

Journeys in the Spirit

inward outward upward downward

Issue 10 December 2007

Children



Introduction

This children's work edition of "Journeys in the Spirit" comes out monthly. It offers resources and ideas to Quakers engaging with children aged 4–12 years in a Quaker setting. It is offered with the intention of providing an opportunity for exploring, creating and learning in an atmosphere of partnership on our shared journey in the spirit.

Included are sections on: **getting ready**, for those co-ordinating the programme; **gather**, meeting, centering, focusing: **engage**, beginning to think about the theme; **respond**, activities linked to the theme; **reflect**, ending appropriately; and **review**, evaluating what has happened. To offer a balanced session you should aim to do something from each section. Some of the activities are included on additional sheets. Timings or ages are not stated, as this will depend on the group and how the guidance and activities are used.

Underpinning each issue is the idea that there are four directions to our spiritual journey. **Inwards** to ourselves; **outwards** to others; **upwards** towards God, the deeper mystery; **downwards** to the world we live in.



Second in the series exploring: Quakers: a people of God: being and doing.

Walk Cheerfully Getting ready

Preparing Hearts & Minds

This issue is based on an exploration of an often partially quoted saying of George Fox. This can be found at the end of Advices and Queries: *"Be patterns, be examples in all countries, places, islands, nations, wherever you come, that your carriage and life may preach among all sorts of people, and to them; then you will come to walk cheerfully over the world, answering that of God in everyone"*. (See side bar for more information on the quotation).

This is not an instruction to be cheerful! The whole quote implies that the ability to walk cheerfully arises as a result of being a pattern and example in the way you live. How can one be a pattern and example? The answer perhaps comes from Fox's teaching to be open to the promptings of love and truth in your hearts: to listen for and follow God's guidance. So this issue connects well with Journeys Issue 7 on the Testimony to Truth and Integrity and explores what it means to try and be a good 'pattern' in the way you live and what it means to 'walk cheerfully responding to that of God in everyone' and how these connect. (See sidebar for how to access back issues)

Some questions for getting ready include: Is the room prepared? Do my colleagues and I feel supported and comfortable with our plans and ourselves? Have we been able to find a moment of quiet to hold the coming session in the light? Are there particular needs and situations I may need to be aware of in this session? Am I confident of the health and safety arrangements? Have I reflected on the theme?

Equipment Needed: Check for equipment listed on additional sheets and in the Engage section, Respond zones and Reflect section as well. Allow enough books and copies of activity sheets as needed for different numbers.

Underpinning references

The full quotation is in Quaker Faith & Practice 19.32 and is in George Fox's letter to ministers that he sent in 1656 when he was in prison in Launceston in Cornwall. It was written down for him by Ann Downer (1624-1686) who had walked from London to help him. Later she was a very influential Friend in the women's meetings in London.

For back issues online go to: www.quaker.org.uk/cyp and follow the link at the side to Resources and then Archive

Also see: Advices and Queries Quaker Faith & Practice 1.02 and 1.03

Gather

Welcome the children and any adult helpers and ask if anyone has any special news to share. You could use a talking token or simply share, making it clear that it is quite OK to 'pass'. You may like to hold a moment of quiet in the usual way (see *Sheet 0.A of Issue 0 of Journeys in the Spirit*) and then read the quote from George Fox that we are working with or a simplified version if you have very young children. You could say, for example, that George Fox taught us that if we listen to the bit in us that helps us choose between right and wrong (that of God in us), and choose to do the right thing, then we will feel cheerful and this will encourage other people to listen to their God bit and choose to do the right thing too.

Engage

A good way to explore this idea is to apply it to situations that the children may have experienced themselves or to listen to accounts by others of their own experiences. We are offering four different ways in – through the quotation itself and then, home, school and the Quaker Meeting. Each tackles a different aspect of being a 'pattern and example'.

1. Walk cheerfully. The quotation way in. Look at the quote a phrase at a time and discuss each phrase teasing out what it could mean. Use the phrase, 'I wonder what this might mean?' *Resources – Sheet 10.A*

2. Walk cheerfully. The home way in.

This explores how to be a 'pattern and example' by owning up when you have been involved with something bad that has happened.

a) You could use the book '*Jamaica's Find*' (see side bar for details) as a story way in and explore the dilemma Jamaica faces – see suggestions in Respond. Or:

b) Encourage everyone to think of a situation where someone has done something bad either accidentally or on purpose. Ask for suggestions about what things the person concerned could do next. Sort the possibilities into good or bad ways to act and how the person, and anybody else involved, might feel in the various situations. Situations could be written, doodled or drawn on card or big pieces of paper.

3. Walk cheerfully. The school way in.

This explores how you can be a 'pattern and example' by coping in a positive way with being different and accepting differences in others (cheerfully responding to that of God in everyone).

a) Some of your group may have experience of being different at school – the only Quaker perhaps - and might like to share how it feels and how they have experienced other children's reactions? You could also explore experiences of having a child in the class who is different in some way – different colour skin? deaf? the only Muslim? How do they feel about the different child? How has the different child responded to them? Or:

b) Younger children may like to hear the story '*Willy and Hugh*' and talk about the differences between the 2 gorillas and how differences can be helpful so you can "walk cheerfully" being different!

4. Walk cheerfully. The Quaker Meeting way in.

This explores how people can be a 'pattern and example' by undertaking very difficult and challenging actions because they feel they need to – they feel prompted by God to undertake them.

a) Ask one or two members of the Meeting to share with the children memories of occasions when they undertook challenging actions that they felt led to do. Make sure the adults understand the theme of the session so they can angle their account to highlight 'being a pattern', 'walking cheerfully' afterwards and the response of other people. Or:

b) You could read the children an account of the Trident Three ladies who took direct action against a Trident submarine support vessel. *Resources - Sheet 10.C.*

References & other resources

Sheet 0.A from Issue 0 of Journeys in the Spirit is available to download from www.quaker.org.uk/cyp - follow the link to Resources



A picture of George Fox when he was older

Jamaica's Find by Junaita Havill
Published 1990 by Mammoth.
ISBN 0 7497 01900

Willy and Hugh by Anthony Browne,
Published by Random House Children's Books in Mini Treasures edition 2000.
ISBN 0 09 940779 5

References & other resources

For resources needed for 1) see Sheet 10.A

Resources needed for 2a): flip chart or large sheet of paper, pen, paper and pens for group if writing their own story endings.

Resources needed for 2b): *A Show of Hands: Using Puppets with Young Children* (Paperback) by Ingrid M. Crepeau and M. Ann Richards Available from Amazon Books

Resources needed for 3a): Advices and Queries 17, 22 and 26

Resources needed: for 3b) and 4a): paper and colouring pens/pencils. The game 'Guess who?' could be played – available in toy shops or online at Amazon

For resources needed for 4b) see Sheet 10.C and for the papier-mâché project see www.papiermache.co.uk/tutorials/getting-started-with-papier-mache/

Respond

1. Walk cheerfully. The quotation.

After a discussion about the meaning, (see Engage section), encourage the children to work out a version in their own words either singly, in pairs or as a group. Then they could write out their quote or George Fox's if they prefer, as beautifully as they can – older children might be able to use calligraphic pens – perhaps decorating the quote with drawings like in an illuminated manuscript. *Resources: see side bar and Sheet 10.A*

2. Walk cheerfully. The home way in.

a) Stop reading the story at the point Jamaica has the 'stolen' dog sitting opposite her on the chair and ask the children to brainstorm or quickthink what she could do now. Discuss which they think would be good things to do and which bad. They may like to choose one option and work out an ending to the story either as a group or in pairs. Then read the end of the story from the book and see what they think about that. *See side bar for resources needed.*

b) Activities will depend on the ages of your group. For very young children you could use puppets so that they can externalise the emotions onto the puppet. Older children could work out their own scripts for the scenes and then act them out with the puppets. Or if you think it appropriate for your group they could be encouraged to act out the scenarios themselves spontaneously, taking it in turns to play different roles and discussing afterwards how they felt. *See Sheet 10.B for an example of how this could be done simply or for a book with good puppet ideas see side bar.*

3. Walk cheerfully. The school way in.

a) Decide on a scenario then let the children take turns in acting out the various roles. Encourage them to try different responses, including bad ones! Younger children may not want to improvise so you could work out a script or scripts beforehand with them. Then talk about how they felt – what worked and what didn't work? Maybe they could decide between themselves what are good ways to respond if you are different and also how best to treat someone else who is different. Then they could talk about whether they can see differences as interesting and positive. Perhaps they would like to draft an Advice and Query about this. You might like to look at Advices and Queries numbers 17, 22 and 26 for some ideas.

b) After reading Willy and Hugh and talking about the differences between them, the children could draw pictures of themselves and their best friend showing the differences between them – e.g. height, eye colour, hair colour, sort of clothes they wear, and the different things they are good at so they can help each other to walk cheerfully! You could do this activity without reading the story if you prefer. *Resources: see side bar.*

4. Walk cheerfully. The Quaker meeting way in.

a. After the stories the children can ask questions of the adults and/or draw pictures of the story they have heard – perhaps as a sort of comic strip with each child working on a different part of the story

b. Encourage discussion about what the ladies did. Was it good or bad? Would any of your group have done it if they could? Is there something challenging they might like to do when they are older? They could make a collage of the barge and the equipment in it with the ladies throwing some out of the window; or pretend to be journalists and write up a report of the action for a newspaper; or design a banner the group would have hung out on the barge; or make papier-mâché models of a Trident submarine - you could use sausage shaped balloons or cardboard tubes from kitchen rolls as the bases to work on - and write on the outside something about the submarine and how they feel about it – this would be a 2 session project! *Resources: see side bar and Sheet 10.C*

Reflect

Whatever activity you have used see if you now all agree with the George Fox quote, which implies that the right action often takes courage to do but the outcome is that you feel good (cheerful) and other people involved usually respond in a good way as a result i.e. you call out that of God in them. Ask a question which everybody is free to answer or not: 'I wonder what everybody thinks about what George Fox said?'

Encourage sharing about this and decide with the children what, if anything, they would like to share with the adult's Meeting about what they have done.

Ongoing activity: The Nobel Peace prize

In 1947 Quakers in Britain and the United States of America were awarded the Nobel Peace Prize. Here is part of the speech made at the time when the award was given: "... the American Friends Service Committee (AFSC) and British Friends Service Council accepted one of the most prestigious awards in the world—the Nobel Peace Prize—on behalf of Quakers worldwide. The prize recognized 300 years of Quaker efforts to heal rifts and oppose war. In particular, it named the work done by the two recipient Quaker organizations during and after the two World Wars to feed starving children and help Europe rebuild itself."

December 10th 2007 is the 60th anniversary and coincides with the award to Al Gore of the 2007 prize for his work on climate change. There is going to be a display on the Library pages of the Britain Yearly Meeting website – www.quaker.org.uk/library On *Sheet 10.D* there is a simple way to engage with this anniversary.

Review

The review can happen at the time or later – it maybe by yourself or with others. Some useful questions for the use of volunteers to look back over and learn from the session include:

Have children been able to participate in their own way? What went well and why? Has each child been able to reflect, even a little, on something about how each might engage with the issue of 'walking cheerfully and answering that of God in everyone' What is there for you to learn from this session? What might you do differently another time?

Links to other organisations and resources

The Quaker Life Resources Room can be found via www.quaker.org.uk/cyp - phone or email for resources on the contact details below. The previous series of Journeys in the Spirit can be found at www.quaker.org.uk/cyp - follow the links in the sidebar to Resources and Archive. For information about Emily Balch, another Nobel Prize winner, go to <http://www.irwinabrams.com/articles/balch.html> for a short essay.

This issue was written by Anne Brewer, edited by Chris Nickolay who also wrote the ongoing activity, and supported by Howard Nurden.

References & other resources

"...the dynamic force of the active love through which their religion was expressing itself in multifarious ways, both during and after the war." Emily Balch (1867-1961). Quaker, Emily Greene Balch, the leader of the Women's International League for Peace and Freedom, shared a previous Nobel Prize in 1946 with John Mott of the YMCA.

Linking with the wider meeting – the 'Walk cheerfully – Quaker Meeting Engage activity' combined with the Nobel Prize activity and reflection would be good for a multi-generational meeting for worship.

The next children's work issue of 'Journeys in the spirit', number 11, January 2008, will focus on the work of the Quaker United Nations Office in Geneva. Issue number 12, February 2008, will be on 'Stilling, centering and listening inwardly'. Issue number 13, March 2008, will be on Britain Yearly Meeting Peace work in the UK.

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Children

Sheet 10.A Engage and Respond

The quotation way in.



Be patterns, be examples

*in all countries, places, islands,
nations,*

wherever you come,

that your carriage and life

may preach among all sorts of people,

and to them;

*then you will come to walk cheerfully
over the world,*

answering that of God in everyone.

Resources needed for Respond activities: Sheets of white paper or card and some calligraphy pens with various size nibs. You could use the ones that need pots of ink – you could also ask your local stationer for the ones that are like felt tip pens.

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Sheet 10.B Respond

Puppet activity for 'Walk cheerfully. The home way in.'

This is an example - vary it in any way that suits you or your group!

Beforehand draw simple outlines of 2 of each of the figures you will need (for this example - Mum, brother, sister and dog) on cardboard from, for example, old cereal boxes and cut these out ready. You could trace suitable figures from children's books if you are not keen on drawing. Collect plastic straws or wooden lollipop sticks to tape onto the back of the figures.

On the day ask the children to give one copy of each character a happy face and the other a sad face. Now help them tape the straw or sticks on the backs of their figures so that the child can easily move the figure around the edge of a table as though the figure was walking about. Help the children prepare the props - a little plastic vase (maybe an egg cup would do) and a handful of broken vase pieces (paper pieces that is!), a paper ball on a stick or large marble or ball bearing and maybe a dog's basket out of e.g. a large matchbox and a scrap of material for a blanket!

Now act out the scenarios by grouping the children behind a low table so they can move their puppets through it using the sad or happy faced version appropriately – let them choose. If they like they could speak the words themselves or they will probably prefer one of the adult helpers to read the story while they act it out. Suggested scripts in the boxes!

Script for 'good behaviour'!

Harry is playing with his ball and it hits Mum's vase, which falls and breaks. (One child uses the ball on a stick to knock down the vase and another child removes the vase and throws down a handful of pieces).

Harry says "Oh No!" His sister watching says "You'll get it. That was Mum's favourite vase".

Harry pauses to think and then takes a deep breath and goes to find Mum.

Harry says "Sorry Mum. I've broken your vase. It was an accident Mum it was really. I'll help clear up and buy a new one out of my pocket money."

Mum says "Clumsy child! I've told you not to play ball indoors but it's good of you to own up and we'll see about a new one sometime, thank you. Now let's get a broom and sweep up the bits."

Result: Everyone is happy. Mum is proud of Harry. Sister admires Harry. Harry feels pleased and walks cheerfully. The dog wags his tail enjoying the happy atmosphere.

Script for 'bad behaviour'!

Harry is playing with his ball and it hits Mum's vase, which falls and breaks. (One child uses the ball on a stick to knock down the vase and another child removes the vase and throws down a handful of pieces).

Harry says "Oh No!" His sister watching says "You'll get it. That was Mum's favourite vase".

Harry says "If you tell Mum I did it I'll get you. Rover did it not me. Got it?"

Hearing his name the dog jumps up and bounces around.

Mum comes in and Harry says "Look Mum! Rover's broken your vase!"

Mum is furious and shouts at the dog, smacks him and sends him to his basket.

Result everyone looks sad. Harry feels guilty. Sister is disappointed in Harry and upset about the dog. Mum is sad about her vase, slightly suspicious that it might not have been the dog and sorry she hit him. The dog is miserable.

Then they may like to work out their own scripts or colour their puppet characters.

Resources needed: cut-out cardboard characters, plastic straw or lollipop sticks, large ball bearing or marble, egg-cup or small (unbreakable!) vase, scraps of paper, matchbox and material scrap for dog basket, sticky tape, colouring pens or pencils.



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Sheet 10.C Engage and Respond The story of the Trident Three



The basis for this story is to be found in 'The Peace papers' published by the Northern Friends Peace Board, Section B4 written by Ellen Moxley. The photos, opposite and below, of Ellen and of the banner come from <http://news.bbc.co.uk/1/hi/scotland/481385.stm>

On a beautiful summer's evening on 8th June 1999 Ellen, a Quaker, stood quietly with her friends Ulla and Angie at the edge of a Scottish loch – Loch Goil. They had found by the loch 2 inflatable life rafts, which they now inflated. Their hearts beat quickly as, making as little noise as possible, they rowed over to a big barge called Maytime – a floating laboratory moored on the loch. Reaching it at last they climbed out of their rafts and onto the barge through an open window. They switched on their torches and looked around. Inside were lots of computers and associated equipment. They were actually at the Faslane Nuclear base and they knew that these computers were used to help look after Trident submarines equipped with nuclear missiles.

They unfurled some banners they had brought with them and climbing out of the window again onto a ledge round the barge they fixed them up. One read 'Stop Nuclear Death Research' and another had a picture of rainbow people pushing Trident into the sunlight and it read 'Bringing Crime into the Light' Climbing back through the window they looked dubiously at the computers. They knew that if they destroyed them they would be arrested and put in prison but they wanted to make people think about nuclear weapons and the terrible damage they did. They would be doing a wrong thing in order to draw attention to a much greater wrong. They wouldn't hurt anybody by damaging the computers, but nuclear weapons could hurt thousands of people terribly.* So taking a deep breath they unplugged the computers and threw them out of the window into the loch, where they sunk to the bottom. Now they had started they grinned cheerfully at each other and began to throw everything else they could out of the window – except the first aid kit. Equipment that was too big to be thrown out of the window they disabled where it was. They worked away enthusiastically for 3 hours. Ellen says that it was a wonderful experience – she felt as though she was getting rid of an incinerator from Auschwitz.



Then the police arrived. They realised these were peace protestors so they were quite friendly, as they knew the ladies would not be violent. They arrested them and put them in Corton Vale Women's Prison. After 4 and a half months in prison they went to court where their case was argued before Sheriff Margaret Gimblett and a jury. Their defence advocate, John Mayer, argued that a ruling by the International Court of Justice in 1996 made Trident and all nuclear weapons illegal. This meant that though the women had committed a crime they had done so to prevent other crimes taking place and so in Scottish law should be acquitted.

After four and half weeks of discussion the Sheriff agreed and ordered the jury to acquit the women because they had a right to "disarm" the base. So the three ladies who became known as 'The Trident Three' were acquitted and there were cheers and applause as the women walked free from the court.

Resources needed for Respond will depend on your chosen activity:

Collage – large sheet of paper (back of wallpaper perhaps), coloured pens, coloured tissue paper, scraps of foil, used match boxes, bits of corrugated cardboard, any other suitable scrap, scissors, PVA glue. **Writing press report** – pens and paper. **Banner design** – large piece of paper and coloured pens or pencils, OR piece of old sheet and fabric paints. **Papier-mâché models** – see website suggested in RESPOND section sidebar.

* You may find it helpful here to refer back to Issue 8 of Journeys in the Spirit on the Peace Testimony
A press report of this sequence of events can be found at <http://news.bbc.co.uk/1/hi/scotland/481385.stm>

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Sheet 10.D Ongoing activity Quaker Nobel Peace Prize 1947

Here is the medal that Quakers were given.

Who would you give a medal to? What would you put on the medal for them?



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These medals and blanks can be used to make medals stuck onto card badges from stationers, hung from gold thread and worn by children, given to others in Meeting or displayed as 'medals for peaceful people'. Picture of the Nobel Peace Prize is from the Library of the Religious Society of Friends in Britain (Quakers).