

STEWARDSHIP

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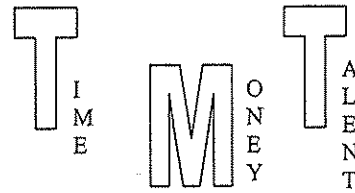
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SPECIAL PROJECTS FOR FIRST-DAY SCHOOLS

Written by

Children and Young People at Yearly Meeting Committee (CYPYM)

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Introduction

Stewardship is our total response to God. It is the way we live as disciples in relationship to all of life. Stewardship includes the way we relate to the environment, to animals, plants, people, and the way we earn, spend and give money. It also addresses the way we invest our time, and use our talents, it is central to our spiritual journey.

From the Stewardship Subcommittee of PYM's Development Committee, 1993.

As we prepare to teach this Curriculum, it is good for us to think about the gifts we have been given by God, because we ourselves "...are pure gifts of the pure Giver."¹ Our modern English word "steward" is derived from two words in Old English: *stig* (meaning "hall") and *weard* (meaning "keeper" or "ward"). A *stigweard* was "keeper of the hall," usually somebody else's large manor house.² We can imagine that we are taking care of a *hall* and that there are three rooms in the hall: **time, money, and talent.**³ Have we been given time? Do we feel we are wealthy? Or have just enough? Do we have a special talent? According to Mark 8:35, we will continue to be keeper of this hall (God's kingdom) if we give away everything. It is only by giving everything away that we become empty vessels or conduits for God.

There was a story told in Meeting for Worship at Moorestown Friends School which aptly illustrates this idea. A grandmother was trying to explain to her grandson what meeting for worship is like. She said that when we go into meeting we can pretend that we are empty teacups. During meeting we open our hearts (teacups) and become filled with the love of God. From the moment meeting is over, we begin to empty the cup with acts of kindness to others, until we return to meeting for worship with an empty cup, ready to be filled again with the Spirit.



In this way we are stewards of all the gifts that are given to us by God for safekeeping.

How to Use This Curriculum:

Stewardship of Time, Money, Talent was originally written in 1996 in preparation for Yearly Meeting Sessions at Arch Street. It still has relevance today. You may choose to spend three or four weeks on a particular chapter, i.e., talent; that is quite all right. Each chapter has several sections. You need to do only one section per chapter, choosing among the age-graded discussions or activities as suitable for your class: N=Nursery, E=Elementary, O=Older Elementary, M=Middle School, H=High School.

During each class, there will be likely be time for an introduction to the chapter and one or two age-appropriate activities.

The CYPYM curriculum contains many more lessons on stewardship than you could ever do, actually enough to last a whole year. We ask, therefore, that you leave two or three activities for your class to do at other times during the year, to reinforce the idea of stewardship once again.

The dedicated creators of the 1996 Stewardship Curriculum were Nelson Camp, Rob Kuhlman, Pam Moench, Craig Pancoe, Sarah Stapleton, and Claire Wilson (all of the CYPYM Committee). Our thanks also to Martha C. Haines for helping to bring this packet to publishable form, and to Mary Anne Crowley for preparing the re-printed 2002 version. Both editions were edited by Martha G. Smith, PYM Religious Education Committee, 1515 Cherry Street, Philadelphia, PA 19102.

¹*Spiritual Disciplines for Busy Friends*, Part VII, "Stewardship", p. 57, by Phillip Mullen, 1991, RE Committee.

²Ibid, p. 56.

³Ibid, p. 57

Chapter I

Stewardship of Time

For every thing there is a season, and a time for every matter under heaven:



*a time to be born, and a time to die;
a time to plant and a time to pluck up what is planted
a time to kill and a time to heal;
a time to break down and a time to build up
a time to weep, and a time to laugh;
a time to mourn, and a time to dance;
a time to cast away stones, and a time to gather stones together;
a time to embrace, and a time to refrain from embracing;
a time to seek, and a time to lose;
a time to keep, and a time to cast away;
a time to rend, and a time to sew;
a time to keep silence, and a time to speak;
a time to love, and a time to hate;
a time for war, and a time for peace.*



Ecclesiastes 3:1-8

Background for the Teacher:

What does it mean to be a good steward of time? In this chapter we look at the cyclical nature of time (described in Ecclesiastes, above) and our responsibility in it. Time-related qualities of dependability and patience are explored. Activities around the values of anticipating and remembering help children see themselves connected to past and future. We consider time in various cultures including Quaker culture as we take time needed to reach consensus in a Meeting for Business. Then we examine how we use the time we have and how we wish we could use our time. Finally, we learn how to make choices and set priorities to be good stewards of time. Learnings can be gathered into an illustrated class book of guidelines and queries for being good stewards of time.

How to use this Chapter: what follows is a general introduction to the concept of time with activities and discussions for elementary through high school students. Then there are five different themes or ideas which you can emphasize as you teach about the stewardship of time. You can choose to teach about:

- 1) How I view time: present, past, or future
- 2) How I use my time
- 3) How I'd like to use my time
- 4) Avoiding the inevitable
- 5) Waiting for something to happen

You could teach several weeks on each theme, but you need only choose one theme for the topic of time. Within each section you can select activities or discussions as they pertain to the age and interest level of your First-day class.

Introduction

Seasons Mural (E)

Make a class mural of the earth (a circle) divided equally into four sections. Label each

quadrant's season and illustrate what happens in each using crayons, markers, paints or glued-on cut-outs.

Brainstorming Time Phrases (E, M)

Brainstorm words and phrases related to time (see list at end of chapter). Then ask for responses to the following questions:

- ◇ What does our language of "time" say about the society we live in?
- ◇ What feelings rose up in you as we named some time words and phrases?
- ◇ Do you feel at ease or uncomfortable when you hear the phrases?
- ◇ Which sayings reflect the way you live?
- ◇ Which words say how you wish your life would be?

Singing (E, M)

Play or sing or listen to the musical version of Ecclesiastes 3:1-8 by Pete Seeger, "Turn, Turn, Turn" (Page 228), or sing the "Circle Game" by Joni Mitchell (Page 222), both from *Rise Up Singing* by Peter Blood-Patterson, Sing Out Corp., 1985.

Response to Ecclesiastes 3:1-8 (M, H)

- ◇ What is difficult about these Biblical verses?
- ◇ What is comforting or hopeful?
- ◇ What "time" is your life in right now?
- ◇ What season depicts the time to die?
- ◇ Which depicts the time to be born?
- ◇ Is dying connected to living?

I. How I View Time - Present, Past & Future

Guessing Time (E)

Have children sit very quietly for what they guess is one minute. They can raise their hands when they think one minute has elapsed. Have them try to sit for two minutes and raise hands when they think two minutes have passed. Calculate with students how many seconds they sat. Talk about whether it was hard to be still through those seconds and minutes.

Considering the Past (E, M)

- Remembering: time passes but we don't see or feel it. We see pictures or collect artifacts. Look at old pictures, listen to older Meeting members tell stories of long ago, or visit a museum or historic building. Discuss the value of learning about our past and our respective heritages. What things do we value? What do we want the next generation to know about us? Allow time to remember loved ones who have died or moved away. Children can share stories about those who have died. A very good book is *Annie and the Old One*, by Miska Miles, available from the PYM Library.
- Shoe Box Memories: ask children to bring in a shoe box with pictures and items that remind them of the person or pet they want to remember and share about. Encourage them to make pictures or cut out magazine pictures if they have none. If their dog loved to play with leaves, they might put a leaf in the box. Have a **show and tell**. As a closing you might want to go around the circle inviting each person to share one quality about their remembered friend that they would like to carry on.

Calculating Time (E, M)

What is time? How old are you in days? (for every four years add a day - remember leap year) 365-1/4 days per year. How many hours? x 24. How many minutes? x 60. Seconds? - x 60. *Electronic calculators are helpful, but it is more challenging to use the old organic calculator (the brain) and paper and pencil.* How old is your Meeting in years? How old is Pennsylvania, based on Penn's

Holy Experiment? (1681) If you lived to be 100 years old, what do you hope to accomplish? Put this list away and look at it again when you turn 25, 50, 75, 100!

What Is Old and What Is New? (M, H)

What is the age of the earth? *About 4.5 billion years.* How long have modern humans been around? *About 300,000 years.* How long has there been television? *Since the late 40's and early 50's.* How long have we had electricity? Have an older Meeting member talk of life before electricity and TV. Talk about fossils, arrowheads, ancient ruins. What is old to Americans is young compared to Europe, the Middle East, or Africa. Who is the oldest/youngest person you know?

Native people have a sense of time which seems less ruled by clocks and watches. Things happen in their time. They also have more awareness of the longer lasting effect of things done and the responsibility that brings. Seven generations is the time frame many keep in mind. If we knew that what we did would affect seven generations of people to come, would we change the way we live today?

Clocks and Quaker Meeting for Business and Worship (M, H)

- When Quakers try to make decisions it can sometimes be a lengthy process. Explain or take your class to witness Friends' process of decision making by gathering a sense of unity.
- If young people attend a business meeting, ask them to note how much attention is paid to the clock (what time it is). Is the clerk paying attention to the presence of the Spirit as well as to the gathered sense of the Meeting?
- Hold a meeting for business to decide an issue relevant to the young people in your group. It could be as simple as what kind of snack to have or make next week, or what game to play. Meeting for Business and Meeting for Worship are supposed to end as the Spirit moves and not by the clock. You might have children participate in a Meeting for Worship to see if they can tell when the Spirit moved to close Meeting. Or do Friends end Meeting when the clock says it's time? Should Quakers be paying heed only to the Spirit's movement? Or do they need to think about "ending on time"? Is our worship and business affected by our concern for time?

Making a Time Capsule (E, M, H)

This would be an appropriate culminating activity for this chapter on being good stewards of our time.

Talk about the items which represent who the current First-day class is this year. What things are of value to individuals in the group? Collect some "important" items for a time capsule to be opened in a few years from now. Any sturdy metal container will suffice. Be sure that there are no perishables and that it has been cleared with adults before family "treasures" are buried. Have a Meeting-wide ceremony to honor time and the sealing and burial of the "Vault". *Store the capsule in a safe place.*

II. How I Use My Time

Brainstorming (N, E, M, H)

Pre-schoolers can talk about what they do when they get up in the morning, when they eat, take a nap, etc., emphasizing that the time we've been given each day is a gift from God. You could ask the youngest if they ever take time to love someone else. After elementary, middle school or high school students list their time uses, ask: what are the main ways we use our time each day? List on chart paper or blackboard in two categories:

Basic Needs

Eat, sleep, personal
Personal hygiene

Other Uses

Recreation, study chores,
volunteer, work, other

Talk about which activities actually produce something or accomplish a goal, i.e., food preparation, washing clothes, sleep, etc. These activities enable us to eat, go to work, be healthy. Ask students if there are things we do only for ourselves which don't accomplish a task or lead anywhere. Is that all right?

Keeping Track of My Time

- Collages (N, E)
Two- to four-year-olds might need help remembering what they do all day and pointing to pictures they would like cut out. Have elementary children guess how much time (1/2 hr., 1 hr., etc.) is spent in a typical day doing routine things (sleeping, eating, bathroom activities, dressing, reading, TV). Cut out, draw or paint pictures depicting uses of time, then glue pictures to a large piece of shelf paper. During the next week elementary children can keep track of a typical day and compare their estimates to reality.
- Time Clocks (E)
Have students figure how much time each spends daily on different tasks (in 1-2 hour segments). Then ask them to record time spent in segments of a 24-hour day using photocopies of the divided circle at the end of this chapter.
- Time-Use Pies (O, M, H)
Illustrate on a pie or bar graph (for MS & HS) how each young person spends his/her time. Photocopy the segmented pie (at the end of the chapter) and ask the young people to label each segment or bar with the kind of activity which took up the time. Color in major segments. When the charts are completed, ask if there could be any changes (i.e., less TV, more outdoor play, reading, family time). Can any of the time be given to others? Completed "time use" pies can be used to decorate the First-day School room or Meeting room. Older groups can collect and analyze class data and put into bar graphs which compare their time use by age levels, male/female, public/private school, or parents/children.

III. How I'd Like to Use My Time

Brainstorming (E, M, H)

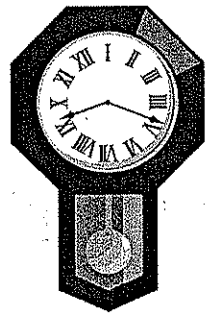
If students have recently talked about how they use their time, ask them what they'd like to do in the next day or week (short-term goals). Then ask what they'd like to do next month, year, or before they die (long-term goals). Record ideas on a flipchart or the chalkboard in two categories:

Short-Term Goals:

Save money for a book, doll, or movie
Go to a sporting event
Clean room
Complete a school project
Rake leaves in your yard

Long-Term Goals:

College education
Buy a car or bike
Graduate from high school
Work toward world peace
End racism, sexism



How to reach a short-term goal (O, M, H)

Pick one of the short-term goals and show a step-by-step plan for implementing it:

- Set a time frame
- Divide goal into achievable stages
- Complete goal

Ask students to pick one goal and briefly work through the process. For example, raking leaves:

- 5-10 minutes: Get equipment - tarps, rakes, gloves, wheelbarrow
- 10-15 minutes: Rake at a steady pace into manageable piles
- 10 minutes: Rake piles onto a tarp and haul to compost pile/curb/into recycling leaf bags

- 10-15 minutes: Complete raking into piles
- 10 minutes: Complete hauling/gathering
- 5 minutes: Put equipment away

Ask each class member to pick one short-term goal for next First-day and write a plan for it.

How to Reach a Long-term Goal (M, H)

Follow the same process as for short-term goal, but expand the time frame. For example: buy a \$300 bike by saving for it. What jobs can you do? Relate this to stewardship of money if that chapter has been done (i.e., child care, mow, rake, wash cars, pet care, newspaper delivery, shovel snow, clean rain gutters, or housework).

- Save 3/4 of the money in an interest-bearing account; treat yourself with the smaller amount (again, tie this to stewardship of money) - make the earning fun!!!
- Visit bike shops to compare prices, ask about sales or floor models. "Something worth having is worth waiting for."

Where I Am Going Mobile (M, H)

Pick a long-term goal, for example, going to college. Collect pictures of students in libraries, laboratories, writing, listening to lectures, dorm life, or any related college activity or occupation after earning a degree. Look for other pictures which show someone studying or taking a test -- steps along the way to college. Attach these symbols of steps to cardboard or oak tag. Fasten light string or thread to each and then attach them to each other or to a 12-16" piece of 1/4" doweling or a stick. Reinforcing the cutouts with oaktag or cardboard and the string-holes with notebook hole reinforcements (used with paper) will hold the mobile together.

IV. Avoiding the Inevitable (E)

Ask students to name jobs/chores/assignments/responsibilities they really don't like to do. Have each child pick a least-liked job and laugh about it; say that it is dumb/stupid, claim it's beyond him/her, though it really isn't, declare he or she hates this job - encourage laughing and shaking - offer the job to a sibling or parent, refuse to do it. Laugh about not wanting to do it. [Although these statements and actions are exaggerated, it is helpful to discharge these feelings.] Then ask why we avoid these jobs. How can we approach the most unpleasant tasks? How do we avoid unwanted work? Could we use our time better?

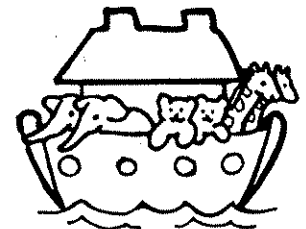
Talk about why putting off/delaying only leads to more anxiety and distress. Tasks seem worse; i.e., school assignments like a book report; if you wait to the last minute to read the book, you may not understand it; the report is haphazard or too wordy to cover up your lack of understanding. Procrastination may lead to poor grades, no allowance, anger/nagging from your parents or teachers and personal disappointment.

V. Waiting for Something to Happen

Story of Noah's Ark (E)

Read the story from the Bible: Genesis 6:11-8:22, or read Peter Spier's *Noah's Ark* (in PYM Library).

Discuss: What would it be like to be on an ark for forty days and forty nights? How would you maintain patience and hope? What things in your life require you to be patient? Waiting for a birthday? For a party? For Christmas? Sing "Arky, Arky" (at end of this chapter).

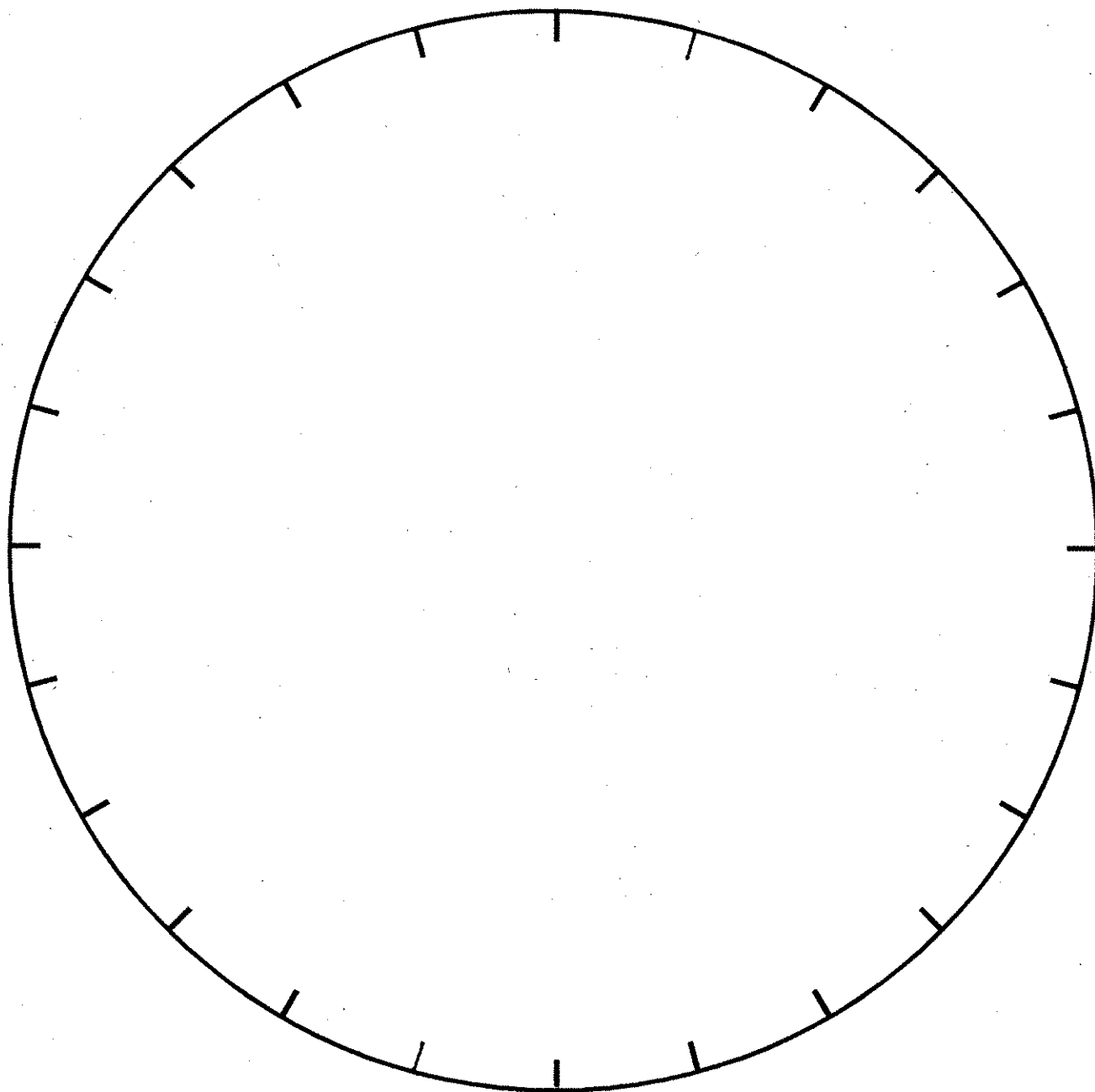


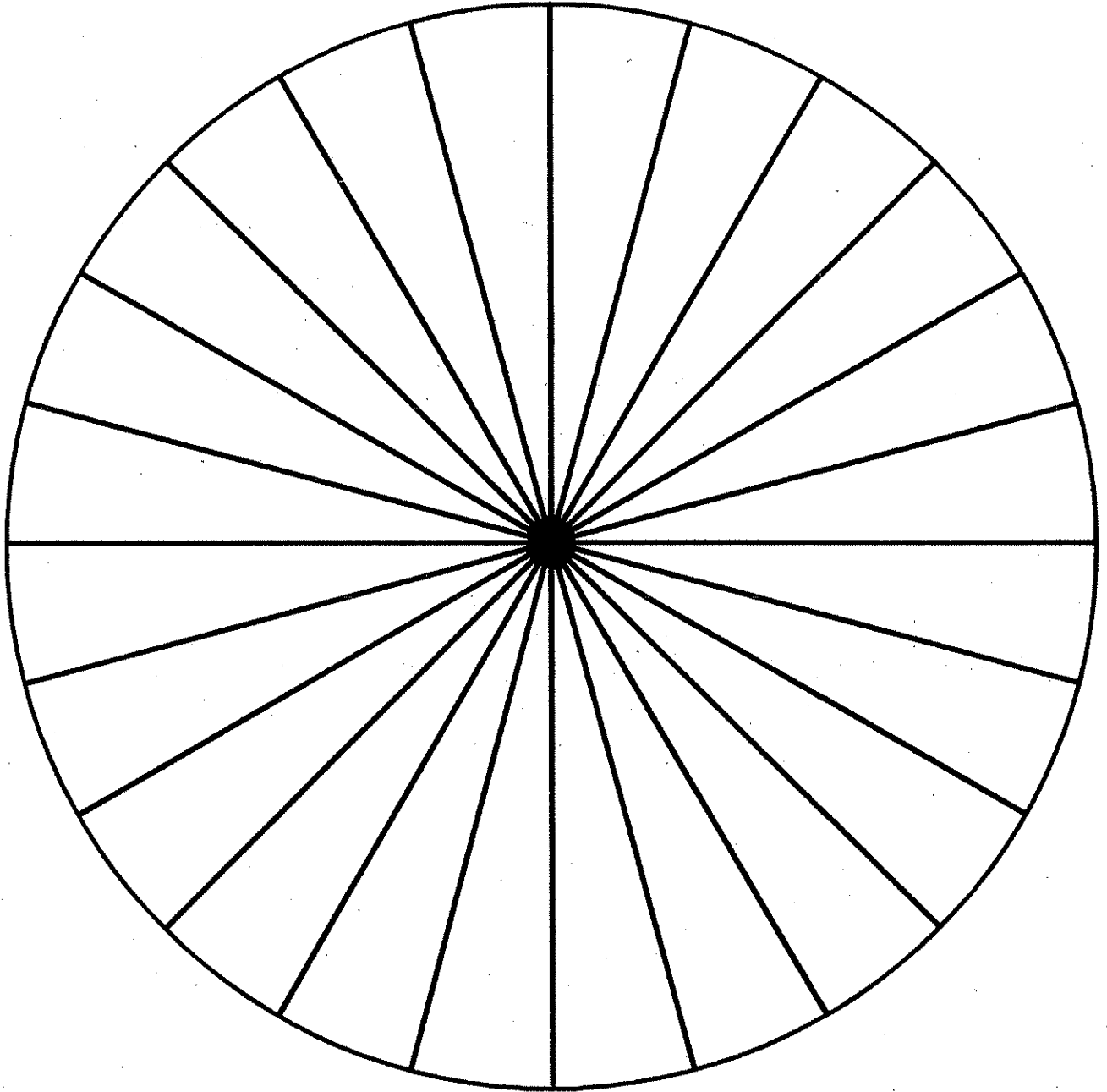
Words and Phrases Related to Time

time bomb
time machine
timeline
time capsule
timer
clocked
timed
minuted
a split second
just in the nick of time
plenty of time
running out of time
another time
no time like the present
wait a minute/second
spend time
save time
time is money
billable time
I've invested a lot of time in
 this
a time saver
the present moment
withstood the test of time
enough time
in God's time
in good time
for the umpteenth time
having a hard time
having a rough time
this is not a good time
bad timing
overtime (sudden death/life)
tune in next time
the eleventh hour
minuteman

minute maid
Daylight Savings time
beat the clock
ahead of its time
time and time again
second time around
time trials
their time will come
timeless
in no time flat
perfect timing
free time
time off
Grandfather Time
time immemorial
wouldn't give him the time
 of day
do you have the time?
behind time
a minute too late
the time of her life
oodles of time
lost time
the last hour/minute
Time Magazine
The Times (newspaper)
a fleeting moment
race against time
call time
time enough
her timing was off
time release capsule
out of time
time to make the donuts
no time to spare
time flies

time is up
time's awastin'
give it time
timecard/sheet
quality time
punching the clock
time is precious
timely
a long time ago
time is ticking away
every minute/second counts
time crunch
time to kill
time in/out
time is like a River
since the beginning of time
til the end of time
take time to smell the roses
split second decision
time flies when you're
 having fun
time waits for no person
four score and seven years
 ago
I'm late
too much/little time
"A stitch in time saves nine"
gobs of time
down time
timed release capsule
if time allows
time on one's hands
behind the times
old before one's time
once upon a time





ARKY, ARKY

RISE AND SHINE

Author unknown

TRADITIONAL

1. The Lord— told No - ah, there's gon - na be— a flood-y, flood-y,
 (2.) Lord— told No - ah to build— him— an ark - y, ark - y,

Lord— told No - ah, there's gon - na be— a flood-y, flood-y,
 Lord— told No - ah to build— him— an ark - y, ark - y,

Get those an - i - mals out of the mud - dy, mud - dy,
 build it out of go - pher bark - y, bark - y,

chil - dren of the Lord. 2. The Lord. So

rise— and shine,— and give God the glo - ry, glo - ry,

rise— and shine,— and give God the glo - ry, glo - ry, rise and shine, and

give God the glo - ry, glo - ry, chil - dren of the Lord.

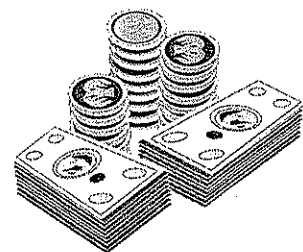
3. The animals, the animals, they came in by twosies, twosies,
 Animals, the animals, they came in by twosies, twosies,
 Elephants, and kangaroosies, roosies,
 Children of the Lord.

4. It rained and poured for forty daysies, daysies,
 Rained and poured for forty daysies, daysies,
 Almost drove those animals crazies, crazies,
 Children of the Lord.

5. The sun came out, and dried up the landy, landy,
 Look! There's the sun, it dried up the landy, landy,
 Everything was fine and dandy, dandy,
 Children of the Lord.

Chapter II

Stewardship of Money



Some present-day Quakers, going beyond ordinary feelings of concern and generosity, look upon their money and investments as a kind of trust to be administered with responsible stewardship for the good of others as well as themselves.

S. Francis Nicholson, *Quaker Money*, p. 36

All that we have are gifts from God, which are entrusted to us for our responsible use. These include those blessings which we receive at our birth as well as the resources and riches that proceed therefrom.

Stewardship Subcommittee of Development Committee, PYM, 1993

Goodness is the only investment that never fails.

Thoreau

Background for the Teacher:

What is the purpose of money? Where does money come from originally - in the beginning? Ordinarily we provide a service or a product to society for which we receive monetary compensation. We, in turn, use this money to acquire other services or products which we may be unable or unwilling to provide for ourselves. At what point does the acquisition of money for its own sake become the primary goal? At what point does the acquisition of material goods become of paramount importance? Is it important to share our money and/or material resources with others not as fortunate as ourselves? To what extent?

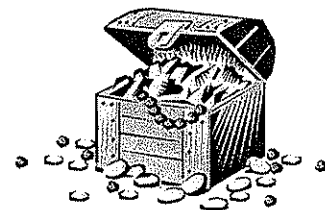
When we purchase something, do we really *own* it? Or are we simply taking care of it? The answer to whether we own it or are just temporarily tending it may seem obvious for clothing or food. But do we own things that will outlive us, like a work of art, an antique, or what about beachfront property? Do we really own a pet even if we purchase it? Cat "owners" surely know the answer to this!

There are no clear answers to these questions, and the answers are often spiritual and deeply personal. Decisions regarding how money is used by one person or family may seem overly miserly to one, or, alternatively, frivolous to another. In this chapter children will consider the value of necessities and luxuries, and the differences in attitudes towards their acquisition and utilization.

Following is an introduction to this week's theme of stewarding the money that has come to us from God. Then we present three sections having to do with money: 1) How we spend our money, 2) Do we own what we buy? 3) Does money buy happiness? Within each of those sections, several activities or discussions are suggested. Choose which section you wish to emphasize this week, then pick from the listed activities one that is suitable to the ages and interests of your group.

Introduction

Do not lay up for yourselves treasures on earth, where moth and rust consume and where thieves break in and steal, but lay up for yourselves treasures in heaven where neither moth nor rust consumes and where thieves do not break in and steal. For where your treasure is, there will your heart be also.



Matthew 6:19-21

Have children or young people read the quotation listed above. Then ask them to think about:

- ❖ What their "treasures" are
- ❖ How important those "treasures" are to them

- ❖ Where they spend their money
- ❖ How quickly the things they buy get used up
- ❖ If what they buy helps others
- ❖ If there is something they can give to the Meeting

I. How We Spend Our Money

What Do Things Cost? (E, M)

Look through several catalogs (Sears, L.L. Bean, Radio Shack, etc.) and compare costs of items. Which items *must* you have to live? Which are goods which make you look or feel better?

Take a First-day school trip together to the grocery store to do comparison price shopping for food. Give the class a list of ten items (10 oz. bag of chips, 8 oz. can of beans, etc.) and see which group can spend the least for those ten items.

What Does Our Money Buy? (E, M)

Ask the children if they receive an "allowance". Be careful here. Some families have different approaches towards providing the children with their own spending money. There is risk in the children perceiving a situation of "haves" and "have nots". Ask: What kinds of things do you buy with your allowance? Compare how much the children receive with how much items cost. If children had to buy their own food or clothing, how many weeks of allowance would they need?

Should We Spend Money for Hobbies? (E, M)

Ask the children to talk about their hobbies. Ask if it costs money to keep up with a hobby (i.e. cameras/film for photography, art supplies, model materials for trains or cars, CD's for music lovers, baseball cards, etc.), and if so, how much? Ask children their reaction to the cost of other's hobbies. Do our hobbies cost us more than money? What do we gain by spending time and money on them? Are hobbies necessary or frivolous? Should we spend money on hobbies?

How Does My Family Spend Its Money? (O, M)

Before class prepare a list of estimated expenses for a typical family for a day, week, or year for food, clothing, transportation, housing, recreation, etc. Ask the class if this is close to what their families spend.

Calculate the percentage for each category of expenses, then cut up a large drawing of a dollar bill into the appropriate share for each category.

Or, bring a computer to class, input the expenses, and have the computer construct a pie diagram with the sizes of the slices appropriate for each category.

Ask for thoughts about how much is going for food, clothing or entertainment.

How Does the Meeting Spend its Money? (M, H)

Invite your Meeting's treasurer or a member of the finance committee to visit your First-day class. Present the Meeting's most recent annual financial report to the class in a way that everyone can clearly see and understand what is being talked about. How much money does it take to maintain the Meetinghouse? How much of the Meeting's expenditures are directed towards religious education for all ages? Social concerns? Explain how a budget is constructed and how decisions concerning priorities of spending are determined. Draw a pie or bar graph to show where your Meeting's money is spent. What does your Meeting's budget tell us about what is important?

Do We Live in Keeping with the Friends' Testimony of Simplicity? (H)

Read excerpts from *Faith and Practice* regarding the Testimony of Simplicity. Why do Friends attest to the concept of simplicity? Do we as individuals have interests or lifestyles which take us away from this testimony? Does how we spend our money show what we believe?

II. Do We Own What We Buy?

A Discussion on Pets (E)

Ask who owns a pet. Ask how owning a pet differs from owning a bicycle or a skateboard. What responsibilities do we have when we own a pet? What responsibilities do we have when we own a non-living thing? How is ownership of the two different? This would be a good point to review the meaning of stewardship, as seeing that the gifts given to us by God are taken care of and used to make this world a better place. What do we receive from having a pet?



Making Pizza (E, M, H)

Go to the grocery store as a class-time field trip and determine the cost of purchasing several large frozen pizzas. Then determine the price of the raw ingredients (flour, tomato paste, cheese, mushrooms, etc.) to make the pizza from scratch. (By all means go ahead and make and enjoy eating the pizza!) How much money is saved by making the pizza from scratch? Is the money saved "worth it" in terms of the extra time consumed? Could that time be more "productively" spent? Is the love and care (and fellowship if two or more people work together) given to prepare food a valuable use of time?

Meetinghouse Maintenance (E, M)

Have someone from your Meeting's property committee visit your First-day class to talk about the work needed to keep the Meetinghouse neat and in good repair. Or take a tour of the Meetinghouse led by the clerk of the property committee. Does your Meeting have workdays? Does your Meeting utilize professional custodial service? Professional groundskeeping? Talk about time spent in work and fellowship, need to hire people sometimes.

Recycling (O, M)

Have the children try to estimate the amounts of disposable items which we throw out or put into the recycling bin each week: newspapers, metal cans, plastics, batteries, etc. Contact a recycling center ahead of time to obtain prices for these materials. See example below. Not long ago almost everyone threw these things away; what is the monetary value in recycling them? Are there other benefits of recycling besides the money we or the town receives?

Prices: Recycled Metal

Yellow Brass	\$.043/lb.
Batteries	1.00 each
Die Cast	0.10/lb.
Aluminum Sheet	0.38/lb.
Aluminum Cans	0.35/lb.
Insulated Copper Wire	0.18/lb.

(Pricing quoted from Recycle Metals Corp. in an invoice dated September, 1994)

III. Does Money Buy Happiness?

The Story of the Loaves and Fishes (E)

Read Matthew 14:13-21:

And Jesus went forth, and saw a great multitude, and was moved with compassion toward them, and he healed their sick. And when it was evening, his disciples came to him, saying, This is a desert place, and the time is now past; send the multitude away, that they may go into the villages, and buy themselves victuals. But Jesus said unto them, They need not depart; give ye them to eat. And they say unto him, We have here but



five loaves, and two fishes. He said, Bring them hither to me. And he commanded the multitude to sit down on the grass, and took the five loaves, and the two fishes, and looking up to heaven, he blessed, and brake, and gave the loaves to his disciples, and the disciples to the multitude. And they did all eat, and were filled: and they took up of the fragments that remained twelve baskets full. And they that had eaten were about five thousand men, beside women and children.

Say: The act of giving up a few loaves and some fish allowed many people to be nourished. In the same way, one act of love produces more of the same, which the giver eventually gets back. So sometimes we are happiest when we give what we have to others instead of keeping it.

Snack: For young children, a snack of fish crackers and juice will reinforce the idea of giving away what you have to produce more.

Sing: "The Magic Penny," # 221, *Worship in Song, A Friends Hymnal* (available from FGC). Then read the words to the song and consider their meaning. Why is love like a magic penny? Why is a penny compared to love, instead of another good luck or magic charm?

Equitable Distribution (E)

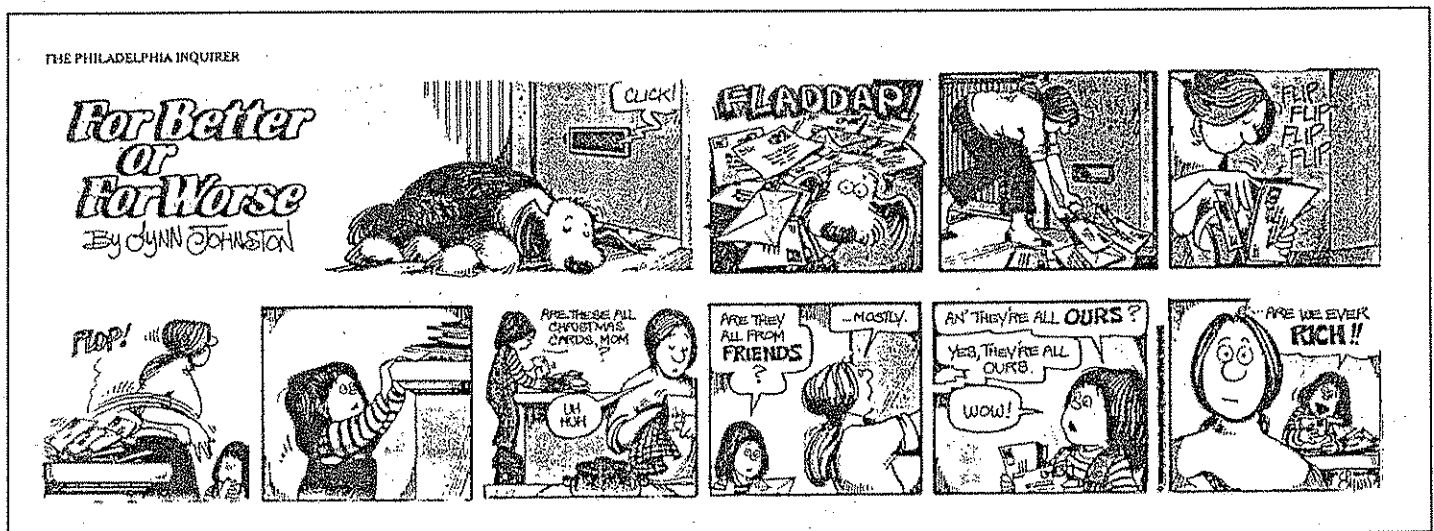
Give each child a different number of crackers. Ask the children, on the word go, to distribute the crackers so that each person in the class has "enough". When the group distribution is finished, ask what "enough" means. Ask each person in the class how he/she felt during the distribution of food and afterwards. Then they can eat the crackers with a spot of juice.

Stories (E)

Read *The Table Where Rich People Sat* by Byrd Baylor, illustrated by Peter Parnall and available from PYM Library. This is an exquisitely illustrated and tenderly told story of a gold miner's family and how the children came to see they were rich in so many things that money can't buy.

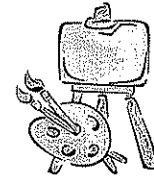
Read *Material World* by Peter Menzel, available from PYM Library. Shows what people around the world own by showing objects from inside their house piled outside on the sidewalk in front of their homes.

Read the story *King Midas and the Golden Touch* by Charlotte Craft. Was the king truly happy with his golden touch? In what ways was his life changed by the acquisition of gold? Ask: was there ever a time when you got something you thought you wanted badly, and it only made you unhappy? Or got something that made you happy for only a very short time?



Chapter III

Stewardship of Talents



For it will be as when a man going on a journey called his servants and entrusted them with his property; to one he gave five talents, to another two, to another one, to each according to his ability. Then he went away. He who had received the five talents went at once and traded with them; and he made five talents more.

So too, he who had the two talents made two talents more. But he who had received the one talent, went and dug in the ground and hid his master's money. Now after a long time, the master of those servants came and settled accounts with them....

Matthew 25:14-30

Now there are varieties of gifts, but the same Spirit; and there are varieties of service, but the same Lord; and there are varieties of working, but it is the same God who inspires them all in every one. To each is given the manifestation of the Spirit for the common good. To one is given through the Spirit the utterance of wisdom, and to another the utterance of knowledge according to the same Spirit, to another faith by the same Spirit, to another gifts of healing by the one Spirit, to another the working of miracles, to another prophecy, to another the ability to distinguish between spirits, to another various kinds of tongues, to another the interpretation of tongues. All these are inspired by one and the same Spirit, who apportions to each one individually as he wills.

1 Corinthians 12:4-11

Background for the Teacher:

In this chapter, there is a general introduction to what "talent" means and three sections: 1) **Me:** The talents God has given me; 2) **Thee:** The talents others have; and 3) **We:** How we can use our talents to benefit humankind. Choose the section with whose theme you are most comfortable.

Within each section there are several activities listed by appropriate age, from youngest to oldest. It is not possible to do all of them in one lesson, so select one or two as they suit your interest and your class.

Introduction

Webster's Dictionary defines "talent" as a natural ability; aptitude. In Matthew 25:15, we are instructed to use our talents to "make a profit" for the Lord. Those who do will be rewarded. In the parable, "talents" refers to money, but the scripture applies to all the abilities we've been given. We are asked to use wisely the gifts that God has given us. I Corinthians names the varieties of gifts or talents which are given to us from the Spirit, leaving still other gifts for us to recognize and nourish in ourselves and others.

Questions for your students to consider:

- ❖ Why is it important to use our talents?
- ❖ What special gifts do you think you have?
- ❖ What special talents does the person sitting next to you have?
- ❖ Does a talent have to be a "skill"? Can it be something more abstract, like the ability to heal others or make them feel better, or the ability to be a good team member?

ME: The Talents God Has Given Me

Only by understanding our own uniqueness can we fully appreciate how special our neighbor really is. Only by being aware of our own endowments can we begin to marvel at the variety that our Creator has provided in humankind.

Fred Rogers, from *You Are Special*

Individual Collage (E)

On a large piece of paper each child glues or draws pictures to create a self portrait. On another large piece of paper the child glues or draws pictures of an activity he or she loves. Encourage the children to share their creations with the class, if they are comfortable doing that.

Body Talent Trace (E)

Each child asks another to trace the outside of his or her body on shelf paper. Then the child writes or draws what he or she is good at or enjoys on the appropriate parts of the outline. For example on the head, one could show a math or science problem, or a computer.

Read "Frederick" by Leo Lionni (E)

Discovering What We're Good At (E)

In these days of political correctness, short people are now called "vertically challenged". There are other phrases to describe people who are different; ask children to list more of these phrases.

- ❖ Heavy
- ❖ Fat
- ❖ Learning Disabled
- ❖ Handicapped

Then ask children which phrases make us think of what the person can, instead of can't, do. Which phrases are the best to use? Why? If we are gifted in other ways than being the most intelligent or beautiful, where do these gifts come from? (God?) How can we discover the gifts we have/God has given us? How can we use them? How can we nurture them?

What parts of ourselves do we have control over? Our height? Our emotions? Our thoughts? Our clothes? Our friends? Our siblings? Our rooms? Our hobbies? Our free time? Our school time? Our money? Our food? Our posture? Our hair? Our cleanliness? Our souls?

What parts of ourselves can we not control?

When was the last time someone told you that you were really good at daydreaming? For example, the criticism "You never shut up" may be directed to a person who will someday be a radio announcer, a talk-show host, or a stand-up comic.

Inside/Out Shoeboxes (E, M)

Have scraps of construction paper, magazines, pipe cleaners, fabric, markers, crayons, scissors and glue available. Give each child or young person a shoebox. Ask them to reflect quietly on how they would describe themselves. Then ask them quietly to decorate the inside of the shoebox with objects to depict that description. Ask them to settle again in quiet and to think about how other people see them, and, in quiet, indicate this on the outside of the box. When inside/out shoeboxes are complete, invite any who wish, to tell about their boxes.

Personality Portraits (E, M, H)

Write (or draw for younger groups) two personality sketches, one describing the way you see yourself and the second imagining how you think others see you. The teacher reads or displays the first of each set of sketches or pictures, and the group guesses who the author is. When the group guesses correctly, the author reads or displays the second description or picture, and so on.

Thinking About Myself (E, M, H)

Complete and discuss the following thoughts:

- ❖ What I like to do best is ...
- ❖ What I like to do least is ...
- ❖ At my best I am like ...
- ❖ At my worst I am like ...
- ❖ When I am happy I
- ❖ When in trouble I
- ❖ I miss ...
- ❖ If I only had ...



Talent Fair (M, H)

- Ask students to think about what they are good at. For example: "I'm really good at getting scared at the scary parts of a play or of a movie," or "I can make animal noises better than anyone." Ask: Do you know anyone else who can do that? Why don't you get together and strengthen your talent with those similarly talented people?
- Can you teach your talent to others? Would you like to learn a new talent from someone in the class? Perhaps the class could learn to press flowers and send get-well notes with pressed-flower designs. Maybe a talented ice skater could show the class how to ice skate and all could have a "Skate-a-Thon for Peace." Encourage students to stretch themselves to their growing edges.
- Ask where our special talents come from.

Nourishing Our Brains (M, H)

Using the information on the parts and hemispheres of the brain included at the end of this chapter, talk about how the brain functions. Also mention that maximum utilization of both hemispheres of the brain is what allows humans to reach their full potential. Then you can use the exercise suggested in *Drawing on the Right Side of the Brain* by Betty Edwards, found on page 23 at the end of this chapter.

When Young Friends have done the exercises, ask how each person thinks of him or herself – right- or left-brained? Or are they a little of each hemisphere? Talk about how we expand our intelligence, how we stretch ourselves. What slows our brain functioning down or what destroys our brain cells? How can we nourish and stimulate the precious gifts we have been given by God? How can we use our intelligence to further the Kingdom of God?

THEE: The Talents Others Have

As human beings, our job in life is to help people realize how rare and valuable each one of us really is, that each of us has something that no one else has - or ever will have - something inside that is unique to all time. It's our job to encourage each other to discover that uniqueness and to provide ways of developing its expression.

Fred Rogers

The Mary and Martha Story: Luke 10:38-42 (E, M)

- Bible Story and Discussion:

Read the story from one of the Bibles appropriate for the age you are teaching; then ask the following questions: How did Martha spend her time? How did Mary spend her time? Is one better than the other? What does Jesus say? Does our society value one way over the other?

• Affirmation Chains:

Ask children to look at others in the class with fresh eyes - maybe with Jesus' eye, as to how we should spend our time. Children can then write affirmations for themselves (like "I am artistic") and others in the class (like "You are patient") on 3-1/2 x 1-1/2" strips of various colored (but not dark) paper. They can write "being" ones (like Mary) or "doing" ones (like Martha).



<u>(Mary) Being</u>	<u>(Martha) Doing</u>
You are patient	You make good cookies
You are kind	You play fair
You are centered	You run fast
You can be trusted	You lend a helping hand

Put all the affirmation strips in a pile and sort them out by the children for whom they are meant. Each young person retrieves his/her affirmation strips, which they join with cellophane tape or glue to make *affirmation chains*.

Reading the Bible With Feeling (H)

Ask a student to choose a Biblical passage from the following or assign a scripture:

- ❖ Loss of Jerusalem: Jeremiah 1:1 - 2
- ❖ Angry God: Ezekiel 22: 14-31, esp. 23-31
- ❖ Spring Awakening Song of Solomon 2: 10-13
- ❖ Parable of the Talents: Matthew 25:14-30
- ❖ Parable of the Seed: Matthew 13:18-23
- ❖ Light Under Bushel: Matthew 5:14-18
- ❖ Awe: Luke 8: 22-25

Instruct the student to choose a mood or tone with which to read the passage: light-hearted, couldn't care less, inflated sense of self, anger, or whatever. After the interpretive reading, ask the young people:

- ❖ What did you feel?
- ❖ What did the Bible passage say to you?
- ❖ Which part did you find most meaningful?
- ❖ Which passage did you not like?
- ❖ Is there a "right" way to read the passage?

Empathetic Listening and Interpretation (H)

Pick a familiar Biblical passage, such as the Lord's Prayer or the 23rd Psalm. Assign to different readers the following feelings: lighthearted, sad, angry, or mocking, with which to read the assigned passage. Those in the audience can imagine a "background" for each speaker -- i.e., if it raining and the person is sad, the listeners can become the wind, sound of raindrops, thunder, leaves falling, etc. With each Biblical reading there could be a background performance to set the mood.

When each group has finished their interpretive performance, ask the class to imagine why the speaker feels as he/she does, or what might have been happening in his or her life to cause those feelings. Ask if one person (sad) can be consoled by another using the same text, same words, but said and felt differently.

Is it possible to join others in their world, begin to imagine how they feel, and make them feel better? How?

WE: Using Our Talents to Benefit Humankind

True godliness doesn't turn men out of the world, but enables them to live better in it, and excites their endeavors to mend it; not to hide their candle under a bushel but set it upon a table in a candlestick

William Penn

Ye are the Light of the world. A city that is set on a hill cannot be hid. Neither do men light a candle, and put it under a bushel, but on a candlestick; and it giveth light unto all that are in the house.

Matthew 5:15

The Exquisite "Corpse" (O, M)

One person draws a hat (crazy hat) on the top four lines of an 8-1/2 x 11" paper. That part gets folded under. On the next four lines another person draws a head. That part gets folded under. On the next four lines someone draws a torso with arms to the elbow. That gets folded under, until all individuals have added their own contribution to the conglomerate human body. When completed, display the exquisite corpse. Emphasize that each human is made up of many gifts, skills, and talents.



An Imaginary Family (O, M, H)

Read the following scripture:

For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. For by one Spirit we were all baptized into one body - Jews or Greeks, slaves or free - and all were made to drink of one Spirit.

I Corinthians 12:12-13

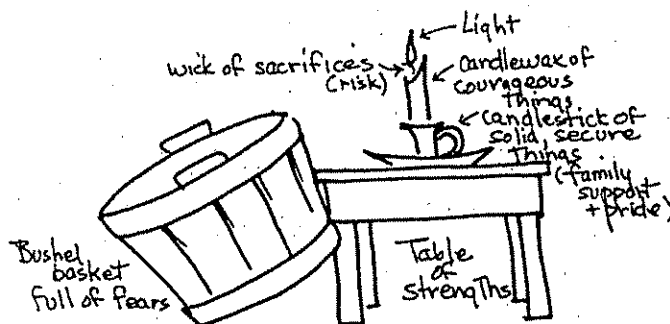
Then ask the class members to create their own families using others in the group as family members. Ask the class to think about the talents or gifts that make someone a good mother, father, or sister or brother, then list those whom they would like to have as mother, father, siblings, etc., and give a short explanation of their choices. Ask those selected as family members: what are your reactions? Do you like being seen as a leader, or someone who cares? Emphasize that as a family we can accomplish goals that we cannot do alone. Each gift or talent in the family is what makes up a strong family.

The Light Shines in the Darkness (M, H)

Discuss the Biblical and William Penn quotes at the beginning of this section. Then emphasize that one way we can be stewards of the world is to let our example speak, to use our talents for others.

Talk about the significance of the candle for birthday, romantic evenings, vigils, Christ, Christmas, etc. Show the diagram which follows.

Then explain that Penn wants our Godliness to help us "mend" the world. Ask: where are there rifts or tears that need mending in your life? You and your friends? School, society, country, world? How would you go about patching, sewing, weaving, mending these rifts?



Group Dream Collage (H)

Create a collage which depicts: 1) your life as a group of young Friends, 2) the world as you see it, and 3) the way you would like to see the world.

Materials: cutouts from magazines and newspapers, hand-drawn pictures, glue, rolled or two-sided cellophane tape, and scissors. The class decides which of the following themes to emphasize (or they can choose their own) and what images they will use to illustrate each:

- ❖ caring
- ❖ wastefulness
- ❖ materialism
- ❖ misuse of talents
- ❖ wonder
- ❖ a statement of who we are for the next generation

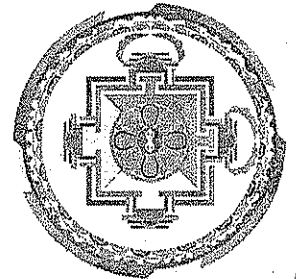
Then the group figures out where to place the images in the collage for artistic effect: humor, surprise, connections, to illustrate the theme they have chosen.

Group Mandala (H)

The class activity is to create a mandala of the talents of the First-day class and how those talents can be used to help meet the needs of the larger community and the world. See the description of a mandala and the forms it can take at the end of the chapter.

The class assignment is to show:

- 1) my talents as an individual, probably in the nucleus of the mandala
- 2) around that, my talents as they mesh with other talents in this class
- 3) and in the outer core, how our collective Young Friends' talents can interact with or help meet the needs of the world. The mandala, based on spiritually centered, integrated individual selves, can take any form the class creates.



Using Our Intelligences to Mend the World (H)

Have students consider the following kinds of intelligences as defined in *Multiple Intelligences, the Theory in Practice*, by Howard Gardner:

- Linguistic intelligence: ability to use and understand languages
- Musical intelligence: can hear slight variations in tone, mimicker of sound, composers, conductors
- Spatial intelligence: Sailors, engineers, sculptors, painters
- Logical intelligence: mathematical - rapid problem solving, relies on evidence to make decisions
- Bodily intelligence (kinesthetic): dancers, athletes, surgeons, craftspeople
- Interpersonal intelligence: sales people, politicians, teachers, clinicians, religious leaders.
- Intrapersonal intelligence: model of oneself to function with

Draw seven boxes; label each with a different kind of intelligence. Ask students to circle the ones which are housed in each of them. Then ask how they think their gifts of intelligence can be used to make the world better.

Song: Sing or listen to "When I'm Gone" by Phil Ochs, *Rise Up Singing*, page 229.

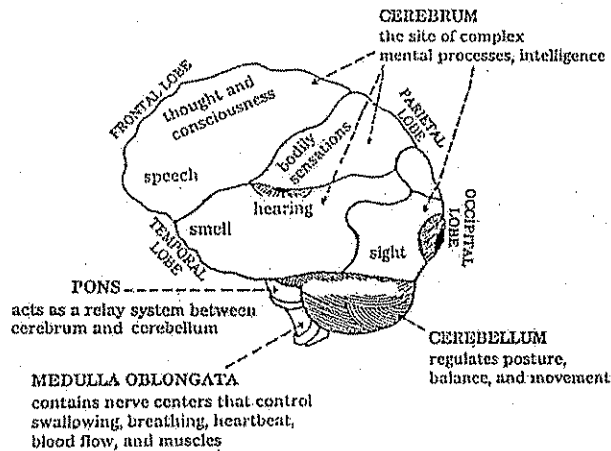
How the Brain Works

Seen from the side (diagram 1), the brain is divided into several different sectors, each with its own distinct function. Seen from the top (diagram 2), the brain is divided into two symmetrical hemispheres. Research has shown, however, that these two hemispheres, also, function differently. For instance, damage to the left hemisphere, such as a stroke, can affect speech and language functions, one's sense of time, and the capacity for logical thought. Damage to the right hemisphere affects visual-spatial functions, the ability to see relationships between different things - puns, metaphors, analogies - the ability to draw, and to carry a tune. Traditionally the left hemisphere has been thought of as the "major" hemisphere, and the right hemisphere the "minor" hemisphere (what does that say about our culture?)

"Research demonstrates that the two hemispheres function in a complementary way. Unfortunately, this research supports those who like to see things in black and white. It has provided false substance for a new dichotomy - one separating "left-brained" and "right-brained" persons. There is substance to the claim that people develop mental habits as surely as they develop physical ones. Hemispheric dominance is expressed in a variety of ways, particularly in styles of learning, problem resolution and often lifestyle. But a person can never abandon the influence of one or the other hemisphere."

Open Mind, Whole Mind by Bob Samples

(1)

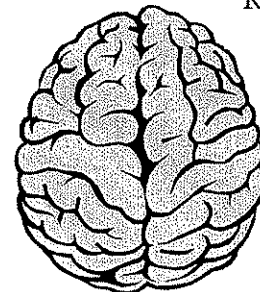


Left Hemisphere

Right Hemisphere

(2)

Rational
Logical
Linear
Sequential
Time-ordered



Metaphoric
Analogic
Holistic
Visual-spatial
Synthetic

Right-Left Brain Exercises

Vase-Faces Drawing

The following text is taken from the book *Drawing on the Right Side of the Brain*, by Betty Edwards, J.P. Tarcher, Inc., 1979 (available in PYM Library). This exercise designed to help students experience the different ways the right and left brain hemispheres function. Edwards suggests reading the directions (1-4) in full before proceeding.

1. Draw a profile of a person's head on the left side of the paper, facing toward the center. (If you are left-handed, draw the profile on the right side, facing toward the center.) ... It seems to help if this profile comes from your own memorized, stored symbols for a human profile. [1]
2. Next, draw horizontal lines at the top and bottom of your profile, forming the top and bottom of the vase... [2]
3. Now go back over your drawing of the first profile with your pencil. As the pencil moves over the features, name them to yourself: forehead, nose, upper lip, lower lip, chin, neck. Repeat this step at least once. This is an L-mode [left-brain] task: naming symbolic shapes.
4. Next, starting at the top, draw the profile in reverse. [3] By doing this, you will complete the vase. The second profile should be a reversal of the first in order for the vase to be symmetrical. Watch for the faint signals from your brain that you are shifting modes of information processing. You may experience a sense of mental conflict at some point in the drawing of the second profile. Observe this. And observe how you solve the problem. You will find that you are doing the second profile differently. This is right-hemisphere-mode drawing.

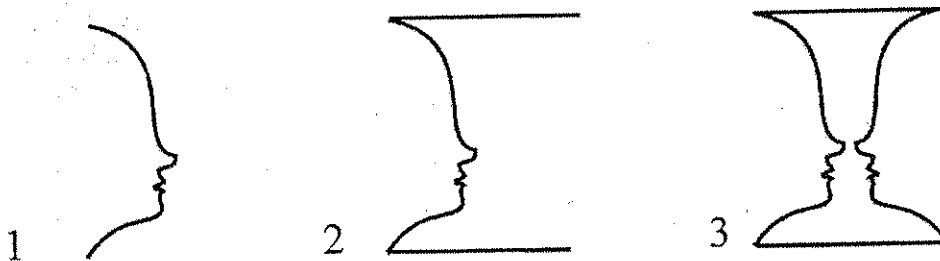
Before you read further, do the drawing.

After you have completed the Vase-Faces drawing, think back on how you did it. The first profile was probably rather rapidly drawn and then ... redrawn while verbalizing the names of the parts as you went back over the features.

"This is a left-hemisphere mode of processing: drawing symbolic shapes from memory and naming them.

In drawing the second profile ... you had to find a different way, some different process. You probably lost the sense of drawing a profile and found yourself scanning back and forth in the space between the profiles, estimating angles, curves, inward-curving and outward-curving shapes, and lengths of line in relation to the opposite shapes, which now become unnamed and unnamable. Putting it another way, you made constant adjustments in the line you were drawing by checking where you were and where you were going, by scanning the space between the first profile and your copy in reverse."

If you have time, repeat the exercise, making different faces - animals, monsters, imaginary figures. Be attentive to the differences in the ways the left and right hemispheres work.



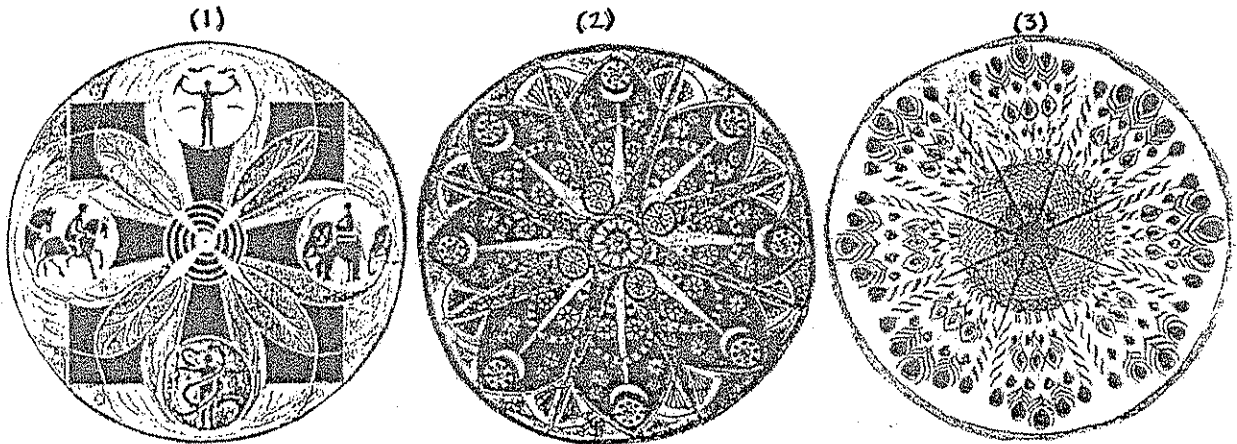
Mandalas: Their Meaning and Many Forms

In Sanskrit, mandala means circle, and those shown below take that form, although they do not have to. It is defined by Pearl Buck in *Mandala* as "a schematized representation of the cosmos ... each of which contains an image of a deity or an attribute of a deity. See diagram 1.

According to Verena Kast in *The Dynamics of Symbols, Fundamentals of Jungian Psychotherapy* (pp. 106-115), it is a symbol of wholeness or completeness and a manifestation of psychic centeredness. A mandala is a symbol, not a representation of the map of the psyche like Jung's model. But, as in Jung's map, it can take the form of concentric and interwoven circles, with the self archetype or psyche in the center. See diagram 2.

The representation of your sense of self in the center of your mandala can be surrounded by the various aspects of your personality as influenced by your total experience. Your mandala will be an integration of all parts of your psyche: the result of your past, present, and your interaction with other humans.

Your mandala can have several concentric circles, circles circumscribed by a square, a cross within a triangle, round or square patterns with a center radial or spherical arrangements, or it can be dynamic, like a cartwheel. See diagram 3.



(1) from *The Dynamics of Symbols*, by Verena Kast; (2) & (3) from *Living Symbols*, by Gerald Adler

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