

# *Working With*



# *Middle Schoolers*

## *Ideas and Resources*

*for Young Friends Groups and First-Day Teachers*

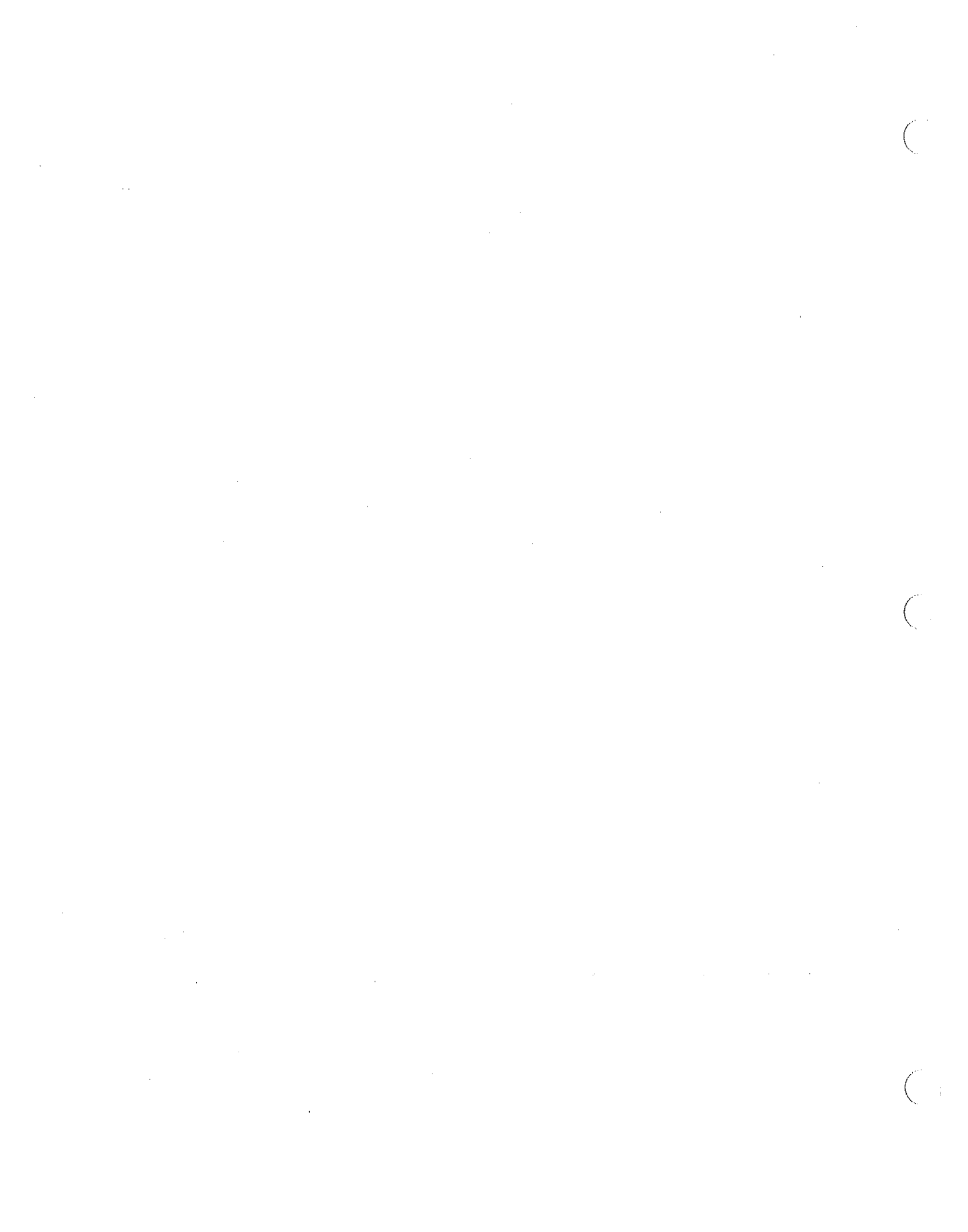
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Revised 1989 and 1992



# WORKING WITH MIDDLE SCHOOLERS

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## A LOOK AT MIDDLE SCHOOLERS

*Who Are These Kids?* Children ages 12-14 are at the beginning of a period of rapid physical, emotional and intellectual change. This period, which we call adolescence, will last until they are young adults. Childhood is ending but not over; adulthood is in view, but not in reach. Psychologists use a variety of terms to describe early adolescents but seem to agree on four major characteristics:

*A Growing Sense of Autonomy* - Independence and responsibility are the issues here, as is a growing sense of individual identity, an identity separate from parents.

*Importance of Peers* - The peer group is where new identities are tried out, where self-exploration and feedback are sought. Peer relationships differ between boys and girls at this age. The girls are more likely to develop friendships with other girls in which mutual sharing is important. Boys' orientation is toward activity in groups and less towards one-on-one relationships.

*New Reasoning Skills* - Young teens are moving into a period called "formal operations" in which abstract and systematic reasoning is possible. They are able to think beyond the moment and beyond themselves, to reflect, to imagine possibilities beyond their own experience.

*Rapid Physical Change* - Puberty is dramatic and physical changes are perhaps the key concern of young teens. This is the age where young people may seem obsessed with personal appearance and never satisfied with their own looks.

Of course, no two children proceed through adolescence in identical ways. One of the challenges of a Middle School group is twelve-year-old boys who act ten and twelve-year-old girls who act fifteen. Children may differ as much as a foot in height and many pounds in weight. What we are faced with is a group which is beginning to look and think like adults, but who lack the social and emotional maturity of adults.

The Middle Schoolers tend to split into two groups--those who like a more active program and those who enjoy discussion and worship-sharing. These two groups tend to overlap when it comes to hands-on activities and group projects, which they both enjoy. Moreover, you will notice distinct differences in the attention spans of the kids. Some of the kids would like nothing better than to play games constantly and will not participate in discussion. Others enjoy games but only in moderation and are happier to sing, take part in a discussion, or work on a crafts project. As the teacher/leader of a Middle School group, it is important to take this into consideration and offer a wide variety of activities designed to meet the needs of different kids at different times. Remember that you cannot design an activity that will equally interest all the children, but you can try. For instance, you can start off a discussion with a game or simulation. And when you offer crafts, change the crafts from week to week or offer more than one craft so that children with different skills and interests can choose something they enjoy.

Young teens are eager to understand themselves and to be understood by adults. They want to experience independence, success and responsibility. In our First-Day Schools, within a safe, caring context, we can nurture and challenge these exciting and energetic young people.



## GOALS FOR A MIDDLE SCHOOL PROGRAM

Each meeting will need to explore its own goals for this age group but as a general guideline we suggest the following:

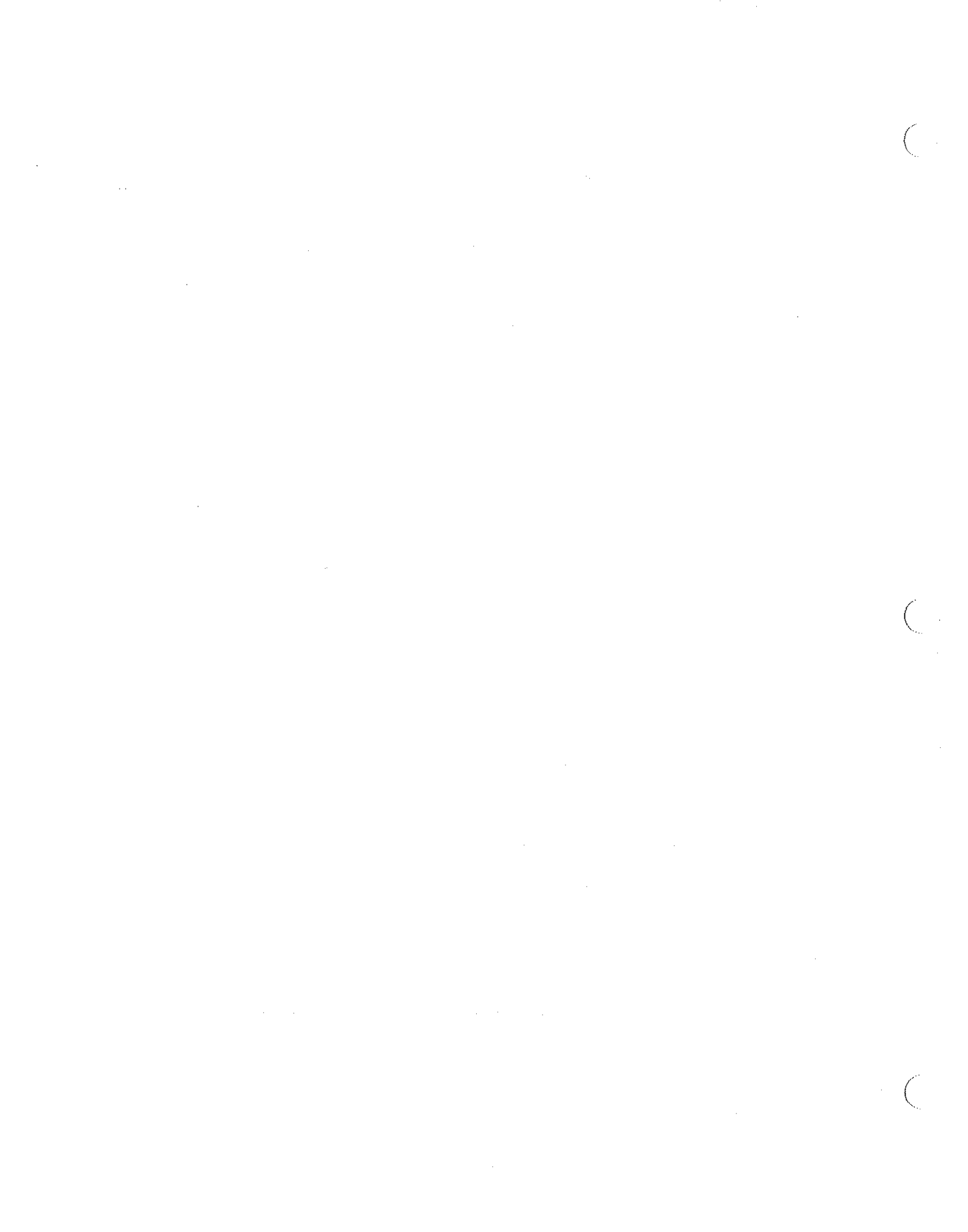
*We seek to affirm and nurture the young adolescents in our meetings, to help them develop a positive sense of self as individuals and as Friends, to encourage their involvement in the Quaker community and to provide opportunities for fellowship, service, and fun.*

Here is an example of one Meeting's objectives for its young people's group:

### WESTFIELD YOUNG FRIENDS GROUP

#### *Objectives and Proposed Activities*

- I. *To provide for young people opportunity for spiritual growth*
  - A. *Religious Education*
  - B. *Worship and worship sharing*
  - C. *Participation in external opportunities for spiritual growth (theater, co-operative ventures with other groups, etc.)*
  - D. *Participation in service projects*
- II. *To provide for young people a loving community*
  - A. *Social activities*
  - B. *Preparation for and continuation of gatherings of Yearly Meeting Young Friends.*
- III. *To foster the integration of young people into the life of Westfield Meeting and the Society of Friends*
  - A. *Service to the Meeting*
  - B. *Invitations to adult Meeting members to attend Young Friends meetings*
  - C. *Foster attendance of young people at Meetings for Worship and Business*





## PUTTING TOGETHER A MIDDLE SCHOOL PROGRAM

### A. Structuring a Middle School Program

1. *First-Day School Classes* - Regular Sunday morning classes are important. Always include activity as well as talk, although certain topics will generate a full hour's worth of discussion. Some groups may find that some time other than Sunday works better for regular get-togethers. This is fine as long as the connection with the Meeting as a whole is not lost.
2. *Worship* - Attendance with families is encouraged, if possible for the full worship times. Junior meetings for just this age group are a good once-a-month alternative.
3. *Business Meeting* - Schedule monthly or bi-monthly business sessions. Appoint a young person as clerk. This is a place to make decisions about socials and service projects and to introduce the children to Quaker process.
4. *Socials* - Essential for this age group. A convenient time is right after Meeting. They also enjoy other get-togethers outside of the context of Meeting, such as overnights, canoeing trips, bike hikes, horseback riding. You might want to host a Quarterly Meeting gathering or invite middle schoolers from nearby Meetings so kids can meet more Quakers their own age. Many of them will really enjoy becoming part of a wider community of Quaker young people.
5. *Service projects* - Give children a sense of competence and sense of self-worth. Better than talking about the testimonies.
6. *Trips* - For fun and/or education.
7. *Intergenerational Events* - One or two per year is plenty. This group has a low tolerance for mixed-age groupings. An activity such as banner making or cooking, in which older children help younger children, works well.

### B. Who Teaches?

In an ideal world, parents would support, but not teach this group. They would chaperone socials and trips, provide transportation, etc. In reality, parents will probably be the teachers since they are the ones most concerned. However, for certain topics it is best to bring in outside leaders, e.g., sexuality, relationships with parents, drugs and alcohol. One must: at least two adults committed to this age, who might alternate months to teach.

### C. What About Religion?

Specific religious issues may not surface at first, but values issues will. We need to provide space for spiritual growth through worship sharing and through our openness to children's questions about religion. This age group is questioning and seeking; their spiritual growth is taking place within the context of their total development. Teaching about Quakers, especially via older members, is always appropriate, as is talking about your own religious life. Bible study can also be a central part of your class. There are many ways to make the Bible applicable to the children's own lives and experience, thereby successfully holding their interest.

### D. What Do We Do?

Generally a mix of activity and talk (about half and half). Exercises which demonstrate a point experientially (e.g., blindwalk teaches trust) are the way into discussions. Movies, TV, music, especially current songs, and books are also good starting points, as are current events. Talks and discussions by sympathetic "experts" can be excellent. Hands-on projects and crafts are also effective for getting kids involved. Role plays to portray Bible stories or to solve dilemmas work well also.

## Putting Together a Middle School Program

### ***THEME AND ACTIVITY IDEAS***

These lists provide specific ideas for setting up a program. Feel free to add your own ideas. When the list is as complete as you can make it, give it to your class and ask them to circle all the themes, activities, projects, and trips that interest them the most. You might also ask parents to do this to get an idea of what they expect. Include some space for people to write ideas you may not have thought of. Use the results to plan your year.

#### **Young Friends Program and First-Day School Ideas**

Anger (healthy expression)	Membership in a Meeting - Why Quaker?
Assertiveness	Modern Quakers - interview Meeting members
Authority	Music
Bible	Nonviolence
Cheating	Peace Testimony
Committees (can kids join?)	Peer pressure
Communication with adults (parents and teachers)	Popularity
Conflict resolution	Power
Conscientious objectors	Prayer
Death	Prejudice/racism, sexism
Decision-making	Quakerspeak
Depression	Queries
Drugs and alcohol	Rituals - Quaker marriage, memorial meetings and more
Environment	Self-esteem, self-image, self-awareness
Faith and Practice	Sexuality
Feelings	Sibling relationships
Friendship - development and skills	Simplicity
George Fox and other early Quakers	Television and advertising
God - what and who is God?	Values exploration
Gossip	Vocational choice
Honesty	
Leadership	Other denominations or religions
Meditation and guided imagery	Confirmations, Bar-mitzvahs and other adoles- cent rituals
Meeting for Business	
Meeting for Worship - what is it, what to do with it	

#### **Class and Group Activities:**

- Active games - which ones?
- Attending Meeting for Worship
- Crafts - which ones?
- Guest speaker from Meeting
- Intergenerational - adopt older Friend to sit with in Meeting
- Invite and interview adults from Meeting - who?
- Making banner for Yearly Meeting from CYPYM packet ideas
- Plays and skits, dinner theater, using Rosalie Regen's books of plays; they cook and serve meals
- Role plays
- Singing
- Word games

## Putting Together a Middle School Program

### **Trips**

Apple Orchard  
Arch Street Meeting House - call Helen File at (215) 627-2667  
Bartram's Gardens - call (215) 729-5281  
Bird walk for kids?  
Horseback riding  
Lenape Indian Reservation in Rancocas, NJ  
Camping trip  
Canoe or tubing trip  
Friends Center (see Mary Dyer statue, Yearly Meeting offices; pack clothes for AFSC)  
Outward Bound activities at Camp Darkwaters in New Jersey for a fee. Call (609) 654-8846  
Pennsbury Manor - call (215) 946-0400  
Philadelphia Art Museum (see Hicks' Peaceable Kingdom)  
Woolman Memorial - call (609) 267-3226  
Yearly Meeting Children's Program (end of March)

### **Socials:**

Beach trip  
Bike trip  
Bowling  
Easter egg dying with younger kids, then hiding them  
Get-together with Middle Schoolers from other Meetings  
Halloween parade  
Holiday Party  
Movie (can be good discussion starter)  
Overnight at Meeting House  
Pizza night - cook meal together  
Roller-skating, ice-skating  
Valentines - to Meeting Members

### **Service Projects**

AFSC Material Aids Workroom - call Lucy Murphy at (215) 241-7041  
CROP Walk - for PA call (717) 761-8180; for NJ call (609) 424-2312  
Environmental Workcamps  
Handcrafts for nursing homes  
Homeless shelter visits - food preparation, shared meals  
Meeting clean-up - inside and out  
Potluck for Meeting - simple meal or snacks after Meeting  
Raise money for UNICEF or Amnesty International or ...  
Weekend workcamps - by special arrangement - call Michael Van Hoy or Kathryn Maleney  
at (215) 241-7236  
Yardwork and other help for Meeting members  
Youth and Family Facility - raise money for Yearly Meeting's new building where youth programs will  
be held - call (215) 241-7221 for more information  
Plan Easter Sunrise Service in Meeting, after an overnight  
Walk for CROP as a group followed by eating and tubs for sore feet  
Serve a meal for Good Samaritan Center in Camden

## GAMES AND CRAFTS SUGGESTIONS

Two things that Middle Schoolers enjoy a lot are games and crafts, and yet adults who work with them often run short on ideas. In the Resource List, there are a number of books listed for both games and crafts. In addition, following are a couple of activities that have worked well with Middle School kids.

### Crafts:

1. *Friendship bracelets* are always a favorite. If you don't know how to make them, there is surely someone in your Meeting who can teach you. The only materials needed are safety pins and embroidery thread.
2. *Mask-making* can be done with paper-mache or plaster bandages; there are also simpler variations such as stocking masks and paper faces (see the book *Making Things* by Ann Wiseman). This project can be done over a couple of weeks and is a lot of fun for kids who are experimenting with who they are. It can also dovetail with theatrical productions.
3. A lot of Middle Schoolers enjoy building things, such as *bath boats* out of craft sticks, rubber bands and very strong glue, or *Christmas ornaments and toys* out of aluminum cans using tin snips or sharp scissors. If you give them the basic tools, they become endlessly experimental.

### Games:

We suggest that FDS teachers and people who work with Middle Schoolers in their Monthly Meetings use cooperative games. It's important to plan games to suit a variety of energy levels. Preparation is essential for a successful game activity. If any kind of special set-up is needed (like an obstacle course), get that ready in advance. When leading the game, explain the rules of the game to the kids, then ask if everyone understands. (Invariably a child will have a question.) This clears up possible misunderstandings that could turn a good game into confused chaos. With trust activities, be sure to create a quiet and focused mood in the group before going ahead.

### *Suggested games:*

1. One good icebreaker activity is *Touch Blue*. In small groups, ask the kids to start off by touching the color blue with their right hand, then red with their left, then a sneaker with their right hand, and so forth. This game ends up like Twister and keeps everyone laughing.
2. In *Amoeba Tag*, a very active game, one person starts out as the amoeba and goes after everyone else. Instead of tagging people out, however, when the amoeba tags someone, they join hands, until eventually the amoeba envelops everybody. (Just make sure that the size of the group is suitable to the size of the room. A small group in a large room would not work because there would be too many places to escape).
3. A word game that is a lot of fun is *Dad, I Can't Go to School today*. This game can be a challenge for a larger group. One person starts out and says: Dad, I can't go to school today because I broke my leg. The next person repeats the first person's reason and adds another. As you go around the circle, the reasons get more and more outrageous.
4. Beyond the blindfold trust walk (where one person leads a blindfolded partner on an exploratory walk), there are many other good trust activities. One is *Floating on the Ocean*, for groups of three to six. One person stands in the middle with eyes closed. The other two gently rock the first person's body back and forth with their hand on that person's back and shoulder. In a larger group, the person in the center can be rocked around the circle of kids, who should be standing in a tight group.

## WORSHIP SHARING GROUP DIRECTIONS

*Worship Sharing is part of most PYM Middle School events. The following directions will help you lead this activity successfully.*

Why do worship sharing? To quote William Stringfellow, "Listening is a primitive act of love..." It is rare to have the opportunity either to receive that love or to give it. It is a good way of building a sense of community within a group.

Worship sharing also can have a positive impact on Meeting for Worship. As people become more comfortable with sharing the important issues and events of their lives, they also become more comfortable sharing their spiritual journey and God's movement in their lives.

### How to do it:

Worship sharing is not weighted with all the baggage of Meeting for Worship. There is no "right" way to do it. In fact there are several "right" ways and you may think up more.

1. In its simplest form, a worship sharing group may gather in silence, much like a meeting for worship but without the expectation that God is speaking through each speaker. Participants share whatever is on their mind.
2. A variation of 1: Someone might read a short inspirational passage, a poem, play some music, the group may center their attention on a work of art, a photograph, etc. One group of mothers had a worship sharing session focused on their infants that were crawling on the floor in the center of the group.
3. Another style uses a series of three or four questions related to a single topic. The first question usually asks people to share an early memory or experience. The follow-up questions bring the subject into the present. "Creative Listening", from Claremont Friends Meeting, is an excellent resource. Request it from Philadelphia Yearly Meeting Library, 1515 Cherry Street, Philadelphia, PA, 19102, (215) 241-7220.

4. "The Ungame" provides a simple structure for worship sharing. This is a commercial board game complete with dice, markers, directions and several wonderful decks of question cards. The questions are "Light-Hearted", "Deep Understanding", "Christian Belief", and "Questions for Couples". This game is good with kids and/or adults.

With Middle Schoolers you can just use the decks of cards. The group settles into silence. The person holding the deck takes a card from the top of the deck and reads the question to the group. That person then answers the question. When finished, the card is put on the bottom of the deck and the deck passed to the next person to take a card. A new variation on this has been to ask each person in silence to think of a new UNquestion. 3x5 cards and pencils are circulated, the questions written down, cards collected and shuffled. We then proceed as above.

### Advice for Leaders

Worship sharing is not a therapy group. No one is required to share anything. No one needs to explain a response. People say only as much as they feel comfortable sharing. If a person does not want to share they may just say that they want to pass.

*Risk taking:* Let the group know that you only get out of this what you are willing to risk putting in. If you don't share anything important, if you censor your thoughts because they are too painful or too revealing, then no one will know any more about you when the worship sharing is over than when it began. As the leader, you can't expect that anyone else will risk more than you are willing to risk with the group.

*Confidentiality:* Remind the group that whatever people say within the group stays within the group. Do not tell other people what someone else has shared. That person felt safe at that particular moment, with these particular people. In reality, they may or may not mind your spreading the information, but you don't know and it's not your choice.

## Putting Together a Middle School Program

***Humor:*** Acknowledge that sometimes people say things that are funny. However, the group needs to be mindful that too much laughter can make people afraid to share. It can also create a mood of frivolity and people won't share anything important. Most importantly, humor is sometimes used to cover over something that actually is very painful.

***Follow-up Questions:*** People will share what they want you to hear. Your "job" is to listen and give the speaker your complete attention. The question you ask out of concern may well feel like interrogation, if not to the person you are directing the question to, then to one of the other people. It means that you might "interrogate" them when their turn comes around. They may feel it unsafe to share anything important.

***Leadership:*** The group leader has agreed to start things off, to remind participants of the ground rules if they forget (no unnecessary talking, confidentiality, no follow-up questions, making sure everyone gets a turn). Emphasize that each participant is also a leader, setting the tone for the group, taking risks, being present with loving concern for the group, listening with full attention.

***Tears:*** Sometimes someone will cry when they are sharing with the group. These may be tears of joy or tears from remembering a painful experience. Do not try to distract someone who cries or overdo well intentioned support. The tears are not the pain. Simply sit quietly, hold a hand or give a hug, listen.

The following quotation describes the wonderful experience of real listening which worship sharing encourages:

*Listening is a rare happening among human beings. You cannot listen to the word another is speaking if you are preoccupied with your appearance or with impressing the other, or are trying to decide what you are going to say when the other stops talking, or are debating about whether what is being said is true or relevant or agreeable. Such matters have their place, but only after listening to the word as the word is being uttered.*

*Listening is a primitive act of love in which a person gives himself to another's word, making himself accessible and vulnerable to that word.*

*William Stringfellow*

## EXAMPLES OF INFORMAL LETTERS AND FORMS To Send to Children and Their Parents

Good communication with your class and their parents is essential to a successful program. The following two letters were sent to children and their parents at Media and Providence Meetings at the beginning of the First-Day-School year. You can adapt these to your setting. These Meetings have found that regular mailings to the children help with attendance and commitment.

### To the children:

*To: The Junior and Senior High Group of Media and Providence Meetings*

*From: Barbara Henderson, Priscilla Taylor-Williams, John Dutton, Lynn Oberfield, and Lynne Elliott*

*We're getting ready for another exciting First-Day-School Year. Our first event is an opening overnight September 17-18 at Providence Meeting. Here are the details: Arrive by 6 p.m. We'll have a cookout followed by games and a movie. On Sunday morning after pancakes, we'll go over to Media Meeting for First-Day School. We're inviting your parents to that session so we can introduce the year and set up socials and service projects.*

*Please let Barbara know at 566-8408, if you are coming to the overnight. And please bring \$5.00 plus a snack to share.*

*See you then!*

*P.S. Start thinking about what you'd like to do. Some plans we have already. Work afternoon at Providence, Oct. 8; CROP Walk/ride Oct. 16. Possible trip to Goose Creek Nov. 19-20.*

### To the Parents:

*To: Parents of Junior and Senior High Children in Media and Providence Meetings*

*From: Barbara Henderson, Priscilla Taylor-Williams, John Dutton, Lynn Oberfield, and Lynne Elliott*

*We're about to start another year of First-Day School, and we'd like to invite you to attend our first session, Sunday, Sept. 18 at 9:30 a.m. at Media Meeting. The kids will have an overnight on Sat., Sept. 17 at Providence and will meet you at the class at 9:30. We'll spend some time getting acquainted, and we'll look at our plans for the year. As we did last year, we'll expect every family to sponsor one social event. Think about which month will be convenient for you. Last year's events included a dinner party, ice skating, a movie, a swim party, etc. We'll ask the kids for more ideas too.*

*This is a wonderful group of kids and we're looking forward to working with them. We look forward also to your support and feedback as the year progresses!*

*Questions? Call Barbara Henderson at 566-8408 in the evening.*

Putting Together a Middle School Program

Sample Registration Form:

REGISTRATION  
Middle School Friends' Gathering, Jan. 24-26, 1992  
Gwynedd Meetinghouse, Gwynedd, PA

Amount Enclosed:

\$ \_\_\_\_\_  
Amount of Scholarship Requested:  
\$ \_\_\_\_\_

Religious Education Committee  
Philadelphia Yearly Meeting  
1515 Cherry Street  
Philadelphia, PA 19102

Make checks payable to  
Religious Education Committee

Name \_\_\_\_\_ Grade \_\_\_\_\_ Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Meeting \_\_\_\_\_ Are you Vegetarian? \_\_\_\_\_

I give permission for my above-named child to participate in the Philadelphia Yearly Meeting Middle School Friends' gathering on January 24-26, 1992, to be held at Gwynedd Meetinghouse, Gwynedd, PA.

I hereby release the Philadelphia Yearly Meeting, their staff and volunteers, from liability for any injury or illness that my child may sustain during this gathering. In the event of an emergency, I hereby authorize an adult leader of this gathering, as agent for me, to consent to any X-ray examination; medical, dental, or surgical diagnosis; treatment; and hospital care advised and supervised by a physician, surgeon or dentist (as appropriate) licensed to practice under the laws of the state where the services are rendered, either at a doctor's office or in any hospital. I expect to be contacted as soon as possible.

Signature of Parent or Legal Guardian \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Phone numbers where you can be reached during the gathering \_\_\_\_\_  
\_\_\_\_\_

MEDICAL INFORMATION:

ALLERGIES \_\_\_\_\_

MEDICATIONS BEING TAKEN \_\_\_\_\_

DATE OF LAST TETANUS SHOT \_\_\_\_\_

FAMILY DOCTOR \_\_\_\_\_ Phone # \_\_\_\_\_

MEDICAL INSURANCE COMPANY \_\_\_\_\_

POLICY NUMBER \_\_\_\_\_ MEMBER'S NAME \_\_\_\_\_

No one will be permitted to attend this gathering without a completely filled out and signed registration form.

To Parents: I would be willing to help at this gathering \_\_\_\_\_

Another gathering \_\_\_\_\_ Signed: \_\_\_\_\_



# LESSON PLANNING

for

## Youth Groups and First-Day Classes

### ***HOW TO PLAN AN INDIVIDUAL LESSON***

Successful Middle-School classes require careful planning. The five "how-to" steps described here work for one person or for a leadership team of several adults. If you're by yourself, you simply do everything. If you have a team, you meet and plan together, then you all follow the plan.

Use these steps to improve your Middle-School ministry program:

#### **1. Begin with Worship**

Ask God to help you plan the meeting. Pray for each young person to learn at least one thing he or she can use in everyday living. Allow enough quiet time for God to speak to you.

#### **2. Clarify your objectives.**

List the objectives for the class you're planning. An objective tells what you expect to accomplish. For instance: the Middle-Schoolers will experience activities that show how parental expectations affect their lives.

Go over the topic you want to cover. Reread your objectives. Then think of your group. Ask yourself: Do these objectives meet the needs in our Middle-School group? What activities will work in our group?

Plan the activities using the resources you have gathered. This may be a preplanned curriculum such as *Growing in the Light* or an idea generated by the students themselves.

#### **3. Write your plan.**

This step is the key to a successful class. Write down everything you plan to do. Include:

- a brief description of each activity
- the amount of time estimated for each activity.
- the person(s) responsible for each activity.
- any special room arrangements or equipment
- a list of materials needed for each activity.

Also remember these special items: music, refreshments and publicity.

#### **4. Work your plan**

You plan for success, then you work the plan. This sounds simple and it is. As your class proceeds, observe all activities for evaluation.

#### **5. Evaluate your class**

Evaluation is essential to future planning. Use these questions as you review the class:

- Which activities in the class worked the best? Why?
- Which activities needed improvement? How? (Be specific and honest.)
- Who did you notice could help you with future planning and activities?

## Lesson Planning

- Who did you notice needed special care? What kind of care do they need?
- Review your objectives. Were they met?
- Did youth group members participate in planning and leadership? If not, how can you involve them in the future?

Successful classes are the product of good planning and an openness to God. They change the lives of young people when they succeed. And this is our goal: to give each Middle-Schooler at least one experience he or she can use in living every day as a Quaker.

Adapted from *Junior High Ministry*, November/December, 1985

## ***PLANNING SESSIONS BASED ON CHILDREN'S INTERESTS***

### **Sample Unit: Power**

Sally Farneth of Middletown Meeting prepared the following summary of her process for developing sessions for their Middle-School group:

#### **General Guidelines**

- Be completely honest at all times, with yourself and with them. Example, say: "This is how I interpret the situation. I will give you the basic facts; you must make your own decision." With this approach the children realize that they have a right to their own opinions and the door is open for communication.

- Crucial to working with the age group, regardless of topic, is the need for community. A real project to work on is an excellent ice breaker. In our case we spent several weeks on crafts for the Chandler Hall's Christmas bazaar. The crafts evolved from the kids' interests and suggestions. We have done stencilling, made chocolate molded candies, created angels from pinecones, acorns and milkweed pods, sanded and painted wooden heart candle holders, etc.

- Another important point to remember is that kids of this age need to bond to adults. Hence it is crucial to have at least two or three adults with whom the kids feel comfortable. Every household has crises of long or short duration. If there is only one adult, the entire group can disintegrate during such a period.

- Listen to the kids' ideas.

- Encourage them to list their topics of interest for the FDS hour. It is amazing how much Bible and Quakerism can be interjected into their topics.

- If you agree to be open for any discussion topic, then follow through. If the topic is particularly uncomfortable for you, or you lack the depth of knowledge it requires, with the group's consent bring in someone else to lead the discussion.

- Research your topic through encyclopedia, books written for the age group, media resources (talk shows, periodicals). Expect to spend time in preparation. Don't be afraid to learn along with the kids.

- If the topic is value-laden, then give good honest information, express your opinion, but tell the group that is your opinion and that they must form their own opinions on the topic.

#### **Example of the "method" applied**

For my FDS class in 1987-88, I had the group give me a list of topics in the spring of '87. The topics were: Witches/Devil, ESP, Hands on Healing, Life after Death. I put all of these topics under the umbrella term of "power". During the summer I started gathering resources and information. The first stop was the World Book, then the junior section of my local library, and then the Philadelphia Yearly Meeting Library. I also found that as I was researching the topics I seemed to stumble upon information in the local press or on TV.

## Lesson Planning

The Witches/Devil unit had the World Book as my starting place. I then looked up the words in the Bible, I got a historical perspective of witchcraft through some materials I had picked up when I visited Salem, Mass., site of the witch trials in colonial times. I traced the evolution of the terms through history and literature. I also happened upon a talk show that was dealing with youth and Satanic cults. The class was very interested in this topic, and after a few sessions I got to the bottom of their concern. They needed to be reassured that they were not candidates to be sucked into the witch cults, that they indeed had choices and a will to exercise. (Happily my group of ten came from solid, functional families.)

The ESP unit came strictly from juvenile books written on the subject, and the encyclopedia. We tried some tests for ESP. I presented general information pro and con on ESP's existence and told the group they had to decide for themselves what they believed.

The Healing Unit had roots in a Friends General Conference workshop at the Gathering several years ago. I was able to borrow books about healing from the Yearly Meeting Library. I was careful to stick with those writers who were considered to be authorities on the topic. I also explored Biblical and Quaker references to healing. From the popular press I used the book, *Love, Medicine and Miracles*, by Bernie Segal. What evolved was a discussion of what powers we have to help ourselves such as positive thinking, sports or athletics, imaging for improvement, and ways to change our lives. We were lucky to have a clinical psychologist in our Meeting. He came for one session and taught us basic relaxation techniques which the kids could use with exams or tense situations.

The final topic was life after death. Again I borrowed from the Yearly Meeting Library. I talked about people who had been through near-death experiences and had been revived. I listed fifteen experiences that people might have. We spent only one session on this topic because the members of the group were exceedingly uncomfortable with the topic of death and dying. I believe this to be a typical feeling at this age.

## **STAMP OUT PUTDOWNS**

A Lesson adapted from *Junior High Ministry* magazine.

### **Introduction:**

A putdown, either by words or actions, is one of the real concerns of Middle-Schoolers. They both get them and give them, sometimes inadvertently.

This lesson helps Middle-Schoolers to realize why people use putdowns and why they hurt. It further gives an exercise in seeing the good things in other people and in giving and receiving compliments.

**1. Arrival** - have posterboard or large paper and markers. Have students write their most hated put-downs (klutz, dummy, etc. as an example). Actions, too - pulling away from touching. Look at the list and add more. Also draw a large frown face in center of paper.

### **2. Questions**

Why do putdowns make you feel bad? (Remember they are seeking to "perfect" themselves.)

Why do people use putdowns? (Remember they can be actions.)

Since putdowns aren't always true, why do they hurt so much?

### **3. Identify sources of putdowns**

Which words, phrases, or actions come from PARENTS? (Mark with P)

Continue to identify *siblings, teachers, friends, others*

### **4. Recognize the opposite of a putdown is a compliment or thoughtful act.**

A. Read Matthew 25:31-45

B. What does Jesus mean when he says "the least of these"?

(People his disciples overlooked - the sick, strangers, the poor, prisoners, the poorly clothed, the hungry)

C. Hand out index cards. Have the children write down a time when *they* felt like the "*least of these*". Collect for reading at end.

### **5. Compliment game**

It's harder to give compliments - *true* ones - than putdowns. Especially to our peers.

#### **Practice:**

Tape a paper to each child's back. Each child writes a *sincere* compliment on each other child's back. No putdowns allowed. You can number the papers with the number of children in the class. Try to avoid things like "you dress cool" - make it be about the *person*. After everyone has written on everyone else's paper, let the children read their compliments. You might ask each child to share a favorite compliment.

## Lesson Planning

How did it feel to give sincere compliments? Challenge the class to give compliments outside of Meeting. Look at your compliments - how does it feel to *receive* sincere compliments? Why do we feel embarrassed? Because we know we aren't perfect and will not accept less in ourselves and can't imagine others will either?

\*Remember not to put down your compliments - that says negative things about the complimenter's judgement! Learn to accept them gracefully!

### 6. Stamp out putdowns

Ask each child to write a most hated putdown on a blown-up balloon - word, picture, symbol, etc. Put a black diagonal bar over the putdowns on the poster board. Put the balloons on the floor. Read the cards that listed times the children felt put down. Stamp on the balloons!

### 7. Closing

Gather the children in a circle and ask them from the silence to respond to the phrase, "I feel good when someone tells me I'm ....."

## Lesson Planning

### **A QUAKER MARRIAGE**

One unit in a series on Quaker practices prepared by Medford Meeting.

This outline covers a 4 - 5 week unit on marriage under the care of Meeting and is a guide only. Each Meeting should be familiar with its own peculiarities of the process in presenting it to middle-schoolers. The basic objectives were to demonstrate the clearness for marriage procedure and the ceremony and its oversight.

#### **Week 1**

##### **A. Introduction and outlining of process.**

1. Describe what makes a Quaker marriage unique
  - a. Preparation - why?
  - b. Meeting for Worship - how?
  - c. Ceremony - what happens?
  - d. How is this different from the traditional ceremony?
2. Pair the children into several couples (types) such as:
  - Quaker bride - non-Quaker groom
  - A very young couple
  - A second marriage for one partner
  - Others . . . . .
3. Describe to the couples what will take place *as though* it is they who will be married!
4. Choose one couple to go through the whole process
5. Invite a couple from your Meeting who were married "in the manner of Friends" to come with pictures and their certificate.

B. Use Section III: "For Those Contemplating Marriage" from *Living with Oneself & Others*, published by New England Yearly Meeting and available from Friends General Conference, 1216 Arch St., 2B, Philadelphia, PA, 19107; 1-800-966-4556. Allow couple to have an idea of what to expect from the Clearness Committee. If this book is not available use Philadelphia Yearly Meeting's *Faith and Practice*.

#### **Week 2 - Clearness Committee**

- A. Invite members of the Overseers or Clearness for Marriage Committee to visit with the class and interview the couple.
  1. Role play the questions and answers while rest of class observes.
  2. Evaluate the experience
- B. Outline next steps in procedure including approval from Monthly Meeting

#### **Week 3 - Planning the Marriage Ceremony**

- A. Use *Faith and Practice* to plan procedure
- B. Bring in and display several marriage certificates (old and new!) and marriage licenses.
- C. Choose Oversight Committee for wedding

## Lesson Planning

- D. Prepare certificate for the ceremony
- E. Plan other details as needed. (We found this fun and important to do - such as attendants for each, would the father escort his daughter, flower decisions, etc.)

### Week 4

- A. Hold the wedding in the manner of Friends
  - 1. The First Day School should witness the event
  - 2. Overseers are in charge
- B. All sign certificate
- C. It was important to our group to have all the "trappings", as the special weights holding down the certificate, the "bride and groom chairs", and an attendant for each, a small garden bouquet for the bride, and gold pipe cleaner rings. If there's time, you could have a small reception.

### Resources:

Philadelphia Yearly Meeting *Faith and Practice*

\*Pamphlet: *Friends and Weddings*, FUM, 1987 - Available from FGC, 1216 Arch Street, 2B, Philadelphia, PA 19107, or call 1-800-966-4556.

Pamphlet: *A Quaker Marriage*, Philadelphia Yearly Meeting, 1981. Available from FGC or from the PYM Library, 1515 Cherry Street, Philadelphia, PA, 19102.

*Living with Oneself and Others*, published by Family Relations Committee of New England Yearly Meeting, 1979. Available from the PYM Library and FGC.

\**In the Presence of God and These Our Friends*, Family Relations Committee of Philadelphia Yearly Meeting. Available from FGC.

\*These two are inexpensive and can be obtained in quantity to hand out to the class and their parents - many of whom will also have not attended a Friends' wedding!



### ***INTERVIEWING MEETING MEMBERS***

One way to help children get to know Meeting members and to find out more about Quakerism is to invite Friends from the Meeting to come to your class. This can be a unit over several weeks or something you do once a month. Ask the children whom they would like to invite. You might also suggest some people they don't know. With your class, prepare a list of questions to ask the interviewee. After the interview you may want to spend some time getting children's reactions to what they've heard. An added benefit of this project: Meeting members get to know the children as well. As an extension of this project, invite Friends from outside the Meeting, such as PYM staff or committee members.

The following is a list of questions developed by Moorestown Meeting's middle-school First-Day School class. Use these as a guide to creating your own questions. For instance, while this class' focus was on spiritual life, you might want to focus instead on ways older Friends tried to live out the testimonies.

#### **On God**

- How do you know God exists?
- What is faith?
- Do you ever question your beliefs?
- How does God fit into your everyday life? What is your relationship?
- Do you think of how science and God are interrelated?
- How do you distinguish between God the father, Jesus, and the Holy Spirit?
  - What is the Holy Spirit? Does it play a role in your life?
- How has God helped you?
- How important is Jesus in your everyday life?
- How do you put your beliefs to work in everyday life?
- Do you center your life around God and the Meeting?

#### **On Prayer**

- How did you learn how to pray? How old were you?
- When do you pray? What is the subject of your prayers?
- How do you pray? Do you believe you are actually talking to God?
- Are your prayers answered? In what way? Some examples?
- Are there other ways to communicate with God?
- When you have a problem, do you ask God to help you? Does it work?

#### **Miracles**

- Can miracles happen? Have any happened to you?
- How do you receive them? How do you ask for them?

#### **Angels**

- Are there angels? What are they?
- How does God watch over you?
- Can you see angels/spirits?

#### **Bible**

- Do you read the Bible? Is it important in your life?
- How do you use the Bible? Do you think everything it says is exactly true? Can you use it to tell you how to live?
- Did you read the Bible when you were young? Did you understand it?

## Lesson Planning

### Meeting

- Why do you go to Meeting? Do you do anything special to get ready?
- How does it affect your everyday life the rest of the week?
- How do you settle in Meeting? What do you think of and do?
- What do you hope to get from Meeting? What has it done for you?
- Are there some days you can't concentrate?
- Did you enjoy Meeting as a child?
- How do you picture God and Jesus?
- How does God send you a message or thought during Meeting?
- How do you know you are supposed to stand and speak?
- Does it scare you to speak?
- Do you come to Meeting for peace of mind?

### Other

- Why are you a Quaker?
- Do you believe in reincarnation?
- Do you believe in heaven? How about hell?
- What happens to your soul when you die?
- What is the inner light? How do you find it?
- How do you find the light in others who are not nice?
- Do you believe killing is a sin?
- What else is a sin?
- Do you believe we follow a pre-arranged life? Or is there free choice?

## Lesson Planning

### ***YOUTH QUERIES***

Harrisburg Meeting's middle-school class in 1986-87 worked on a project to rewrite the queries in Philadelphia Yearly Meeting's *Faith and Practice*. Other Meetings can easily adapt this project to their settings. This project can go on for several weeks depending on how many queries you choose to consider. Exploration of the Queries will provide both an introduction to Friends' beliefs and a chance to discuss important issues.

The following is excerpted from a booklet, *Youth Queries*, prepared by Harrisburg Meeting.

#### **Preface**

This booklet was prepared by the Youth Class of Harrisburg Friends Meeting during the 1986-87 First-Day-School year.

In preparing the booklet, the class accomplished the following:

1. The teacher selected the Query topics that best related to youth interests and needs.
2. The class then reviewed the individual queries currently in *Faith and Practice* and additional queries suggested by the teacher. Some queries were eliminated as not relevant to youth needs; some were edited (especially those with multiple clause sentences and/or words not familiar to the students), and others were accepted intact.
3. Students prepared art work for the Query topics.
4. The class selected teachings of Christ from the Bible and quotes from those who have lived those teachings. The selections were then related to specific queries.
5. The class selected and discussed news articles that related to specific queries. Those articles were gathered in a scrapbook. They could also be placed on a bulletin board.

The booklet was then reviewed with the parents and members of Meeting.

#### **Introduction to the Queries**

##### **1. *What are the Queries?***

The Queries are questions that are used by Quakers to guide them toward "social action." The queries are concerned with action, not with creeds or common religious beliefs.

##### **2. *What do we mean by "Social Action"?***

In the Quaker way of life, "social action" is the way in which we respond to the "inner light" or the God that is in all of us.

##### **3. *Where does the "Inner Light" come from?***

The "inner light" comes from individual responses to the teachings of Christ and the examples of others who have attempted to follow those teachings.

## Lesson Planning

### 4. *How are the Queries used?*

By asking ourselves these questions in private prayers, in Meeting for Worship, and in day-to-day decision making, we can develop a self discipline that will help us achieve the ideals of a Quaker way of life.

### 5. *Why have individual Youth Queries?*

Youth are in the process of developing their own individual responses to Quaker ideals, and therefore have needs different from those of adults who have already shaped their responses and often have more global concerns.

### **Rewritten Queries on Care for One Another**

1. Do you work toward keeping a good friend? Or at being a good friend?
2. Do you try to work out your problems with others instead of getting upset?
3. Do you respect the opinions of others and try not to put them down?
4. Do you treat others in a way that you would like to be treated?
5. Do you try to help people who are less fortunate than you?
6. Do you help others and expect nothing in return?
7. Do you try to refrain from jumping to conclusions about other people?
8. Do you contribute to the spirit of community among Meeting members and others as well?

### **Rewritten Queries on The Home**

1. Is worship part of your personal and family life?
2. Is your home a place where friends are welcomed and where all members of the family, young and old, receive affection and understanding?
3. Do you encourage all family members to share within reason the activities of the home?
4. Are you reasonable in the way you share the phone, TV, and radio?
5. Do you help to make your home a better place to live for you and the others who live with you, or are you a constant complainer?
6. Do you try to understand the problems faced by your parents or guardians, or do you expect them to be perfect?
7. Do you apply the Golden Rule when thinking about who is right and who is wrong in family disagreements?

*If your class is artistic, have them make a book which illustrates their queries.*

## ***STUDYING OTHER CHURCHES***

### **Organization**

This unit holds a high interest for Middle Schoolers. It can be a half-year course (8-10 lessons), full year or four-week unit depending on how many churches you study. The plan is designed for 45-minute classes, except when you visit other churches. The class period can be organized as follows: 5-10 minutes review, 10-15 minute presentation of interesting facts about the denomination's history and founder, 15-20 minutes of activity, 5 minutes wrap-up. The primary background resource for the First-Day School teacher is *Church Across the Street* (see "Resources," below).

### **Suggested Weekly Topics of Study:**

1. Story of Search for God from the Beginning
2. Beginning of Christian Church (300 A.D.) to Reformation (1500's)
3. Churches
  - Martin Luther - Lutheran Church
  - John Calvin/John Knox - Presbyterian Church
  - Michael Servatas - Unitarian Church
  - Ignatius Loyola - Catholicism/Order of Jesuits
  - Thomas Cranmer Cramer - Episcopalian
  - John Bunyan - Baptist
  - John Wesley - Methodist
  - Joseph Smith - Mormons
  - Mary Baker Eddy - Christian Scientist

### **Activities**

1. Pictures of Creation, Noah's Ark, Abraham, Moses, King David, Jesus, Death, Resurrection, to use in presenting a brief overview of the beginnings of religious quest.
2. Time Lines - draw large time line on shelf paper, fill in with pictures or symbols of that time as each new denomination or leader is discussed.
3. Crossword puzzles (see sample) - use every 2 or 3 weeks as a review. Make up your own or let the kids make them up and trade.
4. City of God - when studying *John Calvin* - give the rules for the city John Calvin created in Geneva. Then on a large sheet of paper draw a large square or oval representing the walls of an imaginary "City of God." Ask the students to think of rules they would make for a "City of God." Have them draw pictures inside the city which would illustrate their rules.
5. Role Play the "Diet of Worms" - when studying Martin Luther
6. Map of Europe - color in countries with different colors as each new religion's founder is studied (see map on following page).
7. Field trips during First-Day School time to churches already studied - Baptist, Presbyterian, Lutheran, if they are in driving or walking distance of your Meeting. These trips should ideally follow a week of studying that particular denomination. Trips can be reviewed the following week by:
  - a. Comparison of worship service with Quaker Meeting
  - b. Comparison of architecture (class can sketch architecture at each stop and bring back for class display)
  - c. After a walking survey, draw a map of your town showing location of each church

**Lesson Planning**

**Resources**

*The Church Across the Street*, Maxwell & Fahs, Beacon Press, Boston, 1961. (Available in PYM Library and many Meeting libraries.)

*Discipleship Alive, Journey*. (Available from FGC.)

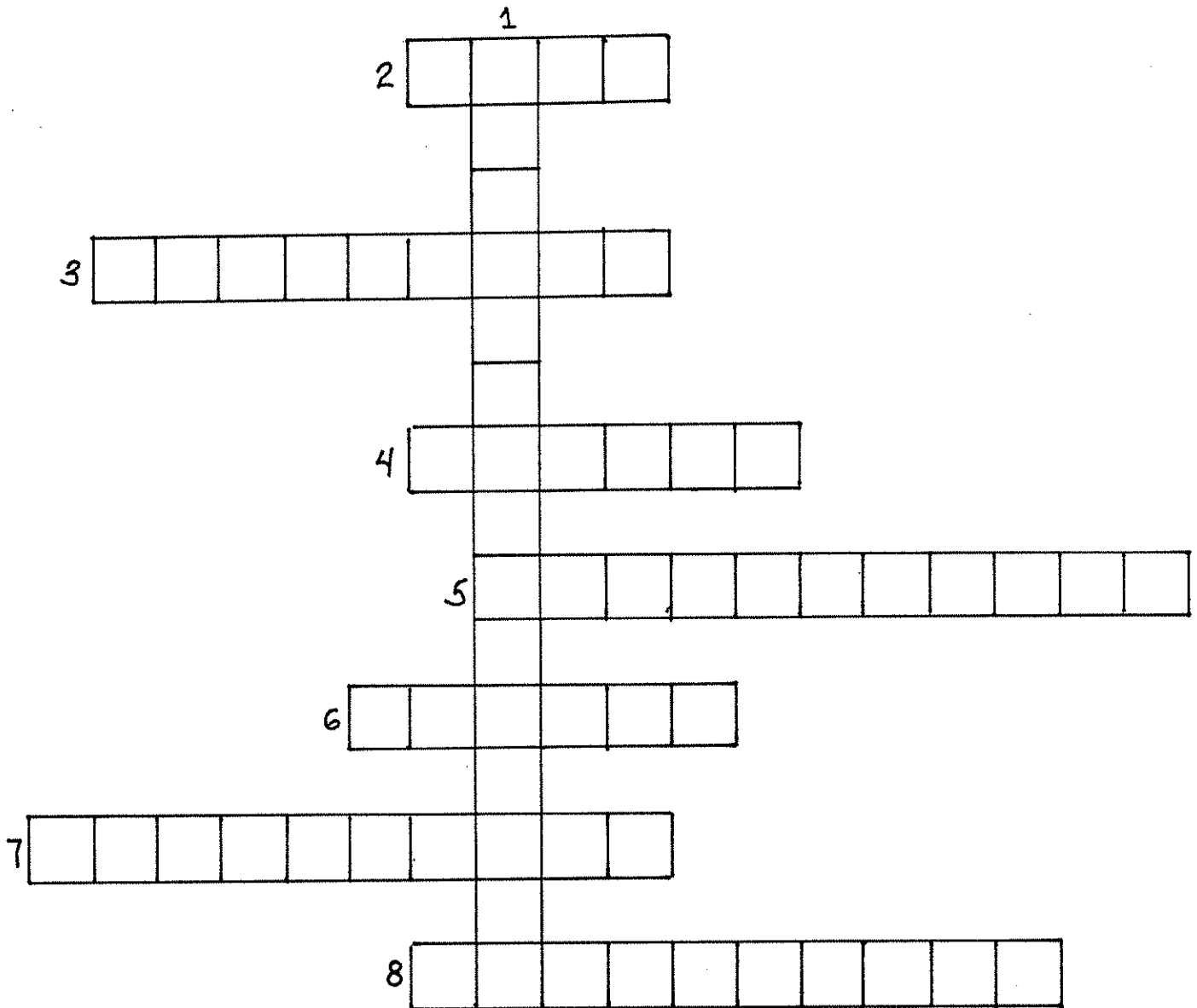
*Exploring Paths to Christianity*, RE Series 1987-88 summary notes. (Available from REC office, 241-7221)

**Where They Came From**



*It may help to enlarge the map for your group*

Lesson Planning



Sample Crossword Puzzle - Definitions

1. What happened to Catholics who spoke out against their church
2. Where Catholics went if they were sinful during their life
3. The middle space between heaven and hell
4. What the Pope of Rome ordered for all of Luther's religious books
5. Money people paid to the church in the 1500's so their sins (or their relatives' sins) would be forgiven and they would go to heaven.
6. Where Catholics went if they had been good during their life
7. Movement in the 1500's in Europe to make the Catholic Church better
8. An inner guide which told Martin Luther not to give up his fight against indulgences

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## MOVIES WITH MIDDLE SCHOOLERS

Middle-school children enjoy watching and discussing movies. Ask them for ideas of current films which raise issues of interest to them. The list below is incomplete but does include many interesting possibilities. A good video guide which includes ratings will help you be sure a film is appropriate. After watching the film take time to process the experience. Give everyone a chance to share. The following questions will help you start the discussion:

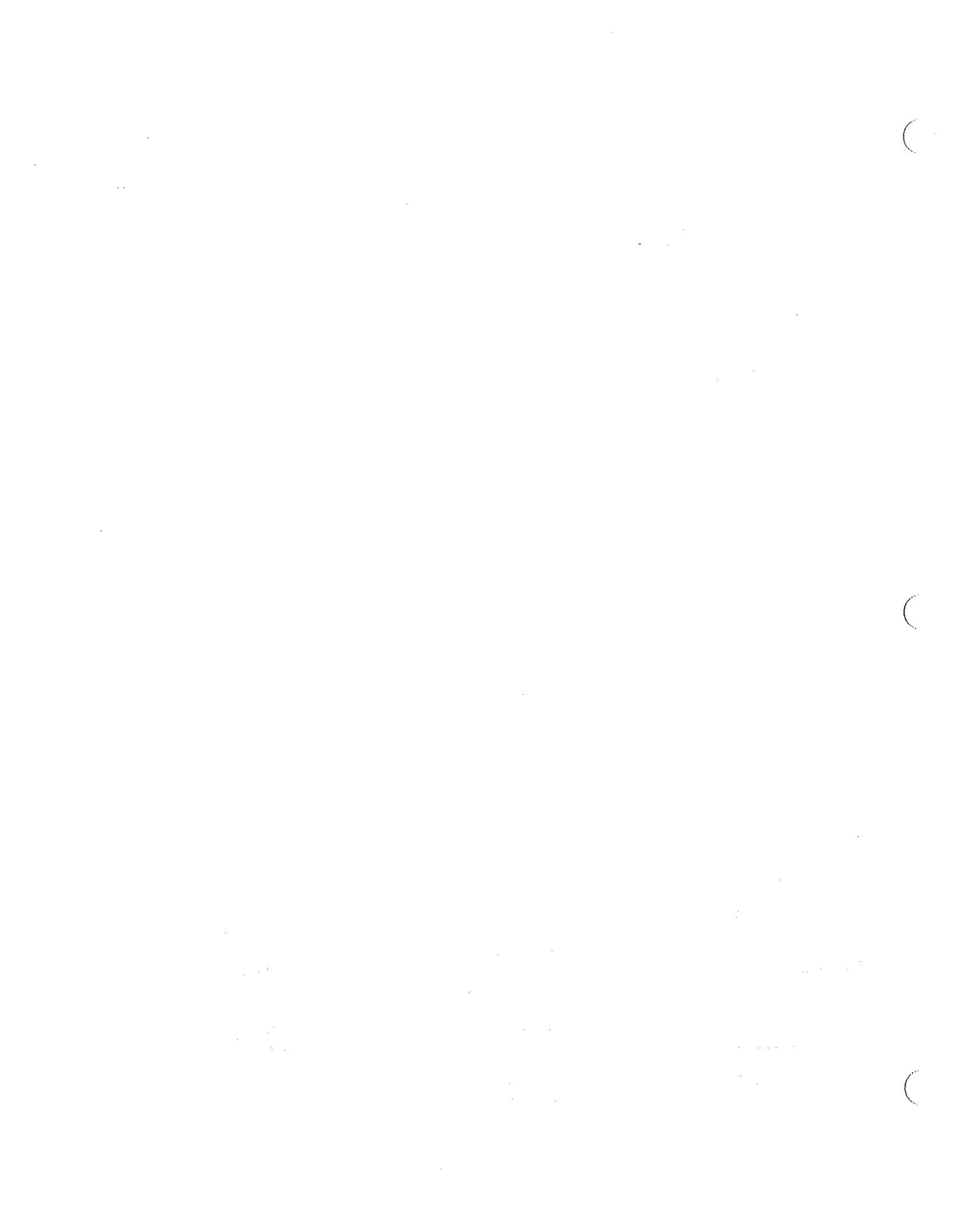
1. What was your favorite scene in the film and why? What contributed to its effectiveness: acting, music, camera work, color/light, editing, special effects, setting, script?
2. What character did you like the best? Least? Why? How did the characters relate to one another? Did their relationships or their lifestyles cause negative results? Were the characters realistic?
3. Did the film deal with a real human or social problem or concern?
4. Did the filmmaker seem to approve of the values and behavior of the characters or not? How can you tell?
5. What issues of life and faith were raised in the film? How well were they handled? How did the filmmaker's viewpoint compare with Quaker values?
6. Did the film end as you had hoped? How did you feel at the end of the film? What new insights did you gain?

\* More appropriate for middle-schoolers

Amadeus  
\*Animal Farm  
Beauty and the Beast  
Becket  
Ben Hur  
\*Breaking Away  
Camelot  
\*Chariots of Fire  
Charlotte's Web  
China Syndrome  
\*The Chosen  
\*Close Encounters  
Country  
\*Diary of Anne Frank  
The Diner  
Dirty Dancing  
The Dream Team  
\*E. T.  
\*Educating Rita  
Eight Men Out  
Electric Horseman  
Elephant Man  
\*Empire Strikes Back  
Field of Dreams

\*Flashdance  
\*Footloose  
Friendly Persuasion  
\*Gandhi  
Godspell  
Gone With the Wind  
Great Santini  
\*The Hobbit  
The Hustler  
Jesus Christ Superstar  
\*Karate Kid I and II  
\*Killing Fields  
La Bamba  
\*Last Star Fighter  
Lean on Me  
The Little Mermaid  
\*Man for All Seasons  
Man of La Mancha  
\*Mask  
\*Miracle Worker  
\*Moby Dick  
\*My Body Guard  
\*My Favorite Year  
\*The Natural

\*Norma Rae  
North Dallas 40  
\*Oh God  
Oklahoma  
\*Places of the Heart  
Poltergeist  
Project X  
Ragtime  
\*Return of the Jedi  
\*Right Stuff  
Rocky  
\*Saturday Night Fever  
Something Wicked  
This Way Comes  
Sound of Music  
Stand and Deliver  
\*Stand by Me  
\*Star Trek II  
Star Wars  
Ten Commandments  
\*To Kill a Mockingbird  
\*Tootsie  
\*War Games



## RESOURCE LIST

### Environmental Activities Books

*Sharing Nature With Children*, Joseph Cornell

This book contains activities you can use with your Middle School group to enhance nature awareness drawing upon kids' own natural curiosity. It contains everything from word games to nature scavenger hunts to an activity in which each child goes off alone and finds somewhere to sit still and observe what is going on around her/him. Cornell has also written another nature awareness guidebook for parents and teachers called *Sharing the Joy of Nature*.

PYM Library and FGC

*Teaching Kids to Love the Earth*, Herman, Passineau, Schimpf, and Treuer

This book for children of all ages imaginatively lists 186 outdoor activities for parents and teachers. Each activity or set of activities is introduced by a story that sets the mood for approaching the activity. The ideas for activities begin with the exploration of natural areas - night hikes, canoe trips, camping trips, a walk on the beach, and end with storytelling, journaling, tree-fort building, raising a plant from a seed, and more. Some of the activities are drawn out in terms of purpose, age, number, setting, material, and how-to; most require development based on what you are trying to accomplish with your own Middle School group. The book is very flexible and contains ideas that anyone could use.

PYM Library and FGC

*Speak to the Earth and It Shall Teach Thee*, Henderson & White, eds., curriculum, PYM.

Caring for our environment. Units on the Web of Life, creation, exploration, appreciation and preservation. Stories, activities, resource section.

FGC

### Crafts Books

*Crafts for Fun*, Virginia S. Rich

This book shows how to use recycled and everyday items to do crafts with children. Along with every craft there is a list of the needed materials. The author shows how to make a loom out of drinking straws, how to make pillows from old clothes, and how to make recycled paper among other fun projects. The crafts in the book are all relatively cheap, made out of accessible materials, and easy (but not too easy) to master.

PYM Library & FGC

*Making Things: The Hand Book of Creative Discovery*, Ann Wiseman

Wiseman demonstrates the how-to's of block printing, paper gliders, box sculpture, stocking masks, simple weaving, willow-whistle making and more in this book. What she does not get to in this oversized paperback, she reaches in its sequel, *Making Things, Book 2*. Her diagrams, drawings, and explanations are easy to understand and the directions easy to follow. These two books are goldmines of craft ideas.

PYM Library & FGC

### Games and New Games Books:

*Cowstails and Cobras*, Karl Rohnke

A guide to ropes courses, initiative games, and other adventure activities. Many of the activities in this book require training and experience to use with kids, and many are for older kids. However, the earlier part of the book contains good ideas for icebreaking and trust activities suitable for use with Middle Schoolers.

RE

## Resource List

### *The New Games Book*, ed. by Andrew Fluegelman

This book has good directions for lots of imaginative games that inspire you to think up your own. The book is divided into sections based on the size of your group. It also divides the games into very active, active, and moderate. Some of the games are cooperative; in others, such as the dragon's tail, you don't know which side you're on (a group of 6-8 forms a chain holding the waist of the person in front; the person in back wears a handkerchief as a tail and the person in front tries to catch the tail).

What all the games have in common is that they are a lot of fun.

PYM Library

### *Playfair*, Matt Weinstein and Joel Goodman

This book has word games, physical games, trust activities, and cooperative games. One strength of *Playfair* is that the explanations are given in the language you would use with Middle Schoolers. The authors have really innovative ideas for how to choose partners that avoid the stress that can result at that early stage of the game. Some of the games are good discussion starters, others energizers, others get-acquainted games. One game, called "clay-dough", starts with each player making a feeling wheel which represents four feelings s/he is having right now. Each then picks a partner (by mentally flipping a coin and finding someone taller than them if it comes up heads and someone shorter if it comes up tails), and mold their partner into one of the feelings that their partner has shared with them. Another game that middle school kids seem to like is "Dad, I Can't Go to School Today". *Playfair* is worth looking through for anyone who works with kids.

PYM Library

### *Silver Bullets*, Karl Rohnke

Another book of cooperative and imaginative games. The games have been developed to increase confidence, group support, and physical coordination, and to develop joy in being active and being with others. *Silver Bullets* includes games to play at night, "the monster" (how do you get seven people across a room on only 4 points of contact with the ground at a time with all the participants making physical contact with each other?) These and other games will keep large and small groups amused for hours.

RE

### **Storytelling and Guided Meditation Books:**

#### *Awakening the Hidden Storyteller: How to Build a Storytelling Tradition in Your Family*, Robin Moore

This book is very adaptable to any First-Day School classroom. Moore gives activities in steps, beginning with a candle-lighting ritual, that help to create a sense of trust and then a sense of history in the family. The exercises make use of guided meditation to help kids and parents tap into their memories and imaginations. The book contains a good mix of quiet activities and hands-on activities (such as making time lines of the history of the universe, human history, your family history, and your children's history). The nature of the exercises also makes them equally suitable for intergenerational programs.

PYM Library

#### *Old Tales for a New Day*, Sophia Lyon Fahs and Alice Cobb

The myths and stories in this book come from any different cultures. It is accompanied by a teachers' manual called *Exploring Basic Issues with Young People*. The discussion questions and suggestions for activities are intended for children ages nine to fifteen. The book is organized by themes and shows you how, through stories, you can teach lessons on values, love and loyalty, rewards and punishment, war and peace, feminism, the environment, and death.

PYM Library

## Resource List

### *Spinning Inward*, Maureen Murdock

This book explains how to use guided imagery with children to enhance learning, creativity, and relaxation. It works its way up from simple relaxation to guided imagery exercises that help with skills development and cultural appreciation. The author gives a lot of useful tips about how to use these exercises in the classroom. She also gives teachers and parents a good idea of how kids react to the exercises as well as background on why and how guided meditation is useful with children.

PYM Library and FGC

### *Spinning Tales, Weaving Hope: Stories of Peace, Justice, and the Environment*, ed. by Ed Brody

Each chapter is written by a different professional storyteller and each story is accompanied by ideas for activities that might go along with it. The stories should be carefully selected based on the age of your group. Some of the stories are for children much younger than middle school; others will suit the needs and understanding of your group. However, most of the activities are adaptable to whatever age or size group you are working with.

PYM Library

### *The Second Centering Book*, Gay Hendricks and Thomas Roberts

A variety of awareness activities for using with children.

A companion book to *The Centering Book* but with more emphasis on verbal means of centering. The directions for exercises are clear and specific enough for anyone to lead. Age ranges are included. Exercises include fantasy journeys, meditation techniques, energizing and quieting activities. The section on centering feelings and communications would be very useful for those working with Middle Schoolers. It covers conflict resolution, discounting, strokes, personal power, feelings and how to control them. Of more limited use are the topics on ESP, poltergeists and talking to plants.

FGC

### *Meditating with Children*, Deborah Rozman

Offers practical methods of introducing light into the life of children. There are considerations of discipline and tips on class structure. Ten class sessions are given step by step. Also there are meditations given that can be used for creative imagery using the outdoors, plants, and objects. Specifically for older children is a section covering problem solving and concentration techniques.

FGC

## Books on the Heroine's/Hero's Journey:

### *The Heroine's Journey*, Maureen Murdock

This book is both an interesting and a useful read for planning a unit on heroic journeys. It redefines the traditional "hero's" journey to encompass the experiences of women today. Murdock views myths from a female vantage point in order to understand and value feminine archetypes in myths. This book can be used as a guide to creating a gender-balanced conception of what the heroic journey is.

PYM Library

### *The Hero Within*, Carol Pearson

The six archetypes described in this book have been used as the basis for units for middle school children about the hero's journey.

PYM Library

### *The Hero With a Thousand Faces*, Joseph Campbell

Teachers and parents who are interested in delving more deeply into traditional hero myths for background will find this book useful. This book was cited by teachers who are doing units encouraging children to explore their own heroism. It contains a model for the hero's journey that has been simplified by teachers to make it more suitable for use with Middle School children.

PYM Library

## Resource List

### Sexuality

#### *Asking About Sex and Growing Up*, Joanna Cole

A book for preteen boys and girls in a question-and-answer format that covers how kids' bodies start to change, masturbation, intercourse, pregnancy, homosexuality, and sexually-transmitted diseases. This book could be useful for kids who are afraid to ask the questions as well as parents and teachers who don't know how to answer them. It is written at kid-level to make it accessible to young people.

PYM Library & FGC

### Quakerism - background for teachers and leaders

#### *The Quaker Way*, Australia Yearly Meeting

One book with information only. It is a useful book in certain areas - especially defining Quaker terms and the chapter on advices and queries. The chapter on frequently asked questions is helpful. Topics: First Quakers (brief), Beliefs and Creeds, Peace, Service, Meeting for Worship, Questions about Friends, Committees and Structure (Australian), Advices and Queries, Prayer, Quaker Terms.

PYM Library

#### *Basically Friends Believe*, Friends United Meeting

Contains teachers' leaflets and student worksheets. This is a Senior High Unit studying beliefs of early Friends and relevance to the presence. Goals are that students could state the beliefs and tell why he/she agrees or not. There is lots of discussion and not much suggested for "doing" things. May be "heady" for young Middle Schoolers. Topics: Experiencing God, Ministry, Sacraments, Baptism, Creeds and Symbols, Meeting for Worship, Integrity, "That of God", justice, peace and brotherhood (has a good role play), simplicity and stewardship, scriptures, education.

PYM Library

#### *Just Among Friends - The Quaker Way of Life*, William Wistar Comfort

This is another of the *adult* books on Quakerism that can provide good background for teachers. It has an annotated bibliography. Topics: Quaker faith; Meetings for worship, business, funerals, and marriage; Fruits of Silence - retirement, deliberation, moderation, dress, speech; Advices and Queries; Quakers at home, abroad; Education, business ethics; Race Relations; Peace.

PYM Library

#### *My Part in the Quaker Adventure*, Elise Boulding

One book, each chapter having lesson material, discussion questions, many suggested readings, projects, and activities, a Christmas play. Chapters are short and may need supplemental activities or information or may need to be combined. The readings suggested are interesting especially as used to illustrate testimonies. Topics are broken into four categories: Beginnings of Quakerism: Fox, testimonies, queries, Meetings for Worship and Business; U.S. Quakerism: Penn, Holy Experiment, slavery, Woolman, traveling ministry; Quakerism Today: separation, world Friends, AFSC; Where Can I Fit In?: schools, workcamps, home, Jr. Meeting.

PYM Library

#### *Quakerism - a Study Guide*, Leonard Kenworthy

An *adult* study guide which provides thorough and wonderful background information for teachers, discussion questions, and bibliography.

Part 1: Friends for over 300 Years: Fox and others; 18th Century consolidation; 19th Century - division and concerns; 20th Century - expansion, service, identity.

Part 2: Distinctive Features: Meeting for Worship, Meeting for Business; Queries and Advices; Women; Testimonies and Concerns.

Part 3: Other Aspects: Organization; Pastoral Friends; Vital Meeting; World Friends; Today and Future.

FGC

## Resource List

### *The First Quaker*, FGC

Contains Teacher's manual, student leaflets, Bible references, discussion questions, a lot of reading and writing activities, some role play.

A somewhat dryly presented study of George Fox and his teachings. Lots of reading, writing, and discussion. It is a thorough look at all aspects of Fox's life and impact.

Topics: English history in Fox's time; Fox's early religious insights and journey; Explosive quality of early Quakerism; Valiant 60; Prayer; Quaker worship; Community building; integrity and simplicity; "Spirit-led life"; Truth and sacrifice.

PYM Library

### **Middle School Curricula - Quakerism**

#### *Growing In the Light, Grades 6-8*, Barbara Henderson and Dorothy Reichardt

Material on the following themes: Meeting for Worship, Meeting for Business, Membership, Testimonies: Community, Equality, Harmony, Simplicity. There are songs, games, crafts and discussions. Questions to help participants learn about Quaker faith are listed. Includes an intergenerational opening time for each lesson.

FGC

#### *Family of Friends*, Grades 4-8, North Carolina Yearly Meeting

Year-long course designed to teach Quaker history and testimonies. Complete package of materials for teachers and students.

FGC

#### *Introduction to Quakerism*, Christin Taylor

One book with lesson material, questions, activities and projects, and a bibliography. This is written for fifth and sixth grades so material is limited; there are many activities such as plays and games and craft work. Needs "fleshing out" in intellectual portion. Topics: Our Meeting, Time Line, Fox, Early Friends, Elizabeth Fry, Woolman, Books, A Quaker Game, AFSC, Meeting for Worship.

Library

#### *Peaceful Heroes I and II* Rosalie Regen

Two volumes of plays on Quaker topics.

FGC

#### *Friends Through Time*, Grades 5-8, by Harmony Miller

Stories from the lives of historical and contemporary Quakers and selections from children's literature to help students look at issues important to Friends.

FGC

### **Middle School Curricula - Other Topics**

#### *Worry Worry Worry*, Katie Abercrombie

A curriculum, including a leader's Guide and a Student Book, directed towards high school students, that can just as easily be used with middle school. It is designed to help teenagers discuss the things they are worried about and to learn how to deal constructively with their anxieties and fears. Each section includes passages from the Bible that First Day School teachers can use to base their lessons on. The worries that the curriculum addresses are realistic for kids; the discussion questions and suggestions are helpful.

PYM Library & FGC

## Resource List

*The Church Across the Street*, Reginald Maxwell & Sophia L. Fahs (See Unit Plans, Page 23)

Book and teacher's guide

16 chapters including one on the beginnings of Christianity followed by a chapter on each of 15 religious groups: Lutheran, Presbyterian, Unitarians, Roman Catholic and Eastern Orthodox, Episcopalian, Congregational, Baptist, Quakers, Methodist, Universalist, Disciples of Christ, Mormon, Christian Scientist, United Church of Canada, and Judaism. Each chapter tells the history, early leaders, and sets out the form of worship and governing in each religious group.

There are discussion ideas, visiting programs and drama ideas outlined in the teacher's guide, but few suggested hands-on activities. There is a good list of "what to look for" when visiting another church. Needs supplemental activities or a group willing to research and *talk*.

PYM Library

*Discipleship Alive, Journey*, JED

Friends General Conference carries this interdenominational curriculum. There are units on church history for Middle School children and student books called *Journey*. 26 weeks.

FGC

*Cain's Children* by Caroline Pineo

A study of how anger affects people's lives in Bible times and now, written for fifth and sixth grades but adaptable for older groups. It focuses on situations in which anger is a problem, how this natural emotion expresses itself, and how to handle it. The Bible is the basic resource. Sessions deal with many Bible stories from Cain and Abel through Paul. It ends with a chapter on the Bible. With first and last sessions any number of the anger lessons can be used. Its format is easy, step by step, and contains activities, resources and background information.

Library

*Walking Cheerfully*, Henderson, Read & Wilson

Affirmation, gifts, conflict resolution as ways to recognize and nurture God's light within. Six lessons.

FGC

*Blessed Are the Peacemakers*, Henderson, White, Cratin, eds.

Five units on understanding and living the Peace Testimony. Includes art activities, games, service ideas. Extensive resource section with songs, bibliographies, stories.

FGC

*As the Way Opens*, B. Henderson and the Children and Young People's Committee, ed.

Five units on Hearing the Call, Getting Started, Making Choices, Nurturing Hospitality and Celebrating our Journeys. Activities, crafts, stories, questions and service projects. Instructions for simple quilt project included.

FGC

### Other Young People's Books about Quakers and Their Beliefs - all in PYM Library

*Friendly Story Caravan*: Broomell - stories

*Candles in the Dark*: PYM - stories; teacher's guide

*A Faith to Live By*: Vipont - 16 biographies

*Fire in the Valley*: *Quaker Ghost Stories*, Fager (FGC)

*Thee, Hannah!*: de Angeli - 19th century Phila. Quaker girl

*Lighting Candles in the Dark*: Clark (FGC and Library)

*Lucretia Mott: Girl of Old Nantucket*: Burnett

*Lucretia Mott: Gentle Warrior*: Sterling



## Resource List

*William Penn: Founder & Friend:* Haviland  
*William Penn: Quaker Hero:* Dolson  
*Penn:* Gray  
*Story of George Fox:* Jones  
*Stories of the Underground Railroad:* Curtis  
*Tomorrow Will Be Bright:* Hunt - Ohio settlement  
*Blow the Man Down:* Vipont - on Thomas Lurting  
*Book of Quaker Saints:* Hodgkin - biographies  
*Little Wolf Slayer:* Cooke - Indians  
*Quakers Courageous:* Fox - biographies

The Philadelphia Yearly Meeting Library has a complete annotated junior fiction list. For a copy send a self-addressed stamped envelope to the Library.

### **Addresses and Phones for Sources:**

Religious Education Committee, Philadelphia Yearly Meeting, 1515 Cherry Street, Philadelphia, PA, 19102; call Jennifer M. Galloway, (215) 241-7221 for ideas.

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

Friends General Conference (FGC), 1216 Arch Street, 2B, Philadelphia, PA 19107; (215) 561-1700; to order, phone 1-800-966-4556.

