



Journeys in the Spirit

inward outward upward downward

Children's work edition November 2016 Issue 106



Quaker faith & practice Chapter 21 Personal Journey

Getting ready

Quakers in Britain Yearly Meeting are currently looking at *Quaker faith & practice*. We are being encouraged to read the book to discover and reflect on what we like about the content and perhaps what needs to be changed.

This issue of *Journeys in the Spirit* is looking at *Quaker faith & practice* 21.36.

"I believe in the powers of ordinary men and women; in their immense potentialities; in their capacity to rise higher than themselves; in their essential creativeness; in them as artists. I do not believe in the 'chosen few': I believe in us all." It is about every individual having the capacity to feel joy in themselves and others, and the capacity for the extraordinary that we all have in ourselves.

This issue asks children to consider what they think of as 'superpowers' and how they can use their own unique qualities to be heroes in their everyday lives.

The questions posed will include: What is a superhero? What are super powers? Do superheroes save people or help people? Do superheroes change people's lives? How can you help people? How can you change people's lives, including your own?

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

Welcome the children as they arrive and gather together in a circle. You might have a short time of silence with a lighted candle or have an opportunity to share news about the week.

Pause

Read the first paragraph of *Quaker faith & practice* 21.36 (printed above) to the children, possibly adjusting the language, asking them to think and talk about some of the following things:



What do they think is a power?
What powers do we have? What powers would we like to have?
Can anyone change the world?
What do we mean by 'change the world'? Think about 'what is the world' to you? Can ordinary people change the world? Can children change the world?

Underpinning references

"Our Quaker identity and community supports us when we are in the world and countering its assumptions, and it informs and changes our lives. It helps me in the stands I want to make and it helps me see others I should be making".

Ben Pink Dandelion,
Celebrating the Quaker Way

Engage

This is about children thinking about the powers that superheroes have. Some have 'special' powers, some have special gadgets, and some are ordinary people who act in a special way according to their conscience and beliefs.

Resources Needed: A selection of well-known superhero and more 'ordinary' hero pictures from magazines or the internet. Felt pens, colouring pencils, paper, collage materials.

What is a superhero?

For this you may have to read up on the superheroes you have found first (there are some useful links in the sidebar or your local library will stock superhero books in the children's section).

Ask the children what superheroes they know. Some examples are:

- Superman – has special powers, but is ordinary on his home planet.
- Ironman – is a genius millionaire who has used his wealth and talents to create gadgets that can rescue people.
- Sherlock Holmes – has used his talents to solve crimes.
- Dr Who – has experience, talents and gadgets that solve problems. He can also regenerate.

Look at the pictures you have gathered and also discuss the children's ideas – you could also write on the pictures what qualities each person has and how they use them. Talk about how the person in the picture came to have their special 'powers' and whether they like having them. How do they help people?

But heroes don't always have capes and sonic screwdrivers, they can be ordinary people as well. Do the children know who might be a hero from everyday life? Some suggestions are:

- The paramedic who has used her education and training and compassion to help people who are injured or unwell.
- The teacher who has used her gifts, education and training to help people acquire important skills like reading and writing.
- Wonder about: What special qualities do all these people have? Wonder if these people wanted these powers? Do we have any superpowers like these people?

What are super powers?

There are other heroes as well:

- The Good Samaritan who helped the wounded traveller when others had passed him by.
- Rosa Parks, whose refusal to give up her seat on a bus changed the rules of American society, and led towards equality and justice for everyone, whatever the colour of their skin.

Read the story of The Good Samaritan and /or Rosa Parks (*Additional Resource 106.A*). Stop at intervals in the story to wonder what the people in the story were thinking at this point, and what would those close to them be thinking? At the end of the story ask the children to wonder:

- What made the Samaritan stop and help the injured man when others had passed him by? Or led to Rosa not giving up her seat? What we would do if we were in these situations? Have you ever been in a situation like this?

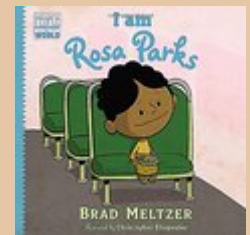
References & other resources

Website for biographies and fun facts about super heroes:
<http://www.ducksters.com/fun.php>

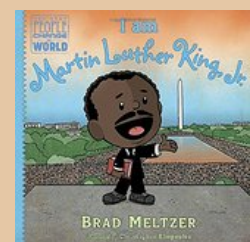
<http://mocomi.com/fun-facts-about-superheroes/>

Or a fun video clip:
<https://www.youtube.com/watch?v=l4Wv3J2trMs>

For the full story on Rosa Parks and Martin Luther King Junior:



ISBN-13:978-0803740853



ISBN-13:978-0525428527

Both books are available from The Quaker Bookshop:
Tel: 020 7663 1030/1031

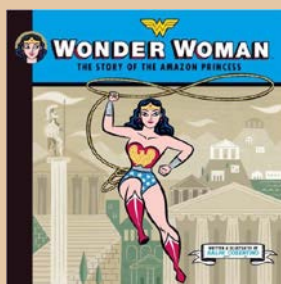
Additional Resource 106.A can be found at:
www.quaker.org.uk/journeyschildren

References & other resources

Additional Resource 106.B & 106.C can be found at:

www.quaker.org.uk/journeyschildren

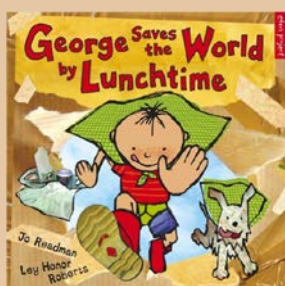
Further reading on alternative superheroes available from the Quaker bookshop
Tel: 020 7663 1030/1031



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Respond

Are you a superhero?

- Using the template (*Additional Resource 106.B*) invite the children to design their own superhero costume: how does the costume represent their special qualities
- On a blank sheet of paper the children could design their own superhero logo to represent their own superpowers.
- Children might draw a cartoon strip that shows themselves everyday life being a superhero.
- Invite the children to fill out the Superhero job application (*Additional Resource 106.C*), thinking carefully about their own personal superpowers.

Encourage the children to share together what they have created and explore with them how they see themselves as superheroes.

Superpowers

Think about the stories of The Good Samaritan and Rosa Parks: what superpowers did they display? Both the Samaritan and Rosa showed great courage, faith and determination.

- Make a poster advertising these qualities: What are they? How might they be used in everyday life?

Bravery

KINDness

Strength

Independence

Adventurousness

Give the children time to share what they have written on their posters with the group if they would like to, and to talk about the words they have chosen. Have they picked out the same qualities as someone else? It would be interesting to talk about how we all see things differently and value different qualities in each other.

Reflect

At the end of the session gather the group back in a circle. Have some time for the children to ask any questions. There may be issues that have arisen as a result of the subject and children may need clarification if there are things they have not understood.

This edition of *Journeys in the Spirit* looks at the chapter in *Quaker faith & practice* on Personal Journey. You may want to ask the children if they have any thoughts about what they might include in this chapter. This could feed into what the adults are doing, so it is important that the adults in meeting are aware of what the children are doing.

Children may like to share with the adults in meeting what they have been thinking about. Talk with the children how this might happen. The adults could also share what they have been thinking about or any ministry that has been shared. Talk with the children about how you might do this.

Review

The review can happen at the time or later but volunteers may well feel they need to speak to someone immediately after the session. For yourself reflect on how the session went. Did the children participate well? Did they learn about some of the stories and content of the chapter from *Quaker faith & practice* on Personal Journey? Are there things you might have done differently? Is it worth discussing these things with other volunteers and at Children's Committee?

It may be worth thinking about how this edition of *Journeys in the Spirit* is part of a series looking at *Quaker faith & practice*. Perhaps children's committee can link with adults in meeting who are following a programme to look at and reflect on *Quaker faith & practice*.

This issue was written by Emmeline McChleery and Mel Cook and edited by Mel Cook and Howard Nurden.

Journeys in the Spirit is published in two formats on alternative months. One month the issue is on a theme with an easy to use structure set out in a four page booklet with additional online resources. The alternative month is a topical activity – something about the news or of seasonal interest.

Available from 1 December 2016: **Topical Activity** – Christmas

Available from 3 January 2017: **Issue 107**: Reflection *Quaker faith & practice* 26.

Materials available online are:

Current issue additional Resources Sheets

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 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.

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Journeys in the Spirit

Children's work

Additional Resource 106.A



Engage

What are super powers?

The Story of the Good Samaritan

A teacher of the law once asked Jesus "Who is my neighbour?" and Jesus replied with this story:



One day, a man who was travelling from Jerusalem down to Jericho was attacked by a gang of robbers. They took everything he had, and then they beat him up and left him badly injured by the side of the road.

There was a great priest of the temple who travelled this road. As he went along the way he came to the place where the injured man lay. When he saw him lying there, he crossed over the road and went on his way. Another man who worked in the temple was travelling on the same road that day. He was one of the people who

helped the priests in the temple. He took care of the temple and helped with the music – he was called a Levite. When he came to the place where the man lay, he too crossed over and went on his way, leaving the injured man.

There was another person travelling on the road who did not live in Jerusalem. He was visiting from a country called Samaria. The people in Samaria did not like the people from Jerusalem, and the people in Jerusalem did not like the people from Samaria. When the stranger from Samaria came to where the injured man lay, he bent down next to him and saw he was injured. The stranger bandaged his wounds, covered him with a coat, placed him on his donkey and took him to an inn for the night.

The stranger stayed with the injured man all night, and in the morning, gave the innkeeper enough money for him to stay there until he was well.

Jesus, after finishing the story, asked the teacher, "Which of these three men was a neighbour to the stranger on the road?" The teacher answered, "The one who was kind to him." Jesus replied "Go then and do the same."

The Story of Rosa Parks

One day in December 1955, Mrs Rosa Parkes got on a bus in Montgomery, Alabama. She had had a busy day and was tired. She was tired of sitting at the back of the bus.

There was a law in Alabama that persons of colour had to ride at the back of the bus and give up their seat to a white person if it was needed. Why should she have to sit at the back? Why should she give up her seat just because of her colour? That day when the bus driver told her to move to



allow a white person to be seated, Mrs Parks refused. She didn't argue – she just refused. The driver called the police and she was arrested and put in jail for a day. Rosa was well known. She had an important job. People who knew her knew that she was softly spoken, gentle and kind. Martin Luther King junior heard of her arrest and called a meeting in his church. The people really wanted change from these unfair laws but were afraid. They didn't want to be arrested or attacked. This was how things were. Dr King believed there could be change. The people arranged a boycott of the buses – when the people refuse to ride on the buses. This would cost the company a lot of money.

On the morning of 5 December, people refused to ride the bus. Instead they walked, rode mules and shared cars if they had them. It took a long time for the boycott to work. It took 381 days. Change came in November 1956 when a court ruled that the laws on buses, were illegal. Over a year after Rosa refused to give up her seat, Dr King, a black minister and his friend, Reverend Smiley – a white minister, rode together on the front seat of a city bus.

The story of the Good Samaritan can be found in Luke 10:25-37. The story of Rosa Parkes can be found here: <http://www.bbc.co.uk/education/clips/zbvb4wx> or is widely available in print.



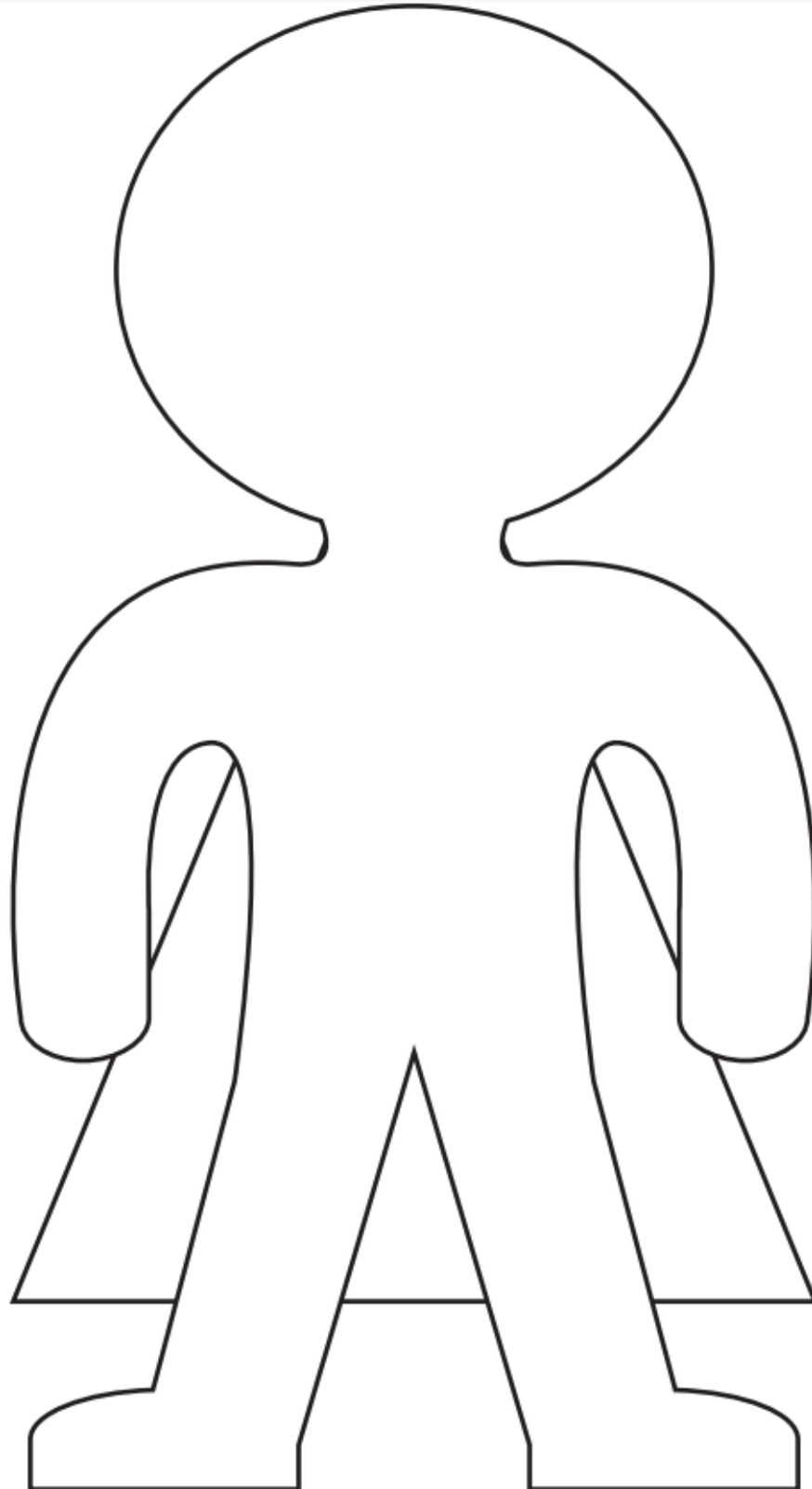
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Children's work

Additional Resource 106.B

Respond

Are you a superhero?





Journeys in the Spirit

Children's work

Additional resources 105.C

Respond

Are you a superhero?



Superhero: Job Application

Name _____

Answer the questions below to apply for this job.

What talent or skill of yours is your superpower? _____

Why would you do with your superpower? _____

What do you think would be the best part of this job? _____

What do you think would be the worst part of this job? _____
