

walking cheerfully

Walk cheerfully over the earth, answering that of God in everyone. Fox



Six Lessons on Recognizing our Gifts, Nurturing the Light within Each of Us, and Resolving Conflicts

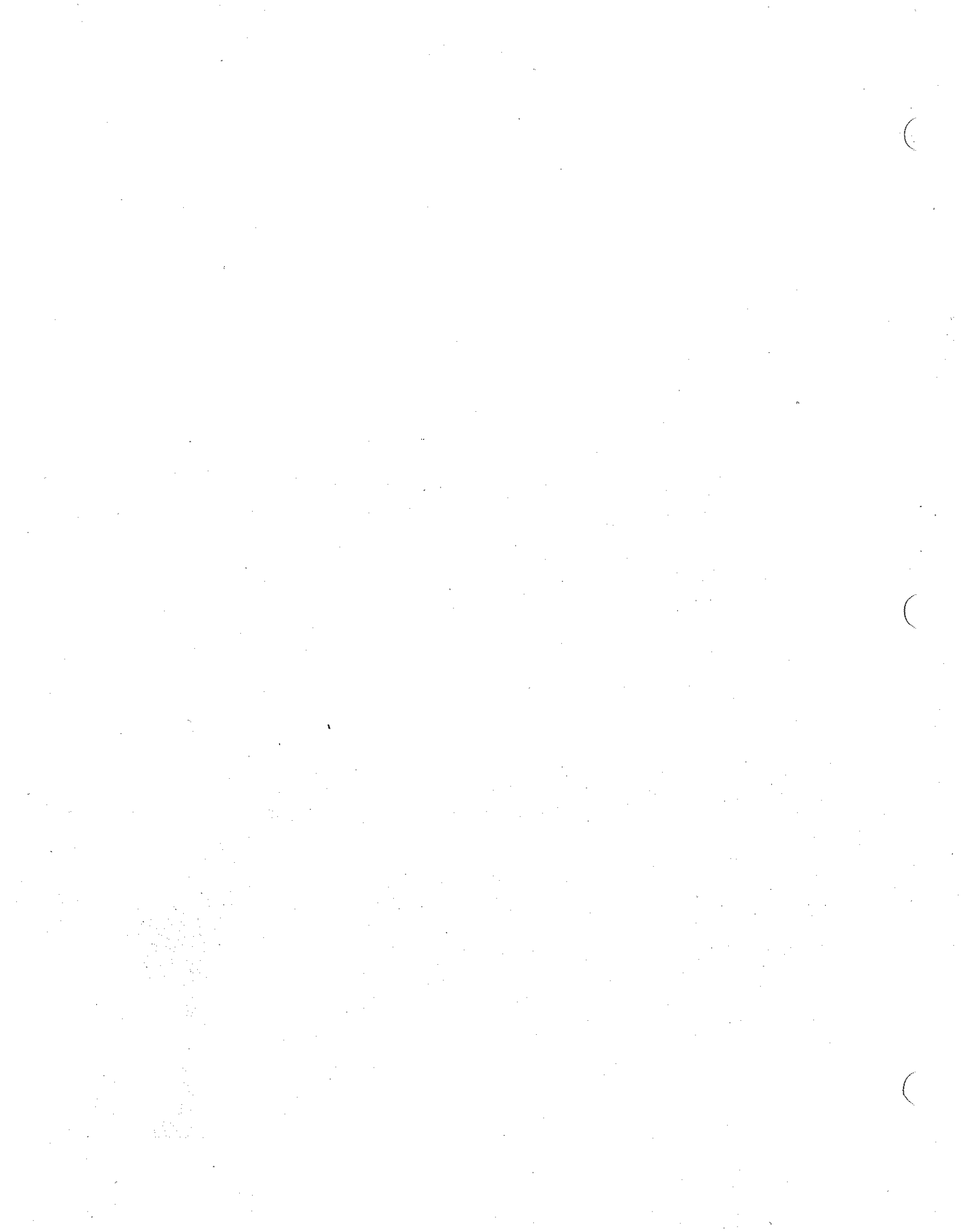
An Intergenerational First-day School Curriculum for youth or adults.

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INTRODUCTION

And when ye are met together in the light, hearken to it, that ye may feel the power of God in everyone of you.

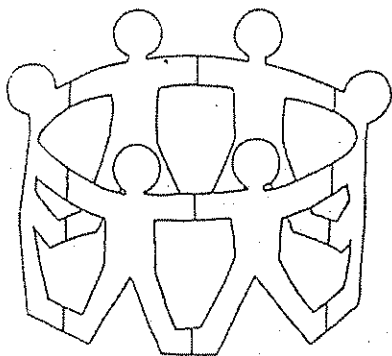
George Fox

I. Purpose

Friends believe that there is that of God in each person. The recognition of this light or seed in ourselves and in others makes us able to value each individual. While this common spirit draws us together, it does not make us all alike. The paradox of individuals living in community continues to challenge Friends. This curriculum proposes to help children and adults value their individuality as well as their unity with others.

Since Meeting for Worship is an experience in which the gifts of many particular people merge into a whole which is greater than any one of its parts, this curriculum returns again and again to the Meeting for Worship as an experience which allows Friends to relate to God and to others in a special way. The spirit which unites Friends in Meeting is the same spirit which unites us in our daily lives.

The curriculum is divided into three units of two lessons each. The first section, *A*



Community of Individuals, looks at each person's uniqueness. Children learn to value themselves and to enjoy the special qualities of others. Each person is special, to him/herself, to others and to God. Respecting and valuing ourselves and others does not, however, mean that conflict vanishes. The second section, *Shining the Light on Conflict*, considers how our respect and love for others and for ourselves can be positive forces in the resolution of conflict. An awareness of the light which brings us together will help us solve

problems peacefully and constructively. The curriculum closes with two sessions on gifts, *Gifts of the Spirit*. Each person has special gifts which can be shared with others just as a group working together has special contributions to make. These lessons help children to appreciate their own and others' gifts and to see these gifts as reflections of the light within.

II. Process

A. Preplanning:

Before using this curriculum, read it through carefully. The lessons are tied together by themes, projects and activities. For instance, if you choose to do some of the long-term projects suggested in the *Gifts of the Spirit* unit, you will want to begin them during the earlier units. You will also want to adapt the materials to your setting. Please note that several options are suggested for many of the activities; pick the ones most suited to your Meeting.

B. Timing:

This curriculum is divided into three units of two lessons each. You will need a minimum of six sessions of about one hour each to complete it. These lessons could also be used for an 8- to 12-week period. If you choose to use more than six weeks, you can develop the extra lessons from the optional material included in each lesson. If you First-day School meets for less than an hour, you will have to cut out some material or use more than six weeks.

C. Age Groups:

Three possibilities are:

1. *Children only.* If possible, work with a mixed-age group which can include children from ages five through middle school. (Preschoolers will enjoy some of each lesson. If you want to include them, have an adult available who can take them to a play area when their attention lags.) The smaller groups needed for some activities should include children of all ages. If you have a strictly age-graded First-day School, one age group could follow this curriculum or all the age groups could follow it in separate classes.
2. *Intergenerational.* Adults and children together can do these lessons. This approach demands adults who are willing to play. Since one goal of the curriculum is to help participants appreciate other people's strengths and special qualities, an intergenerational approach is very appropriate.
3. *A combination of (a) and (b).* Have an opening and closing time with all ages together, including adults. Then, while the children do activities, the adults and senior highs will have a worship-sharing or discussion session. Questions for these sessions are included at the end of each lesson as are the appropriate places for the group to divide and regather.

D. Content:

Lessons include songs, stories, activities, discussion questions, games and periods of worship. Each lesson closes with silent worship. Lessons are designed so that senior highs and adults can go to separate groups after an opening intergenerational time, if format (1) above is followed. In most cases more than one option for stories, games, etc. is offered. Specific directions for most activities and games are listed. All suggested songs are from *Worship in Song, A Friends Hymnal*

(Friends General Conference, 1996), or *Rise Up Singing* (Friends General Conference, 1988). We have tried to choose children's books available in most public libraries; most are also available from the PYM Library. If you read the Bible stories to children, use the *Children's Illustrated Bible* or the *Beginner's Bible* (for young children).

There are quotations with each lesson. You may use these as discussion starters or inspirations for projects. You may also wish to write them on large paper and hang them up in your First-day School room.

One essential feature of this curriculum is an ongoing display of the group's work. Try to find a place to display projects each week. (Even if you have to take things down each week, it is worth the time.) In Unit I, Lesson One, there are some further ideas about displays.

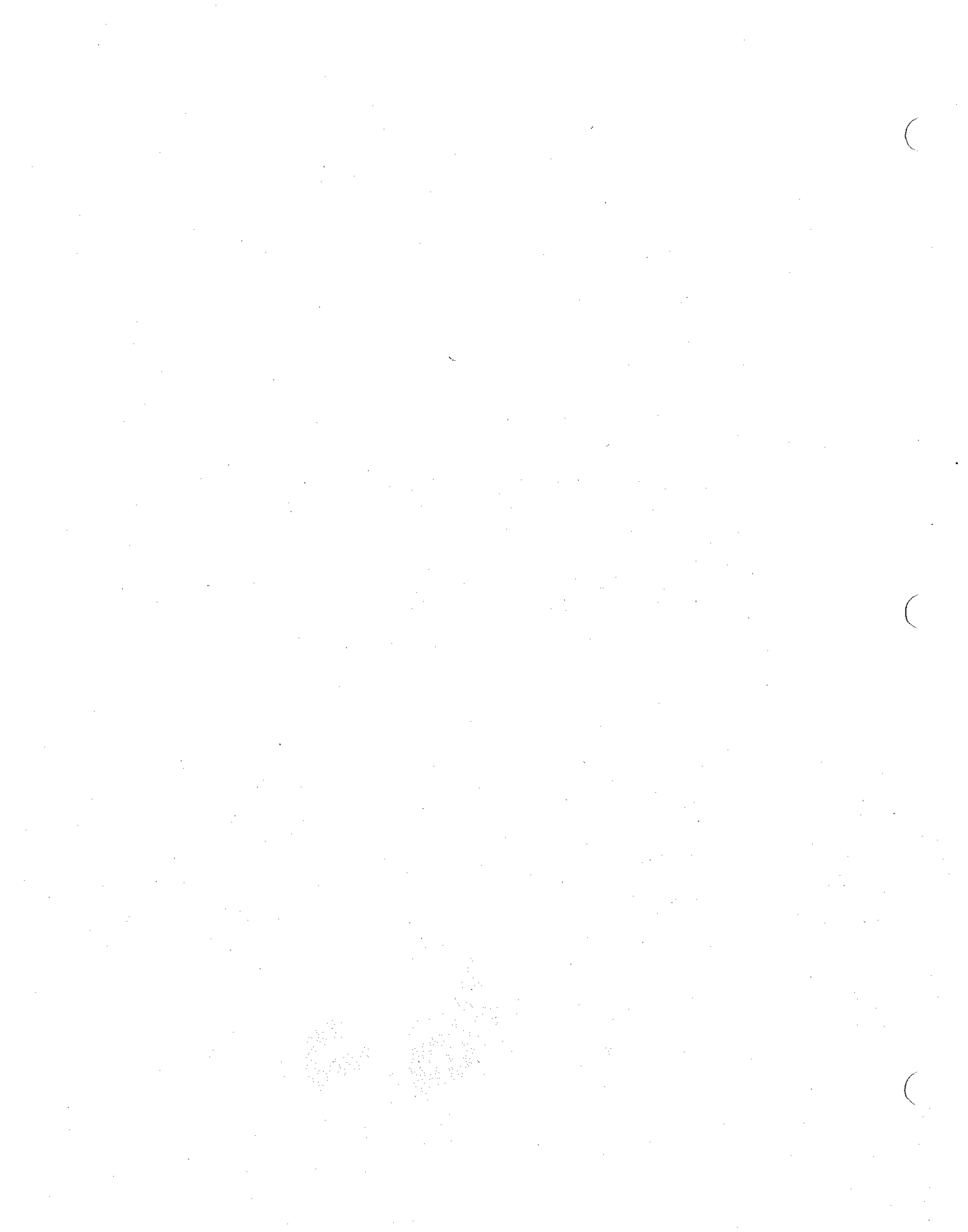
E. Questions? Call the Religious Education Office at: (215) 241-7008 or 7221 and we will be glad to answer any questions you have about the curriculum.



The Lord... has caused his heavenly sun to shine upon all the world

George Fox





UNIT I - A COMMUNITY OF INDIVIDUALS

*"Then I knew that love has been given to man
To dwell in their hearts
People only seem to live
When they care only for themselves
And it is by love for others
That they really live
He who has love, has God in him."*

Tolstoy

Introduction

The goal of this section is to develop the skills and vocabulary that help us to affirm one another. The lessons encourage discussions of the importance of self-esteem and looking for the good in others. Games and activities are designed to emphasize each person's uniqueness and how that specialness contributes to a community. Having fun together is a very important part of the curriculum.

Lesson One: Self-Esteem - "I Am Special"

*You are a human being,
You are you
Someone mysterious,
Infinitely precious,
What you have to say is important,
For it comes from a human being
In whom are some seeds of the infinite,
Seeds of love, and of beauty.*



Jean Vanier

I. Preparation

Before First-day School begins, prepare a bulletin board with the names of the members of your group on individual slips of paper. The bulletin board will be an ongoing display emphasizing each member of First-day School as an individual, but seen together as a group. If the bulletin board space is not available, look for some other wall space that is suitable for a growing display. Another option is to compile a large scrapbook on large pieces of paper. Include several sheets for each person.

II. Opening

As people come into the room, take pictures of individuals to be placed with the name on the bulletin board. A Polaroid camera is helpful but not necessary. If you are doing a scrapbook, think of each person as a chapter in the book. The picture can be one page in the chapter.

III. Song

Beginning and ending each lesson with a song can be a fun way of bringing a group together. Gather the group and sing one of the following:

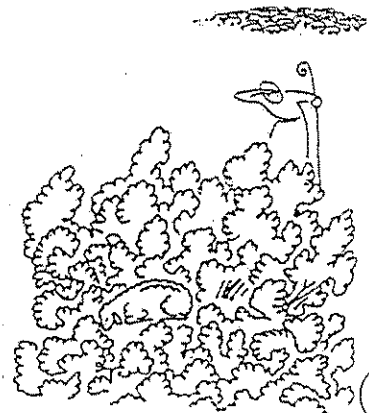
- "He's Got the Whole World In His Hands" (#209, *Rise Up Singing*)
- "Joy in My Heart" (#231, *Worship in Song, A Friends Hymnal*)

IV. Parable

"The Parable of the Lost Sheep" - Matthew 18:12-14

Choose among the questions below for a discussion. The point is to get to the idea that each sheep is special and if possible, the idea that each of us is special. It can be difficult for children to think of themselves as unique.

1. Why does the shepherd go to seek the lost sheep?
2. Have you ever lost something special? Did you try to find it? How did you feel when it was lost? (If you have preschoolers, talking about a lost "blankie" or special stuffed toy will be effective.)
3. Why doesn't the shepherd just buy another sheep?
4. Have you ever been lost? How did you feel? Who came to find you? How did you feel when you were found?



[Adults and Senior Highs leave at this point if lesson is not intergenerational.
Questions for adults are at the end of the lesson.]

V. Games

Choose a game which you feel is most suitable for your group and the amount of time available. These games emphasize individual differences, but a main consideration is to have fun together.

A. Oranges:

Have enough oranges (or any fruit: apples, lemons, etc.) for every member of your group. Give an orange to each person. Tell them to study their fruit by feeling it, smelling it, looking at it. The purpose is to get to know the fruit so well that it can be identified among all the other oranges. Gather the oranges in a paper bag. With everyone sitting in a circle, empty the bag in the center of the floor. Now ask everyone to find their orange. Once everyone has the orange they are sure is theirs, ask them to tell the group what qualities helped them to identify the orange. You might want to

have a brief discussion on what it would be like to be an identical twin. Or ask if any of them have known twins that were hard to tell apart; how did they do it?

B. Shoes:

Ask everyone to take off their shoes and put them in a pile in the middle of the room. When this has been done, ask everyone to pick a pair out of the pile that is not theirs and ask them to sit down again. Taking turns, each person will try to locate the proper feet for the shoes. This can become extremely funny. When everyone has been given a pair of shoes, take a few minutes to focus on the idea that we are all unique, and even our feet point to "I Am Special". Remember Cinderella?



C. Barnyard:

Everyone stands in a large circle. Choose six animals (less for a group smaller than 20) and count off by animals; or a slip of paper with the name of an animal on it is passed out to each person. Then, with everyone's eyes closed (or a dark room could be used), each person finds all the others of his or her kind by constantly calling the animal sounds ("baa-a-a," "meow, meow", etc.). When two of the same animals come across each other, they hold hands and find others until they are all together. This is a very funny game! (Note: The idea is not to finish first, but merely to find your own kind.)

D. Clapping Game:

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

At the conclusion of the game, bring things together with a few words about individual differences. In such games as Barnyard and Clapping, it is obvious how the individual contributes to the whole.

VI. Activities

Choose an activity or project which you feel is most suitable for your group size. Consider whether you are developing a long-term project which you will work on over several weeks. See Unit III, Lesson Two, for other possible long-term activities. The results of these projects should be displayed.

A. Body Cutouts:

This is a great way for people to share ideas about themselves and at the same time get a wonderful sense of their size. You will need rolls of large brown paper (or wallpaper), felt-tip markers and scissors. Have children lie down on the paper; let an

adult or older child trace the outline of the entire body. Have the children cut out the outline; younger children will need help. If you think this will be too time-consuming for your group, have a helper quietly take individuals during the earlier part of the program and trace their bodies. Have the children cut out pictures and words from magazines that show their likes, dislikes and other ideas about themselves. Then these should be glued to their cutout. Older children can write a list answering: "I feel like myself because...". Younger children can be helped to do this. Children may want to color in their hair, eyes, etc. Plan to display the cutouts the following week.

B. Silhouettes:

Fasten a large piece of white paper to the wall. Have the child stand or sit in front of a light such as from a slide projector or a floor lamp. Adjust the distance between the light, the child and the paper on the wall until the profile image is the size you want it on the paper.

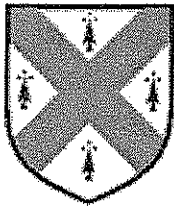


Another child or teacher traces the shadow. Have each child cut out the tracing, with help if necessary. Past this on a darker piece of paper.

Have children write on the paper the answers to questions such as "I like myself because...", "I am special because I can..." As with Body Cutouts, this can be done individually while another activity is going on.

C. Personal Coat of Arms:

For each person have a precut coat of arms divided into four or six spaces. In each



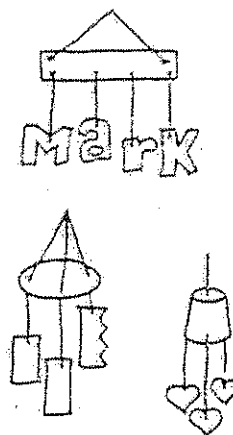
space, participants are to draw responses to the following questions (choose as many as you need or add your own): (1) What is something you are good at? (2) Which of your physical characteristics do you like best? (3) Depict three words you would like to have associated with yourself. (4) What makes you different from others? (5) What do you like best about yourself? (6) What makes you happy? (7) What makes you sad? (8) What have you done recently of which you are proud? (9)

What do you value most in life?

Be sure to display these coats of arms and explain that they are meant to illustrate each person's uniqueness.

D. Mobiles:

Make individual mobiles. For the hanging shapes, children can: 1) cut out magazine pictures and paste them on cardboard; 2) draw on and cut out cardboard or heavy construction paper shapes; 3) paint and cut out Styrofoam shapes using meat containers. The theme can be: "I am special because..."; "I like..."; or "I am good at...". As with the Coat of Arms, the idea is to make a personal statement. Instead of pictures, children could also cut out the letters of their names to hang. To hang the shapes use a needle and thread or nylon fish line and attach them to a cup, a strip, a circle, or rod or wire hanger. Older children or adults will need to help little ones assemble and balance their mobiles.



[Adults rejoin the group]

VII. Closing

A. Have everyone sit in a circle including yourself. Explain that this is a *Sharing Circle*:

The purpose of a Sharing Circle is to encourage listening without discussion. The facilitator leads by asking a question. Everyone sitting in the circle has the opportunity to share by going around the circle. No one should be forced to respond and anyone has the right to pass. If one person gets bogged down and is taking more than the agreed-upon time, the facilitator should move the sharing on to the next person. Before beginning the facilitator should explain carefully that this is a listening and sharing time, not a debate. No one should respond to anyone's sharing. The right to pass is an important rule. And the group should understand the time limit for their sharing. It can be helpful to go around the circle several times before going on to another person.

If the group is large, two circles may be necessary. Choose one of these statements; each person has a turn to complete the sentence: (1) I like myself when I _____; (2) I am very good at _____.

After going around the circle, preferably twice, explain that you will read a story and then we'll go directly into a short Meeting for Worship. Break with a handshake and, if you like, or a song.

B. Stories:

Leo the Late Bloomer, Robert Kraus, Harper Collins, 1994.

Noisy Nora, Rosemary Wells, Penguin Putnam Books, 2000.

Questions for Adults, Unit I, Lesson One

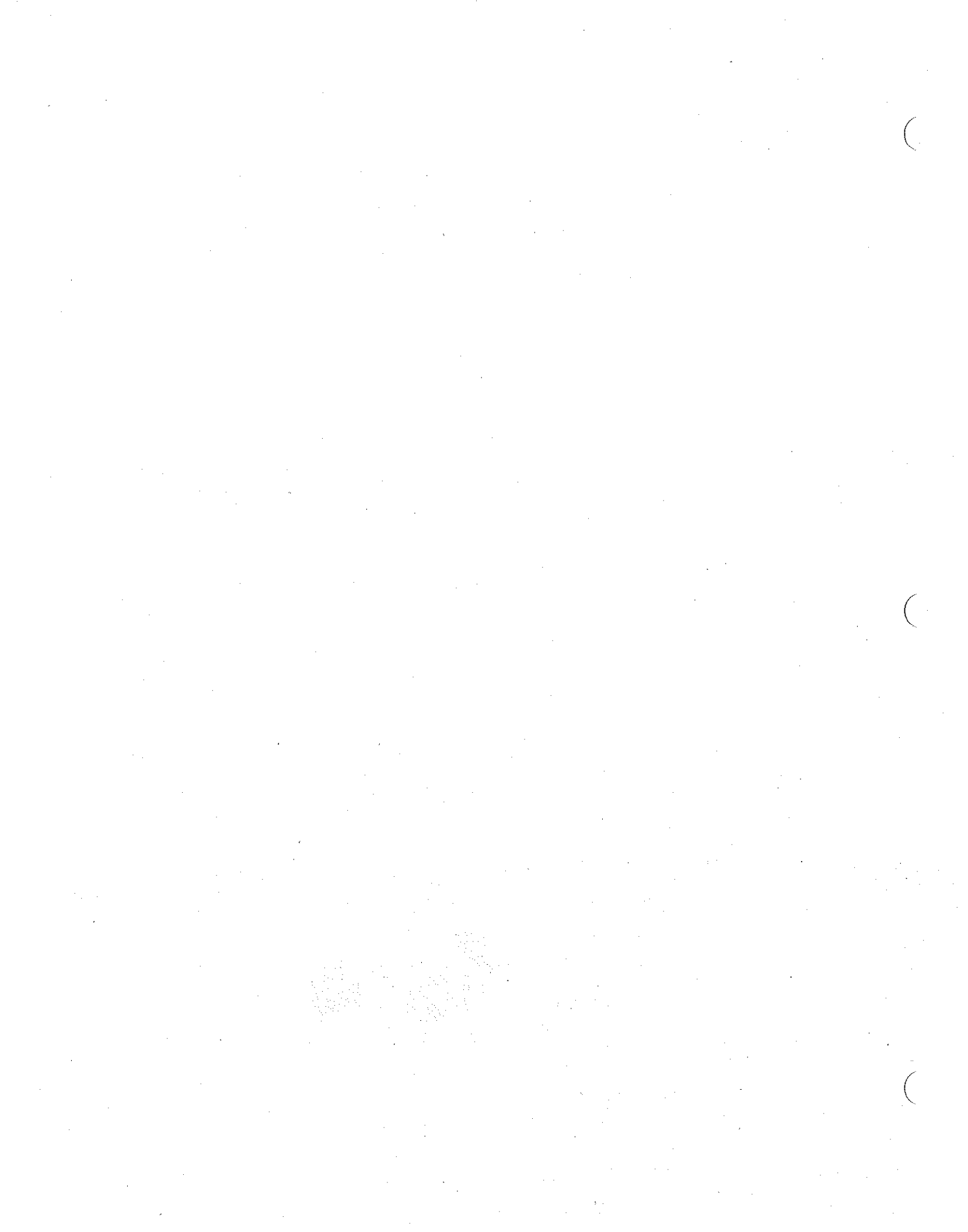
For each lesson a set of questions for adults is included. Choose among the questions suggested and choose a format - worship sharing or discussion. In either case, you need a facilitator. If you choose worship sharing, read the explanation of a sharing circle in the above lesson. In addition, consider the following passage from Claremont Friends Meeting (California):

This is a sharing of experience, not a discussion; we avoid analysis and theorizing; we respect what any of us says, and we refrain from making judgments about it; we do not probe or cross-question each other; we aim to answer with complete honesty and freedom, but if we do not feel free to answer a given question, we need feel no pressure to answer. We can simply say, "I'll pass on this one".

1. *Listen to the voice of God! Around you! Within you! Listen! He calls you to grow! To stretch your mind with new knowledge.* (Louise Griffiths)
Share the experience which you have felt stretched you. Is there any one experience which you can identify which influenced a special quality about yourself? What would life be like if we did not grow with new knowledge? Does worshiping in Meeting help you to grow by listening to the voice of God - "Around you!" and "Within you!?" Why do we all grow differently?
2. *One must carve one's life out of the wood one has.* (German Proverb)
As the grain in every piece of wood is different, in what way are you different from others? Do you feel that you have been able to work with the grain? Have you developed a special skill or quality? How do you use it? Was there ever a time you felt powerless? How did this affect your self-esteem? How did you solve this problem? What can help us carve our lives?
3. Imagine being in a world where everyone was completely alike. No one was able to feel he/she was different. If someone showed some special quality, he/she would be gotten rid of. Now image a world where everyone is so different and so special there is absolutely nothing similar about anyone. If two similar people appeared, one of them would be gotten rid of. Which world would you rather live in? What are the problems of both worlds? As Alexis de Toqueville observed in the 1800's, democracy in America has the peculiar characteristic of exalting the individual while at the same time working towards a common mean and equity. How can we be equals but individuals?

4. *Do not neglect to do good and to share what you have* -- Hebrews 13:16
Ask people to finish this sentence: "I am special because..." Is it difficult to say to people why you are special? Is it wrong to be proud of yourself? Is it wrong not to be proud or is self-esteem a different thing? When has your self-esteem helped you to get through a difficult situation? What helped you to develop your self-esteem? How does "I am special" relate to "There is that of God in everyone"?





Lesson Two: Affirming Others – “You Are Special”

That of God

*Everybody says 'Look up!'
And so I try
But when it's raining, if I do,
I get a crystal drop of water in each eye.
So I look down,
And there I spy
In every little puddle on the ground
A piece of sky.*



From *Where's God*, by K. Karsner

I. Preparation

Before the group gathers, have the bulletin board prepared with the photos taken last session under the names of the individuals. If “Body Cutouts” or “Silhouettes” were done in the previous lesson, as people come in give each person a cutout or silhouette and ask them to match it with the name and picture on the board or wall. The “Personal Coats of Arms” can be placed on the board and the mobiles can be hung around the room.

II. Opening

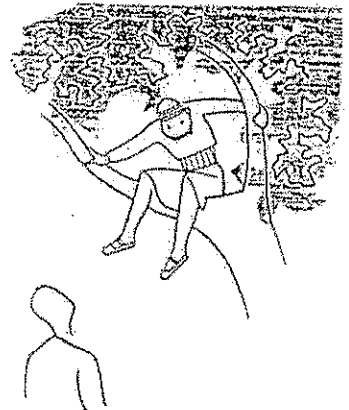
Gather the group and say a few words about the focus of today’s lesson, which is appreciating the special importance of every member of the group.

III. Parable

“Story of Zacchaeus” – Luke 19:1-10

Choose among the following questions for discussion:

1. Why do you think Zacchaeus wanted to see Jesus?
2. Why didn't the other people like Zacchaeus?
3. Why did Jesus choose to go to Zacchaeus' house?
4. How do you think Zacchaeus felt when Jesus came home with him?
5. Have you ever made someone feel special?
6. Has anyone reached out to you when you felt left out?



IV. Human Treasure Hunt Game

The following game is a wonderful intergenerational activity. If you normally break into youth and adult groups, it would be worth waiting until after the game.

The purpose of this game is to bring out the special qualities and uniqueness that we can find in others in our group.

On a piece of paper list 15-20 talents or things to find out about someone in the group. Draw a line next to the word. If there are a number of non-reading members in your group, try to draw a picture which would help them. The following are some examples of what you can do, but please use your imagination.

1. Has been on a swimming team _____
2. Has blue sneakers _____
3. Was born in the wintertime _____
4. Delivers newspapers or has _____
5. Like to bake _____
6. Got an A in math _____
7. Like to climb _____

Everyone in the group needs a piece of paper with the list on it and a pencil. Tell the group the object is to find someone the description fits and to get their signature. Everyone should move around and talk to as many people as possible. They only need one signature per line. After the allotted time, have everyone gather together. Ask the group if there were any surprises. Did they get to know someone they had not known before?

If time permits, have a brief discussion. Were people surprised by what they learned?

[Adults and Senior Highs leave at this point if lesson is not intergenerational]

V. Activities

Choose your activity according to the kind of collection you want to bring together. Remember that work is to be collected and shared on the walls or in a scrapbook. If you have chosen a longer, on-going project, continue with it; otherwise choose one of the following:

A. Positive Poems:

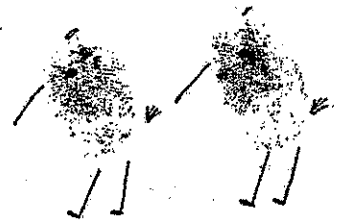
Each child writes his/her name on a slip of paper. These slips are put into a container and each child draws a name. The child writes the name selected vertically on art or writing paper. These letters are then used to begin each line of poetry. Each line should say something nice about the person chosen for the positive poem. Rhyme is not necessary, nor is any particular syllable count. Young children can do this, if paired with older ones who can write.

An Example:

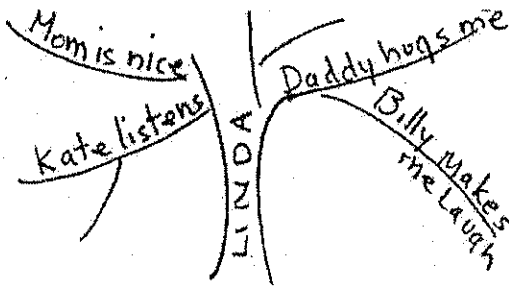
*Kind and happy Katie
Always has a smile.
Twinkling eyes
Inspire us
Everywhere we go*

B. Thumb Prints:

You will need inked stamp pads, felt pens and paper. Have the group work in pairs. This will encourage the idea of each person having unique prints but working together to create a picture. By using their fingerprints they can make a picture adding to them with the pens if desired (i.e., arms, legs for people; stems for flowers, etc.)



C. Personal Tree:



The purpose of this activity is to have each person think about other people that are important to them and why. Give everyone a piece of paper and pencil. Have them draw two lines for the tree trunk and put their own name in it. Now ask them to draw branches for the tree. On each branch they should write the name of someone they feel is an important person to them. Next to the name they should write what is special about this person to them. Young children will need help with this. Perhaps pairing them with someone older to help would be useful.

These activities are designed to encourage us to look at the special qualities of others, and, in some cases, how these qualities affect us.

[Adults rejoin the group]

VI. Closing

A. Gather for a sharing circle. As you did last week, everyone will have an opportunity to share or pass.

Introduce with the idea that we each bring something special to Meeting - ourselves. Appreciating the special value of every member of the group is important.

Suggested sharing questions to choose from:

1. In my family I am important because _____
2. The special quality I bring to this Meeting is _____
3. A talent I have that no one knows about is _____
4. Being with everyone in Meeting has helped me to _____
5. I would like to thank _____ for helping me when I needed _____

Please feel free to develop your own questions.

B. Stories:

Frederick, Leo Lionni, Alfred A. Knopf, 1973.

"The Lion and the Mouse", in: *the Aesop for Children*, Milo Winter, Scholastic, Inc., 1994.

Swimmy, Leo Lionni, Alfred A. Knopf, 1973.

C. Go directly into a short Meeting for Worship. End with a handshake or try something different called *Pass the Hug*. Explain before beginning silence that you will break Meeting by hugging the person on your left. That person then hugs the person on their left and the hug gets passed around.

Questions for Adults, Unit I, Lesson One

1. *All are needed by each one. Nothing is fair or good alone.* -- Emerson

... No man is an Island, intire of itselfe; every man is a peece of the Continent, a part of the maine; if a Clod bee washed away by the Sea, Europe is the lesse; as if a Promontorie were, as well as if a Mannor of thy friends or of thine owne were, any man's death diminishes me, because I am involved in Mankinde; And therefore never send to know for whom the bell tolls; it tolls for thee.

John Donne, *Devotions Upon Emergent Occasions, Meditation XVII*

What do Donne and Emerson imply about human interdependence? Do you agree that nothing is "fair or good alone"? Do you believe that "The bell tolls for thee", as Donne asserts? Is it possible to reconcile a need for community with a need for individuality?

2. How is Meeting for Worship an exercise in interdependence?

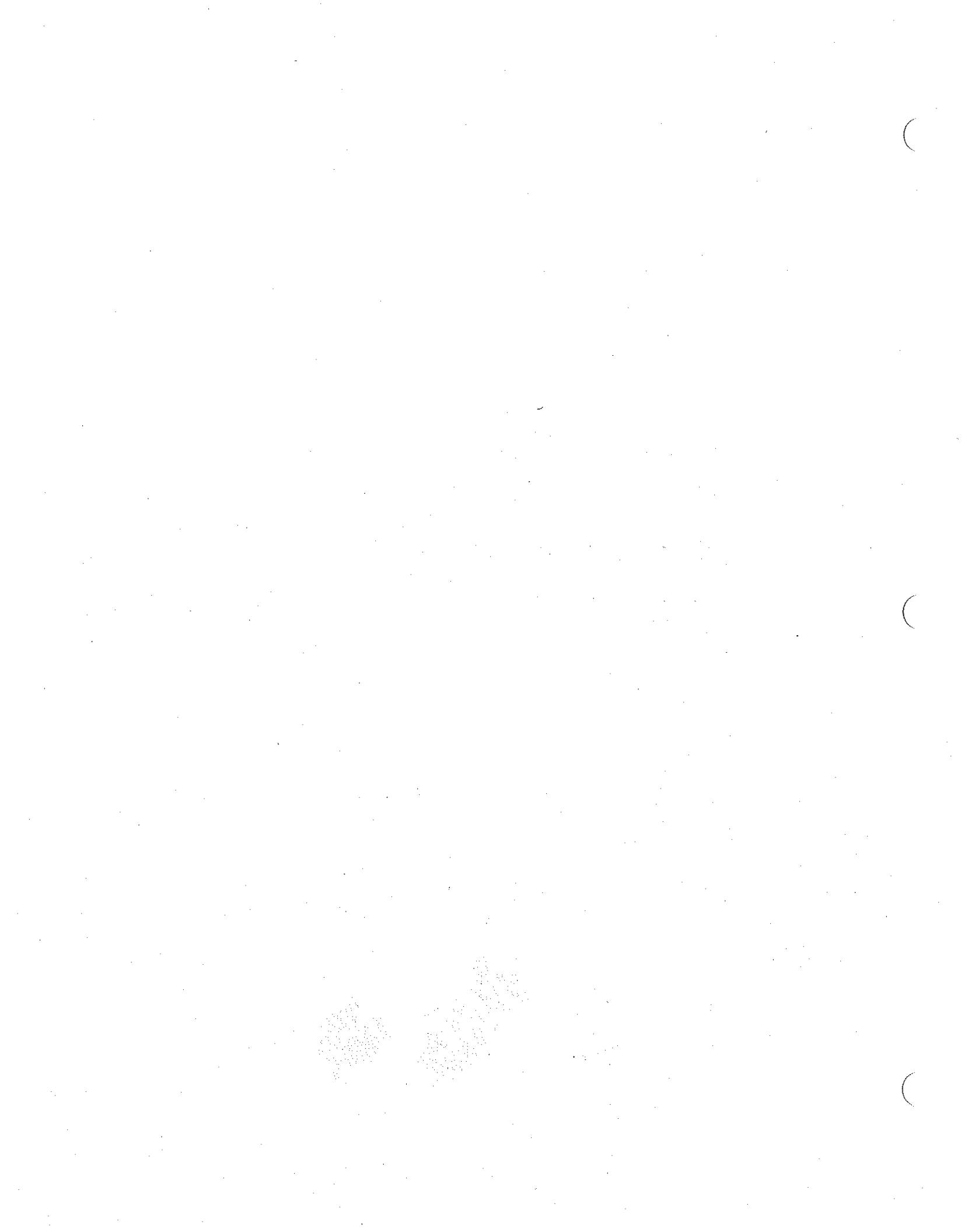
For where two or three have met together in my name, I am there among them.

Matthew 18:20

Jesus says two or three, not one; why? He says he will be there, when in physical fact he won't be there. Is this possible? Is God with us at Meeting? Can we be with others but not physically present? Is there such a thing as a spiritual community?

3. Instead of questions, do affirmation sheets. Write each person's name on a blank piece of paper. Then each group member writes an affirming thought on each other group member's sheet. These thoughts can be anonymous.
4. Read and discuss what *Frederick* by Leo Lionni has to say about individuality and community.





UNIT II - SHINING THE LIGHT ON CONFLICT

There is no relation to God which is not in practice a relation to man, and therefore, we cannot come to true understanding of life's purpose apart from knowledge of one another within the deepest place of our being...

Faith and Practice (Philadelphia Yearly Meeting), 1972

And the King will answer them, 'Truly I say to you, as you did it to one of the least of these my brethren, you did it to me'.

Matthew 25:40

Introduction

As individuals unite in community, they inevitably experience moments of conflict. When facing a conflict, most often they will hope for a solution that leaves them feeling good. Such a solution will be shaped by individual emotions, perspective, and values. Often when both parties involved in the conflict follow this process, they wind up in a dilemma where each is afraid of "losing" to the other.

If, however, those in conflict can consider each other's position, they may then move away from this win/lose stance, and move toward a solution to the problem.

Though two people may not share exactly the same feelings about a conflict, most likely they can relate to the general feelings each has expressed. This understanding is possible because we have all experienced conflict in our lives at different times, and have felt our responses to those moments.

As we share our responses to conflict and recognize our common experiences, we are better prepared to (1) understand another person's position and (2) to take his/her feelings into account when proposing a solution. We are most likely to treat others as we wish to be treated if we are aware of how they feel and trust they will in turn respect our feelings.

In Unit I, we affirmed ourselves and our uniqueness. We extended our affirmations to those around us. In this unit, we act on that affirmation; it motivates us to seek a mutually satisfying outcome in the process of conflict resolution.

Lesson One - Walking in Another Person's Shoes

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

Harper Lee, *To Kill A Mockingbird*



I. Introduction

In this section we attempt to begin the process of understanding how another person feels in a conflict. We look at what kinds of conflicts we are usually involved in, how we have felt in these times, and especially how anger surfaces in these conflicts.



Some important ideas to convey include:

1. The notion that we are all experienced in conflict resolution. In fact, we engage in some form of this every day.
2. Conflict is a normal by-product of people living together, but remaining individuals.
3. Some conflicts are more difficult for us to work through than others, because more is at stake or our emotions are stronger.
4. We may be upset by different situations, but we have all probably been in many similar conflict situations. Therefore, we can try to understand how another person feels.

II. Opening

Sharing question:

Have any of you ever had a chance to put yourself in someone's place for a while, or be somewhere where things were different for you than they usually are - so you could understand how someone you knew or another group of people feels?

After a period of sharing, the facilitator explains: We are going to look at conflict and how we can find ways to work out conflicts so that everyone involved can feel good about the outcome. Today we'll be sharing how certain kinds of problems make us feel. And we'll see if we have some feelings in common.

III. Song "Let There Be Peace on Earth", *Rise Up Singing* (pg. 161).

[Adults and senior highs leave at this point if lesson is not intergenerational. Questions for adults are at the end of the lesson]

IV. Program on Conflict

A. Defining conflict with the group (omit 2 and 3 if your group has many children under nine):

1. See what definitions the group comes up with. You could see how many of the dictionary definitions the mention.
2. The Dictionary says *conflict* is:
 - a. A prolonged battle; a struggle; a clash
 - b. A controversy; disagreement
 - c. The opposition or simultaneous functioning of mutually exclusive impulses, desires, tendencies
 - d. Crashing together; collision
3. Stress the point that sometimes conflict is a struggle or a battle (fight, argument, war), and sometimes conflict is an incompatibility or disagreement. The second type can escalate into the first.

B. Sharing about Conflict (omit #2 if your group has many children under nine):

1. Give some examples of conflicts which fit the definitions the group gives. Choose examples which are simple enough for all ages to understand. As you do so, the children will think of their own examples. Have a sharing time for them to briefly relate some conflicts in which they have been involved.
2. Record these in shorthand on the board or on newsprint, and put them under the following categories - but don't reveal the categories until the children are finished sharing. You might have three sheets of newsprint, one for each category:
 - a. Difference of opinion or attitude
 - b. Wanting different things
 - c. Wanting the same thing but unwilling or unable to share

Explain how many of our conflicts fall into these categories.

C. Looking at our Feelings:

Referring to the children's experiences or your own examples, ask the group to share what they would feel in any of these situations. List the variety of feelings mentioned. Anger, sadness, disappointment, frustration, etc.

Pick out one or two dominant feelings -- especially anger -- and use some of the following suggestions to examine this emotion. We have used anger in the directions, but you can substitute another feeling. If your group is young, or prefers doing rather than talking, choose activities which include action and art work. Add the results of these projects to your bulletin board or scrapbook.

1. What does anger look like on a person?
Show it with your body
Make a sculpture with clay or blocks
Sculpt your partner into an angry position
2. What does anger feel like inside?
Make a list of descriptive words (e.g., hot, tight)
Draw your impression
3. What color would anger be?
Pick out the color from scraps of fabric or papers
Make a drawstring/ painting/ collage using that color which expresses the feeling
4. What sounds does anger make?
Use voices
Use instruments
5. Ask questions 1-4 for the opposite emotion (e.g. calmness or peace or friendliness). The group can decide what the opposite is.



D. Resolving our Feelings:

What usually helps you feel "un-angry"? Consider this question with the group.

[Adults return for closing]

IV. Closing

Do one, some or all of these activities, but be sure to close with some quiet time.

A. Stories:

The Quarreling Book, Charlotte Zolotow, Harper Collins, 1982.

Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Viorst, Simon & Schuster, 1976.

B. Questions to discuss:

The Quarreling Book, Charlotte Zolotow, Harper Collins, 1982.

1. What was the first thing that happened in the James family to get the quarreling started?
2. What made the interactions in the James' family start being happier?
3. Distribute copies of the two circles with rings, (see in Appendix). Beginning in the center of the "Quarreling Circle", draw or write what started the series of sad events, and then write on the second circle what happened next, and so on, until you get to the outside circle. In the center of the "Complementing Circle" write or draw what started the ripple of good or happy events, what was the next event, etc.

or:

Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Viorst, Simon & Schuster, 1976.

1. Is there anything Alexander could have done during the day to make his day better?
2. Is there anything others could have done? Would someone listening have helped?
3. Have you ever had days like Alexander's? What did you feel like? What did you do to make it better; what did other' do?

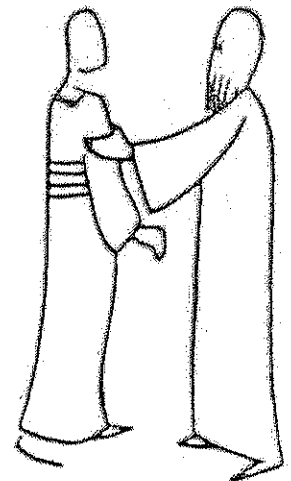
C. Song: "Song of Peace", *Worship in Song, A Friends Hymnal*, p.304.

D. Brief worship time

Questions for Adults, Unit II, Lesson One

Choose from among the following:

1. Read four well-known stories of conflict from the Bible:
Cain and Abel (Gen. 4:1-16)
Joseph and his brothers (Gen. 37)
Jacob and Esau (Gen. 27)
The Prodigal Son (Luke 15:11-32)



Is there a similar motive for the conflict? What can this tell us about the nature of conflict? If you have time you may want to look at how Esau (Gen. 33:1-20) and Joseph (Gen. 45: 1-28) forgave their brothers. You may want to focus on only two stories.

2. How can we "speak truth to power" and also be mindful of the virtue of true silence (William Penn)? How do we express our feelings in a conflict? What do we need to express?
3. What makes us view a co-conflictor as an opponent? What are we most afraid of in a conflict? Why are some conflicts so much harder than others?
4. The Peace Testimony talks about outward violence -- what about inward violence? Even though we may not do physical harm to another, we may harbor hostilities. Are we bound to deal with these as well? Remember that the Bible says "He who hates his brother is a murder" (I John 3:15). In Faith and Practice (1997, pg. 153), James Vail is quoted as saying "There is no security except in creating situations in which people do not want to harm you."



Lesson Two -- Walking the Second Mile

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

Matthew 6:12; 14-15

Introduction

In this lesson we try to recognize each person's feelings in conflicts and encourage people to look for ways to take each person's feelings into account.

Points to convey:

1. We are seeking methods to resolve conflict which are effective and which are satisfactory to both parties.
2. There are solutions to any conflict which will leave people feeling better or worse.
3. We can understand how another feels by remembering what we have felt in that situation. Similarly, we can imagine what another would like to see happen by imagining what we would like to see happen in that situation.

I. Opening

Choose one of the following ways to portray a conflict scenario:

1. A puppet skit (teacher prepares ahead of time)
2. Skit with actors (teacher prepares ahead of time)
3. Read one of these stories:
 - a) *The Lorax*, Dr. Seuss, Random House, Inc., 1976, pp. 12-29, or from "Way back in the days when the grass was still green"... to "Shut up, if you please."
 - b) The Prodigal Son (Luke 15:11-32)
 - c) Joseph and His Brothers (Genesis 37)
(Do not show the resolution of the story)

Ask the group, as if you were an investigative reporter, the following:

1. Identify the conflict -- what was the fight about?
2. Who was involved?
3. What was each one feeling?

4. What does each one hope to gain?
5. What might happen next?
6. Is there a way each can win?

Explain that today's lesson is about finding a solution for a problem, a solution about which everyone who's involved will feel good.

[Adults and senior highs leave if lesson is not intergenerational. Questions for adults are at the end of the lesson]

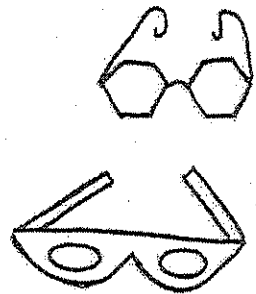
II. Activity on Conflict Resolution

Allow the group to use drama/role-play to practice finding creative, non-violent solutions to conflict. Choose a technique from the following suggestions that is suitable to your age group:

- A. Impromptu Improvisations. These can be done with actors or puppets. If you have extra time, make puppets; if not, bring some in.
 1. Directions: Instructor can provide group(s) with:
 - a. A scenario
 - b. Drama cards
 - c. Conversation starters (see page 28 for examples)
 2. If the group is large enough, it can be divided into smaller groups. Decide if each group will work on a different scenario or the same scenario. Provide a leader for each small group. If you are working with a mixed age group, the small groups can be mixed as well.
 3. Groups can perform for each other or for themselves (if only one group)
 4. Audience and/or group can discuss the scene using the pattern of questions from the opening. If the characters in the skit do not feel good about this solution, they can try to find a new one. If you have more time, try role reversals or bringing in a third party to help solve the problem, or to make it more complicated.

B. "Seeing Eye" Glasses

1. Have each person make a pair of glasses out of construction paper or oak tag. One-third of the group should have red cellophane lenses, one-third, green cellophane, and one-third, yellow cellophane. The frames can be decorated with stickers, drawings, etc. You will need pre-cut frames for the younger children.



2. Divide the class into three groups according to the colors of the lenses. Have two players role-play a conflict. The scenes suggested for the improvisations are fine here too. The players and/or the audience can then discuss solutions based on the glasses they are wearing.

- a. Red pair only lets you see the solution which is best for player A
- b. Green pair only lets you see the solution which is best for player B
- c. Yellow pair lets you see a solution which is good for both A & B

The color change will help children understand the differences in perspective. The glasses can become part of your bulletin board.

[Adults return for closing]

III. Closing

A. Choose one of the following stories:

1. *The Lorax*, Dr. Seuss, Random House, Inc., 1976, pp. 12-29.
2. The Prodigal Son (Luke 15:11-32)
3. Joseph and His Brothers (Genesis 37)

B. Sing "Song of Peace", *Worship in Song, A Friends Hymnal*, p. 304.

C. Worship

Questions for Adults, Unit II, Lesson Two

Choose from among the following:

1. Here are four possible strategies to solve a conflict:
 - a. Aggression
 - b. Withdrawal
 - c. Discussion and negotiation
 - d. Decision by third party

Think of examples of each. Do we value some strategies over others? Why? What are the benefits and drawbacks of each type of solution?

2. What was Jesus talking about when he said:

If anyone would sue you and take your coat, let him have your cloak as well and if anyone forces you to go one mile, go with him two miles (Matthew 5:40).

What kind of conflict resolution is that?

3. See the quotations at the beginning of Unit II (pg. 17). If our relationships with one another teach us about our relationship with God, what do we learn from our conflicts? Why would we think we might quarrel with God? Have you ever been angry with God?

There is only one thing that all people possess equally, and that is their loneliness. No two people on the face of the earth are alike in anyone thing except for their loneliness. This is the cause of our growing, but it is also the cause of our wars.

Cheyenne



Improvisations and Role Play - Unit II, Lesson 2

The following three ideas suggest ways to set up situations in which a group can do improvisations or role playing. They can be used with live actors or puppets. The situations are only examples; feel free to add situations which fit your group more exactly.

A. *Scenarios* -- Leader will write up or describe these fully to the group

1. Between children (examples):
 - Bully chases a younger child after school every day.
 - Child is missing an object and sees another child with an identical object.
 - Two children are playing; third one wants to join. First two disagree about this.
2. Between child & adult (examples):
 - Something of adult's is broken -none of the children confesses. Adult threatens to punish them all.
 - Teacher thinks two children are cheating on a test.
 - Child accidentally breaks neighbor's window and is afraid to tell.
 - Student thinks teacher is picking on him unfairly.
3. Between groups (examples):
 - Two groups want to use basketball court at same time
 - Rival school groups, after football game, meet up at restaurant, and fighting starts over unclear call in the game.
4. Between family members (examples):
 - One child uses another's toy without asking and breaks it.
 - Child breaks curfew -parents upset.
 - Child wants to go somewhere with a friend - parents refuse.
 - Children haven't been doing their chores - parents upset.
5. Adult-Adult (example):
 - Parents disagree about how to discipline a child.
 - Parents disagree about where to go on vacation.
6. Public (examples):
 - Neighbors argue over sharing of driveway - someone sneaked into your parking space.
 - Employee wants a raise.
 - You see someone stealing your bike.

B. *How to Set Up a Drama Cards* - These can be used for improvisations or role playing. Include the following information on each card:

❖ Characters: Two children in family and one friend

❖ Setting: Living Room

❖ Scene: Child and friend watching TV show. Other sibling comes in and changes channel to see a movie special. First two want to finish what they are watching.

Make several cards, so each group has its own card.

C. *Conversation Starters* - participants receive two lines of dialogue and take it from there. Examples:

A: Hey, you can't do that!

B: Yeah? Who's gonna stop me?

A: I'm not going to tell.

B: But we'll all be punished.

A: I was here first

B: So what? You lost your place

A: I asked you to do that three days ago.

B: I forgot. I was busy.



UNIT III -- GIFTS OF THE SPIRIT

There are varieties of gifts, but the same spirit. ..In each of us the Spirit is manifested in one particular way, for some useful purpose.

I Cor. 12:5-6



I am larger, better than I thought, I did not know I had so much goodness.

Walt Whitman

Introduction:

Part of recognizing each person's uniqueness is realizing that each person has special gifts to offer to others. These gifts are evidence of the light within each of us. While these gifts are infinitely varied, the reality of each person's giftedness is a happy fact. These two lessons on gifts encourage each person to acknowledge and share his/her gifts. The group is also asked to find ways collectively to express and offer its gifts to others. The paradoxical phrase "variety in unity" conveys the meaning of this unit - our individual gifts are different, but our giftedness, of whatever sort, unites us. We don't all share the same things, but we can all share something of ourselves.



Lesson One -- What Are My Gifts?

It is a great message which is' given to us that the light overcomes the darkness. But to give the message, WE MUST ALSO BE THE MESSAGE

Thomas Kelly

I. Purpose

In this lesson try to:

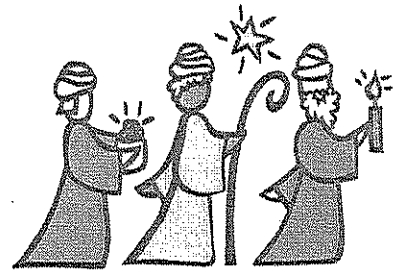
1. Help the class see that each person has special gifts.
2. Emphasize that gifts are not always material.
3. Touch on the idea that the group together may make special offerings which an individual alone cannot accomplish.

II. Song - "The Friendly Beasts", *Worship in Song, A Friends Hymnal*, #78.

III. Bible Story

"The Gifts of the Magi" (Matthew 2:9-12)

The following questions tie together the song and the story. Use some or all, depending on the time available.



- ❖ What gifts did the animals bring to Jesus? What gifts did the kings bring?
- ❖ Why do you think each animal/king chose the particular gift he brought?
- ❖ Are all the gifts objects?
- ❖ The animals' gifts all together have a different effect than they would if offered individually. Can you describe this effect?
- ❖ What might you have brought to Jesus?
- ❖ What does the word "offering" mean? What can you offer to others, to God?

As you lead this discussion, help the children see the willingness of the gift-givers to share something important -whether material or non-material. The givers also considered the needs of Jesus. When we give gifts we think about what the receiver might want that we can give. This does not mean that all gifts are practical; a person may need beauty or music as well as a helping hand or a donation of money. Other stories you might use are *Mary and Martha*, (Luke 10:38-42); *The Woman Who Gives All She Has* (Luke 21:1-4); *The Rich Young Ruler* (Luke 18:18-30); *The Loaves and Fishes* (John 6:1-13).

[Adults and senior highs leave at this point if lesson is not inter-generational.
Questions for adult group are at the end of the lesson]

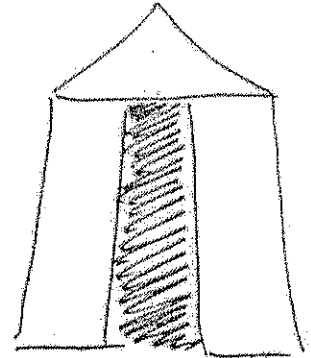
IV. Activity

Choose one of the following activities. They are designed to emphasize that gifts are not necessarily material and that we all have different gifts.

- A. *Draw or paint a picture of yourself* doing something which can be a gift to others (gardening, cooking, dancing, etc.). If you want to make a quilt as a group gift (See Unit III, Lesson 2), these drawings can be done with fabric crayon on white muslin squares. The crayons which work best are those with which you draw the picture on a piece of white paper and then transfer it to the material with an iron. Add these drawings to your bulletin board.
- B. *Make coupon books of five to ten coupons each.* Each coupon offers a gift to another person. Examples: "Good for one original finger painting," "Good for one loaf of bread," "Good for five minutes of listening" "Good for a hug."

The children can brainstorm ideas first. The coupon books can be decorated with crayons or markers. At the end of the class each child can give one coupon away and be encouraged to share the others during the week.

C. *Tell the story of Exodus 35* in which Moses asks the Israelites to bring their most precious gifts to the tabernacle or tent of the presence. Make a large outline of a tent on brown paper (at least 3' x 5'). The children first paste bright pieces of paper or material on the outline to make the tent as beautiful as the tabernacle. Leave a large entry way blank. The children then draw and label a picture of their most precious gifts and place these in the entrance to the tabernacle. If time is limited they can just write words describing their gifts on pieces of paper and paste these on the entry. Encourage children to offer non-material as well as material gifts. Talk a little about offering our special gifts to God as the Israelites did.



V. Games

Choose one of the following:

A. *I'm Going on a Trip* - Sit in a circle. First person says "I'm going on a trip and I'm taking _____". He/she fills in the blank with something that can be shared with others - a song, a hug, a cake, etc. The second person repeats what the first person said and then adds a gift of his/her own. If someone forgets, it's fun to remind them. If your group is large, split into smaller groups for this activity.

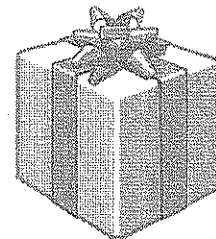
B. *Rainstorm* - One person acts as the conductor of the storm and stands in the center of the circle. As with an orchestra, the conductor brings each person into the storm (symphony) in turn. Standing in front of one person, the conductor starts **rubbing her or his own hands together**. The person imitates the motion. The conductor turns around slowly in place until everyone is rubbing hands together. Then, coming around to the first person again, and while everyone is still rubbing hands, he or she starts **snapping fingers**. This motion also goes all the way around, with each person continuing the first motion until getting a new direction from the conductor. The game goes on with **hands slapping thighs** and finally with both **slapping of thighs and stamping of feet** - the crescendo of the storm. As with a thundershower, the volume decreases as the conductor goes through the above steps in reverse order until the last person rubbing hands is silent.



After the game talk about how (a) all the gifts together or (b) all the noises together have a different effect from each gift or noise alone.

VI Closing

A. Ask each person to bring in for the next session an example of something they can share. This could be something for people to look at such as a collection or artwork, a physical symbol of something a person can give, such as ballet shoes for a dancer or a music score for a singer, a written description of a gift, a photograph, etc. Tell the group you will display these gifts next week. If possible send a postcard between sessions reminding people to bring something.



B. Story - *Mr. Rabbitt and the Lovely Present*, Charlotte Zolotow, Harper Collins, 1990, or *Ask Mr. Bear*, Marjorie Flack, Simon & Schuster, 1995.

C. Worship

QUESTIONS FOR ADULTS -UNIT III, LESSON ONE:

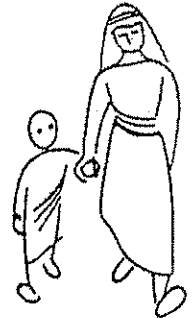
After reading aloud I Cor. 12, choose from the following:

1. What does it mean to be gifted? How are you gifted? Describe one of your gifts. Describe a gift of someone you know well.
2. Is it hard or easy to share our gifts? What makes it hard? What makes it easy?
3. How do you find out what your gifts are? Are gifts and callings the same thing?
4. Do you know how to receive? How is it possible to receive gifts from others ~ with grace? How about gifts from God?
5. Do you offer anything to God? What? How do you do it? What impact does the fact that Quakers say all of life is sacramental have on our attitude towards offerings to God?

Lesson Two: Celebration of Gifts

The Church is to be considered as it signifying a certain number of persons gathered by God's Spirit ...And so becoming, through this fellowship, as one family ...they do each of them watch over, teach, instruct and care for one another, according to their several measures and attainments.

Robert Barclay



I. Introduction

This lesson is somewhat different from the previous ones. It has as its goal the creation by the group of something which the group can give as a gift. Everyone works on the project so that participants can see that each person's contribution is important. While the gift itself may not represent anyone person's special gift, it symbolizes our ability to create together a whole which is greater than anyone of us. The display of individual gifts will remind the class that each person has unique offerings to make. We have not included separate adult questions for this week because we feel the whole group should stay together for the project. In this way young and old will have a chance to appreciate each other.

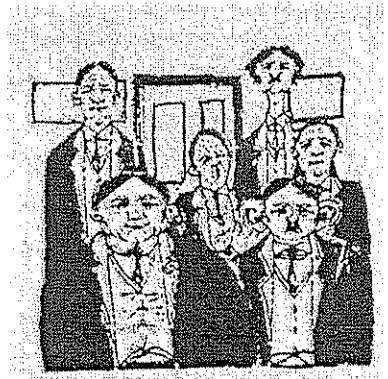
II. Display - As people arrive, ask them to place whatever they've brought to share (See Unit III, Lesson One) on a prepared table. Label each contribution with name and title. Also display the previous lesson's projects on a board or in a scrap book. After Meeting encourage non-First-day School attenders to view the displays.

III. Song - "Simple Gifts", *Worship in Song, A Friends Hymnal* (#271).

IV. Story - "The Six Servants", *The Complete Brothers Grimm Fairy Tales*, NTC Publishing, 1998.

Ask these questions:

1. What did each servant contribute?
2. Can you describe a situation in which many different contributions by different people helped something happen?



V. Group Projects

You may choose to do one or more of these projects. If you have a large group, have several stations or learning centers; people move from one station to another or choose one to stay at the whole time. For instance, one group might prepare food, another learn a song. If you make a banner, let everyone contribute in some way. When the projects are complete, invite the Meeting to come to the First-Day School room. You can share food you've made, display art work, sing together, etc. Try to convey the theme that each person has something to share. Ideas for Projects:



1. *Group Banner* - On a length of white fabric (sheets work well), paint a saying such as "Gifts of the Spirit" or "We Are All Special." Older children and adults can do the lettering. Letters can also be cut out from ~ felt and glued or pinned on. Then everyone in the group puts his/her hand-print on the banner. Use bright colors of acrylic tube paint which you spread out in a roller pan or Styrofoam meat container. You will need one person in charge of the paint.

2. *Garden* - Prepare a garden space on your Meeting House grounds. Depending on the time of year you can plant bulbs (fall) or plants (spring) such as pansies or impatiens. Jobs can include preparing the soil, making a border from bricks or stones, digging holes, watering, and spreading wood chips or mulch. Older children could paint or wood-burn a sign saying "Friendly Garden."



3. *Learn a Song* - Practice a song or songs as a group and then sing it (them) for the Meeting. A round is particularly effective since it demonstrates people working separately (in parts) to create a whole.

4. *Cooking* - Prepare simple snacks which can be served to the Meeting. You could make a fruit punch plus some kind of finger food. Ideas: soft pretzels (make dough ahead of time), sugar cookies to cut out with cookie cutters and decorate (make dough ahead of time), cut-up vegetables with dip or cheese and crackers. There is a good cookbook, *Loaves and Fishes: A "Love Your Neighbor" Cookbook*, available from the PYM Library, which has lots of simple snack ideas.

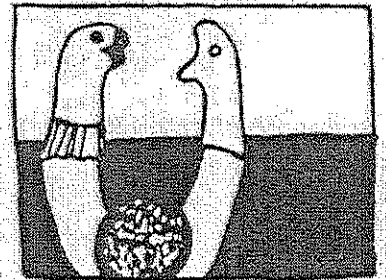
5. *Egg Banner* (idea borrowed from Moorestown Meeting) - Cut out a large felt egg ahead of time and glue it on a large rectangle of fabric. Have lots of small pieces of colored felt. Participants cut out from felt symbols of gifts or talents they have (e.g. ballet shoes, music note, loaf of bread, flower, sun- shine, hands)

and glue these on the egg. You need an inscription such as " _____ Meeting is Hatching".

6. *Quilt* - Each person makes a square using fabric crayons and/or stitchery on which he/she represents a gift he/she has. These squares are sewn together as a quilt top. You might want to make the squares during a previous lesson and do the final assembly this week.
7. *Mobile or Collage* - Using cut out or drawn pictures make a collage or mobile which depicts people's various gifts. For a mobile, paper cutouts would work well. A collage using magazine pictures is often effective. Get people to find, cut out or make something for the collage or mobile which represents them. Directions for making mobiles are in Unit I Lesson One. If you made individual mobiles in Unit I, Lesson One, this week you can join them into one large mobile.

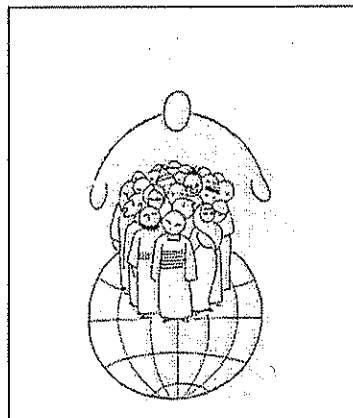
Note: For projects five through seven, instead of using people's individual talents as the theme, you might want to construct the project around a theme, such as light or love, which unifies us.

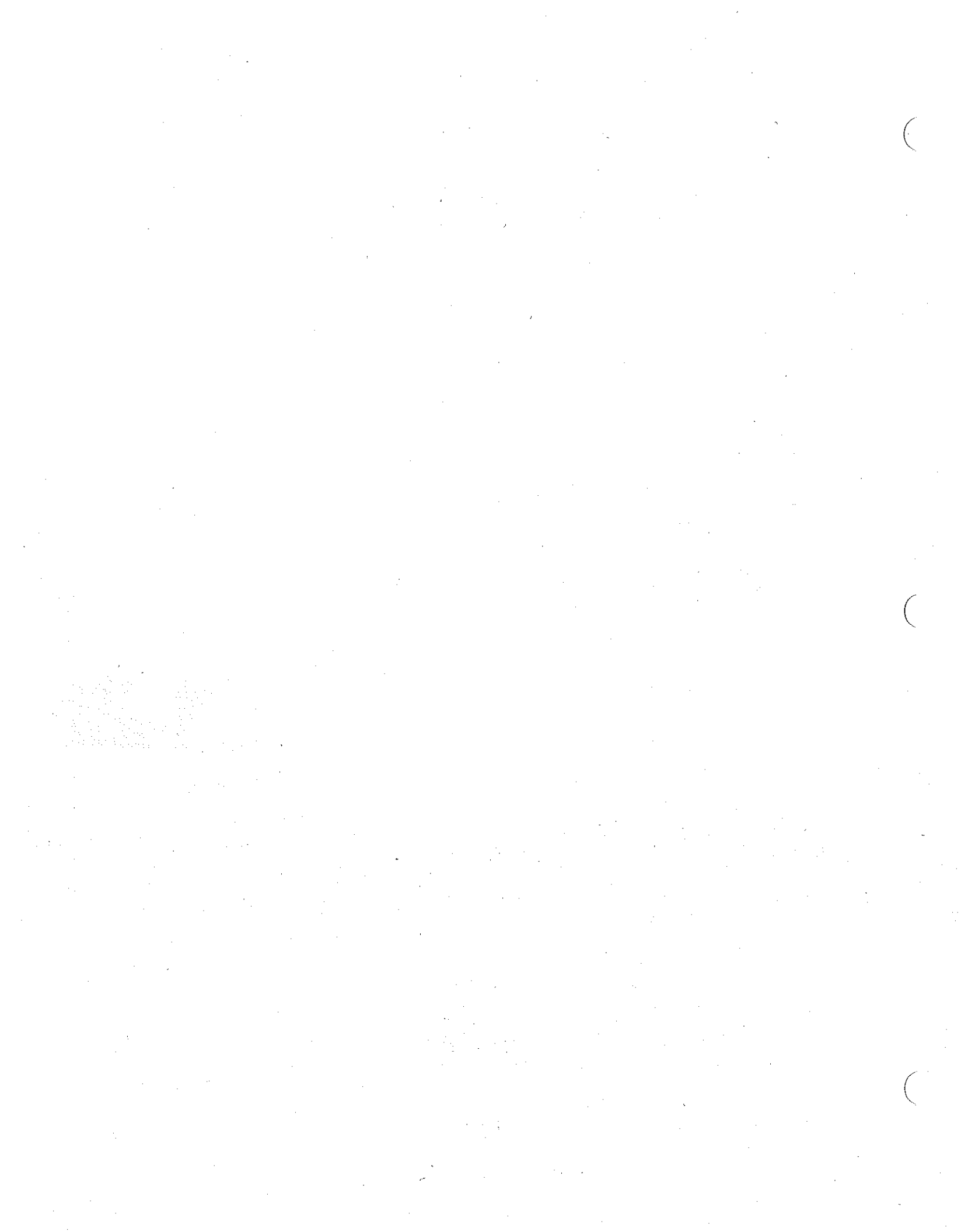
8. If children made puppets in Unit II, they could create a short puppet show to share based on the "Six Servants", or Shel Silverstein's *Giving Tree*, or on *Mr. Rabbit and the Lovely Present*. Puppets could be an ongoing project, worked on over several lessons. Paper bag or sock puppets are easiest.



VII Closing

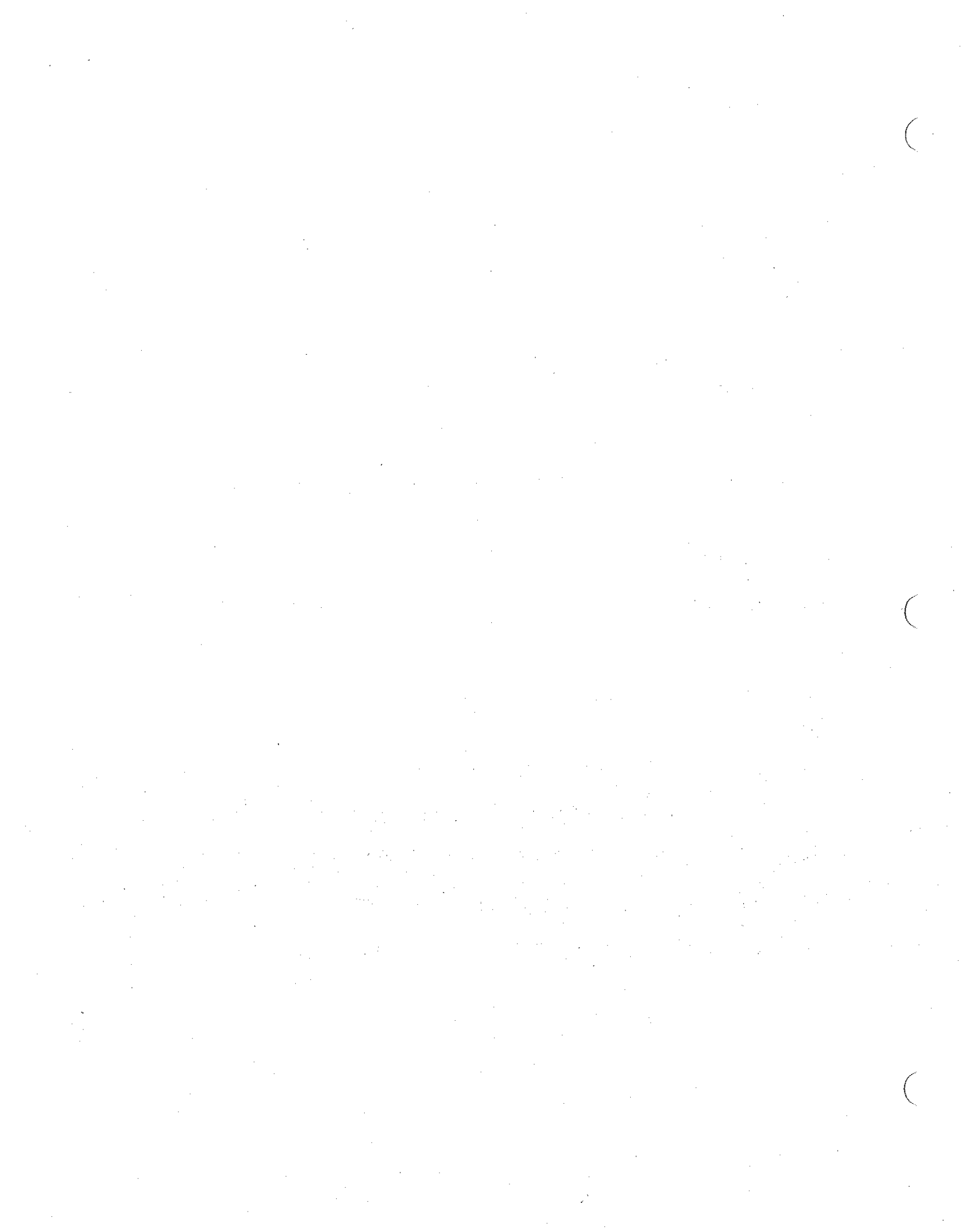
- A. Read: I Corinthians 12
- B. Worship. If possible, follow this session with a time during which you share your projects are shared with the whole Meeting.





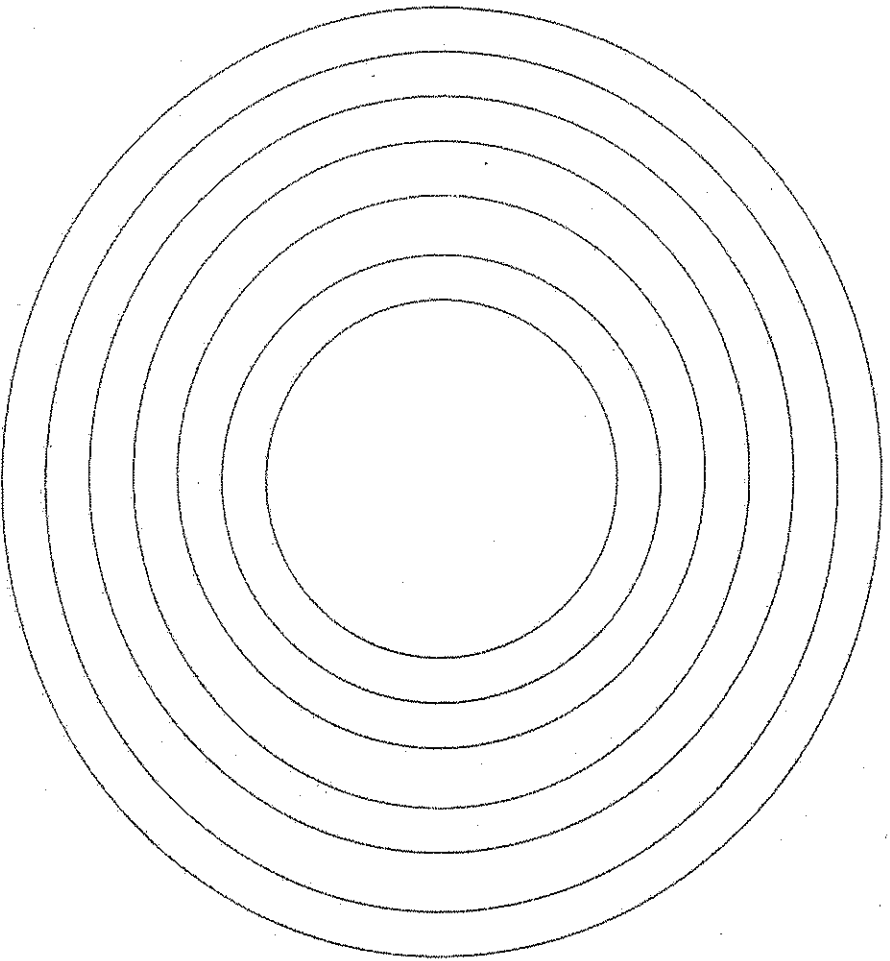
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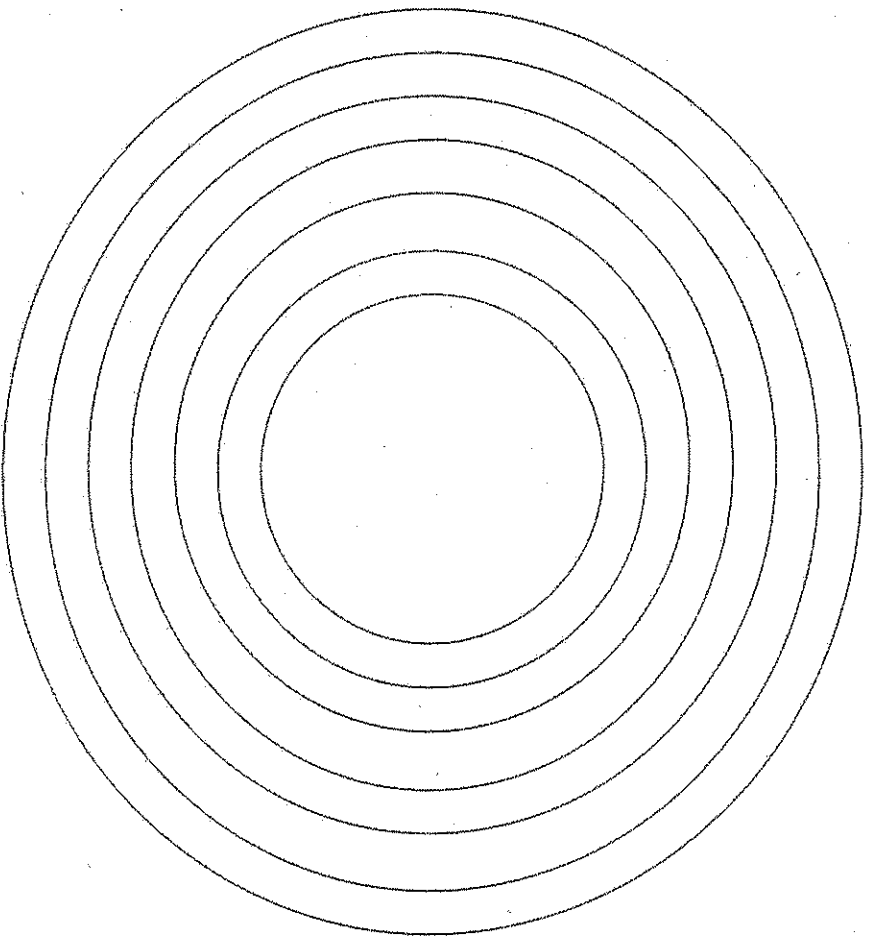


APPENDIX

"THE QUARRELING EVENTS"



"THE COMPLIMENTING EVENTS"



Distribute copies of the two circles with rings. Beginning in the center of the "Quarreling Circle", draw or write what started the series of sad events, and then write on the second circle what happened next, and so on, until you get to the outside circle. In the center of the "Complimenting Circle" write or draw what started the ripple of good or happy events, what was the next event, etc.

