



TEACHING QUAKER FAITH AND PRACTICE TO CHILDREN

INTRODUCTION

Teaching Quaker Faith and Practice to Children is a revised compendium of three packets published several years ago, *What Is a Quaker?*, *Living Our Quakerism*, and *Challenges of Daily Life*. While the material in the original packets was still useful, the Curriculum Subcommittee of the Philadelphia Yearly Meeting Religious Education Committee felt it needed to be revised and updated. These revised lessons were issued as separate *Friendly Seeds* in 1990-91 and this packet is a collection of those *Seeds*.

The original material was developed from brainstorming sessions of Religious Education Committee members. Much of it is based on successful First-Day School lessons from Monthly Meetings within the Yearly Meeting. We cannot begin to name and to thank all the individual contributors of this material. The Subcommittee members and others who have helped shape the present packet include Lynne Brick, Sara Farneth, Clare Harvey, Barbara Rose Caldwell, Lynne Piersol, Martha G. Smith, and Priscilla Taylor-Williams.

Resources listed in these lessons, unless otherwise indicated, are available for purchase from Friends General Conference, 1216 Arch St., 2B, Philadelphia, PA 19107, (215) 561-1700 or 1-800-966-4556, or may be borrowed from the Philadelphia Yearly Meeting Library, 1515 Cherry Street, Philadelphia, PA, 19102, (215) 241-7220. Several chapters have separate bibliographies; two publications in particular are referred to throughout this packet, and we highly recommend their use in conjunction with these lessons:

Growing in the Light, by Barbara Rose Caldwell and Dorothy Reichardt, is a curriculum on basic Quaker beliefs, practices, and testimonies, published as four age-graded units which may be used together or separately. It may be purchased from Friends General Conference. (REC of PYM)
Worship in Song, a Friends Hymnal, published by the Friends General Conference Religious Education Committee, contains many excellent songs for First-Day Schools. *Songs of the Spirit*, now out of print, can be substituted.

If you have questions or comments about the material in this packet, or need further assistance, you may call or write the Religious Education Committee Office, 1515 Cherry Street, Philadelphia, PA, 19102, (215) 241-7221, or 1-800-2200-PYM.

Curriculum Subcommittee
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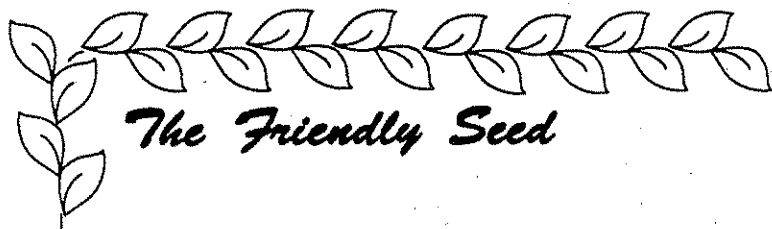


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Chapter 1

BEING A QUAKER - IN THE MEETING AND IN THE HOME

This chapter has three parts:

- I. What Is a Quaker? - ideas for all age children on exploring their faith
- II. Children and the Meeting for Worship - suggestions for adult discussions of children's worship experience, ideas for deepening children's worship, and a summary of general logistical options for structuring children's worship time.
- III. Developing Spiritual Life in the Home - an idea list for families

I. WHAT IS A QUAKER?

These ideas are grouped in two categories: "Talking" and "Doing." Of course, ideas from the two categories can be combined in a single lesson. Most of the ideas, with adaptation, are appropriate for any age group, or a mixed age group. First-Day School teachers should feel free to embellish and revise these ideas at will.

Talking

1. (Upper elementary and older) Invite older members to share with the children their early memories of being a Quaker. This can be done through a short talk, a tape, or an interview for which the children prepare questions. A follow-up activity is transcribing the talk or interview and printing it for the Meeting. If older members can't come to FDS, the teacher can tell their stories to the children, or children can visit older Friends in their homes.
2. (Upper elementary and older) Ask what the children think an ideal Quaker is. Are real Quakers like that? Personalize the question: Are you like that? Questions should be phrased in such a way that you get at the children's own experience. For instance: What does it feel like to be a Quaker? or to come to Meeting? Help children see that Quakers are real people who get angry, feel sad and fight with their siblings. Use examples of Quaker or Biblical people who struggled with negative feelings. Examples: John Woolman and the robin, Moses, and Jesus in the garden.
3. (Elementary and older) Try short periods of sitting quietly. Ask the children what was happening in their heads as they sat quietly. Talk about places they go for quiet and times they choose to be alone. Encourage speaking out of the silence. A candle in the circle may help concentration. To help children understand the silence in Meeting, show the children a blank card and one all filled with writing. Ask which they would prefer to draw on. Compare the silent Meeting to the blank card on which there is room to write or draw. The blank card is an opportunity; so is Meeting.
4. (Elementary and older) Let the children share their early memories of being Quakers. Use stories such as the *Obadiah* books by Brinton Turkle, *Thee*, *Hannah* by Marguerite DeAngeli, or a story from the *Friendly Story Caravan* (Pendle Hill Publications). First talk about how Quakerism affects the children in the story, then ask how Quakerism affects their own lives at home and school. Possible questions: Does your Quakerism help you decide how to act? Do your friends know you are a Quaker? Why or why not? Did you ever have to give something up because you are a Quaker? What's fun about being a Quaker? What's hard?

5. (Upper elementary and older) Pick a Quaker concept such as the Inner Light, or a testimony, such as honesty, and explore its meaning with the children. If you choose a testimony, you may want to present situations in which one's commitment to that testimony is challenged, for instance a situation in which loyalty to a friend conflicts with one's desire to be honest. *Growing in the Light*, by Caldwell and Reichardt, is a good nine-session curriculum on basic Quaker beliefs and practices. It is age-graded in four units: Pre-K - Grade 1; Grades 2-5; Grades 6-8; and High School and Adult.
6. (Lower Elementary through High School) One important aspect of Quakerism is making decisions by looking for the "sense of the Meeting". If everyone in Meeting seeks God's guidance, there will probably be agreement (unity). This is best taught through practice. Let the children make a simple decision, such as what game they are going to play, or where funds raised for charity are to go, but insist that they use consensus, not voting. Other areas for corporate decision-making: How to fix up the First-Day School room, what service project to pick, what topics to discuss in First-Day School.
7. (All Ages) A sharing circle is a form of worship sharing which is easy for children. The leader gives an unfinished sentence and asks each child in turn to complete it. Ideas for sentences: A Quaker is ...; The best part of being a Quaker is ...; The hardest part of being a Quaker is ...; All Quakers believe ...; If I was trying to tell a Martian about Meeting for Worship, I'd say It usually works best if you begin with concrete sentences. It is important not to evaluate or judge responses.
8. (All Ages) Explain several Quaker principles. Make rules for your classroom and then test them against those principles.

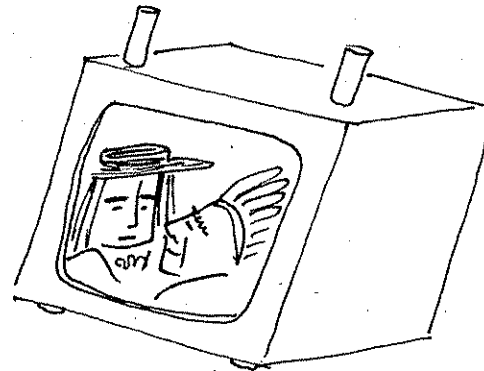
Doing

1. (Elementary and older) Write the question, "What Is a Quaker?" on the top of a large piece of drawing paper. Draw or write the group's responses to this question. At first the leader can do the writing and drawing, but can then encourage others to do so as well. Have a good supply of colored markers.
2. (Upper elementary) Role-play what it means to be a Quaker. Give small groups problematic scenarios to which they must make up an ending. These scenarios can deal with any of the Quaker testimonies or beliefs. Debrief by discussing how the chosen endings fit or don't fit with our vision of what a Quaker is.
3. (Upper elementary and older) Using blank transparencies mounted in slide holders, the children draw a response to a question such as: What does Meeting mean to you? You'll need special acetate pens, the kind used on overhead transparencies; the blank slides are available at large photo or art supply stores.
4. The children will enjoy seeing their slides projected and can talk about the images.
5. (All Ages) Journals. Ask the children to respond to questions in a copy-book or journal they have made. You might have one question for each day of the week. For little ones you'll need to write out the questions and encourage drawn responses or else write their answers for them. Questions listed in the section on "Talking" #2, #3, & #4 are useful, or use unfinished sentences, such as "A Quaker is ..."
6. (Upper elementary and older) Write a play about early and modern Quakers. The children can do reading and research as preparation. The books of plays, *Peaceful Heroes I and II*, by Rosalie Regen, are very helpful.
7. (All Ages) Tour your meeting house. Imagine what might have happened in each room. In the meeting room let each child find a place he/she particularly likes. Let them tell you why they like the places they've chosen. The story, *A Little House of Your Own*, by Beatrice Schenk de Regnier, reinforces the idea of finding a special place for yourself. It is available from most public libraries.
8. (Elementary through Middle School) Make puppets. These can be used to explore what past Quakers were like or what modern Quakers are like. If you write a play (see #5), you could perform it with puppets. Simple puppets can be made out of paper bags, socks, and paper plates. Your public library will have many books on making more complicated puppets.
9. (Elementary) Paper dolls - make and dress paper dolls in Quaker costumes. Or use commercial paper dolls and just make the costumes.

10. (Elementary through Middle School) Two other methods for depicting either Quaker history or Quaker beliefs and practices are 1) an on-going mural or 2) a homemade movie theater. Directions for movie theater:

Materials Needed:

- Grocery Box.
- Two three-fourths-inch dowels (taller than box so they may be turned by hand on each side).
- Shelf paper.
- Covering material for the box.



Method

- Cut square section from front of box; remove back
- Cut holes on each side of box, top and bottom, for dowels. (Dowels should fit very tightly in the holes).
- Cut shelf paper a few inches wider than viewing hole.
- After story has been painted or pasted on paper, attach each end on a dowel.
- Cover the box either with paint or paper.

11. (All Ages) Songs - From *Songs of the Spirit*: "Quiet Moments", "Enter In the Meeting House" and "George Fox Song."

II. Children and the Meeting for Worship

Truly, I say to you, whoever does not receive the Kingdom of God like a child shall not enter it.
Mark 10:15

Adult Considerations

Deepening our children's worship experience requires that we first examine our own thoughts and feelings about children and Meeting for Worship. Before planning First-Day School classes on worship, or making decisions about the presence of children in Meeting for Worship, Religious Education Committees need to consider some or all of these questions:

- What do children and teenagers bring to Meeting for Worship?
- What are our expectations for children during worship? Why are they there?
- What do we want the children to experience in Meeting for Worship? to know about Meeting for Worship?
- Is there one thing you can do to deepen the children's experience in Meeting for Worship?
- Do you recognize a difference between physical silence and inner silence? How will understanding this difference help us accept the presence of children?

Once your committee has talked about these questions, include other adults in this discussion of children and worship. Meeting for Worship is one place, often the only place, where many adults have direct contact with the Meeting's children. If children are to find Meeting for Worship welcoming and meaningful, all the Meeting's adults need to be aware of the children's needs and contributions. One discussion technique which allows different groups in the Meeting to share their thoughts freely is the *Fishbowl*. One group, the Religious Education Committee, for instance, sits in the center of a circle of other Meeting members. That group discusses the question raised while the outside circle listens. Another group, Worship and Ministry perhaps, then discusses the same question while everyone else listens. Finally the whole group discusses the question together. This technique allows differing views to be heard clearly before decisions are made or action taken.

These questions do not address the specifics of when and how long children should be in Meeting for Worship. Such logistics should grow out of expectations for the children based on their developmental readiness for worship, rather than expectations being imposed by the logistics. What is easiest for adult

members is often not consistent with the children's needs. The section on logistics outlines several possible sets of logistics. No one set is the right set, but whatever pattern you choose should be based on a desire to deepen the worship experience of *all* Meeting members, including the children.

The Philadelphia Yearly Meeting Religious Education Committee recently discussed Meeting for Worship and children. The following summary of that discussion will help you focus a similar session in your Meeting:

Children need to know that Meeting for Worship is:

A time to be in the presence of God, to experience the beauty, wonder and mystery of that presence.

A time of active listening and waiting, not an endurance contest.

A time when God speaks through people, including children

A time to be quiet and still, because quiet and stillness will help them find God within.

A place where they belong, where they are welcome.

Adults can act on their concern about children and Meeting for Worship by:

Accepting responsibility for the children, and supporting young parents

Sharing their own worship experiences with children

Greeting children before and after Meeting

Welcoming children's entrance into Meeting for Worship, including making room for them to sit in the body of the Meeting

Appreciating what children bring to Meeting for Worship. Children, for instance, are often closer to the world of imagery, more sensitive to other people than adults.

Being examples of centeredness, yet being honest with children about distractions, boredom, discomfort.

Spending some time with First-Day School classes.

Deepening Children's Worship Experience

1. Use the first two sessions in the curriculum *Growing In the Light* to teach children about worship.
2. Share your own experience in Meeting for Worship and invite children to share their experiences. Talk about what you do, what you think about. Worship sharing is a good format for such dialogue. Invite other adults to come to First-Day School to share on this subject. Try brainstorming on the question: What do you think of when you think of Meeting for Worship; then discuss some of the responses.
3. Establish a Junior Meeting. This idea comes from John and Betty Smallwood of Adelphi Meeting in Maryland. Children meet once a month for their own Meeting for Worship. The worship includes both programmed and unprogrammed time. The programmed time is often directed at helping children discover what to "do" in Meeting for Worship.
4. Write prayers in First-Day School. Encourage the children to take the prayers to Meeting for Worship. The Lord's Prayer, and the song "Day by Day" from *Godspell* are good, simple examples for the children.
5. Use the book, *Meditating With Children* by Deborah Rozman or *Spinning Inward* by Maureen Murdock for relaxing, centering and meditation exercises. The meditation exercises are especially useful. Guided imagery is a good, Biblical expansion of Rozman's ideas. These exercises especially help children learn how to still their minds and bodies.
6. Support children who speak in Meeting just as you do adults who speak. Take them seriously.
7. Meet out-of-doors sometimes. Children's worship is often far more centered outside.
8. For teenagers, arrange for adults who are not their parents to lead discussions on Meeting for Worship, prayer, listening, and meditation. The primary qualification for such leadership is good listening skills.
9. Schedule regular intergenerational activities. Adults who are not regularly with the children need to be a part of these events. Such activities help foster the sense of community essential to a Meeting which

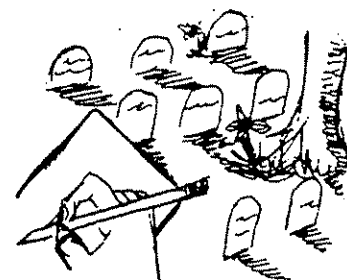
- *Choices (early elementary)*:*

Children stand in the middle of the room. Begin with choices such as: “Which would you rather be, ice-cream or cake? Blocks or tricycles?” Designate sides of the room for each choice. Move on to harder issues in which neither choice is really appealing as in: “Would you rather be a biter or a slapper?” Other ideas: “Would you rather clean your room or go to bed early?” or “Would you rather share your toys or keep them locked away? Make up alternatives relevant to the age you are teaching. Let the children talk about their choices. Do you think about others when you make your choices? Do you ever ask your parents or God for help when you are making hard decisions? *

* adapted from For the Fun of It, Marta Harrison, Friends Peace Committee.

- *Cemetery Corners: (elementary - middle school):*

To do this activity, it helps to have a cemetery near by. Each student stands at a corner of the graveyard. (If the cemetery is not a rectangle or square, all the better because there are more perspectives from which each child or young person can view the cemetery). Give each one a notepad or a blank piece paper (with something hard to write on). From their corner of the cemetery, ask the students to draw a rough sketch or a list of what they see. After 20 minutes, bring the class together to compare notes or drawings. By piecing together sketches or reading each list of observations, challenge the class to come up with a description of your meeting’s cemetery. Emphasize that it takes the whole class to make a complete picture of what the cemetery. This is just like meeting for business where each person’s perception is only one piece of the whole Truth. We must look and listen carefully to find get the whole picture.



8. *Go over the steps* for holding a meeting for business which have been posted on a flip chart or poster board.

Holding a Meeting for Business *

(from *Teaching Quaker Faith and Practice to Children*, PYM RE Committee)

1. The meeting opens in worship
2. Out of worship, the clerk presents an issue
3. Anyone may speak about the issue
4. Sometimes there is silence between the speakers to listen for the Spirit beyond the words.
5. After all viewpoints are stated, the clerk tries to summarize what has been said.
6. If there is a decision made, and Friends seem to agree, the clerk asks if this is “the sense of the meeting”.
7. There is time for comments on what has been summarized.
8. When the clerk feels there is agreement, s/he asks for approval. If there is approval, the recording secretary writes the decision in the form of a *minute*. There is no voting or show of hands.
9. If someone feels strongly that the decision is wrong, s/he can block the decision or stand aside after saying why s/he must speak against it.
10. If there is not agreement, Friends can wait a week or two, or until the following month, to address the issue again.
11. Meeting for worship with a concern for business closes with handshakes all around

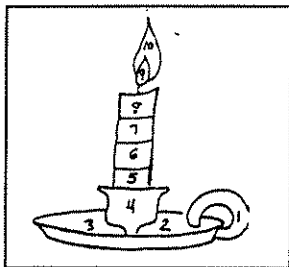
Choose a Topic which your class wishes to discuss (If there is not a “hot” issue which the class is eager to deal with, ideas for topics are in Lesson 1, *How to Hold a Threshing Se*

Follow up activities:

Debrief the meeting for business: ask what went well? What parts of the meeting were very difficult? If a decision was made, does it need to be taken to the adult's meeting for reporting or action?

Read a Bible story or tell the story of Elijah on Mount Sinai (elementary - middle school): Found in I Kings 19: 3-15, this story is about a prophet or man of God, named Elijah, who ran away in the wilderness to escape his enemies and responsibilities. After experiencing a very strong wind, an earthquake and a fire, Elijah finally listened to God, and he did what God requested. In meeting for worship and in meeting for business we need to listen to God (Friends call this the Inner Light) as God helps us know what is the right thing to do. (Teaching note: Children might enjoy bombarding Elijah with the "elements" as the story unfolds, i.e.: a fan for the wind and rattling aluminum foil for the earthquake)

Looking for the Light (elementary - middle school): Draw the outline of a candle, at least 1 1/2 feet tall, in an old fashioned candle holder. Precut pieces of a candle, 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. Older elementary and middle school will find the reassembling the candle more challenging without numbering the pieces. Help younger children paste the pieces together on a piece of poster board. If you have a large class, make two separate candles. The idea is that, in meeting for business, we each have a piece of the Light; everyone's piece of the Light helps the whole group decide what is best to do. In addition, we are seeking a greater Light which adds to our individual and group flames.



Stained Glass Picture (elementary): You will need black construction paper, several colors of tissue paper, scissors, and glue. for young children: tear tissue paper into small pieces (about 1-3 on a side). With glue that dries clear, glue different colored pieces of to white (fairly transparent) paper, wax paper, or tracing paper.

Overlap the pieces to produce blended colors, waiting until the glue dries after each application. With transparent tape, hang the pictures up against window panes. For older children: fold a rectangular piece of black construction paper in half lengthwise. You may wish to round off the top third of the folded rectangle to make an arch (see fig. 1). Leaving a solid border and center fold, cut out areas through which light can shine. Gently remove the excised pieces of construction paper and unfold the paper (see fig. 2). Cut pieces of tissue paper to fit the "stained glass" window openings. Glue the tissue paper to the back of the

cutouts, overlapping colors to form blended colors. As each one is viewing their finished windows, explain that like our windows we each receive and transmit Light differently. As individuals we are sometimes better able to listen to our Light and transmit it than at other times. In meeting for worship for business, if we let the Light shine through each of us, we can see what the "right way" might be and create a complete and beautiful picture.

Resources:

Faith and Practice, Philadelphia Yearly Meeting of the Religious Society of Friends, 1997.

For the Fun of It, Marta Harrison, Friends Peace Committee, 1975.

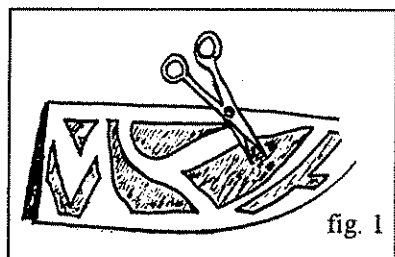
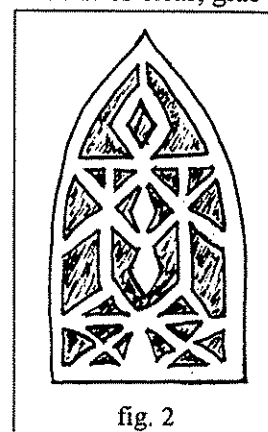
Growing in the Light K to 1st Grade, Reichardt and Caldwell, Philadelphia Yearly Meeting Religious Education Committee, 1997.

Growing in the Light, 2nd to 5th Grade, Reichardt and, Philadelphia Yearly Meeting Religious Education Committee, 1997.

Teaching Quaker Faith and Practice to Children, Philadelphia Yearly Meeting Religious Education Committee, 1997.

When Friends Attend to Business, Tom Brown, Philadelphia Yearly Meeting of the Religious Society of Friends, 1975.

Written by the Committee for Children & Young People
at Yearly Meeting (CYPYM), January, 1998.



nurtures its children. Adults and children will feel more comfortable together in worship if they know each other in other contexts.

10. Plan worship-sharing times just before taking the children into Meeting or just after bringing them out.

Logistics

The only way to decide when and how to integrate children into the Meeting for Worship is to encourage full and frank discussion of the possibilities. Don't be afraid to use a combination of patterns and to be open to untried ideas.

When should the children come into Meeting for Worship? (Please note that the next section discusses ways of expanding the time children spend in Meeting)

- For the first 15 or 20 minutes of worship:
This is the practice most Meetings follow. Advantages: children are with their families; children experience the Meeting settling down; children can easily decide to stay for all of Meeting. Disadvantages: Meetings often do not settle down until the children leave; children clock watch or wait for the signal to leave; children seldom hear vocal ministry; the children's exit will disturb some adults.
- For the last 15 or 20 minutes of worship:
Advantages: children enter a settled room and settle more quickly as a result; vocal ministry is frequent; children can choose where to sit on their own; children worry less about when it will be time to leave; children experience greetings and fellowship after Meeting. Disadvantages: the children's entrance will disturb some adults; if children are not with their parents, they may be more wiggly or noisy.

Notice in both patterns that some adults will be disturbed. A Meeting which genuinely wishes to encourage the presence of children needs to learn how to worship in less than total silence and stillness. Children's energy is a positive force, but we may need to help one another appreciate that energy.

How Long Should Children Stay in Meeting for Worship?

Ideally for the full hour or forty-five minutes. At least periodically, encourage families to bring children for the whole Meeting for Worship. Junior Meetings, mentioned in section B, will help children learn how to handle longer periods of silence. Older children could plan to attend one full meeting a month. Meetings might also schedule occasional Meetings for Worship to which children are especially invited. These Meetings might be somewhat shorter than usual. In one Meeting children discovered that silence was "easy" after the first ten minutes.

On a regular basis very young children can usually attend for 15-20 minutes while older ones can attend for at least one half hour. Realistically this may mean bringing children into or out of Meeting in two age groups; otherwise older children always end up attending for only a short time.

Where Should Children Sit?

Options include: with families, with other adults, with other children. A combination of these options probably works best. Some families like to sit together. Meeting can be a close and warm time. However, if children sit throughout the Meeting, not just with their parents, more people will get to know them. Adults who are not parents will need actively to encourage children to sit with them. Some older children like to sit with their friends. One Meeting allows this, but if a child's behavior becomes a problem, asks the child to sit with his/her family for a few weeks.

A special note to Meetings which are experiencing some problems surrounding the presence of children. Many Meetings wish they had such problems. In too many of our Meetings the number of children is very small or even non-existent. As we struggle to provide our children with a rich worship experience, we need especially to consider how our Society nurtures its children. If we are talking too much about being disturbed and not enough about the quality of everyone's worship, it may be time to look carefully at our commitment to children and their needs within our Meetings.

III - DEVELOPING SPIRITUAL LIFE IN THE HOME

As you read this list think about your own family. Which of these things are you doing now? Which items fit into the ebb and flow of your family's life? Which don't? These are open-ended ideas meant to suggest the many possible ways that families can nurture their spiritual lives. Revise and rework these ideas to suit your own family's needs and style. The key is to integrate spiritual life into the everyday life of *your* family. And remember that the most effective way to develop your children's spiritual lives is to develop your own and to share that development with your family.

1. *Listen* - Listening is an essential part of almost every item on this list. Take time to hear the explicit and the implicit meaning of what other family members say. Listening requires patience, caring, and practice, but the effort expended will deepen the content of the sharing in your family. Conversely, when you speak, say what you mean clearly and directly.
2. *Questions and Answers* - Given the opportunity, most children ask penetrating spiritual questions. For example: "Where will Granddad go after he dies?"; "What does God look like?"; "If God loves people, why do bad things happen?" These questions do not have easy answers. Our answers need to reflect our own uncertainty but also to suit the age of the child. A four-year-old is not ready to hear our philosophical ideas about life after death, but a teenager may want to hear just that. As children develop their own answers to these questions, we can provide nurture, guidance, and support. Taking time to discuss the question is as important as the discussion itself. That time shows our children that we take them seriously, that their concerns are real, and that we are thinking about the same issues.
3. *Rituals and Traditions* - With your family make a list of the traditions and rituals you have. These will range from Valentine's boxes, to special goodnight kisses, to an annual trip to the zoo. Many will be connected to holidays. These rituals are important; they provide nonverbal ways to say, "I love you. I like being with you. I want to reenact what's important in life with you because you are important to me." (Dolores Curran, *Traits of a Healthy Family*, available from Philadelphia Yearly Meeting Library). If your list of rituals is short, brainstorm some ways to expand it.
4. *Family Council* - Setting aside a regular time for a family council or meeting provides a place where issues of importance to family members can be aired. The agenda should be a group effort with each family member contributing at least one item. A parent will lead the meetings at first, but as children get used to the format, they can serve as leaders as well as adults. Agenda items may include simmering conflicts, decisions about vacations or expenses, anything of common concern. Adults should be clear about what is and is not open to negotiation. In fact the sharing of thoughts and feelings will often be more valuable than the actual decision made. Two techniques - brainstorming and worship-sharing - are appropriate to family meetings. Brainstorming allows each person to give ideas without fear of criticism. Worship-sharing allows for deeper sharing on important issues. A family meeting can also include an opening and/or closing worship.
5. *The Dinner Table* - Eat together as often as possible. Shared meals encourage questions, conversation, and sharing. Two specific ideas:
 - Each person shares a good thing and then a bad thing that happened that day. Another possibility - make a positive statement about something another family member has done.
 - Grace - Let a different family member lead grace for a week at a time. Silence, singing, prayer, reading, worship-sharing, are all possibilities. A few settling moments at the beginning of a meal help everyone have a calmer and happier time at the table.
6. *Reading Aloud* - Shared stories provide a close, quiet period together for readers and listeners. Well chosen stories also often include characters who are struggling with difficult questions and issues. Collections of Quaker stories include: *The Friendly Story Lighting Caravan* (Pendle Hill Publications; FGC), *Lighting Candles in the Dark* (Friends General Conference Bookstore), and *Candles in the Dark and Tales of the Underground Railroad* from the Philadelphia Yearly Meeting Library. Brinton Turkle's *Obadiah* stories are wonderful for young children. There are also many non-Quaker books available. Two specific suggestions: For little children anything by Russell Hoban; for older children *The Chronicles of Narnia* by C. S. Lewis. Bible stories are excellent as well, but are better told than read.

7. *Service* - Doing service together as a family teaches much more than parental talks about service. Go on a CROP walk, help the children pick out used clothing and toys to give away, bake a casserole for a sick neighbor, send a card to a new baby, shop for food for a food cupboard ... this is an incomplete list; create your own project as a family.
8. *Quiet* - Allow time for family members, including the adults, to be alone. Daydreaming, reading, writing in a journal, praying, playing quietly all take alone time. Our children's lives are often as hectic as ours and they often have less control over their schedules. Help the people who work with your children, such as coaches, teachers, leaders, see the value of time for unwinding and relaxing.
9. *Fun* - Plan some shared leisure time. Schedule this time in advance or something "important" will come along and eat up your fun time. Allow the choice of activity to rotate among family members.
10. *Meeting for Worship* - When possible, attend Meeting as a family. Spend some time at home talking about Meeting for Worship. What did people say? What were you thinking about today? It is important to let children know that adults in Meeting struggle to settle down just as children do. You might try having occasional Meetings for Worship with one or two other families.
11. *Parent Support Groups* - As part of your First-Day School, set up a parent support group. Such a group meets regularly to discuss parenting issues, including spiritual development.
12. *Music* - Listen to music together. Show an interest in your children's choices. In fact many rock songs have challenging lyrics. Watching TV together also can open up important issues.
13. *Prayer* - Help your children develop their own prayer life. They will learn most from what they see and hear their parents do. If prayer is a part of your life, let your children know that. Regular mealtime or bedtime prayers may be appropriate.
14. *Nature* - When questioned about sources of spiritual support, many adults' first response is their connection to the natural world - ocean or forest or sky or lake. Providing family time in outdoor places is important, as is the opportunity for children to explore outside on their own.
15. *Presents* - Give gifts frequently. Not expensive gifts, but gifts which have special meaning - bouquets in children's rooms, a special treat in a lunch box with a note, special food, a book, something handmade. Children incidentally seem to be born giving gifts - drawings, rocks, flowers - be sure to acknowledge these special messages of love.

First Day Schools can help families put these ideas into practice in several ways:

- Provide copies of this chapter for families.
- Have one or two adult classes on spiritual life in the home. Use this list as a basis for your discussion.
- In your children's classes work on some of these ideas. Have the children develop their own ways to deepen their families' spiritual lives.
- Make your Meeting a place which welcomes families into worship, First-Day School, social events, and service and social action projects.



The Friendly Seed

Chapter 2

MEMBERSHIP IN THE QUAKER COMMUNITY

This chapter contains three sections. In Section I, "Membership", children are led to consider what it means to be a member of a family, a group, a Meeting, and to reflect on what the member gives to the group, and what the group gives to the member. Section II, "Corporate Devotion", invites children to think about what happens and what can happen in Meeting for Worship. Section III, "Meeting for Business", introduces children to the theory and practice of business meeting.

Each section contains age-graded ideas for introducing children to the practical aspects of being a Quaker. Suggestions are also given for activities which include the entire Meeting membership. Children cannot be expected to feel a part of a community which systematically excludes them.

I. MEMBERSHIP

Suggestions for Pre-School through Grade Five:

These ages are grouped together because the general issues are the same for all. Children belong to families, peer groups, Meetings, and larger neighborhood, national and world communities. The questions and activities suggested can be tailored to particular ages - but the themes remain the same.

Ideas

Questions to ask (Record the answers so that the children can see them.)

What groups are you part of? What makes you feel part of that group? Are there special requirements for being part of the group? Does the group expect anything of you? What do you expect from the group? Are there special things you can or can't do as a member?

The direction of these queries is toward a recognition of the responsibilities and privileges associated with belonging. Discuss the meanings of the words "belong", "member", "privilege", and "responsibility".

The Family

Every child belongs to a family, traditional or otherwise (be sensitive to the *non*-traditional). What makes the child feel he/she belongs to a family? The word "acceptance" is very important here. Families accept members usually without qualification. Is this a good model for membership?

An activity: with the children, make a chart of possible privileges and responsibilities in a family. Who does what? Who receives what? (Often one person, the mother, bears a disproportionate amount of the responsibility in a family.) Help the children brainstorm ways to share family tasks: simple chores, getting dressed alone, and getting up on time are all examples. Each child writes down (or you write down) what he/she is going to do. You'll need notes to parents so that this project becomes a family affair.

Friends

Two friends together, clubs, Scouts, a class at school, are all groups to which children may belong. What does this kind of belonging mean to us? The PYM Library has an excellent series by Miriam Cohen on a little boy's experiences in first grade; these books, which include *No Good in Art*, zero in on the

dilemmas of being part of a group of children. Again the rights and responsibilities of membership can be defined as can the pitfalls. The question, for older children, of what they will do to belong, is powerful.

Meeting

A Quaker Meeting is a membership organization. What makes children feel part of the Meeting? What would make them feel more at home in the Meeting? What can they give to the Meeting? What does the Meeting give them?

Asking these questions of an intergenerational group will help adults see the children's needs.

Activities

Draw or paint a picture of something the Meeting gives you. Display these for the whole Meeting, along with written captions.

Brainstorm ways the children can contribute to the Meeting. Plan a project of service, such as bulb planting, food preparation, or decorations for a potluck. Don't rule out financial help; if children see this as a way to contribute, you can do a lesson on stewardship!

The Outside Community

Neighborhoods, nations and the world in general all represent groups to which we belong. Little children simply need to be exposed to these groups. A walk through the community near the Meeting, a story about a child in another environment (Ezra Jack Keats' "Willie" books are good representations of black, city life) or country, or a visit to a place such as a fire station where a community service occurs will all broaden the child's sense of belonging. However, concepts of the larger world are very vague for little ones; stick to specifics. Older children love maps and globes and can visit places such as a city neighborhood, or a farm, more removed from their own homes. They can talk about community needs and about ways they are helped by the community (ambulances, roads, etc.) Brainstorm ways they can help - food for a foodbank, gifts for a nursing home or visits to a hospital. Among Quaker children many will have participated in large-scale community actions such as peace demonstrations. Talk about why families participate in these events. Keep making personal connections; children want to know how they fit in - *personally* - with all the groups mentioned here.

Resources

Best Friends for Frances, by Russell Hoban

Swimmy, by Leo Lionni

The Good Samaritan, from Augsburg Press

Brinton Turkle's *Obadiah* books (available from F.G.C.)

Thee, Hannah by Marguerite De Angeli, from F.G.C.

(The last two particularly address the hard parts of being a Quaker.)

Suggestions for Grades Six to Eight:

General

In most churches this age group attends classes designed to prepare the children for full membership. Quakers don't do this, but we might consider how best to prepare children for lives as Quaker adults. They are ready for some serious questions and some "hard" information. Middle Schoolers are also in the midst of shifting major allegiance from family to peers, so that peer group belonging is a major issue.

Activities

As a class read a biography of a Quaker. John Woolman's life of commitment to a concern, slavery, would be an excellent choice. There is a story about him in *Eight of a Kind*, Betty Hackett, available FGC. Try to make connections with the children's lives. Can they imagine similar commitments? *Ruth and John Woolman* from Kimo Press, available from the PYM Library, is a good resource as is the John Wollman Curriculum (PYM RE). E.B. White's *Charlotte's Web* looks at friendship in a special way.

Service projects for Meeting or community, if they are planned *by* the children, are effective with this age group.

Ask the children, "What's a Quaker?" Or have them finish the phrase, "A Quaker is..." Develop a series on Quakerism from their responses. Have children research topics from books you provide, or write queries for this age group, or develop a "Young Person's Faith and Practice."

Discipleship is a concept this age group can grasp. Consider the calling of the disciples (Luke 5:1-11 and 27-32), Jesus' sending out the disciples (Luke 9:1-6), the Seventy-two (Luke 10:1-20) and Pentecost (Acts 2:1-13). Dramatize the stories to make real these calls to service to God.

Young Friends and Adults

Priesthood of All Believers

We are *all* ministers. Start with the challenging assertion that Friends have abolished the laity and not the clergy. Therefore we are *all* ministers. Have each participant research the membership requirements of one denomination and the role of the minister in that denomination. Then let each person share the results of his/her research. Use the following queries to compare Quaker practice to that of other religious groups:

What does it mean to be a member of a Friends Meeting?

What does such membership require?

Does equality before God imply equality of responsibility?

What is the absolute minimum for membership in your Meeting? What should it be?

What is the mission of your Meeting?

Is ministry a joy as well as a responsibility?

How does a minister act out his ministry? What are his/her responsibilities?

Confirmation and Quakerism

The sacrament of confirmation in the pre-Reformation church and today's Catholic as well as some Protestant churches is verification of one's membership by participation in a ceremony or rite in which one publicly declares acceptance of that church's creed and doctrines and enters into the fellowship. It takes place usually when a child is in his or her early teens after a period of instruction.

For Quakers, confirmation is an inward event. It is acceptance of an "irreducible minimum," a choice to allow the Holy Spirit to be a guide to truth and to the use we will make of our energy, time, and talents.

One could say, "I choose to be a serious person, to make God's will my own, to develop my gifts as far as I can push them, to become committed to making a real difference in some community."

Serious people take risks, "stake everything for everything." George Fox's vision of truth was that of a God ever near and involved in His creation. God is so powerful that if he tells me to do something he will empower me to do it. Uncertainty will be swallowed up in faith.

What is religious community? "God gathers me to himself and to others with the same motion" according to George Fox. To be in community means being vulnerable, bearing the burdens of others, being blessed by the spiritual gifts of others, taking risks with others.

What *is* a Quaker and how can we tell if we have been chosen to be one?

Can we refuse to become what we are chosen to be? What happens then?

Have you ever had a "confirmation experience" when you knew you were called to be a Quaker?

Care to tell about it? What effect did it have on your life, if any?

Are there other ways of becoming a Quaker?

What are the signs of confirmation? How do these relate to the traditional Quaker testimonies?

Have you ever taken risks for your beliefs? Have you felt empowered in doing so?

Is participation in the Meeting Community a necessary sign of confirmation?

Intergenerational

1. Provide activities which make people feel they belong. Potlucks, children in Meeting for Worship, intergenerational days in First-Day School are examples. Be sure that children are *part* of these events, not separated from them.

2. Activities in which Friends of all ages do service bring people together and help Friends act as responsible members. Yard days, food collection for a food bank - anything in which everyone has an important task - will help all ages appreciate the contributions of each member.

II. - CORPORATE DEVOTION

This section focuses on integrating children into and preparing them for the Meeting for Worship.

Suggestions for Pre-School through Second Grade

Activities to help children understand what goes on in Meeting for Worship. The talking part of these activities needs to be *short*.

Hold a children's meeting of from 10-20 minutes. Beforehand suggest possible things to think about. Afterwards talk about what the children thought about. Send a special invitation to each child who might come to such a meeting.

Use any of the following to lead into a period of silence and/or of talking about Meeting for Worship. Sing "Special Silence", "Quiet Moments", or "Enter in the Meeting House" (all in *Songs of the Spirit*) and talk about the words.

Read or tell a story to the children. Help them concentrate by lighting a candle in the middle of your circle. The candle can be lit during a silent period which follows the story. Discuss the story (briefly) before or after the silent time. Some appropriate stories: *Horton Hears a Who* (good for listening) by Dr. Seuss; *We're Going to Meeting for Worship* by Abby Hadley; the story of John Woolman and the robin in his Journal (Chapter 1); Jesus in the garden, Jesus and the children, a Psalm of praise from the Bible; one of the St. Francis prayers; *The Other Way to Listen* by Byrd Baylor.

Go on a Quiet Walk. Have the children concentrate on sights, or colors, or sounds. Stress the idea of being quiet for a reason.

Do an activity in silence - painting, clay, collage. Good for intergenerational groups.

Use a book such as *Meditation for Children* by Deborah Rozman to teach and practice some techniques for centering. The Yoga is especially fun as is concentrating on certain words, images, or objects.

Guided meditation also works well because it gives children something to concentrate on.

If you have a snack time, have a short period of quiet for thanking God before you eat.

Journals - make, or have the children make, simple journals. Have a question for each day of the week relating to Meeting, e.g., "What are you thankful for?", "What do you do in Meeting?" Have the children bring the journals back weekly and discuss or illustrate. Young children can draw their responses. A note home to parents helps.

Use a part of your opening or closing exercises for worship.

Other ideas that may help children in Meeting:

Suggest that children tell themselves stories in Meeting (silently!).

Encourage children to sit with their parents. This is called "lap ministry"! Or have them sit with someone else if it works better.

Hold hands during quiet times.

After the handshake at the close of Meeting, have children record the names and some fact about each person they greet. (Parental help needed)

Help children describe the physical setting of your Meeting.

Have family day Meetings - 1/2 hour of planned program, 1/2 hour of Meeting. Do this as a special event several times a year.

Sponsor a parents' class which will help parents deepen their experience of Meeting.

Involve Worship and Ministry with your planning of the children's time in Meeting.

Suggestions for Third, Fourth and Fifth Grades

Questions to Ask:

What does it mean to be surprised by God? Can a surprise be positive? negative?

Does God come to us in ways we do not expect?

Why do Quakers have Meeting for Worship?

Who comes to Meeting for Worship?

What happens in Meeting for Worship?

How does God speak to us?

Is how we relate to each other similar to how we relate to God?
What makes a difference in your life? Or, who makes a difference?
What is one good thing that has happened to you? (In school, at home, in Meeting)
How does God speak to us in Meeting?

Note: These questions could be the basis of a journal activity similar to that described in the pre-school-to-second-grade section.

Activities (Emphasize worth of each child in all activities.)

- Use a craft to experience Meeting for Worship. You might try expressing worship "symbols" - such as God, light, and prayer - in clay or paint or any other media.
- Use "Whisper Down the Lane" to show how one message can vary depending on who's listening and who's speaking.
- Have this age group explain Meeting for Worship to a younger age group. This encourages children to articulate their own thoughts. Perhaps they could invite the younger children to a Meeting.
- Trust games - see *For the Fun of It: Cooperative Games for Children & Adults* by Marta Harrison, available from the PYM Library.
- Have a Meeting for Worship. Try sitting spread out and close together. Talk about the difference.
- During a Children's Meeting provide paper and markers or a chalk board for non-verbal expression of messages.
- Have an adult (choose *carefully*) talk about his/her experience in Meeting. This could be done as an interview, recorded, and typed up.

Suggestions for Grades Six, Seven and Eight

Activities

- Respond through dance (or mime) to a psalm. You can also use this technique with prayers of supplication and thanksgiving.
- Interview adult Quakers about their Meeting experience. Use tape recorders and transcribe the interviews. A pamphlet could be the result.
- Use questions to talk about Meeting similar to those listed in section B.
- Bring this age to Quarterly or Yearly Meeting events, especially Meeting for Worship.
- Write some vocal prayers. Use Psalms as examples.

General Thoughts

Always emphasize "that of God" in each person. This age group tends to categorize people by dress, language, etc. One of the goals of Meeting for Worship is to see our commonality.
To avoid "the giggles", enlist those children who are leaders to help run your program.

Suggestions for High School and Adult Groups

1. Brainstorm a list of words which make you uncomfortable in Meeting.
2. Ask a question which provokes people - such as "What do you think of Salvation?" Give each person a file card and let him/her respond to the question in writing. Then shuffle the cards and hand them out. Each person reads the card he has and responds to it for one minute, then others respond for three minutes. Keep to this time frame so that everyone is included.

Other possible questions:
What do you do in the silence?
Why do you come back every week?

3. Put several incomplete sentences on a blackboard, such as:

"When I hear other people use religious language, I feel ..." or "When I use religious language, I feel..."

Let each person complete one of these sentences on an 8-1/2 x 11 sheet of paper and pin it on himself. Then the whole group walks around in silence and reads each others' statements. A worship-sharing session might follow.

4. Have a worship-sharing session on vocal ministry. Start with everyone responding in order (passing is always ok to the question: "What has been your experience with vocal ministry?") Follow this with a worship-sharing session. With a group of 20 this takes about 1-1/2 hours.
5. The following readings are suggested as possible sources for discussion of corporate worship: Quaker journals, the Bible, William Blake's poetry, John Greenleaf Whittier's poetry, Walt Whitman's poetry, John Cheever's *Wapshot Chronicles*, Tolstoy's short stories.
6. Go to Roman Catholic Mass or Eastern Orthodox Mass. Develop differences *and* similarities, this could be an intergenerational activity.

III. - MEETING FOR BUSINESS

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

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

Introduction

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

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

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

Preparing to Teach About Business Meeting

With your Religious Education Committee study one of the following:
Lesson III for High School and adults on Business Meeting in *Growing in the Light*
Thomas Brown, *When Friends Attend to Business*
Michael J. Sheeran, *Beyond Majority Rule*

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

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

Some areas of importance in teaching about Business Meeting are:

- Respect for others, growing out of an understanding of the Light at work among people.
- Two-way communication with God, which includes prayer and listening.
- Communication with other people. Includes: listening, synthesizing, speaking up, speaking to the point.
- Participation, accepting responsibility for taking part in a group's decisions and for acting on those decisions.
- Openness, an awareness of other possible solutions besides one's own.

Some procedures which will help children advance their skills in these areas are:

- Worship sharing
- Brainstorming
- Reflecting back what a previous speaker has said
- Lots of chances to make decisions in groups

Some words you will need to explain: Agenda, clerk, recording clerk, minutes, minute, query, overseers, sense of meeting

Ideas for the Classroom

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

Ask your class these questions:

When you are with a group of friends, how do you decide what you're going to do? Does everyone have a say?

Do you ever ask someone else to help you with a difficult decision? Do you ever ask God to help?

Do you know how Friends try to make decisions? Describe that process briefly. (Don't be surprised if no one knows the answer.)

Provide a brief description of Business Meeting. Be sure to tell the children that Friends do not vote in Business Meeting. They listen to all viewpoints and try to find a common solution or course of action with which everyone is comfortable and which is consistent with God's will. Friends do vote in elections and in other groups where voting is the way decisions are made.

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

In a Meeting for Business:

- A person called the clerk leads the meeting.
- A person called the recording secretary or clerk takes notes.
- The clerk presents an issue
- Anyone may speak about the issue.
- Sometimes there is silence between speakers
- After all viewpoints are stated, the clerk tries to summarize what has been said. If this is a decision, he calls it the sense of the meeting.
- There is time to comment on the summary
- When the clerk feels there is agreement, he asks for approval. The meeting approves or disapproves and the secretary records the decision in what is called a minute. There is no voting or show of hands.
- If someone feels strongly that the decision is wrong, (s)he can block the decision or stand aside after stating his/her opposition.
- Often if there is disagreement Friends will wait a week or two and return to the issue then.

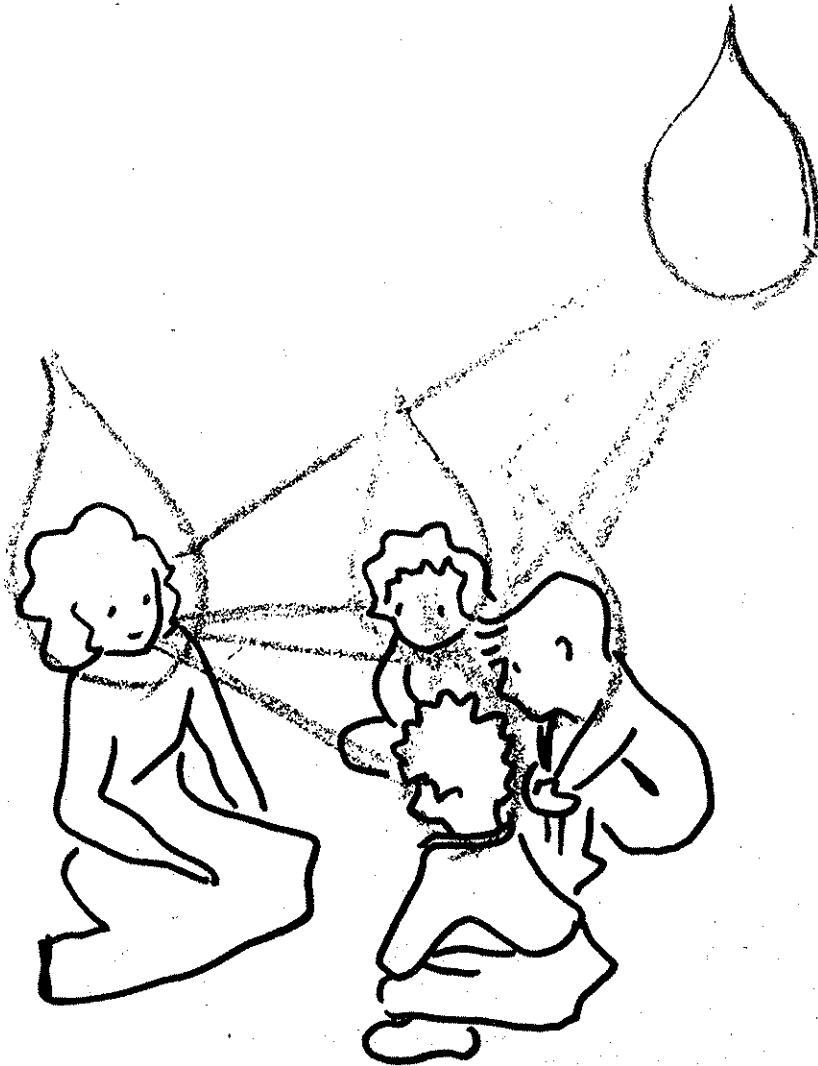
Translate "Quakerese" into language the children will understand as you go over this list. Use examples from your own meeting. Stress that participants are seeking God's guidance as they try to reach decisions.

Now work with the children to make a decision. Act as clerk yourself or choose an older child to do this. Present the issue. Choose among those listed below, or, better yet, develop one relevant to your Meeting.

If you choose a, b, c, or d, follow through on the decision, set up committees to implement the plan, set dates, etc. If follow through won't be possible, do (e), which is hypothetical.

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

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





Chapter 3

PERSONAL DEVOTION

I. LISTENING AND SILENCE

Listen as if God were on your shoulder

Background

Listening is something we all know in our experience. It is not something we need to learn how to do, but something we need to become more conscious of doing. In fact, some of us need to say to ourselves, "Now I am going to listen without interrupting," and we almost need to bite our tongues in order to do that. We so often want to offer advice or interject our own experience, when what is really needed is a listening ear and a listening heart. A chance to practice listening offers us a way to become conscious of our tendencies to interrupt and also to find out what happens when we really listen. A well chosen word here or there or a brief question may help the person to whom we are listening share more deeply, but sometimes what you say may interrupt the flow; so when you are the listener, be sparing with your words. Pay close attention with your eyes as well as your ears.

Activities

Listening to the Silence - Early Elementary

Begin with quiet - after a few minutes ask the children what they heard, and write these on a list. Print the word LISTEN and show that the same letters spell SILENT; explain that each needs the other.

Lead a short meditation - Ask the children to concentrate on sounds: in the room, outside the room and within themselves; ask them to share what they heard.

Creative listening (worship sharing) - Elementary

Use flowers, a candle or a picture for a focal point; ask the children to speak in turn, stating that no one has to speak, and that all need to wait for silence between speakers. Start with a sentence and ask for each person to finish it, such as "I dream about _____"; "I worry about _____". Ask each to listen within and share what they would like to share.

Ask the children: when do you feel listened to? When do you feel ignored? Ask them to describe specific situations. Not being listened to is a big problem for children. You might try this exercise with an intergenerational group so that adults can hear the children's frustration. What do the children do to get attention when they aren't heard? How do they feel about not being heard?

Reading out loud to children. This is one of the simplest ways to develop listening skills. A good book on listening is: *The Other Way To Listen* by Byrd Baylor and Peter Parnall, available from FGC or the PYM Library. This story, set in the American Southwest, tells of a little boy and an old man exploring nature together. The old man can "hear" nature - the corn singing, wildflower seeds opening, a rock murmuring. He teaches the little boy how to listen. After much practice, the little boy finally hears the hills singing. The old man emphasizes respect for nature and patience. He advises paying attention first to one seed pod or one weed or one toad. The story is written as a poem and is accompanied by beautiful line drawings. This book will appeal to all ages (including adults). Its simple rhythmic style has an almost mesmerizing effect on listeners. Be sure to share the illustrations as you read. Because the things to concentrate on are concrete, natural objects, even the youngest children will understand how to listen to them.

Some Ideas for Using "The Other Way to Listen" in First-Day School:

- Read the story aloud to all ages. Then ask the group individually or in pairs to go outside and find something to listen to - a rock, an animal, the wind, etc. After fifteen minutes or so re-gather the group and let people share their listening experiences. If possible, they can bring back some token of what they listened to - a leaf, a blade of grass, etc. As an alternate idea, bring in some natural objects - a rock, a shell, or a plant, and have the children concentrate on them and listen to them. Let them draw or paint their responses. Try doing this in silence. Other listening ideas: whale songs or bird calls.
- Have an outdoor Meeting for Worship. After a short silence, talk about what you heard.
- While you are reading, give each child a piece of clay or playdough to handle. After you finish the story, ask the children to sculpt something they might listen to or something the old man listens to in the story.
- A mural of the story is effective. Out of construction paper, cut the various objects and animals to which the old man and boy listen. Make a Southwestern background out of yellow and brown paper. Paste the cutouts on the background.
- Use the story to prepare children for worship. Read it to them just before beginning Meeting for Worship.

Other good books include:

Mary Regina's Secret Room, Mary Johnson, FGC and PYM Library
Little Bear's Visit, Else Holmelund Minarik, PYM Library

Sing the song "Beans in My Ears." - Elementary

It's very silly, kids love it, and it states the problem perfectly!

BEANS IN MY EARS

My Mommy said not to put beans in my ears,
beans in my ears, beans in my ears.
My Mommy said not to put beans in my ears, beans
in my ears. D A - D (2x)

Now why would I want to put beans in my ears?...
You can't hear your teacher with beans in your
ears. . . .

Oh, maybe it's fun to have beans. . . .

Hey, Charlie, let's go and put

WHAT'S THAT YOU SAY? Let's put beans in

YOU'LL HAVE TO SPEAK UP! I've got beans. . . .

Hey, Mommy, I've gone and put

THAT'S NICE SON, just don't put those

I think that all grownups have beans. . . .

- Len Chandler

IN SINGOUT REPRINTS #10 & on Seeger's DANGEROUS SONGS. (c) 1964
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from *Winds of the People*

Journals - Elementary through Middle School

By using words or pictures children can respond to many of the above exercises. Here is one specific idea for journaling:

Ask children to listen within. What message do they have to share? Have them explore this message by completing the inverted pyramid below. (Younger children may dictate or draw answers). Start with the question at the bottom.

How can I teach others about *me*?
Why am I unique or special?
What do I like?
Where is my home?
When was I born?
Who am I?

Take time to share responses. If your group wants to, make copies of these pyramids on art paper and display.

Guided Imagery - Upper Elementary

This technique is probably not as good for mixed age groups, because you need to adapt the opening story and the length and contents of the guided imagery for each age group.

Choose a Bible story to read or tell. Speak softly and slowly. Suggestions: Psalm 23, Psalm 121, Kings 19:9-13 (the story of Elijah hiding in the cave).

Ask the group to enter into a guided fantasy (use simpler language for younger children):

Visualize yourself in a lush green valley.
See the blue sky and white clouds.
Feel the sun and the gentle breeze.
As you look around, off to your left is the entrance to another valley, filled with darkness and shadows.
On your right is a wilderness.....with great mountains in the distance.....
Now you turn to the right and set out thru the wilderness
After a time, you come to the foot of the mountains
Is there something nagging in your mind....., something you would like to ask for....., a question you'd like the answer to?.....
You now start to climb the mountain, you pass trees and boulders..... you are now passing the tree line, moving up the steep mountain meadow. You can look back and see the green valley.....and the darkness beyond....
You are now at a cave.....You have come a long way and are quite tired. Lie down in the darkness of the cave and sleep.
As you lie nestled in a dream, you become aware of a growing light around you...
You are pulled slowly from the depths of your sleep ... you awaken
You are in the presence of the CREATOR
You may now ask the Creator the question that was bothering you.....

(long pause here)

It is time to leave.... as you rise to go, the Creator gives you a gift. The gift may in some way be the answer to your question.....
You now leave the cave, walking back down the mountain. As you walk, reflect upon your "gift".

We will end now with a period of worship sharing... Anyone who wishes to share with the group is encouraged to do so You might share your feelings during the guided imagery, whether positive or negative, or any new insight which came to you if you feel ready to share it.

End with a closing circle, sing a song, hugs around.

II PRAYER

Prayer is an opening of the whole of our life to the spirit of God
R. Duncan Fairn, *Christian Faith & Practice*, #309

Background

Consider ways you are already praying. You may not have been calling it prayer: lingering over a cup of coffee; reflecting on your priorities for the day, week, year; contemplating something beautiful.

Think about the ways God speaks to us or touches us, e.g.: dreams; inner promptings; love we receive from people; written word which seems to have special significance for us; or something someone says which really speaks to us; receiving something we need at just the right time; knowing something is wrong to do; inspiration through nature, music, art; our own creativity.

Children can respond to the question, "How does God speak to you?" just as well as adults. The idea is to expand people's ideas of what prayer is.

Suggestions for Pre-School through Second Grade

To introduce the concept of prayer, there needs to be a sense of relationship to God; start where the child is.

Thoughts About Prayer

Prayer is talking to God:

about problems (e.g., a mother broke her leg, a grandparent is ill,) and the answer might be, "We can help!"

about feelings (e.g., "I feel sad when.." and "I feel happy when..")

about anything (e.g., "Sometimes I just like to be quiet.")

Questions to Consider

If you fell down, whom would you like to pick you up? Why?

Is there someone you like to be with, just to have the person near, even when you are not talking?
(God ever-present as comforter and friend)

Activities

Write a prayer together, or a letter to God (e.g., expressing praise/thanksgiving, or a petition for help).

Some may wish to illustrate a prayer.

Does God answer? A happy feeling or a way to help may be answers.

We *can* talk to God and God *can* talk to us.

Answer the letter as you feel God would, knowing that God is within and cares for you.

Suggestions for Third through Eighth Grade

Questions to Consider

What do you remember about prayer when you were "little"? Did you say prayers before meals or at bedtime? Do you now?

What do you do in Meeting for Worship? Do you pray? Is prayer also listening?

Is forgiveness a part of prayer?

William Penn, speaking of George Fox at prayer, said, "The most awful, living, reverent frame I ever felt or beheld, I must say, was his in prayer." Do we pray "*that*" fervently today?

Does God really hear our prayers?

Does God answer prayers? George Fox, in his Journal, recorded, "...O then, I heard a voice which said, 'There is One, even Christ Jesus, that can speak to thy condition.' And when I heard it, my heart did leap for joy."

Have you ever been alone and wondered where a thought came from?

Have you ever had a feeling of ecstasy in just being alive?

Have you ever been "led" to do something?

Have you had a "sense" of what was right and what was wrong to do?

Activities:

Draw the "feeling" of God.

Make a collage (individually or as a group): When you hear the word "God", what picture would you cut out or choose? [Have available magazines or pictures of nature, light, people, e.g.]

Write a group prayer or litany (e.g. one line repeating: "We give thanks, O Lord, for ...")

Write a psalm or dance a psalm (e.g., Psalm 148; David danced before the Lord.)

If you could, what would you say in a letter to God? How would God answer?

How would you teach younger children (e.g. 1st and 2nd graders) what prayer is? (e.g. using puppets to ask questions and give examples.)

Write a grace to use before meals.

Act out the "Peaceable Kingdom".

Interview a member of the Meeting who has a strong prayer life.

Sing or listen to music to help one become quiet inside.

To Consider - for Adults and High School

How does God speak to me?

Prayer is talking to God - about problems, about feelings, about anything; and God answers while one is quiet by a feeling, an idea, peace, or knowing God is all powerful, all knowing, and everywhere present.

Prayer is silent or vocal.

It is helpful to choose a Bible verse and repeat it over and over.

It is helpful to listen to music, or read some inspirational passage.

To make contact with the light within it is helpful to be deeply quiet 5-15 minutes and if no contact stop and try again later.

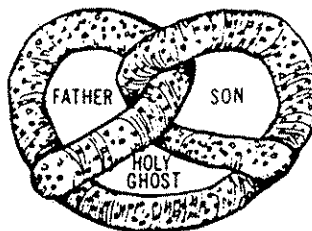
If one is serious about keeping contact with the light within it is necessary to have a quiet time daily and if possible several times a day.

For all ages, or to be used intergenerationally:

Pretzels

Make soft pretzels with the children. The pretzel was conceived in 610 AD; a monk twisted scraps of dough to represent children's arms folded in prayer. The pretzel, or "pretiola", for "little reward", was given to children well versed in their prayers. The three holes represented Father, Son, and Holy Ghost. You might introduce the project with some talking about the prayers children say today (graces are a good starting place). Here is a pretzel recipe:

1 package active dry yeast
1/8 cup warm water (105 F)
1-1/3 cups warm water
1/3 cup brown sugar
5 cups flour
Coarse salt
Boiling water and baking soda



1. Dissolve yeast in 1/8 cup warm water. Stir in 1-1/3 cups warm water, 1/3 cup brown sugar and flour. Beat until smooth; knead until smooth and elastic.
2. Heat oven to 475 F.
3. In a saucepan, measure 2 tablespoons baking soda to each cup of water. Place enough to fill saucepan. Boil soda and water.
4. Place twisted pretzel in water for 15 seconds until pretzel dough is golden or yellow in color. Then remove pretzel from boiling water and place onto salted cookie sheet. Salt top of pretzel with coarse salt.
5. Place cookie sheet with pretzels into oven and bake for 8 to 10 minutes until pretzel is golden brown. EAT.

Resources for this Chapter (All available from PYM Library.)

Music

Songs from *Songs of the Spirit* (now out of print) and *Worship in Song* (available from FGC): "Special Silence"; "Quiet Moments"; "In Thy Peace"; "Enter In the Meeting House"; "Every Time I Feel the Spirit"; "Amazing Grace"; "Morning Has Broken"; "Johnny Appleseed's Grace"; "Tallis Canon."

Books for Adults

Marjorie Holmes, *I've Got to Talk to Somebody, God*, Doubleday, 1969.
Elizabeth Gray Vining, *The World in Tune*, Harper, 1954.
Elise Boulding, *Children and Solitude*, a Pendle Hill pamphlet.
John R. Yungblut, *Rediscovering Prayer*, Seabury, 1972.
Anthony Bloom, *Beginning to Pray*, Paulist, 1970.

Books For Children or for those who work with them

Lucille E. Hein, *I Can Make My Own Prayers*, Judson Press, 1971.
Elizabeth Conant Cook, *Let's Listen! Ways of Inviting Children to Listen and Find God*, FGC, 1958.
Carmen Bernos DeGasztold, *Prayers From the Ark*, Viking, 1962.
Kitty Karsner, *Where's God*, Turnpike Press, 1967.
Maureen Murdock, *Spinning Inward: Using Guided Imagery with Children for Learning, Creativity and Relaxation*, FGC.

Theresa Scheihing, *Our Treasured Heritage: Teaching Christian Meditation to Children*, Crossroads, 1981.
Gay Hendricks & Thomas B. Roberts, *The Centering Book, The Second Centering Book, and The Family Centering Book*, Spectrum Books. FGC.
Deborah Rozman, *Meditating with Children*, University of the Trees Press, 1975, and *Meditation for Children*, Celestial Arts, 1976.
Merrill Harman and Saville Sax, *A Peaceable Classroom*, Winston Press, 1977.



The Friendly Seed

Chapter 4

MINISTRY, WITNESSING AND SPEAKING TRUTH

In the list of very basic beliefs held by most members of the Society of Friends can be found *Ministry, Witnessing and Speaking Truth*. These three beliefs and terms are often so intertwined that it is difficult to define them separately. In fact they are so closely related in the minds of some people as to be used interchangeably.

Isaac Pennington wrote of ministry: *Our life is love, and peace, and tenderness: and bearing one with another, and forgiving one another, and not laying accusations one against another, but praying one for another, and helping one another up with a tender hand.* In the 1972 revised version of the Philadelphia Yearly Meeting Faith and Practice Advice II is found the following statement: *Use your capabilities and your possessions not as ends in themselves but as God's gifts entrusted to you. Share them with others: use them with humility, courtesy, and affection. Guard against contentiousness and love of power: be alert to the personalities and the needs of others. Show loving consideration for all creatures, and cherish the beauty and wonder of God's creation. Attend to Pure Wisdom and be teachable.*

The term Witness connotes, among Friends, the various areas of service to mankind and community in which they traditionally are involved. For example Friends have been involved in providing aid to victims of War and natural disasters. They have attempted to improve the quality of life for the mentally ill, the destitute, and the incarcerated. Providing equal educational opportunities for everyone is a long standing tradition. Activism on behalf of the environment is an outgrowth of Friends' reverence for the natural order in God's world.

Witnessing and Speaking Truth are terms associated with Quaker activism. Many Friends feel that they are "led" to become involved in certain activities, whether as a vocation or an avocation. Early Friends' social activism was often as a direct result of their own imprisonment. Elizabeth Fry worked hard to improve the conditions in jails where they were imprisoned. Caring for the mentally ill became a concern of Friends as it was felt all people are to be treated with dignity. Today some parts of society seem to be more aware, and with other like-minded groups, Friends work for the betterment of mankind. However, there is still tremendous apathy, so it is important to nurture these beliefs of *Ministry, Witnessing and Speaking Truth* in our meeting community and the larger community.

The following sections will provide questions, activities and resources for First Day School facilitators. The best way to nurture Ministry and Witnessing is to look around you and identify a need. Once a need is identified by your group, develop a plan for action. No concern is too small, nor should Friends feel that they cannot have impact on larger problems. Singing the song, "One Man's Hands", page 58 in *Songs of the Spirit*, could help set the mood.

I. Ministry

Setting the Stage

Start raising the level of awareness with open-ended questions, pictures or books:
"When I feel sad (or angry, disappointed, unfairly treated, lonely, excited, cranky, bored, tired) I'd like someone to ..."

If your group is intergenerational, be sure the statement is one children can understand, such as: "If my feelings were hurt, I'd like someone to ...".

Choose a picture from a magazine or children's book which shows a person experiencing some emotion. Ask questions: How does this person feel? How would you like to be treated if you felt this way? How would you treat someone else who felt this way?

Good books about feelings, available from the Philadelphia Yearly Meeting Library, are:

My Own Private Sky, Delores Beckman (ages 8-11)
Otherwise Known as Sheila the Great, Judy Blume (9-11)
Boys Have Feelings Too: Growing Up Male for Boys, Dale R. Carlson (12 & up)
Courage of Sarah Noble, Alice Dalgliesh
Oliver Button is a Sissy, Tomie DePaola (ages 4-6)
Feelings, Judy Dunn (pictures illustrating various emotions)
Grandmama's Joy, Eloise Greenfield (ages 3-8)
How Do I Feel?, Norma Simon (ages 3-8), coping.

Ministry in the Bible

Two stories: the Good Samaritan, Luke 10:25-37, and Zacchaeus, Luke 19:1-10, have special messages about ministry:

The Good Samaritan (Elementary - Middle School)

Tell the story. Ask people to assume the identity of one of the characters and listen to the story from the point of view of each. Afterwards the group can talk about the feelings of each character.

This story is also good for role playing. Be sure to *debrief* after the role play; this means letting people get out of character and talk about their feelings.

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

Divide the class into four parts and have each part illustrate a piece of the story: the attack, the priest passing by, the Levite passing by, and the Samaritan stopping.

Zacchaeus (Pre-school - Middle School)

Tell the story in the same way suggested for the Good Samaritan. Ask people to take on the identity of Jesus, Zacchaeus, or the crowd. Role play and drawing are also appropriate to this story.

Questions to ask: 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?

Here is a poem about Zacchaeus. This can be sung:

Zacchaeus was a wee little man
A wee little man was he.
He climbed up in the sycamore tree
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."

Accompany this with finger play: walking, looking, climbing, wee, etc.

Zacchaeus in the Tree - a project

(See P. 24 for diagrams)

Materials:

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

Directions:

Cut out patterns of trunk and leaves ahead of time for each child.
Glue leaves to tree trunk and move Zacchaeus up and down in tree.

Cards and Presents (Elementary)

Have each child make a card for someone he/she thinks needs love or support. The message can be as simple as "Have a Happy Day." Mail the cards for them. Talk about the kinds of cards the children would like to receive. Decorating techniques can range from crayons to paints to vegetable prints to stencils. Children can also make and send cards to shut-ins or nursing home residents.

First-Day Schools can go to nursing homes and share songs, readings and food prepared during First-Day sessions.

Discussing Ministry (adults)

Concentrate with adults on what ministry is. Henri Nouwen's book, *Gracias!*, available from the PYM Library, includes a challenging section on ministry, pp. 18-21. If possible let the class read this whole section. You may want to focus on one or two passages. React to these passages through worship sharing. Two suggestions:

P. 18: *Ministry is entering with our human brokenness into communion with others and speaking a word of hope. This hope is not based on any power to solve the problems of those with whom we live, but on the love of God, which becomes visible when we let go of our fears of being out of control and enter into his presence in a shared confession of weakness.*

P. 19: *Only those who truly believe that they have something to offer can experience themselves as spiritually adult. As long as someone feels that he or she is only an object of someone else's generosity, no dialogue, no mutuality, and no authentic community can exist.*

In relation to their children let adults ponder: What would you like your children to learn about ministering to each other? What do they learn of ministry from you?

Songs

Two Songs from *Songs of the Spirit*: "Magic Penny", and "No Man Is an Island", aptly illustrate the concept of Ministry. "Magic Penny" is also found in *Worship in Song: a Friends Hymnal*, p. 221 available from FGC.

II. Witnessing and Speaking Truth

Setting the Stage

For Quakers becoming sensitized to the needs of others has always been the impetus for action. The terms *Witnessing or Speaking Truth* have evolved as a result of the actions taken by Friends. Whatever the term, the belief that some action is required has always been grounded in Divine Guidance. Quakers routinely seek wisdom through prayer, meditation and clearness committees.

A good starting place for understanding the concepts of *Witnessing and Speaking Truth* comes from reading about the lives and experiences of early and present day Friends. People whom Quakers hold

in high regard for their contributions to humanity are also good sources, for example Gandhi, Martin Luther King, Mother Teresa. It is important to note that these people, although they received notoriety, cared only to carry out their belief about ministering to humanity. We each need to realize that we can make a difference, no matter what the size of our contribution.

The following questions are generic to the study of people who have made a difference (Ask these questions using vocabulary that is age appropriate to your group.):

- What are the concerns of this person?
- Was telling the truth important to this individual?
- What motivated the activism of this person?
- How did this person go about addressing his/her concern?
- Who has benefited from this person's activism?
- What was the source of support for this person?
- Do you think you would have done the same thing?
- If yes, why? If not, why not?
- What things going on in your world, concern you?
- What actions do you see yourself taking to change the situation?
- How and where will you address your concern, in your local meeting, community, by joining an established group that shares your concern, ignore it and hope someone else takes care of it for you?
- If you decide to become involved, where will you look for support, God, your family, your meeting, other people?

Speaking Truth (Elementary)

Raise Questions

Ask some questions about lying. What do you do when you think someone is lying? When do you lie? Why? What makes you choose to lie or not to lie? What happens when you lie? Is lying ever OK? Do adults you know lie? How does that make you feel? Try *not* to moralize about the answers. Accept what the children say. Help *them* work through paradoxes and contradictions. Peer pressure and lying. Do our friends encourage lying? How does this happen? Why do we think so poorly of "tattletales"? Make up a story in which tattling is an issue; role play it, talk about it.

Tell Tall Tales

Tell or read about Paul Bunyan and John Henry. Why are these called tall tales? Compare them with biographies. The children can write tall tales and real tales about themselves.

Advertising

Write true and false advertising for a product. Act out the two commercials. Listen to the song on Marlo Thomas' *Free To Be You And Me* album in which Carol Channing debunks advertising for household cleaners. What does advertising appeal to? Our needs for status? beauty? power? objects? Spend a Saturday watching TV. Keep a record of the advertising claims. Discuss what's true and what's not. Is this a place where exaggeration is harmful?

Songs

"Once To Every Man and Nation" - #82 in *Friends Hymnal* (revised words p. 127 in *Songs of the Spirit*); "I Would Be True" #29 in *Friends Hymnal* and p. 261 in *Worship in Song: a Friends Hymnal* (FGC); "The George Fox Song" #3 in *Songs of the Spirit* and p. 272 in *Worship in Song: a Friends Hymnal*.

Speaking Truth (Middle School)

Teaching About Truth

Middle School children are struggling with inconsistencies; they are trying to make sense of their own lives. Ask them to teach younger children about truth. They could first brainstorm where they have seen dishonesty and then share ideas of how they could teach the value of honesty to younger children. Such an exercise forces us to simplify and clarify our beliefs.

Early Quaker Stories

Tell stories about early Quakers who made their reputation by telling the truth: John Woolman, or early shop keepers who could be trusted to always charge the same price. When George Washington

The Witch of Blackbird Pond, Elizabeth G. Speare. The story of a 16-year-old girl who becomes involved in a terrifying witch hunt (FGC, PYM Library)

High School or Adult

A Procession of Friends, Daisy Newman. American Quaker history in a readable form (FGC, PYM Library)

Mothers of Feminism: Quaker Women in America, Margaret Hope Bacon. (FGC, PYM Library)

Valiant Friend: Lucretia Mott, Margaret Hope Bacon. (FGC, PYM Library)

If John Woolman Were Among Us: Reflections on the Ecology of Flush Toilets and Motor Vehicles, Keith Helmuth. (FGC, PYM Library)

Living More With Less, Doris Janzen Longacre. A pattern for living with less. (FGC, PYM Library)

Victories Without Violence, Ruth A. Fry. Ten stories of Friends and others who overcame difficult situations without resorting to violence (FGC, PYM Library)

Voyage for the Phoenix, Betty Boardman. Story of taking supplies to the North Vietnamese (FGC, PYM Library)

Windows for the Crown Prince, Elizabeth Gray Vining. (FGC, PYM Library)

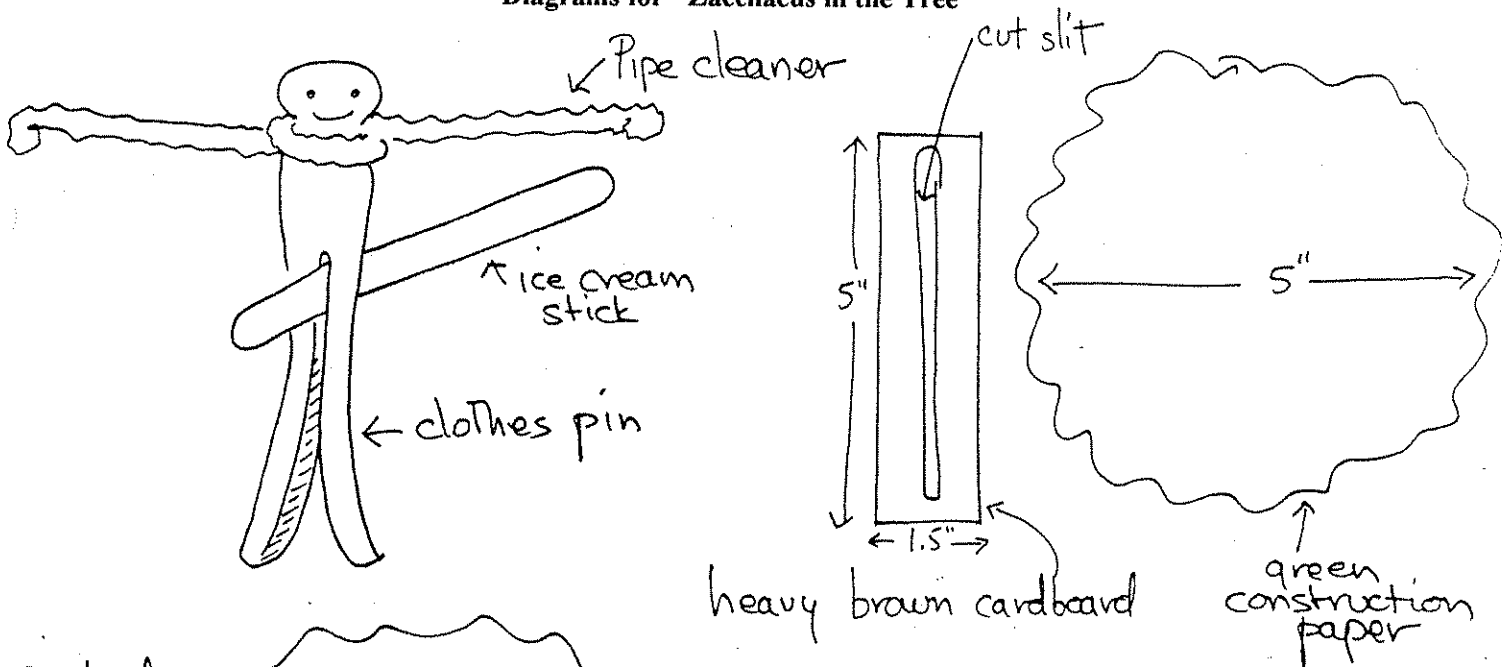
First Day School Curriculum:

(These have a wide age range)

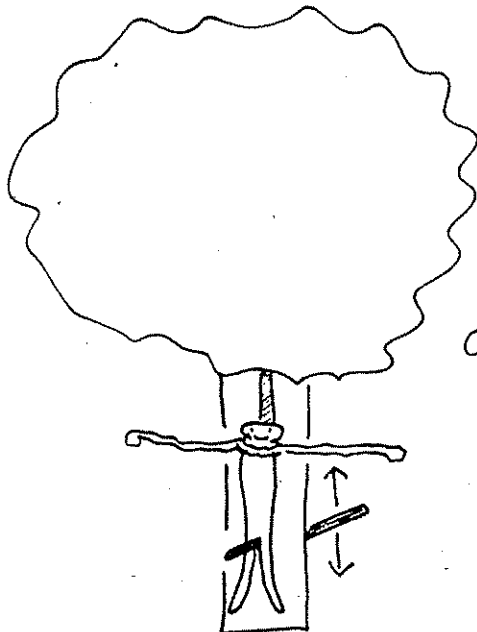
Blessed Are the Peacemakers, Henderson, White and Cratin, eds. (FGC, PYM Library)

Quakers Answer the Call, B. Henderson and L. Brick. (FGC, PYM Library)

Diagrams for "Zacchaeus in the Tree"



Finished:



glue leaves to tree trunk and move Zacchaeus up and down

wanted to make a treaty with the Iroquois Indians in 1794, the Indians insisted there be three Philadelphia Quakers present. Why do you think the Indians trusted Quakers?

Lying Feelings

Discuss how you feel when you lie, when you have been lied to and when adults lie. Talk about how one lie leads to another.

Emperor's New Clothes

Read the story, "The Emperor's New Clothes" by H.C. Anderson. (Good for a mixed-age group.) Discuss our equivalents of the Emperor's clothes, things we carry with us because of pride and vanity.

Cheating Feelings

Cheating is a real issue for this age group. Give a spelling test in which several children are told to cheat. Talk about how the cheaters felt and how the others felt, knowing some were cheating. What do they do in school, if they know someone is cheating?

Read Stories

Read "The Road to Canada" in *The Friendly Story Caravan*, edited by Anna Pettit Broomell (available from FGC). This story presents the issue of truth in an interesting light. Is it all right to lie for a just cause? Another book which deals with this issue is *The Diary of Anne Frank*, in which the Franks' protectors consistently lie to save their friends' lives. Is such deception justified? Can the children personalize these stories? Is it all right for them to deceive people sometimes? How do they discern these times?

Optical Illusions

Find several examples of optical illusions. Use them to illustrate the variety of ways in which one picture, event, person can be viewed. Have each child describe a picture you've shown them briefly. Note the differences in the descriptions. Truth, to a certain extent, is in the eye of the beholder. How do we know what's true? How do we test our perceptions? Are there absolute truths? What are they?

Truth Telling (High School and Adult)

Kinds of truth-telling which might be considered:

Oath-taking: Friends stand on oaths and swearing - an area in which to teach Truth and examine the double standard of truth-telling. Why swear on the Bible when the Bible says don't swear? See Matthew 5:33-37.

Deception: The Underground Railroad story of the man who indirectly told his son where to take the slave so that he could say he did not hide him or know where he was - a good example of telling the truth but deceiving people. This is an excellent departure point for group discussion.

Manipulation - How to recognize manipulated truth. How to make yourself strong enough to stand for truth. Relate situations in which people are encouraged to be dishonest.

Withholding: Even tax resisters should be open and honest. Do so-called "higher" truths make it all right to lie in small matters?

Exaggeration: Use advertisements as examples. Compare reality to claims made.

Incrimination, McCarthyism: Do you now or have you ever been...? Do you know anyone who has?

Use of 5th Amendment and consequences. The Plymouth Meeting Controversy, George Willoughby (Librarian before House Un-American Activities Comm.) in PYM Library.

Truth in advertising, in government, in relationships with friends, parents, teachers, God.

Justifiable situations where you don't have to be completely honest: Are there any? If so, what? Self preservation?

Consequences of truth-telling: How it can change lives; also consider instances where truth speaking is negatively rewarded and lying is positively reinforced.

Possible formats:

Discussion.

Role Play: Real life situations (What do you do when you're deceived?)

Experiments: Group activities such as looking at or listening to something and comparing results (Do you all see or hear the same thing? - not if you're color blind or have a hearing impairment.)

Stage an event and let people describe it. Sometimes people take obviously false positions because everyone else does. People might describe times when they felt their perception of truth was colored by the opinions of others.

Series: Dimensions of communication suggested as series of workshops which could help open people to the truth. This could include training in Active Listening, Mediation Training, Conflict Resolution.

Witnessing - Projects

World Hunger:

"*Food for Body and Spirit*", the packet to prepare First-Day Schools for Yearly Meeting, will be in Meetings by the end of February, 1992. A *World Hunger Kit* from Right Sharing of World Resources, is available from PYM Library. A book list on *Hunger: The World in Need*, is also available from the Library.

General: What kind of witnessing might you consider? (high school and adults)

Public witness - public issues, e.g. nuclear freeze, hunger, challenging military testing in our schools

Private witness - draft resistance; private witness in our homes, i.e. brotherhood.

Activities:

Panel of people in our Meetings whose lives are examples of witnessing, like Quakers who are involved in criminal justice work, or Quakers who withhold a portion of their taxes which would go to the military budget.

Role playing kinds of witnessing.

Worship sharing on questions which relate to the Faith into Action problem.

The Biblical basis of peacemaking - research and lead a discussion on what the Bible has to say to us about peacemaking.

Quaker peacemakers - do a series on Quakers who have worked for peace and social justice. Have your children's classes centered on the same people.

Values Clarification games in *Values Clarification*, (PYM Library).

Parenting for Peace and Justice by Kathleen and James McGinnis, available from the PYM Library and FGC. Encourages families to lead lives consistent with Christian values. Source book for parent support groups and families.

Witnessing and Speaking Truth: Book List

Preschool - K

There is No Such Thing as a Dragon, Jack Kent (PYM Library)

The Day Jimmy's Boa Ate the Wash, Trinka Hakes Noble. This book has great pictures. Discussion about tall tales and reality (available at local bookstores).

Frog and Toad are Friends, selected stories are appropriate (PYM Library)

The Story of William Penn, Alike (PYM Library)

Keep the Lights Burning Abbie, Peter and Connie Roop (PYM Library)

Elementary

Angel of the Prison, the story of Elizabeth Fry (PYM Library)

Book of Quaker Saints, Violet Hodgkin, 32 tales about early Friends (FGC, PYM Library)

The Feather of Peace, from *Miniature Quaker Library*. A story about early Friends and Native Americans (FGC)

Friendly Story Caravan, Pendle Hill Publications. (FGC, PYM Library)

Number the Stars, Lois Lowry. Story about a family in Copenhagen who hides a young Jewish girl during WW II

Sadako and the Thousand Paper Cranes, Eleanor Coerr. A young girl's life that speaks to peace (PYM Library)

Sam, Bangs, and Moonshine, Evaline Ness. (PYM Library)

Stories of the Underground Railroad, Curtis. (O.P.) True stories about Quakers and the underground railroad (PYM Library)

Middle School

The Diary of Anne Frank. (PYM Library)

Peaceful Heroes I and II, Rosalie Regen. (plays) (FGC, PYM Library)



The Friendly Seed

Chapter 5

TESTIMONIES: THE WAY WE LIVE

This chapter considers simplicity and community in terms which children can understand. For a fuller discussion of these testimonies as well as equality and harmony, see *Growing in the Light*, published by the Philadelphia Yearly Meeting Religious Education Committee and available from Friends General Conference Bookstore, at 1-800-966-4556.

Teachers will find it helpful to review the testimonies. Howard Brinton in *Guide to Quaker Practice* (Pendle Hill pamphlet #20) has written a helpful discussion of the testimonies starting on page 55. Discuss with the children the meaning of each testimony. What would the world be like if everyone lived simply, harmoniously, equally? What if no one did?

I. SIMPLICITY

Suggestions for Pre-school through Second Grade

1. Make cards to send to those who are absent as an experience in caring and sharing.
2. Imagine a world without toy stores. What would people play with? Ask each child to find something to play with that did not come from a store and to bring it to First Day School to share. Send a card to each child reminding him to bring the toy. As a follow up, make simple toys or play games that don't need lots of equipment.
3. Read and act out the story of "The Warm Fuzzies." Hand out cotton balls to everyone. These are to be compliments which they can give to each other. Story available from RE office.

Suggestions for Third, Fourth and Fifth Grades

1. Discuss why Quakers turn away from outward show. Emphasize what we gain by a simple life, not what we lose.
John Woolman: undyed clothing; turning away business - discuss in the light of today's standards. What did he gain for what he gave up?
Margaret Fell on color: "Poor, silly gospel" - see quotation in Jessamyn West's *A Quaker Reader*, pp. 219-223, in the PYM Library.
2. Develop service projects - AFSC has some wonderful suggestions. (1500 Cherry Street, Philadelphia, PA, 19102; 215-241-7000.)
3. Use dolls, puppets, & doll house families to act out situations in which simplicity is an issue. Simplicity in clothing is a good focus for these activities. The teacher writes part of a play. The children then add to it and act it out themselves or with dolls or puppets. The PYM Library has several good books on puppet making.
4. Read a story in which what we are is more important than what we have. Suggestion: *Thee, Hannah!* by Marguerite De Angeli (available from FGC). This beautifully illustrated children's book is a Quaker classic. It tells the story of Hannah, a Quaker child in Philadelphia before the Civil War. Both the story and pictures help children "see" what life was like for a child of this time. The book explores several themes: Simplicity through Hannah's consciousness of her "plain" clothing; Equality and Courage through the family's efforts to help a runaway slave; and Family Life through an honest picture of the joys and conflicts in Hannah's home.
5. Some ideas for using *Thee, Hannah!* in First-Day School:
 - Read it aloud over several weeks. Children five years old and up will enjoy it, as will adults, if your group is intergenerational.
 - Visit the Society Hill section of Philadelphia where Hannah lived. Look for similarities and differences between our times and Hannah's. Back at your Meeting make a model of this area as

it was in the 19th century. As a base use a large board on which you paint streets; milk cartons make good houses. Another idea is a mural of a street based on the book's illustrations and your visit.

- Make soft pretzels - a Philadelphia treat since before Hannah's time. (See page 25)
- Use the chapter on Yearly Meeting to prepare for this annual event. Visit Arch Street Meeting House. Ask children to record their own experiences at Yearly Meeting and to compare them with Hannah's.
- Make Quaker bonnets or hats (patterns available from the R.E. office) as part of a lesson on Simplicity - especially as it relates to dress.

Note to teachers: It is useful to explain to children the use of wording and spelling in the slave woman's speech in the last chapter. It was a writer's way of differentiating between the accents Blacks used that made their speech sound different from that of Whites. It is not found as often in contemporary writing but has been a common device in literature.

6. Sing "Simple Gifts" from *Songs of the Spirit* or *Worship in Song*. Talk about the words.
 - Work on a definition of simplicity:
 - What does the term mean to children?
 - What is simplicity in relation to peers?
 - What about simplicity and playthings?
 - What can you do to simplify your life?
 - Did you ever want a lot of something and then find that a lot did not mean that much?
 - Interview parents or Meeting members on what they think simplicity is.
7. Talk about clutter and order. How do you feel when there is too much to do? When your room is disorganized? When you haven't planned carefully? Plan a time with the children, e.g. a picnic, or a class, in which you pay special attention to what is necessary and what isn't, and to your use of time. As a service project, help straighten an area in the Meetinghouse like the kitchen cabinets.
8. Talk about fun-times that don't cost money; e.g. picking dandelions in the grave yard and making things with them. Plan and carry out an activity that doesn't cost money.
9. Make crafts or Christmas things out of free materials or natural materials. Give them as gifts. The children can bring in their own collections of found objects from home. They could make a display of their work or use the objects to make a collage.
10. Think about simplicity in terms of getting rid of whatever interferes with your relationship with God. What could you give up?
11. Have everyone bring something to class that they would want with them on a treasure island (other than survival items) and share what is special about the item.
12. Simplicity in lifestyle and responsibility for our lifestyle decisions are demonstrated in our concern for the environment. *Speak to the Earth* by PYM and several good books including teaching ideas on this topic are available from Friends General Conference.

Suggestions for Grades 6, 7 & 8

1. Visit an Underground Railway station in your area as part of a lesson on Friends and slavery. With older children and adults, look at current issues, such as war tax resistance, which give rise to similar conflicts between conscience and law.
2. Use folk tales in which the third child is "simple." Why does he/she succeed in the end? Examples from the Brothers Grimm are: *The Three Feathers*, *Cinderella* and *One Eye, Two Eyes and Three Eyes*.
3. Talk about Gandhi as an example of simple living. He had five possessions. What five possessions would you choose? There is a feature film, *Gandhi*, available at most local video stores.
4. Make lists of priorities in activities or possessions, as a means of values clarification. This is an exercise in self-knowledge, not in judging others. *Values Clarification* by Simon, Howe & Kirschenbaum is a very helpful book and can be obtained from the PYM Library.

Suggestions for High School and Adult Groups

1. Use Elizabeth O'Connor's *Eighth Day of Creation* - excellent for helping people find and develop their gifts.

2. Discussion groups need definite leadership - someone to present material first, then lead the discussion. *Testimonies* by Ben Richmond is a study guide which may help adult leaders. Available from F.G.C. The Supplement which accompanies it is excellent for high school.

II. - COMMUNITY

Community is a foundation which prepares the way for Communion with God, the medium through which we meet God. How do we open the door to this precious step in spiritual growth in our children? It is of real importance to build a tender community within the FDS starting from the beginning.

Read the testimony on Community as described in Howard Brinton's *Guide to Quaker Practice*.

Suggestions for Pre-school through Second Grade

FDS should above all be a happy place for little children, a place to discover love. How do the children get to know each other and adults in the Meeting? For some children, the Meeting may be their real family.

Members of Meeting may have some questions about what the needs of such children are. Professional information is helpful and many librarians can help Meeting members find useful books; one series is the *Open Family Book for Parents and Children Together* by Sara Bonnett Stein. It includes titles dealing with the issues of divorce, new babies, handicaps, hospitalization and death.

1. Little children are very open to music and other non-verbal expressions of relationship. Have a willing and reasonably musical person lead them in song and music frequently.
2. Create a band with home-made instruments.
3. Make sure that the children have plenty of opportunity to learn each other's names and something about each other. Go around the circle with the question, "Tell us something that you like to do." Or "Pretend you are doing something you like to do alone" in a game of charades. Then, "... something you like to do with another person." *For the Fun of It* by Marta Harrison, available from the PYM Library, has several good get-acquainted games.
4. Have adults who are not parents participate or lead the activities planned. Plan plenty of intergenerational activities. Some good books are: *A Manual on Nonviolence and Children*, edited by Stephanie Judson; *The Cooperative Sports and Games Book* and *The Second Cooperative Sports and Games Book* by Terry Orlick.
5. Be flexible and ready with loving physical contact, particularly for a child who is distressed. In this way you'll teach the class that there is love there, and room for forgiveness and understanding when it's needed most. It may be the lesson God has planned for that day.

Suggestions for Third, Fourth and Fifth Grades

This is an age of self discovery, full of self expression both verbal and hands-on craft oriented, a time of great energy and activity.

1. For community building within the class, frequent use of non-competitive games from *For the Fun of It* is helpful - see #3 above.
2. *Free to Be You and Me* is a good book to use with this group (available from the PYM Library).
3. Don't be afraid to give them some real responsibility for Meeting-wide projects such as making gifts for everyone in the Meeting. Possibilities: giving flowers to all the members of Meeting, cookies and cards for people in Friends homes personally presented. Clean and organize a section of the Meeting House.
4. Loving others begins with a healthy self-esteem. For Valentine's Day try this: Set up a table of materials for making valentines and as each child is busy making a special valentine, read the story of the legend of St. Valentine from "Candles in the Dark". Then have them all sit down with valentines in hand and read the following story: "I thought it was awful when my friend Fay sent herself a valentine the year we were in seventh grade. Just awful. The verse was most complimentary. It spoke to a 'special friend whose heart was gentle, kind and true.'
"How could you do such a thing?" I asked, in the full outrage of a 12-year old.
"I don't know exactly," Fay said quietly. 'Maybe I sent the card because it describes the way I want to be.'

"And, don't you know, that's exactly what Fay turned out to be - one of the gentlest, kindest and truest friends I have!"

Conclude by telling the group: "each person in the room is a beautiful and unique creation of God, and because God loves us, He wants us to love ourselves. The special and beautiful valentine that you have made and now hold in your hand is for YOU because *you* are special and beautiful. Happy Valentine's Day!"

5. Try acting out the song, "Magic Penny" (#23 in *Songs of the Spirit* or p. 221 in the FGC hymnal: *Worship in Song*) making big construction paper coins to wear and share.
6. Make family diagrams: have the child put himself in the center and all the family members around him. Have him draw lines from himself to each person and identify gifts that he gives to each person and gifts that he receives from them. Do the same thing with the child in the center of the FDS class or the Meeting. You can use home-made or store-bought paper dolls or doll-house people for this activity.
7. Have or make a map of the area and mark the locations of the children's homes. Discuss activities which make living in a community feel good. What do you do or experience in FDS or Meeting that makes you feel good?
8. Let children know they are missed. Encourage children present at FDS to write to those who are absent.
9. Express appreciation of each other. Have children in pairs express appreciation. "What are things you like about ___?" Be careful; the children may become self-conscious. Another idea is to tape a blank index card to each child's back. Each takes a turn to write something he/she appreciates about the other child on his/her card. When done the child removes the card and reads it.

Suggestions for Grades Six, Seven and Eight:

There is usually a need to build trust within this age group, to overcome initial wisecracking and bravado. The teacher must have realistic expectations.

1. Get addresses of Yearly Meetings, world-wide, from Friends World Committee (215-241-7250). They have a *Calendar of Yearly Meetings*. Have each child write to a Yearly Meeting. Make a map showing these Meetings, teaching the children that Quakers are not *only* in Philadelphia, that they belong to a wider fellowship.
2. Social events
 - Involve the children in the planning for such things as going roller skating, visiting churches, a pizza party, cooking together.
 - Have children prepare refreshments and serve them after the Meeting for Worship.
3. Ourselves as gifts - a theme for an inter-generational program:
 - Baking bread together and sharing it with the Meeting
 - Making candles to use for decorations or a ceremony at the Meeting
4. Involving children in Meeting for Worship
 - Use the FDS as a way to bring people into Meeting for Worship. Spend time on preparing for Meeting, and encourage FDS newcomers to attend Meeting for Worship. Establish the pattern that FDS attenders are also Meeting attenders. This is only possible if FDS regulars make a commitment to attend Meeting for Worship.
 - Plan a children's Meeting during adult Meeting time and send personal invitations to each child.
 - Have children plan a Meeting just for themselves, then for other children, and finally for the whole Meeting. The children can close Meeting that day. (Be sure to arrange with Worship and Ministry Committee.)
5. Business and other Quaker processes:
 - Stage a business meeting or other Quaker ceremony (such as a wedding) for the children.
 - Let the children have a business meeting to make some decisions they *need* to make, or to plan a supper for the Meeting.
6. Jesus and the disciples as an intentional community: what does Jesus say about community? How do we find friends? Is our Meeting, family, school an intentional community? Begin with a Bible story, such as Jesus calling Peter to discipleship (Luke 5:1-11). *Centerquest* (available from the PYM Library) has a lesson on this theme, called "Jesus Calls the Disciples" in the K-1 manual. PYM has another helpful series available from Friends General Conference entitled *Teaching Children About Jesus: Part 1 and Part 2*. Teachers will find M. Scott Peck's book, *The Different Drum: Community Making and Peace* (Simon & Schuster, Inc., New York, 1987) useful and provocative.
7. What is a covenant community? Use the Bible to define covenant. Discuss why they do or don't feel in harmony with the Meeting community. Talk about service as part of a community; baby-sitting during Meeting and raking leaves in the cemetery are two examples.

8. What about ways of handling anger at home - safe situations for ventilating difficulties, with parents and children on equal footing. The section on David and Goliath in *Teaching the Old Testament to Quaker Children* is a good resource on anger. Available from FGC.

Suggestions for Grades Nine through Adult:

Frequently barriers must be broken down and the door opened to personal encounter, even among adults, and definitely for teens.

1. Margaret Cantieni's yarn pictures on black cloth: provide a large square of black material and a box of scraps of all colors of yarn. Each person chooses a piece of yarn. With people in a circle, ask each one to tie one end of their yarn to their neighbor's on the right and one end to their neighbor's on the left. One person then starts the yarn picture by laying his/her yarn in a design on the black material. Where it ends, the next person must begin. When all is finished, an interesting design is made, but inter-relationships are also mapped out and personalities seem to show through the colors and shapes chosen. The result can be sewn to the fabric and displayed.
2. A picture of your spiritual journey: hand out large sheets of paper and a box of crayons or magic markers with lots of colors, so that people have plenty of choice. Then ask them to draw a picture of where they feel they are on their spiritual journeys. Point out that this is not meant to be a masterpiece of art work and may contain anything a person feels is relevant. After a while give all a chance to explain their drawings. The insights from this activity can be overwhelming.
3. Have a sharing time of childhood religious memories using Creative Listening.
4. Prepare for Yearly Meeting or Christmas together with a special workshop.

No matter what you do, keep in mind that mindless activity is of no value. Look to see the fruit of activity and let go of unfruitful business. What happens in the silence? Let our actions flow from there. Let us allow each other and ourselves to be contemplative, at least part of the time.



The Friendly Seed

Chapter 6

HELPING CHILDREN FACE CHALLENGES

This chapter contains four sections designed to help children handle challenges and crises in their lives. In Section I, "Listening and Affirmation", children and adults are led to listen sensitively to one another and to help each other feel competent. These two skills are essential to equip ourselves to deal with crisis. Sections II, III and IV offer activities and resources we can use to help children and adults face sexual abuse, aging, and death. Each section contains activities and lessons for children, youth and adults in your Meeting.

I. LISTENING AND AFFIRMATION

Every First-Day School will at some time have children attending who are in crisis or in a family in crisis. These children often won't talk about their problems. Teachers need to be sensitive to signs and to initiate conversations through sympathetic verbal recognition of the difficult or painful situation or through truly interested questions.

It helps to remember how we felt as children, to remember how difficult it was to share with adults. We will help children share if we listen carefully to what is said through words and through body language. Devise ways for your FDS children to make contact with adults in the Meeting so that each child will get to know at least one adult other than his or her own parent. Ways to start would be to have the children make things to give to the adults in their Meeting. Have projects for adults and children to do together in pairs in an occasional intergenerational class.

In addition provide time for your FDS children just to talk about what is on their minds. A list of Meeting members willing to help with certain kinds of problems will be very useful to FDS teachers. They can then consult an "expert" if a child's distress is beyond their competence.

Listening Lesson

Read or tell the story *The Boy with a Problem* by Joan Fassler, the story of Johnny, who had a hard time finding someone who would take him seriously and who would listen to him. His mother, his doctor and his teacher all failed to do this. Johnny's problem grew bigger and more absorbing. But finally a friend, a boy his age, took the time to listen "from the top of his head to the tip of his toes" and Johnny's problem immediately felt lighter, and Johnny could once again eat and play and pay attention in school.

Do not bother to show the illustrations. They do not show up well and are not very helpful anyway. It is good to encourage children to visualize the story themselves as it unfolds. This story could be told just as well with a girl as the main character.

This is also an excellent story for an intergenerational setting. For either an intergenerational or children's group, people could be asked to draw their own illustrations. Or the children could each have a piece of clay to work with even while listening to the story. (Some children pay attention better if their hands are busy.)

Questions for children and youth

1. What do you think Johnny's problem was? (This might give you a clue as to problems the children are struggling with themselves.)

2. Why didn't Johnny feel like playing?
3. Why didn't the vitamins and medicine make Johnny feel better?
4. When have you ever been in a situation similar to Johnny's?
5. Who would listen to you?
6. What would you do if you tried to tell someone about a problem and he or she acted like the adults in this story? (Tell the children not to give up.)
7. Is there anyone that you could listen to in the way that Peter did? (Notice that Peter did not give up when Johnny would not come out the first time he asked him.)

(You may need to say that problems do not always go away quite so quickly as in the story, but being able to talk about them to someone who listens does usually make them feel lighter and more manageable.)

Questions for Adults

1. Was there an adult you could talk to if you had a problem when you were a child? If not, why not?
2. What are the things which prevent you from listening to a child? or to anyone?
3. What would help us to be better listeners?
4. What could you do next after hearing someone's problem?
5. What would you do if someone told you of suicidal impulses?
6. What would you do if someone told you about child abuse?
7. What do you do if you sense a child has a problem but is not talking about it? (One suggestion is to try to put into words in question form what you think may be troubling the child, e.g., "It must be hard to have your mother gone," or "Is it bothering you that Daddy's lost his job?")

Affirmation Activities

A big part of being able to handle problems is feeling good about yourself. First-Day School classes are excellent settings for lessons on self-esteem.

Making an Affirmation Notebook

An affirmation notebook is a place for children to write and draw about themselves in positive ways. Follow are directions for affirmation notebooks. Do the pages one by one and then fasten together with brads or staples. The directions for each page can be written on posters so that children who read can work independently. However, all ages of children and adults can participate in this project. Below are ideas for the first three pages. Add other pages - badges, balloons, etc., if you like.

Page 1 - Cover - Provide a variety of colors of 9"x12" construction paper. Directions for children:

- a) Write your name on the cover.
 - b) Draw a symbol which represents you - a flower, a baseball, a tree, etc. (If possible, include a photograph of the child.)
- OR
- c) Trace your hands on contrasting paper. Cut out and paste on the cover.
 - c) Write something nice about your friend on his/her cover.

Page 2 - Tee-Shirt Page - Provide an outline of a tee-shirt on white paper (9 x 12). Directions for children:

- a) Write your name on your paper.
- b) Think of things you like to do. Think of words that describe you. These words can be about what you like to do, or about something different.
- c) Choose one thing you like to do and draw it on your tee-shirt.
- d) Choose one of your words and write it on your tee-shirt.

Page 3 - All About Me - Ask the children to fill in the blanks and have them put the papers in their notebook. Provide a piece of paper (9x12) with the following on it:

My name is _____.
I am _____ years old.
My eyes are _____.
I have _____ hair.
I live at _____.
I live with _____.
I go to _____ Meeting.
My favorite food is _____.
One color I like is _____.
A song I like is _____.
My favorite book is _____.
My favorite TV show is _____.
One animal I like is _____.
One thing I'm proud of is _____.
If I could go anywhere, I'd go to visit _____.
My favorite game is _____.

Creating Affirmation Diaries

Children, youth, or adults are seated around a table. Each has a pencil and 8"x11" lined paper and writes his or her name in capital letters at the bottom of the paper on the last two lines. Have the group spend a few minutes in quiet thinking about each person in the group. Tell each person that they will have three minutes to write something very good or unique about the person whose paper comes to them. They must then fold their description down (accordion style), concealing it, and pass the paper on to the person to their right. Give three minutes writing time before the diaries are passed to the next person. When the affirmation sheets have gone completely around the table, return them to their owners, who then separate themselves and look quietly at their accolades. After five to fifteen minutes, the group comes back together to share how they felt about what others had said.

There are many other sources for affirmation lessons, including one published by the Religious Education Committee: *Walking Cheerfully*, which can be borrowed from the P.Y.M. Library or purchased from FGC. In addition, remember that valuing each child in your FDS class for his/her strengths is a wonderful way to build self-esteem.

II. CHILD SEXUAL ABUSE

We include this special section on sexual abuse because there is no crisis more damaging to children than sexual abuse. This section includes both information and teaching ideas.

Background for Teachers

Most of the following information comes from the Philadelphia Yearly Meeting Threshing Session on child abuse, March, 1985, which centered primarily on the issue of sexual abuse.

Child sexual abuse is a much more common problem than most of us realize. Some statistics tell us that one girl in three will be sexually abused by the time she is 18 years old, and that one boy in seven will be. 85% of seriously abused children know the abuser; 50% of the abusers are the fathers. Most frequent ages for beginning of sexual abuse are 3 and 11. Most of the abuse comes between 6 and the teenage years. Most victims do not tell about the abuse until years later; the abuser usually swears them to secrecy or threatens them in some way if they tell.

Child Abuse is a concern of Quakers because:

1. Child abuse and sexual abuse happen in families which look just like yours. It does happen to Quakers. It happens in families of all social classes. We need to confront the idea that it does not happen to Friends.
2. If you know of a case of child sexual abuse, you are under legal mandate to report it to Child Protective Services. This is also true for cases of physical abuse and neglect.

3. Children will be more apt to reveal they have been sexually abused if they have some education about the problem. And they are less apt to be sexually abused if they have been forewarned and given pointers as to how to stand up for themselves.

Some indicators that a child is being sexually abused: VD, pregnancy between 8 and 12 years old, physical irritation, changes in behavior in school, sleeping in school, changes in eating habits, e.g., anorexia, skipping a stage in normal development, inappropriate sex play with peers (sexually abused girls may become eroticized), running away, suicide attempts, and lack of trust.

Victims of incest end up with poor self image. They usually feel guilty, that they were somehow responsible.

Adults who sexually abuse children almost always have poor marriage/sexual relationships. Here are three possible patterns:

1. Very dominant mother/passive father
2. Possessive father/passive wife
3. Both parents lean on their children for support, and the children have to grow up very fast to fill the parents' need.

Covert incest is not physical but psychological or emotional, e.g. a single parent's expecting the child to fill the role of a mate. It can be very damaging, too.

Families in which there is abuse need professional help as a family. Often the abusive adults are grateful when they are finally caught or confronted, for they usually want to stop. But if they are psychopathic or sociopathic, therapy will probably not be enough; they may need to be removed from the home. If at all possible, it is the abusive adult who should be removed, not the child.

Sessions for Children

1. Read to the children *It's My Body*. Give children a chance to respond to the book and to ask questions. Have children practice saying "Don't touch me there. I don't like it," etc., as in the story. Have children do this as a group and individually. Tell them that their private zones are what their bathing suits cover. Help children feel empowered to say "No" to certain things - to set boundaries. Giving children choices where possible helps give them an empowered rather than a victim personality. Talk to the children about how there are some secrets they should not keep. Follow the suggestions in *Protect Your Child From Sexual Abuse* and *Private Zone* which are appropriate for your group.
2. Ask *WOAR* (Women Organized Against Rape), *NOVA* (National Organization for Victim Assistance), your local rape organization, or Children and Youth Services, if they have someone who can come talk to the children about "good touch/bad touch". These organizations usually have such programs.

Session for Adults

Have the three books used with children available for adults to see. You might even read *It's My Body* to them to give them an idea of the kind of education going on in the children's classes and to encourage them in this kind of education in their own families.

Discuss the background material with them.

Questions for Discussion:

(Caution: these questions need to be addressed sensitively and non-judgmentally within comforting silence.)

1. When does physical contact within families cross over the line into exploitive or abusive sex?
2. All members of a family in which there is sexual abuse are victims - even the perpetrators. How do we care for the abused and the abusers?
3. According to Elizabeth Janeway, 90% of abused children are female and most abusers are male. What is it in our society that often makes females the recipients of male sex abuse? How can we get to know the children of our Meeting?
4. Do we have a day-care center which should be monitored?
6. Do we need to educate our FDS teachers about this problem?
7. What can we do to help our FDS or Friends School with preventive education?

8. What kind of parent support groups or worship sharing would be helpful to families in our Meeting?
9. What can a Friends Meeting do which would be helpful in cases of child abuse?

Resources

Books for Adults

Drama of the Gifted Child by Alice Miller. Basic Books, 1983.

Summary: the precocious child's early recognition of parent's needs destroys his ability to experience authentic feeling.

Emotional Incest Syndrome by Patricia Love; Bantam Press, 1990.

Summary: describes how parents expect so much emotional support and love from their children that children have difficulty growing into emotionally healthy adults.

For Your Own Good by Alice Miller; Farrar, Straus & Giroux, 1983

Summary: hidden cruelty in childrearing and roots of violence.

It's My Body by Lory Freeman; Parenting Press, 1982.

Summary: a book to teach young children how to resist uncomfortable touch.

Protect Your Child From Sexual Abuse: A Parent's Guide - (accompanies *It's My Body*) by Janice Hart-Rossi; Parenting Press, 1984.

Private Zone by Frances S. Dayee; Warner Books, 1982

Summary: a read-together book to help parents help children deal with and prevent sexual assault.

Books for Children

The Boy With a Problem by Joan Fassler. Human Sciences Press. 1971

Summary: Johnny learns that just talking about his troubles to someone who listens goes a long way toward solving them. Adults have something to learn too: it is very important to listen to children. "This book has proven to be an excellent springboard for communication between children and adults. Its value lies in demonstrating the importance of open honest expression of feelings."

Feelings by Phoebe and Tris Dunn; Words by Judy Dunn. Creative Educational Society, Inc. Manhato, Minn. 56001

Summary: photographs of children's feelings to help them explore "How do you feel inside?"

I Like You To Make Jokes With Me, But I Don't Want You to Touch Me by Ellen Bass, Lollipop Power, 1981

Summary: explains to young children how to tell someone that you do not want them to touch you.

Information

The Family Relations Committee of PYM has information on child abuse. Call the Committee at (215) 241-7068 or write Stephen Gulick, FRC, Phila. Yearly Meeting, 1515 Cherry St., Philadelphia, PA 19102.

III. TEACHING CHILDREN ABOUT AGING

There are three parts to this section:

- Ideas for helping children appreciate older people
- A lesson designed to familiarize children with some of the characteristics of old age
- A list of books for children on aging

Note: Special thanks to Lynn Oberfield of Providence Meeting, who developed much of this material.

Ideas for Helping Children Appreciate Older People

Appreciation and acceptance develop from contact. Any activity which brings young and old together will lower barriers, encourage communication and foster acceptance. Singing, walks, visiting, a shared craft activity will all help young and old open up to each other.

1. Invite older Friends to First-Day-School class. If possible, pair one child with one adult. Plan your lesson as usual but include the older Friends in all your activities.
2. Take your class to a nursing home. Ahead of time prepare cards or favors for residents. Prepare a few songs to share. If many home residents are very feeble, do some preparation (See B below) so that children will know what to expect. The smell of some homes will bother some children. Talk ahead of time about the reasons for unusual odors, such as cleaning fluids and disinfectants. If possible, regular visits are more meaningful than one visit.
3. Invite nursing home residents for a simple meal (sandwiches, soup) which the children prepare. Be careful to prepare foods that the older people can eat.
4. Ask older Friends in your Meeting to come to First-Day School classes and teach a session about a skill or interest of theirs. One Meeting has two older poets as members, both of whom share with the children. Other ideas: older Friends can share about trips, or teach a craft, skill, or help children start a garden.
5. Let older children interview older Friends and produce printed reports on these interviews. Children love hearing about life in past times. Recently students at a Friends school produced a booklet on the early experiences of an elderly Friend.
6. Ask children to bring in pictures of grandparents and make a booklet about them.

Lesson on Aging

Children need to appreciate the continuing vitality of some older people but also to understand how age changes people. We must provide children with good examples of still active older Friends, but also sensitize them to the changes that age can bring.

This lesson is designed both to help children understand these changes and to get them talking about aging in positive ways. This lesson could precede a visit to a nursing home; it is appropriate for any age.

1. Set up three centers with an adult or written directions at each center. Encourage discussion while the activities are in process. Groups of children will move from center to center.

Center #1 - Using rubber gloves, students will dial a phone, handle various objects, turn pages, and open pill bottles with child-proof caps.
Center #2 - Using glasses covered with Vaseline or wax paper, students will read a phone book, go through a maze of chairs and tables, find small objects on a table, distinguish colors, try to eat.
Center #3 - With cotton in their ears, children will listen to a conversation, a radio, traffic.
2. After each child has experienced each center, talk about how diminished senses change our relationship to the world around us. Stress that not all old people suffer all these sense changes, but that most suffer from one or another. How does being aware of these changes affect how we relate to older people?

3. Talk about the advantages of being older. List them. Younger children may want to connect this discussion to specific people, such as grandparents. Ask if anyone has learned something from an older person.
4. Ask the children to name some older people they know. Be prepared with some names of well known older people who were or are active in later years, such as Yoda and Obi Wan from Star Wars, Mother Theresa, Picasso, Grandma Moses, Eugene Ormandy. Also include several active, older Friends in your Meeting. If possible, have pictures of some of these people.
5. If this lesson precedes a nursing home visit, discuss ideas about activities that young and old can share.

Book List

These books are all available from the PYM Library, 1515 Cherry Street, Philadelphia, PA., 19102, 215-241-7220. Friends may borrow by mail.

Fish for Supper, M.B. Goffstein, Dial, 1976. (ages 3-7)

This short, simple, appealing and easy-to-read story depicts a day in grandmother's life ... a Caldecott Honor Book, 1977.

Freddy, My Grandfather, Nole Langner, Four Winds, 1979. (ages 4-8)

The narrator is a girl about four; her colorful, detailed observations of the unique individual who is her grandfather dispel any distinctions of age. The illustrations express very well the humor and warmth of the story. Adults reading aloud will enjoy it, too.

Grandpa, Me and Our House in the Tree, Barbara Kirk, Macmillan, 1978. (ages 3-7: nonfiction)

A little boy and his grandfather share a tree-house project as grandfather suffers through poor health and serious illness to a partial recovery. Illustrated with photos of this true-life experience, the book gives a sense of the physical changes of aging through time.

The Lilith Summer, Hadley Irwin, Feminist Press, 1979. (ages 12 and up)

Twelve-year old Ellen comes to appreciate seventy-seven-year-old Lilith and her friends as complex, strong, caring and growing individuals ... a sympathetic portrayal of a loving, sharing relationship: strongly anti- agist and anti-sexist.

Now One Foot, Now the Other, Tomie De Paola, Putnam, 1981. (ages 4-8)

When Bobby was a toddler, his grandfather built towers from blocks, made him laugh, and guided his first steps. Now, grandfather has had a stroke and Bobby reciprocates. This warmly told story will help children understand grandparents' illnesses.

Queen of Hearts, Vera Cleaver, Bantam, 1979. (ages 10 and up)

Twelve-year-old Wilma takes on the care of seventy-nine year old Granny. The authors assume that younger readers can deal with some painful, difficult moments in real life, including the repellent aspects of old age and intergenerational conflicts, as part of a total positive life experience for young and old.

The Two of Them, Alike, Greenwillow, 1979 (ages 3-6, nonfiction)

Lovely, poignant picture of lasting love between granddaughter and grandfather through several years and the changes they bring.

IV. TEACHING CHILDREN ABOUT DEATH AND DYING

Rufus Jones describes an experience he had following the death of his son Lowell at age 11:

"When my sorrow was at its most acute stage I was walking along a great city highway, when suddenly I saw a little child come out of a great gate, which swung to and fastened behind her. She wanted to go to her home behind the gate, but it would not open. She pounded in vain with her little fist. She rattled the gate. Then she wailed as though her heart would break. The cry brought the mother. She caught the child in her arms and kissed away the tears. 'Didn't you know I would come? It is all right now.' All of a sudden I saw with my spirit that there was love behind my shut gate. Yes, 'where there is so much love, there must be more.'"

In this section we suggest several ways to help children face and process the experience of death whether of a relative, friend or pet. The topic is an enormous one and these ideas are only a beginning. We

concentrate on two things: ways to help children talk about death and ways to use art to express feelings. The suggestions for art are easily adaptable to many other topics.

Preparing to talk to children about death

Ministering to Friends, of all ages, who have experienced loss in their lives is one of the most difficult challenges we will face. We don't have a vocabulary for grief.

By exploring, through memories, those things that helped or hurt as we faced our first experiences with death, we can remember what it is like to feel as a child feels:

1. When you were a child, how did you first experience death? Did you find a dead bird or did your pet gerbil die? What did you feel? Did someone help you talk about your feelings? Were you allowed to cry or did an adult say, "Come, come, it was only a bird (or cat or gerbil)."
2. As a child, if you experienced the death of a parent or grandparent, what did you feel? Did you feel abandoned by the person you loved? Did you feel frightened because you didn't understand where the person had gone? Were you afraid that it might have been your fault that the person had died?

These are all very real and legitimate feelings and could be devastating to a child if there was no one at the time with whom to share the fears and feelings. Try to remember what helped you process your feelings. What didn't help and may have caused you to block your feelings?

If you team teach, discuss these questions together.

Talking about death

For the primary grades

A lesson on empathy for other persons might include a story example about a classmate at school whose parents had been divorced recently. One child could take the role of the child from the broken family and a second child could take the role of a friend. What would the friend say? How would the first child react? After acting out the parts, ask the other members of the class what they would have said or done. Had they had a friend whose parents were divorced? What had they been able to say or do for their friend?

Another story example could be about a friend whose parent, sister, brother, or grandparent had died. What would you say to your friend when he/she returned to school after the death? What could you do to help your friend in his sadness?

For High School students and adults

During worship-sharing, explore the following questions:

When my _____ died, I wanted somebody to _____.
What helped most when my _____ died, was _____.
What hurt most when my _____ died, was _____.

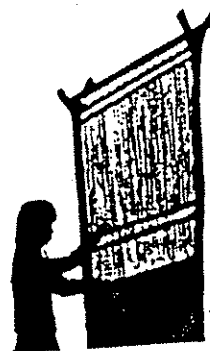
For elementary and junior high.

Read *Annie and the Old One* by Miska Miles.

This story, appropriate for elementary and junior high age children, tells of a Navajo child's struggle to accept the coming death of her grandmother, the Old One. The Old One tells Annie that when "the new rug is taken from the loom, I will go to Mother Earth"; she also tells Annie that she is now old enough to learn to weave. At first Annie tries to prevent the rug from being finished and to avoid learning to weave. But eventually her grandmother helps her to understand that all life follows natural cycles, that we cannot hold back time.

The illustrations evoke beautifully the atmosphere of the Indian Southwest. The story helps children accept death as a natural part of life. Annie acts like a real child with real cares and worries. Because of the length of the book, you may want to use it for more than one lesson.

After reading the story, concentrate on one of three areas: Navajo life, relationships with grandparents, or the understanding of life cycles and death. If you have three weeks, spend one week on each subject.



1. *Navajo life*: bring in examples of Navajo jewelry and weaving as well as pictures of the Southwest. Make simple cardboard looms and weave small "rugs" or tapestries. (Smaller children could do paper weaving). Or make Navajo rug designs with markers or cut-out colored paper. Or use paint to show impressions of the Navajo world. Talk about similarities and differences between Navajo life and ours (geography, home, school, chores, food, jobs).
2. *Grandparents* - Ask the children to bring in photos of their grandparents and to talk about special memories associated with grandparents. Talk about what it means to grow older. What changes take place? What are the advantages of being older? The disadvantages? What hopes and fears do you have about growing up? Write Haiku or Cinquain poems about grandparents.
3. *Life Cycles and Death* - What does the Old One mean when she says "I will go to Mother Earth"? Why does Annie tear out the weaving and steal the teacher's shoe? Have you ever tried to keep something from happening? Pictures or examples of living and dead plants will help explain life cycles, as will pictures of a person at different ages. Encourage the children to talk about their feelings about death. Illustrate the Old One's last speech (beginning with "My grand-daughter ..." on p. 41).
4. *Lifetimes: A Beautiful Way to Explain Death to Children* is a book that provides a similar introduction to life cycles and death for 4-6 year olds.

Using Art to Express Feelings

A very good way to help children express feelings is through the use of art materials. Be sure all materials are good quality. It is far better to have a limited selection than a large inferior selection. Avoid kits as the material is usually limited and expensive. Let the children know the simple materials before getting into other more complicated materials.

Simple materials for First-Day Schools

Clay: Water-based (ceramic) clay. Buy by 25-lb. weight. This is a very important medium for the young child. Oil-based modeling clay. This clay is best for the older child, 5th grade and up, after they have had ample opportunities with water-based clay.

Tools: Boards to work on. No tools are needed with clay. Encourage fingers.

Paint: Poster paints in the primary colors and in large jars.

Brushes: Large brushes for the young child should be one inch across with long handles. The older child, 5th grade up, should be able to handle a small brush and watercolors.

Paper: 14" x 18" or larger is important for both the young child and the older child. If watercolors are used, the paper size can be smaller (12" x 14").

Colored paper: buy only what can be used in one year as this paper falls apart in time.

Soft pencils, crayons, paste.

Suggested Approaches

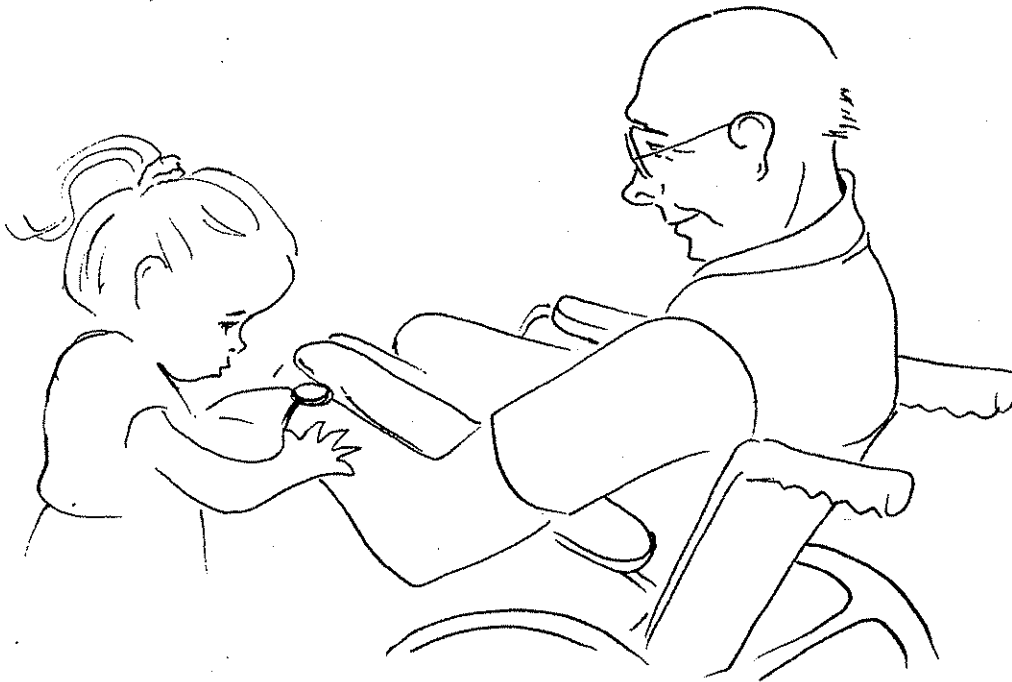
1. Keep children somewhat apart and quiet.
2. Acknowledge the child. One way to open up a child is to repeat the last statement the child makes. This acknowledges that you are listening and are accepting the child's feelings. It is important, though, to avoid a tape recorder-like pattern but rather use this when you want to continue with an important thought.
3. If working with water-based clay, have the children "listen" to the clay. Show them how to pull things out of the clay rather than attaching pieces on the clay. Do not encourage the use of water as this creates cracks on the surface of the clay. Be sure the clay is moist and soft.
4. If you have a child who is suffering a loss, sit with that child and work with a piece of clay yourself. Watch how the child approaches the clay:
Quiet, timid. You can respond that it is a big piece of clay, isn't it?
Aggressive. Wait and see how the child works it through. Using simple, non-judgmental words, explore how the child is feeling as the child is working.
5. If a child shows you a piece which looks like a cow, avoid saying, "What a nice cow!", because it may not be a cow, but something else. Instead, respond by asking the child to tell you about the piece.

6. If you are busy at the time, let the child know that you would like the child to wait for a moment until you are free as you want to share with them their work.
7. If a child says that he does not like his work, do not jump in and say, "Oh, I love it!" Instead, acknowledge his feeling and see if you can discover, with the child, parts of the piece that have good qualities. For example, "You do like colors." Or find a detail which can be remarked about and encourage the child to find good parts about his work.
8. Most important of all, remember the newness of art to a child - and if he spends time dripping paint on the paper and watching it roll down and mix with other colors, he is experiencing the oneness of himself and his self expression.

Resources

Books on Death and Dying for Children

- About Dying. An Open Family Book for Parents and Children*, Sara B. Stein, Photographs by Dick Frank. New York: Walker and Co., 1974.
- Annie and the Old One*, Miska Miles, Illustrated by Peter Parnall. Boston: Little, Brown, 1971.
- The Dead Bird*, Margaret Wise Brown, Illustrated by Remy Charlip. Reading, Massachusetts: Addison-Wesley Publishing Company, 1938 and 1965.
- My Grandson Lew*, Charlotte Zolotow. New York: Harper & Row, 1974.
- Lifetimes: A Beautiful Way to Explain Death to Children*, Robert Ingpen and Bryan Mellonie
- Talking About Death: A Dialogue Between Parent and Child*, Earl Grollman, Illustrated by Fisela Heau. Boston: Beacon Press, 1970.
- The Tenth Good Thing About Barney*, Judith Viorst, Illustrated by Erik Blegvad. New York: Atheneum, 1973.





Chapter 7

HELPING CHILDREN DEAL WITH ANGER

“What, me angry? I’m a Quaker”

Dear God, Why Anger?, Isabel Showler

“Friends put special emphasis on peaceful settlement of disputes or arguments. Sometimes people think this means Friends never get angry or fight, but, of course they do. They simply try to find non-violent ways to settle arguments. They try to find non-violent solutions to small-scale and large-scale disputes.”

Blessed are the Peacemakers, “Peace is Homegrown”

This chapter is about anger, how it gets expressed, and what we do about it in our daily lives. It is important to remember that the reasons people get angry and how they express it are at least partly learned. Encourage people not to dwell only on expressing anger, but also to look at where the anger comes from and what can be done about the cause.

Included here are suggestions for activities and resources for different age groups, followed by a resource section on journal keeping.

Suggestions for Preschool and Early Elementary Grades

1. Many good children’s books are about anger. Any one of the following can lead to good discussions. The Resources section in *Blessed Are the Peacemakers* (PYM:CYPYM, 1989) has additional suggestions.

Rotten Ralph by Jack Gantow, Boston, Houghton, Mifflin, 1976.

The Frances books and *The Brute Family* books by Russell Hoban.

Noisy Nora by Rosemary Wells, New York, Scholastic, 1973.

The Frog and Toad books and *Owl at Home* by Arnold Lobel.

That Makes Me Mad by Steven Kroll, New York, Pantheon, 1976.

Let’s Be Enemies by Janice Udry, New York, Pantheon, 1961.

I Was So Mad by Norma Simon, Chicago, Whitman, 1974.

The Zax by Dr. Seuss (In *The Sneetches and Other Stories*, New York, Random, 1961) (see *Dr. Seuss for First-Day Schools*, published by PYM Religious Education Committee, for a lesson on *The Zax*)

2. Help children find acceptable ways to express anger. Children could express what anger looks or feels like with clay or paint, or make “punching pillows”. Distinguish between appropriate and inappropriate expressions of anger. What actions could children take to solve the problem that caused the anger? It might also help to have the children do these activities for the opposite emotions and to point out that anger and love often exist together.

3. Start a worship-sharing circle with the phrase, "When I'm mad, I..." or "What makes me mad is..." Norma Simon's and Steven Kroll's books, mentioned above, are good introductions or follow ups to such sharing.

Suggestions for Upper Elementary - Middle School

1. Role playing about anger is effective. One idea is to have people tear off pieces of paper from a sheet of paper you wear which represents your self respect. Debriefing after any role-playing is essential. Sidney Simon's book, *I Am Lovable and Capable*, available at the PYM Library, describes as an allegory, one person's struggle to keep his self-esteem intact. Simon lists several ideas for role plays on this theme.
2. Another theme for role playing might involve turning anger on and off. Ask children if they have ever had the experience of being angry at someone and then being interrupted by a phone call and being able to turn off the anger for that time? What does that say about how we control our anger?
3. Sessions on dreams will often elicit discussions of anger. Writing and creative work such as painting or clay work on dream themes will also help clarify feelings. This idea is also appropriate for adults.
4. Read or tell the story of Mary and Martha (Luke 10:38-42). Talk about the resentment Martha feels. Have the children felt this way? Do they ever act like Mary? What does Jesus' answer mean? Another Bible passage tells the story of Jesus' anger at a barren fig tree (Matthew 21:18). What do people do with anger in a situation like that? Do you get angry at the tree or might you have some other feelings?
5. *Cain's Children* by Caroline Pineo looks at "how anger affects men's lives in Bible times and now" in sixteen units. Available in many Meeting libraries.
6. *A Manual on Nonviolence and Children*, Stephanie Judson, PYM: Nonviolence and Children Committee, 1977, has many ideas on recognizing and facing conflict with others.
7. The intergenerational curriculum *Walking Cheerfully*, PYM, 1983, has two lessons on conflict. These are also included in the resource section of *Blessed Are the Peacemakers*. Both are available from FGC.

Suggestions for Young Friends and Adults

1. Many of the above ideas can be adapted for adults, such as the sessions on worship sharing, dreams, and role playing.
2. *Dear God, Why Anger?* by Isabel Showler, Canadian Quaker Pamphlet No. 25, is available from the PYM Library. It may also be ordered from Argenta Friends Press, Argenta, BC, Canada, VOG 1B0. The author encourages us to look within ourselves for the real reasons we are angry in terms which we can control and therefore have the opportunity to do something about. She also talks about leftover anger, righteous anger, anger as a signal for change and the use of humor.

Suggestions for Journal-Keeping for Children and Adults

Children and Journals

Children from the time they are very young can keep journals by dictating what they wish to say. It might be when they have strong feelings, joyful or negative. Or it could be at the end of each day--perhaps, telling one nice thing which happened during the day. Of course, children need no writing ability for direct expression of their feelings through drawing or clay (see above). As soon as children have some writing skills they can keep their own journals. They can do the cathartic writing or the unsent letters which are described below, as well as many other types of expressions.

Journal-Keeping for Adults

A journal can be used in several ways to help us deal with anger. When trying any of the examples below, remember these general principles: do not worry about spelling, punctuation, grammar, or literary quality. Write as freely as possible. Write for your eyes only; otherwise you will censor your work. Make no judgment as you write. Date all your journal entries.

Cathartic writing

When you feel angry, try writing what you are feeling without thinking about or censoring it. Write as quickly and as freely as possible--perhaps, just words, phrases, images, rather than complete sentences. At first you may not know why you are angry, but as you write it may become clear to you. At the same time, your writing may release some of your emotion--in a non-destructive way. You may also find that another emotion is beneath your anger: perhaps fear or a feeling of hurt. After you are finished writing, read what you have written--aloud, if possible--and note where you feel the strongest emotion.

Unsent letter

If you are angry with a particular person, write a letter to that person--a letter you do not intend to send. Again, write as freely as possible. This letter will help you to understand what lies behind your anger and also dissipate some of it. Read over what you have written. You will come to greater clarity about the issues involved; you may even be ready to write a letter which you have written. You will come to greater clarity about the issues involved; you may even be ready to write a letter which you could send.

Color and form

A journal need not be limited to writing. You can draw in it, or you may prefer to paint or draw on larger paper and then fold it and paste it in your journal. Emotions come from a non-verbal level and, thus, can sometimes be expressed better in a non-verbal way. Here again, let the crayon or paintbrush express what it will, with as little conscious guidance as possible. Let your hand move with bold strokes and random patterns if these are what come. Do not try to analyze your work until it is finished.

Clay

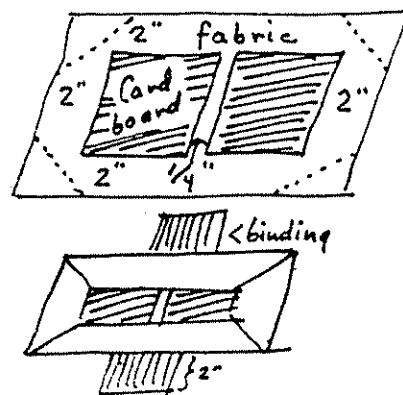
Another non-verbal medium is clay. You can take out a lot of feelings on a hunk of clay or express much emotion in it. What does clay have to do with your journal? When you are through letting the clay do its work, you can sketch in your journal what you have made. You could also write about your experience of working with the clay.

Making Journals

Children and adults enjoy having their own special books for journal keeping. Below are three ways they can create their own personalized journals.

A Book a Child Can Make:

- Cut two pieces of cardboard for cover. choose a size slightly larger than the pages you plan to use.
- Cut fabric covering 2" larger than covers.
- Glue covers to backing leaving at least 1/4" between covers.
- Fold edges in, miter corners and glue (Sobo glue words best).
- Cut binding strip of fabric or cloth tape 2" longer than cover width. Glue in place.
- Make pages using colored paper for flyleaf. Fold pages in half and sew through center.
- Glue the flyleaf pages to front and back cover.



Notebooks:

Dime store notebooks can be covered with fabric to make an attractive journal. The covering procedure is the same as that described above except you'll use loose-leaf paper and simply glue colored paper over the inside front and back covers to conceal fabric edges.

Rice paper covers

Instead of fabric dyed rice paper can be used to cover your journal (covering technique as described above). After cutting out the right size cover, fold the paper accordion style using 1"-2" folds. then fold the strip of folded paper in triangles as you would in folding a flag. Dip the three tips of the triangle in thinned inks or food color. Dry before unfolding- the colors will mix a bit as the paper absorbs the colors. (Note: Art supply stores are a good source for rice paper.)



Resources of Journal Keeping

Books about Journal Keeping

- Morton Kelsey: *Adventure Inward*, Minneapolis, Augsburg, 1980.
Tristine Rainer: *The New Diary*, Los Angeles, Tarcher, 1978.
Ira Progoff: *At a Journal Workshop*, New York, Dialogue House Library, 1975.
George F. Simons: *Keeping Your Personal Journal*, New York, Paulist, 1978.
Mary Morrison: *The Journal and the Journey*, Wallingford, PA, Pendle Hill Publications, 1982 (Pamphlet #242).

Examples of Personal Journals:

- Howard Brinton, ED.: *Quaker Journals*, Wallingford, PA Pendle Hill, 1972.
Dag Hammarskold: *Markings*, New York, Knoph, 1964.
Henri Nouwen: *Genessee Diary*, Garden City, NY, Doubleday, 1976.
...*Gracias*, San Francisco, Harper & Row, 1983.

For Information on Journal Workshops:

Dialogue House, National Intensive Journal Program
80 East 11 Street
New York, NY 10003
212-673-5880, or 1-800-221-5844