

LESSON V: DO UNTO OTHERS...- THE TESTIMONY OF COMMUNITY

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?", "No Man (One) Is an Island", "When I Needed a Neighbor", "He's Got the Whole World In His Hands" and, "One Man's Hands", all found in *Songs of the Spirit*.

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

Questions, Part 1

1. How do you deal 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

Testimony is not a word little children will understand, but they can begin to understand what community, equality, harmony, and simplicity mean. They will learn these concepts best if they see them in action. Therefore, we as teachers need to pay attention to how we do or do not put these words into practice. Are we trying to create a community in our classroom? Do we treat all the children as equally valuable? Do we settle disputes in a peaceful manner? Do we encourage truth-telling? ...and so on. This week we help the children understand what is needed to create community.

Supplies Needed

List of groups to which children belong (from Lesson IV)

Drawing paper

Construction paper

Patterns for figures

Magazine pictures

Scissors, paste, posterboard

Opening Story

Display the list of groups to which the children belong which you made last week. Read *The Little Brute Family* + by Russell Hoban, MacMillan Co., 1966. If this book is not available to you, use another children's book in which a family or group of children learn to work together.

Russell Hoban's Frances books and most of the Berenstain Bear books by Stan and Jan Berenstain are suitable.

These questions are for *The Little Brute Family*. If you use another book, revise them to fit that story:

- How do the Brutes feel at the beginning of the story?
- Have you ever felt this way?
- What is a good feeling?
- How does the good feeling change things at the Brutes' house?

We are all in families. Sometimes we are grouchy like the Brutes; sometimes we are polite and friendly like the Nice family.

Game and Art Activity

How many people live at your house? (Count on fingers, each child holding up the number at his/her house, and individually repeating the following rhyme as you go around the circle)

One, my mother; Two, my father; Three, my sister... etc.
There's no more. Now let me see.
Oh, yes, of course, it must be me! (point to self)

Now ask each child to construct a picture of his or her family. Precut several patterns of different sizes out of cardboard; make patterns for male adult and child, female adult and child, baby, dog, and cat. See attached pages of patterns; add others as necessary. Using construction paper, each child traces and cuts out enough figures to make his/her family, then pastes the figures on drawing paper. Help the children label the figures.

Collage

Ask for specific ways each child can help at home or elsewhere. Encourage specific responses such as: "I can tie my own shoes"; "I can set the table".

Precut magazine pictures of people or animals doing things together. Using these pictures, the children will make a large "community" collage. Use a piece of poster paper for the backing and help the children past the pictures on. Do two if your group is large. As you work, talk about what the pictures show. Women's magazines, *National Geographic*, children's picture magazines and greeting cards are all good sources for pictures.

Song

Teach "He's Got the Whole World In His Hands" (*Songs of the Spirit*, #41). Simple hand motions can accompany each verse. A globe is a nice prop for this song.

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

In this song we say God has everyone in his hands. All the groups we belong to, and each of us individually, are loved by God. Repeat the game, "Everyone Is Special" from Lesson III.

Game

This class is a special community, a special group to which we belong. It is part of a bigger community or group, the Meeting. We are all F/friends. Play one of these games:

- Sing, to the tune of “Muffin Man” (see Lesson VII), these words: “Will you be a friend of mine, a friend of mine, a friend of mine? Will you be a friend of mine and walk about with me?” “It” walks around the circle and chooses a partner. The partner is “it” for the next verse.
- One child stands in the center of the circle. Children join hands and march around, singing to the tune “The Farmer in the Dell”: “_____ is our friend.” When the verse is finished, the child in the center chooses someone else to stand in the center and the children sing to that friend, until everyone has a turn. Last verse: “All of us are friends.”

Closing

Sit quietly in a circle. Think of ways this group makes you happy. Sing “As We Leave This Friendly Place” and shake hands.



