

## OPENING

Love does not recreate our brother [or sister] in our image; it recreates us both in relation to each other, united like limbs of one body yet each distinctly himself.

Faith and Practice, p. 94

Songs: Choose among:

"Let There Be Peace on Earth"	<u>Songs of the Spirit</u> #18
"No Man [One] Is an Island"	<u>Songs of the Spirit</u> #20
"Dona Nobis Pacem"	<u>A Hymnal for Friends</u> #34
"In Christ There Is No East or West"	<u>A Hymnal for Friends</u> #112
"Magic Penny"	<u>Songs of the Spirit</u> #23
"I'd Like to Teach the World to Sing"	<u>Songs of the Spirit</u> #22

Questions:

1. When you are with a friend or a brother or sister, what things help you get along? Do you ever get into arguments or fights? What are these about? Why do they happen?
2. What are some things we can do to settle arguments? Name some good solutions and some bad ones.
3. Can you explain the word "harmony"? (You may want a musical adult or child to explain this word in layman's terms.)

## LESSON VII

For the Teacher:

The main project in this lesson is a journal. A journal can be a way to resolve conflicts, but its uses are broader than that too. Encourage the children to use their journals regularly. The game and story are designed to increase the children's awareness of the sources of disharmony. Harmony for this age begins in personal situations.

Needed:

Record player and record for musical chairs  
 Photo of each child - bring from home or use a Polaroid in class.  
 Materials for journals listed below.

Opening Song:

Sing "I'd Like to Teach the World to Sing," Songs of the Spirit #22. Talk about the words of this song. What do they mean? Pictures of people from different countries or cultures, dolls from around the world, a globe or world map are all helpful props.

Story

Tell the story of "John Woolman and the Robin" in Chapter I of his Journal. After telling the story, read it aloud in his words. The children will not understand every word, but will be interested in the way he wrote about himself. It is fascinating to discover that "saints" were real people who made mistakes.

If John Woolman is new to your class, tell them a little about his life and show them his journal, his record of his life.

Questions to ask:

When John threw the rock at the robin, had he thought about what might happen?

Have you ever done something which had consequences (results) you did not expect?

How did John feel when he realized what he had done? Have you ever felt this way?

Do you understand the lesson John learned?

Help the children put this lesson into their own words.

### Two Games

First play traditional musical chairs and then play musical laps.

Directions for musical laps:

Musical Laps (Sandra Cangiano at an Abington Friends School faculty workshop)

This is a cooperative version of Musical Chairs. The whole group forms a circle, all facing in one direction, close together, each with hands on the waist of the person ahead. When the music starts, everyone begins to walk forward. When the music stops, everyone sits down in the laps without anyone falling to the floor, the group wins. If people fall down, gravity wins.

From For the Fun of It! by Marta Harrison

Talk about the difference between these two games. What happens in "Musical Chairs"? Who wins? What happens in "Musical Laps"? Who wins? How did you feel after each game? (Get responses from winners and losers)

### Journals

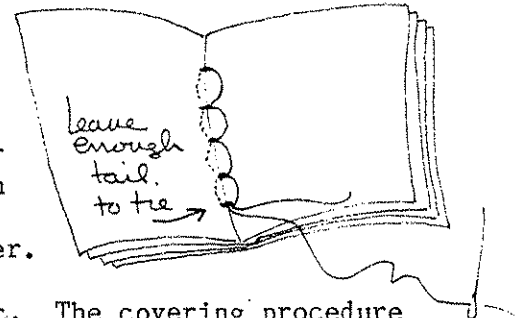
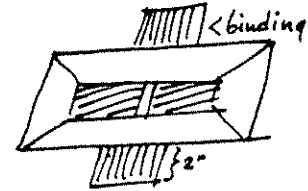
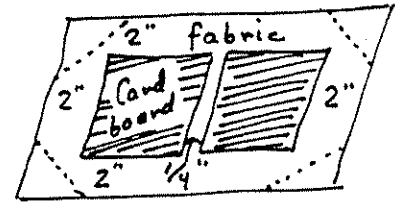
Tell the children: Over the years many Quakers have written journals. Earlier today we read a selection from John Woolman's Journal. Journals have lots of uses. They are places to write down whatever you want. If you have had a fight with a friend, a journal is a good place to write about your feelings. You can use a journal to write about a beautiful sight or to express your anger at someone. It does help to put things on paper. You can use words and pictures to express your feelings and to work toward solutions too. Today each of us will make his/her own journal.

Directions for making journals:

1. Sewn Journal

Materials needed: cardboard, fabric, Sobo glue, cloth tape, paper for pages, construction paper, needle and thread.

- a. Cut two pieces of cardboard for cover. Choose a size slightly larger than the pages you plan to use.
- b. Cut fabric covering 2" larger than covers.
- c. Glue covers to backing leaving at least 1/4" between covers.
- d. Cut out the four corners.
- e. Fold edges in, mitre corners and glue (Sobo glue works best).
- f. Cut binding strip of fabric or cloth tape 2" longer than cover width. Glue into place.
- g. Make pages using a piece of colored paper for flyleaf. Fold pages in half and sew through center.
- h. Glue the flyleaf pages to front and back cover.

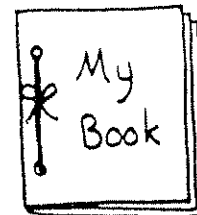


2. Notebooks: cover dime store notebooks with fabric. The covering procedure is the same as that described above except you'll use looseleaf paper and simply glue colored paper over the inside front and back covers to conceal fabric edges.

3. Homemade Notebook

Materials: paper, cardboard, fabric scraps, yarn, paper punch, scissors, glue, magic markers

- a. Punch two holes in left side of paper
- b. Cut cardboard slightly larger than the paper for front and back of the book; cover with fabric (glue on) or decorate with magic marker; punch holes.
- c. Use yarn to tie book together.



Once the journals are made, personalize them:

Using either a photograph brought from home or a Polaroid picture taken in class, each child tapes a picture of him/herself in the front of his/her journal. Have each child fill in the following biographical information (You may want to photocopy forms the children can tape or paste into their journals):

My name is \_\_\_\_\_  
 My nickname is \_\_\_\_\_  
 I was born on \_\_\_\_\_  
 I go to \_\_\_\_\_ School and am in \_\_\_\_\_ Grade  
 My address is \_\_\_\_\_  
 Besides me, the people at my house are \_\_\_\_\_  
 My pets are \_\_\_\_\_  
 I am \_\_\_\_\_ tall and I weigh \_\_\_\_\_ pounds  
 My hair is \_\_\_\_\_ and my eyes are \_\_\_\_\_.

Closing: Have a quiet time, but today ask the children to write in their journals during the silence. Close with "Kum Bah Yah!" and a handshake.

Note: The journal project may run into next week. When the children take their journals home, this week or next, send a note home encouraging parents to help their children to start writing in the journals. Give a few ideas for writing topics.