



Journeys in the Spirit

inward outward upward downward

Children's work edition December 2012 Issue 70



The five senses - sight

Getting ready



The human eye is the organ which gives us the sense of sight, allowing us to learn more about the surrounding world than we do with any of the other four senses. We use our eyes in almost every activity we perform, whether reading, playing, watching television, writing a letter and in lots of other ways. We use our eyes to give us information about our environment from the moment that we wake up. We can first see if it is light or dark. If we have to switch on a light it then shows us where we are. We use our sight to read the faces of people around us. We can see if they look happy or sad or cross or if they are thinking. When people smile we can often see the smile in their eyes too. Sight is also important when we are eating; we choose foods that look tasty.

The Bible has many stories about sight - some are in this edition.

There are also a lot of interesting words and sayings used about sight such as "eye catching" to mean something attractive, we will look at some of these later. There are some facts about eyes in the additional resource materials.

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

Say that today Children's Meeting is going to be talking about how we see things – about sight and eyes. Ask everybody to find somewhere to sit quietly in the room where you are having your meeting. Ask everybody to then take a moment to look around the room at all the familiar things the table and chairs, door and windows. Find something that they like looking at, try and concentrate on that one object. Try and see it as if for the first time.

One by one ask children to describe the object that they are seeing to the others, describe its shape, colours and size, try and give as much detail as possible, try and see it if it is something new to themselves and the others in the group.

Listen carefully to how each person describes their object. Are they noticing something that others did not see?

Do they see the same colours as you in the object?

Now ask everybody to close their eyes and try and remember the object that has been described - how accurately do they think they have remembered it?

Underpinning references

"Never lose an opportunity of seeing anything beautiful, for beauty is God's handwriting" **Ralph Waldo Emerson**

"The eye through which I see God is the same eye through which God sees me; my eye and God's eye are one eye, one seeing, one knowing, one love." **Meister Eckhart**

Engage

Bible Stories: Healing the Blind

There are two stories in the Bible about Jesus healing the blind. They are on *Additional Resource 70.A*. Read the stories one after the other.

Ask questions like: What do you notice about the stories? What are the things which are the same and which are different? Do you like the stories? Have you heard of the word 'miracle' before? What does a 'miracle' mean to you?

Depending on the age of the children in your group have a conversation about miracles. You could say something like: a miracle is an event in the world that shows a power that is not understood by humans and is described as being an act of god. Do you think Jesus was performing a miracle? Do you know of any other miracles in the Bible? Do you have a favourite miracle story? Is a tree a miracle? What about rain? Ask if there is anything they think is a miracle. Is a miracle just something we don't understand why it happens? There is a list of other miracles in the Bible on *Additional Resource 70.B*.

The Story of the Buddha

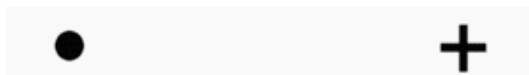
The man called Buddha was someone who had a special understanding about life. He discovered that seeing how other people lived can change the way we think about things especially by seeing the suffering of others. The Story of the Buddha is on *Additional Resource 70.C*. Read the story together. Adapt the language if necessary. Ask questions like these - what made the Buddha change from living in as a Prince to living as a Holy man? What do you think about his choice? What sort of person do you think makes a choice like that? Do you think that there are people today who don't know about the suffering of others?

Are there things in our lives that spoil things and can make us feel tied up like the dog? This could be wanting what others have, others being unkind to you, seeing things in the world which you find hard to understand or trying to be better than others.

Could you draw a picture with the dog tied to a tree in the middle of a page and all the things that tie you down around the outside? You could share these if you wanted to.

Blind Spots

There are 2 types of blind spot. The first is where we cannot see something in our visual field and the second is when we are unable to see something about ourselves that other people can see but sometimes we don't want to see. There is a picture of blind spots for drivers on *Additional Resource 70.D*. You may also like to think about yourself for a few moments too and see if there is anything about you that you may like to improve. Finding your blind spot



Cover your left eye and look at the dot on the left in this image. Be aware of the cross on the right, but don't look at it - just keep your eye on the dot. Move your face closer to the images, and farther away. At some point, you should see the cross disappear. Stay at that point, open your left and close the right eye. Stare at the cross, and you should see that the dot has disappeared. It doesn't just happen with a white background. Try the same with colour paper, and your mind will fill in the background colour of the paper when the mark gets in your blind spot. You don't see as much of the world as you think!

References & other resources

Matt 20:29-34 - Two Blind Men as Jesus leaves Jericho

Mark 10:46b-52 - Blind Bartimaeus as Jesus leaves Jericho

For some definitions of what the word miracle means go to: <http://christiananswers.net/dictionary/miracle.html>

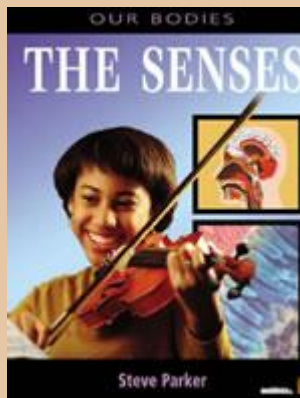
Don't Just Do Something, Sit There by Mary K. Stone (RMEP, ISBN 1085175-105-X). A very good guide as to how to encourage children into stillness.

World of Faiths: Buddhism (QED World of Faiths) Kevin and Denise Fossey

Additional Resource 70.A, 70.B, 70.C and 70.D can be found at: www.quaker.org.uk/resources-children

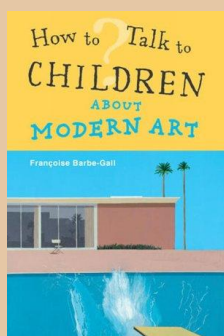
References & other resources

“Our Bodies The Senses” Steve Parker. ISBN 0739866249



“Close both eyes to see with the other eye” Rumi – Sufi poet. From *Essential Rumi*

How to talk to children about modern Art by **Francoise Barbe – Gail**. ISBN 9780711232891



Additional Resources 70.E, 70.F, 70.G and 70.H can be found at:

www.quaker.org.uk/resources-children

Respond

Hidden Faces

Use a piece of card or paper cover up your nose and mouth. In pairs or as a group try and guess what the facial expression is hidden behind the paper. What effect does only seeing someone’s eyes have on how you see them? Is it difficult to guess what face they are making?

Mood Masks

Use the instructions on *Additional Resource 70.E* to make mood masks. Now get everybody to try and have a sad conversation with other people using their smiley faces and then a happy conversation with someone with a sad mask. Try this with other moods that you have given your mask.

It is possible to have normal conversations when someone’s face is not showing what they feel?

How important is eye contact in trying to tell someone something important?

What signs do we read in someone else’s face?

How do you feel when someone smiles at you? How do you feel when you smile at someone?

Ways of Seeing

We can see with our eyes, recognising things for what they are and we can also view things with our imaginations, seeing them for what they could be which is how artists work. We all have a unique way of looking at art too. There are some pictures and questions *Additional Resource 70.F* to explore ways of seeing art.

Illusions and Hidden Pictures

There are some more images children to look on *Additional Resource 70.G* The Fairtrade symbol is an example of something with a hidden picture.



What do you see when you look at this?

Do the images (see *Additional Resource 70.G*) make you think differently about how you look at the world? Are we all seeing the world in the same way?

Here is a list of sayings about looking and seeing

Can you say what they mean? Can you think of any more?

- *Look before you leap*
- *Don't look a gift horse in the mouth*
- *Out of sight, out of mind*
- *The apple of my eye*
- *Keep an eye out for it*
- *Turn a blind eye*

Ask children some questions like: Have you ever heard anyone say any of these sayings? Do you think children have invented new sayings? Why do so many sayings include looking?

Poem about Eyes

On *Additional Resource 70.H* there is a poem about eyes. Read this to the children. How would children describe their eyes or other people’s eyes? Could children write down some words about their or other people’s eyes?

Reflect

Set out a few pictures or objects that you think are beautiful. Ask everyone to sit quietly. If you have used the story of the Buddha then ask children to sit as he often did - sitting quietly, cross-legged and being still. If you have used stories about Jesus you could say that he made people feel peaceful.

By sitting quietly and breathing deeply Buddha was able to clear his mind of all the things that worried him and focus on the things that were important.

Ask everybody to concentrate, to look carefully at, one of the pictures or objects in front of them.

How does it feel to do this?

Is it like or is it different to being in Meeting for Worship?

Did looking at a picture or object help you to be still? Or did you start thinking of other things?



Review

Have children been able to describe things around them in a new way?

Did all the children take part? Was there something for everyone? Remember that the members of group do not always have to be doing the same thing.

What did the children particularly enjoy? Can you revisit this another time?

Is there anything you might do differently another time?

This issue was written by Addrienne Jeorrett and edited by Chris Nickolay and Howard Nurden. Chris Nickolay wrote the Topical activity.

Issue 71 will be the first of the new series, *Difficult questions – no easy answers*. It will explore questions about violence. Available from 7 January 2013.

Issue 72 will be the second in the new series. It will explore questions about *Other religions – are they too different from us?* Available from 1 February 2013.

Issue 73 will explore questions about *When is it OK to break the rules?* Available from 1 March 2013.

Materials available online are:

Current issue additional Resources Sheets

An easy to use plan for a Children's Meeting

Links to other resources and information

A simple plan for an all age Meeting for Worship

A topical activity – this time about Gaza

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

Go to:

www.quaker.org.uk/journeyschildren and choose from the range of links in the sidebar.

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Journeys in the Spirit

Children's work

Additional resources 70.A

Engage

Bible stories: healing the blind



The Blind Man. The Bible - Mark 10

A crowd followed as Jesus and his disciples approached a town called Jericho. At the edge of town sat a poor blind man named Bartimaeus. When he heard that Jesus was passing by, he began to scream and yell with all his might. "Jesus!" he cried. "Son of David, have mercy on me!" People nearby tried to quiet blind Bartimaeus. But the more they tried, the louder he shouted. "Son of David!" he hollered at the top of his lungs. "Please, have mercy on me, help me!"

Jesus stopped walking and turned to his disciples. "Call that man over to me," he said.

The disciples went to Bartimaeus. "Cheer up!" they said. "Get on your feet and come with us. Jesus is calling for you." Tossing down his cloak, the blind man leaped up and went with them.

"What do you want me to do?" asked Jesus.

"Teacher," said Bartimaeus, "I wish to see."

"Go," said Jesus. "Because of your faith, you are healed." Instantly, Bartimaeus could see! He followed Jesus, looking at everything as he went!

The Two Blind Men. The Bible - Matthew 20

29-31 As they were leaving Jericho, a huge crowd followed. Suddenly they came upon two blind men sitting alongside the road. When they heard it was Jesus passing, they cried out, "Master, have mercy on us! Mercy, Son of David!" The crowd tried to hush them up, but they got all the louder, crying, "Master, have mercy on us! Mercy, Son of David!"

32 Jesus stopped and called over, "What do you want from me?"

33 They said, "Master, we want our eyes opened. We want to see!"

34 Deeply moved, Jesus touched their eyes. They had their sight back that very instant, and joined the procession. (Taken from *The Message Bible*).



Journeys in the Spirit

Children's work

Additional resources 70.B

Engage

Bible stories: healing the blind



Miracles recorded in the Bible

1. Piece of money in the fish's mouth (Matt 17:24-27)
2. The deaf and dumb man (Mark 7:31-37)
3. Jesus passes unseen through the crowd (Luke 4:28-30)
4. The miraculous draught of fishes (Luke 5:4-11)
5. The raising of the widow's son at Nain (Luke 7:11-18)
6. The woman with the spirit of infirmity (Luke 13:11-17)
7. The man with the dropsy (Luke 14:1-6)
8. The ten lepers (Luke 17:11-19)
9. The healing of Malchus (Luke 22:50-51)
10. Water made wine (John 2:1-11)
11. Cure of nobleman's son, Capernaum (John 4:46-54)
12. Impotent man at Bethsaida cured (John 5:1-9)
13. Man born blind cured (John 9:1-7)
14. Lazarus raised from the dead (John 11:38-44)
15. Draught of fishes (John 21:1-14)
16. Syrophenician woman's daughter cured (Matt 15:28; Mark 7:24)
17. Four thousand fed (Matt 15:32; Mark 8:1)
18. Fig tree blasted (Matt 21:18; Mark 11:12)
19. Centurion's servant healed (Matt 8:5; Luke 7:1)
20. Blind and dumb demoniac cured (Matt 12:22; Luke 11:14)
21. Demoniac cured in synagogue at Capernaum (Mark 1:23; Luke 4:33)
22. Peter's wife's mother cured (Matt 8:14; Mark 1:30; Luke 4:38)
23. The tempest stilled (Matt 8:23; Mark 4:37; Luke 8:22)
24. Demoniacs of Gadara cured (Matt 8:28; Mark 5:1; Luke 8:26)
25. Swine rush into water and drown (Mark 5:1-20)
26. Leper healed (Matt 8:2; Mark 1:40; Luke 5:12)
27. Jairus's daughter raised (Matt 9:23; Mark 5:23; Luke 8:41)
28. Woman's issue of blood cured (Matt 9:20; Mark 5:25; Luke 8:43)
29. Man sick of the palsy cured (Matt 9:2; Mark 2:3; Luke 5:18)
30. Man's withered hand cured (Matt 12:10; Mark 3:1; Luke 6:6)
31. A lunatic child cured (Matt 17:14; Mark 9:14; Luke 9:37)
32. Two blind men cured (Matt 20:29; Mark 10:46; Luke 18:35)
33. Jesus walks on the sea (Matt 14:25; Mark 6:48; John 6:15)
34. Jesus feeds 5,000 "in a desert place" (Matt 14:15; Mark 6:30; Luke 9:10; John 6:1-14)
35. The conception of Jesus Christ by the Holy Ghost (Luke 1:35)
36. The transfiguration (Matt 17:1-8)
37. The resurrection (John 21:1-14)
38. The ascension (Luke 2:42-51)
39. Peter and the healing of a the paralytic Aeneas at Lydda (Acts 9:32, 35, 38)



Journeys in the Spirit

Children's work

Additional resources 70.C

Engage

The story of the Buddha



See this web page for help with this: http://www.assemblies.org.uk/standing/world_religions/wr_buddha.html

The Buddha was born a long time ago - about 2,500 years ago. The Buddha was not the name he was given at birth. His birth name was Siddhartha Gautama and he was a Prince. He was born in a part of the world that we now call Nepal (the country that has the highest mountains in the world). Siddhartha's father wanted to protect his son and so Siddhartha grew up in the palace grounds. He never went outside the grounds, and had no idea what life was really like for most people. He had a rich and happy life, with everything he could possibly want: food to eat, clothes to wear, and when he was old enough he married a beautiful girl and they had a son. But still Siddhartha had not seen anything of life outside the palace grounds.

Soon he began to grow bored with his sheltered life and one day he left the palace. Now he began to see the world as it really was. As he rode around he saw suffering everywhere. He saw an old man who was weak and nearly at the end of his life. He saw a man who was sick and in great pain, and he saw a funeral with the family of the dead man crying around his body. Then Siddhartha came across a holy man, a man who had devoted his life to following God. This man seemed to be happy and peaceful.

These things made Siddhartha think. He went back to the palace, but he couldn't forget what he had seen. He decided he had to go in search of the answer to why there was suffering in the world. On the night before his 29th birthday he left his palace with its riches, beauty and safety. He left behind his beautiful robes and put on the simple clothes worn by holy men and shaved off all his hair just like the holy man he had seen.

For the next six years he travelled around the country in search of the answer to the question of why there is suffering in the world, but he could not find the answer. He travelled on until he came to a great tree. Today we call this tree a Bodhi tree. It's like a fig tree. He sat under this great big tree and began to meditate, that is to think deeply. It was the night of a full moon. After a long time, the truth came to him and discovering the truth gave Siddhartha a feeling of great peacefulness. It was a feeling of release from all the things that had been troubling him. Suddenly he was able to stop thinking about himself and his worries. Siddhartha had become enlightened - he had found truth and so he became known as the Buddha - the enlightened one.

The Buddha learned many things while meditating under the Bodhi tree and he spent the rest of his life teaching people about what he had learned so that they might find peace in their own lives. One of the things he discovered is that very often people make themselves and others unhappy because they are always wanting and needing things. They are tied to the things they need and want, like a dog tied to a tree. The more they want the more they get tied up in knots, like the dog getting tangled in the rope that attaches it to the tree. The Buddha taught his followers about how they could be free of the things that tie them down and how this would give them peace and happiness. He taught them that they could become enlightened too by following his teachings.

Other Buddhist resources

<http://www.buddhanet.net/e-learning/buddhism/storybuddha.htm>

http://www.ancientindia.co.uk/buddha/story/sto_set.html

Quote: "I never see what has been done; I only see what remains to be done."

Buddha



Journeys in the Spirit

Children's work

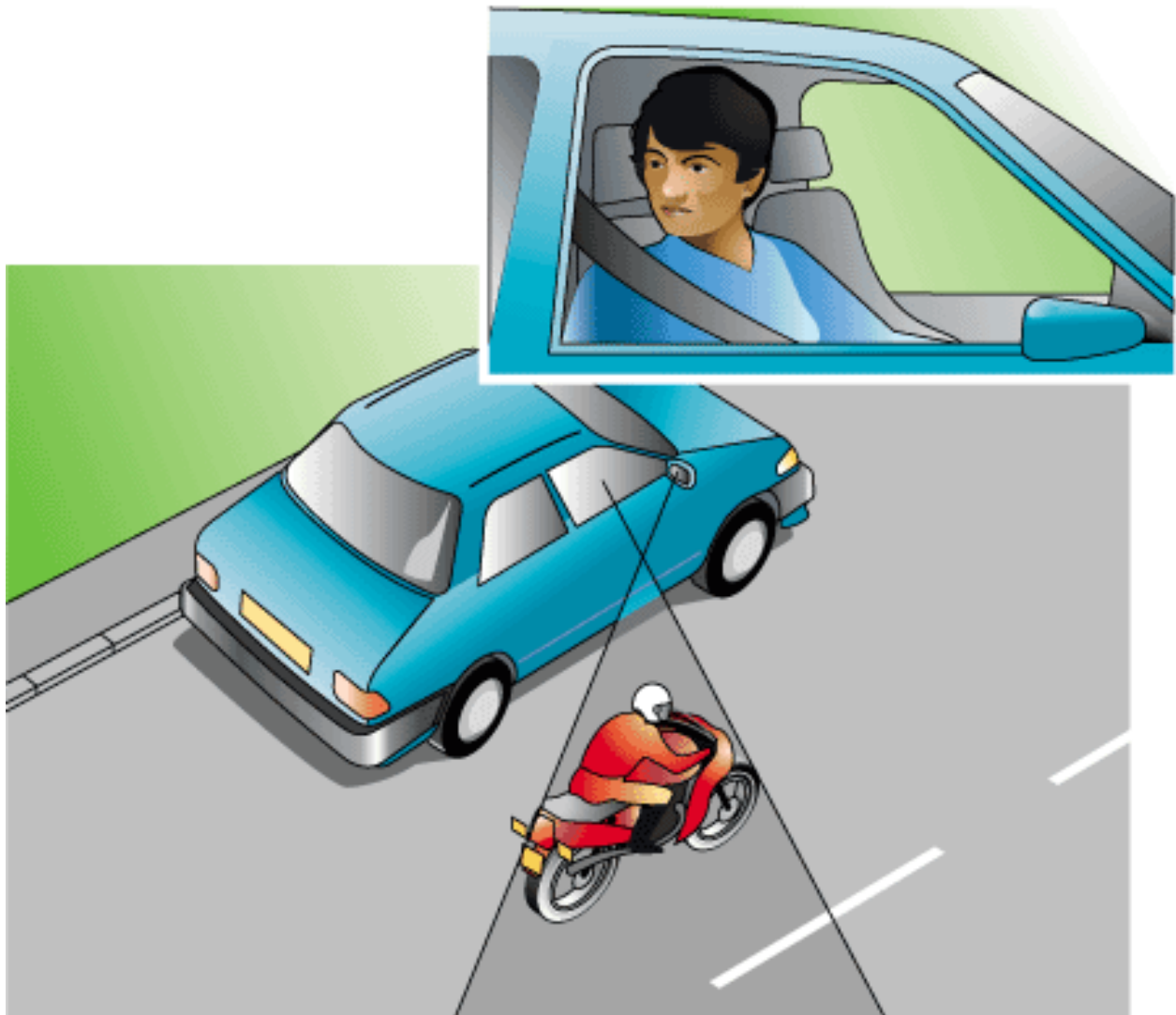
Additional resources 70.D

Engage

What is a blind spot?



This picture shows a blind spot when someone is driving a car. It is very important to look and see if there is a vehicle in the blind spot. Cyclists and motorcyclists need to make sure they know when they are in a vehicles blind spot.





Journeys in the Spirit

Children's work

Additional resources 70.E

Respond

A mood reader mask



From <http://tlc.howstuffworks.com/family/paper-masks4.htm>

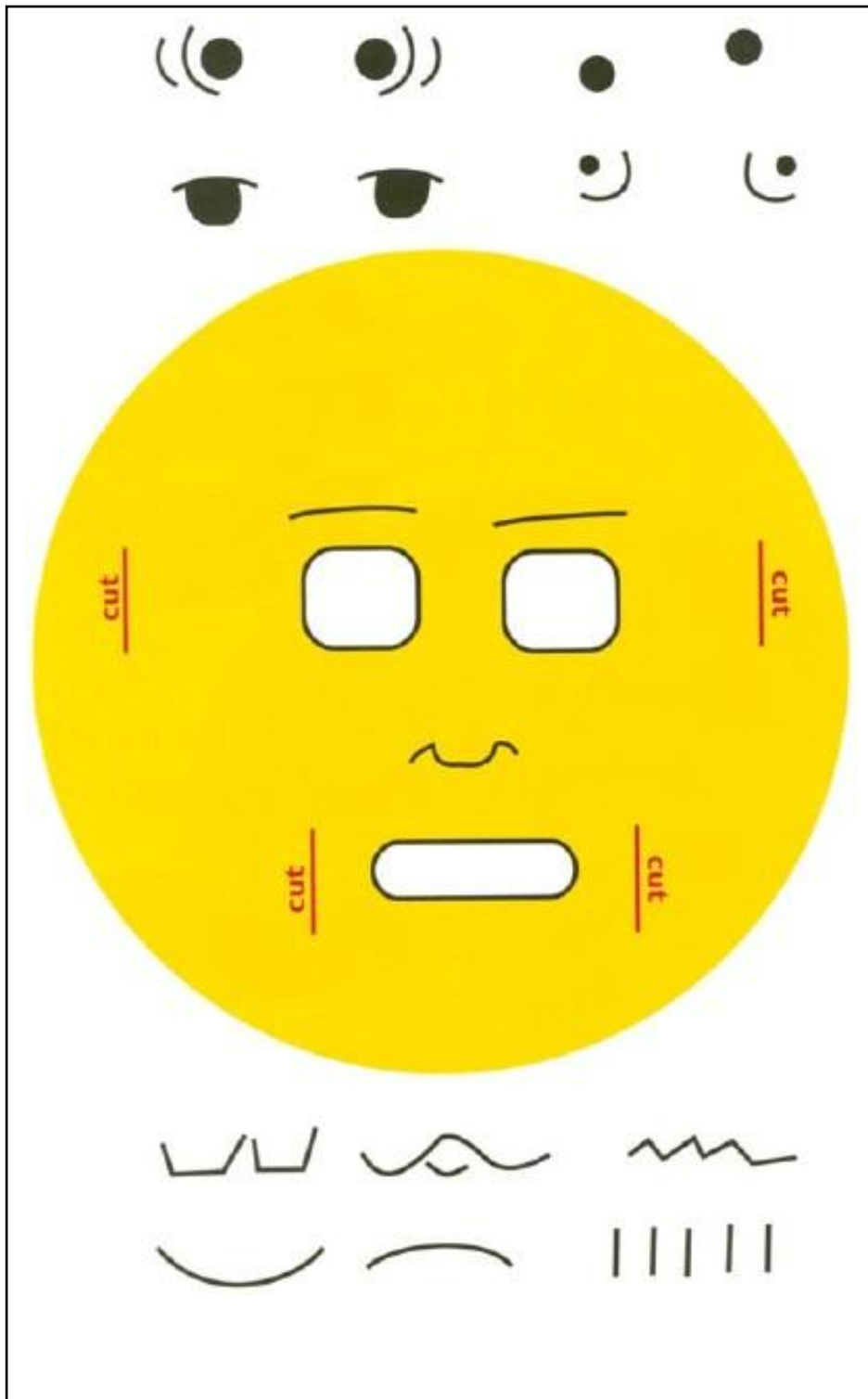


A mood-reader mask lets everyone know how you're feeling.

What you'll need: Paper plates, 6 $\frac{3}{4}$ inch, white card, sharp pencil, craft knife, black permanent markers, scissors, ruler, paintbrushes.

How to Make a Mood-Reader Mask

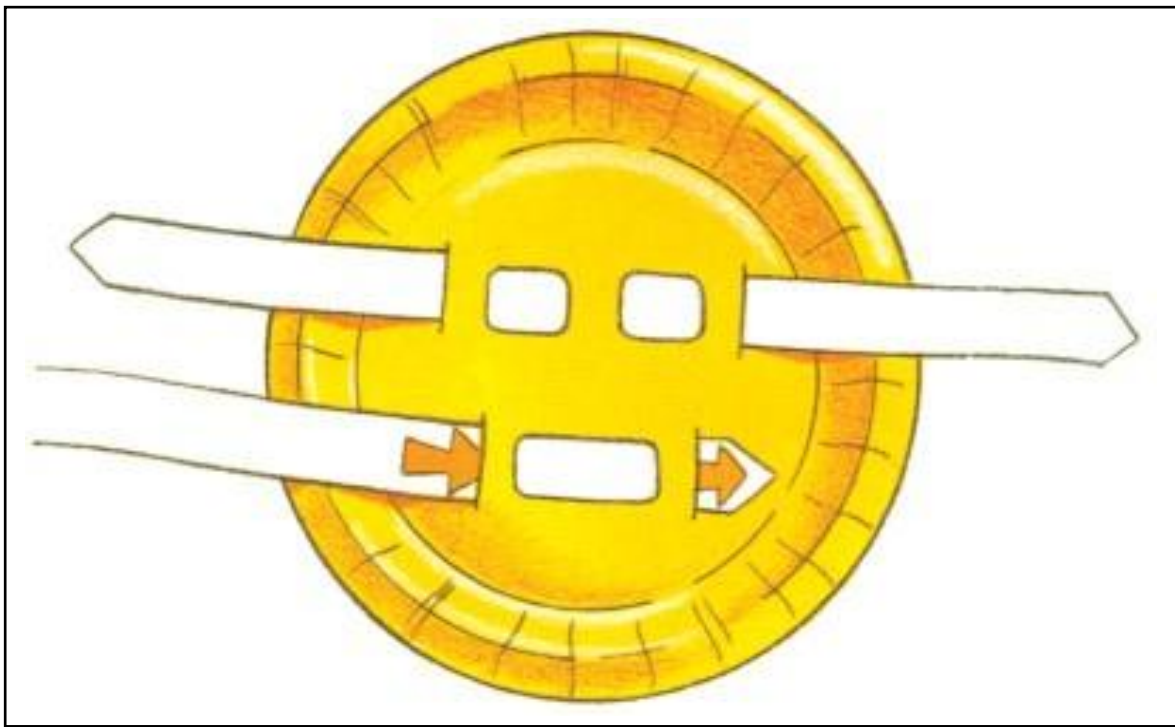
Follow the pattern below to draw the open space for eyes and mouth on a paper plate; draw on the cut lines. Cut out the eyes, mouth, and cut lines with a craft knife. (The pattern also includes ideas for drawing eyes and mouths -- that comes later).



Step 1: Cut out the eyes, mouth and cut lines.

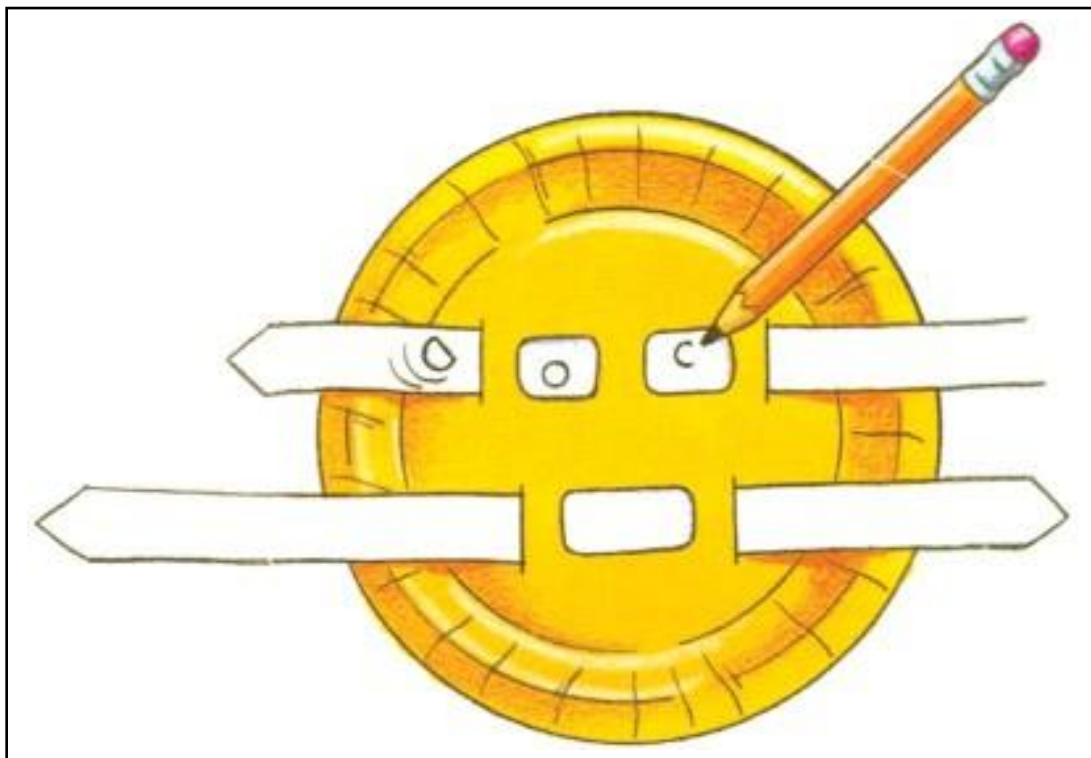
Step 2: Draw eyebrows and a nose on the plate using black permanent marker.

Step 3: Using scissors, cut two 11x3/4-inch strips out of white card stock, and cut each end into a point. Slide one strip into the left-side eye slit from the front to the back, and then push it up through the right-side eye slit. Repeat with the other strip for the slits beside the mouth.



Slide the strips through the openings.

Step 4: Pull the top strip through the eye slits until just 1 inch sticks out from the left side. Using a pencil, sketch funny eyes (or copy some of our ideas). Pull the strip from the left until you see only white space in the eye area, and sketch another set of eyes; repeat until you reach the end of the strip. Make each set of eyes different. (There is room to draw four sets of eyes.) Remove the strip and trace over the pencil lines with black marker.



Step 5 Repeat this process with the mouth strip. (There is room for six mouths on the strip.)

Step 6: Fringe the top of the plate, from the edge to the inside of the rim. Paint every other piece of fringe the colour of your choice. Let dry.



Journeys in the Spirit

Children's work

Additional resources 70.F

Respond

Ways of seeing



You may like to bring in your own postcard or pictures from home for the children to look at but here are some suggestions.



St George and the Dragon
Paolo Uccello 1470

Spend some time looking at the picture

Listen to how children describe the picture and what they see and how they interpret the picture

What are they drawn to?

Do they notice the depth, the colours, the spaces, the light, the background or the characters?

Can they describe what is happening in the picture?

Who are the people?

Is the Princess frightened?

Who do they think will win?

Perhaps children are now inspired to do some drawing or painting.



John Singer Sargent Workmen at Carrara

Spend some time looking at the picture

Listen to how children describe the picture and what they see and how they interpret the picture.

What are they drawn to?

Do they notice the depth, the colours, the spaces, the light, the background or the characters?

How many colours are there?

Is this a realistic picture?

What is the artist trying to say?

If you were going to draw a picture of people working what would you do, what would be the important details?



Journeys in the Spirit

Children's work

Additional resources 70.G

Respond

Illusions and hidden pictures



The FAIRTRADE Mark



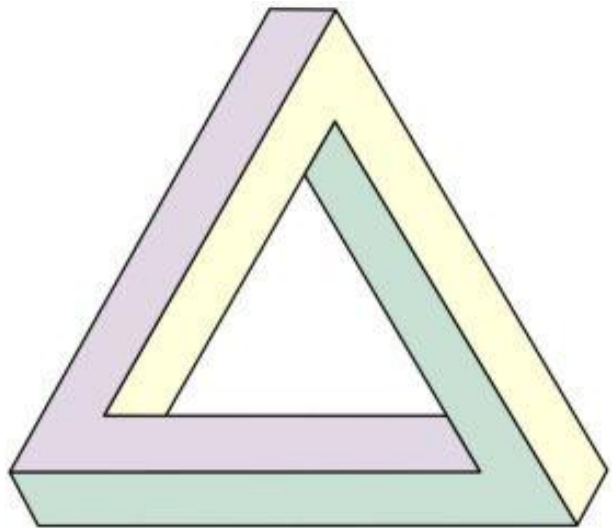
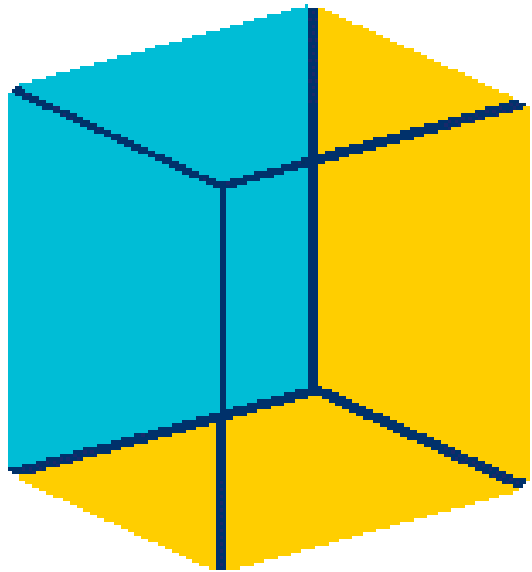
The FAIRTRADE Mark is a registered certification label for products sourced from producers in developing countries.

What does the symbol represent?

The eye-catching blue, green, white and black FAIRTRADE Mark was adopted by FLO International in 2002. The symbol is open to interpretation – some see a parrot, others a green leaf, some see the black swirl at the centre as a road leading to a brighter future. The most popular interpretation is to imagine the blue as sky, the green as grass, and the black dot and swirl at the centre as a person holding one arm aloft. That figure represents the people at the heart of the Fairtrade system – it could be a farmer holding up their product, a shopper reaching to purchase, or a campaigner fighting for greater justice in international trade.

Optical illusions







Journeys in the Spirit

Children's work

Additional resources 70.H

Engage

A poem about eyes



Eyes (sense of sight)

I need my eyes,
So I can see,
I don't have five,



Or one,



Or three...



Just two eyes,
On my face,



It seems to be,
A common place,
For eyes to sit,
On animals,
From frogs, to fish,
From bears, to gulls...



Two eyes,
One face,
That's a match,
But really here's,
A little catch...
Spiders see ,
With 8 eyes,
And here's another,
Eye surprise,
Scallops have,
Most of all,
More than fifty,
Must see all!
I'll stick with two,
They let me see,
My two eyes,
Are good for me...