



Godly Play® and Faith & Play: Wondering in the Light

by Michael Gibson, FGC Religious Education Coordinator

More and more Friends are hearing about Godly Play® and Faith & Play and are curious about these approaches to religious education in Friends meetings and in the home. Godly Play® is an extensive Montessori-inspired curriculum used on several continents that relates Bible stories in an open-ended, contemplative and experiential way and that helps children find themselves in the great stories. Faith & Play, a new resource created by the Faith & Play Working Group of Philadelphia Yearly Meeting and published by Friends General Conference, is an equally experiential way to introduce children ages three to twelve to such themes as contemplative listening, prayer, worship, and ministry. Like Godly Play®, with which it is designed to be used, Faith & Play is also catching on in Friends meetings and is generating excitement among children, parents and teachers.

It is usually through a storytelling demonstration that adults are first exposed to one of these resources. Reading or hearing a story is a good introduction to the resources, but it cannot be stressed enough that Godly Play® and Faith & Play are not storytelling. Although they clearly involve telling stories in a contemplative and highly visual manner, they are much more. They are a method, a way of being and relating. They are creating a safe and welcoming environment that is conducive to holy wonder and worship. They are building intentional community. They are praying with fingers and

eyes. They are doing personal work that grows out of collective responses to stories and active wondering with others. They are considering big questions and not needing to have the answers. They are nurture and blessing. They are spiritual practice.

Godly Play® and Faith & Play acknowledge that God is active in children's lives long before they enter the religious education classroom. Both assume that even very young children already have spiritual lives. What both resources do is

- provide venues for drawing out children's experience of God (or the great mystery, the numinous, the divine),
- give children a language for talking about this experience and practice in using it in community,
- present a bank of stories about other people who have encountered the divine and been shaped or informed by these encounters, and
- offer numerous opportunities for individual and corporate reflection, including consideration of how what we experience of God affects how we live in the world.

Pairing Godly Play® with Faith & Play gives children a basic knowledge of the great biblical stories, Quaker faith and practice and the experience and witness of faithful Friends of the past. Together they help Quaker children know who they are as individuals and as parts of communities. Because each par-

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Six new ready-to-use lesson plans for stand-alone lessons or for use within units (pp. 4-10)

ticipant hears and responds to the stories in age appropriate ways, Godly Play® and Faith & Play are ideal for meetings with graded classrooms as well as for small meetings where children are few in number, but developmentally very different from each other.

Want to know more about Godly Play® or Faith & Play? Visit FGC's new website, www.faithandplay.org for information, tools for practitioners, tips and testimonials and to find out how you can get the necessary training to use these powerful and moving resources in your Friends meeting or home.

Supporting and Nurturing the Quaker Parent

by Harriet Heath, Radnor (PA) Monthly Meeting

The Quaker Parenting Project, a work group of Philadelphia Yearly Meeting, has given birth to a range of programs that address the interests and needs of parents and add another focus for adult religious education. Programs of workshops, resources and discussion series now include *Parenting Creatively in a Quakerly Manner*, *Quaker Beliefs, Values, and Practices as Guides to Our Parenting*, *Raising Quaker Children in a non-Quaker World* and *Integrating Quaker Values into Family Life*. These programs and resources evolved because parents were asking for guidance and for opportunities to discuss within a Quaker context their lives with their children.

The programs take different forms as they are adapted to meet the interests and needs of meetings and Friends schools. The workshops, one to two hours in length, explore a specific issue such as how to live following one of the testimonies or how to deal with issues such as integrating Quaker values into family life and raising Quaker children in a non-Quaker world. *Parenting Creatively in a Quakerly Manner* and *Quaker Beliefs, Values, and Practices as Guides to Our Parenting* are discussion series during which parents explore the supports and guides Quakerism offers parents. *Parenting Creatively in a Quakerly Manner* further integrates into the discussion issues such as the developmental readiness and temperament patterns of the children.

Parents participating in these programs are learning about Quakerism. The programs may be a first introduction to Quakerism for attenders and parents whose children are attending a Friends school but who have had no previous contact with Quakerism. The programs are also suitable for longtime Friends seeking guidance on Quaker parenting. During the sessions all participants define what the various Friends testimonies mean to them.

Furthermore, the discussions consider how the various testimonies can be integrated into family life setting the expectation of “walking the talk.” What better way to follow through on our beliefs than to integrate them into our actual family living and have an opportunity to discuss what happens?

Two threads of experiences have led to the offerings of the Quaker Parenting Project. One thread is the accumulation of the experiences of some project group members in leading parenting workshops and discussion series over many years for Quakers in Philadelphia Yearly Meeting and Friends General Conference. The second thread is the outcome of a group sharing over a three year period regarding how their Quaker faith supported their parenting.

Leading parent workshops and discussion series confirmed for us that there was indeed a need. Parents, whether new to Quakerism or lifelong Friends, or any experience in between, were looking to their Quaker faith for guidance. One wrote:

Two years ago when I was pregnant with my youngest child, I was looking for information on how parenting and Quakerism are connected. I am a birthright Quaker and a committed parent, but I felt uncertain about where the common ground for the two was.

Recognizing this need and with encouragement and financial support from Friends Institute, a group of parents gathered to share their concerns and experiences. We found we had very many unanswered questions related to our Quaker faith and parenting. For example, if there was that of God in all of us where was it in my two-year-old having a temper tantrum in the supermarket or my adolescent defying with no hesitation the set curfew, declaring “I will not be home and you can’t make me”?

And yet each of us felt our Quaker faith was meaningful to our lives as parents. Another parent wrote:

A couple of weeks ago we had a tough time with my teenagers. I read the piece on maintaining our center while parenting, and I realized I had lost my center. What do we do when we lose our center?

As we shared we came to realize there were four components of Quakerism that spoke to our parenting: Quaker beliefs, the testimonies, Quaker practices and the challenge of living in community. We explored these four areas by identifying Quaker beliefs that undergirded our work with our children, exploring the meaning of the Friends testimonies that gave us direction as we guided our children, and discovering the practices that made possible our attempts to live according to those testimonies. The challenge of living in community, we realized, was made more successful by our beliefs, the testimonies and using the practices. In the communities of our families and meetings we needed to “walk the talk.”

What we found was summed up by one of our members when she wrote:

I think all this work we are involved in doing for the Quaker Parenting Project is about taking what we’ve learned from child psychology, from social humanism, from daily practice, and surrounding it all with spiritual silence, awaiting an opening. It is not easy to claim parenting as a spiritual journey, and standing tall and firm is an exceptional way to parent; but in this writing we are exploring the thing that parents of faith attempt, and that parents of Quaker faith attempt in our particular way—Parenting in the Light.

The result of our sharing is a spiritual guide, *Paths to Quaker Parenting Using Quaker Beliefs, Testimonies, and Practices*, that we offer other parents in their search to integrate their Quaker faith into their family life, their guidance of their children and their own

spiritual journey. Parenting has a profound impact on our spiritual journeys. Again, as one of us wrote:

Quakerism gives me in my inner core that understanding that life is an ongoing search, built on what is known or believed. We live to the best of our ability as we understand today but stay open to new leadings tomorrow. I do not need to feel guilty for what I did yesterday but to stay open to move ahead into tomorrow. Quakerism not only gives me that freedom and that expectation but also sets the expectation and the challenge that I will.

Reading material supports parents as do facilitated group discussions. In facilitated group discussions, parents share with each other as they describe their issues. Participants offer each other alternative solutions to their current

troubling situations or upcoming possible opportunities. In doing so they build support systems that can last as the children pass through adolescence. The parents develop an ongoing bond among themselves and with their meeting.

The Quaker Parenting Project offers trained facilitators as well as formats for the workshops and discussion series. Quakerism offers specific challenges to facilitators of parent groups. To implement Quaker Testimonies into family life, facilitators must not only be comfortable with their Quaker faith they must also know child development as well as understand the complexities of the parental role. What can the young child understand about the testimony of integrity? What should parents expect of the two- the five- and even the ten-

year-old? Facilitators need to be able to follow Quaker practices in the group activities including being able to recognize the Inner Light in parents troubled over their approach to nurturing their children. The Project will be offering training in the spring of 2009.

Many parents in our meetings are looking to Quakerism for guidance as to how to integrate their faith into their family life and how to use their faith as they nurture and guide their children. The Quaker Parenting Project offers programs to meet that need.

Harriet Heath, coordinator, The Quaker Parenting Project, a Work Group of Philadelphia Yearly Meeting under the auspices of the Education Standing Committee.

All previous issues of **FGC REsource** and its predecessor, *Religious Education Newsletter*, are archived on the FGC website at www.fgcquaker.org/library/teachingresources/.

Lesson from a Book: *Old Turtle and the Broken Truth*

by Douglas Wood, watercolors by Jon J. Muth, Scholastic Press, 2003

Synopsis of story:

This is a fable about a world full of suffering and violence in which a child, seeking a remedy to the chaos, visits a wise old turtle who explains the fragmentary nature of her people's truth. The child returns to her people and finds a way to mend the "broken truth," resulting in wholeness and healing for all of creation.

Lesson plan age level:

Adult

Lesson focus:

Peace, community, and the nature of truth. This book and lesson could be used within a unit on world religions or on one or more of the traditional Friends testimonies.

SUGGESTED LESSON PLAN

Opening:

Ask each participant to write on a colorful self-adhesive note pad something about truth as they have experienced it. Then invite participants to introduce themselves one at a time by giving their name, reading what they wrote and then posting their pieces of paper on a blackboard or wall so that the pieces of paper collectively form the shape of the letter "T."

Quotation:

Read the poem "Journey of the Magi," by T. S. Eliot, and/or John 8:32: "and you will know the truth, and the truth will make you free" (NRSV).

The story:

Read aloud *Old Turtle and the Broken Truth* or, if there are several copies available, have participants share copies and read silently.

Discussion questions:

1. How does this story impact you?
2. In the fable there is language suggesting that the people had a "we/they" type of thinking in relation to truth. Who are the "theys" in our/your world, and how do we/you relate to the "other?"
3. The story says "... those who take a great journey of the heart are changed." How has your understanding of the truth changed in your spiritual journey? Has this change affected the ways you live and love in the world? If so, how?
4. The fable relates how healing a broken truth brought about a healing of relationships. The Bible passage we heard connects truth with freedom. What connections do you see between half truths, unhealthy relationships and bondage? between truth, right relationships and freedom?

Activities:

Invite participants to write one or two cherished truths on paper, one truth per piece of paper, and give them to the facilitator. The facilitator cuts or tears each piece in half and puts them in different parts of the room. Working cooperatively, participants then find the pieces, put them back together, read them out loud and decide which truths they share, or would like to share, in common.

Closing:

Unprogrammed worship.

Follow up project:

After this lesson, especially if it is part of a whole unit on a related theme, participants may want to consider a service project designed to bring together people from different backgrounds or faith traditions. For example, the meeting community could visit a mosque (call and make arrangements first) or invite Muslims to the meetinghouse for refreshments and mutual sharing on a topic, such as "the meaning of prayer in my life."

This lesson plan is based on a lesson outline submitted by Jim Rose, Cynthia Schmidt, Suzanne Siverling and Michael Gibson for the FGC Religious Education Committee.

Lesson from a Book: “Elizabeth Fry,” chapter five of *Good Friends*

by Judith Baresel, illustrated by Ken Hutchinson, Quaker Books (Great Britain), 2002, pp. 63–76

Synopsis of story:

This story begins with Elizabeth Fry as a teenage member of her wealthy Quaker family. She meets several Quakers who impress her and convince her to be a plain Friend, and to do good works. Later in life, after marrying and raising many children, she pioneers work with women and their children in a deplorable prison system. She sets up a school for the children and the mothers, teaching them life skills.

SUGGESTED LESSON PLAN

Opening:

Start with introductions, if needed, and a “check-in.”

Quotation:

Choose an appropriate quotation or query about equality from your yearly meeting Faith and Practice.

The story:

Before reading the story, ask the participants to listen for what in Elizabeth’s story relates to their own experience. The class then reads the story.

Wonderings and discussion questions:

1. How is Carrie like you, how is she different?
2. How is the teen-aged Elizabeth Fry like you, how is she different?
3. What about this story interests you most?
4. I wonder why this rich woman would care about poor people whose lives were so different from hers. Invite responses.
5. How does the work of Elizabeth Fry reflect our Friends testimonies?
6. Sometimes people on the margins or who are in great need are invisible to those who live very comfortably. I wonder who the people on the margins are in your communities. I wonder who the people in greatest need are where you live. Invite responses.

Lesson plan age level:

Middle school (10–13 years old).

Lesson focus:

Friends testimonies; the value of having mentors; determination and courage; defining a project and then finding and receiving help from others

Suggested activities:

1. Ask Quakers who work in prisons, or who work with homeless people, to come and share their experiences with the class. (Suggest they read the Fry story first.)
2. Ask children to bring in articles or pictures relating to prisons or homelessness, or perhaps some other social condition the group lifts up.
3. Read a summary statement about the equality testimony from your yearly meeting book of faith and practice. Invite children to find connections between it and the story.

Closing:

Choose an appropriate closing activity and/or end with a period of worship.

Suggested follow-up service projects:

1. Support a homeless shelter through cooking, knitting/sewing, or organizing a clothing drive.
2. Ask a support group for families of inmates to suggest service possibilities.

NOTE: The material in the above lesson plan could be used for several lessons. It could also fit into a unit on the peace, equality, simplicity or community testimony, or one on “letting our lives speak.”

Lesson plan by Suellen Lowry of Humboldt Meeting for the FGC Religious Education Committee.

Lesson from a Book: *I Wanted to Know All about God*

by Virginia L. Kroll, illustrated by Debra Reid Jenkins, *Eerdman's Books for Young Readers*, 1994

Synopsis of story:

A young girl tells how she experiences God in the natural world. She also discovers what God is like through the goodness (the love, comfort and sharing) of wonderful people.

Lesson plan age level:

3–8 years old.

Lesson focus:

Developing an understanding and appreciation of God.

SUGGESTED LESSON PLAN

Opening:

Introductions of teacher and children, with each person relating something good they experienced during the previous week.

Scripture reading:

“... those who do what is true come to the light, so that it may be clearly seen that their deeds have been done in God.”
John 3:21 (NRSV)

Wonderings and discussion questions:

1. I wonder what you like best about this story. Elicit responses.
2. I wonder what part of this story is most important for you right now.
3. I wonder where or how you find God.
4. Do you ever have trouble finding God?
5. I wonder if there is any place where God never is.
6. I wonder what or who helps you to know God.

Activity suggestions:

1. Go for a nature walk, stopping to look, listen, touch, smell, and perhaps taste.
2. Look through a microscope or telescope (but NOT at the sun!).
3. Provide an opportunity for children to share any things they learn about God through their experience of either #1 or #2 above.

Song:

“All God’s Critters Have a Place in the Choir,” in *Worship in Song: A Friends Hymnal*, #306 (Quaker Press of FGC, 1996)

Closing:

Everyone enters silence as you play a tape of nature sounds such as bird songs, surf or a mountain stream.

Lesson plan by David Wood (modified) for the Religious Education Committee of Friends General Conference.

Lesson from a Book: *In God's Name*

by Sandy Eisenberg Sasso, illustrated by Phoebe Stone, Jewish Lights Publishing, 1994

Synopsis of story:

After God created the world, everything had a name: the rocks, the plants, and the animals. But no one knew the name for God. Everyone came up with a name depending on their place in life and their unique relationship with God. Some called God “Mother,” some “Father,” some “Maker of Peace.” The trouble started when people believed that they each had the perfect name for God. They bickered and fought until one day they all came together around a lake that reflected each of their images back to them. “At that moment, the people knew that all the names for God were good, and no name was better than another. Then . . . they called God One.”

Lesson plan age level:

Roughly ages 3–9.

Lesson focus:

1. There are many paths to God. They should each be honored.
2. One's image of God can be broadened by listening to others.

SUGGESTED LESSON PLAN

Opening:

Introductions should be made if there are new children, and an opportunity to share what has happened to each during the week.

Bible passage:

Read the first chapter of Genesis (the creation story). Use any Bible translation in simple English, or read it in the child-friendly language of “God Makes a World” (pp. 10–12) in *The Family Story Bible*, by Ralph Milton, Westminster John Knox Press, 1996.

The story:

Each child able to read may read a portion. The teacher and/or older children may need to assist some readers.

Wonderings and discussion questions:

1. I wonder what you like the best about this story.
2. Was there an image of God in the book that felt close to your personal image of God? Mother? Father? Protector? Creator of Peace?
3. I wonder why people argued about their names for God.
4. In the story some people were very critical of others' religions. Why do you think this was so? Are there times when you are critical of others' practices or beliefs?
5. When did the people in the story begin to accept one another? (wait for responses) I wonder what we might do to bring people together so we get to know each other and become more accepting of one another.

Activity suggestions:

1. *Images of God*. Provide a wide range of art materials and paper. Invite each child to express an image of God

that has meaning for him or her. Give people freedom to express their images any way they like—such as abstractly, with symbols or through pictures. Let the creative energy soar!

2. *Re-enact the story*. Ask individuals to each argue for an image of God. If you have enough time, you may want to make simple puppets using paper plates and tongue depressors or paper bags. Have everyone come together around a large mirror to represent the lake. Instruct everyone to call out their name for God at the same time. Then follow up with the name, One.
3. Give each child a small mirror with these words taped to the back: “I see God in me, I see God in Thee.” Type up some affirmations and have them cut them out and tape them onto their mirrors. Examples are: “I am strong,” “I am powerful” (a big hit with my 3 year old.), “I use my power to help others,” “I am creative,” “I can solve problems,” and “I am a strong team player.”

Closing:

Close with a song or with a short period of reflective silence.

NOTE: Rabbi Sasso is an interesting woman. She was the second woman to be ordained as a rabbi (1974) and the first rabbi to become a mother. She has a number of books in print. They are all excellent as a classroom and family resource. QuakerBooks of FGC carries most of her books.

Lesson prepared by Robin Wells, Ashville Friends Meeting, SAYMA, for the Religious Education Committee of FGC.

Lesson from a Book: *Somewhere Today: A Book of Peace*

by Shelley Moore Thomas, photographs by Eric Futran, Whitman and Company, 1998

Synopsis of story:

This is a picture book that shows the many ways we can build peace in our own communities. The actions shown in the book are performed by both children and adults and are simple and easy to do (e.g., being a friend, teaching a little sister to ride a bike, visiting a friend who is old, planting a tree).

SUGGESTED LESSON PLAN

Opening:

The opening should include introduction of new children and a check-in. Sitting in a circle, everyone shares his or her name and something that happened this week or something he/she is looking forward to.

Quotation:

“You must be the change you want to see in the world.”
— Mahatma Gandhi

The story:

For young children, read the story yourself, taking ample time to show everyone the pictures. Each child able to read may read a portion. The teacher and/or older children may need to assist some readers.

Wondering and discussion questions:

1. What are some of the things people did in this book to create peace in their communities?
2. I wonder how these things created peace. (Invite children to wonder out loud in response.)
3. I wonder what peace means to you.
4. I wonder what you could do to build peace around you.

Activity suggestions :

1. *Peace Collages*: Have the children create collages of people building peace. Materials needed: paper, magazines, scissors and glue sticks
2. *Drama*: Brainstorm and role play a variety of ways to build peace in our own lives. Put on skits for the other children or for the meeting.

Lesson plan age level:

3–8 years old.

Lesson focus:

Peace testimony, community testimony.

3. *Paper Peace Quilt*: Give each child a piece of paper or fabric to decorate with their own way of building peace using words, symbols, abstract images or pictures. Put the pictures together like a quilt and display in meeting.

Song:

“Let There Be Peace on Earth,” in *Rise Up Singing: The Group Singing Songbook*, edited by Peter Blood and Annie Patterson, Sing Out Publications, 1988, page 161.

Closing:

Sitting in a circle, each person says in one word what he or she will do within the coming weeks to help create peace. Pass the peace from person to person by shaking hands.

Possible follow-up service projects:

1. *Elder visits*: Identify members of meeting who are home bound and arrange a visit. Making a gift ahead of time can give the children a comfortable focus for the visit when they don't know the elder being visited. Be sure to check on any dietary limitations before preparing food.
2. *Toy collection*: Collect new or nearly-new toys and spruce them up to give to a local shelter. Consider a women's shelter where victims of domestic abuse bring their families. They often leave home quickly without toys and other luxuries.

Lesson plan by Robin Wells (modified) of Asheville (NC) Friends Meeting for the FGC Religious Education Committee.

Lesson from a Book: *Sam Johnson and the Blue Ribbon Quilt* written and illustrated by Lisa Campbell Ernst, William Morrow and Co., 1983

Synopsis of story:

One morning Sam Johnson discovers that the awning over his pig pen is torn. His wife is out of town, so that evening he sits down to mend the tear himself. It turns out that he really enjoys sewing and before long he has sewn a wonderful and creative patch. At least he thinks so. His wife is less impressed and lets him know that she feels sewing and quilting is no work for a man. Soon Sam gathers the men of the town into a male quilting club! Together they create a Flying Geese quilt. The Rosedale Men's Quilting Club enters their quilt into competition with the Rosedale Women's Quilting club at the County Fair! As the members of the two clubs are on their way to the fair, a gust of wind blows both quilts into a large mud puddle. As the men and women look down at the mess

that has been made of all of their hard work, the men notice how beautiful the women's Sail Boats quilt is and the women notice that the men have created a very beautiful quilt as well. Just then Sam has an idea. Why not take the clean patches from the two quilts and make one quilt to enter in the contest. They enter their "Flying Sailboats" quilt and it wins the blue ribbon for the "just plain Rosedale Quilting Club."

Lesson plan age level:

Primary (5–11) but can be appreciated by all ages, including adults

Lesson focus:

Equality, integrity.

SUGGESTED LESSON PLAN

Opening:

Begin with an opening that includes introductions all around and a short period of silent centering.

Quotation:

The following quotation may be used for older children and for teacher preparation:

Respect the wide diversity among us in our lives and relationships. Refrain from making prejudiced judgments about the life journeys of others. Do you foster the spirit of mutual understanding and forgiveness which our discipleship asks of us? Remember that each of us is unique, precious, a child of God.

— *Advices and Queries, Britain Yearly Meeting (p. 11)*

The story:

You might ask for volunteer readers with older children, but be very sure that only those who want to read are asked to do so.

Wonderings and discussion questions:

1. I wonder what you like the most about this story.
2. I wonder why Sam's wife was not more appreciative of the patch Sam created for the awning.
3. Why do you think the women of the town thought that it was funny that a man would want to learn to quilt?
4. Sam felt that his desire to learn to quilt was so important that he posted Equality for Men signs all over town. Why do you think he felt so determined?
5. Do you think that the women of the Rosedale Women's Quilting Club were a little nervous when they found out that the men were forming their own club? If so, why?
6. It seems like it was difficult for the women and men to tell each other that their quilts were beautiful. I wonder why this was so.

7. Do you think that the Rosedale Quilting Club continued with both men and women? I wonder if this caught on in other towns!
8. Can you think of an activity that you might be surprised to see a boy / a girl interested in? Why?
9. Are there gifts you feel you have that may not feel appropriate to you because you are a boy / girl? I wonder if there are ways we can help each other feel comfortable with all of our gifts.

Activity:

Glue a quilt.

Have 12 inch squares of fairly heavy cloth for each child. (Felt works very well for both the background and the quilt pieces. Have a few extra squares for fast workers.) For younger children, have precut shapes for them to work with. Older children will enjoy cutting shapes themselves. Have quilt pattern books available for the children to look at, but be sure to explain that they may create any pattern they like. When the squares are done, discuss with the class and decide if they want to take their squares home with them, or have the squares sewn into a hanging for the Meetinghouse.

Song:

"This Little Light of Mine," in *Worship in Song: A Friends Hymnal*, Quaker Press of Friends General Conference, 1996, #266

Closing:

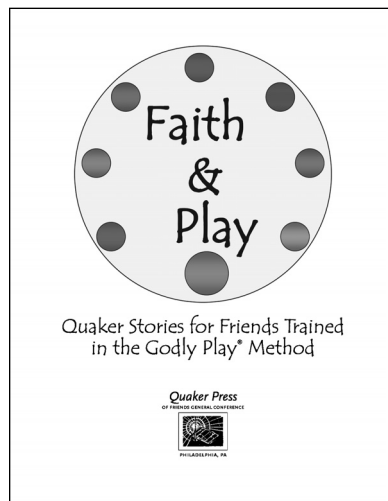
Have a closing time of silence.

Lesson plan by Ellen Kepchar of New Garden (NC) Meeting for the Religious Education Committee of Friends General Conference.

Faith & Play

Quaker Stories for Friends Trained in the Godly Play® Method

BY THE FAITH & PLAY WORKING GROUP OF PHILADELPHIA YEARLY MEETING

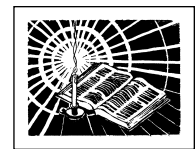


Godly Play®, created by Episcopal priest Jerome Berryman, opened the way for Friends to teach Bible stories using a method that builds intentional community, embodies the Quaker idea of continuing revelation, supports multiple perspectives on a story, encourages silence as a tool within storytelling and honors the diversity of ways the Spirit works within each person. This curriculum, developed by the Faith & Play Working Group of Philadelphia Yearly Meeting and Michael Gibson, FGC Religious Education Coordinator, uses the full range of Godly Play® techniques to help Friends find their own places within stories of Quaker Faith and Practice. To learn how this resource and Godly Play®

can deepen your work with children between the ages of 3 and 12 in the monthly meeting, Friends school or home, go to www.faithandplay.org.

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1216 Arch Street, 2B, Philadelphia PA 19107
800-966-4556 • www.quakerbooks.org



The FGC Religious Education Committee invites your feedback. Please let us know what we are doing right and what needs improvement. We would also like to hear your stories, what is happening in religious education in your meeting, and what topics you would like us to address.

Submissions should be between 100 and 1500 words in length and may be submitted to the co-editors by regular mail to: Michael Gibson, Religious Education Coordinator, Friends General Conference, 1216 Arch Street, 2B, Philadelphia, PA 19107; or by email to: michaelg@fgcquaker.org. The co-editors of **FGC Resource** reserve the right to make final editing and determine if and when articles will be printed.

Co-editors Suzanne Siverling and Michael Gibson

FGC Resource



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