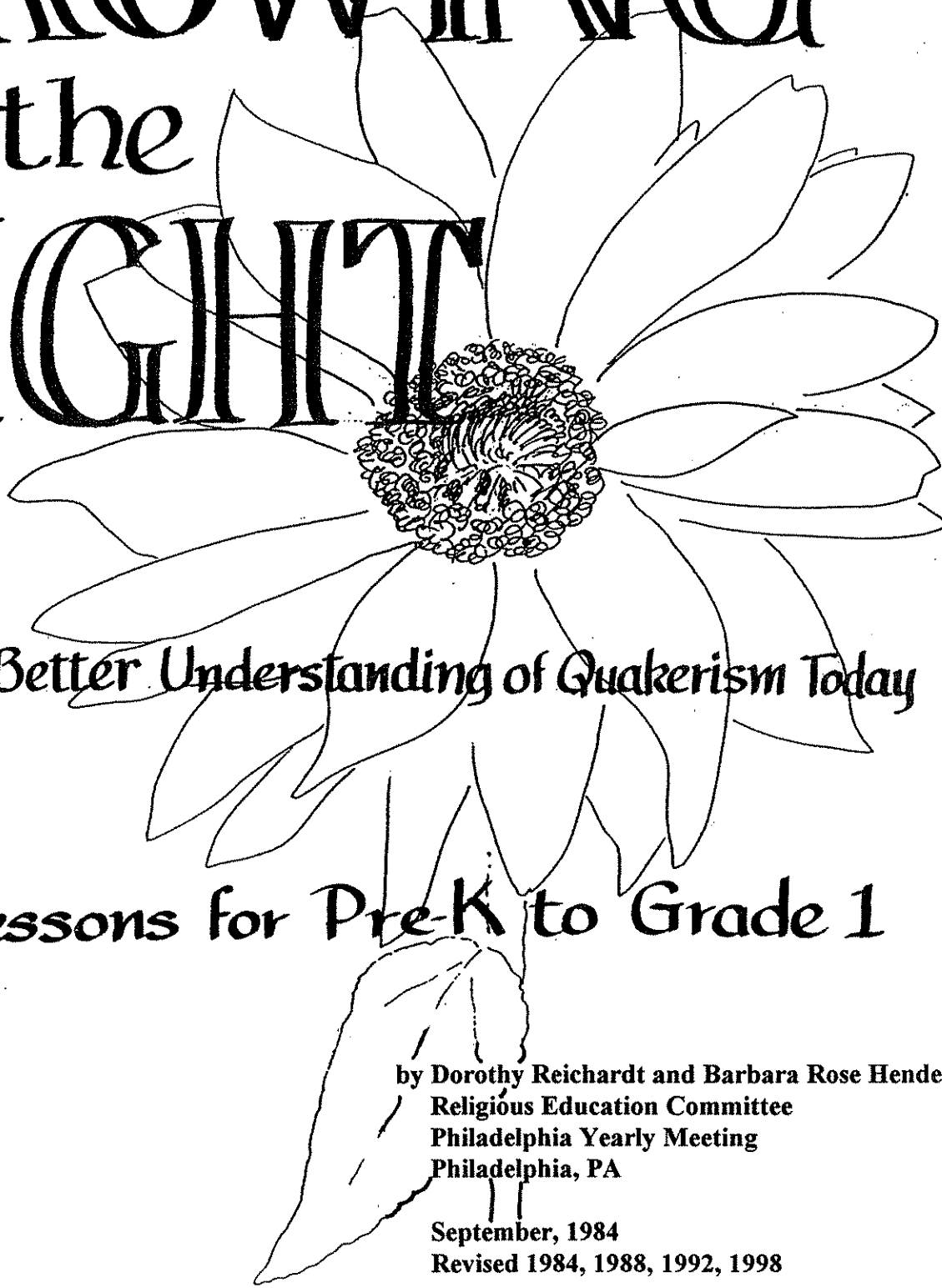


GROWING in the LIGHT

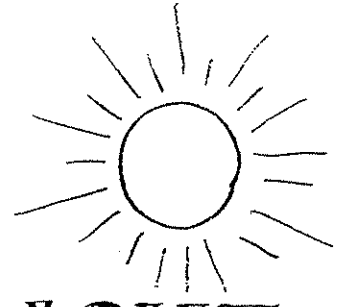


Toward a Better Understanding of Quakerism Today

Nine Lessons for Pre-K to Grade 1

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Philadelphia Yearly Meeting
Philadelphia, PA

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GROWING IN THE LIGHT

Nine Lessons for Pre-Kindergarten to Grade 1

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This curriculum helps participants better understand Quaker beliefs, process, and practice. There are three other "Growing in the Light" curricula, covering the same basic Quaker topics at a level for 2nd -5th grade, 6th - 8th grade and 9th - 12th. The lesson openings, included for every lesson except Lesson IX, can be used intergenerationally.

INTRODUCTION

These lessons are designed for students three to seven years old. If you have children younger than three in your class, allow them to participate as they can and have an extra adult helper available for these little ones.

The lessons contain a variety of games, songs, stories, and craft activities. Times for sharing and for quiet worship are included each week. Most weeks you will find more to do than you have time for. The lessons are designed to last 45 minutes to one hour. Because attention spans vary so much with this age group, you can prepare one or two of these extra activities as backups in case your class finishes the planned lesson too quickly.

Supplies That Will Be Needed

Needs are listed with each lesson. Have an adequate stock of basic craft supplies - crayons, scissors, paper, markers, glue, etc. - 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.

Books you will need:

A Hymnal for Friends+
*Songs of the Spirit**+
*Worship in Song: A Quaker Hymnal**+
Where's God?+ by Katherine Karsner
*We're Going to Meeting for Worship**+ by Abby Hadley

Various children's books are listed in each lesson, including:

The Berenstain Bears and the Truth, The New Baby, The Berenstain Bears and the Messy Room, and The Berenstain Bears Get In a Fight+ by Stan and Jan Berenstain.
Goodnight, Moon by Margaret Wise Brown
The Runaway Bunny+ by Margaret Wise Brown
Play With Me+ by Marie Hall Ets
A Baby Sister for Frances, Best Friends for Frances, A Birthday for Frances, and The Little Brute Family+ by Russell Hoban
A House is a House for Me+ by Mary Ann Hoberman.
The Snowy Day and Peter's Chair+ by Ezra Jack Keats
The Carrot Seed+ by Ruth Kraus
Owl at Home by Arnold Lobel.
A Little House of Your Own+ by Beatrice Schenk de Regnier.
The Sneetches and Other Stories+ by Dr. Seuss
The Adventures of Obadiah and Rachel and Obadiah+ by Brinton Turkle
Noisy Nora+ by Rosemary Wells

*Available from Friends General Conference

+Available from the Philadelphia Yearly Meeting Library

Optional items:

Mats or a rug for quiet times; a tape player and tapes for background music during craft periods.

Preparing Each Lesson

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 carefully read 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. Establish some regular routines; this age group likes the stability provided by a predictable schedule.

Places to Order or Borrow Resources

Friends General Conference, 1216 Arch Street, 2B, Philadelphia, PA 19107; 215-561-1700.
Philadelphia Yearly Meeting Library, 1515 Cherry St., Philadelphia, PA 19102; 215-214-7220.

Questions or Problems?

Call Martha Smith, Religious Education Office, Philadelphia Yearly Meeting; 215-214-7008.

Credits

- Several of the finger plays are adapted from *Be and Say Finger Play* by Elaine M. Ward. This book is available from your local book store or Educational Ministries, 765 Penarth Ave., Walnut, CA 91789. (ISBN 0-940754-12-6, 71 pg., 1982, \$7.95) It contains almost 300 finger plays and we highly recommend that you order this book for your First-Day School.
- Many Friends active in First-Day Schools have contributed ideas for these lessons. Special thanks are due to Cindy Robinson and Merrill Dutton of Providence Meeting, and Marty Smith of Moorestown Meeting.

LESSON I: ENTER IN THE MEETING HOUSE- MEETING FOR WORSHIP, PART 1

Opening

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,
London Yearly Meeting, 1959.

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

Questions

1. When you hear the word "Quaker" what words or impressions come to mind? List the responses on chart paper; participants may wish to add to or subtract from this list in future weeks. If you have newcomers, you may need to explain the words "Quaker" and "Friend".
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

Nametag

Chalkboard or large newsprint pad

Doll patterns copied onto white paper or onto lightweight white fabric. One boy doll and one girl doll per child.

Markers

Glue, cardboard, scissors for paper dolls, or pillow stuffing and fabric scissors for fabric dolls.

Opening

Give each child a prewritten nametag. Gather in a circle and play one of the following get-acquainted games (omit if your children are well acquainted):

- To the tune of "Frere Jacques" sing:
Where is Mary, where is Mary? (use names of your children)
Where is John, where is John?
Here we are, here we are? (stand as name is called)
Now sit down together, now sit down together,
Now sit down.
- The teacher sits at one end of the room, children sit at the other end. Select one child to be "It" and ask him/her "Bring me...(describe a child and give his/her name)." "It" brings the child described. That child becomes "It". Repeat until all the children are with the teacher.

Circle Time

Sing the chorus of "Enter in the Meeting House" in *Songs of the Spirit*, p 13, then ask the children to sit quietly for a few minutes. Read the chorus aloud. Ask the children how many have been in the meeting room. Let them describe the room. See how complete a picture you can get. As the children talk, make a simple drawing of the room on a chalkboard or newsprint pad.

Visiting the Meeting Room

If possible take your class into the meeting room. (If you cannot do this set up chairs or pillows in your classroom in a configuration similar to that of the benches in your meeting house and ask the children to pretend they are in the meeting room.) Tell the children that during the week the room is usually empty, but on Sunday people come together there for a quiet time called Meeting for Worship. Describe what happens on Sunday. Include people arriving, greeting one another, sitting down quietly in different parts of the room, rising to speak, and finally shaking hands.

Listening Exercise

Ask each child to find a special comfortable place to sit in the meeting room (or in your reconstructed meeting room). Ask the children to close their eyes and listen quietly. Ask them to listen for sounds outside the room, then for sounds in the room, and finally for sounds inside themselves. Ask them what they heard. Explain that people in Meeting are listening - especially to the sounds inside themselves. You might describe these sounds as the sounds of thinking or in the words of one four-year-old, "What goes on behind my eyes." Return to your classroom.

Possible Extension of this Exercise

1. Read *A Little House of Your Own* + by Beatrice Schenk de Regnier, Harcourt Brace, 1954, or *A House is a House for Me* + by Mary Ann Hoberman, Puffin Books, 1982. Each describes finding a special place of one's own.
2. Go on a quiet walk. Ask the children to concentrate on sights, or colors, or sounds. Stress the idea of being quiet for a reason. You can walk outside or inside. When you get back, make a list or draw pictures of what you heard and saw.

Listening Game

Play "Simon Says". Emphasize the importance of listening in this game. Use "shake hands" and "sit quietly" as two of the directions. A child might like to be the leader.

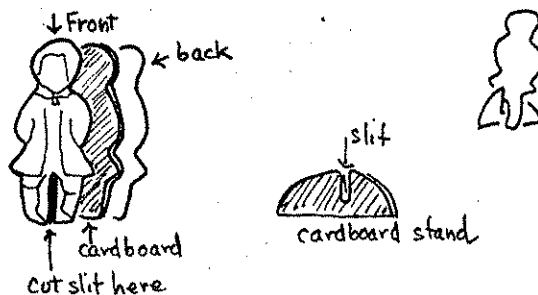
An Alternative Listening Game

"Listening With a Word" - Children stand in a circle. Choose a word or phrase and, as they go around the circle, ask each child to say the word louder than the child before. Then, as they go around the circle again, say the word softer each time.

Art Activity

Using the patterns following this lesson, the children will make Quaker dolls. First show the children pictures of Quakers in old fashioned, plain dress. The Obadiah books by Brinton Turkle, especially *Obadiah the Bold* +, have good illustrations, as does *Thee, Hannah!* + by Marguerite De Angeli. Give each child the outlines of a girl doll and of a boy doll. Two possibilities:

1. Photocopy the patterns onto white paper. The children color and cut them out. Place a piece of cardboard, precut to the doll's shape, between the front and back of the doll before gluing the front and back of the dolls together. The cardboard will make the doll sturdier. Pre-make



stands for these paper dolls. Cut a slit in the stand and a slit in the base of the doll. Insert the stand into the doll so it will stand up.

2. Trace the patterns onto white fabric. Use a laundry marking pen for tracing. To trace, the fabric must be light enough to see the pattern through. The children color the fabric dolls with markers. The teacher cuts out the fabric pieces and takes the dolls home to sew together and stuff. If you have a large group, divide this task up among several adults. You could also bring a portable sewing machine to class and sew the dolls there. The children can then help stuff them.

In either case label the dolls with names and keep them in the classroom until next week.

Story or Game

Gather in a circle. Ask the children what it means to be "as quiet as a mouse." When we are in Meeting we are "as quiet as mice." Then do one of the following:

- Read "The Mouse", pp. 3 & 4 in *Where's God* + by Katherine Hunn Karsner. A little stuffed mouse or mouse puppet will help as you tell the story.
- Do the following Finger Play (adjust to your class size):

MICE

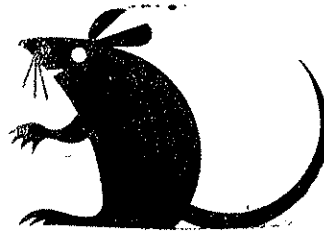
Three little mice on padded feet
Softly walk, quietly ear. (do appropriate motions)
No one hears them ("shhh") pitter, pat (creep)
Softly not to waken cat. (whisper slowly)
No one sees them (thumbs and forefingers over eyes)
In the night
Nibbling cheese (chew) with great delight!

Ask the children to tiptoe around being as quiet as mice while you read:

BE A MOUSE

(Do appropriate movements for mice)

Quiet and small, be a mouse,
Tiptoe and whisper in the house.
Talk very softly here in class,
Listen as the big folks pass,
Slowly creep without a peep...and hide!
And run and scamper when outside.

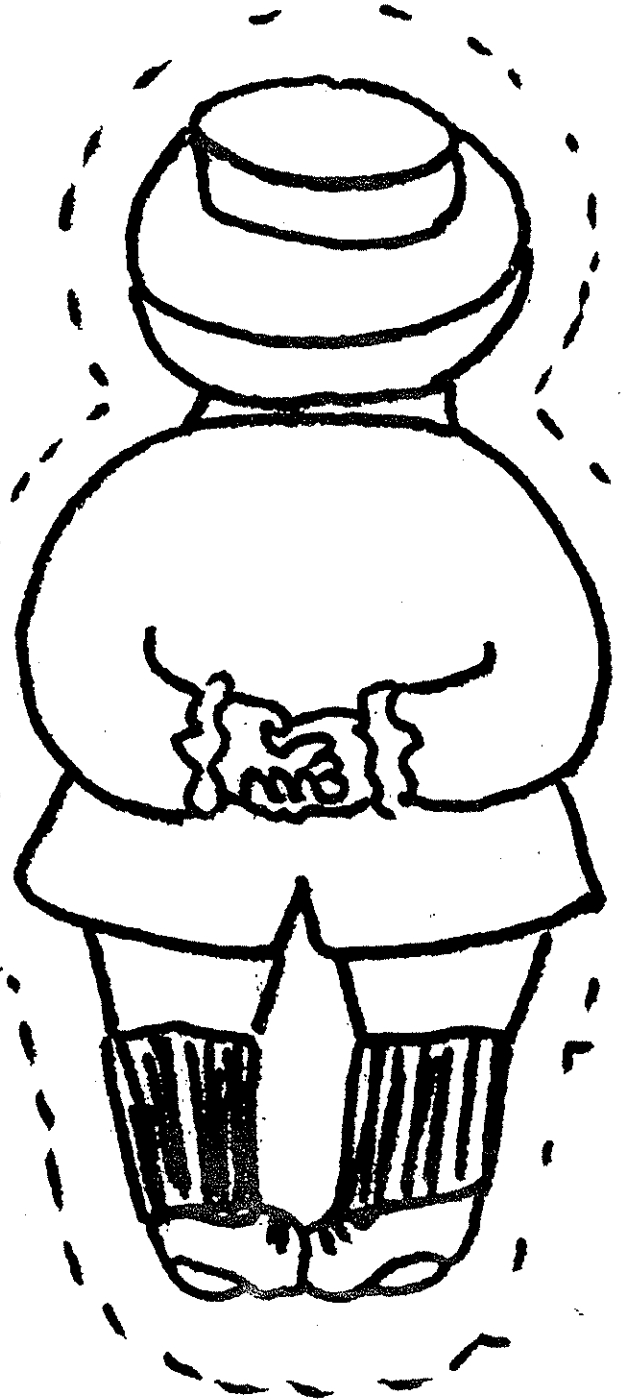
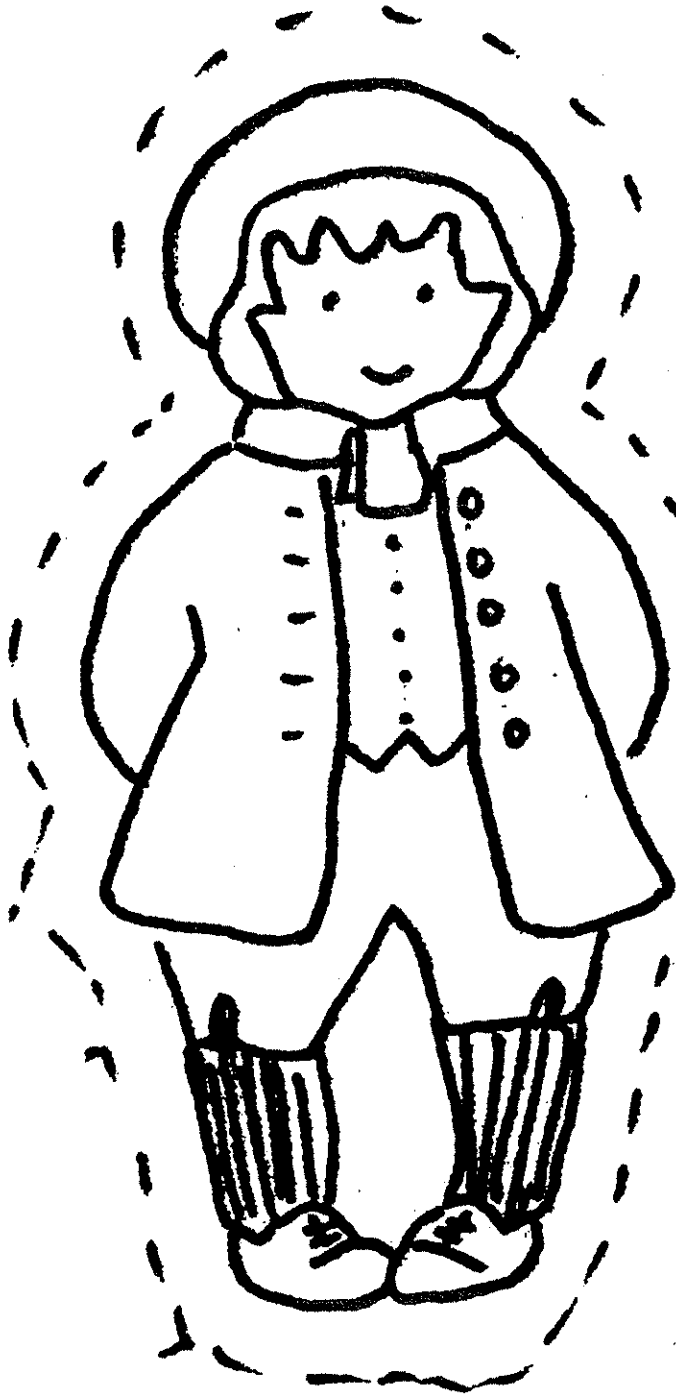


Closing

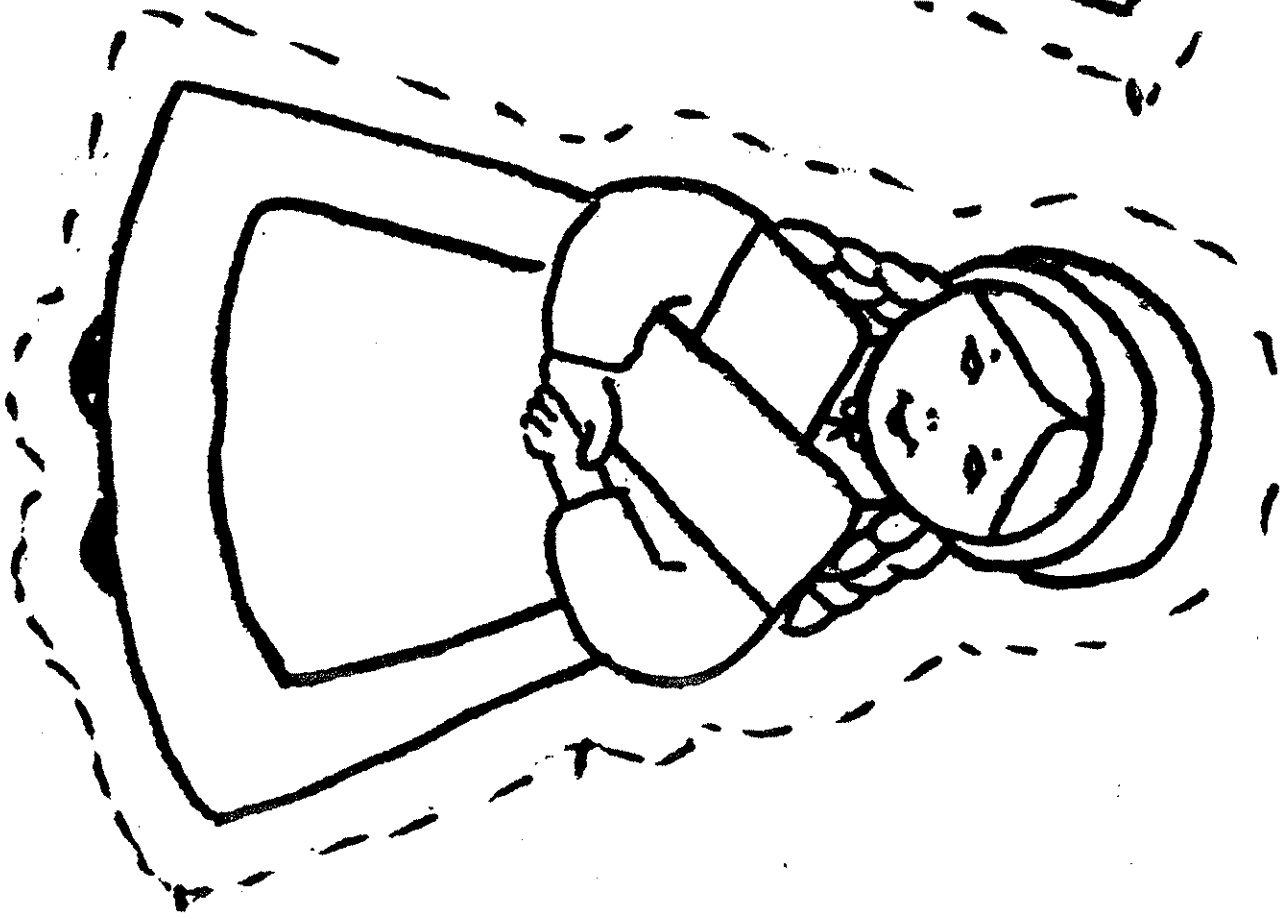
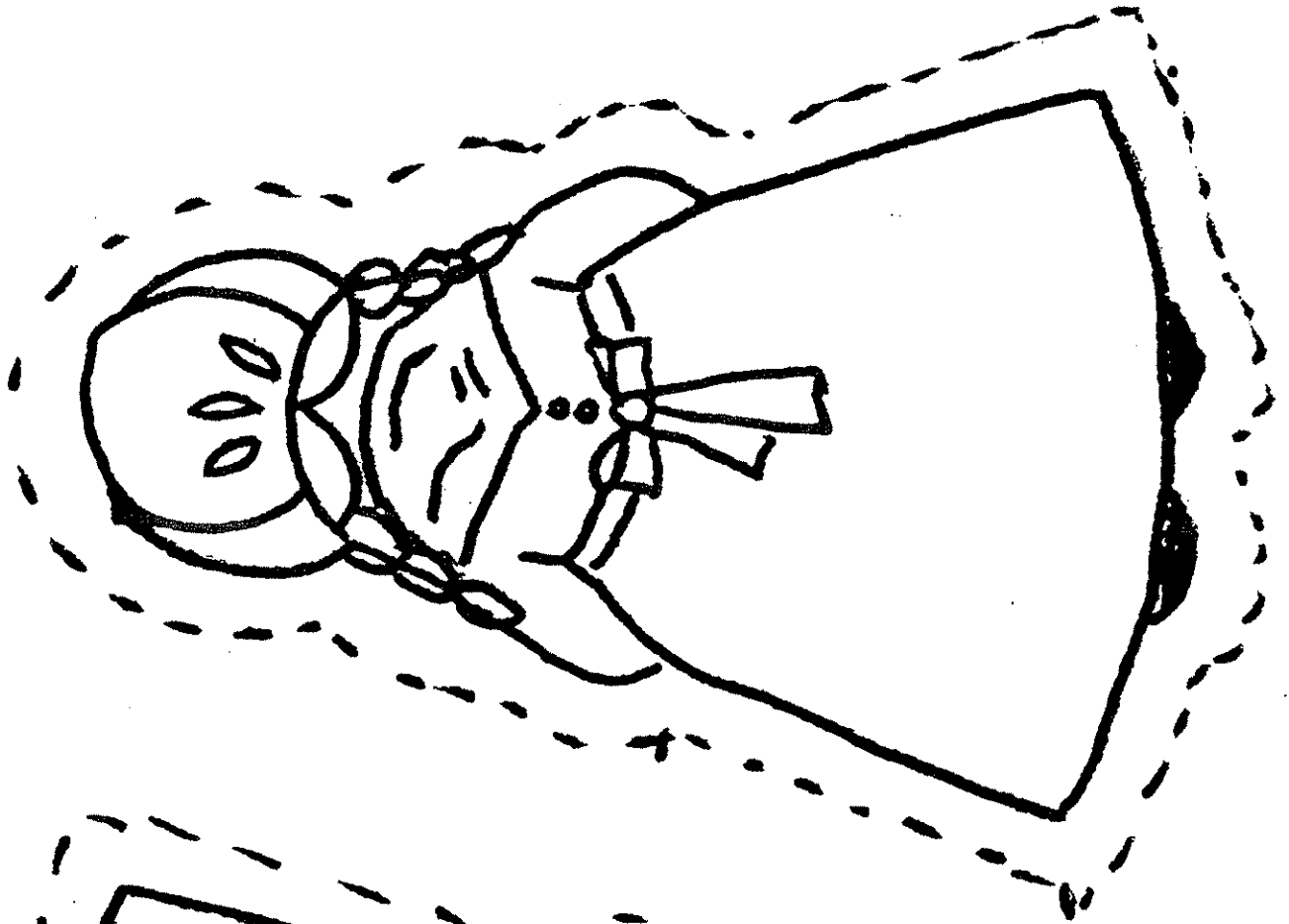
Re-gather in a circle. Teach the song "As We Leave This Friendly Place", #7 in *A Hymnal for Friends*. Sit quietly for a short time, then break the silence with a handshake.

+ Available from Philadelphia Yearly Meeting Library

For cloth dolls; cut on dotted lines; sew on outside lines (tight sides together), leaving about 2" open for stuffing; clip curves.



Our thanks to Rebecca Robinson for these patterns.



LESSON II: *SPECIAL SILENCE-* MEETING FOR WORSHIP, PART 2

Opening

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

In this lesson we concentrate on what happens in Meeting for Worship. A first goal is helping children become comfortable with silence. We also practice listening and concentrating.

Supplies Needed

Commercial or homemade finger paint
Shiny shelf paper or special finger-paint paper
Nature pictures
Crayons or markers
Supplies for hanging birds - see lesson
Dolls make last week

Opening Story

Tell the children you are going to read them a story about going to Meeting. Read *We're Going to Meeting for Worship* by Abby Hadley (available from Friends General conference - see p. 3). When there are questions in the story, pause to allow the children time to answer.

Practicing Listening

Choose from these options:

1. Ask the children to close their eyes. Now make a series of sounds such as clapping, whistling, bell ringing, zipping. Ask the children to identify each sound.
2. Play "Simon Says." This is especially good if you have an active group. Finish with "Simon says sit quietly."
3. Go for a quiet walk. Directions in Lesson I.
4. Have finger paints ready.
Use commercial finger paint or make your own using one of the following recipes:
 - Mix food coloring with liquid starch in individual jars, or
 - Mix one cup of cornstarch (or laundry starch) with enough cold water to make a smooth, thin paste. Add one cup of flaked soap chips and one half cup of salt. Put this mixture in a double boiler and add one quart of water and cook until it's thick. Increase amount of water if necessary. Beat it with an egg beater, put it into empty baby food jars and put some food coloring in each jar. One teaspoon of glycerin makes this more pliable and easier on the

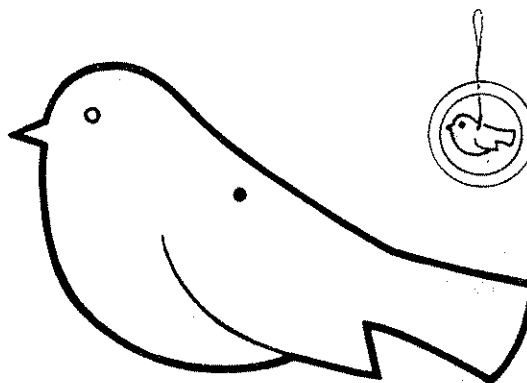
hands. The salt acts as a preservative. Paint will thicken as it cools. Add color while hot and put in containers to cool.

Cover work surface with newspaper. Use wet shiny shelf paper or special finger-paint paper. Play soft music and ask the children to finger paint silently. Don't set the subject matter. Afterward talk with the children about this experience. What did they think about? Can they talk about their paintings? Clay or tempera paint and large brushes are possible substitutes for finger paint.

Song and Activity

Sing "Special Silence", *Songs of the Spirit*, #6. Read the words aloud. Ask the children what they can hear with their "inside ears". Have pictures of the ocean, birds and wind (trees blowing) to show. *National Geographic* and *Audubon* magazines are good picture sources.

Make hanging birds: For each child cut out one bird. Use the pattern or make your own. The children color and/or decorate the birds (use glitter, feathers, gummed paper or stars). Make rings out of small aluminum pie pans or cardboard. These can also be decorated. Hang the bird in the ring as shown in the drawing. Use a paper punch to make holes for the string. Fishing line is best for the string.



Story or Game and Closing

Either read *Play With Me* + by Marie Hall Ets, Viking, 1955, or play the following finger game: (Both emphasize quiet attention)

Ready to Listen (Suit actions to words)

Let your hands go clap, clap, clap
Let your fingers snap, snap, snap
Let your lips go up and down
But do not make a single sound.

Let your lips go up and down
But do not make a single sound.
Fold your hands and close each eye
Take a breath and softly sigh. Ah!

Give the children the paper or stuffed dolls which they made last week. Have them hold the dolls quietly as they sit in the circle. After a few minutes of silence, sing "As We Leave This Friendly Place" and close with a handshake. Give the children the dolls to take home or suggest they might like to take the dolls into Meeting.

At Home

If you can afford to, buy each child a copy of *We're Going to Meeting for Worship*. Order from Friends General Conference, (see p. 3). Send it home with a note to parents encouraging them to read the book to their children and to bring their children to Meeting for Worship regularly.

+ Available from Philadelphia Yearly Meeting

LESSON III: *WHEN TWO OR THREE ARE GATHERED TOGETHER IN MY NAME- MEETING FOR BUSINESS*

Opening

Meetings for business are meetings for worship which our business is conducted with the same openness to the leading of the Spirit.

Faith and Practice, p. 21,
Philadelphia Yearly Meeting, 1997 revision.

Songs: Select from those in Lesson I and add "Dear Lord and Father of Mankind" found in *A Hymnal for Friends*, #83 (revised words are 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

Little children make decisions just as adults do. Learning how to make decisions based on respect for the viewpoints of others is very important. Our belief in that of God in each person leads to a respect for other's views. For children this belief is best understood in terms of each person's specialness. Since Business Meeting also requires two-way communication with God, we will talk about prayer as a way of talking to God. Both themes, respect for one another and prayer, are important to business meetings and to Meeting for Worship. This week we will not have time to make a decision as a group, but we will put these ideas into practice next week.

Supplies Needed

Candle
Poster board
Precut pieces of colored paper for candle activity
Glue
Gray or white drawing paper
Colored chalk
Chalk board or newsprint

Song and Sharing Circle

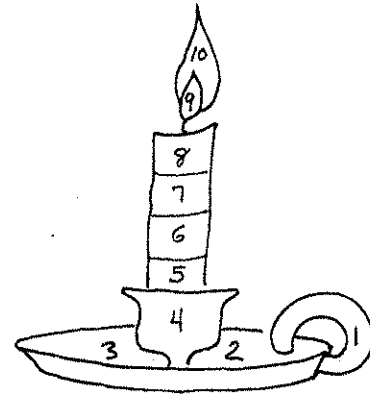
Sing the first verse and the chorus of the "George Fox Song", *Songs of the Spirit*, #3. Read the words, "A Light that is shining, Friend, in me and in you." Light a candle and place it in the middle of your circle. Ask the children to concentrate on the candle as you speak. Explain that a Quaker who lived a long time ago named George Fox said that God exists in each of us; he called this our inner light. Sometimes this light shines very brightly - when we are kind or helpful or happy; sometimes it shines less brightly - when we are unkind or sad or lonely or angry. But God is always with us. Each person is special to God.

Ask one or two children to move away from the circle. Look at the empty spot. When a person leaves, the circle is incomplete; each child is needed to make a complete circle. Ask the children who left to return. Extinguish the candle.

Group Art Activity

Make a picture of a candle together. Precut pieces of a candle, a flame, and a candle holder out of colored paper (see drawing). Number the pieces; the number does not matter, but have at least one piece per child. Help the children paste the pieces in order on a piece of poster board. If you have a large class, make two separate candles.

Label the poster "Walk in the Light" and sing the chorus of the "George Fox Song".



Game

Our light makes us special. We are all special in different ways. Have the children stand in a circle.

Children say: "Everyone is special"

In turn each child says: "I'm special because..."

Between each child's statement the group says "Everyone is special."

Thanking God

Sing "Johnny Appleseed's Grace", *Songs of the Spirit*, #70, or another familiar grace. Ask the children what the song is about. What do the words "thank the Lord" mean? One way we can let our lights shine is to talk to God. We can thank God for things we are happy about. What are some things you are thankful for? (give examples if necessary.) Make a list on newsprint. Ask the children to draw a picture of one thing they are thankful for. Use gray or white construction paper and colored chalk. Wet the paper first for an interesting effect. Label the pictures for the children. Share the pictures with the group.

The following finger play is an alternative to singing a grace:

We give thanks to you, O God (fold hands)
We give thanks to you
For rain (wiggle raised fingers and lower)
And sun (make circle with arms over head)
For feet that run (run in place)
For you (point to others) for me (self)
For everyone (stretch arms forward),
We give thanks to you, O God.

Asking God for Help

Choose one of these options:

- Teach the chorus of the song "Kum Bah Yah!" - #52, *Songs of the Spirit*. Explain that the words mean "Come by here"; they are a prayer asking God to be with us. Teach one of the other verses and then ask the children for other ideas for verses, for instance, "Someone's playing" or "Someone's smiling." Sing these new verses. With the class, make up hand motions for each verse.
- God can help us make choices. What is a choice? Play "Corners" (adapted from *For the Fun of It!* by Marta Harrison, Non-Violence and Children Committee). All the children stand in the middle of the room. Begin with choices such as "Which would you rather be - ice cream or cake?" or "blocks or tricycles?" Designate sides of the room for each choice. Move on to the harder issues: "Would you rather be a biter or a slapper?" in which neither choice is really appealing. Other ideas: "Would you rather clean up your room or go to bed early?", "Would you rather eat your peas or skip dessert?", "Would you rather share your toys or keep them locked away?". Make up issues relevant to your group. Let the children talk about their choices. Do you ever have to think about others when you make a choice?

Closing

Gather in a circle and re-light the candle in the center. Play the "Ready to Listen" finger play from last week's closing. Ask each child quietly to thank God for something or to ask for help with a choice. In meeting for Worship grown-ups sometimes share their thoughts. Tell the children that if they want to they may share their thoughts here. Sing "As We Leave This Friendly Place" and shake hands.

LESSON IV: *THE SEEKERS OF THE LIGHT ARE ONE-MEMBERSHIP*

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
London Yearly Meeting, 1959.

Songs: Select from those in Lesson I and add: "Tis the Gift to be Simple", *Songs of the Spirit*.

Questions

What gives you the feeling of belonging to a group?

When have you had the feeling that you are "in the place just right"?

Lesson IV

For the Teacher

Being part of a group is important for children. The word "membership" will not mean much to this age group, but the concept of belonging will. Belonging requires giving and receiving. This week we talk about what being in a group requires and make up rules for our group. We also do a project which helps the Meeting, one of the groups to which the children belong.

Supplies Needed

Chalk board

Objects or pictures for the "Belonging Game"

Food for snack preparation (specifics will depend on what you decide to make)

Paper plates

Opening Circle

Ask the children what groups they belong to. List these groups on a chalk board or newsprint. Be sure to include "First-Day School Class" and "Meeting" on the list. Read a story about a family. Some suggestions: *A Baby Sister for Frances*, *Best Friends for Frances*, or *A Birthday for Frances*, all by Russell Hoban (Harper & Row); one of the Berenstain Bear books such as *The Berenstain Bears and the Messy Room* or *The New Baby* by Stan and Jan Berenstain (Random House); *Noisy Nora* by Rosemary Wells (Scholastic); *The Snowy Day*, *Peter's Chair*, or any of the other Ezra Jack Keats books about Peter (Viking); *The Runaway Bunny* by Margaret Wise Brown (Harper). Ask a few questions similar to these but tailored to the story you are reading:

What makes the child(ren) in this story feel part of the family?

How do the people in this family help each other?

Do both the children and the grown-ups help?

Belonging to a family or any group means we try to work together.

Belonging Game (optional)

To help the children understand what belonging means, play the following game. Show the children groups of four or five objects or pictures. One object or picture does not fit with the group. Ask the children to identify the object or picture which does not belong. Ideas: four fruits and one vegetable, four mammals and one bird, four grown-ups and one child.

Playing and Working Together

Play an active game with the children. Ideas: "The Farmer in the Dell", "Did You Ever See a Lassie", "Looby Loo", "The Mulberry Bush". (See below for directions to "The Mulberry Bush".) Directions for the other games are in most game books, but if you need help with any of them, call the Religious Education Committee Office (215-241-7221). After the game tell the children that in order to play that game they all had to work together and follow the game's rules or directions. What are some rules or directions we need to get along in this class? Go around the circle and get suggestions from as many children as possible. List the ideas. Discuss the suggestions. Decide which rules to keep and which to discard. Make a final list on a clean piece of newsprint. The children have just worked together to make a decision just as families do and just as the grown-ups in Meeting do. Post the rule list each week.

Directions for "The Mulberry Bush"

The children form a ring, clasping hands and circling around as they sing the first verse, which is repeated between each of the other verses as a refrain. In the second and succeeding ones, the children stand still and pantomime the action described in the words:

"This is the way we wash out clothes,
We wash our clothes, we wash our clothes.
So early Monday morning."

The words "we wash our clothes" become "we iron our clothes", "we scrub our floor", "we mend our clothes", "we sweep the house" in the following verses; and Monday becomes Tuesday, Wednesday, Thursday, and Friday morning. Update the words to fit your group, e.g. "vacuum" for "scrub".

Here we go round the mul - ber - ry bush, the
mul - ber - ry bush, the mul - ber - ry bush.
Here we go round the mul - ber - ry bush, so
ear - ly i - n the morn - ing.

Helping Activity

Tell the children: "Today we are going to help other people in Meeting. We are going to make a snack for everyone in First-Day School. Being part of Meeting means finding ways to help people in the Meeting. Our job will be to prepare and serve these snacks; we are just like the grown-ups, who sometimes serve food before or after Meeting."

Have several snack preparation areas set up; you will need separate areas for every four or five children. You can prepare any number of simple, uncooked snacks. Here are four ideas:

1. Stuff celery sticks with peanut butter or cream cheese and dot the peanut butter with raisins.
2. Spread crackers with cream cheese and dot with raisins or candied fruit.
3. Mix softened cream cheese with chopped walnuts. Fill pitted sliced dates with one teaspoon of the cheese mixture.
4. Make cucumber sandwiches or date nut bread and cream cheese sandwiches.

Give each child a sturdy paper plate with a selection of snacks on it. Either ask the other classes to gather in one place or take the snacks to the different classrooms. The children will enjoy serving the snacks themselves, but you will need some extra adult help at serving time.

Alternative Helping Ideas

- If you are meeting in the early spring, let each child start several marigold seeds in individual peat pots. The teacher will need to take these home until they are big enough to transplant.

Explain that when the plants grow larger (have a started plant to show them) you will plant them outside the meeting house. Read Ruth Kraus' *Carrot Seed* as the children work. This project requires making time later for the transplanting.

- If it is fall, plant bulbs around the meeting house.

Closing

End with "As We Leave This Friendly Place" and a handshake.

LESSON V: DO UNTO OTHERS...- THE TESTIMONY OF 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?", "No Man (One) Is an Island", "When I Needed a Neighbor", "He's Got the Whole World In His Hands" and, "One Man's Hands", all found in *Songs of the Spirit*.

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

Questions, Part 1

1. How do you deal 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, 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

Testimony is not a word little children will understand, but they can begin to understand what community, equality, harmony, and simplicity mean. They will learn these concepts best if they see them in action. Therefore, we as teachers need to pay attention to how we do or do not put these words into practice. Are we trying to create a community in our classroom? Do we treat all the children as equally valuable? Do we settle disputes in a peaceful manner? Do we encourage truth-telling? ...and so on. This week we help the children understand what is needed to create community.

Supplies Needed

List of groups to which children belong (from Lesson IV)

Drawing paper

Construction paper

Patterns for figures

Magazine pictures

Scissors, paste, posterboard

Opening Story

Display the list of groups to which the children belong which you made last week. Read *The Little Brute Family* + by Russell Hoban, MacMillan Co., 1966. If this book is not available to you, use another children's book in which a family or group of children learn to work together.

Russell Hoban's Frances books and most of the Berenstain Bear books by Stan and Jan Berenstain are suitable.

These questions are for *The Little Brute Family*. If you use another book, revise them to fit that story:

- How do the Brutes feel at the beginning of the story?
- Have you ever felt this way?
- What is a good feeling?
- How does the good feeling change things at the Brutes' house?

We are all in families. Sometimes we are grouchy like the Brutes; sometimes we are polite and friendly like the Nice family.

Game and Art Activity

How many people live at your house? (Count on fingers, each child holding up the number at his/her house, and individually repeating the following rhyme as you go around the circle)

One, my mother; Two, my father; Three, my sister... etc.
There's no more. Now let me see.
Oh, yes, of course, it must be me! (point to self)

Now ask each child to construct a picture of his or her family. Precut several patterns of different sizes out of cardboard; make patterns for male adult and child, female adult and child, baby, dog, and cat. See attached pages of patterns; add others as necessary. Using construction paper, each child traces and cuts out enough figures to make his/her family, then pastes the figures on drawing paper. Help the children label the figures.

Collage

Ask for specific ways each child can help at home or elsewhere. Encourage specific responses such as: "I can tie my own shoes"; "I can set the table".

Precut magazine pictures of people or animals doing things together. Using these pictures, the children will make a large "community" collage. Use a piece of poster paper for the backing and help the children past the pictures on. Do two if your group is large. As you work, talk about what the pictures show. Women's magazines, *National Geographic*, children's picture magazines and greeting cards are all good sources for pictures.

Song

Teach "He's Got the Whole World In His Hands" (*Songs of the Spirit*, #41). Simple hand motions can accompany each verse. A globe is a nice prop for this song.

For the chorus: Trace a large circle with both hands for "the whole world". Open out hands, palms up, for "In His Hands".

Other verses: "wind"- wave hands from side to side
"rain"- wiggle fingers up and down
"tiny little baby"- rock an imaginary baby
"you and me"- point to self and then away from self

In this song we say God has everyone in his hands. All the groups we belong to, and each of us individually, are loved by God. Repeat the game, "Everyone Is Special" from Lesson III.

Game

This class is a special community, a special group to which we belong. It is part of a bigger community or group, the Meeting. We are all F/friends. Play one of these games:

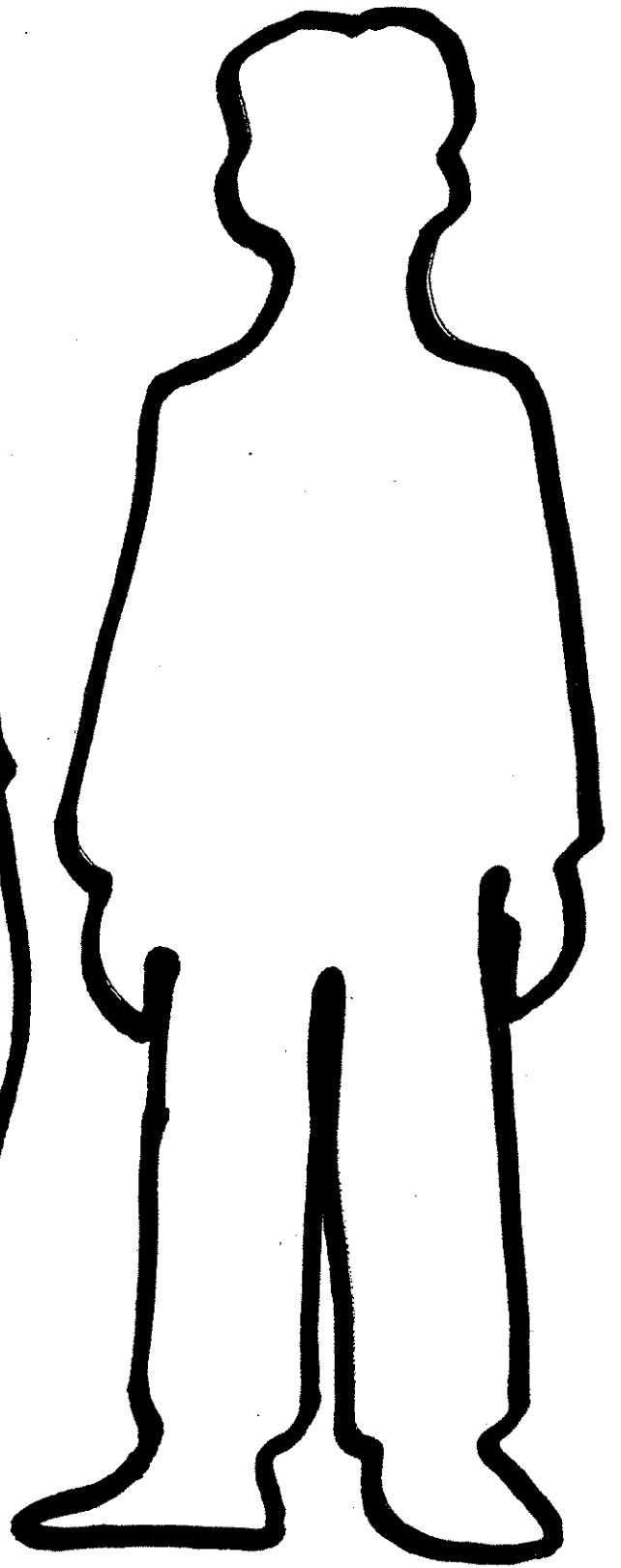
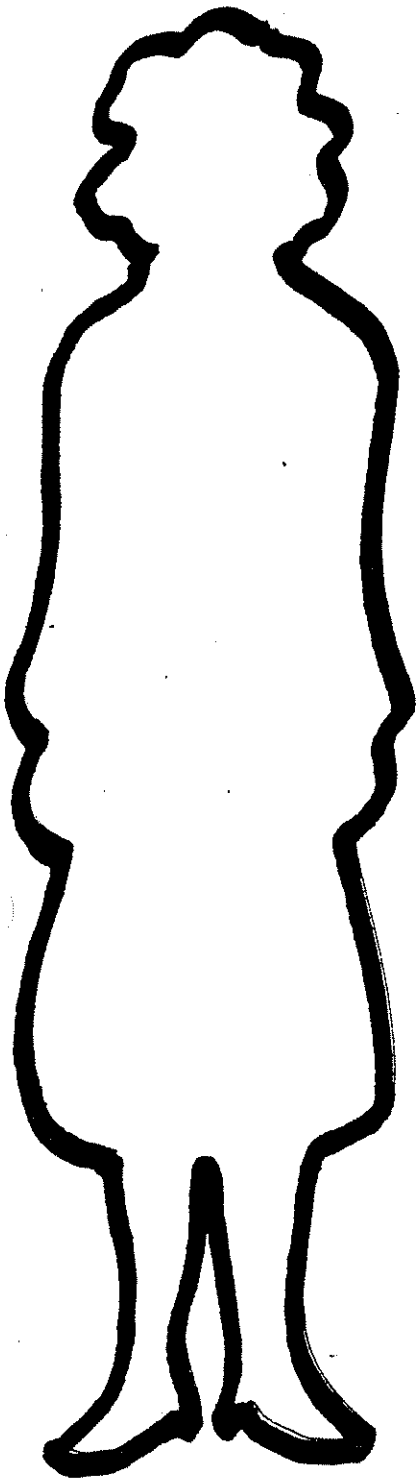
- Sing, to the tune of “Muffin Man” (see Lesson VII), these words: “Will you be a friend of mine, a friend of mine, a friend of mine? Will you be a friend of mine and walk about with me?” “It” walks around the circle and chooses a partner. The partner is “it” for the next verse.

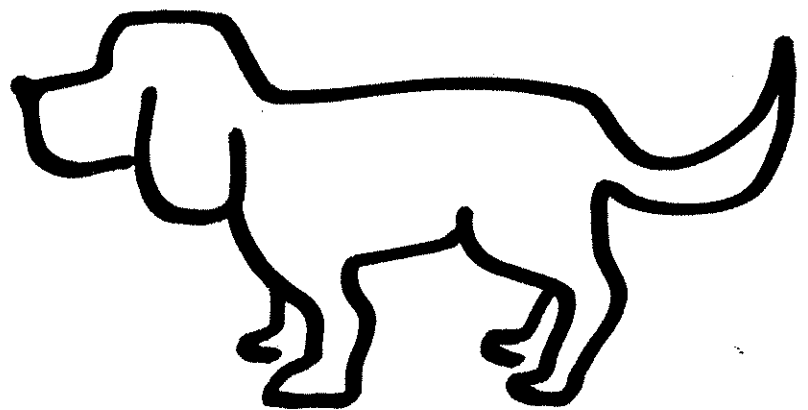
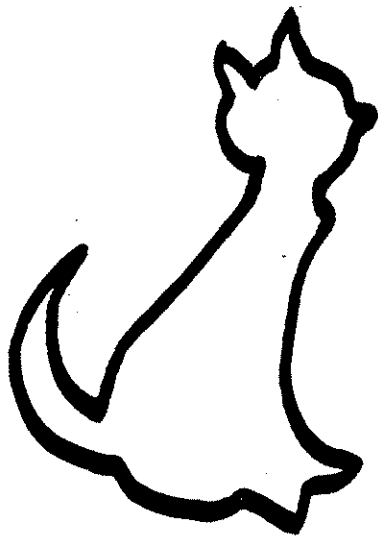
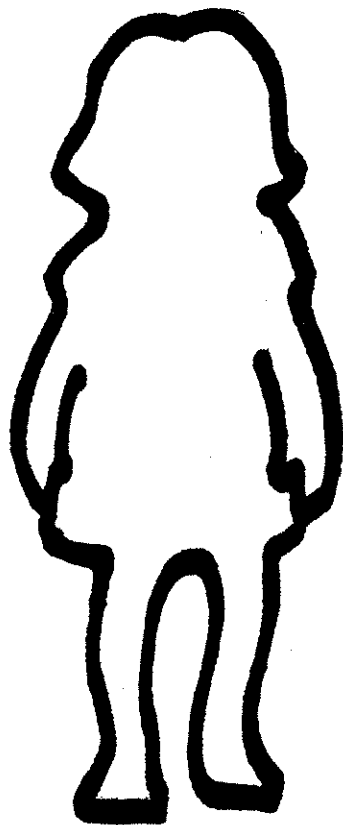
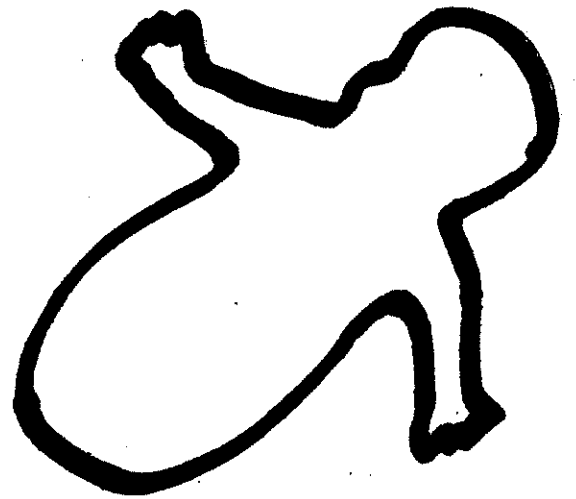
OR

- One child stands in the center of the circle. Children join hands and march around, singing to the tune “The Farmer in the Dell”: “_____ is our friend.” When the verse is finished, the child in the center chooses someone else to stand in the center and the children sing to that friend, until everyone has a turn. Last verse: “All of us are friends.”

Closing

Sit quietly in a circle. Think of ways this group makes you happy. Sing “As We Leave This Friendly Place” and shake hands.





LESSON VI: *IN HIS IMAGE...-* THE TESTIMONY OF 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 in 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.

Faith and Practice, p. 75
Philadelphia Yearly Meeting, 1997 revision.

Songs: Choose from the following: "Dearly Beloved Friends", "Follow the Drinkin' Gourd", "Oh, Freedom", "He's Got the Whole World In His Hands", all found in *Songs of the Spirit*.

Questions

1. What do you call 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 Teachers: This lesson focuses on acceptance of one another. We look at things which make us different and things which make us the same. The difficult task for children and adults is to accept and enjoy both similarities and differences.

Supplies Needed

Materials for Zacchaeus project, listed in the lesson
Newsprint
Paper cut in ovals
Construction paper
Glue
Markers
Yarn
Hand mirror (for children to look into)

Opening Song

Sing "He's Got the Whole World In His Hands", *Songs of the Spirit*, #41. Use the hand motions learned last week.

Story and Activity

Tell the story of Zacchaeus, Luke 19: 1-10. In this story Jesus shows his crowd of followers that he loves a man like Zacchaeus who is not well liked in his town. Ask some of these questions:

Why do you think Zacchaeus wanted to see Jesus?
Why didn't the other people like Zacchaeus?
Why did Jesus choose to go to Zacchaeus' house?

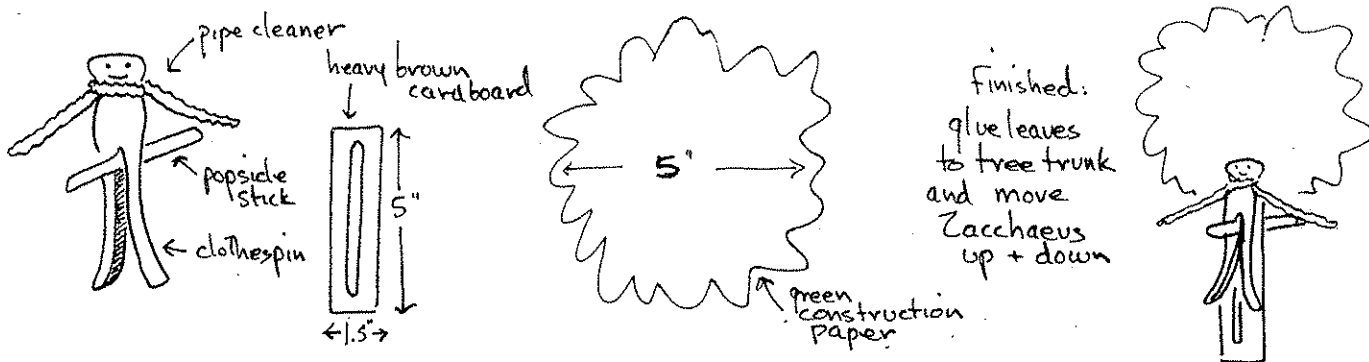
How do you think Zacchaeus felt when Jesus came home with him?
 Have you ever made someone feel special?
 Has any one reached out to you when you felt left out?

Quakers feel it is very important to welcome all kinds of people to our Meeting.

Zacchaeus In the Tree Project:

- Materials: Heavy brown cardboard for tree trunk
- Popsicle stick
- Clothes pin (the non-clip kind)
- Pipe cleaner (for arms)
- Glue
- Green construction paper for leaves

Cut out patterns of trunk and leaves ahead of time for each child. Make Zaccheaus out of clothes pin, pipe cleaner and Popsicle stick. Glue leaves to tree trunk and move Zacchaeus up and down in tree.



After the project is finished, teach the following rhyme. The children can slide Zacchaeus up and down in the tree to fit the words.

Zacchaeus was a wee little man
 A wee little man was he.
 He climbed up in the sycamore tree
 The Savior for to see.

And when the Savior came his way
 He looked up in the tree and said:
 "Zacchaeus--You come down!"
 I'm coming to your house for tea."

Differences and Similarities

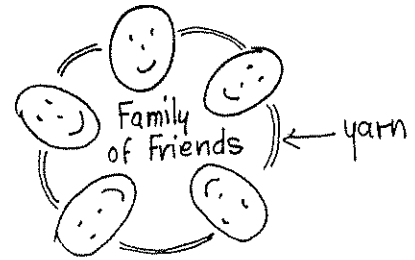
Gather in a circle. Tape two pieces of newsprint to the wall. Label one "How are we different?"; the other "How are we the same?" Ask the children to give you items for both lists (write them down or draw them). Differences may include: hair color, eye color, age, sex. Similarities: all have families, all are children, all come to Meeting. Reread the lists. Tell the children that differences make each of us special, but similarities draw us together.

Project

Precut good sized ovals out of paper for faces. The children will make self-portraits. Supply various colors of yarn for hair, construction paper for eyes, nose and mouth, markers for

details. The children cut out and glue the features on the ovals. Have a mirror so the children can check on eye and hair color. For the littlest, pre-cut some facial features.

Tape or tack the pictures on a wall or bulletin board in a circle. Connect the faces with yarn. Write "Family of Friends" in the center of the circle. Sing "He's Got the Whole World In His Hands" again.



Closing

Sing the first verse and chorus of "The George Fox Song". Remind the children that the light of God shines in everyone - "in me and in you" regardless of what we look like or where we live or who we know. Settle into silence. Ask the children to think about things which draw them together. End with "As We Leave This Friendly Place" and a handshake.

[Note: If you have time, *Rachel and Obadiah* by Brinton Turkle is a good Quaker story about equality of the sexes.]

LESSON VII: THE WORLD IN TUNE- THE THIRD 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.

Faith and Practice, p. 74
Philadelphia Yearly Meeting, 1997 revision.

Songs: Choose among: "Let There Be Peace on Earth", "No Man (One) is an Island", "Magic Penny", "I'd Like to Teach the World to Sing", all from *Songs of the Spirit*, or "Dona Nobis Pacem", "In Christ There Is No East or West", found in *A Hymnal for Friends*.

Questions

1. 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?
2. What are some things we can do to settle arguments? Name some good solutions and some bad ones.
3. Can you explain the word "harmony"? (You may want a musical adult or child to explain this word in layman's terms.)

Lesson VII

To the Teacher: At this age, children can understand harmony as getting along and disharmony as not getting along. While we stress settling conflicts, it is important to acknowledge that everyone feels angry sometimes.

Supplies Needed

For Pennies:

Large (12") cardboard circles
Gummed paper
Stickers
Markers
Other decorations for "Magic Pennies"
Scissors
Glue

For Sponge Painting:

Sponges
Tempera
White paper
Aluminum pie pans

Opening Story

Read a children's book in which a conflict is resolved. Three good choices: *The Berenstain Bears Get In a Fight* by Stan and Jan Berenstain, Random House, 1982; *Best Friends for Frances* by Russell Hoban, Harper & Row, 1969; and "The Zax" in *The Sneetches and Other Stories* by Dr. Seuss, Random House, 1961.

Ask questions such as (adapt to the story you use):

1. Which characters were angry?
2. Why were they angry?
3. What did they do when they were angry?
4. Did they settle their problems? How?
5. What do you do when you get angry?
6. What are some things you can do to settle arguments?

Song and Activity

Sing "Magic Penny", from *Songs of the Spirit*. Precut large circles out of cardboard and write "Magic Penny" on each one. Each child makes one (or more) "Magic Penny" to give away to someone he/she loves. Have gummed paper shapes or gummed paper to cut into shapes, stickers, markers, buttons, feathers, cutout pictures available for decorating the "Pennies". As the children finish, help them write on the penny the name of the person the "penny" is for. Holding the "pennies", sing the song again.

Alternative activity

At the end of *The Berenstain Bears Get in a Fight*, Mama Bear compares getting angry to a thunderstorm (the argument) followed by a rainbow (settling the argument). If you have read this story or want to use this image, have the children make rainbows using the following directions:

1. Cut sponges into 2" circles, at least 5, one for each color.
2. Cover work area with newspaper.
3. Provide each child with a large, thick, absorbent piece of white paper. (Watercolor paper or good drawing paper is best)
4. Mix tempera or finger paint in aluminum pie pans: blue, red, yellow, green, orange, purple, etc.
5. Using the sponges to apply the paint, the children make rainbows. Most children know what a rainbow looks like, but you can provide an example if necessary.
6. Be careful to keep each sponge in its own color. Spread the pie pans down the center of the table and pass them as needed.

Cooperation Games

Play a game in which the children do something together. Use the word "cooperate" when you explain how to play.

Some ideas for cooperative games:

- **Rocking Game (from Burma)**

The children sit in a line one behind the other on the floor or ground, with their feet stretched out straight in front of them, touching the back of the one ahead. They stretch out their hands to reach the shoulders of the child ahead, and in that position they sing to the tune of the chorus of "Jingle Bells":

All together, all together,
Now we rock and rock,
Just like birdies in the trees,
Sing and rock and rock.

All together, all together,
Oh, what fun for all!
Just like birdies in the trees,
Look out! Whee-ee-ee! We'll fall!

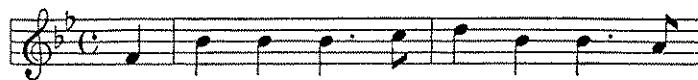
(As they sing, "We'll fall," the children all tumble over.)

- **Clapping Game**

One person goes out of the room. The rest of the group decides on an object for the person to find. The person returns to try to find the object while the group claps. The group will help the person complete the task by clapping louder and louder as the person approaches the object. If the person is far away from the object, the clapping is soft.

- The Muffin Man

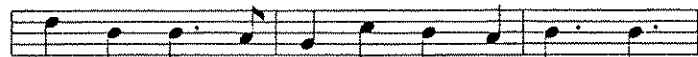
The players form a circle with one child standing in the center. The children dance around the circle as they sing the first half of the verse. They stand still and begin to sing the second half. The child in the center chooses a partner and joins hands with him. The two of them dance around inside the circle while the rest of the verse is sung. At the end of the verse the child who did the choosing goes back to the ring. The partner now stands in the center, the verse is sung again, and the game proceeds.



Oh, have you seen the muf - fin man, the
Oh, yes, I've seen the muf - fin man, the



muf - fin man, the muf - fin man? Oh, have you seen the
muf - fin man, the muf - fin man. Oh, yes, I've seen the



muf - fin man that lives in Dru - ry Lane, O!
muf - fin man that lives in Dru - ry Lane, O!

- Other ideas can be found in Lesson IV.

Closing

Gather in a circle. Do the quieting-down finger play in Lesson II. Sit quietly. Ask the children to think about someone they love. Sing "As We Leave This Friendly Place" and shake hands.

LESSON VIII: 'TIS THE GIFT TO BE SIMPLE- THE TESTIMONY OF 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 deepening one's communication with God open and unencumbered by that which is unessential.

Faith and Practice, p. 19
Philadelphia Yearly Meeting, 1972 revision.

Songs: Choose from "Dona Nobis Pacem", in *A Hymnal for Friends*, or "'Tis the Gift to be Simple", in *Songs of the Spirit*.

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? How do you feel when you have too much to do or too much going on at one time?
3. 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

We consider two things here: telling the truth and finding beauty in simple things. Truth for this age is a slippery concept. The difference between fantasy and reality is not clear. Therefore keep your examples very clear and concrete.

Supplies needed

Paper bags	White paper
Glue	Nature pictures
Markers	Boxed water colors and brushes if it is rainy

Opening and Song

Sing "Magic Penny", from *Songs of the Spirit*. Tell the children: One way to show love for one another is to be careful to tell other people what is really happening. If you take a cookie from the kitchen without asking your mother or father and then your mother says "Who took the cookie?", you can say, "I did" or "I don't know" or "My sister did". Which answer is true? Which tells what really happened? If you tell a lie (say what is not true), how do you feel? Does it feel better to tell the truth or to lie?

Story

Read either *The Berenstain Bears and the Truth*+ by Stan and Jan Berenstain, Random House, 1983, or *The Adventures of Obadiah*+ by Brinton Turkle, Viking, 1972, or tell the Aesop fable of the "Boy Who Cried Wolf". Try using a flannel board for the "Boy Who Cried Wolf." Ask questions such as these (tailored to fit the story you choose):

- Who tells a lie in this story?
- What happens because of that lie?
- What does the character(s) who lies learn?

Nature Walk and Project

Take the children on a walk outside. Give each child a small paper bag. Ask them to collect objects as they walk - leaves, twigs, flowers, stones, etc. When you come back inside, give each child a large piece of paper. Have glue available. Make montages with the found objects, gluing them on the paper. As they work, talk about finding beauty outside in natural things. They can name natural things they like - sunshine, rain, butterflies, rainbows. Have some nature photographs from magazines.

A rainy day alternative: Talk about natural things the children enjoy. Bring in some pictures. Then ask them to make a picture of one of those things. Use small boxed water colors (one box for every two children) and nice white paper. If you did not make rainbows last week, that activity would be appropriate here.

Game

Play a game the children have enjoyed from a previous lesson. See Lessons VII and IV.

Closing

Gather in a circle. Tell the children: "For the last few weeks we have been talking about ways God wants us to act - working together, accepting each other, settling arguments, telling the truth, appreciating nature. Meeting for Worship and our quiet times here give us a chance to think about these things. Now listen to this story. Try picturing the scenes in your head." Read *The Runaway Bunny*+, Harper, 1977, or *Goodnight, Moon*+, Harper, 1977, by Margaret Wise Brown; a story from *Owl At Home*+ by Arnold Lobel; Harper & Row, 1982, *Play With Me*+, by Marie Hall Ets, or another descriptive story. Give each child paper and one marker. As you sit quietly, ask them to draw, if they wish, what comes to mind.

Close with "As We Leave This Friendly Place" and a handshake.

+Available from Philadelphia Yearly Meeting Library

LESSON IX: A QUAKER IS...- 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.

Resources and Supplies Needed

A good-sized open space
Display Area
Art supplies as listed in the lesson
Snacks

Advance Preparation

Display work from previous lessons
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 the following activities:
 - **Community Picture (thanks to Margaret Cantieni)**
You'll need: Construction paper, or other colored paper, in as many different colors as possible, large sheets of white or manila paper, and paste.
Invite each child to choose a sheet of paper whose color he feels matches him, belongs to him, or represents him. 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 collection.
Call to the attention of the children that each picture helps make his picture richer, but he still has possession of what happens to his picture. All the colors together make the fullness of the light. Each picture is make up of the same colors but each one is unique.
 - **Group Banner (3' x 2' is a good size)**
Needed: Large piece of felt attached to a dowel. Fabric scraps, scissors, and 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:
 - Psalm 23

- “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

- “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 panel!
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

- “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.

7. Settle into Silence. Close with a handshake.
8. Sing “As We Leave This Friendly Place”.
9. 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, possible 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. To make the silhouettes: 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 clear and 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.