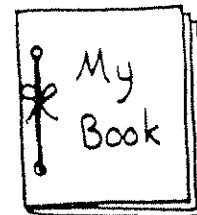


2. Notebooks: cover dime store notebooks with fabric. The covering procedure is the same as that described above except you'll use looseleaf paper and simply glue colored paper over the inside front and back covers to conceal fabric edges.

3. Homemade Notebook

Materials: paper, cardboard, fabric scraps, yarn, paper punch, scissors, glue, magic markers

- a. Punch two holes in left side of paper
- b. Cut cardboard slightly larger than the paper for front and back of the book; cover with fabric (glue on) or decorate with magic marker; punch holes.
- c. Use yarn to tie book together.



Once the journals are made, personalize them:

Using either a photograph brought from home or a Polaroid picture taken in class, each child tapes a picture of him/herself in the front of his/her journal. Have each child fill in the following biographical information (You may want to photocopy forms the children can tape or paste into their journals):

My name is _____
 My nickname is _____
 I was born on _____
 I go to _____ School and am in _____ Grade
 My address is _____
 Besides me, the people at my house are _____
 My pets are _____
 I am _____ tall and I weigh _____ pounds
 My hair is _____ and my eyes are _____.

Closing: Have a quiet time, but today ask the children to write in their journals during the silence. Close with "Kum Bah Yah!" and a handshake.

Note: The journal project may run into next week. When the children take their journals home, this week or next, send a note home encouraging parents to help their children to start writing in the journals. Give a few ideas for writing topics.

OPENING

A life centered in God will be characterized by integrity, sincerity and simplicity ... its activities and expressions should be ... directed toward the simple, direct purpose of keeping one's communication with God open and unencumbered by that which is unessential.

Faith and Practice, p. 19

Songs:

"Dona Nobis Pacem"

A Hymnal for Friends #34

"'Tis the Gift To Be Simple"

Songs of the Spirit #46

Questions:

1. What does the word "simple" mean? In the song we just sang it has a special meaning; can you figure out what that meaning is?
2. Why do you think Friends try to keep their lives simple or uncluttered? How do you feel when you have too much to do or too much going on at one time?
3. What does it mean to tell the truth? Is it hard to be truthful sometimes? Why? How do you feel when you tell a lie?

LESSON VIII

For the Teacher: Telling the truth is the main concept in this lesson. There is also an emphasis on seeing beauty in simplicity. If you have unfinished projects from previous weeks (journals, mats, pillows), this is the week to finish them up.

Needed:

Materials for activity you choose to go with the story you read - listed in lesson

Paint

Pictures of nature

Brushes

Natural objects

Paper

Opening Song:

Sing "'Tis the Gift to Be Simple," Songs of the Spirit #46. Continue the opening discussion about the meaning of "simple". Ask these questions:

Why is truth-telling "simpler" than lying? Can you think of one thing you like to do which does not cost a lot of money or require a lot of complicated preparation?

Story:

Read the story Sam, Bangs and Moonshine by Evaline Ness; Holt, Rinehart and Winston. After reading the story ask some or all of these questions:

What does Sam's father mean by Moonshine? Do you ever tell fantastic stories? What happened to Thomas? How did Sam feel when Bangs didn't return? Have you ever hurt someone by lying? What's the difference between good and bad moonshine?

Activity Ideas

1. Each child makes two pictures. One is a picture of something real. The second is a picture of moonshine. Younger children can describe their pictures and you can write the description on their papers. Older children can write their own descriptions.
2. Using a flashlight and a globe or ball, show the difference between sunshine and moonshine. Discuss the difference between the two kinds of light.
3. Using clay or playdough make "fantastic" beasts and "real" animals. What are the differences and similarities between the two figures? Be sure to have brightly colored clay since color is an easy way to make things fantastic.

- a. A recipe for cooked playdough (prepare ahead)

2 cups flour	2 teaspoons cream of tartar
1 cup salt	4 cups water
2 tablespoons salad oil	

Mix dry ingredients in an electric skillet or saucepan. Add oil and water and mix well. Then set heat at 350 F and stir constantly with a wooden spoon as it heats. When the mixture gets too heavy to move around, turn it out onto a flat surface and begin to knead as soon as you can touch the dough. Add a few drops of food coloring and mix it through. Keep this mixture covered in the refrigerator after it cools. It will dry in the air, and it may be painted after it is dry.

- b. A recipe for uncooked dough

1 box salt	2 pound sack flour
1/4 cup vegetable oil	water

Mix the salt and flour in a large dishpan or bowl. Add oil and water a little at a time until the mixture is smooth and not sticky. Children can mix this themselves. Store in a plastic container or bag; it will keep about two weeks in the refrigerator. Remove from the refrigerator at least an hour before using.

The animals could be placed in two settings, one real and one fantastic, made out of cardboard boxes with the tops and one side removed.

4. To help children distinguish between good and bad moonshine, have them make up one story that is bad moonshine and one that is good. Talk about the difference.

Alternative Story 1:

To Think that I Saw It on Mulberry Street by Dr. Seuss, Random House.

If your class is mostly first and second graders this story is excellent.

After reading the story, ask these questions:

1. Why does the little boy make up things on his way home?
2. Why doesn't he tell his father what he imagined?
3. Do you know the difference between lying and pretending? Is that difference important?
4. When is telling the truth important?

Activity Idea:

A mural - divide a large piece of brown paper into sections (one per child). Using markers, each child draws something fantastic which he might "see" on Mulberry Street.

Alternative Story 2:

The Emperor's New Clothes, by Hans Christian Anderson - available in many editions.

After reading or telling the story, ask these questions:

1. Why are the tailors able to fool the king?
2. Why doesn't anyone tell the king there is no cloth?
3. What does the word "vanity" mean?

Activity Idea:

Dressing up - have a number of dress-up items available - some fancy, some plain. Include jewelry, hats, Quaker plainclothes, if possible, high heels and so on. Ask some children to dress up "plain" and others to dress up "fancy." Talk about the difference.

Alternative Story 3:

The Ugly Duckling by Hans Christian Anderson - Available in many editions.

After reading or telling the story, ask these questions:

1. How do you think the Ugly Duckling feels at the beginning of the story?
2. Have you ever felt like that?
3. Are there certain things you wear that make you feel very attractive? Have you ever teased someone about what he/she is wearing? Were you ever teased about your clothes? How did you feel?
4. The Ugly Duckling turns into a swan. What makes you feel like an ugly duckling? What makes you feel like a swan?

Activity Idea:

First act out the story. Then ask the children in groups of 4 or 5 to make up short skits in which the same issue - outside appearances versus inside reality - is raised. Present and talk about the skits.

Game

Set up a simple relay game. Divide the class into two teams. Each team member hops (or skips, or jumps) to one end of the room, touches the wall, and runs back. He/she touches the hand of the next child in line. The first team to have all its runners run, wins. Play once. Then tell one team to cheat. Runners do not do the prescribed action or do not touch the wall or the next child's hand, etc. Play a third time and ask the other team to cheat and the first one to follow the rules.

Follow up with these questions:

1. What happens when one team cheats?
2. How did it feel to cheat? To see the other team cheat?
3. Are you ever tempted to cheat? Why?
4. What should you do if you know someone is cheating?

Art Activity:

Tell the children that simplicity has other meanings besides truth telling. We can especially try to enjoy simple things - the beauties of nature in particular. We can make something beautiful with very simple materials. Today we will make a painting using only one color. Even with just one color we can make beautiful pictures.

Supply each child with one paint brush, a piece of paper and one color paint. Using only one color, each child paints a picture. Share these pictures.

Closing:

Have some pictures of beautiful, natural things to show (rainbows, mountains, flowers) or have some natural things (shells, flowers, rocks) to look at. As the children sit quietly, pass these objects or pictures around the circle. End with "Kum Bah Yah!" and a handshake.

Note: Tell your class next week all the children will meet together. Send a note or postcard home to remind children of this special event.

For the Teacher:

This lesson provides a time for the children to share their experiences over the last eight weeks. Several specific activities are suggested, but we hope that First-Day Schools will tailor-make this celebration. The general goal of celebrating together is far more important than the particulars of the celebration. If more than one class is using Growing In the Light, do this celebration together. If only one class is using Growing In the Light, have them invite other classes, their parents and/or the Meeting.

Needed:

A good-sized open space
 Display Area
 Art Supplies as listed in the lesson
 Snacks

Ahead of Time:

1. Display work from previous lessons.
2. Prepare simple snacks.

Lesson Plan

1. Share a song and then teach the song to the whole group.
2. Talk briefly about what you have done over the past few weeks. Several children can share this responsibility.
3. Play an active, cooperative game. Several are described in the lessons, any of which is appropriate.
4. Sit in a circle. Ask each child to respond to the question, "What is one thing you've learned about Quakers during these classes?"
5. Choose one of these activities:
 - A. Community Picture (thanks to Margaret Cantieni):
 You'll need: Construction paper, or other colored paper, in as many different colors as possible. Large sheets of white or manilla paper. Paste.
 Invite each child to choose a sheet of paper whose color he feels matches him, belongs to him, represents him. Then ask the children to share their personal color with the others, by tearing each sheet into enough pieces so that each child present gets a piece from every other child's personal paper. Then let each child make a picture or design with all the pieces of paper in his collection.
 Call to the attention of the children that each picture helps the other children's colors become something new. The gifts from others make his picture richer, but he still has possession of what happens to his picture. All the colors together make the fullness of the light. Each picture is made up of the same colors but each one is unique.
 - B. Group Banner (3' x 2' is a good size)
 Needed: Large piece of felt attached to a dowel. Fabric scraps, scissors, Sobo glue.
 Instructions: Ask the children to create a banner on the theme, "A Quaker Is ...". Ask each child to create from fabric something which

fits the theme. Ask each child to describe his/her contribution and to glue it on the banner. You may want to precut the words "A Quaker Is..." to glue on as well.

6. Gather together for worship. Encourage the children to speak during worship if they want to. Read one of the following:

1. Psalm 23

2. As many candles lighted and put in one place do greatly augment the light, and make it shine forth, so when many are gathered together into the same life there is more glory of God, and his power appears to the refreshment of each individual, for each partakes not only of the light and life raised in himself, but in all the rest.

Robert Barclay

3. In calm and cool and silence, once again
 I find my old accustomed place among
 My brethren, where, perchance, no human tongue
 Shall utter words; where never hymn is sung,
 Nor deep-toned organ blown, nor censer swung;
 Nor dim light falling through the pictured pane!
 There, syllabled by silence, let me hear
 The still, small voice which reached the prophet's ear;
 Read in my heart a still diviner law
 Than Israel's leader on his tables saw!

John Greenleaf Whittier

4. The St. Francis Prayer:

Lord, make me an instrument of your peace
 Where there is hatred ... let me sow love.
 Where there is injury ... pardon.
 Where there is doubt ... faith.
 Where there is darkness ... light.
 Where there is sadness ... joy.
 O Divine Master, grant that I may not so much seek
 To be consoled ... as to console,
 To be understood ... as to understand,
 To be loved ... as to love.

For

It is in giving ... that we receive,
 It is in pardoning ... that we are pardoned,
 It is in dying ... that we are born to eternal life.

Settle into Silence. Close with a handshake.

9. Sing "As We Leave This Friendly Place".

10. Share simple snacks and juice.

Note: This lesson could be done intergenerationally. In any case be sure to share the displays of the children's work with the adults, possibly after Meeting.

Three good ways to let adults get acquainted with the children, if your Meeting does not provide much intergenerational time are:

1. A Photograph Board - Take Polaroid pictures of each child and mount them with names on a large bulletin board in a prominent place. Point out the board to adult members.

2. A Silhouette Board - Using the following technique, make cut-outs of each child and display as described in #1:
Fasten a large piece of white paper to the wall. Have the child stand or sit in front of a light such as from a slide projector or a floor lamp. Adjust the distance between the light, the child and the paper on the wall until the profile image is the size you want it on the paper. Another child or teacher traces the shadow. Have each child cut out the tracing, with help if necessary. Paste this on a darker piece of paper.
3. A Self-Portrait Board - Have each child draw him/herself and display the pictures as described in #1 above.