



# Journeys in the Spirit

inward outward upward downward

Issue 45

November 2010

Children



## Honesty, truth and integrity Advices and Queries 37 & 38

### Getting ready

Advices and Queries 1 prompts us to listen 'to the promptings of love and truth' in our hearts, and to trust them as 'the leadings of God'. This has important consequences for the way Quakers behave in public life. Friends aim to live not by social rules which tell us how we 'should' behave, but by inner truths which are discerned.

This issue focuses on Advices and Queries 37 and 38, and explores what it means to act honestly, truthfully and with integrity in our words and actions. These principles relate to deep-seated Quaker beliefs. If we believe there is that of God in every person, we cannot take advantage of others by acting dishonestly. As Quakers we see ourselves as 'stewards' of our possessions, so that we have to act responsibly in our use of them. Not taking oaths relates to a refusal to have double standards, whilst integrity is about living according to the truth as we experience it.

Standing up for what we feel to be 'right' brings trials and challenges. Many early Friends went to prison for speaking their beliefs openly and refusing to take oaths. Friends continue to be willing to 'speak truth to power' and to suffer for their beliefs.

In preparing to use these materials, take a moment to consider your own thoughts and feelings about honesty, truth and integrity and how they affect your life. What might these themes mean to the children? They may have experienced issues around telling the truth with friends or siblings, or felt pressurised by their peer group to act in ways they felt uncomfortable with. Perhaps they have been entrusted with money through being part of a group such as a school council? Children need space to explore these issues.

*Journeys in the Spirit* offers resources and ideas to Quakers engaging with children and young people. This children's work edition comes out monthly. It offers resources and ideas to Quakers engaging with 5–12 year olds in a Quaker setting. It provides opportunities for exploring, creating and learning in an atmosphere of worship in partnership on our shared journey in the spirit.

### Gather

Gather in a circle – perhaps with a 'go-around' to share any thing that has happened since the last time you all met – this might be good, bad, sad or exciting news. Say that you're going to be talking and doing things about being honest and speaking the truth, and what this means for all of us. Start with a short quiet time. Help the children to focus on the topic by having cards in the middle of the circle. Depending on the ages of the children, these could be words, phrases or pictures.

Words and phrases on the cards could include: 'Honest', 'Integrity', 'True'; 'Speaking truth to power', 'Listen to the promptings of love and truth in your heart', 'Be patterns, be examples in all countries, places, islands, nations, wherever you come ...'. Pictures could include notes and coins, a heart, a child helping animals, standing up for someone (e.g. from magazines or the internet). There are pictures to download on *Additional Resource 45.A* – see side bar for details. In the silence, ask the children to pick a word, quote or picture, and talk about why they chose it.

### Underpinning references

Advices and Queries 1.37 and 1.38.

Quaker Faith and Practice 20.54 and 20.55 explain Quaker attitudes to money and possessions; 19.37 and 19.38 record George Fox and Margaret Fell's experiences of refusing to take oaths.

*Additional Resources 45.A* – see [www.quaker.org.uk/resources-children](http://www.quaker.org.uk/resources-children)

# Engage

## Using stories to introduce the themes:

There are a number of stories from Quaker history which introduce and illuminate different aspects of the themes introduced in these advices. Look at the choice of stories suggested here – choose one and, if it isn't in a book or story form, work out how you would tell it according to the age of the children. Begin with –'Once there was ....'

- The story of John Woolman who was asked by a neighbour to write a will, which included an instruction to pass on a slave to the neighbour's children. (QF&P: 20.46) This illustrates honesty in the sense of speaking out about what we feel to be right, even though this may be difficult.
- The story of William Penn asking George Fox whether he should wear a sword, and getting the answer that 'he should wear it as long as thou canst'. (QF&P: 19.47) This is an example of integrity in the sense of acting on what we feel to be 'right' not according to someone else's rules or someone saying what we *should* do.
- The more recent story of Elisabeth Abegg, a German Quaker who saved many Jews from the Gestapo in the Second World War. This shows integrity in the sense of a 'right' response to a total situation, which may imply having to tell lies and to deceive for a greater good. See *Additional Resource 45.B*.

There is also a wealth of non-Quaker stories which can be used as an introduction to acting with honesty, truth and integrity. *Additional Resource 45.C* gives a list of some of these titles. These story books are all available at [www.amazon.co.uk](http://www.amazon.co.uk).

Tell your chosen story. After reading the story, encourage the children to share their thoughts and feelings through questions such as:

*I wonder what part of the story you liked best. I wonder what part of this story was most important to you. How do you think the main characters in this story felt? How did the story make you feel?*

### A Game:

A fun activity. Ask the children to think of two things about them that are true, and one which is not true. They then have to share their three points with another person in the group, who has to guess which one is false. This may reveal some unexpected truths about the people in the group, and may lead on to discussing questions such as: Is it okay to tell a lie when you're playing a game? When is it not okay to tell a lie?

A further question is: Can you think of a time when you were tempted not to tell the truth? People don't have to share the situation, but you can share how it felt, and what you did about it!

### What would you do if .....?

This activity is more suitable for older children. On *Additional Resource 45.D* you will find some situations which older primary-age children may face. You can either use these situations or create further ones yourself. Cut up the situations, and give them out. Ask the children to read their situation quietly, reflect how they might respond, and talk about choices in twos or threes.

When the children are ready you can discuss the situations as a group. Questions might include: How did this situation make you feel? How did you decide what to do? What or who helped you to come to a decision? What might affect your decision? (e.g. the age of the other people involved, or how powerful they are, not wanting to look 'odd'). A more active way of doing this activity is through a 'quiz', as shown on *Additional Resource 45.E*. This can lead to talk about the pros and cons of different options, and what might affect decisions.

## References & other resources

**Quaker Faith and Practice:** 20.46, 19.47 and 20.44



Elisabeth Abegg  
See her story on *Additional Resource 45.B*

See *Journeys in the Spirit Children's edition issue 27* about Benjamin West or issue 38 about Luke Cock or issue 22 about Rajagopal. These can be found online at:

[www.quaker.org.uk/journeys/archive-children](http://www.quaker.org.uk/journeys/archive-children)

*Additional Resources 45.A, 45.B, 45.C, 45.D and 45.E* listed in the text are available at:

<http://www.quaker.org.uk/resources-children>

## References & other resources

For more ideas of responding creatively to stories, see Sheet 42.E of August 2010 children's edition of *Journeys in the Spirit*. Available in the *Journeys in the Spirit* archive in December if you do not have your own copy.  
[www.quaker.org.uk/journeys/archive-children](http://www.quaker.org.uk/journeys/archive-children)

Another section of QF & P which may be helpful is: 19.61 – a statement by Margaret Fell about Truth

### Additional Resources

45.A, 45.B, 45.C, 45.D and 45.F listed in the text are available at:

<http://www.quaker.org.uk/resources-children>

## Respond

### Responding to the stories:

Encourage the children to listen to one another and to share their thoughts and feelings about your chosen story. Then provide age-appropriate opportunities for them explore the themes further. Some of the issues – e.g. acting out inner integrity, and it sometimes being okay not to tell the truth – are quite complex, and it may be important to allow time for these to be explored over a number of sessions. Depending on the size of the group and the ages of the children, they may decide to work alone, in pairs or in groups.

Some ways of responding to the stories are:

- Creating a drawing or a comic strip to represent the story.
- Making puppets to represent the characters in the story, and using them in puppet plays. Simple puppets can be made out of card and lollipop sticks, or out of socks. See *Journeys in the Spirit* Children's issue 1.
- Creating a role play or a drama maybe based on a modern-day version of the story.

As the children are creating, try to help them to express and explore their thoughts and feelings about the story.

### Creating Children's Advices and Queries:

Explain to the children that Advices and Queries are not like a set of commands. They are a bit like a collection of precious stones that point us to some of the most important things Friends have experienced for themselves over the years. They can also be a bit uncomfortable, because they prod us, and ask us what **we** can say, and how we are living up to our beliefs.

Advices 37 and 38 remind us of the importance of being honest in what we say and do; Being truthful, and not having double standards; Sticking to our principles, even when this may be difficult or unpopular.

Ask them what a children's version of these advices might look like:

- A poster with slogans and questions?
- A booklet with 'top tips'?
- A leaflet?
- A poem or a song? Ask or work with the children to create their own version of Advices and Queries 37 and 38. This could be an on-going project – to be produced and kept in the children's library. It could one of a series in their personal journal if they have made one. See *Journeys in the Spirit* children's edition 43 about adaptable ways to make simple books that could be used for personal Advices and Queries

**Agony aunt - an additional activity online** that could lead on from the 'What would you do if....?' activity in the 'Engage' section - appropriate for older children.



William Penn  
aged 22

## Reflect

At the end of your time together, come back in to a circle to share any thought and feelings about the session.

Use a soft toy or object to pass around the circle. The person holding the object can speak if they want to, and everyone else in the circle must listen. Continue until everyone who wants to speak has had a turn – including those facilitating the session.

Participants can be asked to share:

- One thing I've enjoyed about this session.
- One thing I've learnt, which might help me for the future.

Decide together if there's anything they would like to share with the adults in Meeting.

Join hands and spend a moment together in silence.

## Review

Reviewing can happen at the time or later, and may be particularly helpful where a series of activities is planned around the same themes.

Some questions to consider might be:

- What went well, and why?
- Was everyone able to participate and have fun?
- Was everyone able to learn and contribute something about the issues dealt with?
- What is there for you to learn from this session?
- What might you do differently another time?
- How could the themes be developed in future?

**This issue was written by Jane Harries and edited by Chris Nickolay who also wrote the topical activity.**

*Journeys in the Spirit* Series 5 continues with Issue 46 which is about A&Q 39 (*what makes us happy*) and is available on December 1<sup>st</sup>; Issue 47 is about A&Q 23, 24 & 25 (*diversity, family and marriage*) and is available on January 5th 2011; Issue 48 is about A&Q 41 & 42 (*sustainability and our responsibility for the Earth*) and is available on February 1<sup>st</sup> 2011

### Materials available online are:

Current issue *Additional Resources 45.A,B,C,D,E*

An easy to use outline for a Children's Meeting session based on this issue

A simple plan for an all age Meeting for Worship

Other organisations, resources and links.

A topical activity about the 350<sup>th</sup> anniversary of the peace declaration.

Also a 'How to use *Journeys in the Spirit*' guide; an archive of previous issues; a link to special issues, a discussion forum and a link to the *Journeys in the Spirit* Youth edition.

All these are available at: [www.quaker.org.uk/journeyschildren](http://www.quaker.org.uk/journeyschildren)

### Published by Children & Young People's Staff Team, Quaker Life

Available free by subscription.

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# Journeys in the Spirit



November 2010 Children Additional Resources 45.A

Gather Some words and pictures to use





**Help**

**Honest**



**Truthful**





# Journeys in the Spirit

November 2010 Children Additional Resources 45.B



## Engage Elizabeth Abegg – Acting with Integrity



**Elisabeth Abegg**, was born on May 3, 1882, and grew up in Strasbourg, the capital of Alsace, which was also the home town of Albert Schweitzer, the great theologian, humanist, musician, and medical doctor. His teachings, which stressed equality and the sanctity of human life, had a life-long influence on Elisabeth.

As a history teacher at a fashionable Berlin girls' school, Elisabeth tried to impress her beliefs on her students, many of whom came from Jewish homes. After Hitler came to power, she soon came into conflict with the newly Nazi-appointed director of the school and had to move to another. In 1940, she was forced to retire prematurely, denounced by the authorities as politically unreliable.

At one point, Elisabeth was once summoned by the Gestapo for interrogation. She would not be stopped, however, from keeping in touch with her former Jewish students and friends. When her close friend Anna Hirschberg was deported to the East, she understood what Nazi persecution of the Jews truly meant. Although it was too late to save her friend, Elisabeth felt she could still help to save other Jews from the Gestapo. With this in mind, she turned the three and a half room apartment that she shared with her eighty six year old mother and invalid sister Julie into a temporary shelter and assembly point for Jews who had gone underground.

Working with other Quakers in Berlin, Elisabeth helped many Jewish friends and acquaintances by offering them a temporary place to stay in her own home or directing them to other hiding places. She skimped on her own food and that of her sister in order to supply them with food-ration cards; she also invited them each Friday to special meals in her house and got them forged papers. Most of those who knocked on her door asking for help were complete strangers. All this activity took place under her neighbours' noses, even though some tenants in the apartment house were active Nazis. Elisabeth did not hesitate to take risks. In one case Liselotte Perles, the director of the day-care centre in Berlin, could not decide whether to go into hiding with her nine-year-old niece, Susie. Elisabeth visited them in late January 1943, in the "Jews' House" to which they been moved. Three of the apartments had already been sealed off after the residents had been deported to the East. Elisabeth managed to persuade them that it was time to go underground, and, indeed, it was their last chance, coming just before the last large Gestapo round-up of the Jews of Berlin.

In another case, Elisabeth offered her own jewellery for sale so that she could organise the smuggling of Jizchak Schwerzencz into Switzerland.

Some of the survivors who remained in contact with her after the war dedicated a collection of memoirs to her on her seventy-fifth birthday, entitled "When One Light Pierced the Darkness." On May 23, 1967, Yad Vashem, the museum in Israel that tells the story of the Holocaust, decided to recognise Elisabeth Abegg as Righteous Among the Nations.



# Journeys in the Spirit



November 2010 Children Additional Resources 45.C

**Engage** Some Children's books on Honesty, Truth and Integrity

## Honesty and truth:

***The Three Robbers*** Ungerer, T. - Phaidon Age 7-14

A story about three robbers who are persuaded to use their ill-gotten gains for good - does that make them good?

***Tadpole's Promise***. Ross, T. & Willis, J. (2005) Anderson Press. Age 3-4

Tadpole and caterpillar fall in love and promise never to change. Of course they do - should we promise things if we can't keep them?

***Little Beauty***. Browne, A. (2008) Walker Books. Age 6-16

A picture book about a gorilla and a kitten. The gorilla gets angry and breaks the TV and the kitten lies for him. A delightful book about so many concepts, but honesty is a strong concept - should we lie for our friends?

***The Island*** Greder, A. (2007). Allen & Unwin. Age 10+

One morning, the people of the island found a man on the beach where fate and ocean currents had washed his raft ashore. He wasn't like them. How they treat him explores the three themes of honesty, truth and integrity.

## Integrity:

***The People who hugged the trees*** Rose, D. (1990). Roberts Rinehart Inc Age 8-14.

The true story of Amrita Devi and several hundred villagers who gave up their lives when protecting their forest 3 centuries ago in India. Their sacrifice is commemorated by naming their village, Khejare as India's first National Environment memorial.

***Erika's Story***. Zee & Innocenti, R. (2003) Jonathan Cape. Age 9+

True story of a Jewish woman who was thrown from a moving train when she was a baby. The train was taking her parents to Dachau. A couple found her and brought her up.

***Rose Blanche***. McKewen & Innocenti (2004) Red Fox.

The story of a German girl in the Second World War who found children in a concentration camp, and smuggled her food to them.

***The Tunnel*** Browne, A. (1992). Walker Books. Age 6-11

A story about a brother and sister who are very different characters. They resent spending time together, but when the brother disappears inside a tunnel, his sister puts her own fears of the dark and witches and wolves behind her to go inside and rescue him.

***The Story of the Little Mole who knew it was none of his business***. Holzwarth, W. & Erlbruch, W (1994) Pavilion. Age 6+.

This book has been used successfully to discuss restorative justice. A little mole has a 'poo' fall on his head and sets off to find the culprit. When he finds him (a dog) he 'poos' on his head - is this fair?





# Journeys in the Spirit



November 2010 Children Additional Resources 45.D

**Engage** What would you do if.....?

**You've gone to the fruit tuck shop at break-time in school. You buy what you need, and then notice that the pupil serving you has given you too much change.**



.....

**You are on the school council. There is a discussion at the end of the school year, and a lot of the representatives want to use some school council funds to throw a 'thank you' party for the outgoing council.**



.....

**One of your friends is quite upset because they think their mum and dad are going to get a divorce. They have asked you not to tell anyone else. Your best friend has seen you two talking. He / she wants to know what it's about, and says that best friends have got to share everything.**



.....

**Your best friend asks you to 'Swear to be my best friend, and that you'll always stick with me whatever happens.'**



.....

**There's a new girl in your class. She's got a different accent, and doesn't seem to want to mix with other pupils. Your friends have all decided not to talk to her, and want you to do the same.**



.....

**Your friends want to go into town shopping after school on Friday, and have asked you to come along. Your parents don't allow you to go into town on your own yet.**



# Journeys in the Spirit

October 2010 Children Additional Resources 45.E



## Engage The Honesty and Truth Quiz

1. You've gone to the fruit tuck shop at break-time in school. You buy what you need, and then notice that the pupil serving you has given you too much change.

*Do you:*

- a) Keep the change. He/ she didn't notice, so it won't make a difference.
- b) Tell the pupil that they've made a mistake. It's their responsibility: they shouldn't be so careless.
- c) Mention quietly to the pupil that you think there might have been a mistake, and give the surplus change back.

2. You are on the school council. There is a discussion at the end of the school year, and a lot of the representatives want to use some school council funds to throw a 'thank you' party for the outgoing council.

*Do you:*

- a) Say that you aren't happy with this. The budget has been given to the council to spend on things for all the pupils, not just the school council representatives.
- b) Say nothing. You're not comfortable with this, but most of the pupils are older than you, and they'll only shout you down.
- c) Agree. This is a great idea! You've all worked hard, so you deserve to have something back.

3. One of your friends is quite upset because they think their mum and dad are going to get a divorce. They have asked you not to tell anyone else. Your best friend has seen you two talking. He / she wants to know what it's about, and says that best friends have got to share everything.

*Do you:*

- a) Say: "Oh, okay then – as long as you don't tell anyone else!"
- b) Say: "I know that we share everything, but this is different. I've promised not to tell anyone else, and I can't break my word. I'm sorry."
- c) Avoid the situation, by saying: "It's nothing. We weren't talking about anything important", and changing the subject.

4. Your best friend asks you to 'Swear to be my best friend, and that you'll always stick with me whatever happens.'

*Do you:*

- a) Say “No way!” You don’t agree with swearing, and you don’t know what this might involve in the future.
  - b) Say you’re very pleased that you’re best friends, but you don’t think you need to swear loyalty to prove it. He / she can trust you without that.
  - c) Say: “Of course! I’d do anything for you!”
5. There’s a new girl in your class. She’s got a different accent, and doesn’t seem to want to mix with other pupils. Your friends have all decided not to talk to her, and want you to do the same.
- Do you:*
- a) Go along with it. You don’t want to lose your friends.
  - b) Not do anything. You don’t want to join in, but you don’t want to be nasty to the new girl either. You try to keep out of it.
  - c) Tell your friends that you think their behaviour is wrong. Make an effort to talk to the new girl and get to know her.

6. Your friends want to go into town shopping after school on Friday, and have asked you to come along. Your parents don’t allow you to go into town on your own yet.
- Do you:*
- a) Tell your parents that you’re going to friends’ house, and that they’ll bring you home later. (The last bit is true!)
  - b) Tell your parents about your friends’ idea. Would it be okay for you to go with your friends, as long as you’re in a group, keep in touch, and are back home at an agreed time?
  - c) Not tell your parents anything. If they don’t know, they can’t disagree! Everyone else’s parents let them do things!

*When discussing the options in this quiz, think what might make you act differently.*

*Consider what might influence your behaviour, and how you would decide whether this was a good thing?*

*Create some more situations of your own, or choose a situation to act out as a group.*



# Journeys in the Spirit

November 2010 Children Additional Resources 45.F



**Respond      The Agony Aunt activity**

You will need paper and pens, and a large hat or container. Some magazines with sample problem pages may be useful too. Ask the children to write down situations that either have or could happen to them. These should be issues about honesty, truth and integrity, and be written in the style of a problem page. Now ask the children to fold their papers twice and pop them into the hat or container.

Pass the hat around, and ask people to pick out a problem. If they pick out their own, they must put it back. They are now the Agony Aunt, and must try to advise the person who has that problem. They think about their advice and write it on the piece of paper. Ask the children to be sensitive, and to put themselves in the other person's shoes.

The pieces of paper are put back in the hat again, and problems and solutions are read out by those facilitating the session. This is a good way of airing and exploring solutions to problems without causing embarrassment to individuals. Those facilitating the session will need to be aware that some issues may be personal.

