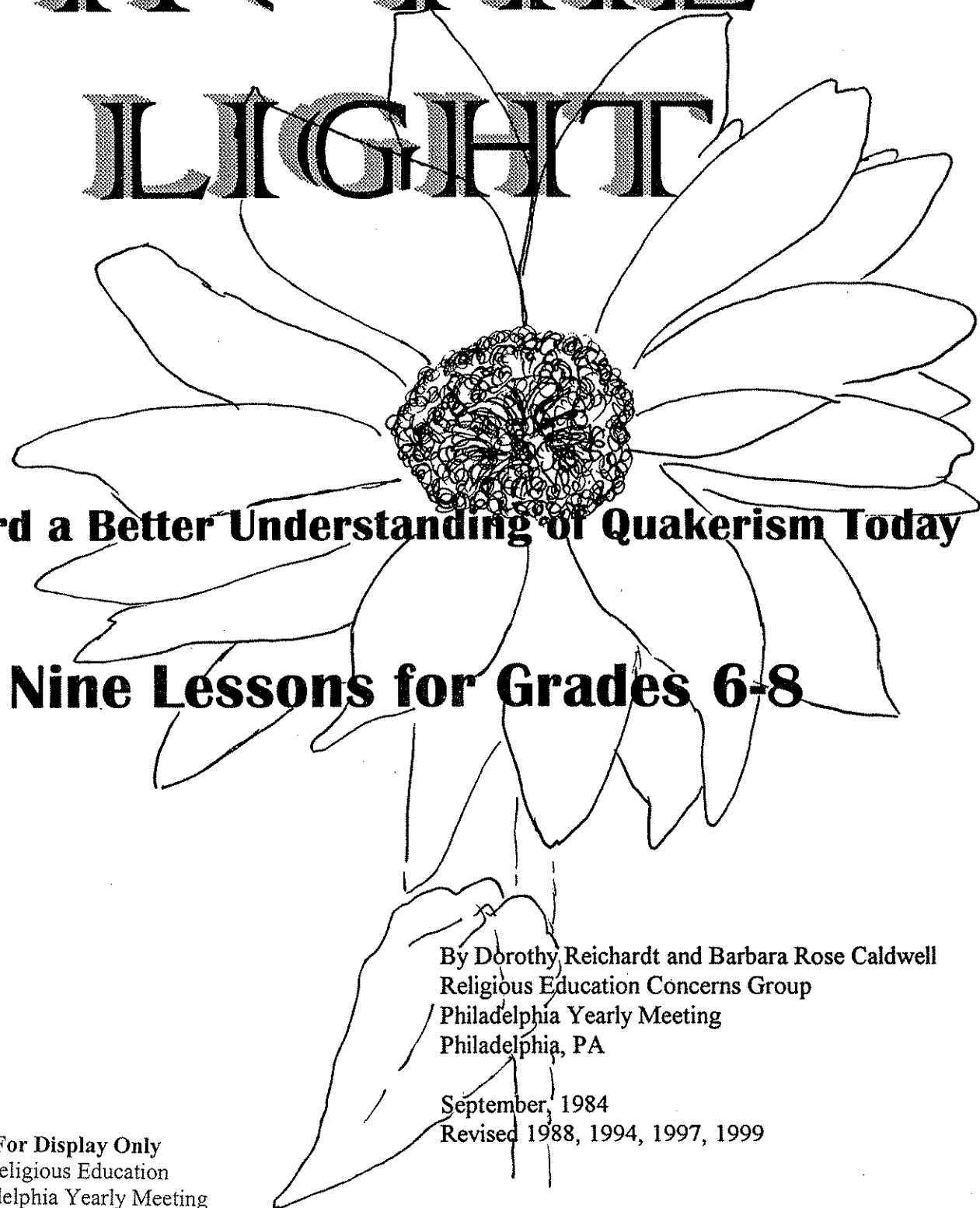


# GROWING IN THE LIGHT



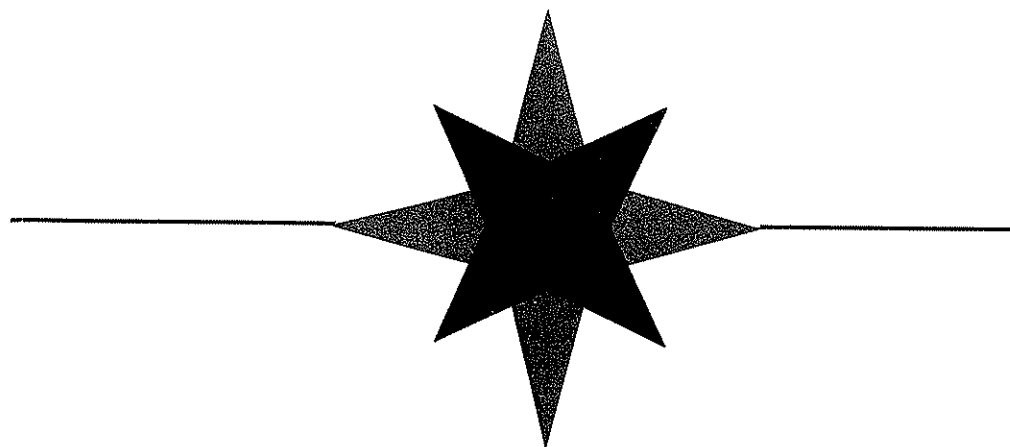
**Toward a Better Understanding of Quakerism Today**

**Nine Lessons for Grades 6-8**

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Religious Education Concerns Group  
Philadelphia Yearly Meeting  
Philadelphia, PA

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For Display Only  
Religious Education  
Philadelphia Yearly Meeting  
1515 Cherry St.  
Philadelphia, PA 19102



IGHT

**Beliefs and  
Practices of the  
AMERICAN FRIENDS  
SERVICE COMMITTEE**

The Religious Society of Friends (Quakers) was founded in 1652 by an Englishman, George Fox. In his preaching, Fox emphasized the necessity of inner religious experience and declared that God had placed in every human being an "Inner Light," the living Spirit of God. Fox taught that this Inner Light, rather than a sacred book or the authority of a priesthood, was the supreme guide for conduct. The Bible was regarded as an inspiring record of humankind's growing knowledge of God, particularly as revealed through the life and teachings of Jesus Christ.

Through the years Friends have been known for their efforts to translate their religious beliefs into everyday life, for their emphasis on simplicity, and for their belief in silent meditation as a form of corporate worship. Since their earliest days Friends have been opposed to war and to slavery. They have a history of dissent from prevailing practices that deny the equality and the value of each person. In the United States they have long been concerned with improving the conditions in mental hospitals and prisons, alleviating the suffering of the unemployed, and the dispossessed, and working for racial equality. They seek to lessen international tensions by nonviolent methods.

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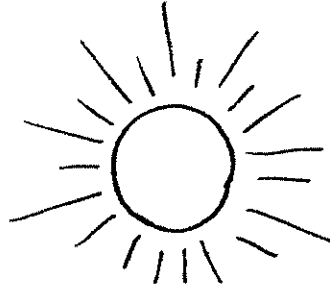
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*only some sections. Openings are included for every lesson, except Lesson IX.  
These openings can be used intergenerationally.*

# GROWING IN THE LIGHT



## Nine Lessons for Grades 6-8

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*This curriculum helps participants better understand Quaker beliefs, process, and practice. It is published as four sets of lessons for four different age groups, including adults. Meetings may choose to teach this curriculum to all ages or use only some sections. Openings are included for every lesson, except Lesson IX. These openings can be used intergenerationally.*

## INTRODUCTION

### *Who Are These Lessons For?*

These lessons are designed for children ages 11-13. However, slightly older or younger children will enjoy most of the activities.

### *What Is In the Lessons?*

These lessons contain a variety of games, songs, stories, and craft activities. Times for discussion and for worship are included each week, as is time for journal keeping. General ideas for discussions, and directions for making and keeping journals, are in Lesson I. Most weeks you will find more to do than you have time for; lessons are designed for 45 minutes to one hour. Choose those activities best suited to your class and be flexible about time. For instance, allow a good discussion to continue even if it upsets the daily schedule.

### *What Do We Need?*

Needs are listed with each lesson. Have adequate stocks of basic craft supplies - crayons, scissors, paper, markers, glue - available every week. A good way to organize these supplies is to provide each child with a shoe box in which he/she keeps these basics.

Resources you will need:

*A Hymnal for Friends*

*Songs of the Spirit*

*\*Worship in Song: A Friends Hymnal*

*Godspell*, Arista Records

\*Available from Friends General Conference  
800-966-4556

### *Suggested Books:*

Several choices for children's books are listed in the lessons, e.g.: Sophia Fah's, *The Man Who Wouldn't*, and Eleanor Coerr's book *Sadako and the One Thousand Paper Cranes*, published by Putnam, both available from PYM Library.

A good craft manual. The best we know are *Making Things, Book 1 & Book 2*, by Ann Wiseman, Little, Brown.

Game Books. Suggestions:

*The New Games Book*, ed. by Andrew Fluegelman, Headlands Press, 1976.

*Silver Bullets*, by Karl Rohnke, Project Adventure, Inc., 1994.

(Both available from PYM Library)

### *How Do We Prepare?*

Read the general introduction to the curriculum. All the adults who will work with this age group should at least skim all the lessons. Be sure to read carefully the lessons you will teach. Assemble supplies, work out a flexible time schedule, arrange your space. Feel free to revise and adapt the lessons to your group.

The service projects in Lesson V will take some pre-planning. Look at these several weeks in advance.

*Places to Order or Borrow Resources:*

American Friends Service Committee, Information Services, 1501 Cherry Street, Philadelphia, PA 19102; 215-241-7000.

Friends General Conference, 1216 Arch Street, 2B, Philadelphia, PA 19107; 215-561-1700 or 800-966-4556.

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

Quaker Hill Bookstore, 101 Quaker Hill Drive, Richmond, IN 47374; 800-537-8838.

*For More Help or Information:*

Call the Religious Education Concerns Group, Philadelphia Yearly Meeting, 1515 Cherry Street, Philadelphia, PA, 19102, (215) 241-7221.

*Credits:*

Many Friends active in First-day Schools have contributed ideas to these lessons.

LESSON I: ENTER IN THE MEETINGHOUSE —

MEETING FOR WORSHIP, PART I

*We have found it true that the spirit of man can come into direct contact with the Spirit of God.*

*Christian Faith and Practice, #233*

*Opening:*

*Songs:*

Choose among: "George Fox Song", "Enter In the Meeting House", or "Special Silence" found in *Worship in Song* or *Songs of the Spirit*.

*Questions:*

1. When you hear the word "Quaker": what words or impressions come to mind? List the responses on a chart. Participants may wish to add to or subtract from this list in future weeks. You may need to explain the words "Quaker" and "Friend", if you have newcomers.
2. What is Quaker worship time called?
3. Describe Meeting for Worship.
4. Why do you think your family comes to Meeting for Worship?

LESSON I

*For the teacher:*

In this first lesson we look at the physical setting of Meeting for Worship. We talk about benches, sitting, the people there, the building itself. Children need to feel comfortable just being in the meeting room - a place which may seem large and scary to them - before they can think about what is happening there.

*Supplies Needed:*

Music  
Newsprint  
Markers

*Supplies for Journal construction:*

White paper for pages (size depends of cover size)  
Construction paper for end papers  
Fabric or nice paper for covers  
Sobo glue  
2" cloth tape  
Needle and thread

*Getting Acquainted:*

Play one of the following games. Even if your group is well-acquainted, these games are an enjoyable way to begin your first class.

- BUMP (Jill Wilsher, Speech and Drama Center, England)

Music needed; any number of players; large space. When the music starts, all walk around very fast in all directions, deliberately bumping GENTLY into as many others as possible.

Music stops: Each participant links arms with the nearest person, and they exchange first names.

Music starts: Remaining in linked pairs, they continue to go around the room, this time avoiding bumps, but talking non-stop to their partners.

Music stops: The pairs separate. Each person now grabs two other people, who link arms and introduce themselves.

Music starts: Groups continue to walk around and talk.

From now on, each time the music stops the leader calls a different number, and the groups form and re-form accordingly. When the leader feels that everyone has met everyone else,

she or he can start making the groups bigger and bigger until the whole group is trying to talk, linked noisily together.

- MEETINGS (Jill Wilsher, Speech and Drama Center, England)

Music needed; any number of players; large space. When the music starts, players walk around quickly in all directions, avoiding contact. When the music stops, each player shakes hands with the nearest person and discovers as much personal information as possible until the music restarts (5-7 seconds). The process is repeated; each time the child must greet someone new. The game continues until all have met. Note: Keep it moving.

Both from *For the Fun of It*, by Marta Harrison

*Singing:*

Over the next eight weeks choose two or three songs for the class to learn. This week teach "Dona Nobis Pacem", found in *A Hymnal for Friends*. Begin to learn it as a round. Other songs to choose from include: "Let There Be Peace On Earth", "Simple Gifts", "Morning Has Broken", and "Allelu!", all found in *Songs of the Spirit*.

Do not be restricted by these suggestions; choose other songs from other sources that your class will enjoy singing.

*Leading Discussions:*

Open discussion works very well with this age group. As the facilitator of the discussion, the teacher introduces questions, recognizes speakers, occasionally summarizes and explains, and tries to draw quieter children into the group. Raising hands to be recognized is usually necessary and a format most children are used to. You may ask a quiet child his/her opinion on a topic. You will come prepared with questions. Don't sacrifice a good discussion for the need to keep on a schedule; an activity or game can always be put off a week. If a discussion begins to get rowdy or silly, ask everyone to be quiet and then go around the group one by one. Ask each child to respond to a question or incomplete statement relevant to the day's theme.

*Today's Discussion:*

Brainstorm all the words which the class associates with Quakerism. Brainstorming requires that all responses are accepted. Write the words on newsprint.

Ask if anyone knows the origin of the names "Quakers" and "Society of Friends". Explain the origin of these two interchangeable terms. Here is a brief description to use from Kathleen Elgin's *The Quakers*: "Quaker" is a nickname; it was given one day in England in 1650. George Fox had been arrested and put in the stocks. When he was taken into court, the judge pronounced sentence.

"Six months in the Derby Jail, and God have mercy upon your soul."

"Thou should quake at the name of the Lord," said Fox defiantly.

"Quake?" the judge exploded. "I? Thee, sir, are the quaker!"

"Quaker! Quaker!" chanted the crowd in the courtroom.

The first followers of Fox had called themselves "Children of the Light" and "Friends in Truth." From that day in Derby, however, they were called "Quakers" and Fox's movement had its name.

The name of Friends they chose for themselves, according to Jesus' words: "You are my friends if you do what I command you." (John 15:14)

Look at the list of words. If key words are missing (e.g., Inner Light), add them. Find out what each word means to the children.

Follow up with some of these questions:

1. Describe Meeting for Worship. What is going on in the silence?
2. What do you do in Meeting for Worship?
3. "Have you ever heard someone speak in Meeting? What sorts of things do people say?" Tell the children that such speaking is called vocal ministry.

### Meeting Machines:

Divide your class into small groups of four or five. Each group spends 5-10 minutes making a "Meeting Machine" which illustrates how Meeting would look if it were a machine. For example, a group might come in wheeling and spinning in all directions; as the individuals touch, they settle into silence. The teacher should move from group to group and give help as needed. Each group presents its machine to the others. Talk about the reasons the children have for choosing to depict Meeting for Worship in the ways they do.

### Journal Making:

Each child will make a journal. Depending on time available this project may take more than one week to complete. Once the journals are finished, provide 5-15 minutes each week for journal keeping. Starting with Lesson II, journal-keeping topics are suggested for each lesson.

Before making the journals, ask:

Do you know what a journal is?

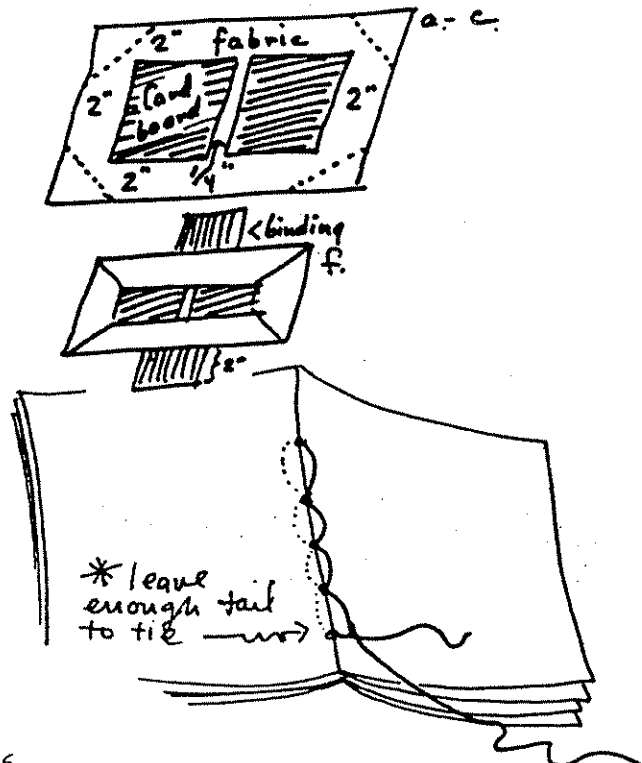
What sorts of things can you write about in a journal?

Briefly describe the Quaker tradition of journal keeping. Have copies of George Fox's and John Woolman's journals for the class to look at. Explain that early Quakers used their journals to record daily events and to write about their thoughts and feelings, especially their thoughts about God and religion. Today we can use journals in the same way - as places to reflect on the events of daily life and to record our ideas, thoughts and feelings. Often what you write down will help focus your thoughts for Meeting for Worship or for quiet meditation. Writing in the journal also may help you make a decision or sort out feelings of anger or fear or sadness. Today we will make journals which we will use during class time for the next eight weeks. After that you might want to start a journal at home. Each week we will have a journal topic but you can choose your own topic, if you like. No one will read your journal, but from time to time you may want to share something you've written. Some of you may want to draw in your journals instead of writing.

### Directions for a Bound Journal

Materials needed: cardboard, fabric, Sobo or other fabric glue, cloth tape, paper for pages, construction paper, needle and thread.

- Cut two pieces of cardboard for covers.
- Cut fabric covering 2" larger than covers.
- Glue covers to backing leaving at least 1/4" between covers.
- Cut out the four corners.
- Fold edges in, miter corners and glue (Sobo glue works best)
- Cut binding strip of fabric or cloth tape 2" longer than cover width. Glue into place.
- Make pages using a piece of colored paper for flyleaf. Fold pages in half and sew through center before you paste into cover. Use at least 5 sheets of paper, which will give you 20 sides.
- Glue the flyleaf pages to front and back cover.





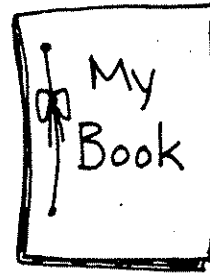
### *Notebook Journals:*

Cover 3-ring binders with fabric. Use binders with cardboard or cloth covers. The covering procedure is the same as that described above except you will use loose-leaf paper and simply glue colored paper over the inside front and back covers to conceal fabric edges.

### *Homemade Notebooks:*

Materials: paper, cardboard, fabric scraps, yarn, paper punch, scissors, glue, magic markers

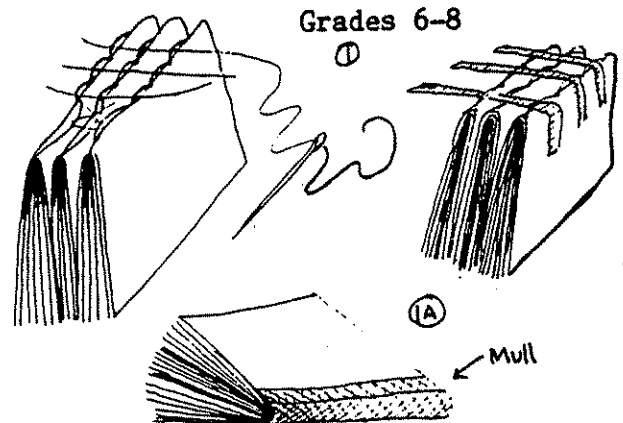
- Punch two holes in left side of paper, or use three-hole notebook paper.
- Cut cardboard slightly larger than the paper for front and back of the book; cover with fabric (glue on) or decorate with magic marker; punch holes.
- Use yarn to tie book together.



### Variations

The sewn sections of a book as described above are called "signatures." If you want to make a fat journal, make several signatures and sew or tape them together (fig. 1). Then glue a scrap of fabric, called a "mull", to tightly bind the sewn "signatures" together (fig. 1A). Attach to the cover as described in the directions for making a bound journal on page 6.

Source: *Making Things*, by Ann Wiseman



### *Closing:*

Tell the class you will close each week with a short quiet time together. Lighting a candle in the center of the circle helps concentration. Each week read a short quotation or ask a question for the class to think about. Encourage the children to speak if they wish, just as they might speak in Meeting for Worship.

Quotation for today: *"Meeting for Worship is simply a group of people, young and old, coming together to experience God."*

Break the silence with a handshake and sing "Dona Nobis Pacem" together or as a round.

## LESSON II: SPECIAL SILENCE —

### MEETING FOR WORSHIP, PART 2

*Friends, meet together and know one another in that which is eternal, which was before the world was.*

George Fox

*Songs:* Same as for Lesson I.

*Questions:*

1. Has anyone been to another kind of worship service besides Friends Meeting? What was that service like?
2. Why do you think Friends worship the way they do?
3. What do you do in Meeting for Worship?
4. What is a minister? Who is the minister in a Friends Meeting?

## LESSON II

*For the Teacher:*

Silence and prayer are the two themes of this lesson. This week a journal-keeping topic is suggested; each week such a topic is included. Choose a time during class for journal keeping. Before the closing silence and at the beginning of the lesson are two appropriate times. Keep the journals in class during these nine lessons; otherwise children will forget to bring them in each week. If your Meeting has Meeting for Worship at a time different from First-day School, plan to attend an entire Meeting for Worship as a class at some time during the next eight weeks. You may want to attend together more than once. If First-day School and Meeting are simultaneous, at least attend a portion of worship together.

*Supplies Needed:*

Recording of <i>Godspell</i> , Arista Records	Newspaper
Newsprint	1/4" dowel rod or strong twigs
Markers	Colored yarn
Clay	

*Journal Keeping Topics:*

1. If you were taking a younger child to Meeting for the first time, what would you tell him/her?
2. If you had a quiet hour to yourself, what would you do?
3. Write a prayer of thanks or a prayer asking for help.

For some ideas about introducing journal-keeping, look at Lesson I, section on *Journal Making*

*Opening:*

Play the song "Day by Day" from *Godspell*. Ask the class to listen carefully to the words. (If a record is not available, just share the words) Write the words on newsprint or a chalk board:

Day by day, Oh dear Lord  
Three things I pray  
To see thee more clearly  
To love thee more dearly  
To follow thee more nearly

Ask: What is this song about?  
What does the word "prayer" mean to you? Develop a group definition.

What is the meaning of each of these lines:

To see thee more clearly  
To love thee more dearly  
To follow thee more nearly

Make a list of possible topics for a prayer. To help this list along, provide two headings:

"We give thanks for..."

"God help us to..."

Explain that prayer can be simple and straightforward, but that it does require some quiet time. Meeting for Worship is just such a quiet time. Quakers believe that each of us can reach God directly in Meeting or elsewhere, if we listen and pray. Today we will practice listening and praying.

#### *Meditation Exercise:*

Ask the class to concentrate on what they hear outside the room, then inside the room, and finally inside themselves. Ask for sharing about what they heard.

Or use one of the exercises from *Meditating With Children*, by Deborah Rozman, University of the Trees Press, 1975. Available from FGC (215-561-1700 or 800-966-4556).

#### *Games:*

Play one of these listening games. Emphasize the importance of listening carefully. Sit in a circle.

**ONE WORD STORY** - Each person in turn says one word which will add to the story that is developing. For instance,

"I...ran...to...the...door...to...find...a...green...monster...in...the...cabbage" and so forth.

**REFLECTIVE LISTENING STORY TELLING** - The teacher starts a story with something that will catch the group's interest, stopping at a dramatic moment. The next person takes over the story. Encourage short and lively accounts or set a time limit of 15 to 30 seconds per speaker.

(From *For the Fun of It!*, by Marta Harrison)

OR Play an active game in silence.

Choose **FOX AND SQUIRREL**, p.59, or **HUMAN PIN BALL**, p. 51, from *The New Games Book*, ed. by Andrew Fleugelman, Dolphin Books, 1976. (see Lesson VI of this curriculum for directions to "Fox and Squirrel")

Play **LAP BALL**: Everyone sits on the floor in a circle (7 to 15 people can fit). Legs are extended in front and all feet are in the center. (If an old tire were placed in the center, more people could play.) Hands support the body by being placed behind it on the floor. Heels are not to be lifted and the hands must stay behind the back, though they can move. The object is to keep the ball off the ground while passing it quickly from lap to lap. If it gets stuck around the ankles, people can think up a creative way to get it moving again. The fun increases when two balls are being passed around simultaneously in different directions. The cooperative aspect of the game is evident when two people are working together to keep the ball from falling between them on the floor.

Light plastic balls work best.

(From *For the Fun of It!*, by Marta Harrison)

Play in silence any active game your class enjoys, such as volley ball, tag, or Frisbee toss. Talk about the difference between playing silently and playing noisily.

#### *Story:*

Tell the story of God calling Samuel (I Samuel 3:3-10), or of Elijah on Mount Sinai (I Kings 19:3-15). In either case do not go into historical details. In each story the points to

emphasize are the importance of paying attention. God speaks to us in many ways - through other people, through nature, through events around us, through thoughts and feelings, but we cannot hear God unless we are listening. Go directly from the story into the next activity:

*Silent Art Activity:*

Working with clay silently: Have a work area ready. Cover tables with oil cloth or newspaper and put out a piece of water-based clay for each child. Explain that the children will work silently with their pieces of clay. They can make something - a little pot or an animal - or just work with the clay. Make it clear that you are not interested in the finished product but in the experience of working quietly. Play soft music while they work. Allow about ten minutes for working with the clay. Follow up with time to share about the experience. Possible questions: What was it like to work silently? What did you think about while you were working? Can you tell us something about what you made?

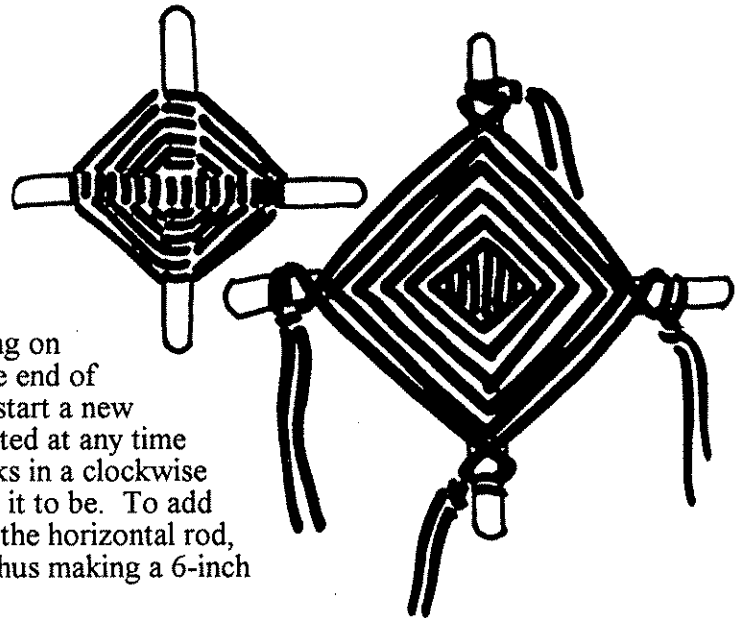
Alternative: Provide watercolor paper, large brushes and tempera paint. Paint in silence. Wetting the paper gives a nice effect. Follow up in the same way as described above.

*God's Eyes (optional):*

Ask the children if they know of any symbols which people use to remind them of God. Mention rosaries, crosses, prayer wheels or, better yet, have some of these symbolic objects to pass around. The God's Eye is one such symbol from the Huichol Indians of the Southwest. While Friends do not, as most religious groups do, have symbolic objects in their meeting houses, looking at a beautiful object or thinking about something that is special to us often helps us to settle into Meeting for Worship.

Directions:

Form a cross with two pieces of 1/4-inch dowel rod or smooth twigs by tying them together at the center with colored yarn. Then begin winding yarn in a clockwise direction from one rod to the next. At each rod, cross over the front of the stick, making one turn around and behind, before going on around to the next stick. When you come to the end of a piece of yarn, knot it off at the next stick and start a new piece at the same point. New colors can be started at any time in the same way. Keep winding around the sticks in a clockwise direction until the design is as large as you want it to be. To add tassels at the outside corners of the weaving on the horizontal rod, cut 12-inch length and tie tightly with a know, thus making a 6-inch tassel on each side.



*Closing:*

Ask each child to concentrate on something special to him/her. Play "Day by Day" again. Settle into silence. Close with a handshake and "Dona Nobis Pacem."

LESSON III: WHEN TWO OR THREE ARE GATHERED TOGETHER IN MY NAME —

MEETING FOR BUSINESS

*Opening:*

*Despite the difference in format, meetings for business are meetings for worship in which our business is held and are conducted in the same openness to the leading of the Spirit.*

*PYM Faith and Practice, 1997, p. 22*

*Songs:* Select from those in Lesson I and add:

"Dear Lord and Father of Mankind", *Worship in Song: A Friends Hymnal*, p. 139  
(Revised words in *Songs of the Spirit* #125)

*Questions:*

1. When you are with a group of friends, how do you decide what you're going to do? Does everyone have a say?
2. Do you ever ask someone else to help you with a difficult decision? Do you ever ask God to help?
3. Do you know how Friends try to make decisions? Describe that process briefly.
4. Why don't Friends vote in Business Meeting?

LESSON III

*For the Teacher:*

This lesson begins with a discussion of how children make decisions. Two Quaker concepts which are central to decision making are: 1) the belief that God is present in everyone, a belief which requires that we respect and value ourselves and others; and, 2) the belief that we are all ministers with access to the Divine and with a responsibility to serve God personally. Friends' Business Meeting is built on these concepts. Each person's views are heard and valued and each person's responsibility to help the group make a decision is understood. This lesson provides a chance for the class to experience this decision-making process. If possible, arrange for some or all of your class to visit Business Meeting during the next few weeks.

*Needed:* Newsprint and Markers

*Journal-keeping Topics:*

1. Write about a hard decision you have had to make.
2. Write about a time someone helped you make a decision.

*Opening Game:*

Play the game, *Dragon*, which works best with not more than seven or eight children. Everyone gets into a line holding the waist of the person in front with their hands, not arms. Then the "head" (first person in line) of the dragon tries to touch the "tail" (the last person in line) while the "body" (people in between) help keep the "tail" from being touched without anyone losing grip of the waist of the person in front. If there is more than one line, then each line can operate independently of each other or think up something that would cause the various lines to interact.

From *For the Fun of It!*, by Marta Harrison.

*Follow up with these questions:*

1. Ask the head of the line what he/she was trying to do.
2. Ask the end of the line what he/she was trying to do.
3. Ask those between the leader and the tail what they tried to do. Was it hard to decide which end to work for? How did you decide?
4. Give some examples of times you have felt pulled two ways when trying to make a decision. What did you do?

*Sing:* the "George Fox Song", *Songs of the Spirit* #3, or p. 272 of *Worship in Song: A Friends Hymnal*. Write the words of the first verse and the chorus on newsprint. Ask:

1. What is meant by light in this song? Work on a group definition.
2. Should the fact that each person has the light shining in him/her affect the way we treat each other? If so, how?

*Scenario:*

Divide your class into groups of four. If you do not have a number divisible by four, rewrite the scenario so it can be done by a group of three or five, or else have one person play more than one part. Give each group the following scenario (write it out on file cards):

A group of four children is trying to decide what to do for the afternoon. The children are: Sam, age 13, wants to see a movie which children under 10 cannot attend, has enough money for three tickets; good athlete, likes Mary.

Mary, age 12, wants to go to the mall and play arcade games, but doesn't have any money. Pretty, popular.

Joanne, age 11, is not allowed to go to the mall without an adult, has lots of money with her. New in town, wants to be liked.

John, age 8, little brother of Mary. She is taking care of him today. Very whiny.

Ask each group to make up a short skit in which a decision is made about what to do. The whole class regathers to view the skits. Discuss the solutions. Talk about how each child would feel about the solutions. Have any of the children ever felt like one of the characters? Are some of the solutions better than others? Why? Are there any general rules for making a decision with a group?

*Making a Decision:*

Introduce the topic by explaining that groups of people are always facing decisions. Ask:

1. How does your family make decisions?
2. Does the method vary depending on the issue?

Quakers have a special decision-making process called Meeting for Worship for Business. Ask the children what they already know about Business Meeting. 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. Be sure to tell the class that Friends do vote in elections and in other groups where voting is the way decisions are made.

Have the following list ready on newsprint and tape it up:

*In a Meeting for Business:*

1. A person called the clerk leads the meeting.
2. A person called the recording secretary or clerk takes notes.
3. The clerk presents an issue
4. Anyone may speak about the issue.

5. Sometimes there is silence between speakers
6. After all viewpoints are stated, the clerk tries to summarize what has been said. If this is a decision, he/she calls it the sense of the meeting.
7. There is time to comment on the summary.
8. When the clerk feels there is agreement, he/she 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.
9. If someone feels strongly that the decision is wrong, he/she 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 then return to the issue.

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.

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 #1 or #2, follow through on the decision, set up committees to implement the plan, set dates, etc. If follow-through won't be possible, do #3, which is a hypothetical situation.

1. Plan a social event for the class. Decide what you will do, how to pay for it, who will do what, etc.
2. Plan a service project to help the Meeting, such as a yard cleanup, painting day, or fund-raising car wash.
3. Someone has given the Meeting \$500. How should it be spent?

Minute your decision.

*Closing:*

Gather in a circle. Read from Isaac Pennington:

*Therefore, watch everyone to feel and know his own place and service in the body, and to be sensible to the gifts, places and services of others, that the Lord may be honored in all, and everyone owned and honored in the Lord, and not otherwise.*

Think about something which makes another person in the group valuable to the group. Settle into silence. Close with "Dona Nobis Pacem" and a handshake.

## LESSON IV: THE SEEKERS OF THE LIGHT ARE ONE —

### MEMBERSHIP, STEWARDSHIP AND THE WIDER QUAKER COMMUNITY

#### *Opening:*

*The test for membership should not be doctrinal agreement, nor adherence to certain testimonies, but evidence of sincere seeking and striving for the Truth, together with an understanding of the lines along which Friends are seeking that Truth.*

*Christian Faith and Practice, #368*

*Songs:* Select from those in Lesson I and add:

"'Tis the Gift to be Simple", *Songs of the Spirit* #46; *Worship in Song: A Friends Hymnal*, #271

#### *Questions:*

1. What gives you the feeling of belonging to a group?
2. When have you had the feeling that you are "in the place just right"?

## LESSON IV

#### *For the Teacher:*

This lesson emphasizes the meaning of belonging - especially the give and take which belonging to a group requires. After several exercises which demonstrate our interconnectedness, the class has time to talk about belonging to a Friends Meeting. If your class decided on a project or social event last week, allow some time for planning this week.

#### *Needed:*

18" lengths of colored yarn

Large piece of black fabric

Straight pins

Large sheet of drawing paper

Markers

Chart of your Meeting's structure

#### *Journal-keeping Topics:*

1. Imagine your relationships with other people as a web. Draw this web or describe it. Is the web confining? What does maintaining the web require? What are the benefits of the web?
2. Do you want to be a Quaker? Why or why not?
3. Define "belonging" for yourself.

#### *Opening Game:*

##### *Knots*

Everyone closes eyes and moves together, each person taking another person's hand in each of his or her hands. When each person has two hands, then all open their eyes and try to untangle themselves without dropping hands. The group must work together to get out the knots. It leads to very amusing situations because, although the group may end up in one big circle, most of the time there will be a knot or two in the circle, and even two or more circles, either intertwined or separate. It's great fun and leads to group cooperation. This game is a physical example of cooperation in action.

From *For the Fun Of It!*, by Marta Harrison

#### *Variation on Knots:*

Two people leave the room. The others hold hands in a circle and twist themselves over and under and through each other without dropping hands. The 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.



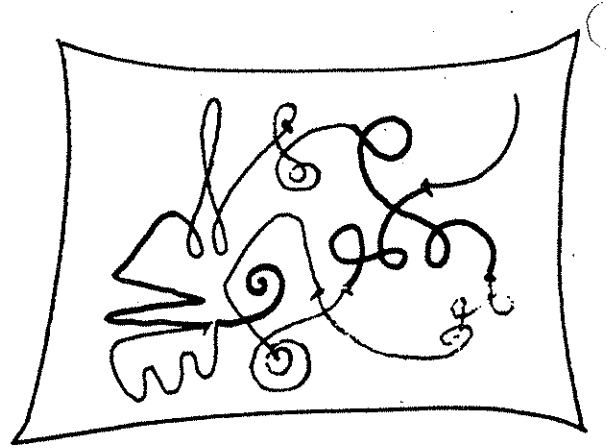
Follow-up Questions:

1. What did untangling ourselves require of us?
2. Our hands connected us in this game. What other things connect us to one another, even if we are not holding hands?

*Yarn Picture:*

Precut 18" lengths of heavy yarn in many colors. Provide a large piece of black cloth. Ask each child to choose a color yarn he/she likes. Then all stand in a circle. Each person ties the ends of his/her piece of yarn to the ends of the pieces of yarn of the people on either side of him/her. Finally each person in turn arranges his/her segment of the long knotted piece on the black cloth.

The teacher fastens each arrangement with pins. (If you have time, during the week stitch the yarn down, and you will have a lovely wall hanging.)



Follow-up Questions:

1. How is the picture like the game we played first?
2. Why did you pick the color you picked? Why didn't everyone choose the same color?

Tell the children: Being in a group is like this picture. Each of us is an individual (a length of yarn) but we are all tied together. We can choose how we act or how we arrange ourselves, but what we do both affects and is affected by other people (pieces of yarn).

*Alternative Activity:*

Divide the class into pairs. Give each pair a piece of construction paper, some cotton string and white glue, such as *Elmer's*. Ask each pair to make a spider web on their sheet of paper.

Follow-up questions:

1. How is the web like the game we played first?
2. How did you decide how to arrange the string?
3. Would working alone have been easier? More fun? Why or why not?

*Questions about Membership:*

Ask the children: What groups are you part of? What makes you feel part of that group? Are there special requirements for being part of the group? Does the group expect anything of you? What do you expect from the group? Are there special things you can or can't do as a member? Does belonging to a group ever ask you to do something that you consider wrong? What do you do then?

The direction of these questions is toward a recognition of the responsibilities and privileges associated with belonging. Try to define words such as "belong", "member", "privilege", and "responsibility".

*Cooperative Games:*

Choose at least one of these. All require cooperation and are fun besides.

1. **Life Raft** - With masking tape mark out a square on the floor of the classroom - size will depend on the size of your class. The square should be just barely big enough for everyone to fit on at one time. Tell the class the square is a life raft surrounded by open sea. The task is to fit everyone on the raft.
2. **Human pyramid** - Ask the class to build a human pyramid. The only rule is to use every class member. This game requires plenty of space and a soft surface such as carpet or grass and a couple of adults to act as "spotters" - to catch children as they tumble.

3. Stand Up (adapted from *The New Games Book*) - Divide the class into pairs. Each pair sits on the ground back-to-back, knees bent and elbows locked. Now the partners try to stand up together. Once the pairs can stand up, try this in larger groups until the whole class stands up together.

*Being a Quaker:*

Begin by describing the Meeting as one group of which the children are a part. Sit in a circle, and ask each child in turn to complete the sentence, "A Quaker Is..." Then write the question "What Is a Quaker?" on the top of a large piece of drawing paper. Let each child draw or write a response on the paper with magic markers.

In a discussion format, ask:

Do you consider yourself a Quaker?

What is special about being a Quaker?

What do Quakers do?

As a group try to agree on several statements or words which apply to Quakers in general.

Speak briefly to the class about membership in a Meeting. The following is only a suggested approach:

*The Quaker Meeting is a membership organization. People join a Meeting in several ways. Some become members at birth; others join later in life. Some of you may be members now and others not. But whether your parents enrolled you at birth or not, you will probably decide for yourself whether to become an active member of a Meeting. Do you know what belonging to Meeting means? What do people who are members do for the Meeting? What do they receive?*

Here is a chart of our Meeting. (Have a chart of your Meeting's structure prepared ahead of time. The chart below is only an example. Explain the function of each committee)

Meeting for Worship	Committees
Meeting for Business	Social Action
Nominating	Overseers
Worship and Ministry	Scholarship
Religious Education	Fellowship
Graveyard	

Each committee contributes to the life of the Meeting. For instance, the Religious Education Committee plans First-day School; the overseers arrange weddings. Meeting members serve on committees and also benefit from the activities of committees.

Ask each child to choose a committee he/she would like to serve on and explain why. If possible arrange for children to visit one or two committee meetings, or have members of committees visit the children's class to describe their committees' work.

*Closing:*

Pass around a picture of a spider web. Ask the children to close their eyes and imagine a spider web. Then to visualize friendships and relationships in the Meeting and family as a web; remember the yarn picture. Sit quietly and close with a handshake and "Dona Nobis Pacem".

LESSON V: IN HIS NAME —  
THE FIRST TESTIMONY, COMMUNITY

*Opening:*

*Be patterns, be examples... that your carriage and life may preach among all sorts of people.*

George Fox

Songs: Choose among:

- "How Can I Keep from Singing?", *Worship in Song*, #245, or: *Songs of the Spirit*, #2
- "No Man [One] Is an Island", *Songs of the Spirit*, #20
- "When I Needed a Neighbor", *Worship in Song*, #293, or: *Songs of the Spirit*, #29
- "One Man's Hands", *Songs of the Spirit*, #58

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

Questions, Part 1

1. How do you feel when you do something wrong?
2. How do you know what is right or wrong? Name something you believe is right. Name something you believe is wrong.
3. Does what you believe about what's right and what's wrong affect how you act?

Questions, Part 2

1. What work do you do at your house? Do you have as many chores as your mother or father?
2. Do your parents still provide you with food, shelter, clothing, and toys, even though you don't do as much work as they do? Why do they do this?
3. Your family is a community in which each person has certain responsibilities and in which each person has certain needs met. What responsibilities and needs do you have?
4. What should the Meeting do if someone in the Meeting can't take care of him/herself?

LESSON V

*For the Teacher:*

After an opening story, this lesson is devoted to learning about a service organization and setting up a service project. This age group focuses on a view of *community* which includes people in the outside world. However, what happens in class - cooperation, sharing, openness to ideas - will teach as much or more about the testimonies as the formal lesson.

*Needed:*

Supplies will depend on the project you choose.

*Journal-keeping Topics:* Write about a time you helped someone and about a time someone helped you.

*Song:* Sing one of the songs suggested in Lesson I, or play the song "All Good Gifts" from *Godspell*.

*Opening Story:*

Tell the story of the "Good Samaritan" (Luke 10:25-37)

As you are telling the story, ask the children to assume the identity of one of the characters, to listen to the story from the point of view of the Samaritan, the injured man, the priest, or the Levite. Afterwards the group can talk about the feelings of each character. Be sure the children know that Samaritans were looked down upon, and that the priest and Levite were respected members of the *community*.

Some questions to ask: Why did the priest and Levite pass by? Have you ever felt like avoiding a person in need? Why did the Samaritan stop? Have you ever stopped to help someone? How did you feel? Have you ever been passed by? Been helped?

*Alternative stories:*

The Poor Widow's Gift  
Loaves and Fishes

Mark 12:41-44  
Matthew 14:13-23

*Service Project:*

The following section includes a description of the American Friends Service Committee (AFSC) and ideas for projects related to the AFSC's work. We have chosen the AFSC as a model service organization because it is Quaker and information about it is easily available. But if your Meeting is involved in some other service project, involve the children in that instead. This lesson focuses on an introduction to the idea of service to the outside community. Whether you decide to make blocks for AFSC or bake bread for your local food cupboard, keep that general idea in mind.

Begin by asking the children if they know of any organizations which help people. If the AFSC is not mentioned, tell them about it. Attached to this lesson is an AFSC publication, *Beliefs and Practices of the American Friends Service Committee*. Read this ahead of time and prepare a short talk on the AFSC for the children. If you are using another organization, prepare a similar talk on that group. As an alternative ask someone from your Meeting who has worked for or volunteered with the AFSC to tell about his/her experience. The Emergency and Material Assistance Program also loans out a video "Nameless to Nameless", available from AFSC, 1501 Cherry St., Philadelphia, PA, 19102. Tom Moore can tell you what Emergency and Material Assistance currently needs, and he can be reached at 215-241-7041. Additional literature is available at the same address from Information Services c/o Melissa Elliott (215-241-7054). There is a charge for literature ordered in quantity.

After this introduction begin work on a project. Some suggestions:

1. Set up a Material Aids Collection Center at your Meeting.
  - a. Make block prints of the AFSC star. Block prints can be made from wood or linoleum. You will need 1 block per child, a supply of linoleum tools (available at art supply and craft stores), a brayer, water-base block printing ink, a cookie sheet for rolling out the paint. Procedure: Give each child a linoleum block. Draw a simple 4-pointed star on each block (see the AFSC literature for example). Cut out the background of the design, leaving the star raised. Ink the design with the brayer. First use black ink and then red to get the 8-pointed star. Print the star on nice white paper. Use the paper to make promotional flyers for Material Assistance, which you will pass out to Meeting members. Be sure the flyer contains the collection point at your Meeting and types of material wanted.
  - b. Set up a collection center. Decorate one very large box or several small ones with the AFSC star and other appropriate symbols and words. Find a place in the Meeting House where you can put the box[es]. You may also want to make a poster for the collection site which explains what is needed.
  - c. Arrange to show "Nameless to Nameless" to your Meeting once the collection site is set up.

2. Making Toys - Material Assistance collects toys for children in many places.
  - a. Make a set of wooden blocks. Sand wood scraps very well. They may also be varnished and/or decorated.
  - b. Make simple stuffed animals. Either sew together and stuff the preprinted stuffed toys available at fabric stores or create your own designs to cut out, sew, and stuff.
  - c. Make simple wooden toys. There are kits for these; or ask a Meeting member who does carpentry to help you create your own. Examples are: wheeled vehicles, doll house furniture, and small wooden houses.
  
3. Other things to make and do for AFSC:
  - a. Blankets. Use any size fabric, preferably wool or flannel. Blanket-stitch the edges.
  - b. Knit or Crochet Squares - knit or crochet squares and sew together as an afghan.
  - c. Make clothing, A pattern for a simple shirt-like garment is in *Making Things*, (Book 1), by Ann Wiseman.
  - d. Call Tom Moore at 215-241-7041 to see if sewing or school supplies are needed. Collect sewing or school supplies and make special boxes or bags for them. For instance, you can decorate cigar boxes and fill them with school supplies or sew little drawstring bags for sewing supplies. Band-Aid cans also make good containers. If possible ask the children to contribute some of their own money to buying the school or sewing supplies.

Items made for AFSC can be sent (prepaid) or carried by car to the Emergency and Material Assistance Workroom at 1515 Cherry St., Philadelphia, PA.

A visit by your class is a worthwhile trip. Tom Moore can arrange for the children to work in the workroom.

- e. Raise funds for the AFSC: Decide on a particular area of the AFSC's work you want to support. Ask the AFSC for information about that project. Share this information with the Meeting. Then set up a fund-raising project such as a bake sale or car wash to raise money. An example is raising money to buy school supplies to send to Nicaragua.

If your project is ongoing, try to include follow-up as part of your First-day school time. For instance, if you have set up a clothing collection center, the class can periodically check the boxes, fold clothing, and prepare clothing for shipment to Philadelphia. Try to complete something in one week, to get across the idea of service as the giving of time and/or money and/or effort. Be sure that a class member reports on your service project to the whole Meeting, either at announcement time or during Business Meeting. Also write an article for your Meeting newsletter on the project.

#### *Closing:*

Play the song, "All Good Gifts" from *Godspell*, or read the words together:

#### ALL GOOD GIFTS

We plow the fields and scatter  
 The good seed on the land  
 But it is fed and watered  
 By God's almighty hand  
 He sends the snow in winter  
 The warmth to swell the grain  
 The breezes and the sunshine  
 And soft refreshing rain

We thank Thee, then, O Father  
 For all things bright and good  
 The seedtime and the harvest  
 Our life, our health, our food  
 No gifts have we to offer  
 For all Thy love imparts  
 But that which Thou desirest  
 Our humble, thankful hearts

All good gifts around us  
Are sent from heaven above  
Then thank the Lord,  
O, thank the Lord  
For all His love

All good gifts around us  
Are sent from heaven above  
Then thank the Lord,  
O, thank the Lord  
For all His love.

*Alternative:* Read the following excerpt and settle into some quiet time. You may want to change "He" to "God".

*Spirit ... is the best word there is to express the essential nature of God. It signifies that He is not to be confused with matter nor to be found in a framework of space. He is like that highest, purest inner nature in ourselves which we call 'spirit'. He is intelligent; He is purposeful. He is devoted to the realization of the good. He is what we are trying to be. And wherever in the universe the good is being achieved, wherever truth is triumphing, wherever holiness is making its power known there is spirit, there is God.*

Rufus M. Jones (1923)

End with a handshake and "Dona Nobis Pacem"

LESSON VI: IN HIS IMAGE —  
THE SECOND TESTIMONY, EQUALITY

*Opening:*

*We believe there is that of God in every person, and thus we believe in human equality before God. Friends pioneered in recognizing the gifts and rights of women. Women were ministers and leaders of the early meetings. Friends came more slowly to recognize the evil of slavery and of discrimination in general, and have often been guilty of sharing the prejudices of the broader society. In recent years Friends have discovered and taken stands against other forms of discrimination and oppression to which they had earlier been insensitive.*

*PYM Faith and Practice, 1997, p. 75*

*Songs:* Choose among:  
"Dearly Beloved Friend's" *Songs of the Spirit, #1*  
"Follow the Drinkin' Gourd" *Songs of the Spirit, #40*  
"Oh, Freedom" *Songs of the Spirit, #37*

*Questions:*

1. How do you address your teachers? Ask children who do and who do not go to Friends Schools.
2. Why do Friends schools often avoid using Mr. or Mrs. or Miss? What is a title?
3. Have any of you heard Quakers using "thee" for "you"? Do you know why early Friends did this?
4. What does the sign ( " ) mean?
5. Are there people today who are not always treated as equal to other people?

LESSON VI

*For the Teacher:*

Quakers believe that all people are of equal value; each person has access to the divine and can respond to the presence of the divine in others. Equality does not, however, mean sameness. The crucial concept for children (and adults) is to understand that we both value the differences which make each person special and accept each person's intrinsic worth in the eyes of God. Differences are enriching only if they are not the cause of negative judgments about other people.

*Needed:*

*Godspell* - Arista Records  
Cut-out human figures (about 12")  
Pencils  
3 balls  
Newspapers or news magazines  
Other art activity materials listed in lesson

*Journal keeping Ideas:*

- Can people be both equal and different?
- What do the words "All men are created equal" mean in everyday life? How do the girls feel about the word "men" in this statement?
- Write about a time when being different caused problems for you.
- What is something you could do, at home or at school, to show you believe each person is equally valuable?

*Opening:*

- a. Play "Turn Back, O Man" from *Godspell*. Have the words available for the class to read:

TURN BACK, O MAN

Turn back, O man, forswear thy foolish ways  
Old now is earth and none may count her days  
Yet thou, her child, whose head is crowned with flame  
Still will not hear thine inner God proclaim:  
Turn back, O man  
Turn back, O man  
Turn back, O man  
Forswear thy foolish ways

Earth might be fair, and all men glad and wise  
Age after age their tragic empires rise  
Built while they dream, and in that dreaming weep  
Would man but wake from out his haunted sleep  
Turn back, O man  
Turn back, O man  
Turn back, O man  
Forswear thy foolish ways

Earth shall be fair, and all her people one  
Nor 'til that hour shall God's whole will be done  
Now, even now, once more from earth to sky  
Peals forth in joy man's old undaunted cry  
Earth shall be fair, and all her folk be one.

Write the words "*Earth shall be fair and all her folk be one*" and "*thine inner God*" on newsprint or a chalkboard. Go on to (b)

- b. Play the Orange Game: Have enough oranges (or any fruit: apples, lemons, etc.) for every member of your group. Pass an orange out to each person. Tell them to study their fruit by feeling it, smelling it, looking at it. The purpose is to get to know the fruit so well that it can be identified among all the other oranges. Gather the oranges in a paper bag. With everyone sitting in a circle empty the bag in the center. Now ask everyone to find his/her orange. Once everyone has his/her orange, ask each child to tell the group what qualities helped him/her to identify the orange.

Talk about what makes oranges similar and different from one another and what makes us similar and different from one another.

- c. Look back at the two phrases you wrote on newsprint. Ask:
1. What is the Quaker term for "thine inner God"?
  2. Does everyone, Quaker or not, possess this inner light?
  3. Although people are different externally, does the presence of the inner light in everyone tell us anything about the value of each person?

How could all earth's folk be one? Think of some examples of different people working together and some examples of people working at cross-purposes. Expand this question by providing each child with a newspaper. Ask them to find examples of people working together and of people working at cross-purposes. Make a bulletin board or mural of the articles.

- d. Give each child a cut-out unisex human figure, or have them make their own (about 12" tall). On one side of the figure ask each child to: write three words which describe him/herself, and



answer the question "What do I like best about myself?"; then choose a partner and on the other side of the figure write three words describing the partner, and answer the question, "What do I like best about my partner?"; then share the results with the partner. (Caution to the teacher: Avoid pairing children who have serious conflicts with each other.)

#### Game:

Play "Fox and Squirrel" (adapted from *The New Games Book*):

You'll need three balls. Two of them should be similar - for the foxes - and the other, perhaps smaller and distinctly different, for the squirrel. The object of the game is for the foxes to catch the squirrel by tagging whoever is holding the squirrel ball with one (or both) of the fox balls.

Everyone stands in a circle and begins passing the fox balls from player to player. With a bit of practice, you should be able to get them all moving at top speed. Try out a few sudden reversals as well.

Now here's the tricky squirrel bit. You can only pass the foxes to the player next to you, but you can throw the squirrel across the circle. To keep everyone alert, call out "Fox" or "Squirrel" each time you pass one of the balls.

#### Follow-up:

In this game who's who is very unclear. Talk about the labels "Fox" and "Squirrel". Do we often apply labels to other people without much more evidence than the size of the ball he/she is holding? For example, the type of sweater or haircut, or such physical attributes as race, sex, size, or shape? In this game labels change quickly. Can you be a "Fox" in one group and a "Squirrel" in another? How does this happen?

#### Art Activity:

Do one of these projects. Each is a graphic, physical example of each person's originality combined into a harmonious whole. Make one mobile or one mosaic as a group. If your group is very large, do two.

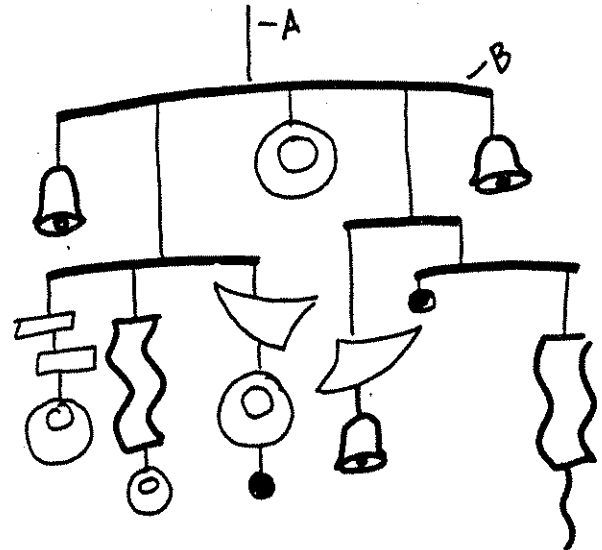
##### a. Mobile

###### Materials:

Crosspiece: coat hanger wire, wood dowels, sticks

Hanging threads: wire, string, plastic strips, leather thongs

Objects: anything



###### Method:

1. Attach hanging string A to crosspiece B.
2. Add objects and crosspieces to complete the design and to maintain the balance of the mobile.

###### Ideas for objects to hang include:

- a. Shapes cut out of cardboard
- b. Origami - most craft stores have paper and directions
- c. Tin lids which can be cut into shapes

You may want to arrange the hanging objects around a theme such as "friendship" or "something special I like". The book, *Making Things*, Book 2 by Ann Wiseman, Little Brown & Co., has several additional ideas, pp. 66-73.

##### B. Mosaics

###### Materials:

Large piece of heavy cardboard for backing

Materials to arrange on background (select a variety):

paper (tissue, construction paper)	eggshell
pebbles	ceramic tile
shells	glass
seeds	wood
dried beans	buttons
rice - dyed (not quick-cooking)	nutshells
macaroni	foil
cloth	

Glue - clear drying

Method:

Either pencil a design on the cardboard or create the pattern as you go. You may or may not want to choose an over-all theme. Spread glue over a small area at a time.

Variation: Pour a slow-drying plaster into a temporary or permanent mold and arrange the mosaic pattern in the plaster while it is still wet.

Slow-Drying plaster of paris:

1 cup water  
1 cup plaster of paris  
1 teaspoon vinegar

Add 1 teaspoon vinegar to 1 cup water. Then stir in 1 cup plaster of paris. Mix with a spoon or stick in a pie pan or heavy plastic bag. The plastic bag makes for easy kneading and easy clean-up.

If you need to speed up the drying process, add 1 tablespoon of salt to the liquid plaster.

*Closing:*

Tell about one early Quaker practice which emphasizes our belief in equality. The story "The Man Who Wouldn't Tip His Hat" from *The Man Who Wouldn't*, by Sophia Fahs, available from Friends General Conference (see p. 3) is appropriate. Or describe the use of plain language and plain dress; or our belief in each person's ability to be a minister. The following passages adapted from Kathleen Elgin's *The Quakers* may be helpful:

*"Plain language" means refusing to use "you" in addressing a person. "You" was used to address those of noble status in the seventeenth century. In keeping with their belief in the equality of man, Quakers used the "thee" and "thou" of the Bible for everyone from king to serving man.*

*"Plain dress" means the simplest possible garments; the early Quaker rule stated "every article from head to foot should exhibit plainness." It applied to beast as well as to man - no fine bridles, no hat bands, no needless buttons, no buckles.*

*The Quaker dress, worn around Philadelphia until about 1880, is the one for which most people identified the word "Quaker." The bonnet, the dress, and the shawl of the women were usually soft gray in color, lightened by a sheer cap worn under the bonnet, and a dainty white scarf folded about the throat or sometimes tucked in at the waist.*

*Men wore collarless coats, drab in color, and broad-brimmed hats.*

*While this dress became recognized as a uniform of the Quaker, it originated with no such idea. It was the simplified form of the dress of the day; the reason for the simplification was to escape notice through plainness of dress.*

*When it became evident about fifty years ago in America that certain features of the Quaker's somber costume constituted a peculiarity and served to attract attention rather than avoid it, Friends ceased to wear the distinguishing dress. Most Quakers now dress like other people.*

Ask the children to think about one thing they can do today to show their belief in the equality of people. Settle into silence. Close with a handshake and "Dona Nobis Pacem".

LESSON VII: THE WORLD IN TUNE —  
THE THRID TESTIMONY, HARMONY

*Opening:*

*Love does not recreate our brother [or sister] in our image; it recreates us both in relation to each other, united like limbs of one body yet each distinctly himself.*

*PYM Faith and Practice, 1972, p. 94*

Songs:

Choose among:

"Let There Be Peace on Earth" *Songs of the Spirit* #18

"No Man [One] Is an Island" *Songs of the Spirit* #20

"Dona Nobis Pacem" *A Hymnal for Friends* #34

"In Christ There Is No East or West" *A Hymnal for Friends* #112

"Magic Penny" *Songs of the Spirit* #23

"I'd Like to Teach the World to Sing" *Songs of the Spirit* #22

*Questions:*

When you are with a friend or a brother or sister, what things help you get along? Do you ever get into arguments or fights? What are these about? Why do they happen?

What are some things we can do to settle arguments? Name some good solutions and some bad ones.

Can you explain the word "harmony"? (You may want a musical adult or child to explain this word in layperson's terms.)

LESSON VII

*For the Teacher:* Harmony, for this age group, has several dimensions - harmony at home, in school and in the wider community. The lesson includes time to think about peace as both a personal and a world-wide issue. An important task for the teacher is building connections between large- and small-scale peacemaking.

*Needed:*

- Tinkertoys or other building toys
- Props for Butter Battle skit
- A recorded example of harmony
- Origami paper

*Journal-keeping Ideas:*

Writing in a journal is an excellent way to deal with anger and conflict. Spend a little time as a class talking about how a journal can help us express and work through anger.

1. Recall a dispute or conflict. Write about it and then write about possible solutions.
2. List some things which make you angry. Why do they make you angry? Can you think of some ways to reduce these angry feelings?
3. What happens when you get into a fight with a friend, parent or sibling? If you don't like what happens, how could you change it?

*Opening:*

Sing "Let There Be Peace on Earth", *Songs of the Spirit*, #18.

Ask a child who has some music background to explain the word "harmony" or explain it yourself. Emphasize that while the singers or instruments are not all singing or playing the same

thing, the different elements blend together or harmonize. Play a recorded example. Any chorus from Handel's Messiah is excellent, but choose your own favorite.

Ask: What do you think non-musical harmony means?

If a situation is harmonious, is everyone doing the same thing? in absolute agreement? working together?

Read the Quaker Peace Testimony:

Declaration to Charles II, 1660:

*We utterly deny all outward wars and strife and fighting with outward weapons, for any end or under any pretense whatsoever; and this is our testimony to the whole world... The Spirit of Christ, by which we are guided, is not changeable, so as once to command us from a thing as evil, and again to move unto it; and we do certainly know, and testify to the world, that the Spirit of Christ, which leads us into all truth, will never move us to fight and war against any man with outward weapons, neither for the kingdom of Christ, nor for the kingdoms of this world... Therefore, we cannot learn war any more.*

Give the background of this statement and a brief explanation:

The occasion for this "Declaration from the Harmless and Innocent People of God, called Quakers" was the violent uprising of the Fifth-Monarchy men in 1660 who felt they were fighting for the kingdom of Christ with their swords. The Friends, on the other hand, reaffirmed that the Lord had redeemed them out of the occasion of war.

Friends today use this statement as a basis for pacifism, which includes opposition to armed conflict and affirmation of non-violent conflict-resolution. Jesus' teachings on peace and conflict are the source of the Quaker peace testimony:

*Happy are those who work for peace, God will call them his children!*  
Matthew 5:9

*So if you are about to offer your gift to God at the altar and there you remember that your brother has something against you, leave your gift there before the altar and go at once and make peace with your brother, and then come back and offer your gift.*  
Matthew 5:23-24

*Love your enemies and pray for those who persecute you.*  
Matthew 5:44

But if we reject the use of force to solve disputes - personal or public - what do we do when a conflict occurs? (Don't ask for answers; leave the question open and move on to the next exercise.)

*Tinkertoy Exercise:*

You need at least one set of Tinkertoys or another building set in which several kinds of pieces are necessary. Pre-build a structure. Divide the class into at least two groups. Give each group a set of Tinkertoys. Each group should be missing several essential pieces. However, between or among the groups all the pieces needed to build one complete structure per group are available. Ask each group to build the assigned structure. Do not give any other directions. If children ask if they may trade, respond that the only rule is to build the structure. You may set a time limit and/or offer a prize for the first completed structure. Both of these options will make the exercise more competitive and less friendly.

Follow-up Questions:

1. What did you do when you discovered certain pieces were missing?
2. How did you go about building the structure? Did you divide up the task?
3. Did your group share solutions? Work together?
4. Did you get pieces from other groups? How?

5. Did the time limit affect how you worked? Or if there had been a time limit what would the effect have been?
6. Did the prize affect your strategy? Or, if there had been a prize offered, would that have changed your strategy?
7. Do you know what the word "negotiate" means? Did your group negotiate?

*Optional Games:*

First play traditional musical chairs and then play musical laps.

Directions for musical laps:

Musical Laps (Sandra Cangiano at an Abington Friends School faculty workshop)

This is a cooperative version of "Musical Chairs". The whole group forms a circle, all facing in one direction, close together, each with hands on the waist of the person ahead. When the music starts, everyone begins to walk forward. When the music stops, everyone sits down in the lap of the person to the rear. If the whole group succeeds in sitting in laps without anyone falling to the floor, the group wins. If people fall down, gravity wins.

From *For the Fun of It!*, by Marta Harrison

Talk about the difference between these two games. What happens in "Musical Chairs"? Who wins? How did you feel after each game? (Get responses from winners and losers.)

*Story:*

Read *The Butter Battle Book* by Dr. Seuss, New York: Random House, 1984.

This book is Dr. Seuss for grown-ups and older children. The story is simple enough. The Yooks, who eat their bread with the butter side up, are engaged in an escalating stand-off with the Zooks, who eat their bread with the butter side down. Each side creates more and more sophisticated weapons with names like "Blue Gooer" and "Poo-a-Doo Powder." Patriotic songs, marching bands, and fancy uniforms dignify the combatants. The story ends with a Zook and a Yook, each holding a "Big-Boy Boomer", ready to annihilate each other.

No happy ending here - Dr. Seuss leaves the reader with questions, not answers. On one level he has satirized the arms race and military pomp and ceremony; on another he mocks all our smaller disputes and attempts to prove our rightness.

After reading the story, ask small groups of 3 or 4 children to create an ending for the story. Each group will act out its ending. Provide materials for simple hats, flags or uniforms.

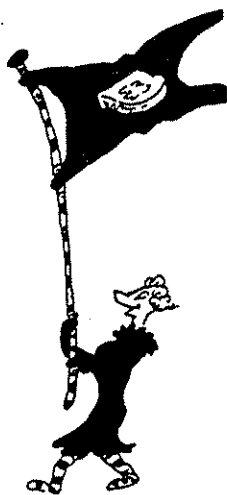
Talk about the endings. Are some better than others? What are the causes of the conflict in the book? Can you think of some arguments you've had in which the issue is as silly as how to eat bread? Are people this stubborn in real life?

If the children want to talk about international disputes, do so. What are the causes of these disputes? Would any of your solutions to the Butter Battle work in these cases?

Note: Some groups will want to focus more on personal issues; others on public ones. In either case you can help the children consider alternatives to violence.

*Alternative Story:*

Tell the story of *Sadako and the One Thousand Paper Cranes*, by Eleanor Coerr (Putnam, 1977). This book is too long to read aloud. The teacher will need to read it and retell it. Briefly, Sadako is a young Japanese victim hospitalized with atom bomb disease, leukemia. She races



against time to fold one thousand paper cranes to verify the legend that by doing so a sick person will become healthy. She dies before finishing, but her friends complete the cranes.

As an activity, make chains of peace cranes for the Meetinghouse:

General notes on the folds:

1. .... = valley fold - paper is folded up.
  2. - - - = mountain fold - paper is folded down.
  3. Squash fold - paper is pulled up from underneath and then creased down.
  4. Reverse fold - folding in the opposite direction from the previous fold.
- The crane's head and tail are reverse folded.



① Valley fold down the center.

② Mountain fold down the center.

③ Squash fold: pull up from underneath and crease down.

④ Reverse fold: fold in the opposite direction from the previous fold. (You will end up with a square - 1/4 size of original paper) - see # 6.

⑤ Repeat behind.

⑥ Crease along marked lines - then reopen.

⑦ On each side pull the lower point of the square up and fold the side corners inside.

⑧ Repeat behind.

⑨ Fold top layer side flaps to center. repeat behind.

⑩ Crease and reverse fold (up) (neck + tail).

⑪ Reverse fold down - for head.

⑫ Pull wings down.

hint: check next picture to see what you're aiming for.

If you use the story of Sadako, instead of asking questions, encourage the children to talk about their feelings about war. What sorts of things do they think they can do or their families can do to make war less likely? The chain of cranes is a positive symbol of a hope for peace.

**Closing:**

Read the Peace Testimony again and settle into silence. Close with a handshake and "Dona Nobis Pacem".

## LESSON VIII: TIS THE GIFT TO BE SIMPLE —

### THE FOURTH TESTIMONY, SIMPLICITY

#### *Opening:*

*A life centered in God will be characterized by integrity, sincerity and simplicity... its activities and expressions should be... directed toward the simple, direct purpose of keeping one's communication with God open and unencumbered by that which is unessential.*

*PYM Faith and Practice, 1972, p. 19*

#### *Songs:*

"Dona Nobis Pacem", *A Hymnal for Friends*, #34

"'Tis the Gift To Be Simple", *Songs of the Spirit*, #46; *Worship in Song, A Friends Hymnal*, #271

#### *Questions:*

1. What does the word "simple" mean? In the song we just sang it has a special meaning; can you figure out what that meaning is?
2. Why do you think Friends try to keep their lives simple or uncluttered?
3. How do you feel when you have too much to do or too much going on at one time?
4. What does it mean to tell the truth? Is it hard to be truthful sometimes? Why? How do you feel when you tell a lie?

## LESSON VIII

*For the Teacher:* Simplicity includes three areas of importance to this age group: integrity, use of time, and materialism. While the lesson touches on each area, you may choose to focus on one or another.

#### *Needed:*

Newsprint

Markers

See lesson for other needs

#### *Journal-keeping Topics:*

1. List some ways your life is complicated. Write about some ways to simplify these areas of your life.
2. If you had an hour to yourself, what would you do?
3. List what you need and what you want. How are these lists similar, how different?

#### *Opening:*

Following up on the general opening theme, define simplicity with the class.

The following selection from *PYM Faith and Practice*, 1972, helps clarify what Friends mean by simplicity:

*Simplicity does not mean that all conform to uniform standards. Each must determine ... what promotes and what hinders his search for the Kingdom. The call to each is to abandon those things that clutter his life and to press toward the goal unhampered.*



In rephrasing this for the children, put emphasis on arranging our lives so there is time for what is genuinely important and on determining what is and is not of real value. On newsprint set up three categories: *Honesty*, *Possessions* and *Time*. Help the children see how each word relates to simplicity.

*Possessions:*

Game: Sit in a circle and play the game "I'm Going On a Trip..." Ask the children to name items which they feel are really needed. List the items. As you go around the circle each person names an item plus all those mentioned before his/her turn.

Now tell the children about Gandhi, who reduced his possessions to the bare minimum. Show a picture of Gandhi in his simple clothing. Read this saying from Gandhi: "*There is enough in the world for everyone's need, but not for everyone's greed.*" Now do one of these activities:

1. Give each child a pencil and paper. Assuming that adequate food, shelter, and clothing are available, each child lists five additional possessions which are essential to him/her. Discuss the lists. Let each child explain, in turn, why one or two of the items on his/her list are important. Ask how the lists would be different if food, clothing, and shelter were not already available.

Now turn the list over and list five things you now have which you could live without. Discuss this new list.

2. Bring in a back pack. Ask the children as a group to decide what will be needed for a three-day trip. As each item is decided on, assign it an approximate weight. Each item taken must be justified. If you have a camping equipment catalog, such as L. L. Bean, you can get actual weights. Using bricks or sand in bags fill the pack with the total weight arrived at. Let the children see if they can carry the pack. If not, they will need to decide what is inessential and why. Suppose we had to carry life's essentials with us. What would we carry?
3. Read or tell the story of "King Midas and the Golden Touch". You will find this story in most mythology anthologies including *Bulfinch's Mythology: The Age of Fable*, by Thomas Bulfinch, Chapter 5.

*Questions:*

1. Why do you think Midas was so impressed by gold?
2. Why did Midas think gold meant power?
3. What, besides power, comes with gold, or money?
4. Are there things money can't buy?
5. Why did Midas keep wanting more and more gold?
6. What could happen in real life that might be compared to "turning into gold"?

This is a good story to role play before you ask the questions.

*Ask:*

1. Do you ever feel you have too much to do? How do you respond to being overloaded?
2. Discuss concrete strategies for planning time, for deciding what is important to do.

In pairs have the children make time plans for a week. After the plans are made, talk about them. Did anyone schedule "alone" time? Why or why not? Did anyone have to eliminate an activity? How did you decide what to eliminate?

*Cheating:*

Honesty includes more than cheating, but this lesson focuses on that aspect because it is very relevant to junior high children.

Game: Set up a simple relay game. Divide the class into two teams. Each team member hops (or skips, or jumps) to one end of the room, touches the wall, and runs back. He/she touches the hand of the next child in line. The first team to have all its runners run, wins. Play once. Then tell one team to cheat. Runners on this team do not do the prescribed action or do not touch the wall or the next child's hand, etc. Play a third time and ask the other team to cheat and the first one to follow the rules.

Follow up with these questions:

1. What happens when one team cheats?
2. How did it feel to cheat? To see the other team cheat?
3. Are you ever tempted to cheat? Why?
4. What should you do if you know someone is cheating?
5. Is it ever OK to cheat?
6. What about cheating on school work? Does this happen at your school?
7. What circumstances make cheating in games or in school less likely?

On question #7 the discussion will probably begin with mention of adult supervision. Lead the class into thinking about internal as well as external ways to reduce cheating.

*Optional Art Activities:*

Either activity demonstrates that something beautiful can be made from very little.

1. One-color painting. Each child has a blank page, one brush and one paint color. The assignment is to paint a beautiful design. If you have access to Chinese or Japanese brush painting supplies, they are excellent for this exercise.
2. Found objects. Take a walk and collect natural and other items. Give each child glue and paper. The assignment is to make a collage using these materials. A group collage is an alternative.

*Closing:*

Read Matthew 6:19-21 to the group:

*Do not store up for yourselves treasure on earth, where it grows rusty and moth-eaten, and thieves break in to steal it. Store up treasure in heaven, where there is no moth and no rust to spoil it, no thieves to break in and steal. For where your treasure is, there will your heart be also.*

Settle into silence. Close with "Dona Nobis Pacem" and a handshake.

CLOSING CELEBRATION

*For the Teacher:*

This lesson provides a time for the children to share their experiences over the last eight weeks. Several specific activities are suggested, but we hope that First-day Schools will tailor-make this celebration. The general goal of celebrating together is far more important than the particulars of the celebration. If more than one class is using *Growing In the Light*, do this celebration together. If only one class is using *Growing In the Light*, have them invite other classes, their parents and/or the Meeting.

*Needed:*

- A good-sized open space
- Display area
- Art Supplies as listed in the lesson
- Snacks

*Ahead of Time:*

1. Display work from previous lessons.
2. Prepare simple snacks.

*Lesson Plan:*

1. Share a song and then teach the song to the whole group.
2. Talk briefly about what you have done over the past few weeks. Several children can share this responsibility.
3. Play an active, cooperative game. Several are described in the lessons, any of which is appropriate.
4. Sit in a circle. Ask each child to respond to the question, "What is one thing you've learned about Quakers during these classes?"
5. Choose one of these activities:

A. Community Picture (thanks to Margaret Cantieni):

Needed: Construction paper, or other colored paper, in as many different colors as possible. Large sheets of white or manila paper. Paste.

Invite each child to choose a sheet of paper whose color they feel matches them, belongs to them, represents them. Then ask the children to share their personal color with the others, by tearing each sheet into enough pieces so that each child present gets a piece from every other child's personal paper. Then let each child make a picture or design with all the pieces of paper in his/her collection.

Call to the attention of the children that each picture helps the other children's colors become something new. The gifts from others make their picture richer, but they still have possession of what happens to their picture. All the colors together make the fullness of the light. Each picture is made up of the same colors but each one is unique.

B. Group Banner (3' x 2' is a good size)

Needed: Large piece of felt attached to a dowel. Fabric scraps, scissors, Sobo glue.

Instructions: Ask the children to create a banner on the theme, "A Quaker Is ..." Ask each child to create from fabric something which fits the theme. Ask each child to describe his/her contribution and to glue it on the banner. You may want to precut the words "A Quaker Is..." to glue on as well.

6. Gather together for worship. Encourage the children to speak during worship if they want to. Read one of the following:

1) Psalm 23

2) *As many candles lighted and put in one place do greatly augment the light, and make it shine forth, so when many are gathered together into the same life there is more glory of God, and his power appears to the refreshment of each individual, for each partakes not only of the light and life raised in himself, but in all the rest.*

Robert Barclay

3) *In calm and cool and silence, once again*

*I find my old accustomed place among*

*My brethren, where, perchance, no human tongue Shall utter words; where never hymn is sung,*

*Nor deep-toned organ blown, nor censer swung; Nor dim light falling through the pictured pane! There, syllabled by silence, let me hear*

*The still, small voice which reached the prophet's ear;*

*Read in my heart a still diviner law*

*Than Israel's leader on his tables saw!*

John Greenleaf Whittier

4) The St. Francis Prayer:

*Lord, make me an instrument of your peace*

*Where there is hatred ... let me sow love.*

*Where there is injury ... pardon.*

*Where there is doubt ... faith.*

*Where there is darkness ... light.*

*Where there is sadness ... joy.*

*O Divine Master, grant that I may not so much seek*

*To be consoled ... as to console,*

*To be understood ... as to understand,*

*To be loved ... as to love.*

*For*

*It is in giving ... that we receive,*

*It is in pardoning ... that we are pardoned,*

*It is in dying ... that we are born to eternal life.*

Settle into Silence. Close with a handshake.

9. Sing "As We Leave This Friendly Place".

10. Share simple snacks and juice.

Note: This lesson could be done intergenerationally. In any case, be sure to share the displays of the children's work with the adults, possibly after Meeting.

Three good ways to let adults get acquainted with the children, if your Meeting does not provide much intergenerational time are:

- **A Photograph Board** - Take Polaroid pictures of each child and mount them with names on a large bulletin board in a prominent place. Point out the board to adult members.
- **A Silhouette Board** - Using the following technique, make cut-outs of each child and display as described in #1: Fasten a large piece of white paper to the wall. Have the child stand or sit in front of a light such as from a slide projector or a floor lamp. Adjust the distance between the light, the child and the paper on the wall until the profile image is the size you want it on the paper. Another child or teacher traces the shadow. Have each child cut out the tracing, with help if necessary. Paste this on a darker piece of paper.
- **A Self-Portrait Board** - Have each child draw him/herself and display the pictures as described in #1 above.