



Journeys in the Spirit

inward outward upward downward

Children's work edition Issue 51

May 2011



Kindness & justice

Advices & queries 33

Getting ready

Advices & queries 33 is extremely wide-ranging. It is about discrimination, social responsibility, tolerance, compassion, taking stands, being an active Quaker, and much more. Read it through a number of times and notice what it makes you think of or react to the most. What is most relevant to you or to the children in your meeting?

The whole section on Social Responsibility in *Quaker faith and practice* (Chapter 23) is definitely worth a read in preparing for this issue. In fact, a couple of previous 'versions' of this Advice can be found there (23.01 and 23.19).

Try to think of an experience you had as a child that relates to *Advices & queries 33* that you might be able to share with the children. Also, remember that you can probably only scratch the surface with this issue. Encouraging them to see the world from different perspectives or helping them think why *they* react to things is a good start (and finish).

Finally, be aware of the different social settings the children come from. They might have family in prison, be from an ethnic minority, have parents whose values are different to yours. Be prepared. If you have any niggling worries that something you will encounter will upset someone, seek advice or find ways to approach it sensitively.

Gather

Ask the children to look at the pictures of children on *Additional Resource 51.A*. Maybe hand out one picture to each child.

Say something like: 'Who do you see? How are you similar to this person? How are you different?'

Ask the children to imagine they were in a picture that other children were looking at. What would those other children see?

Lay out on a central table an assortment of different things – buttons, stones, seeds, bits of cloth for example.

Ask the children to pick one that seems to represent them. Say something like: 'If you were one of these objects, which one would you be?'

Discuss together. Draw the children towards seeing how they are similar but also different – due to appearance, experience, family etc.

"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.

Underpinning references

Quaker faith and practice 23.35

... we recognize that racism is more complex than black and white....

Quaker faith and practice 23.42

... we are all equal in our shared humanity....

Engage

The nitty gritty of *Advices & queries*.

Explain that you will be looking at something called *Advices & queries* 33. But say that you will be breaking it up as it contains lots of different ideas. Go through the following steps - these can be used with any of the key words or sentences in the *Advice and query*.

- Try to concentrate on only one sentence, word or idea at a time.
- Read out the sentence or paraphrase it if you can (although keeping the original word you are going to be concentrating on).
- Ask if there are any words not understood. Address this quickly if appropriate.
- Write the key word you have chosen somewhere conspicuous or place it, written on card, in the centre.
- Lead a discussion or set up an activity to encourage children to think further. Below is an example of an activity linked to the word 'humanity'.

Humanity.

Draw a large 'paper doll' person or give all the children one to cut out – see *Additional Resource 51.B*. Then ask them to write on the paper doll what they think makes a human a human. Lead the discussion into ideas about equality and/or compassion and understanding. Also refer to the Yiddish proverb in the side panel. See the *Plan for All Age Worship* at: www.quaker.org.uk/resources-children for more on this.

Show by the way you live that there is humanity, kindness in everyone



including people who seem to be bad or cause trouble

There are two more examples using other key words on *Additional Resource 51.C*. You might pick out other key words or ideas. However, make sure you have something prepared linking to the key word, even if it is just a picture or idea from everyday life. Don't worry if they do not understand what the *Advice & query* is saying – just the core words and concepts are a good start.

More fun!

Read out the proverb from the side panel. Give everyone a piece of paper and have prepared an assortment of pens, crayons and other art materials on a table.

- Tell them that they can decorate the paper in whatever way they like within a set amount of time. Encourage them to work independently.
- Set them off and stop them at the end of the time period (5 minutes?).
- Now tell them to make the paper into a loaf of bread. If they look a little perplexed, just tell them it is up to them how they do it. You can help the younger ones if they are really stuck (fold/cut/scrunch....).
- Look at all the finished specimens. Observe how they are all really different but made from the same materials. And also how all the different people in the group did different things.
- If they are really keen, arrange the loaves into a 'bakery display' and write the proverb in large letters (decorated?).

References & other resources

Clifford Longley's **Thought for Day** 26/02/2007 – this is available at: www.bbc.co.uk/religion/programmes/thought/

'All Men are created equal...'
Thomas Jefferson

The Bible: Luke 19.10 - the story of Zaccheus, the tax collector.

There is a Godly Play set for this story, available from Friends House. The abolition of slavery set would also be appropriate.

For more on Godly Play see: www.quaker.org.uk/using-godly-play

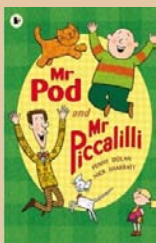
'Everyone is kneaded out of the same dough but not baked in the same oven.'
Yiddish proverb

Additional Resources 51.A, 51.B and 51.C can be found at: www.quaker.org.uk/resources-children

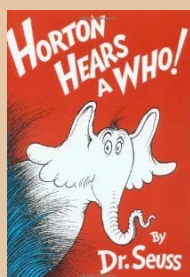
References & other resources

A fantastic resource celebrating 'the best of humanity': www.myhero.com

Mr Pod and Mr Piccalilli by Penny Dolan - two very different characters reach out to each other with wonderful results.



Horton hears a Who! - Dr Seuss - 'a person's a person, no matter how small.'



Respond

The Wall of '33 Heroines and Heroes'

The 33 refers to *Advices & queries* 33. You do not need 33 people but you can aim for that if you think it is possible.

Explain that you are creating a 'Wall of Fame of 33 heroines and heroes'. The challenge is to put up pictures, 'spider' pictures or complete profiles of people who have done things that are in line with *Advices & queries* 33. As preparation you could print out pictures from previous issues of *Journeys in the Spirit Children's Work* edition which have pictures of earlier and contemporary Quakers – go to www.quaker.org.uk/journeys/archive-children.

- Pictures – simply a drawing or cut out (with the person's name)
- 'Spider' picture – the cut-out stuck in the centre with lines coming out from the picture. At the end of the lines can be written facts, reasons why they are '33 Heroes' or just single words like 'brave' or 'different'. Maybe also a line from the *Advice & query* can be written up too.
- Profiles – almost mini projects for those children who really get enthusiastic. They can do research at home, bring in facts and anecdotes, pictures etc and put it all together into a sort of fact file. Hopefully they can link it to the words of the *Advice & query*.
- Don't forget to ask who do they know who should be included – friends, family or people at school or in Meeting for example

You can keep the Wall of '33 Heroes' going for as long as you like. It can be a useful back-up project for when you can't think of something to do or you have a disparate group that requires different sorts of tasks. Although it does take some preparation, the children can also choose people from their own lives like their parents, members of the Meeting, teachers and family friends who have helped them or done things that they think are admirable. Just keep referring back to no. 33 to make sure they fit. See side panel for useful website. Some people to start with:

Emmeline Pankhurst



John Woolman



Judy Fryd



Horton Hears a Who! – Dr Seuss

This classic Dr Seuss book is rich with ideas linked to *Advices & queries* 33. Read the story and encourage the children to act out some of the story. Provide art materials and let them respond to the story in whatever way they want to. There is also a film of this that can be rented or bought from video shops or online. You could hold an 'all age after lunch or afternoon' where you watch the film with adults from the Meeting and discuss it together.

Are you working?

Although the last sentence in *Advices & queries* 33 could be about the job you do, it is really about the other things we all do in our lives. It is about the way we live and behave and try to be a Quaker. Together, in groups, or in pairs, the children can write a list of how they can act now to help society to be a happier, richer, more harmonious place. Read *Mr Pod and Mr Piccalilli* - see side bar. It is very simple and is for young children but has an important message for everyone.

Reflect

Choose the most relevant part of *Advises & queries* 33. Read it out in its original form or paraphrase as you see fit. Ask the children to sit in silence and think about how they might explain it to one of their friends who is not a Quaker. You could say:



'What does this mean? Could you explain what it means to one of your friends? In a minute I will ask you to try and explain it to us if you want to. But let's think about it quietly first.'

After this has been done everybody stands in a circle holding hands. Ask the children to think of the following two things:

- that they are all joined together just by being humans
- that they are all different with different thoughts and feelings

Have a time of quiet and then smile at everyone.

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 useful questions to consider are:

- What went well, and why?
- What didn't go so well, and why?
- Has looking at this *Advice & query* led you to look at your own life?
- Could everybody share this with the children at another meeting?
- How could you involve the adult meeting in what you have done?
- Is there an issue that the children seemed to respond to the most (e.g. sexism, poverty, exploitation)? Could this be pursued? Ask if they can think of anything they would like to do or have help with doing to stop or change something.

This issue was written by Rebecca Leek and edited by Chris Nickolay and Howard Nurden. The Topical activity was written by Chris Nickolay with the help of Suzanne Ismail in Quaker Peace & Social Witness.

The next children's issue of *Journeys in the Spirit* is **Issue 52** which begins **Series 6, More Quaker Stories**. It is about Jack Hoyland a Quaker close to Gandhi and maker of teddy bears and will be available on June 1st. **Issue 53** is about George Fox and will be available on July 1st. **Issue 54** is about Quaker Benjamin Lay, an eccentric campaigner against slavery, and will be available on August 1st.

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 – boycott of Israeli settlement goods

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.

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

Children's work

Additional Resource 51.A



Gather

Pictures of children



Photos by: Mimi K, Focx Photography
Pink Sherbet Photography Pondspider Brian Auer
& Stockphoto.



Journeys in the Spirit

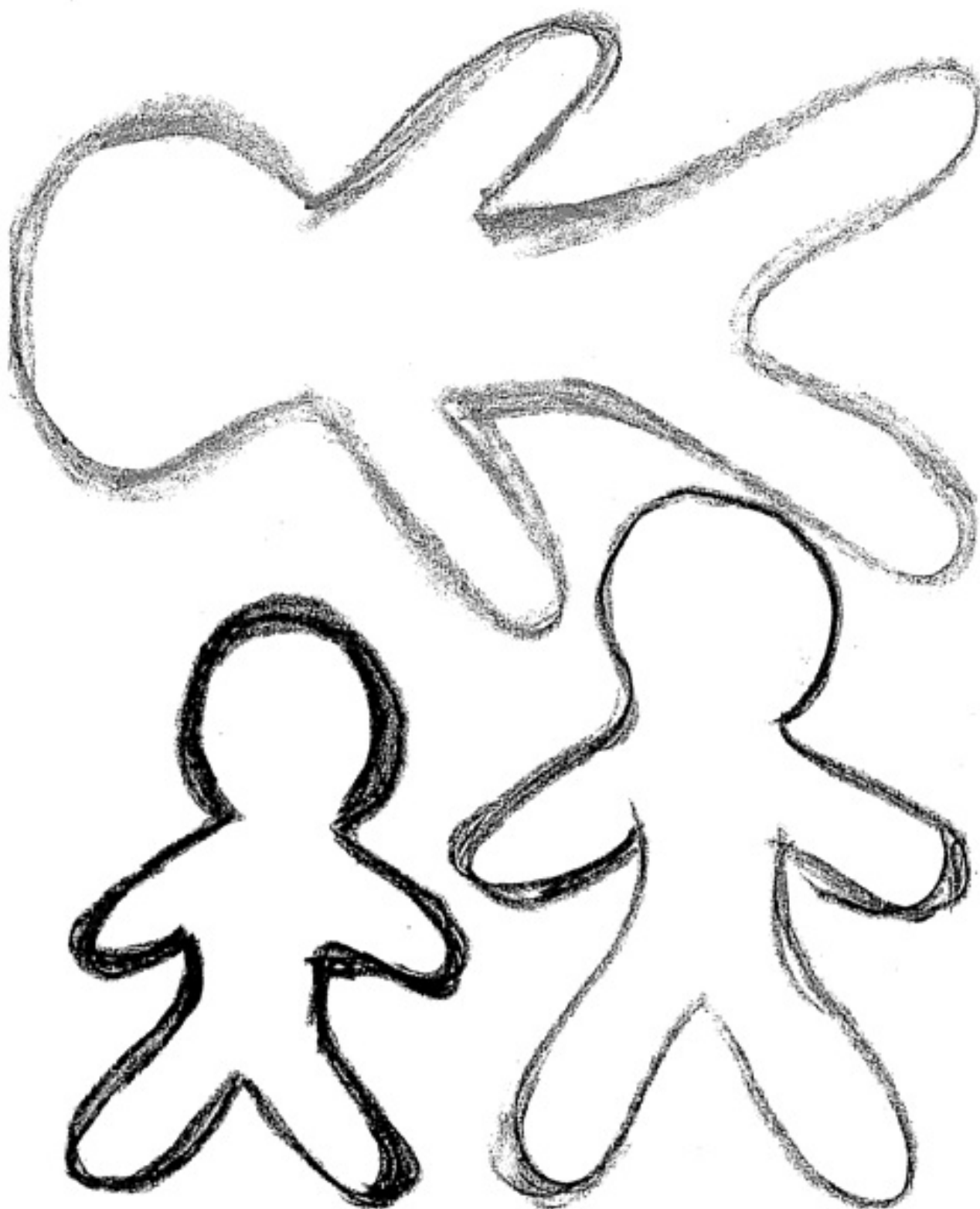
Children's Work

Additional Resource 51.B



Engage

The nitty gritty of *Advices & queries*
- paper doll cut outs.





Journeys in the Spirit

Children's Work

Additional Resource 51.C



Engage **The nitty gritty of Advices & queries 33**

Do you know about ways that people discriminate against other people because of who or what they are?

DISCRIMINATE – one way of showing what discrimination means is through role-play. Stage a job interview. You can be the interviewer. Pick out the most ridiculous things to reject candidates – like the colour of their jumper or the fact that they used a certain (arbitrary) word. Hopefully the children will see that this is an inane and unjust way of making decisions about people. Allow the discussion to lead into more serious discussions of discrimination - sexism and racism and prejudice against people of other religions – maybe early Quakers are an example or being different at school.

DISCRIMINATION – An example of an activity to do with children and of children's concerns and experience. Take whatever seems appropriate from it:

www.pbs.org/wgbh/pages/frontline/shows/divided/etc/synopsis.html

"Nobody likes to be looked down upon. Nobody likes to be hated, teased or discriminated against," says Verla, one of the former students who took part if the activity outlines in the article online.

It is not recommended you repeat the whole experiment but you could act out a part of it. It involves children which will always capture children's imaginations. It could lead you into looking at Martin Luther King (see Respond – Wall of '33 Heroes') and slavery. **Music** – if you can, sing 'Go Down Moses' and talk about why the story of Moses captured the imaginations of slaves.

Do you work hard to make sure we can all live in a fair and compassionate society?

COMPASSIONATE – you could have a dictionary of etymology to hand. Let someone look up where the word 'compassion' comes from. Ask the children to think of examples of when they think they have been compassionate or when someone has been compassionate towards them.

"It is above all by the imagination that we achieve perception and compassion and hope." Ursula K. Le Guin

COMPASSION - Find a good quotation such as the one above – something from a favourite children's story maybe? Write it yourself in large lettering or create a large banner of it together. Then decorate with pictures and discuss the words while you are doing it.



Journeys in the Spirit

Children's work

May 2011

Issue 51



An easy to use plan for a Children's Meeting on *Advices & queries 33*

Make sure that you have a little time of worship for yourself and other volunteers before the session – even a couple of minutes are good.

This outline is based on there being 45 minutes or so for your children's meeting.

Gather Do the picture and object activity on page 1 of issue 51 of the *Children's work edition of Journeys in the Spirit* – adjust the language according to age. ⌚ **10 mins**

Engage Give a simple outline of *Advice & queries 33*. Use the guidance to doing this under the heading of the 'nitty gritty' on page 2 of *Issue 51* of the *Children's work edition of Journeys in the Spirit*. Then go onto the 'Humanity' activities on the same page. You may need to say something about the special little red book that we as Quakers use to help us each day. ⌚ **10 mins**

Respond As preparation you could print out pictures from previous issues of *Children's work edition of Journeys in the Spirit* which have pictures of earlier and contemporary Quakers. Go to: www.quaker.org.uk/journeys/archive-children and look at Series 3 and 4 if you don't have your own copies.

Introduce the idea of the 'wall of heroines and heroes' described in the Respond section on page 3 of issue 51 of the *Children's work edition of Journeys in the Spirit*. Begin by talking about heroines and heroes – what the title means – and then go on to asking about people who might be heroines and heroes in their family, at school or amongst their friends. Ask if anyone can think of any Quaker heroines and heroes – add 1 or 2 in yourself if none are forthcoming. Do the spider picture activity as outlined in the Respond section of issue 51. Use the personal, the Quaker or any heroine and heroes that you have talked about. ⌚ **20 mins**

Reflect End by doing either or both of the ideas under Reflect on page 4 of issue 51. ⌚ **5 mins**



Journeys in the Spirit

Children's work May 2011

Issue 51



Links to other resources and organisations

Quaker Bookshop www.quaker.org.uk/bookshop

Quaker Life Resources Centre www.quaker.org.uk/quaker-resources

Quaker Life Children and Young People's Ideas Store www.quaker.org.uk/ideas

Quaker Peace and Social Witness Resources:

Lots of things to help you at: www.quaker.org.uk/qpsw-online-resources including a useful guide: www.quaker.org.uk/files/Education-for-peace-a-guide.pdf

Quaker Faith and practice, with Advices & queries, online: www.quaker.org.uk/qfp



Journeys in the Spirit

Children's Work

May 2011

Issue 51



A simple plan for an all age Meeting for Worship

Prepare a table (not in the centre) of art materials. In particular lay out some paperdoll templates (Additional Resource 51.B), scissors, glue and scraps of paper and material.

On the central table, lay out the books that are normally there. Include if you can:

- 10 Little Fingers and 10 Little Toes by Mem Fox and Helen Oxenbury
- The Spirit Level by Richard Wilkinson and Kate Pickett
- Soil and Soul by Alastair McIntosh

(All available from the Quaker Bookshop)

Allow for lots of space around each section of the meeting for contemplation and contribution.

Welcome everyone to the meeting. Explain that there will be time for listening, time for speaking, time for making and time for thinking. Let everyone know that they are welcome *at any time* to:

- use the art materials to respond, this is particularly helpful for younger children and their parents.
- to contribute whenever they feel moved to.
- look at the books on the table in the middle.

Readings: Ask two people in advance to be ready to read these out during an initial period of silence. Give a paraphrased 'child-friendly' version if you wish.

- Advices and Queries 33 (Perhaps just 'Bear witness.... unrest and fear.'
- Quaker Faith and Practice 23.21 '...We value that of God in each personWe will press for change to enable wealth and power to be shared more evenly within our nation.'

Activity: Take a paperdoll template and cut out one for yourself or take one of the ones that are prepared already. You can then decorate the paperdoll in whatever way you wish using the materials available. Take your time. Notice how yours might be different to everyone else's.

Other possible reading or story: Godly Play Story: Zaccheus and the Tax Collector.

(www.quaker.org.uk/using-godly-play)

or just read from the Bible: Luke 19 1-10



Close: Ask everyone to place their paperdoll on the table in the centre. Ask everyone to stand around the table and see the differences between all the dolls. Leave a period of silence for reflection and contribution.

Shake hands



Journeys in the Spirit

Children's work

May 2011

Issue 51

Topical Activity **Boycott Israeli settlement goods**



In April 2011 Meeting for Sufferings, the representative body of Quakers in Britain, announced a boycott of goods from Israeli settlements in the occupied Palestinian territories.

To read the full announcement from Meeting for Sufferings please go to:

www.quaker.org.uk/quakers-boycott-products-israeli-settlements

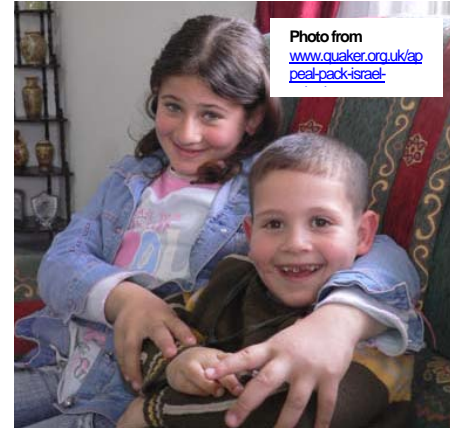
This is an opportunity to involve children in learning about what is happening and what Quakers are doing about it. It also gives children's meeting a chance to be part of this campaign and to grow children's experience of acting on the world from faith. For resources on exploring and explaining Friends view of what is happening in Palestine/Israel see *Journeys in the Spirit Children Work issue 17* at:

www.quaker.org.uk/files/Journeys-in-the-Spirit-Children-Jul-08-No-17.pdf and

www.quaker.org.uk/files/Journeys-in-the-Spirit-Children-Jul-08-No-17-additional-sheets.pdf

This activity has to be undertaken carefully and has several stages to it that need to be gone through:

1. Talk in your children's meeting volunteer group about doing this activity. Make sure everybody has read the Meeting for Sufferings statement – have copies available or refer people to the online version (address above). Once agreed let parents and the wider meeting know. The statement has all the information you will need about how to identify settlement goods and what to do. Read the extracts below from *Safe and Secure* [Churches Child Protection Advisory Service] about outings to make sure that anything undertaken is as safe as possible.
2. Look at the list of products and shops – see below. Agree on 2 or 3 shops to visit and check what is stocked prior to going with children. Agree who will do this.
3. If products are found in the shops chosen then agree which shops you will take children to visit to play *I spy settlement goods* and when you will go. Let parents and Meeting know about the plan.
4. Print off enough *I spy settlement goods* sheets for each child - mount them on card. Visit the shops concerned for children to see and record what can be found. Make sure you buy some biscuits or something in the shop so the shop can't quibble – although they might anyway.
5. Go back to Meeting and have the children, and helpers if necessary, report back. Children can then write to the shops and maybe newspapers about what was found. Let QPSW know: settlementproduce@quaker.org.uk



A current list of products from Israeli settlements and shops that may be selling them:

Brand/product	Parent Company	UK Retailer thought to stock goods	Settlement information
Achva (tahini, halva, syrups and baked goods)	Achdut	Achva halva is currently sold by Ocado/ Waitrose and by some independent grocers	Achdut is reportedly based in the industrial zone of the Barkan settlement in the West Bank. Ocado lists Barkan as the place of manufacture for Achva halva.
Ahava (Dead sea cosmetics and toiletries)	Ahava	Ahava stores, Amazon marketplace	Products reportedly manufactured in the Mitzpe Shalem settlement in the West Bank.
Barkan wines*	Barkan winery	Selfridges;	Barkan Winery reportedly owns vineyards in, Avnei Eithan, Eliad and Sha'al in the occupied Golan heights and Dolev in the West Bank.
Beigel & Beigel (Pretzels and other baked goods)	Unilever (owns 51%)	Currently sold in a number of independent food shops	Beigel & Beigel is reportedly based in the industrial zone of the Barkan settlement in the West Bank. In October 2010 Unilever stated its intention to move the Beigel & Beigel plant to within Israel proper, but this does not appear to have occurred yet.
Interstar toys	Tip Top Toys/ Ram Quality products	Amazon.co.uk	Interstar toys are reportedly manufactured in the industrial zone of the Barkan settlement.
Fruit and vegetables labelled 'West Bank' (Israeli settlement), 'West Bank' or 'Jordan Valley'		Various supermarkets and independent grocers	Fruit and vegetables are grown in settlements throughout the Occupied Palestinian territories.
Keter and Lipski plastic goods* (includes furniture, garden sheds, compost bins, storage systems, tool boxes, kitchen utensils, rubbish bins, bathroom products, toys)	Keter Plastics	Argos, Homebase, B&Q, Amazon marketplace, Focus	Keter reportedly has factories in the Barkan Industrial Zone and Oranit settlement as well as within Israel. It does not appear to be possible to distinguish between settlement and Israeli products on product packaging.
Soda Stream* (carbonated drinks makers and drinks concentrates)	Soda Club	Argos, Lakeland, Maplin, John Lewis Comet, Robert Dyas	Soda Club has a factory in the Ma'aleh Adumim settlement and additional factories within Israel. It does not appear to be possible to distinguish between settlement and Israeli products on product packaging.

It is important to remember that because retailers frequently change product lines this list will change. Some major supermarkets do not currently appear on it, but may still stock these products. If you see settlement products sold in places not listed here, please keep QPSW informed - email settlementproduce@quaker.org.uk

My *I spy* list of Israeli settlement goods for sale

When	What I saw	What shop

Extracts from *Safe and Secure* about organising outings:

5.26 Outings. If the organisation arranges day trips or visits for children and young people under 18, parents or carers should complete and sign a consent form for the activity. The organisation should also carry out a risk assessment of the activity to ensure all eventualities are covered and all adults in the team know what to do in the event of an accident or emergency. On the day it is important to remember to take a fully charged mobile phone, all essential records and equipment and allocate named children to named pairs of adults.

When organising an outing or visit it is important to do the following:

- Visit proposed venue beforehand if possible to assess any risks
- Consider the individual needs of the children or adults.
- Ensure Parent/carer signs consent forms before major outings and are informed of the itinerary.
- Ensure parent/carer completes and signs a medical form and provides emergency contact nos.
- Ensure the supervision ratios are adequate for the size of the group, the age of the children and the activities planned.
- Ensure children are appropriately supervised so that no child gets lost and there is no unauthorised access to children.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover
- If a minibus is used for transport, ensure that the Approved Minibus Policy is adhered to and it is roadworthy.
- If a coach is hired for the outing, ensure: the coach company has appropriate public liability insurance and is willing to work to safeguarding standards; the coach driver is suitable; the coach has appropriate seatbelts fitted and that children wear them for the duration of the journey;
- gangways, aisles and emergency exits are kept clear.
- Carry out a Risk assessment paying particular attention to:
 - potential dangers posed by strangers (adults and children)
 - A child's eye view of the outing in terms of possible dangers
 - Risks that may occur as a result of a special activity
 - additional help required for a particular activity (e.g. lifeguard for swimming)

5.3 Risk Assessments. Taking care of children, young people and vulnerable adults involves taking responsibility for their wellbeing at all times, being prepared for unforeseen eventualities, anticipating situations where they could be harmed and taking steps to minimise the risks. Organisations have a responsibility to assess the risk involved in the activities that are provided. This can include an informal check before the start of an activity that the building is safe and that the planned activities have been assessed for any risks. It is advisable to appoint someone specifically for carrying out risk assessments. An easy and effective way of doing this is to compile a checklist for the activity, identifying any risks that could be encountered, the action required, the person responsible to carry this out and when any action has been completed. The following are some areas that should be considered: Identification of hazards; consider who might be harmed and how this might happen; assess the risks and take action to remove or reduce them as far as possible; record details of the action taken. In a building the following may be considered hazardous: loose-fitting carpets, uneven floors, over-filled cupboards, very high shelves, blocked fire exits, glass doors, missing light bulbs, overloaded power points, trailing electrical cables, loose window fastenings. **This is an extract from *Safe and Secure* published by Churches Child Protection Advisory Service – pages 55, 225 & 40. *Safe and Secure* is the basis for Britain Yearly Meeting's safeguarding policy.**