

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:

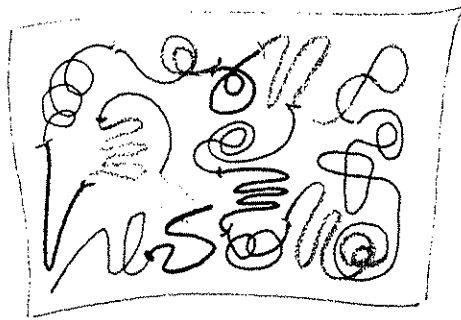
Newsprint	Markers
18" lengths of colored yarn	Pins
Large piece of black fabric	

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.