

Journeys in the Spirit

inward outward upward downward

Issue 1

March

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. Some of the activities are included on additional sheets.

Timings and ages are not stated, as this will depend on the group and how the guidance and activities are used.



The second of four issues on exploring our spiritual journeys together in a Quaker context. This issue offers ways to look outwards to others.

Exploring our spirituality together– outwards

Getting ready

Preparing Hearts & Minds

This month continues the exploration of our spiritual journeys together. We look outwards to each other. Who is important to me? To whom am I important? Family, friends, people in Meeting, neighbours, teachers? Anybody else? Across the world. How are all these people part of the goodness that we acknowledge when, as Quakers, we talk about that of God in everyone?

'I shall pass through this world but once. Any good, therefore, that I can do or any kindness that I can show any human being let me do it now. Let me not deter or neglect it, for I shall not pass this way again.'

Stephen Grellett Quaker 1773-1855

'Our life is love and peace, and tenderness; and bearing one with another, and forgiving one another, and not laying accusations one against another; but praying one for another, and helping one another up with a tender hand'.

Isaac Pennington 1667

Suggested questions for getting ready include: Is the room prepared? Do my colleagues and I feel supported and comfortable with our plans and ourselves? Do I know and understand the needs of the children who are coming? 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? Can I hold the whole session in a spirit of worship, with a sense of expectation and adventure? Have I reflected on the theme – even a little?

Equipment Needed:

Check for equipment listed on additional sheets and in Engage section, Respond zones and Reflect section as well. Also, CD player, selected books and copies of Sheets for the Respond activities where they are needed.

Underpinning references

John Lee et al
'Spiritual Development'.

Quaker Life Resources Room or the Quaker Bookshop in Friends House (020 7663 1030).

A working document – best to buy.

Advices & Queries 1.18

Quaker Faith & Practice 2.35

Advices & Queries 1.22

Quaker Faith & Practice 2.76

Gather

- Remember to ask for 1 or 2 children to be elders of children's meeting – explain the task. The result can be very deep. This helps establish the children's meeting as a meeting for worship and can help children with their own 'Quaker practice'. (*Sheet 0.A of the sample 'Journeys in the spirit'*.)
- Encourage children coming straight from meeting for worship to make themselves comfy on chairs, on the floor or cushions.
- Use the cut out people activity (*Sheet 1.A*) to help children think or feel their way into the theme. If you are using the 'Picture way outwards' (*Respond picture way outwards*) surround a

candle or light with your images.

- Follow this with an opportunity to greet each other – use a talking token to enable disciplined sharing.
- You can continue with a co-operative game to draw the group together and allow for latecomers to join in. (*Sheet 1.A*). This can be followed by a period of stillness.

Resources:

A talking token. A light or candle. A wide selection of postcards, greetings cards, photos, newspaper and magazine images if using 'picture way outwards' in Engage

Engage

There are three possible ways into the theme. They could fit different ages but can also be multi-age.

1. The Rabbit way outwards.

Exploring loving and being loved.

Read 'The Velveteen Rabbit' or the suggested excerpt (see Resources below). Judge time carefully.

- Bring a very old and obviously worn soft toy. Begin by talking about the toy and its adventures. Talk about how it is well loved – might have comforted a child in hospital, at night or when unhappy at school or at home; maybe how it got buried in the sand or washed in the washing machine. If you can, and with care, make it personal. You could say, 'I remember when' or 'I wonder what this makes you think of?'
- Introduce the book. Say it is about a child, a toy rabbit and how it became a favourite toy and a comfort during a serious illness and how eventually the rabbit became real.

Resources:

Very old soft toy - see side bar for how to obtain the story free.

2. The Picture way outwards.

Have a large selection of pictures and photographs of people in different situations, include some more difficult ones - a child standing on a playing field, a tired soldier, a baby crying, that sort of thing. Ask the children to choose one, look at it and then ask these questions in turn, leave pauses:

What is the person's name?

What does she/he like doing?

What do they do in their life?

What family does she or he have?

What is she or he worried about or frightened of?

Begin a conversation about themselves and others in their lives. The use of the pictures helps to practice relating to others.

3. The Elijah way outwards.

A story about three people in trouble. This is about telling the truth, trusting each other, being different, not giving people labels and being brave and listening to our inside voice. See *sheet 1C* for the story, a different way to tell it, encouraging reflective conversation and for resources. You could begin with a Leavers song, 'Cross over the road' – see side bar.

References & other resources

The sample issue of 'Journeys in the Spirit', with Sheets 0A – 0F, is available to download from the Britain Yearly Meeting website at: www.quaker.org.uk/cyp - follow the link to Resources

'The Velveteen Rabbit'

– download free from: <http://digital.library.upenn.edu/women/williams/rabbit/rabbit.html>



The excerpt is a quarter of the way through when the rabbit asks 'What is real?' and ends where he says 'He wished he could become it (real) without those uncomfortable things happening to him'.

Picture way – collect postcards, greetings cards, magazine and newspaper pictures, use the internet try <http://www.sxc.hu/category/112/59>

Elijah way

'Cross over the road' from the Leavers CD. Catalogue number LEA001

Old Testament

Kings 1.17

References & other resources

Royal Society for the Protection of Birds



www.rspb.org.uk

To print a picture of a raven choose 'Birds' on the home page and then select 'R' and raven. A short extract of a raven call is available.

Velveteen rabbit puppet



Canon website for frames:



<http://cp.c-ij.com/english/scrapbook/index.html>

Respond

Do one of the first three zones and then either Zone 5 or 6. Don't forget Zone 4 as well.

1. Rabbit zone – if you engaged with the 'Velveteen Rabbit':

The children can respond to the story by using pens, crayons, paint, collage, clay, by playing with the soft toy and other soft toys or looking at the book – you could print out more than one copy.

Invite children to use *Sheet 1.B* to think about whom they love or who loves them as in the story. They could draw, write, sketch or make a collage on their sheet. This can be for sharing or be kept private and placed in their 'Who am I?' box. (See point 4)

A pair of old, clean, socks with one tucked in the other makes a velveteen rabbit puppet. The 'feet' of the sock, pulled out and folded down, become the two ears and the 'tops' become the face. All it now needs is some sticky circular labels with eyes and a nose coloured on and you have a simple velveteen rabbit. (photo in sidebar)

2. Picture zone – if you engaged with the picture way outwards:

Children could make a frame for the picture that she or he chose. It could be decorated with illustrations of their thoughts and answers. As well as drawing, painting and using pastels you could offer photomontage using magazine and newspaper photos for cutting out and sticking as illustration or the frame. Look at the canon website (see side bar for details) from sample issue and choose 'Scrapbook' for examples of frames to print and offer to children.

3. Elijah zone – if you engaged with the Elijah way outwards:

Use the ingredients to make simple bread using the recipe. (*Sheet 1.D.*) If children are going back into meeting for worship then a child or adult can say which story has been worked on and the bread can be shared – it could also be shared in the meeting drinks time.

Provide craft materials to encourage children to recreate the scene with pipe cleaner or card cut out people and lollipop sticks or stirrers from coffee shops, plasticine or clay for food, a collection

of twigs. A large paper plate with sand scattered or stuck on using PVA can be the desert.

Resources: Sheet 1.D. Paper plates, light sand, pencils, crayons, pastels, water colours, PVA glue, paint and glue brushes, pipe cleaners, card, drink stirrers, scissors. Magazines, newspapers, greetings and postcards for cutting out. R.S.P.B. website for picture and call of a raven - see side bar.

4. Box zone

If children have made a 'who am I' box special things made this time can be put in it for safe keeping. There may be additional decoration of the inside or outside that children want to do to reflect the new, outwards content. If a box has not been made then this could be done now.

(Sheet 0.E. sample edition - see side bar opposite on how to obtain this).

5. Paper people zone.

A link to Gather – whom did they think of? Who was special to them – maybe more than one idea? Colour, draw and decorate their figure. If a 'who am I' box has been made their picture can be kept in it. Again, a frame could be made for the figure.

Resources: Pencils, felt tip pens, card, crayons, pastels, watercolours, glue sticks, PVA glue, glitter, paint and glue brushes, magazines, scissors.

6. Egg zone.

Introduce this by saying, 'We've talked about people we like or who like us but what about people we find it difficult to like?' Children can think and talk a little about it and then decorate an egg, or a picture of an egg on card in a way that reminds them of someone they find it difficult to like. Either be taken home and looked after and then brought back for conversation another time.

Resources: See Sheet 1.D for resources & ideas, eggs, paints, acrylics in tubes or poster paint thickened with PVA glue, fine felt pens, egg cups or boxes for drying eggs, cotton wool to wrap eggs.

Reflect

Bring the children together to share what they have done - if they wish. Receive the sharing as ministry. If you have used a piece of music you may like to play it again. If you have made bread you might like to share and eat the bread and drink the water, or you could share some pitta bread. Retain some bread to share with meeting if you have decided to do that.

Place a glass bowl of water in the middle of the circle; let each person choose a small pebble and invite them to put their pebble in the water. They might like to give thanks, say thank you out loud, for the special people in their lives as they do so. Let this lead into closing worship together. Resources. A bowl of water, some pebbles or stones, a light or candle.

Ongoing activity

This is the first in a series of activities on the transatlantic slave trade and its abolition in which Quakers played a big role. These activities are part of a wider selection of resources and information being offered to every meeting.

It is hoped and intended that, wherever possible, events, activities, learning and worship will be multi-age or that different ages will be engaged in parallel programmes on similar themes with opportunities for sharing together.

This time we offer you a story. We have wondered how to make an awareness

and exploration of slavery, a shared activity, open to everyone. This story, see *Sheet 1.E*, can be used with any ages above 4 years. It could be the basis for a shared meeting for worship, a reflective activity before a meeting for learning where different ages are gathered or an ecumenical act of remembrance. On *Sheet 1.E* are directions about how to tell the story; it is different from conventional story telling. There is also guidance about reflective conversation and creative options after the story.

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:

Has 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 her or his relationships with others? What is there for you to learn from this session? What might you do differently another time? Is there anything to take forward to other sessions?

Links to other organisations

www.quaker.org.uk/cyp and choose Database of Ideas.
www.quaker.org.uk/library Look at the Library pages on slavery. The Quaker Life Resources Room can be found via this link. Phone and email for resources about the outwards aspects of the spiritual journey. Contact details below.
www.dep.org.uk/resources/Bullying/BullyingCoopGames.htm - books and ideas
www.setallfree.net A Churches Together website with lots of information and links about slavery.
www.antislavery.org/2007. www.rendezvousofvictory.org
www.citizenshipfoundation.org.uk/main/resource.php?5324 for a free download of a booklet on slavery.

This issue was written by Jane Nicholls and written and edited by Chris Nickolay

References & other resources

'Bury the chains'

'The British struggle to abolish slavery' Richard Hochschild

ISBN: 0330485814

Available from the Quaker Bookshop, price £8.99 plus £3.00 p&p

Linking with the wider meeting - a possibility for all meeting engagement , learning and sharing.

Each time you do one of the outward activities think about using it in an all age meeting for worship or simply as a shared activity as a preparation for a meeting for worship. You could use some of the same exercises.

How could the ongoing activity be used as a theme for whole meeting learning sharing and acting?

The next children's work issue of 'Journeys in the spirit' will focus on 'Exploring our spiritual journeys,' the upward- our relationships with the mystery, with God' and will be available from April 1st 2007

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Journeys in the Spirit

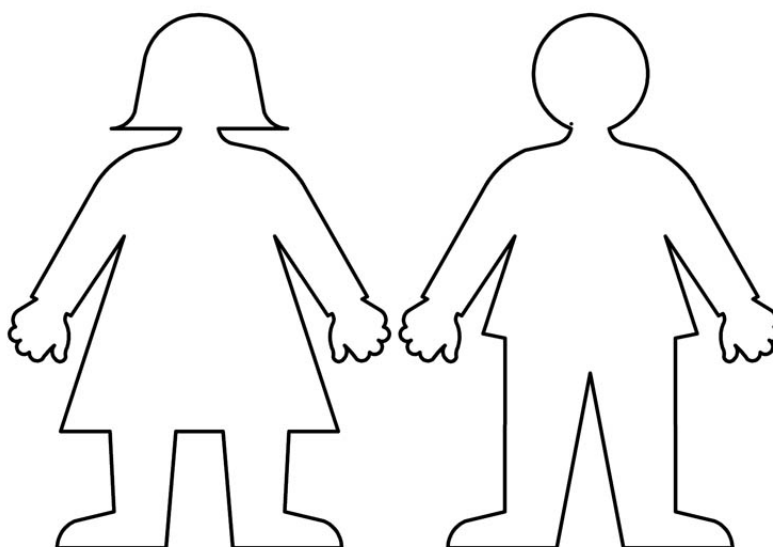
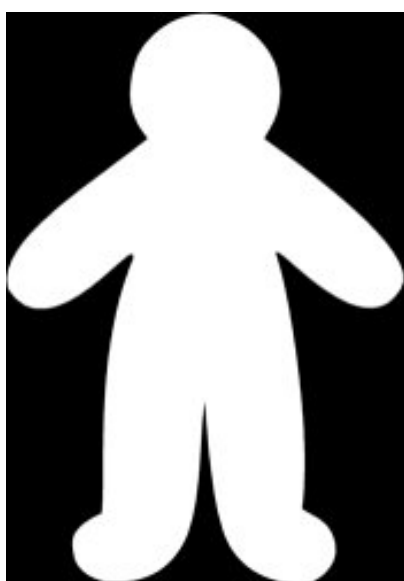
Children



Sheet 1.A

Simple paper cut outs

Give a figure to each child to hold in a short period of stillness and worship. Ask them to think of someone who is special to them. Use the phrase 'hold them in your thoughts' or 'can you have a picture of them in your head?' After the stillness you can invite the participants to say the name of the person if they want to. Ask that the figure be kept safe, as it is special. There is a choice to come back to this in the Respond time. The figure could be kept in their 'Who am I box' if one has been made. (See 'Journeys in the Spirit' Sample Sheet 0.E)



A co-operative game

Here I sit.

Place chairs in a circle, one chair for each person and one extra one. The person sitting next to the empty chair, (either person) moves over to the empty chair and says "Here I sit" the person now sitting next to an empty chair (the chair just vacated) moves onto the empty chair and says "In the park". The person now sitting next to an empty chair moves across to the empty chair and says "With my friend" and chooses someone from the circle to come and join her/him on the adjacent empty chair. There is now a new empty chair to start the sequence again.

Journeys in the Spirit

Children

Sheet 1.C

Engage. The Elijah way outwards.

A story about strangers, kindness and challenge

- Ask everyone to sit quietly and relaxed and encourage everyone to imagine they are in a hot, dusty and sandy place. Can they feel the sun hot on their back, feel the sand between their toes, and hear a crow or raven cawing overhead, remember how thirsty you can be on a hot day. Then ask everyone to open their eyes and find themselves back in the room.
- Place 225g (8oz) of plain flour and 2 teaspoons of baking powder in a bowl, 2 tablespoons of oil measured in a small bottle and 6 – 8 tablespoons of water in a small bottle, and a picture of a raven on a simple cloth on the floor. Have a few sticks under your chair to bring out at the appropriate time. (These ingredients are used in the recipe on *Sheet 1.D*)
- Begin. This is a story, a story about a person and his life, people's stories are precious and people are like presents. Their lives and their actions can be a gift to us. This is a story from the Old Testament of the Bible about a man who came close to God and to whom God came close. The man's name was Elijah and he lived a very long time ago. He was a prophet; a person who was determined to stand up for what was right and good.

At that time many people had forgotten the ways of God and how to love and care for each other. Now Elijah lived in a hot country, he warned the people that if they did not remember God and his ways there would be no rain.

The people refused to listen to Elijah's message and worshipped their own gods. There was no rain for two years. Everyone was hungry because nothing could grow without water. Even Elijah was hungry. The King of the country was very angry and wanted to kill Elijah. So Elijah hid from the King by a stream and God sent black ravens to bring Elijah meat and bread.

When even this stream dried up God told Elijah to return to a place called Zarepath where a widow would give him some food. When Elijah came to the town, he saw a woman picking up sticks to make a fire and he knew this was the widow who was going to care for him.

Elijah said, "Please will you fetch me a drink of water?" Even though she had little food or water the woman went to fetch him a drink of water. Elijah said, "Please will you bring me something to eat?" The woman said, "I am sorry, I can't do that, I have been collecting these sticks for a fire so that I can cook the last meal that my son and I shall eat. All I have left in my house is a little bit of flour in my bowl and a tiny drop of oil in a cruse – just enough for one small loaf. "Elijah said "Do not be frightened, just do as I ask, make a little loaf for me first, then make a loaf for you and your son. God promises that as long as the drought lasts, your bowl will never run out of flour and your cruse will never run out of oil."

Then the woman did as Elijah said and made a loaf of bread for him, then one for herself and her son. She invited Elijah to stay, and there was always enough flour and oil to make a loaf of bread for as long as the drought lasted.

After many days God said to Elijah "Go and speak to the King" and Elijah went to look for the King. Meanwhile the King was desperate and was looking for Elijah. Elijah talked with the King and convinced him that he had been wrong and then the rain came. But not every one believed Elijah and he continued to tell people about God's message until the end of his life on earth.

- Pause at the end and then ask these questions one at a time. Leave long pauses between them – you can ask them again after a gap to give permission to answer. Accept every answer without judgement – you might just say, thank you or, that's interesting, thank you.
I wonder what part of this story you liked best?
I wonder what part of this story you think is most important?
I wonder if you are in this story and the story is in you?
I wonder if there is any part of this story that you could leave out...and still have all the story you need?



Journeys in the Spirit

Children

Sheet 1.D



Bread for Elijah (ingredients as laid out in engage activity Sheet 1.C)

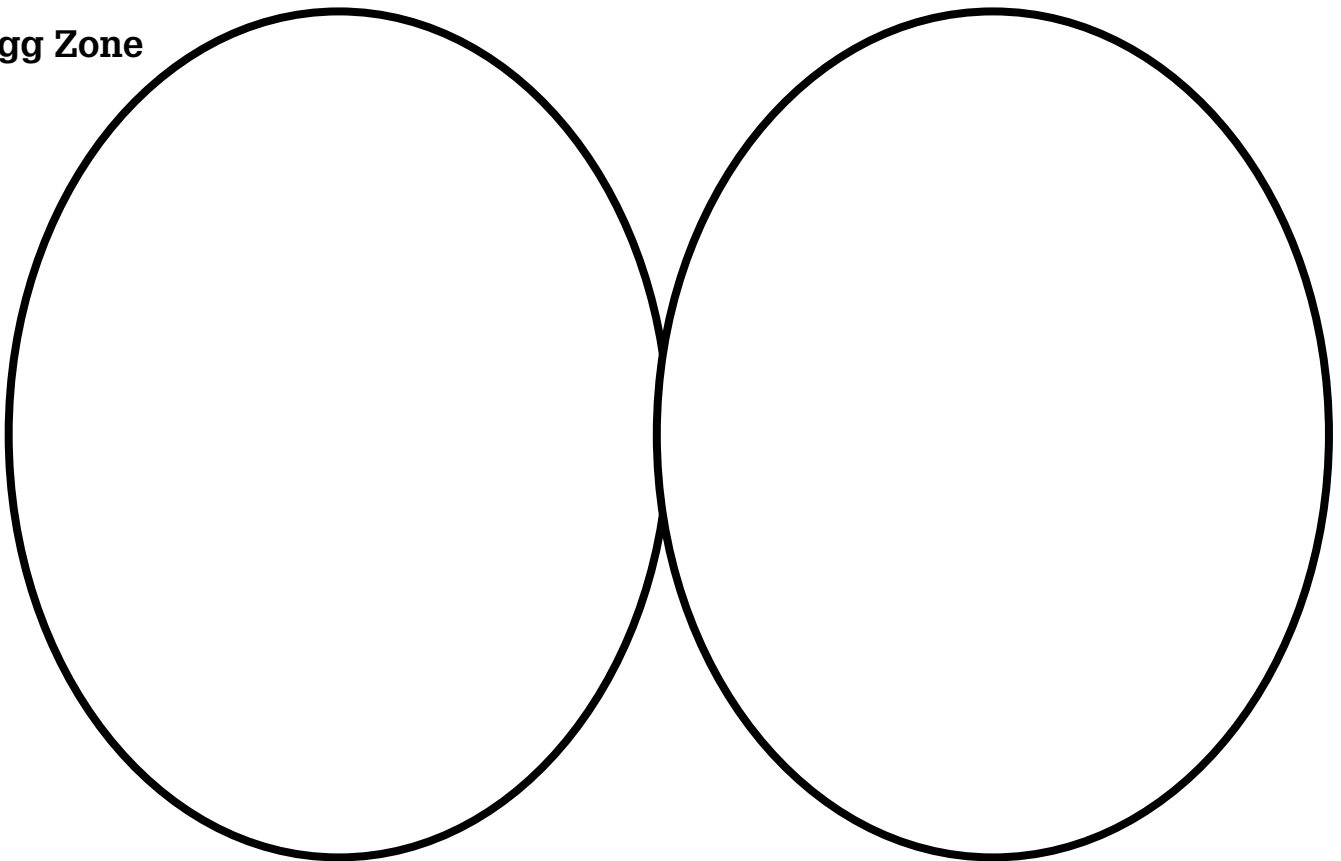
225g (8oz) plain flour
2 teaspoons baking powder
½ teaspoon salt
2 tablespoons oil
6-8 tablespoons water
and a frying pan

- Sift the baking powder, flour and salt into a larger bowl
- Mix in the oil and enough water to make soft but not sticky dough.
- Knead the dough lightly on a floured board, and then leave it to rest for a minute or two.
- Divide the dough into two pieces and roll each one into a circle to fit your frying pan- probably about 20cm (8")
- Heat a little oil in the frying pan and fry the first bread over a medium heat.
- When the underside is cooked, turn it over and fry the other side.



A cruse for oil from Herod's time

Egg Zone



As well as egg painting this card template can be used. Photocopy onto A4 card & then cut out. The outside can be decorated and the name or picture of the person who is difficult to like can be put on the inside. The card can then be kept, looked after, thought about and brought back another time for possible conversation and reflection.

Journeys in the Spirit

Children



Sheet 1.E Ongoing Activity Abolition Journeys The story

If the story is being used for a multi age meeting for worship, in a children's meeting or another setting the method for telling it is the same.

Getting ready

- Lay out a table or tables with creative equipment (pens, pencils, coloured paper, crayons, pastels, scissors, a range of boxes, paints, PVA glue, glue pens, pipe cleaners, lollipop sticks and drinks stirrers for example).
- The storyteller should read the story through and practice when to pause and emphasise.
- The fabric and other simple props are very important although the story can be told without them. The story is not an historical account. It is intended to offer images, ideas and situations that encourage imagination, personal engagement, wondering and individual response. It is not meant to be easy to listen to.
- Someone to act as doorkeeper to welcome people to the story. This could be a child with an adult.
- The storyteller should position her or himself on the floor, on a cushion or low stool in the room being used for the story with the equipment next to them.
- The storyteller does **not** have eye contact with those who have come to listen – she or he should focus downwards as if in a centred or meditative position; in a way it is a meeting for worship for storytelling.
- Wait until everyone is settled.

Engage. Here is what the storyteller says:

I am going to tell you a story.
(Pause)

Here is a huge ocean, a great big sea.
(Pause)

This is a country. A long time ago it was a beautiful place. It was very hot. People lived here, it was their home.
We will call this Africa.
(Pause)

Here is another country.
It was sometimes warm and sometimes cold. It rained a lot.
People lived here – it was their home.
We will call this England, Scotland and Wales. The United Kingdom.

All the way over here is another country.
We will call this America. People lived here - it was their home.

This was a very long way.

One day a terrible thing started to happen. Ships came from America and England to Africa and began to take people away – women, men and children - even though they didn't want to go. They wanted to stay in their homes. They were forced to go. People from their own country and men from the ships, with guns, made them go. They were taken away. They were very scared.

Lay out the blue cloth slowly; from your left to right; let it have folds like waves

Lay out the yellow cloth across the end of the blue, just touching and lay out the dark green cloth behind the yellow, just touching. Scatter tissue petals over the green. Stand some people up – maybe 10.

Lay down the two brown ovals & place the smaller green ovals on top towards the top of the ocean & about a third of the way across.

Lay down the other yellow strip just touching your left side of the ocean. Lay another, lighter green strip and a dark brown strip – each just touching.

Sweep your hand slowly from America to Africa.

Move your simple ship slowly from America or England to Africa.

Move your people very slowly, looking back, one by one onto the ship.

(Continued overleaf)

Journeys in the Spirit

Children



The people were tied together with heavy chains in the bottom of the ships. They could hardly move.

They were prisoners. They could not go home.
(Pause)

When the ships were full of people they began to sail across the ocean. Each person had only the space of a coffin to lie down. This was a terrible journey.

There was never enough food or water; people went to the toilet where they lay down.

Many people became ill – many died before the journey was over. People were the most sad you can be and more.

The ships were often in horrible storms. The prisoners, the people in the bottom of the ship, did not know when they would get to land again. Nobody told them when or where it would be.
(Pause)

One day after weeks and weeks on the sea, the ships stopped. The big flat doors on the decks were opened & light and fresh air flooded in. For a moment the people thought they were free.

But they were not. When they came off the ships, they still had chains. Other people, in America, came to buy them & take them away to work on their big farms, plantations. Children were taken from parents, parents from children, brothers from sisters and sisters from brothers. The people with the money did not care.

The people from Africa all had to work very, very, very hard growing plants to make sugar or cotton for the people with money. If they didn't work or tried to run away they were hit with whips.

They were slaves and they could not go home.

But do you know, some how, some slaves remembered songs from their home & they did not give up. Some people in America & England began to think that slavery was wrong and, after a long time, the slaves & these people stopped the ships. End. *Hold the quiet for a short while and then ask these questions one at a time:*

- I wonder what part of this story you liked best?
- I wonder what part of this story you think is most important?
- I wonder if you are in this story and the story is in you?
- I wonder if there is any part of this story that you could leave out and still have all the story you need?

(Pause after each - you can ask them again. Accept answers or silence without judgement – just thank. After a time you can lead into a period of worship and/or offer people the use of craft materials, to sit quietly, read the story or use the story equipment. After about 20 minutes gather for optional sharing of what has been done or felt.)

Lay them touching in the bottom of the ship. Put the 'deck' over the ship.

Fling the length of chain down along the shoreline with force as you say this.

Move the ship slowly, weaving and a little up and down as you talk.

“ “ “ “ “ “ “ “ “ “ “ “

Lift one or two figures out and put them on the sea. Move the boat on.

Continue to move the ship.

Bring the ship to the American shore, passing south of the United Kingdom

Take the 'deck' off the ship.

Bring the people off of the ship very slowly & one by one. Move some in one direction & some in another. Make the separation look hard – move figures as if they are dragging. Move them 'inland'.

Pour the sugar from one bowl into another & lay out the plain cotton. Lay or fling down the whip or model of a whip.

Bring the chain from Africa & bring it down across the shoreline.

Resources: 1 metre blue cloth or tissue ½ metre wide; ½ metre dark green cloth or tissue strip; ½ metre lighter green cloth or tissue strip; 2 x ½ metre yellow cloth or tissue strips; simple petal shapes cut from coloured tissue; 1 larger (about 20 cms long) & 1 smaller rectangle of brown cloth or tissue with 2 smaller rectangles of green cloth or tissue; a simple ship – a weetabix box, top cut off for a deck with prow & stern made from 2 strips of card bent & stuck to shape & a mast of rolled paper or card with a splayed base so that it can be stuck – a 1 ltr. ice cream tub can work as well; simple cut out card figures to fit in ship; a length of heavy chain from a hardware store; brown sugar & 2 bowls; a piece of plain cotton or linen; a whip made from a short cane & string painted or coloured brown.