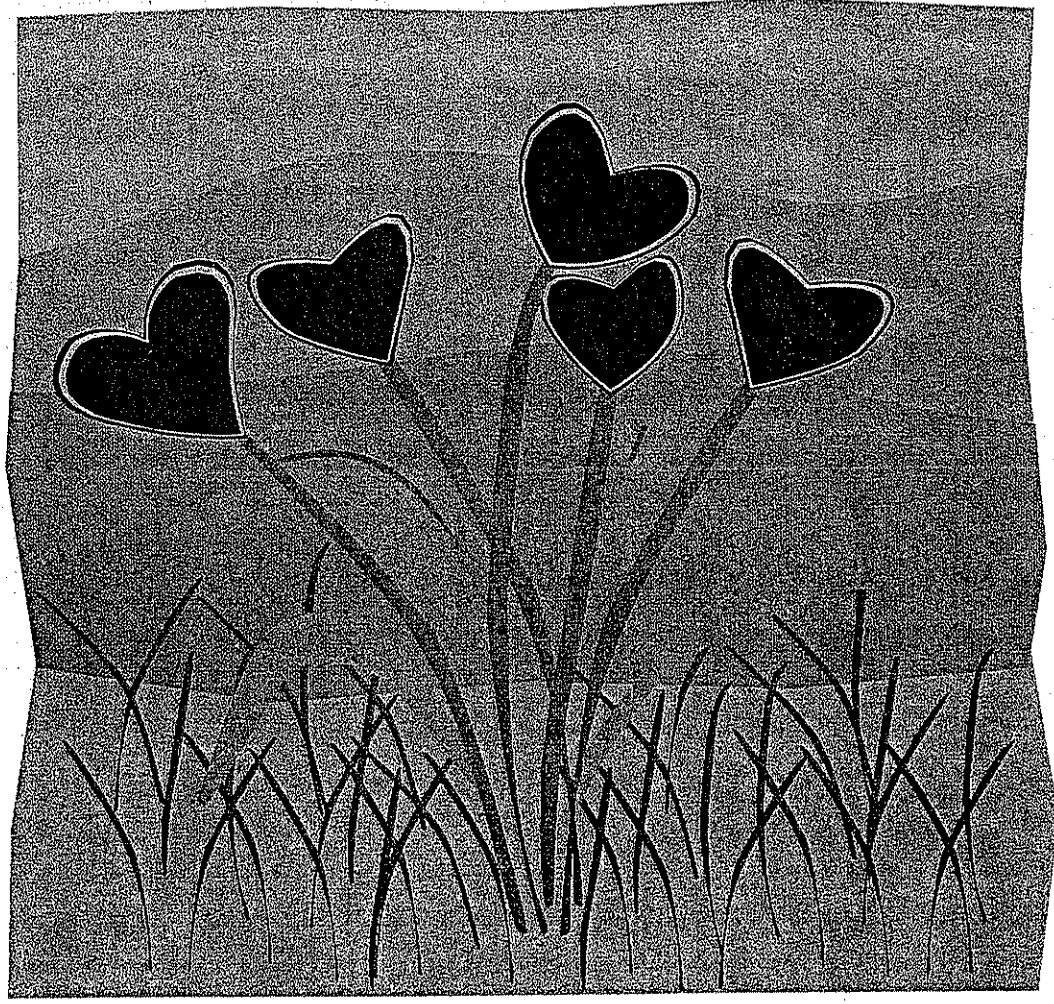


1/02

Losses and Healing

For Preschool - Eighth Grade

Written by
Children and Young People at Yearly Meeting Group (CYPYM)



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Losses and Healing

(A Curriculum for March, 2002 Annual Sessions)

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19107

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Introduction

The idea for this Yearly Meeting packet *Losses and Healing* grew out of the CYPYM Group's concern to help our children with the aftermath of the September 11, 2002 bombing and collapse of the World Trade Centers. Because many families lost or came close to losing relatives or friends and because they probably watched the tragedy on TV, many families were stunned and immobilized. They struggled to find ways to understand the tragedy and help their children with the loss.

Throughout the four chapters, the CYPYM group suggests several ways to heal from losses, i.e., growing up, losing a friend, losing one's way, moving to another neighborhood, being teased or bullied, coping with a parent or sibling's illness, and death of a pet or a loved one. We suggest that being able to express one's feelings, having a faith in God, and the love of family and friends, and helping others can ease our feelings of loss. At the end of Chapter four we address loss through death. The topic of death should be approached slowly with sensitivity, so as not to open a child's or young person's wound, unless one can heal the exposure with loving and expert counseling.

Activities in each chapter are organized by age-level: pre-school and kindergarten, elementary, upper elementary and middle school. Two of the activities in this curriculum are appropriate for elementary through middle school and one (the Healing Quilt) can be done by all ages in your Meeting. In each chapter, choose one or two activities depending on the age you are teaching.

The CYPYM Group hopes that these lessons will spur First-day children and young people to come to the March 21-24, 2002 Sessions at Arch Street Meetinghouse, where what you have taught them will be enriched and extended via field trips and special performances.

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Yearly Meeting Banner

For everything there is a season.

Ecclesiastes 3:10

I am the Light of the world.

John 8:12

The Lord is my shepherd, I shall not want.

Psalms 23

*The Lord is my stronghold, and my fortress, and my deliverer, my God,
my rock, in whom I take refuge, my shield, my mountain refuge, my tower.*

Psalms 18:2

WHERE: At Arch Street Meeting House we will display banners made by First-day Schools.

WHAT: We hope that each Meeting will make a banner depicting the theme of "*Change, Growth and the Spirit*". Some ideas might be:

- ❖ Leaves or trees during the different seasons, how one's own family or the Meeting family has changed over the years
- ❖ Silhouettes of a baby, a teen, and an adult (with a light growing inside each one)
- ❖ A heart growing inside a person (such as it did in the *Grinch Who Stole Christmas* story)
- ❖ A cookie or gingerbread person broken in pieces and then put back together

The Banner might be an outgrowth of an activity suggested in this packet undertaken by one or two classes. Or it can be a cooperative project done by several age groups, a little bit each week as the First-day School prepares for March Yearly Meeting. As soon as you receive this packet, decide which class will take responsibility, or if the Meeting as a whole will make the banner.

HOW:

Make at least one large banner (**two-sided**) which can be displayed at Arch Street Meetinghouse. They will be uniform size (32" wide by 45" long). In some way illustrate the theme of *Change, Growth and the Spirit* using one of the quotes in this packet, an idea which grew out of a class, or something suggested above. The banner does not need to be complex or intricate, but a simple expression in fabric (felt is best).

Make a casing at the top of the banner and run a *flat 1" x 1/4"* piece of *soft wood* through the casing. Stitch the ends. Be sure to put your Meeting's name on the banner where it can be clearly seen and read from a distance. You may wish to add fringe, scallops, or other decorations to the bottom. Weight the bottom with casing and a wooden stick or curtain weights.

Your design can be sewn, quilted, securely glued, or drawn on, but the banner itself must be fabric. Please send via another person or bring your banner to Friends Center by **March 18, 2002** or bring it to March Yearly Meeting when you come. Brenda Rose Simkin, Children's Program Coordinator, or Marty Smith, Director of Religious Education, will gladly hang your banner in the East Room of Arch Street and answer your questions at (215) 241-7075 or (215) 241-7008 about your preparations for Yearly Meeting.

At the rise of Yearly Meeting, March 24, your banner can be picked up in the East Room. Those not claimed that day will be taken back to the RE office at 1515 Cherry Street, Philadelphia, PA.

Chapter 1. Changes and Loss

Ecclesiastes 3:1-10 *"For every thing there is a season, and for every activity under heaven its time: a time to be born and a time to die, a time to plant and a time to uproot..."*

Background for the Teacher

Young children are changing and growing all the time. Their bodies and spirits can heal with amazing speed. At the same time, they exhibit a need and great appreciation for familiarity and constants in their lives to maintain a sense of security. Recall a child cuddling his companion blanket or insisting that a hot dog be cut in a very particular way or wanting story time to happen at a certain time each day. Sameness and rhythm can be very soothing to them.

While exploring loss and change with young children we can help them recognize their feelings and find ways to heal pain/loss by finding some rhythm and sense of being known and loved (belonging, connectedness), no matter what else changes. The ability to do this can prevent them from carrying hurts into their adult lives which can cause pain to themselves and others. We can help children find resources within themselves and their world for healing.

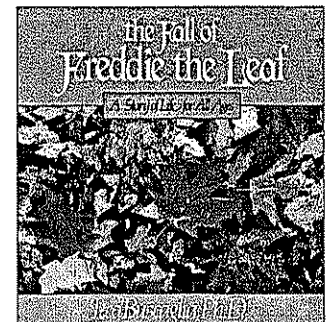
For older elementary and pre-teen children change, growth, and confusion are integral parts of their lives. Often, these changes are positive and natural, there is a certain grieving for loss of protection, and loss of innocence. Children (and the adults in their lives) experience the surprise and grief (sometimes masked by bravado) which comes with the loss of childhood. Children are taking on more responsibility, seeking more independence, seeing themselves as different from parents, and moving into the stronger influence of peer relationships. These are losses and require healing and encouragement as the child moves forward.

Activities:

I. *Changes in Nature and Ourselves*

Pre-School and Kindergarten:

Read *The Fall of Freddie the Leaf* by Leo F. Buscaglia (available in the PYM Library and FGC Bookstore). As Freddie experiences the changing seasons along with his companion leaves, he learns about the delicate balance between life and death.



Tree Changes: Show pictures of trees in each of the four seasons of the year and talk about the changes the children notice. Have available an outline of a bare tree (in oaktag). Ask children to draw around the bare tree, four times, once on each of the four sections. Then color or glue tissue paper or construction paper to each of the bare trees showing the

seasonal changes. Next talk about which of the changes the children like best, like least, and why. Ask what parts of the tree stay the same and what part changes through the seasons? Talk with the children about the changes which happen in their lives. Ask the children where the tree roots are. Ask what the tree roots do. Then explain how we too are rooted in God's love and our family and friends' love. Ask how being rooted in love helps us deal with all that comes our way?

Flower Pots: Make little flower pots with a photo of the children's face in center of each flower "growing" out of the pot. Then, wrapped around each pot, put pictures of God and each child's family and friends.



Seeds with Roots: This activity takes three or four days, but illustrates the idea that in order to grow, seeds first put shoots out, which are nourished by the moisture and light. Put four or five different seeds in a plastic, Ziploc™ baggie (lima beans, peas, or kidney beans). Moisten a paper towel, fold it in half, and fold it once around the seeds. Set the bags away from the sun, on a shelf. In a day or so, the shoots of the seeds will begin to appear. Keep the towel moist. Children can then plant the seedlings in small pots with dirt in them.

Sing: My Roots Go Down by Sarah Pirtle (see at end of this chapter) This is a fun song to pantomime and gives children the experience in their bodies of "being rooted".

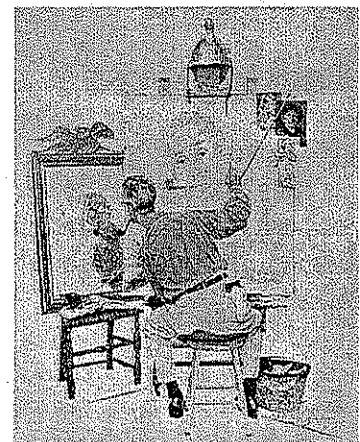
Willow in the Winds Game: One child stands in small circle of children who are the wind. They place palms out in front of them and have feet touching their neighbors' to create a safe circle for the inside person (willow tree) to lean and sway and be gently moved by wind while staying rooted. Explain that this is like our family, friends, or God being there for us to keep us steady during changes in our lives.

Upper Elementary and Middle School:

Malachi 3:6 *I am the Lord unchanging, and you, too have not ceased to be the sons (and daughters) of Jacob.*

Drawing self-portraits: Have children set out before them three large pieces of paper. On the first one, ask them to draw themselves as babies; on the middle one, themselves as they are now; and on the last, how they will be as older people.

Using these self-portraits, discuss change, when it happens, how it happens, what it feels like or might feel like, and what helps bring about healthy change. Ask the children to make a list of all the good things about being each age. Then discuss the difficulties of each age. Last, make a joint list of what helps us feel strong and cared for at each age. What has been the one or two unchanging things during all this time? Who or what has been there to help you through these changes? Hang each child or young person's papers up in a stacked set so that the top picture showing is that child as a baby.



My Roots Go Down

©1989 Words and Music by Sarah Pirtle
Discovery Center Music, BMI

The musical score is written in G major (one sharp) and 4/4 time. It consists of five staves of music with lyrics underneath. Chords are indicated by letters above the staff lines.

Staff 1: Chord D. Lyrics: My roots go down, down _____ to the earth. My roots go

Staff 2: Chord G, then Chord D. Lyrics: down, down _____ to the earth. My roots go

Staff 3: Chord D, then Chord A, then Chord D. Lyrics: down, down _____ to the earth. My roots go down.

Staff 4: Call back Chorus. Lyrics: Come on back where you star- ted from. Come on back where you star- ted

Staff 5: Lyrics: from. Come on back where you star- ted from. We're glad you're back.

Chorus

*My roots go down, down to the earth.
My roots go down, down to the earth.
My roots go down, down to the earth.
My roots go down.*

Verse

*I am a pine tree on a mountainside.
I am a pine tree on a mountainside.
I am a pine tree on a mountainside.
My roots go down.*

(Reprinted with permission from *Linking Up*, by Sarah Pirtle, ©1998. Published by Educators for Social Responsibility. For more information, call (800)370-2515)

II. Change Through the Ups and Downs of Life

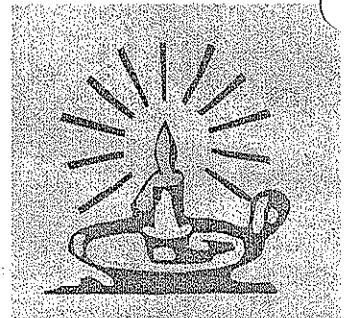
Elementary (pick one or two of the activities which follow for this lesson):

John 8:12 ...*I am the Light of the world, no follower of mine shall wander in the dark, but he shall have the light of life.*

Read *Oh the Places You'll Go*, by Dr. Seuss (good for early elementary; available in PYM Library and FGC Bookstore). This is a delightful story about the bumps, starts and stops of a child's journey through life. Sometimes we get lost; sometime we get hung up. But always we forge ahead. We somehow face our problems and challenges with enthusiasm and confidence. As you read the story, stop on occasion and talk with the children about what it feels like to be lost, confused or lonely. Then ask what it is that helps them find their way or find hope again.

The Light as Strength: Talk with the children about the changes in their lives which have happened in the past year. Ask what was helpful to them during those changes. Talk about special places they stay or people they talk to who keep the changes from being so hard. Read the *John 8:12* passage above: talk about the Light as a symbol for Quakers of the presence of God or Christ and a big help when we are feeling lost or sad. Talk about ways Quakers speak of the Light and Inner Light. Have the children heard of the phrase "light at the end of the tunnel"? Discuss its meaning. Are there celebrations during which we use candles (birthdays, sometimes weddings, etc.)? We use light sometimes in worship to help us think about God being present.

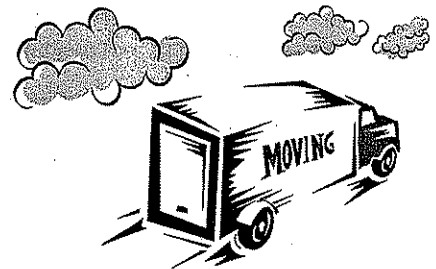
Making Candle Holders and Worship Sharing: Make Candle Holders from quick drying clay, like Sculpy™ clay. With one candle in the middle of the circle of chairs, or a candle in front of each child on the table, ask children to first be very quiet and listen for the voice of God. Then ask the children to talk, when they are ready, about how they are different now than they were last year or say a prayer to make the world a better place or a prayer of thanks. The whole worship should last no longer than 10 minutes.



III. Changes through Moving:

Pre-School, Kindergarten:

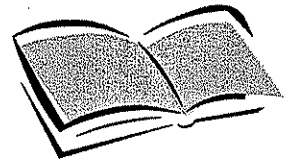
Read *Henry and Mudge and Annie's Good Move* by Cynthia Rylant (available in public libraries and the FGC Bookstore). In this story Henry shares a comfort-helper with cousin Annie when she's nervous about moving. Also, Henry's family helps them create a little welcoming ritual to bless and ease the transition into their new home. Ask the children about Annie's feelings as she gets ready to move. Ask if any of them have moved and what their feelings and experiences were. What were the good things and bad things? What did Henry suggest to Annie to help her (crawling under a blanket)? What things help you when you're feeling nervous, sad, lonely, scared?



Pantomime Room: Talk with the children about the things which would be important to set up in their new room or house to help them feel at home. Children can draw a picture of their room or play *Pantomime Room* with the class: The teacher walks around a space to outline parameter of a room. Children each get a turn to pantomime walking in room and placing one or a few special objects; other children can guess. (A child might outline the place where they'd want a window or their bed to put their teddy bear on.)

Elementary and Middle School:

Moving Book: Have the class write a story about someone moving away and have them illustrate it with pictures they have drawn. Or bring a Polaroid camera and have them act out the scenes they write about in the story. The point of this activity is to have the class think about feelings involved in a move (anger, sadness, loneliness, frustration), not for the story to be great literature. You can write the story on a newsprint pad and have them plan what pictures they want to include, or you can take pictures of them acting out different feelings and build a story around the pictures. Pages could be hand-lettered or printed out on a computer, and each child could illustrate one page. Then think of ways that the class could make a move better for someone who has already moved – or is going to soon. Put those ideas in as the epilogue of the Moving Book.



To Get the Class Started...A Moving Scenario: Use an outline like the one which follows and have the class draw or act out for a camera some of the emotions in the story.

Once upon a time there was a group of friends who enjoyed being together.

They sang and played games and talked.

Then one day they learned that Anita would be moving away.

Anita was sad/ helpless/nervous about leaving.

The friends were upset. They felt angry/jealous/frustrated that she had to leave.

They thought about the games they had played together and decided to make a game for her to take with her.

Here is a picture of them all playing the game together. Anita decided she would try to teach the game to people she will meet at the new house. She could picture herself playing the game with new friends and remembering her old friends

Chapter 2. Feelings and Healing

Luke 15:3-6 *He answered them with this parable: "if one of you has a hundred sheep and loses one of them, does he not leave the ninety-nine in the open pasture and go after the missing one until he has found it? How delighted he is then! He lifts it on to his shoulders, and home he goes to call his friends and neighbors together. "Rejoice with me!" he cries. "I have found my lost sheep."*



Psalm 23 *The Lord is my shepherd, I shall not want. He makes me to lie down in green pastures and leads me beside the waters of peace, He renews life within me...*

Background for the Teacher:

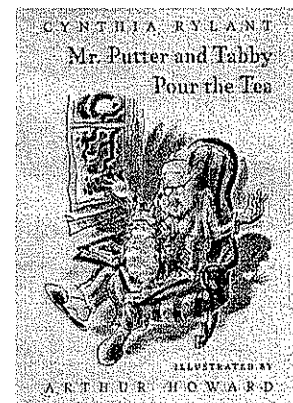
In the book *When Someone Has a Very Serious Illness: Children Can Learn to Cope with Loss and Change*, Marge Heegaard lists the following ways to deal with stress and loss and promote healing:

- ☺ 1. Eat healthy foods
 - ☺ 2. Get plenty of rest
 - ☺ 3. Get lots of exercise
 - ☺ 4. Find support from others (talk to someone)
 - ☺ 5. Take care of yourself
 - ☺ 6. Share the work
 - ☺ 7. Find time for fun
 - ☺ 8. Let feelings out in O.K. ways
 - ☺ 9. Don't try to do what you can't do
 - ☺ 10. Ask for help when you need it
- (It is to item number eight that this chapter is dedicated)

Activities:

Pre-School and Kindergarten:

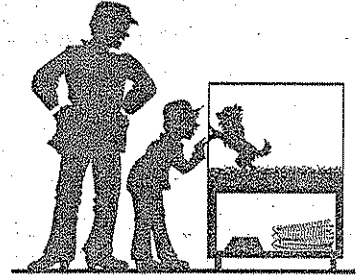
Read *Mr. Putter and Tabby Pour the Tea* by Cynthia Rylant (available in public libraries and FGC Bookstore). In this story, Mr. Putter is lonely and has no one to share his treats and stories with until he adopts Tabby the cat from a shelter. Ask the children how Mr. Putter felt before he got Tabby. How do they think Tabby felt? Was he lost and lonely too? Discuss how finding a companion and sharing can help one feel better. Ask the children what helps them feel better and to share stories of when they've felt lonely or sad and who or what helped them feel better. Distribute the worksheet, (at the end of this chapter), and ask the children to make faces in the circles representing the feelings which they have had. Ask the children who they tell or what



they tell or what they do when they are feeling sad, or afraid, or angry?

This lesson could end with a tea party for the children and a beloved stuffed animal which they've brought to First-day school. Or invite children to bring a stuffed animal that has brought them comfort next week and have the tea party.

Gift to An Animal Shelter: Make something for a lost or lonely animal at a local shelter. Check with a shelter first for ideas — perhaps packing food, biscuits, or making biscuits or cat toys or sock pull-toys or blankets. Plan a trip to a shelter to walk or play with some animals (be sure no children are allergic). Children can also make cat or dog postcards and sell them at Meeting to raise money for a shelter.



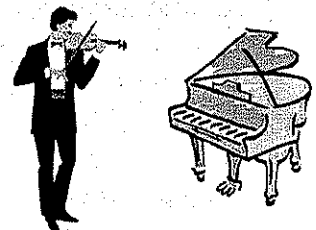
One-Word Storytelling: Since Mr. Putter enjoyed telling stories and storytelling is a good thing to do to cheer up someone, play a storytelling game with the children. In *One-Word Storytelling*, go around the circle letting each child add a word to tell a story, which you can record on paper or audio tape. With younger children, letting each child add one phrase to the story might be easier. Perhaps the written or taped story can be delivered to a Meeting member, who is an ill and unable to get out, or to a nursing home resident.

Elementary:

Read *The King's Stilts*, by Dr. Seuss (available in PYM Library and FGC Bookstore). When King Birtram worked, he really worked. Not only did he have ordinary King's work to do, but he also had to care for the mighty Dike Trees that protected the people from the sea. After someone stole the King's stilts, the King sank into a deep depression at his loss and the Kingdom was nearly lost to the sea. Eric, the pageboy recovers the stilts and saves the Kingdom. Follow the story with the following questions :

- ◇ What things make you sad?
- ◇ What things help you feel better when you are sad?
- ◇ Have you ever known anyone who was as sad as King Birtran?
- ◇ How did you feel about the king playing with the stilts?
- ◇ What did you think about the Lord Droon?
- ◇ If you were Eric, what would you have done?
- ◇ Do you think play is as important as work? Why, or why not?
- ◇ What do you think of the problem of the Nizzards? Do you think there is anything like that in the real world?

Music: Children can talk about the changes they have noticed in themselves when they hear music of different types. Bring in different types of music. Have the children listen to at least three different selections and draw a different picture while listening to each one. Spend some time talking about how the children felt when they



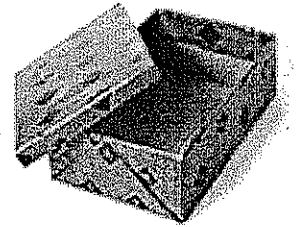
listened to the music. Did it make them feel sad, happy, lonely? Ask if any of the children have felt one way (sad, perhaps) and hearing a song changed their mood? Are there other songs that they like to listen to?

(From *Dr. Seuss for First Day Schools* by PYM)

Sing: "Give Me Oil in My Lamp, #156, *Worship in Song, A Friends Hymnal*, FGC.

Upper Elementary-Middle School:

Feeling Boxes: Bring enough shoeboxes to class for each child to have one. Ask the students to decorate the outside of the box with words, pictures or names which indicate what they look like or how they present themselves to the outside world (sometimes as a mask, perhaps). And then ask them to say, "This is me on the outside. I look..." (each telling what the box says or what the child looks like on the outside).



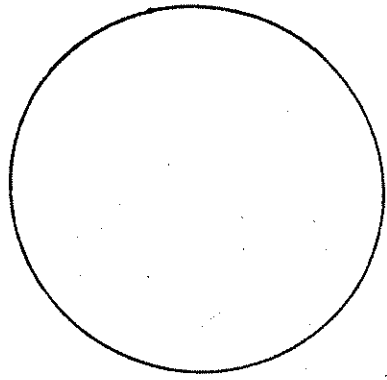
Then, give the children several scraps or small pieces of different colored construction paper. Decide with the class what feeling each color will represent and write the decision on the chalkboard or flip chart. Then, working alone and silently, ask the children to write on the appropriate color of paper the feelings they have or have recently had and the situations in which the feelings occurred, (i.e., "I was sad when I heard my parents fighting") and then put the colored pieces of paper in their box. Ask each child to select one paper from their box and read it aloud. Continue around the circle until you have covered many feelings. Ask the children what they noticed about each other's feelings and words. Call attention, if they haven't, to similarities. Place all papers in the *Feeling Boxes* and save until the next week.

Healing Ideas: Ask children to write on one side of a piece of paper something that they have lost which makes them sad (it can range from a pet to a grandparent, from a favorite toy to moving and losing friends or losing "face"). Ask them not to put their names on the paper. Then, sitting in a circle again, have them pass their papers to the person to their right, who will then write on the back of the paper what could help their classmate feel better about this loss. Pass "loss" papers again to the right, and ask the next person to respond to the loss on the paper in a different way -- maybe his or her own personal offering of sympathy or shared experiences. Keep the paper moving around the circle until the original authors have claimed their own papers. Have children place their own "loss" paper in the *Feeling Boxes* which they made the previous week. Ask students in silence to look at the feeling cards in their boxes and to write on the back of one or two what they would like others to do when they are "angry" or "sad" for example. Then talk about what helps them the most.

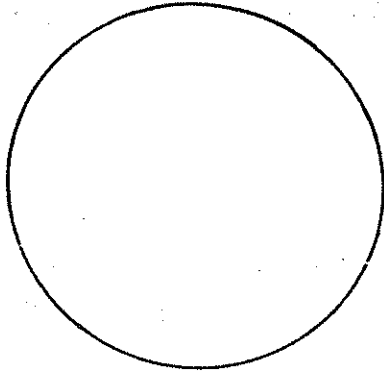
Wrapped in Love: A final activity using these boxes (metaphors) is to ask the children to draw what they think God's love, their parent's love, and/or the Meeting's love might look like for them. This should be done on a long strip of paper which is as high as the box (approximately 3") and as long as the distance around their box (approximately 30"). Glue the strip to the outside of the box. If the box represents them, ask the children to describe what is in the box or around the box. Ask: Is there any time when being wrapped in the love and support of family and friends will help them?

Feeling Faces Worksheet

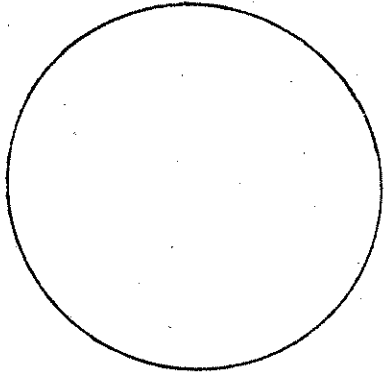
There will be many feelings. Feelings may show on faces. (draw some feeling faces.)



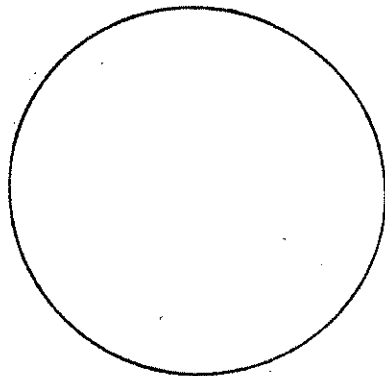
sad



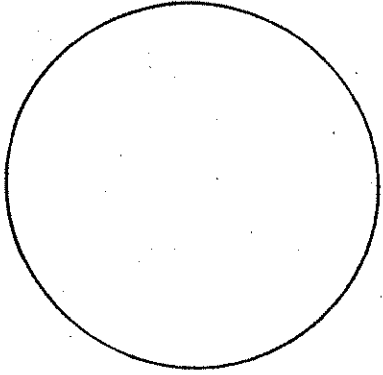
happy



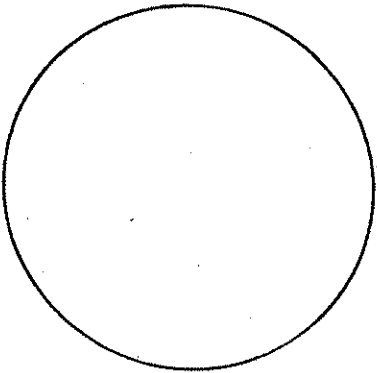
helpless



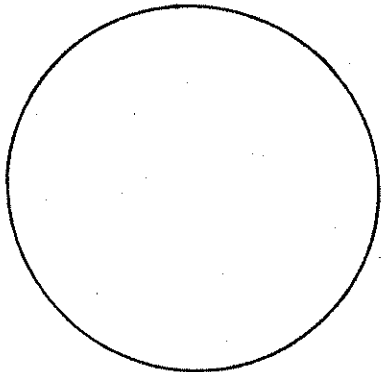
jealous



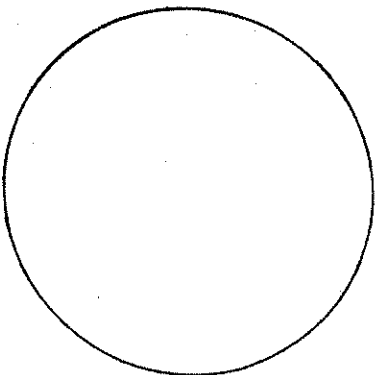
angry



embarrassed



nervous



afraid

Feelings are all O.K.!!!

(from: *When Someone Has a Very Serious Illness: Children Can Learn to Cope with Loss and Change*, by Marge Heegaard)

Chapter 3. Bullying, Teasing, and Mending Broken Hearts

Psalms 18: 1-2 *I love thee, O Lord my strength. The Lord is my stronghold, my fortress and my champion, my God, my Rock where I find safety, my shield, my mountain refuge, my strong tower.*

Activities:

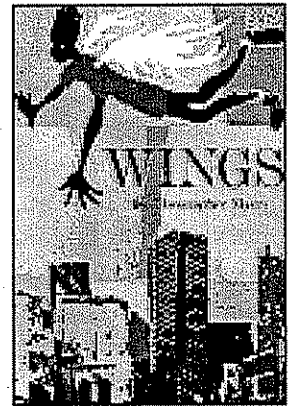
Pre-School and Kindergarten:

The *I'm All Torn Up* activity could be useful in this chapter. On newsprint, draw the outline of a person about four feet tall and hang the newsprint on a board. An easy way of doing this would be to trace the outline of a small child onto the newsprint! Tell a story of things which happen to a person that make them feel less themselves (teasing, calling names, pushing, yelling at them, falling down) and tear off a piece of the drawing of the person with each event or loss. Put pieces on a table next to you in an order so you can easily pick the right pieces to tape back up for the next part. Invite children to tell of things they and others could do to make that person feel more like themselves and tape back pieces. Summarize the healing actions we can do for ourselves and others.



Elementary:

Read *Wings* by Christopher Myers (available in PYM Library and FGC Bookstore). This is a beautifully illustrated story about Ikarus whose gift of wings sets him apart, makes him different from other boys, and causes him to be mercilessly teased. A friend's encouragement and compliments boost his ego and send him soaring again. Talk with the children, after reading the story, using these questions:

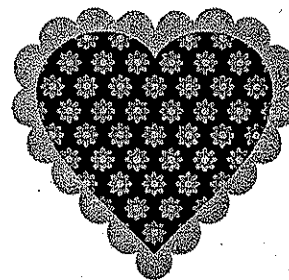


- ◇ What special talent did Ikarus have?
- ◇ When Ikarus tried to go to school with all the others, what did his classmates say about his unusual talent?
- ◇ What happened to his wings when the boys teased him?
- ◇ When Ikarus' friend told him how beautiful his flying was, what happened to his wings?
- ◇ Think of a time when you said or did something which changed the expression on someone's face, the way they walked, or how they talked.
- ◇ What do other people do to make you feel better again, mend your heart?

Mending a Broken Heart: Ask the students to think of a time when something really bad happened to them and they were very upset or sad. Ask them to tell about it and make sure others listen with sensitivity. Ask how the children got to feeling better, how they became strong again, or how their hearts were healed. Then do the following project:

Materials Needed: One heart made ahead to show as an example, since it takes a long time to dry. Express yourself!

- ❖ Calico scraps (cut into enough 3'x15' strips for children to choose three strips each)
- ❖ Rubber bands
- ❖ Liquid starch or fabric stiffener
- ❖ Rubber gloves (if you wish)
- ❖ Clothesline
- ❖ Ribbon



Start the class by taking a piece of fabric and ripping it into strips. Lay the strips together and talk about how the fabric is damaged and will never be the same. It could be sewn back together, but the fabric will not be the same as before it was torn. Show the children a finished heart and talk about how the fabric strips are braided together and strengthened with starch to form the heart. Although it will not be the same, it will be strong and beautiful. And it will take time to make and to dry, and that is sometimes true with healing also.

Have each child choose three strips of fabric. Use the rubber band to bind one end together. Braid the strips together keeping the braid as even as possible. Some children will not know how to braid; have them help each other.

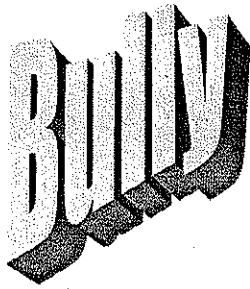
Pinch the end of the braid and secure with a rubber band.

Dip the braid into the liquid starch, getting it really soaked, and then wring out the excess liquid. Bring the two ends of the braid together to form the heart and hang it by its point with a string from the clothesline. They may need name tags.

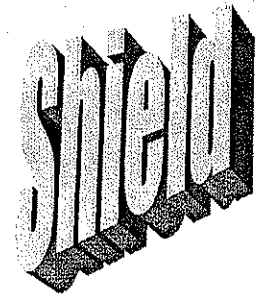
This will take overnight to dry, or the child can take it home with instructions on how to finish it. It is good if you can, watch, and as it dries, mold it to a nice shape and lay it on newspaper. When the heart is completely dry (the following week at First-day school) remove the rubber band and tie with a bow of narrow ribbon.

Conclude the lesson by saying that some hurts are healed and you go back to the way you were. Some hurts are healed by finding something new about yourself and becoming stronger. Sometimes it takes a long time to heal and it may take help from others.

Upper Elementary and Middle School:



Bully Shields: Ask each child to write a definition of the word "power", and a definition of the word "bully" on a piece of paper. Save them.



Where it happens: In small groups, have children brainstorm times when they know that someone has been teased, criticized, or picked on. What did they notice on the faces of the hurt people, and on the faces of the people who teased? Have someone keep a list of names called, or hurt comments said. In large groups, share the lists and see when feelings have been hurt or where it might happen often (playground, recess, bus). What are some of the common criticisms, unkind words, or ways of hurting people? What did children notice about the faces of the hurt children? What about the teasers or the adults who say unkind things? What expressions are on the faces of the bullies?

Role plays: Now, if comfortable, have the small groups pick a hurtful situation and role play it. Stop the role play at any time if it is going nowhere. Go to the next situation. Then have children describe the expressions on the faces of the children involved.

Discussions: Next, have children brainstorm why they think some children bully or why some adults say unkind things. Ask and list what the teased child might say to stand up for himself/herself. Ask what the other children who are watching might do or say. List these things. Go over them and discuss. Important: Be sure to include some way that all of the children should find an adult to report this to, that the hurt child may say clearly what is happening, "You are bullying me, and I don't like it. You are being very mean to me. I have to tell someone."

Role plays: Now try role-playing the same hurtful situations, but ask children to use the ideas they have generated to stop the teasing or unkind words. See how a few go. Then go over the ideas again. Ask: Can you describe the expression on the faces of the bullies, the person being teased, and the person trying to stop the bullying?

Summarize: Ask each child to write or talk about what they know, or have learned, which works to stop bullying, makes someone feel better when they are hurt, or to protect a child who is being teased.

Chapter 4. Healing after Illness or a Death

Luke 5:17-26: On one of those days, as he was teaching, there were Pharisees and teachers of the law sitting by, who had come from every village of Galilee and Judea and from Jerusalem, and the power of the Lord was with him to heal. And behold, men were bringing on a bed a man who was paralyzed, and they sought to bring him in and lay him before Jesus; but finding no way to bring him in, because of the crowd, they went up on the roof and let him down with his bed through the tiles into the midst before Jesus. And when he saw their faith he said, "Man, your sins are forgiven you." the scribes and the Pharisees began to question, saying, "Who is this that speaks blasphemies! Who can forgive sins but God only!" When Jesus perceived their questionings, he answered them, "Why do you question in your hearts? Which is easier, to say, 'Your sins are forgiven you,' or to say, 'Rise and walk'? But that you may know that the Son of man has authority on earth to forgive sins" -- he said to the man who was paralyzed -- "I say to you, rise, take up your bed and go home." And immediately he rose before them, and took up that on which he lay, and went home, glorifying God. Amazement seized them all, and they glorified God and were filled with awe, saying, "We have seen strange things today."

I. During an Illness

Background for The Teacher

When Someone Has a Very Serious Illness: Children Can Learn to Cope with Loss and Change, written and illustrated by Marge Heegaard (available in public libraries), is an excellent interactive book for adults who are helping children with illness in a family. Their thoughts for what adults can do:

- ❖ Learn as much as you can about the illness and then explain, using correct medical terms as honestly and simply as you can.
- ❖ Reassure children that they were not the cause of the illness; give them as much love and attention as possible.
- ❖ Take care of yourself so that you will model to children healthy coping skills.
- ❖ Encourage communication with a child through art, play, actions, as well as words. observe them and ask teachers to keep an eye out for them.
- ❖ Repressed feelings may manifest themselves in headaches, stomach aches and behavioral problems and need a way of creative and constructive release.
- ❖ Create as normal a routine at home as possible, with some structure to counteract feelings of abandonment, helplessness, despair, anxiety, anger, guilt, and fear.
- ❖ Involve the children in household responsibilities in an age-appropriate ways, but not as the primary caretaker to the ill family member.
- ❖ Because the adult caretaker (parent) may be overwhelmed, involve extended family members as loving people whom the child can count on.
- ❖ Because the duration of illness correlates positively with a child's behavioral problems, call on outside services like church, school, hospital, and community agencies for professional help.

It is very clear that the followers of Jesus and Jesus himself had faith that illness could be healed as revealed in the following scriptures:

Luke 18: 35-43 Jesus opens the eyes of the blind man

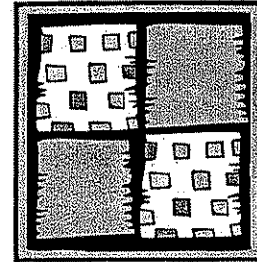
Luke 17: 11-19 Jesus heals the lepers

John 5:1-9 The cure of the man at the pool of Bethesda

Activities:

Read a healing story or two from *The Miracles of Jesus* or the Bible. Tomie de Paola's *The Miracles of Jesus* (available in PYM library and FGC Bookstore) is an excellent source of stories for children about how Jesus cured illnesses; often explaining that it was their faith which healed them.

Healing Quilt: This can be loaned to Meeting members while they're healing from sickness or other loss. When the person is feeling better, she/he can sign their name on the back of the quilt with a fabric marker before giving it back to the First-day school class to pass on to someone else.



Directions: Ask the children to tell what their friends do for them when they don't feel very good. List ideas on a flip chart. Then give each class member a square of muslin material and an indelible ink pen or fabric marker. Ask the children to draw on their square what they would like done for them if they are "downhearted" or not feeling very well. Squares are left to dry, with one or two squares left blank for absent children to complete. Then tear into strips which are the length of one side of a square plus the width of two strips, using material which is different than the muslin squares. Then sew the children's squares to the strips of material and sew the bordered squares together. This becomes a 4' by 6' quilt top onto which the backing will be sewed. The First-day class then chooses the fabric for the backing and cuts it to be slightly smaller than the top. The teacher sews the back to the front of the quilt and stuffs batting between the layers. At the corner of each square, ties are sewn to keep the batting from slipping. (from the October 1995 Nifty Idea in the Religious Education Newsletter, provided by Lehigh Valley Meeting RE Committee)

II. After a Death:

John 11:25-26 *I am the resurrection and the Life. If a man has faith in me even though he dies, he shall come to life, no one who is alive and has faith shall ever die.*

Activities: Choose one or two of the following, depending on the ages with which you are working.

Early Elementary:

Read *The Tenth Good Thing About Barney* by Judith Viorst (available from PYM Library and FGC Bookstore). (Read what it says about heaven first, and if you're not comfortable, edit as you read.) When a boy's cat dies he thinks of ten good things about the cat to share at the funeral. Remembering those things is comforting and he sees how his cat continues to enrich their lives.

The Power of Remembering: Talk with the children about the power of remembering, and how it can be very hard. But as we realize our continuing connection to the person or animal who has been a part of our lives, it can be a healing and wonderful thing to remember good times shared. You may want to discuss how they are different/enriched

from having known that person or having that pet. The children can share about people and/or pets they've lost and something good about them.

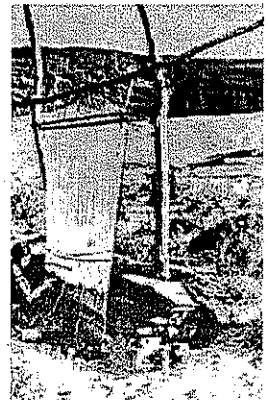
Memory Boxes: For a more elaborate sharing, invite the children to create memory boxes using a shoe box and putting inside props and pictures (drawn or cut out) that tell of the special things about the person who died (this can be someone who has moved away too). This project could be begin one First-day class, be brought home to completion, and shared the following week.

Sing: Sing the following words to the tune of "Row, Row, Row Your Boat".

Thank you, thank you friend(s)
For being part of our lives
Forever, and ever, and ever, and ever,
We'll remember you

Elementary through Middle School (choose one or two of the activities which follow):

Read *Annie and the Old One*, by Miska Miles (available from the PYM Library and FGC Bookstore). This story tells of a Navajo child's struggle to accept the coming death of her grandmother, the Old One. The Old One tells Annie, "When the new rug is taken from the loom, I will go to Mother Earth." She also tells Annie that she is now old enough to learn to weave. At first Annie tries to keep the rug from being finished and avoid learning to weave. But eventually her grandmother helps her to understand that all life follows natural cycles, and that we cannot hold back time.



Questions:

- ❖ What does the Old One mean when she says "I will go to Mother Earth"?
- ❖ Why does Annie tear out the weaving and steal the teacher's shoe?
- ❖ Describe a time when you tried to keep something from happening?
- ❖ With pictures of living and dead plants and pictures of a person at different ages, explain about life cycles and encourage the children to talk about their feelings of death.

Read *Sadako* by Eleanor Coerr, a picture book adaptation of the story of "Sadako and the Thousand Paper Cranes" (available from the PYM Library and FGC Bookstore). In this beautifully illustrated book, Sadako became ill with leukemia after the bombing Hiroshima. During her illness, she didn't lose hope or faith. Instead, she made peace cranes for another ill patient and for herself. Her classmates and parents did so much to give her strength during her illness, but she died anyway. However, her legacy lives on in the heart of her classmates and school children everywhere.

Children can make peace cranes using the directions at the end of this chapter.

Make a *Stained Glass Lantern*: In Japan, there is a tradition of floating a lantern on the water in memory of someone who died. Pictures or stories or poems about the person are painted on four sides of the paper lantern, which is then lit and set afloat in the river at sunset in memory of the person. In recent years the floating lanterns have been used by groups all over the world to commemorate those killed by the atomic bombs that destroyed Hiroshima and Nagasaki. Pictures of hopes for a more peaceful world are painted on the sides of the lanterns and sometimes exchanged between people of different countries to be floated in their local river on August 6th, International Peace Day.

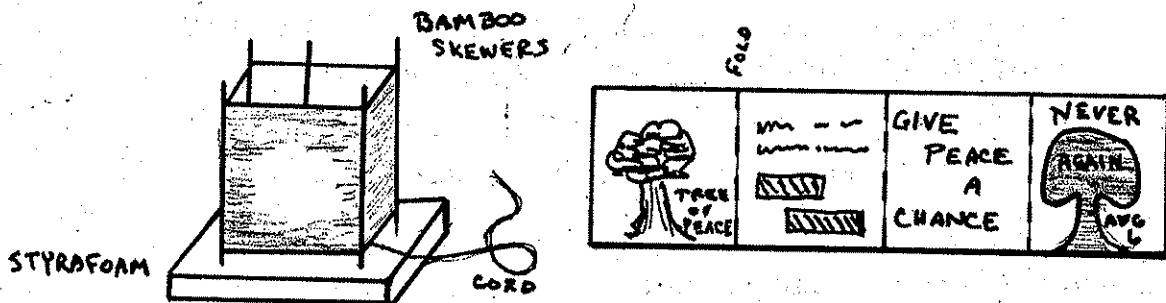


For a "Floating Lantern" use:

- ❖ 8" x 24" strip of paper
- ❖ Five bamboo shish kabob skewers
- ❖ 8" x 8" piece of Styrofoam (don't let the Styrofoam go floating down the river.)
- ❖ Candle or light stick.

Using shelf paper, newsprint or a paper bag, cut a strip 8" x 24" for each child. Make a collage of colored tissue paper by cutting shapes or strips of tissue dipped in thin white glue and gluing it to the 8" x 24" strip of paper. The edges can overlap, but don't make the layers too thick (you want the light to shine through), or, using the diagram below, draw four panels on a long piece of paper. If you prefer, the children can decorate the 8" x 24" strip of paper with paint or crayon. For the lantern, fold the decorated paper into quarters and tape the ends to make a paper box. Stick four bamboo sticks in the corners of the Styrofoam to support the paper lantern shade, and one in the middle to which will be taped or rubber banded the light stick. A lightstick is a plastic tube that, when bent in the middle, the liquid inside is released to make the stick glow. They are safe and give off lots of light.

(provided by Claire Wilson, Chester MM)



Memory Book: Ask the children: What are the hardest things about a person dying? List their suggestions on a large piece of paper or chalkboard.

Then ask: What are the ways we remember people (memorials, graves, flowers, poems, memories, books, etc.)? List these as well. What things are usually said about a person who has died? What are the characteristics you remember about a person who has died?

Now ask children to create one page for a class *Memory Book* which describes someone they know who has died, or a pet who has died, or someone who has moved away, etc. What scenes or events do you remember? What are the good things about that person? Ask children to pick one memento which might represent that person's life, or might be saved from that person's personal belongings to show what they cared about? Explain the memento.

Bind the pages together in a *Memory Book* for this class. Suggest doing this in the future if someone about whom they care dies.

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(All of the books listed below can be obtained either through the PYM Library, public library, or through the Friends General Conference Bookstore: 1-800-966-4556)

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Peace Crane Instructions

1

2

3

4

5

6

7 Fold the other side and do the same as shown in step 6

8

9 Fold the other side the same as shown in 8

10

11

12 Make the face by folding toward inside

13 Stretch the wings, and blow up the body through a hole underneath

Finished