

# Journeys in the Spirit

inward outward upward downward

Issue 12 February 2008

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.



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

## Stilling, Centering and Listening Inwardly Getting ready

### Preparing Hearts & Minds

Our pattern of silent worship stems from George Fox and the belief that anyone can meet with God wherever there is stillness and an open heart. One did not need to have a high education or a priest to be able to meet with God. This included children. There is a recent story of a child who was used to a Quaker Meeting. One day she was taken to her Grandmother's church. Unaccustomed to the hymns and prayers, she said "Mummy when will we be quiet and listen to God?"

Research into children's spirituality published in 'The Spirit of the Child' - see side bar - suggests that 80% of 7 year olds recognise an experience of God's presence compared with 60% of 11 year olds. For 30% of adults their most important spiritual experiences were recalled from childhood. Eleven year olds confessed sadly that no one understood how they felt about "God". Many grow up and forget these experiences. We often underestimate the value children place on periods of silence. They may not be able to sit still for an hour, but they can experience the quiet thanksgiving before a meal, the moment of quiet before getting into the car at the end of a day out on the beach, a moment of stillness before or at the end of Children's Meeting. There will always be times when we can capture a moment of silent worship to practice this important skill.

**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 on additional sheets and in the Engage, Respond and Reflect sections. With large numbers of children, additional copies of activity sheets may be required.

*The Journeys issues in this series that focus on the spiritual practices and insights of Friends are intended to offer children and adults the opportunities to develop experience, awareness, and knowledge of the range of these practices for themselves. Our ways into the range of Friends approaches are diverse and multi-age but the core remains that each of us, of any age, can, through stillness, worship and waiting, 'know those things that are eternal'.*

### Underpinning references and resources

#### Quaker Faith and Practice

**21.01** - Rufus Jones writes about absorbing the practice of stillness in the life of his family.

**The Bible:** Mark ch.4 v.21-23

**The Spirit of the Child** – D.Hay and R.Nye. Research and theology about the children's spirituality. Quaker Life Resources Room and Quaker Bookshop. ISBN – 13 978 1 84310 371 4

# Gather

Remember to ask for 1 or 2 children to be elders of children's meeting – explain the task. This can help children learn and accept responsibility in meeting for worship. Make sure the room is ready beforehand with all you need. See that it is tidy and welcoming. This is particularly important if other groups use the room. Remember the importance of flowers or attractive displays of natural objects. Be mindful of those with conditions such as asthma. A simple go round welcomes everyone into the group and allows for the exchange of news. This echoes the welcome by the doorkeeper and the looking round to see who is at meeting and who is absent before settling down. You could start with an appropriate game, such as 'Simon Says' or 'Chinese Whispers'. A variation of this is to draw a simple shape on the next person's back using a finger. The shape is passed on in a similar way as a whisper.

## Engage

### 1. Stilling zone.

In order to still our minds so we can truly listen to God, we need to still our bodies. On *Sheet 12.A* there is a simple guide to help with stilling. This preparation for active listening or awareness is like the preparation of a diver before jumping off a diving board or a sheepdog listening for the next instruction from the shepherd. Each one has trained and is prepared and alert *yet* relaxed. Whilst thinking about this issue I have asked several young people who have been brought up in Quaker families whether they were taught how to centre down and be still. Many said they could remember no formal teaching, but some remembered being taught how to still and relaxed. Several authors describe ways of stilling our bodies as a prelude to listening - see the side panel for references. *Resources: Sheet 12.A.*

### 2. Centering zone.

Say that we are going to find out about our centre - a peaceful place in each of us. The guidance to stilling is crucial for this – do this first. Before you do it say that as everybody comes back together you are going to share a song and help everybody learn it. Say that songs and music can help us find the peaceful, kind and strong place that is inside each of us. Think about using music and song in other gathering, stilling and centering times.

- **Singing together.** 'Be clear, confident and gentle with participants. Songs should be simple and easy so even the most hesitant feel able to hum along.' Two suggested songs are on *Sheet 12.A*. You may have another favourite – a hymn, a chant, a circle dance, a lullaby or a Taize song. Begin with a few breaths – don't rush. This is an idea from 'All in One Room', a Quaker resource on all age worship – see side bar for this and other books. *Resources: Sheet 12.A.*

### 3. Listening zone.

- A dancer once said that the difference between hearing and listening is that, in shops, he **hears** background music, but when he's dancing he **listens** to the dance music, and then he knows where and when to move his feet. His listening **leads to action**. Play 3 or 4 short pieces of very different music. You could record these in advance or just have a selection CDs ready sorted. Stop the CD or tape after each piece and ask, 'I wonder what that music sounded like to you?' With younger ones play musical statues. *Additional listening activity on Sheet 12.B.*

- Place a very large sheet of paper on the floor. Draw a small circle in the middle, then a large circle about halfway to the edge of the paper. Place a large candle in the very centre. Pass round a selection of pictures showing noisy and quiet things. Ask everybody to stick or draw quiet activities in the middle, and noisy ones around the edge. Light the candle and sit quietly around it. *Resources: A large sheet of paper, a felt pen, a pencil or wax crayon, candle and holder, a variety of pictures of noisy and quiet things, felt pens – ask people in Meeting for help collecting these.*

- The stories of Samuel and of Stephen Grellett. Choose one of the stories from *Sheet 12.B*. Read the story.

## References & other resources

"The Quaker Meeting for Worship for me is a time for being still, for being attuned to the universal divine energy which I am willing to call God. 'Worship is our response to an awareness of God.' In this response I seek to find a physical stillness, a mental letting go and a spiritual discipline of waiting and discernment." (Chapter 1. Twelve Quakers and Worship. Quaker Bookshop)

**Quaker Faith and Practice:** Advice and Query 1.9

'Helping children to Pray' Ruth Cardwell ISBN 090 182 9595

'Listening Spirituality' Patricia Loring page 87. ISBN 0965 575 9911

'Celebration of Discipline' Richard Foster ISBN 0340 500077

'Opening doors to Quaker Worship' Friends General Council ISBN 0962 09126x

'All in One Room, Shared Worship in Our all Age Worshipping Community' Mary Penny, Madeleine Harding, Mina Temple.

All above available from the Quaker Life Resources Room 7 the last three also from the Quaker Bookshop

'Open to God' Joyce Huggett ISBN 1844 171 40

# Respond

Some more thoughts. It has been suggested by Mark Virkler, an American Christian writer, that there are four keys for listening to, or engaging with 'God': 1) Be still, relaxed, mentally away from everyday worries; 2) Focus on a picture of the glory of God, (the Divine); 3) Welcome the (Holy) Spirit flowing from within in impressions, pictures and words; 4) Draw, write or speak out what comes. Virkler points us to stories of people in the Bible - Moses at the burning bush, Samuel in the Temple, and Elijah on Mount Sinai. Each was away from the routine of the day or in an out of the way place. Moses was on the far side of the wilderness, a long way from his father-in-law's home looking at a bush burning, with wonder; Samuel was in the Temple at evening, the lamps were lit but the work was all done; Elijah had just witnessed the fire and wind. They listened and their listening led to action. Quaker Meeting can be seen as an 'out of the way place'.

## 1. Stilling zone.

If you have just done the Engage Stilling zone bring the period of stilling to an end. Pause for a few moments and then ask questions like: I wonder what that was like for you? I wonder which part of sitting still you liked the best? I wonder which part of sitting still you liked the least? I wonder which part of sitting still you think is the most important? People can speak if they want to but don't have to. After the 'wondering conversation' describe, briefly and without direction, the pictures and icon activity that is available – see below. Remember to finish with enough time for reflection but remember that activity time is crucial; if there is any work that is incomplete it can be taken away for finishing or completed at another time. Don't hurry. The work that is done should be seen as personal rather than for display.

### • Pictures and icons – stillness and glory.

Lay out an array of pictures and postcards of woods, mountains, rivers, Andy Goldsworthy pictures - [www.morning-earth.org/ARTISTNATURALISTS/AN\\_Goldsworthy.html](http://www.morning-earth.org/ARTISTNATURALISTS/AN_Goldsworthy.html), people, sea, lakes, hills, rain, sun, lightning and traditional icons. You could ask Friends in meeting to help with a collection of these. You could point to them and say, in words to suit you, these are pictures of the glory of God. Describe an icon as being a picture about God. Say that each person can make a picture like an icon using the materials laid out. Invite everybody to think about the stillness they have just shared and to look at the pictures. If they want they can choose a picture and make another like it or they can make a picture or an icon of their own. *Resources: A selection of pictures and cards, pieces of thick A5 or A4 card or pieces of smooth wood pre-painted white, gold and silver pens, acrylic paints, brushes, jars and water for brushes, wax crayons, oil pastels, pencils, PVA glue, coloured tissue for scrunching up and making pictures.*

## 2. Centering zone.

### • Labyrinths.

The shell logo on the front of Journeys in the Spirit is a representation of a labyrinth. Labyrinths are symbolic of our journeys inward to our centre, to the deep within. On *Sheet 12.C* there are pictures of three types of labyrinth. Show these to everybody. Invite everybody to make his or her own labyrinth. Once people are sitting with the materials of their choice ask for a moment's stillness and quiet just before they begin. A labyrinth is different from a maze in that it has one path to the centre and out again and there are no wrong turns. Allow time for people to share their labyrinth with someone else. *Resources: Sheet 12.C.*

## 3. Listening zone.

### • The stories of Samuel and Stephen Grellett.

Choose one of the activities on *Sheet 12.D* to expand and explore the story you have read.

## References & other resources

'Advices and Queries' written by the children of Dorking Quaker Meeting:

6. Come to Meeting regularly. It is an opportunity to relax and be quiet, clearing your mind of the things which happened during the past week.

7. Meeting for Worship is an opportunity to pray to God; a time for yourself and for thinking about what you are doing in your life. It is also a time when you can think about other people – those who are at Meeting and those who are not there – and for thinking about people in need.

8. Meeting for Worship is a time for saying something you are really moved to share, but sometimes you may feel happier reading a book; counting in time with the clock; listening to birds singing; watching people; looking out of the window or enjoying the weather.

“**Shhh, Listen.** Can you hear a sound from worms that wiggle underground? Do you hear the darkness fall? The morning dew that comes to call? Look and listen high and low. God's quiet things are yours to know.” From 'God's Quiet Things' ISBN 0 7459 4889 8

## Reflect

Close the activities – say that work can be finished at another time or taken home to complete. Gather back together again. Ask everybody to be still – use a brief version of the stilling guidance – see *Stilling zone*. Announce that, in a minute you are going to say a special thank you out loud – like a prayer; say that it could be a thank you to everybody sitting together, to the Meeting for all the good things in our children's meeting or it could also be a thank you to God, to the special place in each of us for all the sharing we have done. Hold the quiet for a moment and then ask who would like to say something in the main meeting about what has been shared and done together.

## Ongoing activity - Yearly Meeting

**Why is Yearly Meeting important?** (See *Quaker faith & practice 6.01*)

- Say that 'we are going to talk about Quakers big meeting, Yearly Meeting' – refer back to the activity in *Journeys Issue 11* if you did it. Say, 'I wonder, is our meeting a friendly place? Do you think our meeting is like a family? If yes – how? If no – how not? Accept the breadth of responses – encourage conversation about any different comments.
- Now ask if anyone has been to Yearly Meeting? What it is like?

You could also say: Yearly Meeting is like a big meeting with hundreds of people there. People go to Yearly Meeting, from all over Britain, to be part of a big Quaker group - this can help Quakers feel part of a big family and celebrate things we share and sometimes disagree about. There are parts of the Yearly Meeting family all over the country. Perhaps you have parts of your own family in other parts of the country – do you sometimes have times when you are all in the same place? Are there are other ways in which you can feel part of a family? See *Sheet 12.E*.

## Review

This is not a curriculum. It is offered as a collection of ideas that it is hoped will spark off other ideas and processes right for your children and your meeting. We may never know the impact of our participation in children's meeting. Only recently I heard of a young man who told his mother that coming to Meeting was the one thing that kept him going whilst he was at school. It is useful to reflect on the session, to see what went well and why, to see if there is anything to learn from the session, and what might have been done differently. It is also good practice to keep simple written records of the session.

## Links to other organisations and resources

[www.quaker.org.uk/cyp](http://www.quaker.org.uk/cyp) and click on Resources and then Archive to find back copies of Journeys in the Spirit up until October 2007.

[www.quaker.org.uk/library](http://www.quaker.org.uk/library) - the Quaker Life Resources Room can be found via this link - phone and email for resources on the contact details below.

[www.farmington.ac.uk/documents/new\\_reports/PS50.pdf](http://www.farmington.ac.uk/documents/new_reports/PS50.pdf) - a good series of quotes, pictures, ideas and multi-faith practice of stilling. A big document so worth picking and choosing.

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Website: [www.quaker.org.uk](http://www.quaker.org.uk)

## References & other resources

'Tune in Chill Out' an anthology compiled by Jenny Baker and Moya Ratnake. Chapter 8. Page 89 ISBN 1904 024602

**Arrange all Age Worship.** Introduce the Meeting as an opportunity, like Early Friends, to worship together all in one room. Provide lots of felt tips, sequins, and Pritt sticks. Give people a paper candle and ask them to write or draw something that's special for them about Meeting for worship. You could read one of the Advices from Dorking Children's Advices and Queries. Explain to the children what is going to happen. You may need to sit by a child and quietly draw on a piece of paper any ministry (especially useful if they are visual learners or the language is difficult). The book, 'All in One Room' is full of ideas – see side bar on Engage page.

**The next children's work issue** of 'Journeys in the spirit', number 13, March 2008, will be on Britain Yearly Meeting Peace work in the UK; Issue number 14, April 2008, will be on 'What is worship?'; Issue 15, May 2008, will be on Britain Yearly Meeting work in Africa.

# Journeys in the Spirit

## Children



### Sheet 12 .A

### Engage

### Stilling and centering zones



#### Stilling zone: a way to prepare:

- Sit right back in your chair, so that your back is right up against the back of your chair.
  - Put both feet flat on the floor. (You may need to get smaller/higher chairs for some children, or put a box or some books under their feet.)
  - Place your hands in a cup-like position in your lap, or let them lie loosely on your knees.
- Give your shoulders a shrug to make sure they are relaxed even though you're sitting upright. Now you are in an alert and relaxed position.
- While sitting in an alert and relaxed position see if you can let your eyelids close very gently...while I count 3 (then count 5 then 10)
  - I wonder whether we can breathe in for four and out for four; in and out through the nose - In 2 3 4, out 2 3 4. Now breathe slowly by yourself without counting.
  - I wonder whether we can put all those things together?
  - Can we sit alert and relaxed...with our eyes gently closed...and breathing slowly and gently ...until I ask you to stop?

Take time introducing and practicing these exercises.

From '**Don't Just do something, sit there**' by Mary Stone ISBN 185 175 105. [This text is published with the permission of Mary Stone and the Religious, Moral and Educational Publishing company (RMEP)].

#### Centering zone – two songs:

Kumbaya, my Lord, kumbaya  
Kumbaya, my Lord, kumbaya  
Kumbaya, my Lord, kumbaya  
O Lord, kumbaya

Someone's laughing, Lord, kumbaya  
Someone's laughing, Lord, kumbaya  
Someone's laughing, Lord, kumbaya  
O Lord, kumbaya

Someone's crying, Lord, kumbaya  
Someone's crying, Lord, kumbaya  
Someone's crying, Lord, kumbaya  
O Lord, kumbaya

Someone's praying, Lord, kumbaya  
Someone's praying, Lord, kumbaya  
Someone's praying, Lord, kumbaya  
O Lord, kumbaya

Someone's singing, Lord, kumbaya  
Someone's singing, Lord, kumbaya  
Someone's singing, Lord, kumbaya  
O Lord, kumbaya

Kumbaya, my Lord, kumbaya  
Kumbaya, my Lord, kumbaya  
Kumbaya, my Lord, kumbaya

O Lord, kumbaya (Kum bay ya - means 'come by here.)

(For a clip of the song go to <http://loadmp3.biz/track/27172/127650/1424645/>)

The river is flowing, flowing and growing,  
The river is flowing down to the sea  
Mother earth carry me, your child I will  
always be

Mother earth carry me, down to the sea.

The river is flowing, flowing and growing  
The river is flowing down to the sea  
Mother earth carry me, your child I will  
always be

Mother earth carry me, down to the sea.

The river is flowing, flowing and growing  
The river is flowing down to the sea  
Mother earth carry me, your child I will  
always be

Mother earth carry me, down to the sea.

A version of this Greenham song can be found at:

<http://www.fredsakademiet.dk/abase/sange/greenham/song21.htm> (you may need to try a couple of times) - on this page

the link to the song is a small grey bar two thirds down the page.

# Journeys in the Spirit

## Children

### Sheet 12.B

### Engage

### Listening zone



#### What is listening?

- Number each person 1 or 2. Sit everybody in pairs, number 1's facing number 2's.
- Establish that when you want them to stop talking you will raise your hand. Ask them to talk about what they had for breakfast together and at the same time.
- Raise your hand and when they are quiet ask them what that felt like. Now ask them to take turns listening or talking, 1's first to talk, then after two minutes 2's to talk.
- Ask them to talk about their favourite meal, but the person listening is to try really hard to show that they are not listening. Then let the other person have a turn.
- Ask them how they knew they were not being listened to, and what it felt like. You may want to write down these ideas. Finally repeat this, but this time ask them to talk about their favourite game or book and to really show they are listening. Ask them how they knew and how they felt.

*This is an exercise from Quakers Diana and John Lampen.*

### Engage    Listening zone    The stories of Samuel & of Stephen Grellett.

**Samuel.** *Have some brass ornaments or equivalent and some polishing cloths packed in a box. Gradually take them out and let each child choose one to hold like Samuel in the Temple. Light a candle. Tell the story. You could draw out the idea that Samuel listened, just like people listen inside when in meeting and everyone is still. Sometimes people might be thinking about how to help someone.*

The story of Samuel comes from the Old Testament many, many years before Jesus was born. Samuel was the very precious child of Hannah and Elkanah. Hannah and Elkanah lived in the village of Ramah in the land of Israel. Every year they travelled to Shiloh to visit the Temple and to bring gifts of oil and corn and wine. Hannah was very sad because she had no children of her own. One year when she was at the temple she was even sadder than usual, and the story tells us she stood in the temple and prayed for a little son, and she promised she would give him back to God. Eli, the priest saw Hannah and came to her, he asked her what was the matter, she did not tell him but he spoke kindly to her and told her to go in peace. By and by Hannah did have a little son and she called him Samuel, which means 'heard of God'. Hannah stayed at home and looked after him until he was old enough to go and live in the temple. Then she brought Samuel there and Samuel was cared for by Eli the priest and learnt the stories in the Bible and how to look after the treasures in the Temple. Every year his mother brought him new clothes to wear. Now, Eli had two sons and they were very wicked. They stole the gifts that the people had brought, and they were very selfish. Eli was getting old and Samuel helped him all he could. One night after everyone who worked in the temple had finished their work, they said goodnight, blew out the candles except one, which was kept burning all night, and went to bed. Soon they were all asleep. Suddenly Samuel heard a voice calling his name. He got up; he thought Eli must have been calling him. He ran to Eli and asked him what did he want, Eli said he hadn't called him so Samuel went back to sleep. Then he heard his name called again, Samuel. He went to Eli, but no Eli had not called him Samuel went back to bed. Samuel heard his name again. He went to Eli a third time, this time Eli told him that if he heard his name he was to say 'Speak Lord for your servant hears' Samuel was told about the wicked sons of Eli and that Samuel was going to be a priest of God. Samuel was very sad because he knew that Eli would be sad. Next day he told Eli what he had been told. Eli was sad too but he knew that Samuel would be a very good priest and he continues to care for and teach Samuel. Samuel grew up to be a good and wise person.

**Stephen Grellett** was born Etienne de Grellett du Mabilier. He was a French Aristocrat and a Roman Catholic. His father owned an ironworks and famous porcelain factory in Limoges. He was a soldier in the army during the French Revolution but was forced to flee the country with his brother. In 1705 he got to the United States and soon after became a Quaker - he read William Penn's book 'No Cross, No Crown' - he used a dictionary because he did not speak English at this point. He travelled and preached in America and Europe. He listened very carefully to what the Spirit said in him. One day Stephen arrived at a deserted woodcutter's camp. He sat down in an empty hut. As he sat he felt that God was prompting him to minister, to speak about God. He spoke but must have felt a little funny just talking to the trees. Years later, when he had forgotten what happened a man stopped him in London. The man said that he was once a 'lumberman (*woodcutter*) of evil life'. He had returned to the camp to pick up some tools the day Grellett preached at the woodcutter's camp. He was too shy to come out but he sat down and listened carefully to the ministry and his life was made better.

# Journeys in the Spirit

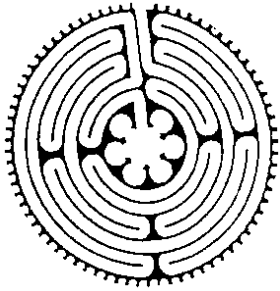
Children

Sheet 12.C

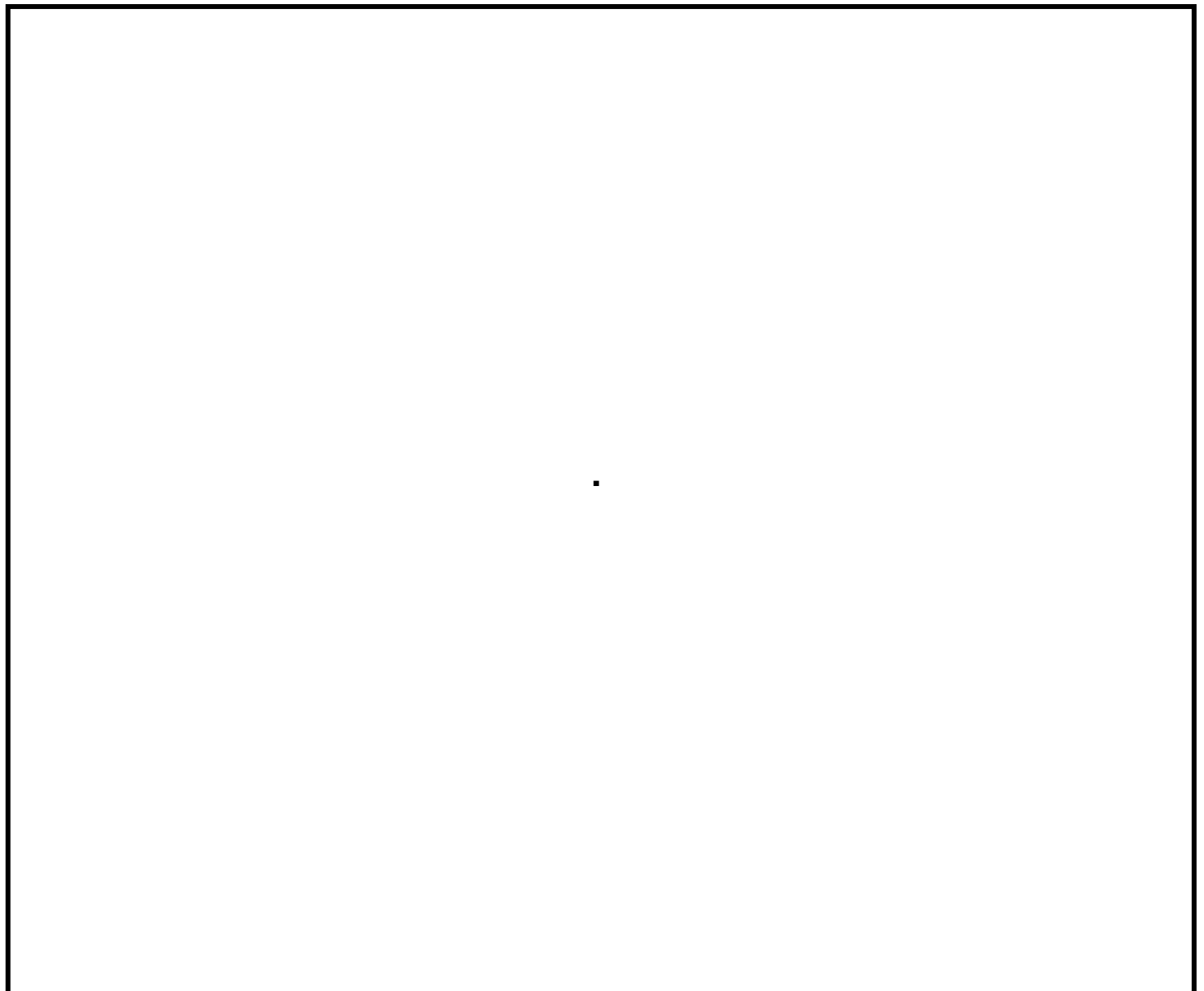
Respond

Centering zone

Labyrinths



Draw a labyrinth. It could be simple like the shell picture or more complicated like the circle on the left. Draw the shape first. You can use this paper or you could use a bigger piece of paper or thick card. You could use pencils, pens, crayons or paint. You could also make your shape by using small stones, glass beads, shells, string or pictures of, or dried, leaves or flowers. Ask people in Meeting for advance help in collecting any of these. *Other resources: PVA glue, glue, brushes and scissors.*



# Journeys in the Spirit

Children

Sheet 12.D

Respond

Listening zone



## The stories of Samuel & of Stephen Grellett.

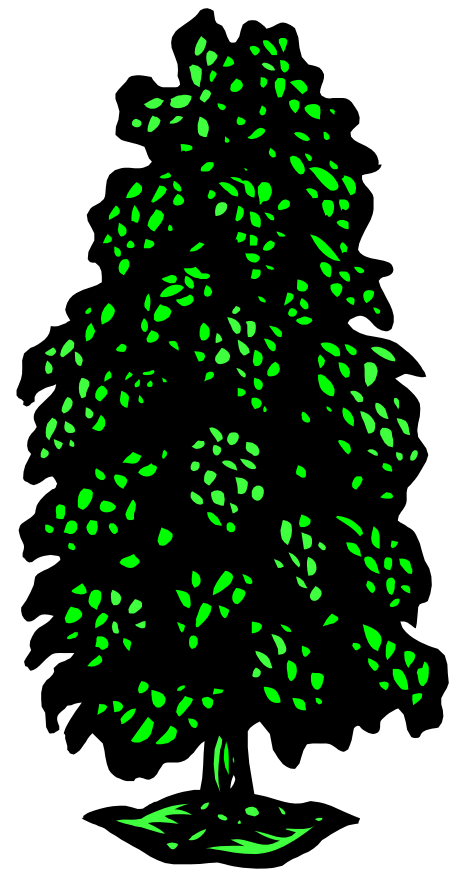
### Samuel.

Encourage the children to reflect on the story. Which part did they like the best? How do you think Samuel felt? Ask how they think they would feel if they were Samuel. Who, in the story, was listening and who wasn't listening? Can they think of times when they feel listened to or when they don't? These are big questions and may evoke a range of responses. Have an array of colouring, drawing and modelling materials - boxes, tubes, felt pens, paints, brushes, PVA glue, coloured papers, greaseproof paper (for 'stained glass' windows), masking tape and scissors. Have books displayed – old and new – with pictures of temples. Older Bible books – maybe even Ladybird books – often have lovely illustrations – ask around your meeting. Encourage people to choose an activity – it might just be looking at books. Think about having dressing up clothes available – maybe there could be a presentation and simple reading of the story to meeting? In one meeting the two boys who played God were too shy to come out so God hid and spoke from under a table!

### Stephen Grellet.

Start by painting some trees on large pieces of paper. (Two pieces of flip chart paper end on end or wall lining paper). Stick them round the room – perhaps on the backs of chairs. Follow this with a river, painted on more paper - leave an unpainted part for the bridge. Lay this on the floor. Then ask the children to hide behind the trees. Pretend to be Stephen Grellett, complete with Bible, walk about saying things like, this is very silly there is no-one here, I can see tools about, there is an axe over there, and a mug but this is where I have been told I must preach. Read from the Bible – try the Sermon on the Mount (Matthew 5 v.1 - 11 – look at 'The Message Bible' for a contemporary translation – visit [www.BibleGateway.com](http://www.BibleGateway.com); also try the Good News Bible). Walk away, still puzzled. Choose a child to walk over the bridge. As he walks over the bridge tell the second part of the story. (Now it was many years later and Stephen Grellett was an old man when suddenly...see the story on *Sheet 12.B* for more text).

Repeat the story with other children taking the main parts. Cut out card in the shape of a fir tree – you could use the picture opposite. Place a piece of brown material on the floor. Sit round the material in a circle, and give the children some tree cards. Take some yourself. Ask everyone to draw or write their favourite bit of the story on one side of the 'tree', then a time when they have listened carefully to someone. Then ask the children to place their trees on the material. Try to do this slowly and one by one, listening carefully when people tell what has been drawn or written. Make it clear that they can pass. Build up a 'forest'. Sit quietly for a few minutes and finish by shaking hands.





# Journeys in the Spirit




## Children

### Sheet 12.E Ongoing activity Yearly Meeting.

There are other ways that we can feel part of our bigger Quaker community.

- Ask the question: Do you ever send or receive postcards from other people in your family?
- Ask who would like to send, or share the sending, of a postcard to another part of the Britain Yearly Meeting family, to another meeting. Choose another meeting in your area or look in the Book of Meetings in the Meeting House. It could be to another Children's Meeting. Perhaps someone in your meeting used to go to a different meeting; perhaps they've moved and would like to send a postcard or letter to their old meeting. Has anybody ever visited or stayed at another Meeting House.

On the postcard you might like to write what you enjoy about being a Quaker and what is special about your meeting. Stick the 'Q' cards below onto card and write on the reverse. There could be lots of 'Q's' flying around the country.



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