



Journeys in the Spirit

inward outward upward downward

Children's work edition July 2015 Issue 98



Quakers in the world - living adventurously

Getting ready

This is the first in a new series about 'Quakers in the world'. It is the first issue to link directly to *Quaker Week* which, this year, is 3 -11 October.

One of the phrases most familiar to Quakers is 'Live adventurously'. What do we mean by this as Quakers? How does being a Quaker help or encourage us to live adventurously? It can sometimes be difficult for children – and adults – to see the connection between coming to meeting and the call to live adventurously.

This issue of *Journeys in the Spirit* aims to help children see how being a Quaker can be adventurous, challenging and exciting and, also, to think about what they might do or help with during *Quaker Week* 2015.

We will look at how Quakers in the past have lived adventurously, both individually and as communities, using different issues of *Journeys in the Spirit* about past Quakers and about work that Quakers have done: prison reform; opposing slavery; conscientious objection, the FAU and, more recently, in peace building and campaigning. We offer ways for children to talk to adults in their meeting about what living adventurously means to them. We will also offer ways to explore with children about how they might live adventurously in their everyday lives, being open to new ideas, opportunities and possibilities. There are also things to do about the importance of worship, stillness and silence as ways of getting ready for adventure and of the importance of the support, encouragement and inspiration of the wider Quaker family.

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.

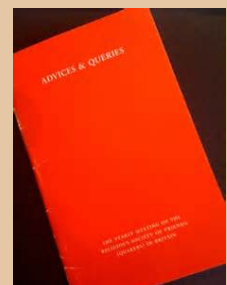
Gather

Gather in a circle for a time of stillness to begin. It might be helpful to have a lighted candle in the centre of the circle. Welcome the children and ask if any of them would like to share something that has happened in their week.

Explain that today you will be thinking about living adventurously and about what that means to Quakers and particularly to them. Read all or part of Advice & query 27. Talk about how living adventurously can mean being open to new ideas and possibilities; trying new things; making the most of opportunities.



Underpinning references



Quaker faith and practice:

Advice & query 1:27

Engage

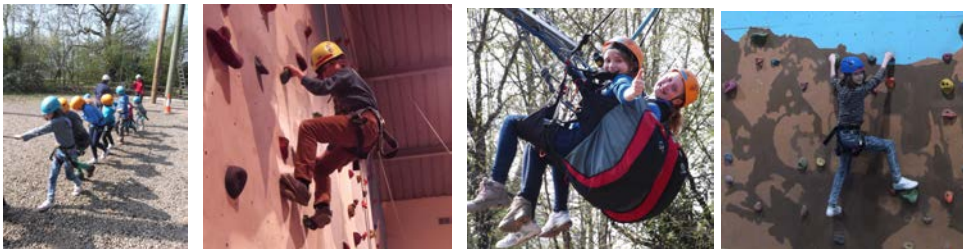
This Engage section is in two parts that will need to be done over two sessions.

1. What does living adventurously mean?

Firstly, lay down a selection of well-known children's adventure stories (picture books, comics and novels) and talk about them. There are some suggested titles in the side bar on this page. The books should reflect a range of ages and be both traditional and contemporary. Have any of the children read them? What are their own favourite adventure stories? Invite them to talk about adventure stories that they have enjoyed. (It is good to avoid being judgemental here or critical about the stories they choose; pirates and cowboys may not be our ideal Quaker role models, but it is important that they feel encouraged to share the stories that speak to them.

Ask the children: What makes a story an adventure story? If necessary add that it is often about a character who suddenly finds themselves in a new – and probably quite perilous! – situation; they face all kinds of dangers and difficulties, and they must find the courage to keep going. Sometimes they are alone in their adventures, often they are with friends. There are stories where the adventure begins unexpectedly and stories where the characters go off in search of adventure. Sometimes heroes and heroines are strong and fearless but often they are very ordinary, rather afraid and make lots of mistakes; almost always, someone on an adventure needs friends and companions to help them.

Now move to one or more of activities 1- 4 in Respond on page 3 and maybe number 7 too.



2. How do Quakers live adventurously? Ask children the question. If necessary, add that it can be about beginning a great adventure or it might be about living every day with a spirit of adventure, being a bit brave. It can mean being willing to try new things or to do familiar things differently; it can mean standing up for what we know to be right, even when that isn't easy or convenient; it can mean looking for that of God in others and seeing them in a new way. Say that you, and another adult if available, are going to tell some short stories about how some Quakers have lived adventurously. There are some simple story scripts to use on *Additional Resource 98.A* but there are a lot more that you could use in earlier issues of *Journeys in the Spirit* about famous Quakers – go to www.quaker.org.uk/journeys/archive-children and search in Series 4 and Series 6, talk about the ways some Quakers did courageous and difficult things.

You could also talk about ways in which Quakers all around the world live adventurously today. There are examples of this at Friends World Committee for Consultation website at <http://fwcc.world/>, where Quakers around the world have shared stories of living adventurously for World Quaker Day. Say that these are just ordinary people like you and I. Like characters in any other adventure story, they were faced with a new and perhaps quite difficult choice and dared to do something different and new; they sometimes struggled or got scared; they made mistakes; most importantly they needed the help and encouragement of others. It might also be worth saying that adventure can be about the ordinary, everyday things we do; spending time with friends and family, school, clubs and activities.

Now move to one or more of activities 5 - 9 in Respond on page 3.

References & other resources

Some adventure book suggestions:

The Hobbit

Narnia series

The Dark is rising
by Susan Cooper



Harry Potter

The Silver Sword
by Ian and Jane Serrailier



Children on the Western Front
by Kate Saunders

A *Marvel* comic

Paddington Bear

Peter Rabbit

Three little Pigs

Charlie Bone
stories by Jenny Nimmo

Additional Resource 98.A can be found at:

www.quaker.org.uk/resources-children

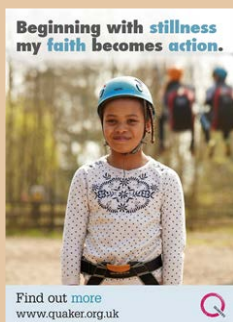
References & other resources

Journeys in the Spirit Series 3
Quakers: A People of God: Being and Doing

www.quaker.org.uk/childrens-work-edition-series-3

This has a variety of stories about different aspects of recent Quaker work in the world.

Two of the posters for Quaker Week 2015 -



- for more details and how to order go to the Quaker Week 2015 leaflet at:

<http://tinyurl.com/o7s93da>

Respond

1. Make an adventure story book: When you have talked about the adventure stories and what makes something an adventure, ask children if they can think of a time when they have had or have been in an adventure? You could also ask if there are any adventures in the books that have been talked about that they really liked or that they would like to have. Go on to say that they can now make their own adventure story book. You need A4 or A5 paper (coloured for the cover; white for the pages) with holes punched and some string to bind them; magazines and newspapers, art and craft materials.

2. Make an adventure game: Make a simple board game 'Living Adventurously'. Divide a piece of paper or card into squares and number them. Over the squares draw or paint a road or river or another simple two-line shape to show a journey. Decorate every third or fourth square with various obstacles and challenges. These can be literal – mountains, collapsed bridges, blizzards – or they might be more symbolic – loneliness, arguments, people challenging what you do. Children can also make simple figures to represent themselves and their friends as they travel round the board.

3. Make an adventurer: You will need a large piece of paper (lining paper is best) a marker pen and a range of art and craft materials. Ask one of the children to lie on a large piece of paper and draw around them; then ask what qualities or strengths they might need to live adventurously – courage, gentleness, hope, humour. Make the adventurer as colourful as possible!

4. Make an adventure in the garden: If your meeting house has a garden talk with the children about how they could make an adventurous space or obstacle course in the garden. This might include a sheet or blanket loosely pegged down for crawling under, bricks or logs to balance on, hoops to crawl through, plastic bottles and string hanging low from a branch to push through – what else could children think of? Depending on what is decided this may need to be checked with the rest of the meeting.

5. Make a Quaker adventure story book: When you have read some of the stories of Quakers from the past or from the present day make a book to tell the story of one of these adventurous lives. See 'Make an adventure story book' above about resources needed.

6. Make a Quaker adventurer: You will need a large piece of paper (lining paper is best) a marker pen and a range of art and craft materials. Ask one of the children to lie on a large piece of paper and draw around them; then ask children what qualities or strengths the person might need to live adventurously. Ask what else they might need. Make the adventurer as colourful as possible!

7. An adventurous jelly game. This is a game for fun and to look at being adventurous in a different way. Before the session prepare plastic bowls of jelly - put safe, small plastic toys in before the jelly sets. Children then have to close their eyes, or be blindfolded, and, when you have put the bowls in front of them, follow your instructions to put their hands in and see what they can find! You will need tissues for this.

8. Adventurers in my meeting: Ask the children to talk to the adults in the meeting about what living adventurously means to them. Do this in a time of shared worship after children's meeting. Ask: how has being a Quaker helped you to live adventurously? Does it help you have the strength to live adventurously each day? How do we live adventurously as a meeting?

9. Quaker Week 2015: After the discussions and activities ask children what they and meeting might do to show other children, people outside of meeting – in the town, village or city – what Quakers do, what we believe and how we worship. This conversation could be in the last part of the session or, to give more time, could be the topic for another session. See sidebar for a resources link. Use the posters for a display in the children's meeting space.

Reflect

Gather the children together to talk about what they have been doing. Ask if any of them want to share the book or game they have made. What have they learned about Quakers living adventurously? Invite them to think about the week ahead. Where do they think there might be a chance to live adventurously? To do something different? What about further ahead? Is there something they are planning or hoping to do? What might they do together as a children's meeting – serious or fun?

Remind them that all of the stories they have been sharing about living adventurously began with stillness and silence and worship. Before we set off on an adventure, first we need to stand still in the Light. Finish with a time of stillness and quiet.



Review

The review can happen at the time or later – 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 her or his thoughts and feelings about being a Quaker and living adventurously?

This issue was written by Alistair Fuller and edited by Chris Nickolay and Howard Nurden.

Available from 3 August 2015: **Topical Activity**. *William Penn and the Magna Carta*.

Available from 1 September 2015: **Issue 99** *Diversity and global community*.

Available from 1 October 2015: **Topical Activity**. *"This Light that Pushes Me" - African Quaker peacebuilders*.

Materials available online are:

Current issue Additional Resources Sheet

An easy to use plan for a Children's Meeting

A simple plan for an all age Meeting for Worship

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.

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

Available free by subscription.

Contact:
CYP Staff Team,
Friends House,
173 Euston Road,
London NW1 2BJ

Phone: 020 7663 1013

Email:

cypadmin@quaker.org.uk

Website:

www.quaker.org.uk/cyp



Journeys in the Spirit

Children's work

Additional resources 98.A



Engage

How do Quakers live adventurously?

After telling these or other stories that you choose, pause and then ask some questions like: I wonder what you liked best about the story; I wonder what you thought was most important; I wonder if there is anything in your life like this story. Next ask if anybody has any questions at all.

1. About slavery and a Quaker called Ben Lay

There was time when people would be stolen, taken by soldiers from places in Africa, put on ships, chained together and taken to countries like ours or America. They became slaves doing horrible, hard work without enough food or drink.

Lots of people had slaves to do work. It was an ordinary thing to do. There were Quakers who had slaves. Most people bought things that had been made by slaves – cloth and sugar for example. Cutting the big plants, like bamboo, to make the sugar was very hot and hard work. However, making and putting the colour into cloth was even more dangerous because the chemicals and different things used to make the colours were very poisonous (and it wasn't just adults doing this – it was children too).

Many Quakers bought the sugar and the cloth.

Now, there started to be some Quakers who said that this was wrong and that Quakers, and other people, should stop buying these things.

One of these people was a man called Ben Lay. He lived in the country that we call the United States of America. He was tiny man – just 1 ½ metres (4ft 1”) tall. He spent much of his life living, with his wife (who was also tiny) in a comfortable cave in a wood.

He was very upset about Quakers buying things made by slaves. He believed very strongly in the peaceful teaching of Jesus and the stories about him in the Bible.

One day he got a copy of the Bible. He cut out all the inside of the pages so that it looked like a book but was hollow. Inside he put a sort of balloon, an animal bladder, which he filled with red ink and then tied up. He also found a very sharp knife that he put in his pocket.

He went in to a big Quaker meeting where people were talking about all sorts of things to do. He walked to the front of the meeting and said something like:

'Friends it is my belief that owning goods produced by slave is like a knife in the heart of the Bible (and everything we think it says that is important).'

As he said this he took out the knife and stabbed it into the book. The balloon burst and what looked like blood poured out. Quakers in the meeting threw him out of the room. They were very upset but maybe because Ben had made them feel very, very uncomfortable. In the end Quakers everywhere stood up against slavery and helped end the buying and selling of people in this way.

2. About the First World War and a Quaker called Harry Stanton

Harry Stanton lived in a town called Luton in our country. His dad was a blacksmith. He was a Quaker and agreed with them that war was wrong. He knew that most people thought differently but this did not seem to matter to him. He wrote that what people said or shouted out in the street and in the papers made him stronger. Harry tried to persuade his friends not to join the army. They agreed with him that war was evil, but they thought that England had to fight the Germans and go to war.

In 1916, when Harry was a 21, he was conscripted, made to join the army. When he asked not to join the army he was told no, he had to go. He had just three minutes in a special 'court' to say why he didn't want to go. He was taken away by force to join the army, where he refused to obey orders. He, with others, was sent to prison.

After the authorities had tried to break the spirits (*make them change their minds and what they felt was right*) of Harry and his friends the conscientious objectors (COs), or 'Conchies', around fifty of them were taken from prison and sent to the Front Line of the war, where the fighting was, in France, so that they would be said to be "on active service". This meant that they would have to obey the same orders as soldiers and so could be shot for not doing as they were told.

Harry was one of these men. Harry and two or three others were taken to a special punishment prison for twenty-eight days. Harry described what happened next – a punishment known as 'crucifixion' (like Jesus in a way). This involved being tied to a post and being left like this for up to two hours. This was repeated every day. This hurt them a lot. After Harry tried to stand on some boards to stay out of the mud under his feet.

This is what he says happened next: *"We were ... placed with our faces to the wire of the inner fence and tied in the usual manner at the wrists and ankles. ... and I found myself drawn so closely into the fence that when I wished to turn my head I had to do so very slowly and cautiously to avoid my face being torn by the barbs."*

Very little is written down of anything Harry Stanton said but another of the group, Howard Marten, said later: *"We were forever being threatened with being hurt or even killed – over and over again – all done with the idea of frightening us. The army didn't know what to do...we couldn't be bullied into it...we were never prepared to do things in an army way. We never saluted anybody, we never stood to attention"*.

During much of this time they were locked up in cells – it was horrible. They talked or whispered through tiny holes in the wooden walls, and some of the men held a Quaker meeting. At other times they sang. Saying quiet prayers helped. One day they were stood in a huge square of 1,000s of soldiers – they thought something really bad was going to happen. Lots of people back in England – many Quakers - had been trying to get help to Harry and his friends and to stop them being hurt. They were hurt more but Harry and his friends were sent to different prisons in Britain.

When they arrived home a British crowd pelted them with eggs and tomatoes. Harry was sent to a special camp in Scotland where the men were put to work breaking rocks which could be used, for example, in road building. After a while Harry thought that even this was wrong and he should not do anything which might mean other men would then go and fight. As a result, he was sent back to another prison.

Harry and his friends didn't give in or give up. Harry lived to be a very elderly man.

3. About the beginnings of Quakers – a story about Margaret Fell

When Quakers started it was a time of war in our country – not war with people from another country but a war between different groups of people in our country. Groups who liked having a king and people who didn't want to be ruled by a king. When the fighting ended there was no king – he had been killed.

Then, after a time, there was another king. Now, some people believed that they could make their country a better place for everybody (they thought that Jesus would come back) if this king was got rid of. They started to fight but they were beaten by the king's soldiers and many died.

Quakers were scared that the king would think that they were like these other people.

In the part of our country that we now call the Lake District – mountains, lakes, rock and rivers and very wild – there was a Quaker called Margaret Fell. She was a farmer and also had a factory that made iron for tools. She was very important at this time – some people called her the 'mother of Quakerism'. As well as all her jobs and family she also helped Quakers all over the country who were in prison, didn't have enough money or who had their farm animals and tools taken from them because they were Quakers.

Margaret, and other Quakers, wanted to tell the king that they were different from the people who had started to fight again. She wrote a special letter and went to London and take it to the king – she travelled with a friend called Ann Curtis. This was along and dangerous journey by horse or by carriage or cart – of course there were no trains, cars or planes. This was in the year 1660. Here is part of what Margaret said, it is written in the way people spoke at that time:

'We are a people that follow after those things that make for peace, love and unity; it is our desire that others' feet may walk in the same, and do deny and bear our testimony against all strife, and wars, and contentions that come from the lusts that war in the members, that war in the soul, which we wait for, and watch for in all people, and love and desire the good of all... Treason, treachery, and false dealing we do utterly deny; false dealing, surmising, or plotting against any creature upon the face of the earth, and speak the truth in plainness, and singleness of heart.'

It is very interesting that in the same year a group of other Quakers worked very closely together – this came from Quakers deciding all together. Here is part of what they said:

'.....All bloody principles and practices we do utterly deny, with all outward wars, and strife, and fightings with outward weapons, for any end, or under any pretence whatsoever, and this is our testimony to the whole world....'

The Quakers also made a small book out of what they said. At first the king didn't believe them or like what they said and had all of the books destroyed. They made more of the books and, in the end, the king didn't destroy them.

Margaret was strong, brave and peaceful. She did the things she did when women were not supposed even to write down their ideas or speak to people like the king. She visited the king several times and he ended up liking her, her friends and what they said. The king listened and Quakers, who had been treated very, very badly slowly began to be treated better – it took a long time but, in the end, they could even build their own meeting houses and not have them broken down by soldiers and other people.

4. About trying to stop weapons of war – a story about some Quakers and a submarine

On a beautiful summer's evening on 8th June 1999 Ellen, a Quaker, stood quietly with her friends Ulla and Angie at the edge of a Scottish loch or lake – Loch Goil. They had found by the loch 2 inflatable life rafts, which they now inflated. Their hearts beat quickly as, making as little noise as possible, they rowed over to a big barge called *Maytime* – a floating laboratory moored on the loch.

The job of the people who worked on the barge was to make sure that submarines that carried bombs in rockets called Trident were very quiet so other ships or submarines couldn't hear them.

Reaching it at last they climbed out of their rafts and onto the barge through an open window. They switched on their torches and looked around. Inside were lots of computers and associated equipment. They were actually at a place called Faslane Nuclear base.

They unfurled some banners they had brought with them and climbing out of the window again onto a ledge round the barge they fixed them up. One read '*Stop Nuclear Death Research*' and another had a picture of rainbow people pushing Trident into the sunlight and it read 'Bringing Crime into the Light'.

Climbing back through the window they looked at the computers. They knew that if they destroyed them they would be arrested and put in prison but they wanted to make people think about nuclear weapons and the terrible damage they did. They would be doing a wrong thing in order to draw attention to a much greater wrong. They wouldn't hurt anybody by damaging the computers, but nuclear weapons could hurt thousands of people terribly. So taking a deep breath they unplugged the computers and threw them out of the window into the water, where they sunk to the bottom.

Now they had started they grinned cheerfully at each other and began to throw everything else they could out of the window – except the first aid kit – even the kettle which they regretted later when they couldn't make some tea! Equipment that was too big to be thrown out of the window they broke where it was. They worked away enthusiastically for 3 hours. Ellen says that it was a wonderful experience.

Then the police arrived. They realised these were peace protestors so they were quite friendly, as they knew the ladies would not be violent. They arrested them and put them in Corton Vale Women's Prison. After 4 and a half months in prison they went to court where their case was argued before Sheriff Margaret Gimblett and a jury. Their defence advocate, John Mayer, said that these weapons, Trident missiles, were illegal against the law. This meant that though the women had committed a crime they had done so to prevent other, much bigger crimes taking place and so in Scottish law should be acquitted.

After four and half weeks in court and discussion the Sheriff agreed and ordered the jury to acquit the women because they had a right to "disarm" the base. So the three ladies who became known as 'The Trident Three' were set free and there were cheers and applause as they walked free from the court.