

## OPENING

Let the Friendly testimony that there is that of God in every one lead us to cherish every human being regardless of race or class, and to encourage efforts to overcome prejudices and antagonisms.

Faith and Practice, p. 202

Songs: Choose among:

"Dearly Beloved Friends"	<u>Songs of the Spirit</u> #1
"Follow the Drinkin' Gourd"	<u>Songs of the Spirit</u> #40
"Oh, Freedom"	<u>Songs of the Spirit</u> #37
"He's Got the Whole World In His Hands"	<u>Songs of the Spirit</u> #41

Questions:

1. What do you call your teachers? Ask children who do and who do not go to Friends Schools.
2. Why do Friends schools often avoid using Mr. or Mrs. or Miss? What is a title?
3. Have any of you heard Quakers using "thee" for "you"? Do you know why early Friends did this?
4. What does the sign "=" mean?
5. Are there people today who are not always treated as equal to other people?

## LESSON VI

For the Teacher:

After an initial discussion the children spend this lesson acting out a story in which the concept of equality is central. Children this age see differences clearly; it is accepting differences which may be hard. Children can work on mats or pillows as time allows.

Needed:

Paper & Pencil  
 Newsprint  
 Project supplies - listed with projects.

Opening Song and Discussion:

Sing "He's Got the Whole World In His Hands" - Songs of the Spirit, #41.

Teach these hand motions:

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

Other verses: "wind" - wave hands from side to side

"rain" - wiggle fingers up and down

"tiny little baby" - rock an imaginary baby

"You and Me" - point to self and then away from self

Divide the children into groups of two or three. Give an older child in each group a pencil and paper. Ask each group to come up with a list of things

which make one person similar to another and a list of things which make people different. These lists can contain physical and non-physical traits. Allow 5-10 minutes for this exercise. Regather the group and ask each group to report. From the reports make two large lists on newsprint.

Ask the children:

What do these differences mean in terms of the kind of person each of us is? Focus particularly on race, handicaps, physical attributes.

Tell the children: Several lessons ago we talked about each person being valuable because he/she is a child of God (or has that of God in him/her.) Regardless of differences among us, we try to accept people for what they are inside, not to judge them by what they look like on the outside.

### Story and Project

Either retell the story of the Good Samaritan: Luke 10:25-37, or read Rachel and Obadiah by Brinton Turkle, E.P. Dutton, or The Sneetches by Dr. Seuss, Random House. Do some of the following activities:

#### 1. Good Samaritan

- a. As you are telling the story, ask the children to assume the identity of one of the characters, to listen to the story from the point of view of the Samaritan, the injured man, the priest, or the Levite. Afterwards the group can talk about the feelings of each character. Be sure the children know that Samaritans were looked down upon.
- b. 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?
- c. This story is 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. Make paper plate masks on sticks for the role play. Directions:

Materials: Paper plates  
Popsicle sticks  
Stapler

Materials for decorating

Insert one end of a flat stick between two paper plates and staple the plates together. Secure the stick with glue or a staple. Add facial features and hair using a variety of materials such as: crayons, felt pens, paints, felt scraps, yarn, ribbons, buttons, sewing scraps.

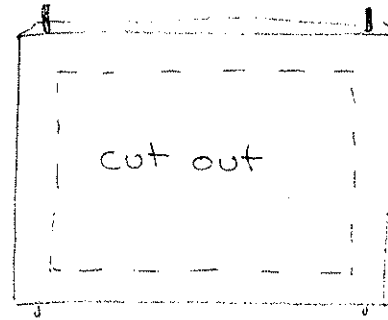
Be sure every child gets a chance to participate. Act the story out several times, if necessary.

- d. 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. This can be done in comic strip form on a roll of shelf paper.
- e. Another idea for visually telling the story is a homemade movie theater. Directions (courtesy of Caroline Pineo) follow:



Materials Needed

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



Method

1. Cut square section from box (back section of box removed)
2. Cut two holes on each side of box for dowels. (Dowels should fit very tightly in the holes)
3. Cut shelf paper a few inches wider than viewing hole.
4. After story has been painted or pasted on paper, attach each end on a dowel.
5. Cover the box either with paint or paper (optional).
6. Roll the story through the box.

2. The Sneetches

- a. Questions to ask:

How would you feel if you were a Plain-Belly Sneetch? Would you have chosen to get a star? Why?

- b. Act out the story. This will include making stars and a "Star-on, Star-off Machine." Use a large box which children can crawl in and out of. Decorate the box with stars. You could write a simple script or ad lib dialogue.

3. Puppet Plays

Using either the story you read or a scenario which the children write themselves about accepting differences, present a puppet play. Many children this age will enjoy writing or ad libbing their own script. Give a choice: one group works on a puppet play of The Sneetches or The Good Samaritan, another writes its own.

Three easy-to-make puppets:

- a. Paper bags

Supplies: paper bags, scissors, construction paper, newspaper, markers, string, yarn, cloth

1. Put crumpled newspaper in the bottom of a paper bag. Tie off the top to form a head. Insert a dowel into the head. Use crayons or felt tip pens for facial features or paste on cut-out features. Paste on yarn for hair. Dress with cloth pinned or sewn to neck, or color on clothes.
2. Leave bag flat and color with crayons. Make face partly on body of bag and partly on bottom so the puppet can talk. Paste on construction paper details and decorations.

- c. Detergent Bottle Puppets

Materials: detergent bottles, dowels, decorating materials, cloth scraps, styrofoam balls.

Make a hole in a styrofoam ball and place on the open end or mouth of the bottle and use this for the head. Covering the styrofoam with an old nylon stocking gives a skin-like tone.





Cut a hole in the bottom of the bottle and insert a long dowel. Draw or glue on facial features. Add a rectangle of cloth for a dress. Tie a sash around waist of puppets to hold robe in place. The draping of the robe gives the effect of arms. Cut-out hands may be attached to the robe and feet to the bottom of the bottle.

Note: There are many other puppet-making techniques in craft books. Use your favorite.

### Game

Play a game in which the class works cooperatively. Choose one of these:

1. Zoom

First person quickly says "Zoom" with a turn of the head to the person next to him or her, who passes it on to the next person, who passes it on to the next person, and so on around the circle, until someone responds with "Zerk!" in which case "Zoom!" goes around the circle in the opposite direction. If too many "Zerks" keep "Zoom" from going around the circle enough, someone may say "Nefrigliani!" in which case it has to "Zoom" all the way around the circle before "Zerk" is permitted again.

Variation: When saying "Zoom" people stand up, raise arms, or add any gesture to the words.

2. Lap Ball

Everyone sits on the floor in a circle (7 to 15 people can fit). Legs are extended in front and all feet are in the center. (If an old tire were placed in the center, more people could play.) Hands support the body by being placed behind it on the floor. Heels are not to be lifted and the hands must stay behind the back, though they can move. The object is to keep the ball off the ground while passing it quickly from lap to lap. If it gets stuck around the ankles, people can think up a creative way to get it moving again. The fun increases when two balls are being passed simultaneously in different directions. The cooperative aspect of the game is evident when two people are working together to keep the ball from falling between them on the floor.

3. Slip the Disc (Penni and Brooks Eldridge-Martin)

Everyone forms a circle, kneeling on hands and knees with heads facing inward. An object, e.g. a 4" diameter circular piece of cork, or a Frisbee, is placed upon one person's back. The object of the game is to pass the cork successfully from back to back around the circle without the use of hands. If it falls, it is replaced (by hand) on the back of the last person who had it.

All from For the Fun of It! by Marta Harrison

### Closing

Sit quietly together. Ask the children to think about these words:

"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

End with "Kum Bah Yah!" and a handshake

Note: Ask children to bring in a photo of themselves for next week's project. You may want to send a reminder postcard.