

## OPENING

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

George Fox

Songs: Same as for Lesson I

Questions:

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

## LESSON II

For the Teacher:

This lesson puts special emphasis on listening, on learning to be still and pay attention to what is happening within ourselves. A project, Thinking Mats or Pillows, is started in this lesson. This project is one that can be worked on little by little over several weeks as you have time. Finish the meeting room project this week, if necessary.

Needed:

Newspaper or oil cloth	Crayons
Water based clay	Paper
Burlap	Chalk
Heavy weight yarn - several colors	
Plastic needles for yarn	
Scissors	

Song and Sharing Circle:

Sing "Special Silence", Songs of the Spirit #6. Using the sharing circle process described in Lesson I, ask some or all of these questions.

Why do you think Quakers worship silently?

Do you know who can speak in Meeting?

Can you remember something someone said in Meeting?

How do you think people decide to speak?

Summarize the responses and allow some time for questions and discussion. This is a place where a few words from the teacher will clarify some of the difficult concepts. The following is a suggested presentation, but teachers should feel free to develop their own ideas:

In the silence we are listening and thinking. Some people call this meditation. No two people are thinking about the same thing, but everyone is trying to concentrate on something that is important to him or her. We are also listening and talking to God - perhaps listening for help with a problem, or thanking God for something. This listening and talking to God is called praying. When a person speaks out loud in Meeting, that person has something to share with everyone. Friends call this talking, ministry, and believe that each

person can be a minister, can bring a special message to everyone. This belief springs from Quakers' conviction that each person, grown-up and child, can have direct communication with God.

Today we will learn about listening and about praying.

### Art Activity:

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

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

### Listening Game:

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

1. "Whisper Down the Valley" - Whisper a sentence or phrase in the ear of the child beside you. The whispered message is passed from ear to ear until the last child says it aloud.
2. "One Word Story" - Each person in turn says one word which will add to the story that is developing. For instance, "I ... ran ... to ... the ... door ... to ... find ... a ... green ... monster ... in... the ... cabbage" and so forth.
3. "Reflective Listening Story Telling" - The teacher starts a story with something that will catch the group's interest, stopping at a dramatic moment. The next person takes over the story. Encourage short and lively accounts or set a time limit of 15 to 30 seconds per speaker.

(#2 and #3 from For the Fun of It! by Marta Harrison.)

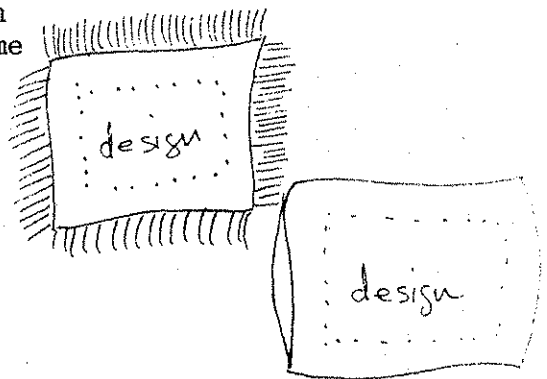
### Thinking Mats or Pillows

The children will only have time to begin this project today. It is designed as a project the children can work on when they have a little extra time between activities or at the beginning or end of class. All the directions are here, so you can refer to them in future weeks.

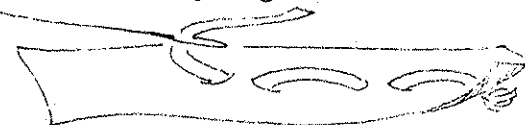
Each child will make a mat or pillow to sit on or hold during quiet times. The process is the same for either the mat or the pillow, but the pillows will be stuffed and the mats will not. Have a finished mat or pillow available as a model.

### Directions:

1. Provide each child with a piece of burlap which measures about 18" x 18" square and a similar size piece of paper.
2. Make a design on the paper with crayons. Since this design will be stitched on the burlap it needs to be simple.



3. Before transferring the design to the burlap, prepare the fabric by:
  - a. For mats: fringe the edges and cut the fringe to an even length
  - b. For pillows: measure a 1" border along each edge for the seam. Use chalk to mark the border. The design must be within this border.
4. Using chalk, draw the design on the burlap.
5. Choose yarn colors for your design. Using a metal or plastic yarn needle, stitch over the chalk design. Make about 1/2" stitches on the front and catch a thread of burlap between each stitch. Some of the older children may know some needlework stitches, but younger ones can do the whole design with this running stitch. To change colors tie off one piece of yarn and start a new one.
6. Finishing
  - a. For mats - The teacher machine stitches around the edges or the child can sew around the edge with yarn.
  - b. For pillows - Using the 1" border as a seam line, the teacher machine stitches a piece of fabric (not burlap) to three sides of the burlap, right sides together. The children can stuff the casing with commercial stuffing and stitch up the fourth side by hand. 6 and 7 year olds will need help with this final stitching.



### Closing:

Gather in a circle. Tell the story of God calling Samuel, I Samuel 3:3-10. Only go as far as the place where Samuel realizes he is hearing God and answers him. Going into God's message will be confusing; the point for this session is that Samuel has trouble knowing that God is calling him but finally does hear. Tell the children that Samuel is a little boy and God speaks to him just as God can speak to anyone. We need to listen carefully to what we hear and what we feel. Ask if any child has ever felt "called" to do something? or felt strongly that he/she must do something?

Alternative Stories: From Candles in the Dark, "Thinking with God" or "The Lost Brothers". Available from the Yearly Meeting Library, 215-241-7220.

Sing "Kum Bah Yah!"; remind the children that this is a prayer asking God to be with us. Sit quietly for a few minutes and close with a handshake.