

Journeys in the Spirit

inward outward upward downward

Issue 5 July 2007

Children



Introduction

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. "Journeys in the Spirit" offers resources and ideas to Quakers engaging with children and young people.

This children's work edition for 5–12 year olds comes out monthly. 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.



The second of five issues to focus on the Quaker Testimonies. This issue offers ways to look at the testimony to equality.

Testimonies: Equality

Getting ready

Preparing Hearts & Minds

Quaker testimonies arise as 'leadings of the Spirit'. They are expressions of our spirituality in action rather than in words. All Quakers have to discover the ways in which the testimonies can become true for ourselves. Through our testimonies we let our whole lives witness to the truth we have found, so that others can see and understand.

The Quaker testimony to equality is grounded in our own experience of being loved and valued by God for who we are. This divine love is oblivious to wealth, status and power. It was this conviction that led early Friends to refuse to doff their hats to social 'superiors'. In earlier centuries Friends took what was considered to be a progressive approach to women, to children, to prisoners, to those with psychiatric illnesses and eventually to slaves. But it is the original, underlying religious understanding that we need to hold on to. If there is that of God in everyone, then we need to build all our relationships, personal and political, near and far, and all our actions in the world, on the basis of this experience. If we know and remember this, we will come to accept and value the diversity of all people.

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 items and equipment listed in the Gather and Engage sections, the Respond zones and the Reflect section as well. Selected books and copies of activity sheets as needed for different numbers.

Underpinning references

Advices and Queries 33

Qf&P 2.75

Qf&P 23.32

Qf&P 29.16

The Bible:
Mark 12:41-44

Advices and Queries 17-22

Advices and Queries 6

Engage

There are a number of possible ways to begin to think about the theme of equality.

1. Button way to equality. To help the children to think about valuing others, start with a time during which each of them can be valued. Button me is an ideal 'game' for this. *Resources: See Sheet 5.A*

2. Story way to equality. There are a number of children's stories that can lead into helping the children to think about equality. Here are some suggestions:

- Rachel and Obadiah by Brinton Turkle. 'Girls can't run. Not as fast as boys,' says Obadiah. 'We can, too!' says his little sister Rachel. This is a delightful Quaker retelling of the hare and the tortoise story for 4-7-year-olds. *(See sidebar details)*
- Good Friends by Judith Baresel. This book is written to be read as a whole, but if you have a group of 8-12-year olds you could read part of one of the chapters on, for example, Elizabeth Fry, John Woolman or Mary Hughes. If the overall narrative of the book intrudes into the stories of Elizabeth Fry, John Woolman or Mary Hughes, then try reading the chapter yourself a couple of times, and then retell the relevant part of the story in your own words. *(See sidebar for details)*
- The Good Samaritan. There are many different versions of this parable. Choose one that suits the ages of the children. If the children are little, Nick Butterworth and Mick Inkpen's The Good Stranger would work well. If you have older children, read from the Bible itself. *(See Sheet 5.A for a version of the story to make your own with some suggestions for discussion questions).*

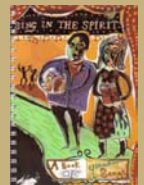
3. Who is my neighbour? Get some pictures of different faces and people in a variety of situations – some difficult - on postcards, or from old calendars or magazines. *(Website for pictures: www.sxc.hu/)* Lay the pictures out and invite everyone to choose one. When you have had a moment to sit with your cards, ask each person to say why they chose the picture they did, in what ways are we the same as the person in the portrait, in what ways are we different, what question the person might want to ask us, and what our answer would be.

References & other resources

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

Opening doors to Quaker worship, FGC ISBN 096200 12 6

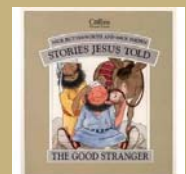
Sing in the Spirit: a book of Quaker songs, Leaveners Press ISBN 09484 13 158



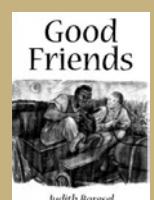
Rachel and Obadiah Quaker Books (US) ISBN 052538020 5



Stories Jesus told – 'The good stranger'. Collins. ISBN 0551028726



Good Friends' Quaker Books FGC ISBN 0 901689 50 5



References & other resources

Co-operative games:

'Let's cooperate'
Mildred Masheder.
Green Print, 1997.
ISBN 1-85245090-6.

'Winners all:
Co-operative
games for all ages'
Pax Christi. ISBN
0-9506-7571-7

Co-operative
Games Peace
Pledge Union:
http://www.ppu.org.uk/poppy/new/poppy_form2004.pdf

Parachute games:
<http://www.moogieand.com/parachutegames.html>



'All our children'
BBC Publications/
EYTARN,
available from
Early Years
Equality at
www.earlyyearsquality.org

Buy books from
Quaker
Bookshop & local
bookshops, &
borrow from
Quaker Life

Respond

There are a number of activities that can continue your thinking about equality.

1. Rachel and Obadiah game zone. Talk about how Obadiah feels when Rachel wins the race. Ask how it feels to have games in which there are winners and losers. Say that we are going to play some different games instead. There is a wealth of ideas in 'Winners all: co-operative games for all ages' - Pax Christi or 'Co-operative games' - Peace Pledge Union, and 'Lets Co-operate' by Mildred Masheder – *for details see side bar*. Parachute games are also fun. The Quaker Life Resources Room has a parachute you can borrow; your local Woodcraft Folk group or local authority resource centre may have one they would lend you. There are plenty of ideas for games you can play with a parachute in 'Parachute games' also Peace Pledge Union.

If you don't have much space for jumping-about games, Gaia's Garden Game is a co-operative board game for 1-6 players from age 4 upwards who co-operate to plant vegetables in protective companionships so pests won't eat them. You can buy it from eco-logic books at www.eco-logicbooks.com

2. 'Good Friends' and patchwork zone. If you read the John Woolman chapter in 'Good Friends', make a patchwork of different textures of plain undyed cloth or pieces of different textured white or off-white wallpaper stuck on a plain background. As you work, talk about why John Woolman wore undyed cloth – the dyeing was often done by slaves in toxic conditions.. Different people could write or draw parts of the story onto different squares. The story pieces could be put in different parts of the patchwork. Take time when the piece is finished to appreciate the final effect.

If you read the Elizabeth Fry chapter in 'Good Friends', make a cloth patchwork quilt like those the women who were going to be transported made. Everybody could write their names on squares of fabric, or the buttons people chose in the buttons exercise could be sewn onto a square before they are fixed together. This could be displayed with the story written beside it. The project could be extended into using patchwork to decorate plain cotton bags. These could be sold to members of Meeting or at an outreach event to raise money for Quaker activity – this could be 'Quaker Social Action', which works to tackle poverty and social exclusion in London. Find out and talk in children's meeting about what they do. Contact and information available at: www.quakersocialaction.com or 020 8983 9199.

Resources: Scraps of plain undyed cloth; needles; white thread or wool, scissors, needles, fabric pens, buttons or offcuts of white or off-white textured wallpaper; PVA glue and brushes, a large sheet of paper, scissors, ruler and pencil. Note: Fairtrade plain cotton bags are hard to find in small numbers but there are some free Britain Yearly Meeting cotton bags available – first come, first served. A panel of patchwork could be sewn to one side. Contact Children and Young People's Work Office in Friends House – 020 7663 1013.

3. Who is my neighbour? This activity encourages people to find out, share and make labels about how we are the same and how we are different? Talking about our difference and similarities can be helpful to everybody in a world where what people look like, enjoy and do is made very important. This can be especially hard for children. This simple activity is good for valuing and exploring acceptance. (See Sheet 5.B)

4. The world turned upside down zone. Get a copy of the Hobo-Dyer projection world map—some are 'upside down' with Australia at the top. You can buy a large bcolour one from www.amnestyshop.org.uk or download a free black and white one at <http://216.117.165.145/freehdp.htm> (See Sheet 5.C and an extension activities on Sheet 5.D)

Reflect

Before you tidy up together and prepare to share what you have done with the adult meeting, gather in a circle and spend a little time affirming the children and what they have shared. If you have time, you might like to do 'cosy glows'. Give each person a folded card and invite them to write their name on the front. Pass these around your circle. Inside, other members of the group can each write or draw one thing they appreciate about the person whose name is on the front. Very young ones can be helped. When everyone has written in each card, return the cards to their owners. These are to take home and treasure.

Invite one or more people to share their ministry—what they have done or thought about—with the adult meeting. The same person or another from the group also asks the adult meeting what they have done, thought about or found out.

Resources: Folded card, felt pens, pencils.

Ongoing activity

Badges, bags, cups and saucers

Now we have badges, bags, wristbands and mugs for lots of campaigns. Make Poverty History was one of the biggest. If you have a wristband you could show it or a badge in the children's meeting. The campaign for the abolition of the slave trade was one of the first times that people used these sorts of things to fight for social justice. On *Sheet 5.E* there are pictures and descriptions of three items that were actually used in the 18th and 19th Centuries. Read the descriptions and history of each item to everybody in children's meeting – have a bigger picture if you can; the badge and cup and saucer are on the Quaker Library web pages. The purpose of this activity is to give a real picture of what people did at the time and to bring that alive by thinking about and creating symbols and campaigning ideas against slavery and exploitation today. See *Sheets 5.E & 5.F for information and activities.*

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 equality, themselves and the world? What is there for you to learn from this session? What might you do differently another time?

Links to other organisations and resources

www.quaker.org.uk/cyp and click on Database of Ideas.

www.quaker.org.uk/library - the biggest Quaker Library in the world

www.quaker.org.uk/cyp - the Quaker Life Resources Room can be found via this link - phone and email for resources on the contact details below.

www.earlyyearequality.org - challenging racism and discrimination against children

www.quakersocialaction.com - links to Quaker projects in London

www.sxc.hu/ - a website for pictures

www.setallfree.net - the website of Churches Together remembering abolition and opposing slavery today.

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Email bevelies@quaker.org.uk

Website: www.quaker.org.uk

References & other resources

Engaging with the Quaker testimonies: a toolkit.

Quaker Books
BYM ISBN 978
090 1689

Linking with the wider meeting - each time you do one of the equality activities why not think about using it in an all age meeting for worship or simply as a shared activity. The 'If the world were a village of 100 people' activities could be interesting to do with a whole meeting (see *Sheet 5.D*)

The next children's work issue of 'Journeys in the spirit' will focus on the testimony to Sustainability and the environment. This will be available on August 1st 2007.

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Children



Sheet 5.A Engage Button game way to equality



- You need a jar or box of old buttons, as varied as possible. If you don't have your own button box, perhaps you could borrow one for Sunday from a local charity shop.
- Sitting in a circle, spread out the buttons on the table or floor.
- To play the game, each person in turn chooses a button they are drawn to and tells the group something about themselves and about why they chose that button.

Engage The Good Samaritan way

A man asked Jesus a question, trying to trick him, "What should I do so I can go to Heaven and live forever?" Jesus replied, 'What do you think?' The man answered, "Love God with all my heart, soul and strength, and love my neighbour as myself." "That is right!" Jesus said. "Do this and you will live forever in Heaven." But the man wanted to know more so asked Jesus, "And who is my neighbour?" Jesus decided to answer this question with a parable, a story to help everyone listening understand.

Jesus said: Once a Jewish man walking along a hot and stony road. He was coming from Jerusalem and was heading to Jericho, which was a full day or two of walking. The road was rocky and there were small hills all around. The man was enjoying his walk when suddenly a group of men, hiding by the road jumped out. They took all his things and tore off most of his clothes. To stop him following they beat him and left him lying and bleeding by the road.

A few minutes later a priest was walking down the same path and noticed the man lying on the side of the road. He crossed to the other side of the road. He pretended not to see the man.

About an hour later another man, a Levite walked down the road. Levites helped priests with their work. He slowed down a bit but walked by.

Just a few minutes later another man came walking. He was a Samaritan. Jews didn't like Samaritans and didn't treat them very well. When he saw the man he went over to him.

He bandaged his wounds and gave him a drink. He lifted the man onto his own donkey and took him to a place like a pub or hotel to look after him. The next day the Samaritan gave enough money to the owner of the place where they rested to look after the man until he was better. If he took longer to get better the Samaritan would pay for this too.

When Jesus finished the story he asked, "Which of the three people do you think was a neighbour to the man who was left beaten on the side of the road?" The man who asked him the question at the beginning replied, "The one who had compassion and helped him." Jesus told him, "Go and do the same."

At the end of the story help exploration of this parable by asking, with pauses: 'I wonder which part of this story you liked the most?'; 'I wonder which part you think was the most important?'; 'I wonder if you could leave out any part and still have the whole story?'; 'I wonder if there is a part of the story that you are in or is in you?'

Allow lots of time for answers. Just listen, ask again if appropriate. There is a lot in this parable. After questions and conversation plan time for everybody to respond to the story using creative materials, books, the story or a Bible. Say what is available to use and ask each person what she or he would like to do – ensure there is time for completion or encourage things to be taken home to complete. *Resources: good colouring, drawing and creative materials – pencils, pastels, crayons, felt pens, collage materials, glue, brushes, paper and card, scissors, lollipop sticks or drinks stirrers.*

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Sheet 5.B Respond Who is my neighbour?

Talk about the questions: 'How are we the same? How are we different? – we are the same because we are in children's meeting; 'we are different because we are girls and boys' and so on. Don't rush and expect the unexpected.

Have cardboard copies of the photocopiable labels below and lots of good colouring, drawing and creative materials – pencils, pastels, crayons, felt pens, flesh tone pastels if you can get them; you could also have collage materials including wool of different colours for hair. The labels can be decorated to show ways that each person is different and the same. The labels can be hole punched, threaded, worn or hung up.

How we are the same	How we are different
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How we are the same	How we are different
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Sheet 5.C Respond The world turned upside down



Invite the group to see whether they can find where they live, or whether they can find where *Rachel and Obadiah* or *John Woolman* lived. If you used the pictures in Engage, invite each person to guess where the person in each photo lives. If you have downloaded the free black and white map, the younger children could colour these in as you reflect on the map itself. You might want to get a conventional world map and compare the two. For some interesting thoughts on 'upside down' maps, see www.flourish.org/upsidedownmap/ Invite the group to think about how easy it is to see ourselves as more important than we really are, until something like the 'upside down' map jolts us out of this.

There is an extension activity on *Sheet 5.D suitable for older children* based on a simple way of looking at the world and its inequalities, '*If the world was a village with 100 people...*'. This is reproduced on *Sheet 5.D*. To obtain more information about this and other material go to: www.odt.org/pop.htm

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Sheet 5.D If the world were a village of only 100 people

There would be:

60 Asians,
14 Africans,
12 Europeans,
8 people from Central and South America,
Mexico and the Caribbean,
5 from the USA and Canada, and
1 person from Australia or New Zealand.

The people of the village would have considerable difficulty communicating:

14 people would speak Mandarin, 8 people would speak Hindi/Urdu, 8 English, 7 Spanish, 4 Russian, 4 Arabic.
This list accounts for less than half the villagers. The others speak (in descending order of frequency) Bengali, Portuguese, Indonesian, Japanese, German, French, and 200 other languages.

In the village there would be:

33 Christians,
22 Moslems,
15 Hindus,
14 Nonreligious, Agnostics, or Atheists,
6 Buddhists,
10 all other religions.

What does this tell us about equality?

In this 100-person community:

80 would live in poor housing.
67 adults live in the village; and half of them would be illiterate.
50 would suffer from malnutrition.
33 would not have access to clean, safe drinking water.
24 people would not have any electricity.
Of the 76 that do have electricity, most would use it only for light at night.
In the village would be 42 radios, 24 televisions, 14 telephones, and 7 computers (some villagers own more than one of each).
7 people would own a car (some of them more than one).
5 people would possess 32% of the entire village's wealth, and these would all be from the USA. The poorest one-third of the people would receive only 3% of the income of the village.

Present this as, 'What if we thought about the world as a village with 100 people living in it' - what would it be like, who would be in it and what would their lives be like. Then there are two activities that you could do. These could be with the older children in your group or, even better, with the whole meeting as an all age activity and exploration of equality.

- Imagine your group or meeting participants as the whole village and divide people into the different categories – you will probably have to use percentages – for example, if you have 20 people then each person is 20% or one fifth of the population. Keep dividing into the different categories – the first and fourth boxes could be most interesting. Encourage people to talk about what the different groupings felt like and what it tells us about equality. Ask what would you change if you could? What could be done now?
- Have a large world map (drawn or bought), and place cut outs of people on the map according to where people live. Then group the cutouts on separate pieces of paper, with headings, according to the categories on the last list. Ask what would you change if you could? What could you do now?

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Sheet 5.E Ongoing activity

Badges, bags and cups and saucers



See ongoing activity notes on page three of Journeys and overleaf Sheet 5.F for activities

Women wore this medallion designed by Josiah Wedgwood as jewellery to show their support for the abolition of the slave trade, and later adapted it to show a kneeling female with the words "Am I not a Woman and a Sister?".

What would you put on your badge?

Pale blue silk handbag with silver clasp made in support of the anti-slavery movement, date ca. 1820 Height 21 cm. Width (at bottom) 20.3 cm Width at clasp 14 cm (5½ inches)
Donated by Elizabeth Fox Howard in 1915. Originally belonged to the donor's grandmother Rebecca Fox of Tottenham. Screen-printed: on one side with a picture of a black mother with a baby on her lap, on the other a printed text:

*'Negro Woman who sittest pining in
captivity and weepst over thy sick
child though no one seeth thee.
God seeth thee though no one pitieth thee.
God pitieth thee; raise thy voice forlorn
and abandoned one; call upon him
from amidst thy bonds for assuredly
He will hear thee.'*

How would you decorate a bag?



Joseph and Elizabeth Taylor of Middlesborough owned this cup in the 1820s. It was given to the Quaker Library in 1916 by their grand-daughter Margaret Graham, who recalled being told that the tea-set of which this is a survivor was purchased with money saved when the whole family gave up sugar in protest against slavery. One side of the cup shows a transfer print of the kneeling slave image and the other side has a reference to the Bible, Hebrews 13:3 Remember them that are in bonds, as bound with them..."

What would you put on your cup or mug or glass?



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Sheet 5.F Ongoing activity

Badges - three ways to do this:

- Design a badge on a computer at home after doing some thinking and talking in Meeting. These could then be printed onto round or rectangular stickers.
- Simple badges could be drawn and coloured onto cardboard badges with pins on the back – any stationers or office shop will have them.
- Do you have a play resource centre or scrap store near you? Lots exist. Check in local directories, with local authorities or, easiest perhaps, online – just search for ‘play resource centre’. If you do have one it might have a portable badge-making machine to borrow.

Bags.

- Download a simple bag template from: http://www.hobbycraft.co.uk/ideas_library/idea_331.html Making bags is a project for at least a couple of sessions and may be a way of involving other people in Meeting with sewing skills. (Remember the Quaker Tapestry started with one child and one adult). The best fabrics are plain cotton or linen. This is an opportunity for people of different ages to work together.
- Fairtrade plain cotton bags are hard to find in small numbers although it is always worth searching on the internet. There are some free Britain Yearly Meeting cotton bags available – first come, first served. A panel of plain cloth could be sewn to one side for decorating. Contact Children and Young People’s Work Office in Friends House – 020 7663 1013.
- Slogans, poems, statements and decoration can be written on bags using fabric pens.

Cups, mugs and glasses.

- Buy plain mugs, cups or glasses. You will need specialised porcelain paints - Pebeo porcelaine150 (from www.lainesworld.co.uk) or glass paints – both available online or try craft or hobby shops. Fine pointed brushes are also needed. Mugs and cups can be decorated and then need to be stored for 24 hours and then baked in a 150C oven to fix – full instructions on the lainesworld website.

Stickers, cardboard or metal badges, bags, cups, mugs and glasses could be sold to Friends or at an outreach or anti-slavery event. Money raised could go to a selected anti-slavery campaign. This gives children visible participation.