



## *Religious Education Materials to Accompany FWCC-QuakerSpeak Videos*

Lesson planning can be a kind of spiritual discipline. We hope the experience of preparing is engaging, enjoyable, and fruitful for you as a Friend. A rich array of material is provided here for different ages along with tips for designing a lesson. Additional resources are available in the **Community of Practice Resource Guide**. *Use what works for you and leave the rest.*

### **Contents: *Top Ten Reasons I'm a Quaker***

<http://QuakerSpeak.com/top-10-reasons-quaker>

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One of the joys of FWCC work is that you meet so many good and interesting people, Friends who are committed to connecting Friends and crossing cultures. However, when we step out of our comfortable circles of the people we know, we encounter Friends who have different ways of expressing themselves, theologically and culturally, and it can be hard to understand Friends from different geographic, class, ethnic, or age groups. We know from experience that our good intentions to love one another are not enough, that we all have room to improve our skills in speaking so that others can understand us, listening beyond the words, and forgiving when others hurt us, even unintentionally. In all cases, love and mercy and patience and forgiveness will be needed.

## Advices for Listening Across Theologies:

- Listen for where is the Life in Quakerism for you.
- Be patient. We tolerate some unknowingness as we explore beyond our own entry points, experiences, and practices.
- Be open to the possibility that because of the journey, we may return to better understand ourselves and our community.
- We “listen with our whole selves” as the Faith & Play™ story says—with our bodies, our minds, our imaginations and our souls. We try listening beneath the words. We open ourselves to all of the non-verbal channels of communication.
- Invite God/the Light into those lingering questions.
- If you find you’re upset by something you hear or experience, try to practice some Quaker self-care. Try “The Prayer of Three Breaths,” on page 9 of the **Community of Practice Resource Guide**.

## Queries to Prepare Our Hearts:

### *Top Ten Reasons I’m a Quaker*

- Where is the Life in Quakerism for me?
- Why am I a Quaker?
- How does the Friend in the video, or other readings offered here, speak my mind? Where are words and experiences parallel, and where do I find myself on a different path?
- How would I describe where I came to Quakerism from? From childhood (and what was that like)? From another faith tradition (how did that journey unfold?)
- What makes my family or faith community Quaker? How do I know this to be true?
- What is challenging for me about being a Quaker?
- If you came to the Society of Friends as a Christian, what was it about Quakers that drew you in?
- How is the Quaker practice of Christianity any different, or significantly different, from other denominations? What would **you** include in a Top-10 List?
- Gregg Koskela's #5 reason is a statement of faith, "I believe every person on the planet can hear God's voice and be a part of God's plan." Do you have an experience that leads you to confirm, or challenge, that belief?

# Two Sample Sessions for Adults:

## *Top Ten Reasons I'm a Quaker*

### **Preparation in the Days Before: Inward and Outward**

1. Communicate with the community, including families, about the program.
2. Print out hard copy of *The Top Ten Reasons I'm a Quaker*  
[www.voicesoffriends.org/pub/Koskela2007.pdf](http://www.voicesoffriends.org/pub/Koskela2007.pdf)
3. Gather materials for writing and/or drawing.
4. Watch the QuakerSpeak video, "The Top Ten Reasons I'm a Quaker," and familiarize yourself with the discussion questions at the end. (see link below)
5. Read the guidelines for worship sharing or small-group facilitation on pages 9 and 14 of the **Resource Guide**.
6. Test the tech set up where you will gather. (see Tech Tips on page 10)
7. Hold the group in prayer, perhaps asking what they need from you.

### **Opening and Framing:** Welcome the group and introduce the session.

*"Good morning, Friends. My name is \_\_\_\_\_ and I am so glad to see you all today. We are going to explore together why we come to Friends meeting or church."*

### **Building the Circle:** (*this assumes that chairs are in a circle as people arrive*)

1. Go around the circle. Ask participants to share their name and in one word or phrase a reason why you come to Friends Meeting or Church. Give the group a minute to think of what they each want to say, then the facilitator(s) start.

### **Core Activity: Session One\***

1. Show QuakerSpeak video, "The Top Ten Reasons I'm a Quaker" <http://QuakerSpeak.com/top-10-reasons-quaker> (Note: If you are meeting in a multigenerational group, a suggested age for QuakerSpeak video viewing is 12 and up.)
2. Play the first section again...or read one section at a time from the hard copy of the Wider Quaker Fellowship pamphlet by Gregg Koskela. The purpose of this revisitation is to bring more voices into the circle.
3. Perhaps as you were listening, you kept coming back to a word or phrase. This word or phrase may feel like it is choosing you. It may have jumped off the page for you. It may be challenging you in some way.
4. Write or draw this word or phrase. For example, if Loving and being loved leapt from the page, the response may be to draw a heart.
5. Or, if you have hard copy and a highlighter for each person ask all participants to highlight one word or phrase that jumps off the page for you.
6. Provide time and materials for these reflections.
7. Discuss or use a worship sharing technique: What did you learn about one another through this exercise? What did you learn through this exercise? Is there anything that surprised you? Is there anything that created tensions for you?

### **Closing:**

1. Do a "heart sharing" around the circle: Each participant offers one word or phrase to describe their experience and/or how they are feeling.
2. Close the time by sharing a moment of silence in gratitude for the time together, or offer a prayer of thanks and going forth.

# Two Sample Sessions for Adults:

## *Top Ten Reasons I'm a Quaker*

### **Leader Reflection and Debrief:**

Complete Evaluation for FWCC online or in the **Resource Guide**.

### **\*Second Session: "The Top Ten Reasons I'm a Quaker"**

1. Replay Top Ten Reasons and read together "**My Experience**" (see below)
2. Invite participants into a creative process, to "take their turn": Write or draw reasons you are Quaker . . .
3. Go around the circle sharing from writing or drawing.
4. Use FWCC language to lift up that although there are many differences, we are all Friends: *Answering God's call to universal love, Friends World Committee for Consultation brings Friends of varying traditions and cultural experiences together in worship, communications and consultation, to express our common heritage and our Quaker message to the world.*
5. See other parts of session for additional guidance.

### ***My Experience*** — Liz Yeats (SCYM)

It has been my experience that my relationship with God often deepens when I worship with those whose worship practice is different than my usual practice of unprogrammed worship. I experience a similar deepening when I listen to those who use different language to talk about the Divine.

I regularly worship in the unprogrammed manner in my monthly meeting and in other Quaker settings. But I can get too comfortable - even pride filled - thinking I have the only way to be with God and the only correct words to talk about the Spirit. And while always worshipping the same way has the advantage of being safe and comfortable, it doesn't stretch me, help me grow in the Spirit. When I am exposed to how others seek and understand God, I find such experiences open me to consider new ways to center and deepen my worship practice, and increase my spiritual vocabulary.

I didn't grow up in a Christian tradition and when I first began worshipping with Friends I had trouble with the words, especially some of the more traditional Christian language. I found the words in programmed worship got in my way. Such language pushed my buttons – made me feel like an outsider who could never be part of the group. I had been searching for a spiritual community for some time and I almost gave up and went on my way.

But then I found that many Friends wanted to engage with me and understand my discomfort. They shared their spiritual journeys and listened to mine. I felt my heart broken open by Friends' care that I not be hurt and their openness about their faith journeys. Slowly, I experienced a transformation that came from a sense that we truly shared the same God. I grew to understand their Truth was the Truth I needed to complete my Truth – that we needed each other to come to the Spirit. While I continue to worship among unprogrammed Friends, I seek out times to worship in the broader Friends community, where can all worship, grow and act together in the Spirit.

2016

# Sample Lesson for Children:

## *Top Ten Reasons I'm a Quaker*

### **Preparation in the Days Before: Inward and Outward**

1. Communicate with the community, including families, about the program.
2. (If for World Quaker Day: copy photo release forms; ask others to support hospitality, photos and documentation of the event.)
3. Consider suggested queries on page 2 of this resource. Which ones might you lift up to the children in your circle at meeting or church?
3. Read "Guiding Principles of Lesson Planning for Children's Religious Education" on page 11 of the **Resource Guide**.
4. Watch the video "Nurturing the Spirituality of Children" [vimeo.com/156188392](https://vimeo.com/156188392)
5. Print (or have screen access to look at) "Who are the Quakers?" from KidsQuake website ([friendsmedia.org/index.php/kidsquake/quakers/](http://friendsmedia.org/index.php/kidsquake/quakers/)); you may want to choose several examples of Friends and prepare the short descriptions of their lives/work/witness for the children on index cards or colored paper.
6. Gather other materials: enlarged copy of a labyrinth; crayons or markers

### **Opening and Building the Circle:**

1. Welcome and introductions around the circle: ask children to share their name and something about themselves in a word (favorite color, season, food, animal, etc.)
2. Today we're going to explore the lives of Quakers in the past, and think about what it means to you to be a Friend.

### **Core Activity:**

1. Invite the children to consider the query, "*What does it mean to walk in the world as a Quaker?*" We're going to use a kind of path, a labyrinth, to think about this question.
2. Using materials from "Who Are the Quakers?" share examples of Friends who have walked different paths as Friends, and note the diverse work and witness they represent (education, social justice, business, science, arts) and places they come from.
3. Discuss together what might go in the center of the labyrinth? What are all these Friends working toward, or what could we name that guides them? Is there a common idea at the center of their lives and work? (make space for multiple answers, and add to center of labyrinth)
4. Work together to add the names and something about these Friends to the "path" of the labyrinth. Older children may help younger ones, drawing and words both work, and they may also add other Friends they now from the past and present. (additions might include names: "Lucretia Mott," or work/witness: "abolition" "listening to people.")
5. Add the children's names (or a picture of themselves) to the labyrinth path! They might put themselves next to a person or description of witness that they feel connected to.
6. After putting away materials and cleaning up the space together, gather the circle with the labyrinth at the center, and enter into a period of reflection after sharing the queries: "*I wonder, what are ways you walk toward* (name what's written at center of the group's labyrinth)? *What does it mean to walk in the world as a Quaker?*"

### **Closing:**

1. Close the time by thanking the circle of children for their work together; offer a prayer of thanks and going forth.

### **Leader Reflection and Debrief:**

Complete Evaluation for FWCC online or in the **Resource Guide**.



# Sample Multigenerational Session:

## *Top Ten Reasons I'm a Quaker*

### **Preparation in the Days Before: Inward and Outward**

1. Communicate with the community, including families, about the program.
2. Consider suggested queries on page 2 of this resource.
3. Pray on this verse from 1 Peter 3:15 (NIV)  
*But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect.*
4. Gather materials: copy of "Top Ten" on page 8 either to write on larger paper or copied and enlarged; construction paper or cardstock to make invitations; markers, crayons and pens
5. Suggested: Ask participants 12 and older to watch the video <http://QuakerSpeak.com/top-10-reasons-quaker> or read the pamphlet [www.voicesoffriends.org/pub/Koskela2007.pdf](http://www.voicesoffriends.org/pub/Koskela2007.pdf) in advance of the session.

### **Opening and Framing:** Welcome the group and introduce the session.

*"Good morning, Friends. My name is \_\_\_\_\_ and I am so glad to see you all today. We are going to explore together the different invitations we hear as Friends welcomed in this (meeting or church) community."*

### **Building the Circle:**

1. Go around the circle. Ask participants to share their name and in one word or phrase a reason why you come to Friends Meeting or Church. Give the group a minute to think of what they each want to say, then the facilitator(s) start.

### **Core Activity:**

1. On large sheet of paper or a board, display the list for Gregg's "Top Ten" and have Friends in the group take turns reading the list aloud.
2. Ask Friends to do a "pair and share" with someone in a different age cohort from themselves, and respond to these queries: "What do you like best about coming to meeting/church?" "What is most important to you about our meeting/church?" "Where in our meeting/church do you feel most connected to the community?" (for children in the group, consider rewording the questions only if they seem to need assistance; be open to how they may hear and respond)
3. As time allows, you could ring a chime and rotate pairs 2-3 turns.
4. Re-gather the group and invite them to create "invitations" to share with others why we come to be together as Friends, or individually walk this path of Quakerism. Provide paper and writing/drawing tools, and this instruction: *Reflect on what you shared and heard in your pairs. Consider these queries while making invitations: "What draws you to the path of Quakerism?" "What is the invitation you find in Quakerism today?" "What are you inviting people to come and be part of here with us?"*
5. The invitations could be strung together and displayed in the meeting, or kept in a basket at the greeter's table or entrance to the worship space and given to visitors.

**Closing:** Close the time by sharing a moment of silence in gratitude for the time together, or offer a prayer of thanks and going forth.

### **Leader Reflection and Debrief:**

Complete Evaluation for FWCC online or in the **Resource Guide**.

# *Top Ten Reasons I'm a Quaker*

*by Gregg Koskela*

*Newberg Friends Church, Northwest Yearly Meeting*

**10** Community

**9** Interdependence and Hope

**8** Find God everywhere — even normal moments

**7** Gratitude for the people who have shaped our lives

**6** Silence — a path to God

**5** Value every person

**4** Fellowship

**3** Faithfulness — prioritize our walk in the Light

**2** To be challenged to radically live our love

**1** Partner with God to restore, renew  
and transform world and people



# Bibliography and Resources for *Top Ten Reasons I'm a Quaker*



## Community Building and Energizing Activities:

“*Light and Livelies*” from AVP and Friends General Conference's Junior Gathering Program  
[www.fgcquaker.org/resources/community-building-and-energizing-activities](http://www.fgcquaker.org/resources/community-building-and-energizing-activities)  
(Note: not all suggestions are appropriate for all age groups.)

## Videos:

(If group is multigenerational, suggested age for QuakerSpeak viewing is 12 and up.)

*Why I Worship With Other Kinds of Quakers*

[quakerspeak.com/why-i-worship-with-other-kinds-of-quakers/](http://quakerspeak.com/why-i-worship-with-other-kinds-of-quakers/)

*Listening in Tongues* [QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value](http://QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value)

*What's the Difference Between “Programmed” and “Unprogrammed” Quaker Worship?*

[quakerspeak.com/difference-between-programmed-unprogrammed-quaker-worship](http://quakerspeak.com/difference-between-programmed-unprogrammed-quaker-worship)

*Nurturing the Spirituality of Children:* [vimeo.com/156188392](http://vimeo.com/156188392)

## Hymns and Songs: (all from *Worship in Song*)

*Ballad of Margaret Fell*

*Lucretia Mott Song*

*Building Bridges*

*As We Leave This Friendly Place*

*I Heard the Voice of Jesus Say*

*Holy Spirit, Truth Divine*

*O Young and Fearless Prophet*

*The George Fox Song*

*A Song of Peace*

*Teach Me to Stop and Listen*

*Immortal Love, Forever Full*

*What a Friend We Have in Jesus*

*Open My Eyes That I May See*

*O God of Earth and Altar*

## Reading for Adults and Teens:

- *Why Friends Are Friends* by Jack Willcutts
- *Friends for 350 Years* by Howard Brinton
- *To Be Broken and Tender: A Quaker Theology for Today* by Marge Abbott
- *A Lively Faith: Reflections on Iowa Yearly Meeting of Friends (Conservative)* by Callie Marsh
- *Celebrating the Quaker Way* by Ben Pink Dandelion
- *My Friendly journey with Christ* by Liz Oppenheimer (Used with permission; some links inactive.) <http://thegoodraisedup.blogspot.com/2005/04/my-friendly-journey-with-christ.html>
- *Spirit Rising: Young Quaker Voices* Edited by Angelina Conti, *et al*

## Wider Quaker Fellowship pamphlet:

*The Top Ten Reasons I'm a Quaker* by Gregg Koskela [www.voicesoffriends.org/pub/Koskela2007.pdf](http://www.voicesoffriends.org/pub/Koskela2007.pdf)

## Books for Children (ages 0-99):

- *I Am Quaker (Religions of the World)* by Felice Blanc (elementary)
- *What Makes Me A Quaker?* by Adam Woog (middle grades)
- *Being a Friend: A Conversation Starter* by Rob J. Wilson and Jennifer Gubler
- *The Worship Kit: A Young Person's Guide to Quaker Worship* by John Lampen
- *Approved! A Story About Quaker Meeting for Business* by Nancy Haines and Anne E.G. Nydam
- *The Quaker Way* adapted by the Religious Education Committee of Friends General Conference and illustrated by Signe Wilkinson

## Suggested Faith & Play Stories for Godly Play® and Faith & Play™ Practitioners:

*Queries*  
*Living the Ways of the Spirit*

*Prayer and Friends Meeting for Worship*  
*Friends Meeting for Business*

Friends interested in using Faith & Play™ (or Godly Play®) stories as religious education resources should be aware that there is a particular method of storytelling and supporting children's spiritual lives that these stories employ. More information about Faith & Play and Godly Play for Friends, including training opportunities, can be found on the website: <http://www.fgcquaker.org/faith-and-play>.

## Quaker Religious Education Curriculum for Children and Youth:

*Quaker Affirmation: A Course of Study for Young Friends*, developed by First Friends Meeting of Indianapolis (Western YM) [www.indyfriends.org](http://www.indyfriends.org)

*Exploring Quakerism: Teenagers' Edition* by Marsha Holliday (link: [goo.gl/i2SkjO](http://goo.gl/i2SkjO))

*Quaker Activity Pages for Children from Friends General Conference* (Three sets of coloring pages, word search puzzles, crossword puzzles, mazes and connected resources inspired by the Newcomers Cards: Quaker Testimonies, Quakers and Prayer, and You Are Welcome Here!) [www.fgcquaker.org/resources/quaker-childrens-activities-pages](http://www.fgcquaker.org/resources/quaker-childrens-activities-pages)

### Tech Tips for Showing the QuakerSpeak Videos

1. Test out your tech set-up in advance.
2. Download the video and save the file rather than relying on internet connections.
3. Bring an extension cord or plug adapter as needed.
4. With a small group it may be fine to use a laptop. For a larger group, try to locate a projector. Test it out in the room with the lighting you will have at the time you are going to show it.
5. Confirm that the speakers you have will be loud enough for the room and the size of the group – this is even more important than being able to see clearly.

**Friendly Note:** You may wish to use this lesson on World Quaker Day – the first Sunday in October. For more information, visit [www.worldquakerday.org](http://www.worldquakerday.org)

