

Special Projects for First-Day Schools
Yearly Meeting, 1997

The CYPYM Committee, Philadelphia Yearly Meeting



**Philadelphia
Yearly Meeting**
of the Religious Society of Friends

Brothers And Sisters All

If we call our household our immediate family, then we can say that the family is the practice space or testing ground for all our Quaker testimonies - such as equality in personhood, nurturing, and decision-making between women and men. If we do not work at such approaches to life, what basis is there for abstaining from violence when things do not go our way?

Families as Centers of Peace and Love: Paradoxes and Contradictions, Elise Boulding



Introduction

As we prepare to teach this packet, it is good to think about the people who make up our families. Are we linked by love to our Blood-brothers and sisters? What binds all of us who live under one roof? What makes us a family?

Quakers believe that we are all children of God, born of his Spirit, with infinite potential for good. As the CYPYM committee was creating this packet, we were filled with excitement at the thought of dealing openly, honestly, and lovingly in Quaker families with jealousy, conflicts, differing abilities, and forgiveness. We thought of how important it is for us to learn to live with our brothers and sisters, because that is how we learn to live joyfully and constructively within our Friends community, our neighborhood, and, ultimately, in the world.

How to Use this Packet:

We hope that you will teach at least five lessons from this packet before Residential Yearly Meeting which is being held this summer from at July 15-20 at Allentown College, in Allentown, Pa. The curriculum is designed to stimulate interest in the Yearly Meeting sessions and to prepare children and young people for the programs which will be provided just for them throughout the five days at Allentown. (Registration materials and information will be in the April/May, 1997, Issue of PYM News.) Extra copies can be purchased from F.G.C. bookstore by phoning 1-800-966-4556.

We ask that you teach at least one section from each of the five chapters. Since each section has many topics, questions and activities, you may want to spend more than one week per chapter. Each activity or question is age-graded for ease of use, depending on the age you are teaching: N = Nursery, E = Elementary, O = Older Elementary, M = Middle School, H = High School, and A = all ages or intergenerational. Depending on the length of your First-day class, you will probably have time for an introductory lesson and one or two activities each week.

The dedicated creators of this Packet are Anne Biggs, Marie Brown-Farley, Nelson Camp, Elizabeth Doan, Pam Moench, Lynn Oberfield, and Claire Wilson, (all of the CYPYM Committee). Our thanks and hugs to Martha C. Haines for help in formatting and bringing the curriculum to publishable form. Martha G. Smith, Executive Secretary of the Religious Education Committee, edited the packet.

As you are using the packet, we welcome constructive suggestions, and we would love to hear your ideas for this summer's children's program. Please call Claire Wilson, Clerk, at 610-872-2109 or Marty Smith at (215) 241-7008 or 1-(800)-220-0796, #7008.



**Philadelphia
Yearly Meeting**

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Yearly Meeting Banners

Put on then, as God's chosen ones, holy and beloved, compassion, kindness, lowliness, meekness, and patience, forbearing one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. And above all these put on love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body. And be thankful. Let the word of Christ dwell in you richly, as you teach and admonish one another in all wisdom, and as you sing psalms and hymns and spiritual songs with thankfulness in your hearts to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him.

Colossians 3:12-17

What:

At Yearly Meeting at Allentown College, we will display banners made by First-day schools. We hope that each meeting will make a banner illustrating how we care for one another, share our gifts, honor our differences, or resolve our conflicts within families. The banner can be the meeting family's shrub, a pieced-together puzzle of your meeting house, a giving tree of intangible gifts, the Golden Rule illustrated, or the story of Jacob and Esau, or Joseph and his brothers. Quotes from this packet like Colossians 3:12-17, Genesis 4:9 or Luke 10:29-35 are especially suited to illustration. The banner can be a cooperative project done by several age groups, a little each week as the First-day School prepares for Residential Yearly Meeting. Other ideas for your banner are what binds your's, the meeting's, or the world's family together. Or what your meeting does to connect with the community around it.

How:

Make one large banner which can be displayed at Allentown College. We are asking that the banners be of uniform size (32" wide and 48" long). It need not be complex or intricate, but a simple expression in fabric - felt is best. Make it two-sided; see the diagram for an idea of what it might look like.

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 in some way: 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 bring or have someone from your meeting bring your banner to Friends Center in Philadelphia by Friday, July 11, or find a way for it to get taken to Allentown College by July 15. Marty Smith, Executive Secretary of the Religious Education Committee at (215) 241-7008, or Charles Baltimore, Children's Program Coordinator, at (215) 241-7075, will gladly answer questions about your preparations for Residential Yearly Meeting.





Chapter One Who Is Our Family?



Yet to all who received him, to those who believed in him, he gave the right to become children of God.... children born not of natural descent, nor human decision or a husband's will, but born of God.

John 1:12-13

This is my commandment, that you love one another as I have loved you. Greater love has no man than this, that he lay down his life for his friends.

John 15:12

Since all human beings are children of God, Friends are called to love and respect all persons and to overcome evil with good.

Faith & Practice, p.34

...Walk cheerfully over the world, answering that of God in every one.

George Fox

Beloved, let us love one another, for love is of God

1 John 4: 7

And this commandment we have from him, That he who loves God should love his brother also.

1 John 4:21

I know that all men everywhere are my brothers and my equals, and that my true welfare lies in the welfare of all mankind. -Tolstoy

Introduction:

Jesus taught us that as God's children, we are all brothers and sisters.

The purpose of this chapter is to get children thinking about who their brothers and sisters are. Is it just their blood relatives? What about adopted siblings? Do couples without children make a family? Is a single parent raising children a family?

Children begin to know their world by becoming aware of themselves. Gradually a child learns about the world in concentric circles: first the family, then friends, next the community, and finally the greater world. As we explore the family of God, we will begin with the child's immediate family and move outward.

The lessons we learn in our families, with our brothers, sisters and parents, are the lessons we take into the world beyond our home. What we learn about loving and caring for our brothers and sisters, about working, playing and settling our differences within our family, determines how we respond to people outside our immediate family.

We don't always treat our brothers as we should. And we are not always treated as we deserve by our sisters. Families are the proving ground for our lofty principles of love, cooperation, and peace. If we take a look at the world, we find that countries are in conflict with one another just as we sometimes are with our siblings.

To the teacher:

This chapter has four sections, beginning with who our immediate family is and ending with who our world-wide brothers and sisters are. You can choose among several activities and discussion questions in each section, depending on the ages of your class and the type of activity(ies) they like to do. You only need to do one section per chapter, or one chapter per week.

I. My Immediate Family

Discussions:

Peas in a Pod: (N,E)

Buy pea pods; have peas for a snack. (Kids do like raw peas.) As you shell the peas, talk about the image of "alike as peas in a pod". But look at the peas. They are not really identical. Even in a "family" of peas, each is a little different: different shapes, sizes, though you can tell they are indeed similar. Within your family you are not identical to your siblings. Have each child tell one way that he or she resembles a sibling. Then ask each child to name one way he or she is different from his or her brothers or sisters. Ask if they think it is good to be like or good to be different, and why.

Family Feelings (N,E)

What do the terms "brother" and "sister" mean to us in relation to our own families and society? Make a list on chalkboard or chart paper of pictures, words, feelings or actions which children think of when they hear the word "brother" or "sister." Some responses might be: laughter, listening, sharing, anger, jealousy, honesty - note that not all the feelings may be positive!

This brainstorming exercise can be tied to the one which follows:

Sibling Cinquain (E & M)

Ask for words or phrases which come to mind as the children think about the terms: brothers and sisters. Try writing a poem from some of the words. A Cinquain poem is one way to express the concept:

An example:

- Line 1 - one word title
- Line 2 - two words describing title
- Line 3 - 3 action words about title
- Line 4 - 4 feeling words about title
- Line 5 - 1 word meaning same as title

Brother
A Pain
Fixes My Toys
Getting Along Is Difficult
Friend

Famous Brothers and Sisters (M,H,A)

Make lists of famous brothers and sisters from history, current events, literature, movies. The work of the Wright Brothers and the support they had from their sister is a good example of people with different gifts who can accomplish a goal by working together.

Activities:

Sibling Salad: (N,E)

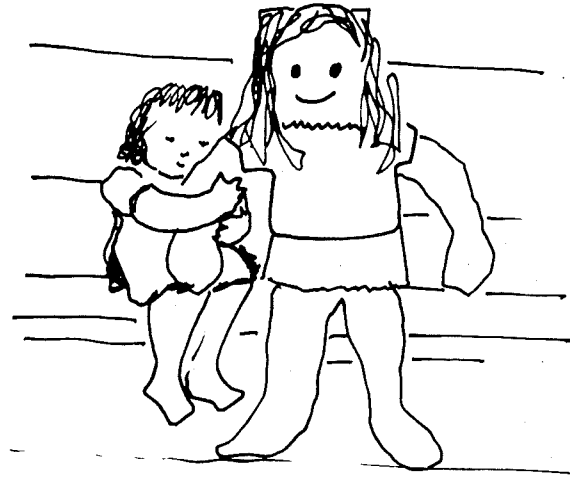
Snack: Make a "brothers and sisters" salad:

- Body: 1/2 canned peach
- Arms and Legs: celery
- Head: 1/2 hard-boiled egg
- Features, buttons: raisins
- Hair: grated cheese



Skirt: lettuce
Mouth: cherry

From: *Betty Crocker Cookbook for Boys and Girls*



My Twin (N,E)

The teacher needs to bring to class lots of newspaper, two pairs of pantyhose per child, and yarn.

Ask young people to bring pants or skirt, and shirt or blouse, or dress, and perhaps a hat and shoes. Make a brother/sister/twin for each child. using a paper bag for head and larger paper or plastic bag for the body, and a pair of panty hose each for arms and legs. Stuff all with newspaper. Dress in child's clothes. Add a hat or cap, or shoes and make hair of yarn the color of the child's hair.

Favorite clothes make the "twin" look familiar. Children can bring their twins to Meeting for Worship to keep them company during worship. It would be good to check with Ministry and Oversight first.

Boy and Girl Bookends. (E)

Ask your class to think about how they would show other people what they look like, i.e., the kind of clothes they would wear, kind of hat or shoes. Then ask them to think about how they would show what their sibling looks like, especially if he or she were a bookend. (Show the picture.) Remind them that a brother or sister doesn't have to be just in their immediate family.

This is leading up to the fact that the children don't have to use the fabric suggested in the directions which follow, but can choose their own from an array which you, the teacher, bring to class:

Instruct Meeting members to eat nothing but "real" oatmeal well ahead of time.

Fill two oatmeal boxes with sand, and tape on the tops. For the faces, measure not quite half way down from the top of each box and cover these parts with light felt. White glue will hold the felt and other parts in place. Make eyes and noses from circles of felt. Use red and blue cloth for the boy's suit and flowered fabric for the girl's dress. Attach long strips of matching felt for the arms and legs and cut cotton yarn into ten-inch lengths for hair.



II. My Non-Traditional Family

The bond that links your true family is not one of blood, but of respect and joy in each other's life. Rarely do members of one family grow up under the same roof.

Illusions: Confessions of a Reluctant Messiah, Richard Bach

Family is a state of mind. It is a group numbering two to infinity within which we find and contribute comfort, caring, and contentment. Hopefully it provides us purpose.

Modern Maturity, Sept.-Oct. 1996

Discussions:

Non-Traditional Families (N,E):

Some of us are the "only child". Some of us are adopted, or have adopted siblings, a foster sister, or a step brother. Ask the children if they know of families with child(ren) other than those born to the parent(s). Ask "What makes a family?" or "What do you have to have in a family to make it a family?" The FGC Curriculum, *Sparklers Too* suggests two good books for pre-schoolers: *Being Adopted* by Maxine Rosenberg and *I Am Adopted* by Susan Lapsley. An excellent lesson on this topic follows on page 19 of *Sparklers Too*, which can be borrowed from the PYM Library.

Brother & Sister Greetings (E,M):

Some faiths use the terms "brother" and "sister" when they speak to one another in a religious setting. Try addressing each other as "brother" and "sister" for a while. Does this change how you feel about the people you speak to? Does this change the way you look at a person; does it invoke a sense of caring, equalization, responsibility towards one another? Quakers have a testimony against using titles like Mr., Mrs., Ms., or Your Highness. We address one another by first and last and sometimes middle names. But some Friends Schools use the address "Teacher" in front of the teacher's first or last name. How does the way you address a person change the way you treat them?

Class Survey (M,H)

Pass out the following written survey to your class.

	Yes	Mostly/ sometimes	No	
Do you consider your family happy?	_____	_____	_____	
Do you consider your family traditional?	_____	_____	_____	
Do you think a model family consists of a married couple with children/grandchildren?	_____	_____	_____	
Do you consider a childless couple a family?	_____	_____	_____	
Do you consider a same-sex couple raising children a family?	_____	_____	_____	
Do you consider a single parent raising a child/children a family?	_____	_____	_____	
	Society	Religious Doctrine	Family Itself	Other
Who or what defines what constitutes a family?	_____	_____	_____	_____
	Yes	To Some Degree	No	Don't Know
Do you think the definition of family is changing?	_____	_____	_____	_____

Ask young people to answer by checking the appropriate box. Collate the responses. Then compare their responses with those published in *Modern Maturity*, Sept.-Oct., 1996:

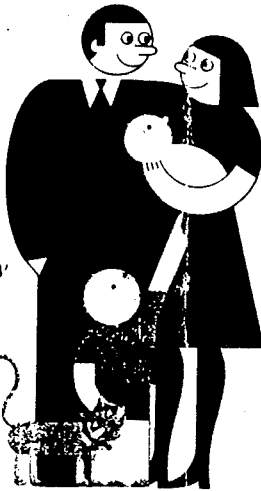
WAS TOLSTOY RIGHT? DO ALL HAPPY FAMILIES LOOK ALIKE? *Your answers:*

Do you consider your family happy? Yes **51%** Mostly/sometimes **46%** No **3%**

Do you consider your family traditional? Yes **71** No **25** Don't know **4**

Do you think a model family consists of a married couple with children/grandchildren? Yes **52** Not necessarily **48**

Do you consider a childless couple a family? Yes **83** No **12** Don't know **5**



Do you consider a same-sex couple raising children a family? Yes **39** No **59** Don't know **2**

Do you consider a single parent raising a child/children a family? Yes **79** No **19** Don't know **2**

Who or what defines what constitutes a family? Society **7** Religious doctrine **27** Family itself **52** Other **14**

Do you think the definition of family is changing? Yes **43** To some degree **34** No **22** Don't know **1**

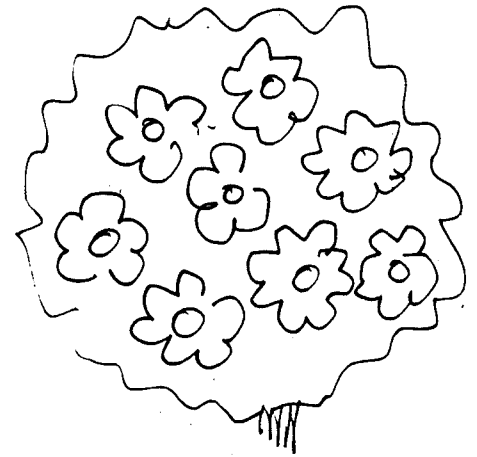
MODERN MATURITY September • October 1996

Have students think once again about Tolstoy's quote at the beginning of this chapter. Ask if they agree or disagree and why.

An Activity:

Family Shrub (M,H,A):

Families rarely form in an orderly way like a tree grows, with branches and twigs, etc. Let's look at another way to express families. Instead of making family trees, which is difficult in this age of multiple, blended, and adoptive families, create a many-branched shrub which shows the families in your class or meeting, and emphasize the blooms on the shrub, not the branches. The center of each bloom could contain one family name or photo. The petals around the central area could be names or photos of each person in the family.



III. My Meeting Family

Activities:

Make a Hand-Print Quilt. (E,M)

Talk about what each person can do to make their families or neighborhoods work better. Then ask what the effect would be if the whole class did something as a group for the meeting.

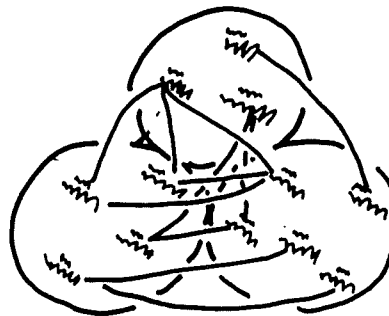
Then decorate a quilt. This could be quite simple: a square yard of light colored muslin or part of a worn sheet for the front, a square yard of a print fabric for the back, and a piece of an old blanket or something to provide body as the "sandwich." Edge with bias binding, or what you will. Provide loops or a casing on the top to hang it by. As a stabilizer, machine stitch the three layers together by outlining a square foot in the middle. In that center square with fabric marker write:

If not me, who?
If not now, when?
If not together, how?

Set out several colors of poster paint in shallow dishes. Invite each child to choose a color, lay a hand in the paint, and make a handprint around the outside of the quilt, in a circle. Be sure to provide plenty of soap and towels for them to wash up in a nearby sink or container of water. When the quilt is dry, ask the children to sign their names next to their handprints with a gold fabric pen

Family Maps (E,M,H,A)

Have children, young people or adults figure out their role in their immediate family. Ask if each is a brother, sister, parent, or another part of their family. Have each person (in the company of their family, if this is done intergenerationally) on a large sheet of newsprint, with a marker, draw a circle to show their family and their part in it, then cut the circle out. Join with Scotch tape their family circle to another "family" circle in the Meeting. Use colored yarn to connect the common members in each family and the next, brothers to brothers, sisters to sisters, mothers to mothers, etc. Those two families then connect with the other family circles. Attach with Scotch tape and connect common family elements (brothers to brothers, sisters to sisters, etc..) with yarn. Talk about what binds our families together (besides string and Scotch tape) and what we all have in common.



Friends Treasure Hunt (E,M,H,A)

Compile a list of questions and give each meeting member a copy. Make some of the questions general and some specific to only one person in the Meeting. Meeting people then ask each other questions in order to find a name which answers each question. Examples:

- A person who enjoys acting _____
- A person who has been to Pendle Hill (Wallingford) _____
- A person who has been to Pendle Hill (England) _____
- A person who has a Snoopy bath towel _____
- A person who has had his/her appendix removed _____
- A person who went to the last Meeting for Business _____

Pieced Together Perfectly (E,M,H,A)

A skilled artist in your meeting draws a very large (4' x 5') picture of the outside of the meeting house, with the words "My Meeting Family," at the top of the picture. Or draw an outline of everyone sitting inside the meeting house during meeting for worship. One class can then color in or paint the meeting house picture. One person cuts the picture up into as many pieces as there are people who will be putting the puzzle back together. Put the pieces in a pile. Each person takes a piece and writes his name on the same side as the picture. Then while getting to know one another, the meeting family or one class tries to put the puzzle back together. When it is done, Scotch tape the pieces together and display for all to see.

IV. My World Family

Friends believe that everyone is a child of God. Therefore all must relate to one another in terms of the divine spark within each.

PYM Faith and Practice, 1972.

Discussions:

- (E,M,H) Think of "neighbors" and "brothers" and "sisters". Should we treat people differently if they were raised in a different culture? How do we honor the uniqueness of every individual?
- (M,H) Are we all eventually related by blood or by God as members of the human family? What ties us all together?
- (M,H) The air we breathe and the water we drink is made up of individual molecules which have existed since the beginning of time. As a human race, we have depended on nature and our environment to nurture and sustain us. Knowing we want to live as long as possible on this planet, how do we view our brothers and sisters?
- (M,H,A) Host a breakfast to welcome local exchange students. If your Meeting is hosting an exchange student or family, ask what you can do to help in this effort, or have the family talk to your class about their experience.
- (E,M,H,A) Is someone in your Meeting originally from another country? Ask them to tell about growing up in another culture.

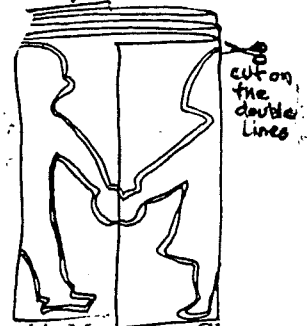
Activities:

"Black is Brown is Tan" (N)

Read the book by Arnold Adoff. Beautiful poetic explanation of an interracial family and how it expresses all the shades of humanity and love.

Paper People (N,E)

Cut paper dolls out of _____ paper - the chain kind that are all connected. While talking about the family of God, let the children color the brothers and sisters with different colors and features. Then sing "He's Got the Whole World in His Hands" from *Songs of the Spirit* and talk about the fact that it is God's creation and love that makes us all part of His family.



Family Collage (E)

Cut out pictures of people of different races and cultures from National Geographic Magazine. Glue them to poster board showing all God's people together in one community.

Video: "Stand By Me" (M)

View the movie, "Stand By Me," adapted from Steven King's book, *The Body*. Preview it ahead of the class so you can ask the right questions, such as: "What goal bound the friends together? How was their friendship tested? Recall the quote on page 1 from John 15:12 - how does it apply to this movie?"

Singing (A)

Sing the songs: "We Are All One Family Under One Sky," #278; "If We Are the Children of God," #217; and "A Place in the Choir," #306; from *Worship In Song: A Friends Hymnal*, Friends General Conference, 1996, available from FGC Bookstore, call 1-800-966-4556.



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The Invention of the Airplane

Either tell or read the story which follows. At its conclusion, talk about the part each brother and sister played in the invention of the flying machine. What part did the mother and father play? Ask if they think that Orville or Wilbur could have done it alone?

When Orville Wright was a child his mother sent him to kindergarten. He left for school with his lunch every day and got home at the same time every day. But his mother went to talk to his kindergarten teacher because Orville never had anything to say about school. It turned out that after the first few days, Orville had not been in school. He had been going to the house of a neighbor and the two boys were spending every day taking apart and "fixing" an old sewing machine. His mother apparently thought that project was as educational as kindergarten, and she did not require him to go back.

With his older brother, Wilbur, and younger sister Kate, they would go with their mother on picnics to listen to the birds. His mother knew the name and call of every bird she saw or heard. She explained to the children about how a bird flies and about air currents and wind resistance. She encouraged them to wonder and to ask questions. When the boys wanted to build a sled that went faster than their old one, their mother showed them how to draw a plan, helped them figure out how to reduce wind resistance. When they experimented with how to steer this fast sled, their father helped them learn how to use the tools they needed to make a rudder, though he had never heard of putting a rudder on a sled. Then, with Kate, they tried their new sled which was faster than all the others and could steer like a boat.

Their father, Reverend Milton Wright, never chided them for spending money on gadgets and mechanical devices. He simply expected them to earn the money to keep up their hobbies. He would say that "all the money that anyone needs is just enough to prevent one from being a burden on others." The brothers engaged in many enterprises to earn money that brought together their interest in machines, their need to find ways to improve the machines, and their knowledge of how machines work, and of flying. They had learned from early on how to work hard and support each other in their endeavors.

Wilbur was a freshman in high school, playing ice hockey, when he took a hockey stick right in the face. He lost five teeth and when infection set in, more had to be removed. He could only eat through a straw for weeks and the medicines the doctors gave him upset his stomach. During his recuperation his father bought him a wood carving set and a book about wood carving. He learned about wood and began drawing plans for furniture and other items in wood that Orville would make in the barn. Wilbur spent a lot of time reading during his convalescence. Orville was not a reader. He was a doer. He had a printing press that he and the neighbor had bought that was about the size of a cigar box. He and his friend Ed experimented with printing a school newspaper and when folding papers got tedious they invented a machine that folded papers. They thought that if they ever got a big enough press to really print a paper for the public they would need transportation. They prepared for this event by collecting the parts from old junked bicycles until they had enough parts to build a bike to deliver their paper.

When their father brought home a toy "helicopter" made of bamboo with tissue paper on the propellers and driven by a rubber band, they played and played with it trying to understand it. They took it apart and rebuilt it and learned as much as they could from it. They also were fascinated with kites. They built different kinds of kites to try to understand what made them fly and what improvements had different effects on the kites.

Wilbur and Orville constructed their own printing press and went into the newspaper business taking advertising from local merchants and learning about running a business. When the printing press broke down they fixed and improved it. They really enjoyed working on the machine more than writing and distributing the paper. So when they had a chance to sell the newspaper, they started a business that had more to do with what they enjoyed: the fixing and building - it became the Wright Cycle Company of Dayton, Ohio.

To advertise their bicycles Orville entered bicycle races to prove that the bikes that they made were better than others. He trained and trained to be the fastest cyclist. After one failure (a flat tire lost him the race), he won a race and began to get orders for their bicycle - "the Wright Flier." Their sister Kate was always around the shop and knew that they would not be able to fill the new orders without money to buy the parts. She went to their mother and talked to her about going into partnership with her brothers to

give them the money they needed to expand the business. Kate was to be their unflinching supporter in their coming ventures.

When Orville came down with Typhoid fever, he was ill for months. Kate wore herself out caring for him, but he began to recover slowly. When Orville was well enough, Wilbur began to read to him from a book called "Experiments in Soaring." He wrote away to the Smithsonian Institution for more information on this new interest in flying. They started a correspondence with the leading experimenters in flight at that time. Neither Wilbur or Orville had finished high school, but they had not stopped educating themselves.

They kept up to date on the latest inventions of the day - the horseless carriage, the motorized boat, gliders, engines. They built a glider for themselves in the bicycle shop. When they talked of their dreams and discouragements, Kate told them that they could do anything they set their minds to. She was the only one in town who knew of their experiments with gliders. She taught High School and was their consultant and confidant. When they bought fabric and bamboo to build a glider with, she told people that they were planning a camping trip and were building a tent.

Looking for a place with enough wind, no trees, and flat open space, they wrote to the Smithsonian Institution to ask for a recommendation. One of the places on the list of recommendations was Kitty Hawk, NC. Their glider had to be pulled along just as a kite. Everyone else experimenting with gliders of the day sat upright in the glider. But they knew all about wind resistance and had built theirs to lie down on. Orville won the toss of the coin to try it out first. He lay on the glider while Wilbur and a local fellow pulled the glider down the dunes with strong ropes. They trotted down the dune ... nothing happened. They pulled faster and faster and suddenly Orville yelled, "I'm flying." They dropped the cords and the glider soared on for about a hundred feet - eight feet off the ground. Then a down draft caught it and he went crashing to the ground. They had to do a lot of repair to the glider. They tried over and over, and continued to crash. They decided to try putting a rudder on the glider, as they had on the sled many years before to help steer. After trials with the rudder they got control of the glider and could go up and down. This was something no one else in the world had thought of at the time. Other experimenters tried to control their glider by shifting the pilot's weight, side to side and forward and back. They practiced with their rudder until one crash too many made the glider unrepairable. They were ready to go back to Dayton with new ideas. They made three more trips to Kitty Hawk with improved models of the glider.

In 1900 people would laugh at anyone who said they thought a machine could fly. The Wright brothers worked in secret and did not let others know that, at the back of their bicycle shop, they were building an engine to power their flier. Engines of the day were very heavy and Orville and Wilbur had experimented with sand bags of different weights to find out how heavy an object the glider could support. They could not use any engine available to them at the time because of the weight. They built their engine out of aluminum. They invented a wind tunnel to try out ideas before they made changes in the design. They invented measurement devices to measure wind speed and lift - anything they needed to know they had to figure out themselves.

After much planning, experimenting and difficulty, the brothers went again to Kitty Hawk, NC, to test their powered flier. On December 17, 1903, with Orville at the controls and Wilbur to assist in take-off, their airplane flew under power. The age of air flight had begun. Still it made little difference to the world. They had worked mostly in secret and most people did not understand or appreciate what they had done. It was a few years before they were recognized as the inventors of the airplane. It was 1909 before Kate finally took her first flight in the flier.

The Wright Brothers, by Quentin Reynolds

The Wright Brothers, by Fred C. Kelly

How We Invented the Airplane, by Orville Wright, ed. by Fred C. Kelly, (76 photographs.)

Chapter Two

We Care for One Another



Then the Lord said to Cain, "Where is Abel your brother?" He said, "I do not know, am I my brother's keeper?"

Genesis 4:9

You shall not take vengeance or bear any grudge against the sons of your own people, but you shall love your neighbor as yourself.

Leviticus 19:18

And as you wish that men would do to you, do so to them.

Luke 6:31. (The ethic that we should treat others as we want to be treated is found in all the great religions of the world. See references at the end of this chapter.)

...Who is my neighbor? Jesus replied "A man was going down from Jerusalem to Jericho and he fell among robbers, who stripped and beat him and departed, leaving him half dead. Now by chance a priest was going down the road; and when he saw him passed upon the other side. So likewise the Levite ... But a Samaritan, ... as he saw him had compassion and went to him, bound up his wounds..."

Luke 10:29-35

Let us then try what love will do.

William Penn

Introduction:

Friends believe that everyone is a child of God and that we should relate to one another in terms of the Divine Spark within each.

Just as God directed Moses in the Old Testament to teach the people of Israel to "love your neighbor," Jesus used the parable of the Good Samaritan in the New Testament to teach his followers to be good neighbors, to care for those in need.

Whether we see ourselves as members of a family, friends, neighbors, classmates, teammates, our meeting community, or citizens of the world, we have been directed by God to love one another, to care for each other.

To the teacher:

In this chapter you can choose what you want to do to teach the idea of "Caring for One Another." If your class is young, you can read one of the stories suggested in Section I. For elementary children through adults you can do one or more of the projects suggested in Sections II through IV: have a discussion, do an activity, play a game, or start a service project. In this chapter you need only do one or two activities or discussions, or one section.

I. Read a Story

Following are books which can be used to teach the idea of loving your neighbor as yourself. You may read whichever is appropriate for preschool through third grade and then ask questions for recall, or have children tell how the characters care for one another.

Amos and Boris, (N,E): William Steig: This tale of a mouse and a whale helping each other in time of need is a great follow-up story to reading the Good Samaritan in *The Children's Bible*. Available to borrow from PYM Library.

- A Special Trade*, (N,E): Sally Wittman, Harper and Row, 1978: a delightful story about how a little girl and her elderly neighbor care for each other in turn. Available from PYM Library.
- God's Love is for Sharing*, (N,E): Helen Caswell: picture book about how when we share our love with others we are returning God's love.
- Dogger*, (N): Shirley Hughes, Lothrop, Lee & Shepard, New York, 1988: a heart-warming story about how a big sister comes to the rescue of little brother when he loses his beloved stuffed animal.
- One Morning in Maine*, (N,E): Robert McCloskey, Viking Press, New York, 1952: about sisters taking care of each other.
- Thee, Hannah!*, (E): Marguerite de Angeli, Doubleday & Co., Garden City, NJ, 1940: the trials and tribulations of a Quaker girl and her family in Colonial America. Available from PYM Library.

II. Discussions

My Brother's Keeper? (E,M,H)

Look at the quote from Genesis 4:19 at the beginning of this chapter, where Cain responds to the Lord's question concerning Abel's whereabouts. Ask children or young people if they are indeed responsible for their siblings. Ask if they are supposed to watch after, stand up for, or take care of their brother or sister. Ask why. Ask if they are responsible for classmates at school. Why or why not?

The Golden Rule (E,M,H)

Read the quotes at the beginning of the chapter from Leviticus and Luke. With older children, look at how other religions phrase the same rule (at end of this chapter). Then ask what we like others to do for us (give compliments, give praise, give hugs, etc.) Ask if students ever give a present to their brothers, sisters, or friends hoping they'll get a present back. Ask if they ever do something for another person just to be nice with nothing expected in return. Give examples. What does unconditional giving feel like?

Friendships (E,M,H)

Ask the students to think about a friend, maybe a best friend. Ask how they get along with their friend when there is a disagreement. Ask how one shows they care or trust another person.

Caring for Meeting Members (M,H)

Invite a member of the Overseers Committee to come to class to talk about the meaning of pastoral care. Ask them to tell what they do to serve the meeting, or invite an adult Friend to read the Fourth Query to the class (p. 190 in PYM's *Faith and Practice* 1972), and say how Meeting fulfills this Query:

*"Is your Meeting a loving community of which Christ is the center?
Do your members care for one another so deeply that they recognize one another's needs and assist in meeting these needs? ..."*

Then ask young people the ways they have seen their Meeting trying to answer this Query. Then ask for examples of how the people in the class show that they care for one another.

What Is Brotherly Love? (M,H)

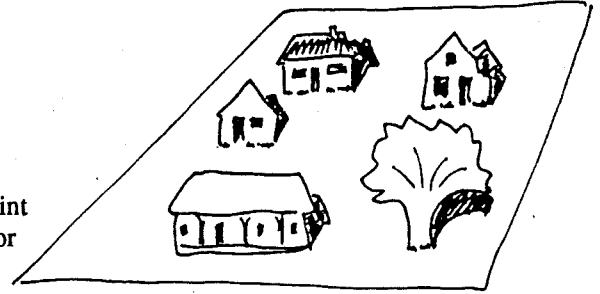
Ask students to read and talk about the section in the PYM *Faith and Practice*, 1972 on "brotherly love," (p. 94, last paragraph.) Ask if students can name a situation or story which they have heard or read that illustrates "brotherly love." Ask why we don't see examples of such love very often. Ask if they agree with the definition of love given in *Faith and Practice*.

III. Activities

The People Who Help Me Grow (E,M)

"It takes a whole village to raise a child." (Nigerian proverb).

Discuss this saying with your class. Then ask students to list the people who help them grow and learn: spiritually, physically, mentally and emotionally. Have paper and pencils, coloring or paint supplies, and scissors available. Draw an outline of the "village" or neighborhood on a large sheet of oaktag or cream colored poster board. Draw in the outline of houses where people live, the meeting house, principal landmarks. Leave space between each form. Draw in dotted lines where the buildings will be folded (not cut) to stand vertically. Cut out shapes-only on solid lines. Then have children or young people draw, paint, or color in around the buildings those people who are important in their lives or who help them grow.



Friendship Bracelets (O,M,H)

Friendship bracelets are not just for girls! Gather simple instructions (see end of this chapter) and materials (perhaps a kit can get you started). Purchase additional leather strips, gimp, or embroidery floss and beads. Demonstrate bracelet-weaving techniques and have completed samples for inspection. Ask middle or high school youth to provide assistance to younger children where needed. The goal is for each child to make a friendship bracelet to give to a special friend or a favored sibling as a gift.

This project can take much time. Perhaps it could be part of several First-day class periods.

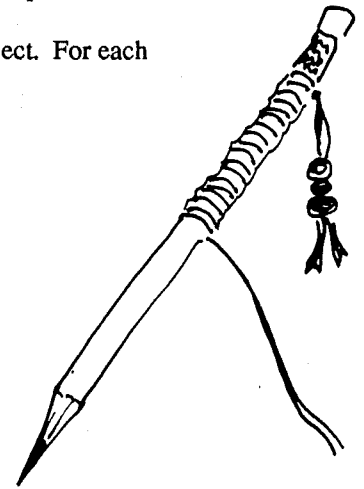
Friendship Pencils (O, M, H)

This variation on friendship pins and bracelets makes for a quick, distinctive project. For each friendship pencil you need:

- One new pencil, sharpened
- Embroidery floss in several colors, about 5-1/2 yards in all
(One yard of floss wraps about 1-1/4 inch of pencil)
- 5-20 small beads
- Small amount of white glue or other adhesive

Use a tiny dab of glue to secure the end of the floss as you start, change colors, or finish wrapping. Begin at the eraser end (over the metal eraser channel or just below it). Thread beads onto the floss at regular intervals or randomly. (Remember that the beads will make the pencil less comfortable to hold.) You can wrap several colors at once for a "rainbow" the length of the pencil, or make stripes by wrapping one color at a time. If you want, tie short lengths of floss around the pencil near the eraser end and knot beads onto the strand ends. Use a dab of glue to secure the knot to the rest of the wrap. Present these to your friends as a token of your feelings. Or make sets with your own color scheme and exchange with your class.

When the pencil point wears down, carefully pick free the end of the wrap. Unwind about a half an inch. Sharpen your pencil, holding the free strand away from the sharpener. Then rewrap and resecure the end with glue. Adapted from *American Girls Magazine* Jan/Feb, 1996.



Service Scrapbook (H)

Make a scrapbook or poster showing names (in bold letters) or pictures of local agencies which care for our brothers and sisters. Choose one agency for which the class wants to volunteer or arrange to serve meals to the homeless at a local shelter.

IV. Games

Willow in the Winds (O,M,H)

A small group (approx. 7-10) stands in a circle with shoulders touching. One person steps into the center to be the willow. Those making the circle put arms out with palms perpendicular to the ground (keep elbows slightly bent). When the person in the center says, "Ready?", circle responds, "Ready"

and gently (like the wind) supports and moves person in the center (the willow tree) who, while standing, trusts his/her weight to the circle (like a trust fall).

Processing the game: Is this relaxing or reassuring? Relate this experience to the importance of having a safety net or having the support of friends and family by asking: When do you need support? Whom do you turn to? Who turns to you?

Group Balancing Game (O,M,H)

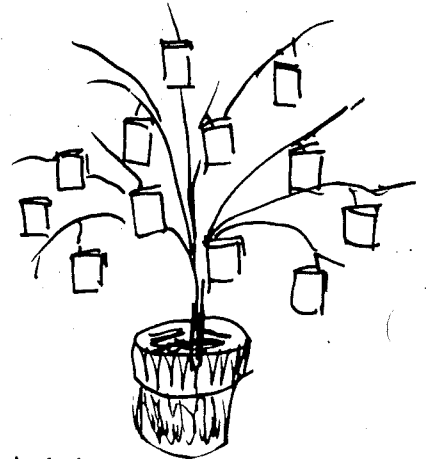
Each child is given a paper plate or beanbag to practice balancing on different parts of the body (except for the palm of one's hand.) Make sure there is plenty of space for moving around. After everyone has had a chance to experiment, explain that the group goal is to keep everyone "moving" in a circle. One can only keep moving (walking about the room) if the plate or beanbag is balanced on some part of the body. When it falls, everyone must freeze. Another person can try to stoop and get the plate/bag to hand it back. The player can replace it and again move. If helper's plate falls while in an act of kindness, all must freeze. Remember the group goal is to keep everyone moving for 30 seconds.

Processing the game: How did you feel when the plate fell? When someone helped? When your plate fell while you were trying to help someone? Did you feel able to take risks (balancing in awkward places)? What helped you feel safe, able to take risks? How is this game like your family? How is it not? What does it have to do with caring for each other?

V. Service Projects (E,M,H,A)

Create a Giving Tree

One meeting does this at Christmas, but the tree could be of any kind. Ask a social service agency to suggest a list of moderately priced items needed by individuals in the community. (Homeless shelters are in need of toiletries and other basic items like socks, caps and gloves, especially during the winter.) Anchor a graceful branch with many twigs in a sturdy pot, or put up an artificial tree. Hang tiny cards on string on the branches, each of which carries the name or description of one item to be donated. Meeting families or individuals choose one or two cards and purchase the items, which are then collected and delivered to the agency for distribution.



Used Clothing for AFSC or a Quilt

Collect used clothing from your family. American Friends Service Committee particularly needs children's and infants' clothing. Remembering that people like to get new clothes as well as used, gather new and used clothes and organize a trip to the AFSC warehouse to donate, sort, and pack clothing for distribution. Call Tom Moore in Material Aids, AFSC, at (215) 241-7041, to arrange a trip or for suggestions of other projects.

OR use old clothing donated by your class or meeting members to make a colorful quilt to give to a nursing home.

Pennies for Others

Ask the whole meeting to help your class raise money for a special project by saving pennies to put in a big jar or box clearly labeled with the purpose and goal for the collection. Children in one meeting chose to sponsor a child from Zimbabwe as a service project. To help meet the yearly sponsorship fee, a small box with the child's picture sits on the table where refreshments are served during coffee hour after meeting for worship. As Friends enjoy each others' company and the good food, the box of pennies reminds them to reach out to help another child far away.

The Golden Rule

The ethic that we should treat others as we want to be treated is found in all the great religions of the world:

Christianity: "As ye would that men should do to you, do ye also to them likewise." Luke 6:31 KJV
"Do to others as you would have them do to you." Luke 6:31 NRSV

Baha'i: "It is our wish and desire that every one of you may become a source of all goodness unto men, and an example of uprightness to mankind. Beware lest you prefer yourself above your neighbors."
Baha'u'llah, Gleanings, 315.

Buddhism: "Hurt not others in ways that you yourself would find hurtful." Undana-varga: 518

Confucianism: "Surely it is the maxim of loving-kindness: Do not unto others that you would not have them do unto you." Analects, XV, 23

Hinduism: "This is the sum of all true righteousness: deal with others as thou wouldst thyself be dealt by. Do nothing to thy neighbor which thou wouldst not have him do to thee after." *The Mahabharata*

Islam: "No one of you is a believer until he desires for his brother that which he desires for himself."
Sunnah

Judaism: "What is hateful to you, do not to your fellow men. That is the entire Law, all the rest is commentary." The Talmud, Shabbat 31a.

Taoism: "The good man ought to pity the malignant tendencies of others; to rejoice over their excellence; to help them in their straits; to regard their gains as if they were his own, and their losses in the same way." The Thai-shang 3

Zoroastrianism: "That nature only is good when it shall not do unto another whatever is not good for its own self." Dadistan-I Dinik, 94-5

From: *Kids Are Worth It*, Barbara Coloroso, Wm. Morrow and Co., NY, 1994.

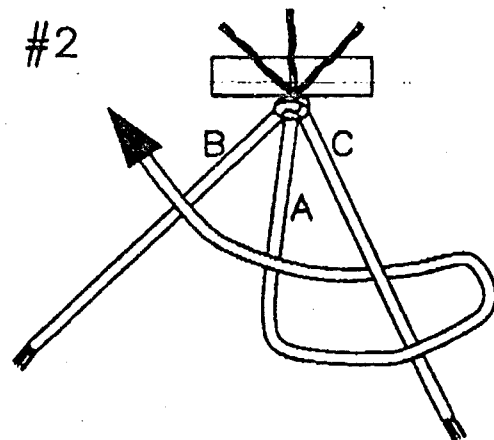
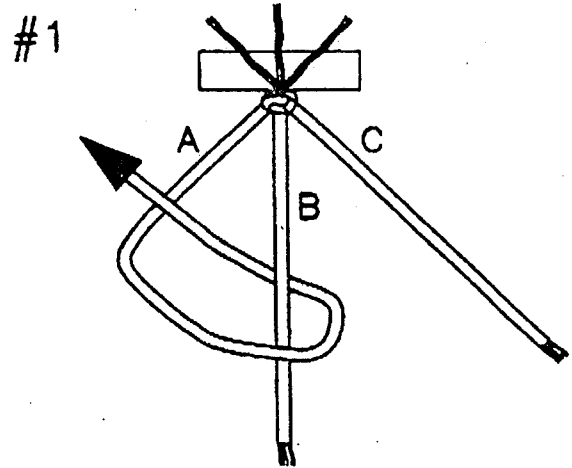


Friendship Bracelet Directions

To Start: Using three different colored strands, tie a knot about 1 to 1 1/2 inches from the end. Tape it to a table or flat surface. Separate the strands. A on left, B in middle and C on right. Choose one of the two designs below.

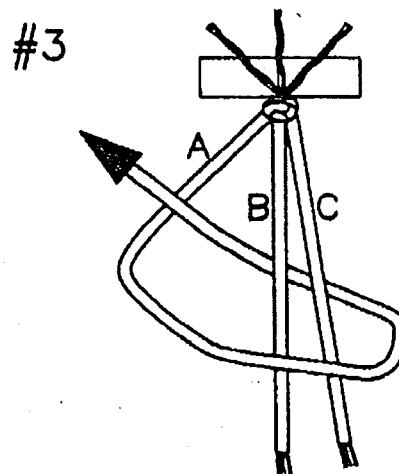
1. Round

1. Set the C to the right. A goes over, under and through B twice. See diagram 1. Pull tight and slide to the knot, each time.
2. Set B to the left. A goes over, under and through C twice. See diagram 2. Pull tight and slide to the knot, each time.
3. Set A strand to the right. B goes over, under and through C twice. Pull tight each time.
4. Set C goes to the left. B goes over, under and through A twice. Pull tight each time.
5. Set B to the right. C goes over, under and through A twice. Pull tight each time.
6. Set A to the left. C goes over, under and through B twice. Pull tight each time.
7. Repeat steps 1 through 6 until desired length is reached. Tie off end.



2. Spiral

1. Hold C and B strands in right-hand. Take A strand in left-hand. With A strand go over B/C, around and through. See diagram 3. Hold B/C straight and pull the A strand tight. Repeat 9 more times.
2. Hold C and A strands in right-hand. Hold B in left. With B strand go over A/C, around and through. Hold A/C straight and pull the B strand tight. Repeat 9 more times.
3. Hold A and B strands in right-hand. Hold C in left. With C strand go over A/B, around and through. Hold A/B straight and pull the C strand tight. Repeat 9 more times.
4. Repeat steps 1 through 3 over and over until desired length is reached. Tie off end.





Chapter Three

We Honor Each Other's Gifts



Now there are various gifts, but the same spirit and there are varieties of service, but the same Lord and there are varieties of working, but it is the same God who inspires them all in everyone.

1 Corinthians 12:4-6

Now as they were on their way, he entered a village; and a woman named Martha received him into her house. And she had a sister called Mary who sat at the Lord's feet and listened to his teaching. But Martha was distracted by much serving; and she went to him and said, "Lord, do you not care that my sister has left me to serve alone? Tell her then to help me!" But the Lord answered, "Martha, Martha, you are anxious and troubled about many things, but only one thing is needful. Mary has chosen the good portion, which shall not be taken away from her."

Luke 10:38-42

Introduction:

Each person has a role to play and contributes something to make the family work as a whole. In this chapter we hope that the kinds of non-material gifts which children and young people can give will become clearer. How family members can see each person's strengths and abilities and share their unique gifts with one another will be the thrust of this chapter.

To the Teacher:

This chapter has four sections, each with activities to do for nursery through high school age. The first section uses the book *The Giving Tree* by Shel Silverstein with various age groups. The second section talks about the kinds of gifts we can give to our families. The third section describes ways we can share what we have with family and meeting Friends. In section four a discussion and two activities point toward what children and young people can do if it seems like a brother or sister is getting more attention or recognition than they are.

Each section offers possibilities of reading a story, role-playing, discussions, looking at videos, even baking a cake. You need only do one or two activities or one section of this chapter.

I. The Hardest Gift to Give

Using *The Giving Tree* by Shel Silverstein, do one or two of these activities according to the age of your group:

Read, With Props, Snack (N)

Before reading the story, collect apples, branches, a piece of tree trunk, a picture of the boy, and of an old man or other appropriate props. As you read, illustrate with the props as they fit with the story.

After the story, talk about the gifts the tree gave to the boy as he grew. Ask what the boy gave to the tree. Ask the children if they know anyone who gives too much. Ask if they ever give anything to their mother or father. What? Why?

Snack: apples.

Craft: draw several large trees with huge overhanging branches out of green construction paper. Cut out one for each member of the class and paste on large white paper. Ask each child to name a gift someone in their family has given them. Draw it for them, cut it out and have the child paste it under their own tree. Then ask each child to name something they have given which you cannot smell

or touch. They can draw or scribble it or you can draw it for them, cut it out and let them glue it to the branches of their own tree.

Read, Discuss, Define (E):

After reading the story or having a "reader" in the class read it aloud, ask what the tree gave to the boy and what the boy gave to the tree. Then ask how the receiver honored each gift. Finally, talk with the class about the meaning of "gift." Emphasize that these are the kinds of gifts we can give to one another in our families or in school. Draw a large tree with bare branches on shelf or poster paper; have the class color it brown and hang it on the wall. Ask the children to make leaves out of green construction paper and with dark marker inside each leaf write what they can give to other family members or schoolmates. Then they can paste their leaves/gifts to the bare branches of "The Giving Tree."

Read, Discuss, How to Honor Each (M)

After someone in the class has read *The Giving Tree*, talk with young people about what "gift" means, and discuss how we honor the gifts we have and receive i.e., thank-you notes, applause, art-exhibits, recitals, a smile, a hug, etc.

Read, Act Out, Discuss (M,H)

Assign parts to role-play *The Giving Tree* after the story has been read out loud. Have characters talk with others in the scene(s) and decide what they will do. Play out the story. Then discuss whether or not the boy took too much or was selfish. Ask young people to consider what happens when the giver (the tree) gives too much. Talk about what happens in families if giving and receiving is not balanced. The role play can then be acted out for a younger FDS class and the young Friends can lead the discussion which follows.

II. What Can I Give?

Read *Frederick* by Leo Leoni (N,E)

Make a present (N)

Ahead of class, cut out several magazine pictures or illustrations of children using their talents or giving gifts, like rolling a ball, skipping, finger painting, or giving a present at a party or cleaning up toys. Provide a big box with a lid and invite the children to help decorate it like a present. Ask each child to choose a picture which shows something that he or she is able to give. A scribbled picture will be just fine, also. Affix pictures to the outside and add a bow. Make a big card with all the children's names on it which says, "These are the gifts we can give to other people," and put it inside the box.



Guess Whose Gifts (E)

Collect one shoebox or similar small box for each child. Each child thinks about the special gifts or talents they have and lists them on a slip of paper. Then each one wraps their own box like a present and makes a slit in the top into which each puts their talent slip. Children exchange boxes; classmates try to guess whose box they have.

I Wear My Gifts (E)

Each child makes a vest out of a brown paper grocery bag. Using construction paper, markers and glue, they decorate it with pictures or words that symbolize their particular gifts or abilities. Hang the vests on hangers and have the class try to identify each person's vest.

The Gifts I See in Others (M)

Each young person has a small box with a lid. Ask them to decorate it with crayons, markers, stickers, or colored paper and glue, in a way that clearly describes their personality, i.e. a smiley face for someone who seems happy all the time, or a soccer ball for someone who loves the sport. Put a slit in the top of each box. Ask the class to quietly think of particular gifts or talents that each of their classmates possesses and make a picture or symbol of those gifts. When the "gifts" are completed, young people walk around and deposit gifts in correct boxes. In quiet reflection, each young person opens their box to see how they are seen by others. Ask if anyone was surprised or pleased by the "mail" they received.

III. Sharing Mine and Honoring Others' Gifts

Sharing talent with others in Meeting (N,M,H):

Have older (older than preschool) youth lead singing, making a craft, or read a book (such as those that follow) to a younger class. Perhaps younger children could reciprocate with a song or picture.

Read *Rachel and Obadiah* by Brinton Turkle (N, E): to illustrate that one's gender does not determine what one can do and the special relationship between a brother and sister. After the story, ask and discuss the following questions:

1. What did Rachel try very hard to do?
2. How did her brother, Obadiah, help her?
3. What makes you think Rachel can win the race?
4. Why did Obadiah lose the race?
5. How do you think Obadiah felt when he lost the race?
6. What did Jacob Slade give Rachel?
(A chance to try to outrun her brother.)
7. What did Rachel give Lydia Hussey, the Captain's wife?
8. What do you think Rachel did with her second coin?



From P. 10 of *Obadiah for FDS* by Merrill Dutton, PYM RE Committee

Read *Best Friends for Frances* by Lillian Hoban or *The Little Brute Family* by Jan Berenstain (E) to illustrate the idea of recognizing different abilities in families.

Read *The Story of Benjamin West* (E) about a Quaker boy with artistic talent at a time in Quaker history when one didn't draw or paint pictures because it was not possible to create a replica as good as God had created originally. Talk about the hidden gifts each has that they wish they could share with their families and others. In *My Book of Friends*, Faith & Life Curriculum, Friends United Meeting, 1985.

Family Constellation (E)



Make a family constellation. Each member is represented by the shape of a star. Place the family member's name and the gifts they add to the family on each star. Bring in diagrams which illustrate different constellations like The Big Dipper, Orion's belt, etc. Have the children arrange their family's stars in the shape of a constellation and paste to a dark colored background. Extended family can be part of the child's constellation.

Sharing Meeting Family's gifts (E,M)

Have Meeting members contribute, through brief interviews, tidbits about their talents, hobbies, volunteer pursuits, etc. Have the class honor them by making a mobile that highlights the gifts of those Meeting members.

View *Jacob I Have Loved* (O,M) - This is a video about sibling rivalry and finding your own gifts.

Preview it first and think of questions which your class can discuss at its conclusion as they relate to the chapter's theme: *Caring for One Another*.

Family Crest (H).

Discuss the attributes that each member of the family possesses. Talk about how those gifts fit into making the family a "whole." Ask each to create and make their family's crest out of materials provided: fabric, origami paper, construction paper, glue, paint, markers.

Make a Cake (E,M,H,A)

Cocoa Cake

Grease a 9x9x2 pan

1-1/2 c sifted flour

3 T cocoa

1 tsp baking soda

1 cup sugar

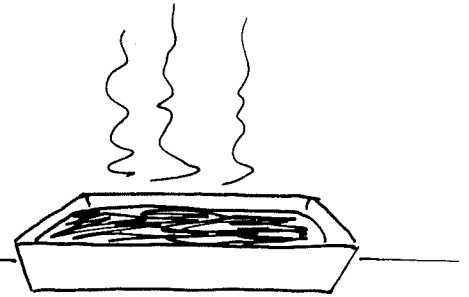
1/2 tsp. salt

5 T cooking oil

1 T vinegar

1 tsp. vanilla

1 cup cold water



Preheat oven to 350. Mix all dry ingredients in 9x9x2 baking pan. Make grooves in the dry ingredients. Pour oil in one, vinegar in one and vanilla in one. Pour water over all and stir, being sure to get the dry corners. Bake for 1/2 hour in 350 oven. To serve twelve people.

The idea is to begin by tasting all ingredients to see how awful all taste except the sugar. Say, you are the sugar. Which ones of these ingredients do you think will make the cake taste good. All are essential to the cake. It's a great cake. If you left any out because you didn't like them, the cake would be ruined, but because they all have a part to play, they work well together. If you only included in your life people like yourself, or people you like, your life would not be as rich. Even if you work with people you do not have anything in common with or do not like, you can respect their role, and accomplish beautiful things.

IV. When Someone in the Family Has More than You

Read the "Mary & Martha" story: Luke 10:38-42 (E,M), using the quote at the beginning of this chapter, or read from the *Children's Bible* or the *Good News Bible*.

Discuss: How is this story like what happens in your family? Does it seem like one person gets special attention or gets out of work? How does that make you feel? What did Jesus say when Martha complained? What do your parents say? What should you do?

Is there a way that each person in the family or class can get the gifts or attention they need? How can your parents make sure that each person feels affirmed? How can you help?

Role play: Older children may wish to make up a skit based on the story of Mary and Martha but adapted to a situation in their family.

Balancing the Scale (H).

Give each Young Friend at least five 3x5 cards and ask them to list on separate cards what they do to gain attention or recognition from their parents. List separately on the remaining cards what their brothers and sisters do to be recognized or affirmed. Borrow a balance scale from a fruit market or science lab (or make one from a meter stick balanced on a pivotal point with plastic cereal bowls fixed to either end with rolled up masking tape.) Ask each young person to put their attributes on one side of the scale and their siblings' talents on the other. Talk about what it feels like to have more or less than siblings and what can be done about it. Also, ask the teens to say what it feels like to not have their abilities or good deeds recognized.

Sing: *All God's Critters Got a Place in the Choir* (A)

"All God's critters got a place in the choir
Some sing low, some sing higher
Some sing out loud on the telephone wire and
Some just clap their hands or paws
or anything they got now"

From "A Place in the Choir", #306, by Bill Staines, in *Worship In Song, A Friends Hymnal*, published by and obtainable from F.G.C. Bookstore, (1-800-966-4556.)

Chapter Four

We Resolve Our Conflicts and Differences



And forgive us our debts as we also have forgiven our debtors... for if you forgive men their trespasses, your heavenly Father will forgive you but if you do not forgive men their trespasses, neither will your Father forgive you.

Matt 6:12, 14-15

It is no use opposing great wars if there are small ones in our own lives. If we quarrel with other people and bear them grudges, we are creating a state of war around us. We must try, as George Fox said, "to live in the life and power that takes away the occasion of all wars."

The Quaker Way, 1958

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

To Kill a Mockingbird, Harper Lee

A conscientious pacifist couple with high standards may dutifully rear their children without being aware of the silent cruelty of their perfectionist drives. Instead of verbalizing feelings of anger, a silent cold disapproval is felt by the growing children, compounded by their awareness of their smallness vis-a-vis the grown-up, powerful parents. The aggressive drives of children become greater by the inability to find expression.

Aggression and Hostility in Quaker Families, Fortunato Castillo, Rufus Jones Lecture, 1974

Introduction:

The very differences that make each one of us special can also create conflicts. How do we learn—and teach our children—to honor differences? Dr. William Ury, internationally known negotiator, says that *all* our daily interactions are “negotiations”, and that successful negotiation begins by walking in the other person’s moccasins. Whether disagreements arise between siblings, neighbors, or international governments, the process of resolution can be the same:

- Find the points on which we agree.
- Use that to build understanding and develop respect for different feelings, views and beliefs.
- Negotiate compromise or solution based on understanding and respect.

At the same time, it is important that we give permission to our children and ourselves to experience the normal feelings that often arise in conflict situations: fear, anger, frustration. We must remind them and ourselves that feelings are not “right” or “wrong,” they just *are*. How can we validate or acknowledge these feelings? How can we express them in ways that will not harm us or others?

To the Teacher:

How to use this chapter: Read all the lessons and activities. Each of the three lessons based on Bible stories is designed for a particular age group. The story is followed by a choice of questions and activities. You can select those that most fit the interest and developmental level of the children you are working with. Because conflicts within families and larger communities often occur across generations and backgrounds, consider mixing two or more age-groups for some lessons. Each lesson gives tools which children and youth can use to solve conflicts that arise within their families, in their Quaker meetings, and as citizens of this planet.

The lessons which follow emphasize resolving conflicts by:

1. identifying feelings (their own and others’),
2. learning to respect another’s feelings and differences, and
3. forgiving ourselves and others so we can move on with love in our hearts.

I. Jacob and Esau (N,E)

Tell about Jacob cheating Esau of his birthright and of Isaac's blessing (Gen 25:19-34 and Gen 27:1-40) and about Jacob's later success and return (Gen 32:3-21, 33:1-15). Use lots of facial and vocal expression, and body language. You may want to use puppets (see directions which follow under Puppets to show conversations between Jacob and Esau).

After you have read the story from a children's Bible (*The Beginner's Bible*, available from F.G.C. Bookstore, is excellent for this age), talk about the different characters, their personalities and feelings, and ask children how they would feel in similar circumstances:

Questions:

- How are Esau and Jacob different? How are you and your siblings different? The same?
- How does Esau show he loves Jacob? How does Jacob show he loves Esau?
- Have you ever made up with a friend after you were angry? How did you do it? How did you feel afterward? What things could someone do for you that would make you feel forgiven?
- Have you ever used tricks to get what you wanted? How do you think Esau feels after Jacob tricks him?
- The giving of blessings and the awarding of birthrights was common practice in those times. What tricks does Jacob use to get what should have been Esau's? How do you think Jacob feels? How would you feel if a sister or brother tricked you to get something that was yours?
- Jacob becomes successful, with a large family and much livestock, and returns to his homeland. How do you think he feels when he is about to see Esau after 20 years? How did the brothers feel once they met again? Does Esau forgive Jacob? How has Jacob changed in 20 years?

Activities (Note: Even though this lesson is suggested for younger children, we've suggested activities for older children in case you have that age in your class.):

Feelings Faces (N,E)

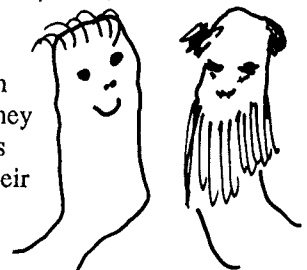
Provide felt ovals (near the diameter of a child's own face—about 6 inches across)—of tan, beige and brown, and lots of colored felt circles, ovals, triangles and other shapes to illustrate feelings on their "faces." Glue felt ovals to a cardboard backing of the same size and to tongue depressors or craft sticks, so each child can hold up a face which captures the emotions of Jacob, Esau, Rebecca or Isaac.

Characters' feelings from other stories, like *Best Friends for Frances* or *Rachel and Obadiah*, can also be portrayed. (The felt pieces for eyes, nose, etc., will stick temporarily to the felt base so they can be shown to the rest of the class.) Or use construction paper and glue for a more permanent depiction.

Read *The Butter Battle* by Dr. Seuss (E). Have children give suggestions of how they would settle the conflict about the side of bread. Make butter from scratch and enjoy on crackers. From *Dr. Seuss for First Day Schools* by Brick, Caldwell and Sweeney, Religious Education Comm., PYM, 1989.

Puppets (E)

Make simple puppets from old socks. Using fabric glue, attach buttons and pieces of felt cut in simple shapes for basic features and hanks of yarn for hair. Let the children choose a piece of ribbon or square of printed fabric to make a hat or scarf or bow so they can easily identify their own puppet. As the story of Jacob, Esau, Isaac and Rebecca is told, puppets can be used to express feelings and act out conflicts and resolutions...their "feelings, fights and fixes." The puppets can be used to portray a portion of the story; e.g., Isaac blessing Jacob instead of Esau, or Esau and Jacob meeting after 20 years.



Feelings & Doings Collage (E,M)

Members of First-day class cut out pictures from magazines that illustrate the feelings and actions which unite or separate "brothers and sisters" (i.e., siblings, friends, schoolmates, FDS classmates). On a large piece of poster board make two columns, one for separating and one for uniting. Paste pictures onto poster board.

Aggression Cookies (E,M)

Use the recipe which follows for a cooperative effort and for just plain fun:

Take out your anger and frustration mixing up a batch of these cookies:

- 3 c. oatmeal
- 1-1/2 c. butter
- 1-1/2 tsp. baking powder
- 1-1/2 c. brown sugar
- 1-1/2 c. flour

Dump everything into a large bowl. Mash it! Knead it! Beat it! Pound it! Then roll into small balls and bake 10-12 minutes on a cookie sheet at 350F.

Role-play (M)

Have young people put together a "mini-skrit" of a scene from the story of Jacob and Esau. Provide some props, such as a soup bowl, a piece of fake fur for Esau's arm, or a couch for Isaac to lie on. Or perhaps they can think of a situation from their life to portray which contains the same elements as the Jacob and Esau story.

From *Teaching the Old Testament to Quaker Children*, pp 3-10, by Barbara Caldwell, REC, 1990, and *Walking Cheerfully: Six Lessons on Recognizing the Light Within*, the unit on "Shining the Light on Conflict" pp 13-19, by Read, Caldwell and Wilson, Nonviolence & Children and REC Committees, PYM, 1983.

II. Joseph and His Brothers (E, M)

Tell the story of Joseph's sale into slavery, his rise to power in Egypt, and his subsequent reconciliation with his family (Gen 37-50). The following questions will help your First-day class to consider how Joseph and his brothers felt and how and why their feelings changed.

Questions for Discussion:

- When Joseph's parents gave him a special coat, how do you think his brothers felt? If your parents seem to show special attention to your brother or sister, how do you feel? Do you think your parents have favorites? How do you try to get attention?
- What is the real problem between Joseph and his brothers? What part does Joseph play in creating the conflict? What part does the brothers play? What part does Jacob play? Do you think the brothers are really bad people?
- Two of the brothers suggest alternatives to killing Joseph, though they are not quite brave enough to stand up to the other brothers. Why is it so hard to stand alone against a group? What must it have been like for the brothers to live with the lie they told their father?
- Can you think about times that you felt jealousy or anger toward a sister or brother or friend? Did it change your friendship? Did you feel differently the next day or several days later? Why? Have you ever considered taking a "time-out" for a cool-down period when you were really angry or frustrated with someone?
- Why does Joseph "test" his brothers? Why does he forgive them? (Emphasize: Joseph readily forgave his brothers because he believed God had turned their bad deed into good.) In what ways do you think the brothers change? In what ways does Joseph change?
- Although it seems obvious that Joseph loved them and forgave them, why were his brothers still afraid of him? When you have done something pretty awful to someone, do you doubt their forgiveness? Do you ever think that maybe you are continuing to punish yourself even after God or your friends or loved ones have accepted you and forgiven you? Maybe we need to learn to forgive ourselves.
- What else might the brothers have done to resolve the dispute between themselves and Joseph? If we're all brothers and sisters, should we expect to be "one big, happy family"? Should we always "get along," with no disagreements, anger, or differences? Can we resolve conflicts so everyone is satisfied?
- What can you do to resolve problems in your family? In your classroom? At your meeting? In your community? In the larger world community? What role do Quakers play in these situations?

Can you think of a family (or class or community group or committee) that had one really strong leader who always seemed to be solving the problems? What do you think would happen if that one strong leader were no longer there? What *could* happen?

How can you help a person who is being picked on or persecuted? What can you do to break away when the group you're in is doing something you don't feel is right?

Make copies of the reasons why brothers and sisters fight (at the end of this chapter) by Joy Berry and read it together with the class. Ask students to nod if any of the situations are real to them. Then call attention to how to handle the conflicts. Look at *Four Steps to Avoid Fighting* on the back of the page. Role play one or two of the situations, including how to avoid as well as how to stop a conflict.

Activities:

Human Pretzel Game (O,M)

In this game people in the class get themselves in a fix (or in an argument), or all tangled up, just as we do in our families. Then someone from the outside comes in and helps straighten things out.

Perhaps that "outsider" is like an impartial brother or sister, or mom or dad.

The game goes like this: One or two people leave(s) the room. Everyone holds hands in a circle and twists themselves over, under, and through each other without dropping hands. The one or two people waiting outside come back in and are challenged to untangle the group. The "Pretzel" cooperates as the "untanglers" figure out who goes where. From *Nonviolence & Children Program*, Marta Harrison, 1975.

Processing the game: Ask if anyone in the class has ever straightened out or solved a problem in their family. Give an example. Ask how it felt to be in the "outsider" role.

Feelings Relay (O,M)

Arrange 5 or 6 kids in a line, front to back. The teacher whispers a feeling to the last person in line, who taps the next person in line on the shoulder. Person "2" turns and "reads" the expression on person 1's face and her body language—an interpretation of the feeling. Person 2 then taps person 3 on the shoulder and whispers the name of the feeling to him. Then person 3 taps the next person in line and "expresses" the feeling. Person 4 whispers his idea of the feeling to Person 5, etc. This is a variation on "telephone" or whisper-down-the-lane, passing a feeling down the line by alternating between a whisper and physical expression.

Processing the Game: Ask: how can you be sure you interpret correctly the feelings of your siblings or friends, etc.? Do you give clear messages of how you feel? Then suggest how young people can "check-in" with their siblings or friends. One can ask: "Are you feeling _____ now?" Then, suggest a response that would be appropriate to the feeling; i.e., "lonely" might bring the response, "Would you like company?"

Saying It Like It Is (O,M)

Here are samples of situations which your class might encounter at home or in school:

- One insists on playing loud music or having friends over when the other is studying for an important test.
- One is always late; the other is always early or on time.
- One likes to eat in the kitchen, standing up at the counter; the other wants sit-down meals with the family all together.
- One keeps secrets; the other feels compelled to share with a special "other."

Ask the class to fill in the blanks of this sentence:

I feel _____ when _____ because _____.

Then ask students to pair up, pick a situation, decide who will take what part, and then write or say "I" statements to each other about their feelings and what they need.

Comic Strip (O,M)

In this cooperative venture, one child does the first three scenes, building up the conflict; and the next child creates three more scenes to resolve the conflict. Or, the teacher could do the first scenes of a conflict, and the children could pair up to draw their ideas of how to resolve it.

Meeting for Clearness (M)

This is a tool for conflict within oneself. Discuss how and why this might be set up, and then try it out. These Meetings are used when a person, usually an adult, has a very difficult decision to make, such as a job or career change or what to do about an elderly parent. They ask two or three older, seasoned Friends in the Meeting to help them get “clear” about what to do.

Meeting for Business (M)

Hold a meeting for business to solve a problem or make a decision in the group.. (Directions at end of this chapter are from *Teaching Quaker F&P to Children*). Set up a Junior MFB to decide things such as: what service project to do or what social events to have with the Quarter.

Big World-Little World (M)

Role-play an international situation as a sibling squabble.

Offering It Up (M)

Set up a tealight candle on a recycled aluminum pie plate. Make sure you have a bucket of water nearby to put out a fire (just in case) and in which to place spent burnt offerings. Light the candle. Have 1” x 5” strips of paper and pens ready. Ask the class to settle into quiet and think about something they have said or done for which they are sorry and would like to be forgiven by God or the person they hurt. Ask each person to write on the strip of paper one thing for which they wish forgiveness. Fold the strip in half (to 1” x 2-1/2”) and twist it. One at a time, ask the middle schoolers to hold the paper twist over the candle flame and let it burn. As the smoke drifts up toward the Heavens, ask students to release their burden and guilt and to forgive themselves so they can start over again.

Spend time afterwards talking about how each person is feeling and what their next step will be.

III. Conflict Stories in the Bible (H)

[taken from the *Walking Cheerfully* curriculum unit, “Shining the Light on Conflict” pp. 13-19.]

Read aloud at least two of these stories: Cain and Abel (Gen 4:1-16), Joseph and His Brothers (Gen 37), Jacob and Esau (Gen 27) OR the Prodigal Son (Luke 15:11-32). Look at how conflict between siblings is handled. Keeping in mind that some Old Testament stories use individuals to stand for groups or clans, it is possible that the conflict may involve more than just two people.

Questions for Discussion (H):

Is there a similar motive for the conflict in these stories? What can this tell us about the nature of conflict?

What can it tell us about the nature of close relationships?

If our relationships with one another teach us about our relationship with God, what do we learn from our conflicts with one another? What did Joseph learn about himself and God? What did Jacob come to understand? What was God’s message to Cain? What was the message from God in the Prodigal Son?

How do we express our feelings in a conflict? What do we *need* to express? How can we “speak truth to power” and also be mindful of the virtue of true silence (Wm. Penn)?

What makes us view the person with whom we’re arguing or disagreeing as an opponent? What do we fear most when we’re in a conflict? What makes some conflicts more difficult than others?

The Peace Testimony talks about outward violence, but what about inward violence? Even though we may not do physical harm to another, we may harbor hostilities. How can these do damage? Do we have an obligation to deal with these as well? What happens to the feelings Jacob and Esau can’t talk about?

Think of situations where each of the responses to conflict or disagreement might be used:

- aggression
- withdrawal
- discussion and negotiation
- decision by a third party

Why do we value some strategies over others? What are the drawbacks and benefits of each?

What part does forgiveness play in our resolution of conflict? What part does it play in our relationship with God?

Activities (H):

Charter of Respect

Compile a set of basic ground rules that your First Day School can use to get along and respect each other's feelings and special gifts. Have someone with artistic skills letter or typeset the guidelines on special paper and display it at where your FDS meets. Make copies so each person can take some home to post and copy, (perhaps it could be distributed in classrooms, parents' workplaces, boardrooms, Congress, the United Nations etc.)

Meeting for Clearness.

This is a tool for conflict within oneself. In some meetings, a Friend facing a life decision will ask two or three Friends to help him find his path. The decision might involve a possible job change, a career shift, or how to deal with a very difficult person. The clearness committee listens as the individual thinks out loud about various options. By sensitive questioning and comments the group helps the individual come to clearness about what path to take. Ask if this is a process which teens might use as they face difficult decisions. Does anyone in the class have a decision the class could help with?

Meeting for Business

Directions in *Teaching Quaker F&P to Children* at end of this chapter. Establish a Young Friends' Meeting for Business to decide such issues as where to give money which teens have raised, or how to organize an overnight in the Quarter. Report or take proposals to Adult Monthly Meeting, if needed.

Peer Mediation & Conflict Resolution

Find out if peer mediation or conflict resolution training is available within your meeting, via meeting organizations, or through members who are willing to share these skills with the teens.

Role-play

From "Every Kid's Guide to Handling Fights with Brothers and Sisters" at end of this chapter, class copy several situations onto individual 3x5 cards. Then distribute copies of the guide to students. Read along; listen for reactions. Split into groups of three teens each; give one card to each group. One person in the group reads the card; the others brainstorm solutions, then they decide which would work best. Or have each group of teens act out a response to a situation.

Resources

Call Nonviolence and Children Committee to facilitate an intergenerational workshop on *Befriending Feelings* at your meeting: 1-800 220-0796, x7239

**Blessed Are the Peacemakers*, PYM CYPYM Committee, 1989

**Dr. Seuss for First Day Schools*, by Brick, Caldwell & Sweeney, PYM RE Committee, 1989

Kids Are Worth It: Giving Your Child the Gift of Inner Discipline, Barbara Coloroso, 1994, Wm. Morrow & Co. Inc., NY (a parent resource)

**A Manual on Nonviolence and Children*, Stephanie Judson, NSP.

Siblings Without Rivalry, Faber and Mazlish, 1988, Avon Books, NY (a parent resource)

**Teaching the Old Testament to Quaker Children*, Barbara R. Caldwell, ed., PYM RE Committee

**Walking Cheerfully: Six lessons on Recognizing the Light Within*, Read, Caldwell & Wilson, PYM RE & Nonviolence and Children Committees, 1983.

*Available in PYM Library, 1-800-220-0796, x7220.

Every Kid's Guide to Handling Fights with Brothers or Sisters

by Joy Berry

Why do you fight with your brothers or sisters?

1. Wanting your parents' love: Although most parents love their children equally, they usually love each child in a special way. Talk to your parents. Ask them to tell you about the things that make you special to them. Think about these things if you feel your parents love your brothers or sisters more than they love you.

2. Wanting to be the best: No one person can be the best at everything. Every person has both strengths and weaknesses. Your brothers or sisters might be better than you in some ways, but most likely you are better than them in other ways. Ask your family and friends to tell you about the things you do best.

3. Wanting to be respected: Brothers and sisters can hurt you or your feelings. They might do things that make you feel bad about the way you think. Try to treat your brothers and sisters respectfully, and they will most likely treat you the same way. Tell your brothers and sisters how you feel. Ask them to stop being disrespectful. Ask your parents for help.

4. Wanting to be treated fairly: Sometimes your brothers or sisters might get more of something than you do. Sometimes they might not have to work as hard as you do. Things do not always have to be equal to be fair. Things usually even out in the end. Ask questions if you feel things are not fair between you and your brothers or sisters. Communication helps you see the situation better.

5. Not wanting to be teased: Teasing is annoying. People tease because they enjoy upsetting others. Ignore your brothers or sisters when they tease you, and this will discourage them. If you cannot ignore them, walk away.

6. Not wanting to be embarrassed: Being embarrassed means being put down or humiliated. No one, including your brothers or sisters, likes to be embarrassed. Make an agreement not to embarrass each others. Walk away if they forget their promise.

7. Not wanting your belongings abused: You own your belongings. You can share them or insist that no one else use them. Do not lend your things if you think they might be abused. Put your belongings away so your brothers or sisters cannot use them without your permission. Communicate your feelings.

8. Wanting privacy: Everyone has the right to privacy. Respect each other's right to privacy. Communicate your feelings. Go to a safe place where you can be alone. Tell someone where you are going so no one will worry about you.

9. Being together too much: It is normal for people to get tired of each other when they are together too much. Tell your brothers or sisters when you feel you are spending too much time together. Get away from them if you feel you are getting tired of each other.

10. Feeling safe: When you are angry or upset, you might fight with your brothers or sisters since you feel there is no danger of losing them. A fight might end a friendship, but it cannot end a relationship between brothers and sisters. You can hurt each other physically or emotionally or damage things. Don't start, instead:

FOUR STEPS TO AVOID FIGHTING

STEP 1: Think about the consequences. Do you want to get hurt? Do you really want to hurt your brother or sister?

STEP 2: Talk about it. Look each other in the eye and ask them why they want to fight. Ask them not to fight. If talking doesn't help, try this:

STEP 3: Walk or run away. If your brothers or sisters come after you, try this:

STEP 4: Go get help. Ask an older person to help you deal with your brothers or sisters.

III - MEETING FOR BUSINESS

The basis upon which we hold our Meetings for Business - be they committee, Monthly, Quarterly, or Yearly Meetings - is that this is God's world, that he has unfinished business for us to do, and that it is possible for us to ascertain His will for us in this world.

Thomas S. Brown, *When Friends Attend to Business*

A. Introduction

If you intend to teach children about Quaker decision-making in general and Business Meeting in particular, you need to understand the process yourself. Many people on Religious Education Committees are not familiar with this part of the Quaker experience. A decision to teach children about Business Meeting is also a decision to teach adults about Business Meeting.

Lessons on Business Meeting should accompany lessons on Meeting for Worship. The Business Meeting is really a Meeting for Worship for Business. *Growing in the Light* includes two lessons on Meeting for Worship and one on Business Meeting for each of four age groups including adults. Whether or not you use this curriculum, the interrelationship of business and worship is an essential part of learning about Quaker process.

Quaker business process is learnable. It has its own language and procedures. We should not expect children (or adults!) to understand this process without conscious teaching and practice. The best way to learn about Business Meeting is to experience the process itself. Just talking about the process is likely to be a futile effort. "Experiential" is an important word among Friends; education in our traditions and practices should always emphasize experience - what in modern jargon is called "hands-on learning."

B. Preparing to Teach About Business Meeting

1. With your Religious Education Committee study one of the following:

Lesson III for High School and adults on Business Meeting in *Growing in the Light*.

Thomas Brown, *When Friends Attend to Business*

Michael J. Sheeran, *Beyond Majority Rule*

2. Ask each person involved to write a short (about 100 words) description of Business Meeting for the age group (s)he will be teaching. This exercise helps Friends decide what to teach, what words need explaining, what concepts can be taught, and what is and what is not an essential part of a lesson on Business Meeting.

3. With these descriptions in hand, outline what you want to teach. Do you want to emphasize the skills involved, the process itself, or both? Sometimes we teach the skills but don't make the connection to Business Meeting; or we describe Business Meeting without teaching the skills. Making these connections is very important. For instance, a lesson on listening can include a discussion on how this skill can be used in Business Meeting.

- a. Some areas of importance in teaching about Business Meeting are:
 - Respect for others, growing out of an understanding of the Light at work among people.
 - Two-way communication with God, which includes prayer and listening.
 - Communication with other people. Includes: listening, synthesizing, speaking up, speaking to the point.
 - Participation, accepting responsibility for taking part in a group's decisions and for acting on those decisions.
 - Openness, an awareness of other possible solutions besides one's own.
- b. Some procedures which will help children advance their skills in these areas are:
 - Worship sharing
 - Brainstorming
 - Reflecting back what a previous speaker has said
 - Lots of chances to make decisions in groups
- c. Some words you will need to explain: Agenda, clerk, recording clerk, minutes, minute, query, overseers, sense of meeting

C. Ideas for the Classroom

The ideas included here can be adapted for ages six and up. With younger children, concentrate on skills such as listening, and take advantage of decision-making opportunities during class time. For a fuller treatment of this material, see the lessons on Business Meeting in *Growing In the Light*. Those lessons also include games, problem solving scenarios, and art activities related to this topic.

1. Ask your class these questions:
 - a. When you are with a group of friends, how do you decide what you're going to do? Does everyone have a say?
 - b. Do you ever ask someone else to help you with a difficult decision? Do you ever ask God to help?
 - c. Do you know how Friends try to make decisions? Describe that process briefly. (Don't be surprised if no one knows the answer.)
2. Provide a brief description of Business Meeting. Be sure to tell the children that Friends do not vote in Business Meeting. They listen to all viewpoints and try to find a common solution or course of action with which everyone is comfortable and which is consistent with God's will. Friends do vote in elections and in other groups where voting is the way decisions are made.
3. Have the following list ready on newsprint and tape it up:
 - In a Meeting for Business:
 - A person called the clerk leads the meeting.
 - A person called the recording secretary or clerk takes notes.
 - The clerk presents an issue
 - Anyone may speak about the issue.
 - Sometimes there is silence between speakers
 - After all viewpoints are stated, the clerk tries to summarize what has been said. If this is a decision, he calls it the sense of the meeting.
 - There is time to comment on the summary

When the clerk feels there is agreement, he asks for approval. The meeting approves or disapproves and the secretary records the decision in what is called a minute. There is no voting or show of hands.

If someone feels strongly that the decision is wrong, (s)he can block the decision or stand aside after stating his/her opposition.

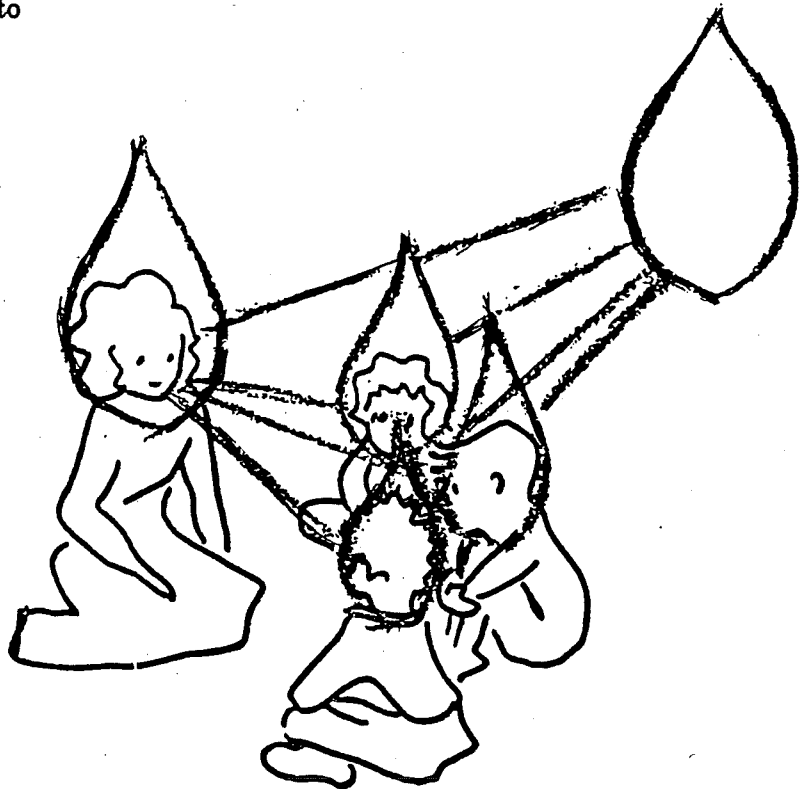
Often if there is disagreement Friends will wait a week or two and return to the issue then.

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

4. Now work with the children to make a decision. Act as clerk yourself or choose an older child to do this. Present the issue. Choose among those listed below, or, better yet, develop one relevant to your Meeting. If you choose a, b, c, or d, follow through on the decision, set up committees to implement the plan, set dates, etc. If follow through won't be possible, do (e), which is hypothetical.

- a. Plan a social event for the class. Decide what you will do, how to pay for it, who will do what, etc.
 - b. Plan a service project to help the Meeting, such as a yard cleanup, painting day, or a fund-raising car wash.
 - c. The meeting is concerned that members do not know each other very well. Develop a plan for helping Friends get to know each other.
 - d. Your classroom needs rules. It is the class' job to come up with a list of rules. Brainstorm possibilities, then consider each suggestion separately. Make sure all the children agree to each rule.
 - e. Someone has given the Meeting \$500. How should it be spent?
- Minute your decision.

5. Follow this lesson with a visit to Business Meeting. If possible go over the agenda ahead of time.



Chapter Five

Celebrating the Family of God

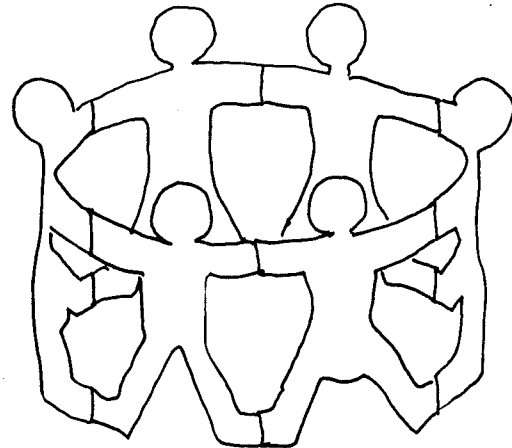
All people throughout the world had clans ... ours is the whole world.

Nelson Mandela

*In Christ there is no East or West,
In him no South or North,
But one great fellowship of love
Throughout the whole wide earth.*

*In him shall true hearts everywhere
Their high communion find;
His service is the golden cord
Close-binding all mankind.*

*Join hands, then, people of the faith,
Whate'er your race may be!
Who serves my Father as a son
Is surely kin to me.*



The Hymnal of the Protestant Episcopal Church in the USA, 1940, #263.

Worship in Song: a Friends Hymnal, 1996, #305

...Put on garments that suit God's [children]...compassion, kindness, humility, gentleness, patience. Be forbearing with one another and forgiving.... To crown all these must be love to bind all together and complete the whole. Let Christ's peace be in your heart; to this peace you were a member of a single body...

Colossians 3:12-17

Introduction:

The purpose of this section is to connect children with a wider circle of people who are the "family of God." Those families can be other members of meeting, neighbors who worship in their own churches, synagogues or mosques, or people all over the world who consider themselves members of the family of God, and those friends not yet linked to a faith community.

Questions to be considered are: Who are the people in our meeting? What are they like, what do they believe? What are the other faith communities nearby? What beliefs do we hold in common? What work do we all do in God's name? How can we know each other better? How can we work together for the good of our wider community? What do we have in common with Quakers across the world as well as friends from other faiths? How might we contact and become acquainted with one such faith community?

To the Teacher:

There are three sections from which you may choose to teach the theme of *Celebrating The Family of God*: by connecting with 1) the meeting family, 2) other religious faiths in my community and 3) God's world family. If you have already done activities from Chapter One about the meeting or world community, you could choose to emphasize Section 2, *Connecting with Other Faiths in My Community*.

I. Connecting with My Meeting Family

Toys for Shelter (E,M,H)

Pair children with middle or high-school youth to make a toy for a homeless shelter or county youth agency.

Boxes for Sick or Shut-in Members (E,M,H)

Find out from the Overseers Committee which Meeting members are home-bound and needing a visit. Find out what they would like and collect items for boxes to be delivered to them. Boxes could include personal items (like soap, toothbrush, lotion, etc.) or jelly, biscuits, cheeses, mixes, puzzles, or notepaper, etc. Two or three children from each class could call on a meeting member in the company of a teacher or parent.

Sharing Stories (E,M,H,A)

Invite members of the meeting to your class to share stories of their past or tell about their families. A question might be: What was it like to grow up in this meeting or to come to meeting for worship 50 years ago? Record the stories by audio or video tape or in writing and devise a way to share the stories with the rest of meeting. This could be done in a Friday evening "pajama party" where everyone comes in pajamas and might include cocoa, a roaring fire, small groups sharing and listening, or singing.

Arts & Talents Day (E,M,H,A)

Organize a meeting "arts and talents day" where members are encouraged to sing, perform, put on skits, cook, display art works or pottery, or read original poems. Provide a special "appreciators of the arts" section for those who aren't sure what talents they possess and one for the "talents" of members wishing to share a project that they are involved in - a news story, a political act, etc.

Meeting Mobile or "Meeting Family Tree" (M,H)

There may be two or three generations of Friends in your meeting. Find out who is related to whom. A young Friend could group families (including grandparents, aunts and uncles) together and take a picture of them. The middle- or high-school group could assemble a mobile or meeting "tree" of pictures of extended meeting families and hang it in a highly visible space.

Meeting Picture Book (M,H,A)

Using a loose-leaf photo album, create a picture book of meeting members. Included with each could also be a short biography, hobbies, jobs, characteristics, or stories.

Values and Beliefs (M,H,A)

Over a period of two or three weeks, have meeting members add words to a large poster in the social room which represent the values and beliefs they hold dear. Then have the First-day class figure out which are most mentioned, which they agree with, which bring peace, which show caring, which could be chosen to represent the whole meeting, etc. Using paints, markers or another medium, the young people or adults can represent the values which characterize the meeting family and display prominently.

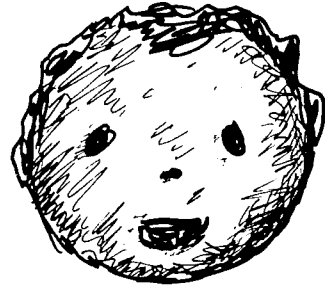
Meeting Cookies (A)

Using the recipe for sugar cookies which follows, have each young person make a cookie of herself or himself:

Recipe: Cream	1 cup butter	Combine and add	2-1/2 cups flour
	2/3 cup sugar		1/2 t. salt
Beat in	1 egg		1/2 t. grated lemon rind or
	1 t. vanilla		1/2 t. cinnamon

Drop on lightly greased sheet and press into a circle with a cup whose bottom has been sugared. To 1/4 of the dough, add 1-2 tbs. of cocoa and 1-2 tbs. of water depending on the shade of brown dough you need. Mix thoroughly.

Hair can be brown or yellow dough; round cookies make faces; decorations, like M&M's, work for eyes, etc. After meeting for worship, older Friends pick up a cookie, take it to the young person who they think made it and, if they are correct, get to know the baker before the Meeting Cookies are enjoyed by all.



Connecting with other Faiths in My Community

Community Map (M)

Take a drive around your village or town. Locate the different faiths and points where people gather. Then make a map of the community, showing the location of different churches and where members of the community gather (ball fields, courtyards, town squares, main street, fair grounds, theaters, malls, or borough halls).

Read Psalm 133 aloud: *How good and pleasant it is when brothers live together in unity!* Ask if there would be harmony in this community if everyone was Quaker? If everyone was a Catholic? Talk about what divides people in your community. Ask what unites people in your neighborhood. Ask if there is any one thing which would bring all people together in harmony. Examples?

Local Ministerium (M,H)

Contact the local ministerium to find out what churches are members, what they try to do, what they accomplish. Ask if there are any whole-community projects which First-day school youth could become involved with. Other related activities which your class could do:

- Find out about the various religions (*The Church Across the Street*, by Manwell & Fahs, Beacon Press - Boston, 1947, is an excellent resource for Protestant religions.)
- Invite speakers or young people from one or two churches to speak to your FDS class.
- Visit one or two churches, synagogues or mosques in the community, either during a service or for a tour led by someone in the church. Be sure to ask about the symbols, what they mean, and which are most important. Using the various symbols of each faith, make a small mural or mobile to go in the meeting house. Ask children to notice the similarities in values and beliefs among the religions and with Quakerism.
- Bring a friend from another faith community with you to First-day school or meeting for worship.

Two other excellent resources are:

- *My Friend's Beliefs: A Young Reader's Guide to World Religions* by Hiley Ward, Walker and Co. 1988
- *Exploring My Friend's Beliefs: A Judeo Christian Look at Protestant Religions in Your Neighborhood*, to be published February, 1997, by REC.

Inter-faith Youth Projects and Fellowship (M,H)

Find out about service projects in other churches which involve young people and seek ways to share the work. Ask other youth groups to share in Quaker service projects like trips to the American Friends Service Committee, (215) 241-7000 or PYM Weekend Workcamps: call Michael Van Hoy, (215) 241-7236, etc. Plan some activities for fun also.

Youth Inter-faith Project (M,H)

Set up a relationship with one or two other churches. With another youth group or two, create a mobile, quilt or mural, to be displayed in the town hall, main street, mall center, or community building. It could show symbols of the various faiths, values and beliefs held in common, silhouettes of each house of worship, hopes for the whole community, or dreams for the world.

III. Embracing the World Family of God

Read

- **God's Paintbrush* by Sandy Sasso (N,E)
- **Talking Walls* by Marcy Knight (w. teachers' guide) (E)
- **Lights for Gita* by Rachel Gilmore (E)
- All the Colors of the Earth* by Sheila Hamanaka (E)
- **Hands Around the World* by Susan Milord (E)

All are available from FGC Bookstore by phoning 1-800-966-4556, and * are available from PYM Library, (215) 241-7219

What Is UNICEF? (O,M)

Explore what this agency is doing. Extent of research or information gathering will be different for each age group. Show the book of pictures of children around the world published by UNICEF. Ask children to pick a child from another country and try to find out what that child's favorite activity or food might be. Help the children find pictures of houses, places of worship, ceremonies, etc. to match the culture of the chosen child. Draw, color, or cut and glue pictures describing the child's life to one large sheet of white paper.



Where Others Worship (O,M)

Collect and display pictures of people worshipping in Buddhist temples, Greek Orthodox Churches, Synagogues, Mosques, etc. Label it "The Family of God Around the World." Ask the class to cut out buildings or meetings and tack to the appropriate country on a large world map. Or make models of different places of worship and place on a horizontal oval which represents the world.

Quakers Around the World (O,M)

Find pictures and descriptions of Quaker meeting houses or Friends in Kenya, South Africa, Israel, Japan, England, Germany, etc. Good sources are Friends World Committee for Consultation (FWCC), Asia Bennett, at (215) 241-7250; Friends United Meeting in Richmond, Indiana, 101 Quaker Hill Drive, Richmond, IN, 47374 at (317) 962-7573; or *Quaker Life* magazine (most meetings have copies); or borrow copies from the PYM Library.

God's Garments (H)

Read the quote in Colossians at the beginning of this chapter. If we are part of the world family of God, how should we act? What values should we hold? How should we live our lives? On chart paper or chalkboard list the phrases which describe the characteristics of God's World Family. As a group, decide which of the qualities represent God's family. Create symbols that represent each quality or value, like gentleness, humility, or simplicity. Design a short-sleeved jacket made out of a grocery bag or felt on which these symbols are glued. A young person models their God's Family Jacket for the rest of the meeting and explains what the attachments mean.

Sing:

"Let There Be Peace on Earth", p. 161, & "We're All a Family Under One Sky", p. 243, in *Rise Up Singing*.

"A Place in the Choir," #306 in *Worship In Song, a Friends Hymnal*, FGC Bookstore.

"I'd Like to Teach the World to Sing", p. 22, & "He's Got the Whole World in His Hands", p. 41, in *Songs of the Spirit*.