



# Journeys in the Spirit

inward outward upward downward

Children's work edition September 2015 Issue 99



## Quakers in the world - part of the global community

### Getting ready

We live in a society in which judgement, stereotyping and dehumanisation are common in the face of diversity. While the principle of seeing that of God in everyone is likely to be strong in Quaker meetings and households, children may be confused by attitudes they encounter beyond these environments, towards those who are “different” in the local and global communities. In a world of growing globalisation, it is important that children develop an understanding of the issues around diversity and discrimination.

Some in your group may have visited other countries and experienced other cultures. Some may belong to an ethnic minority, live with neuro-diversity (dyslexia, ADHD, autism etc.) or know others who do. All will recognise differences in their family lives from the way other families live, as well as similarities.

A positive sense of identity is important for self-esteem and well-being, for the individual and the community. But it is also important that this does not come with a sense of superiority or dismissal towards others, as is so often modelled by our media and governments.

This issue of *Journeys in the Spirit* aims to introduce issues around diversity, discrimination and unity, within our local community and the wider world. To do this we will explore “differentness” and look at how and why children might accept and welcome diversity, and find their own place in the global community of which we are all a part.

*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

*Preparing the space: have some pictures and books on show featuring children from other cultures and countries. Also interesting objects, fabrics and garments that can be examined and discussed, and music from other cultures.*

Welcome everyone, and invite them to sit in a circle and make themselves comfortable. Ask one of the older children to read this prayer by Mahatma Gandhi: “*I offer you peace. I offer you love. I offer you friendship. I see your beauty. I hear your need. I feel your feelings. My wisdom flows from the highest Source. I salute that Source in you. Let us work together. For unity and peace.*”

Put on some peaceful music from another culture, and invite the children to close their eyes and quietly listen to the music, while contemplating the words of the prayer, and the people who are important in their lives. After a few minutes, keeping with the peaceful spirit of the exercise, invite the children to share their thoughts. Who do they think of when they hear the words of Gandhi's prayer? Who are their family, their community? Do they consider themselves to be part of a global family? You might like to ask an older child to read one of the poems in the *Additional Resource 99.A*. Thank them for their contributions.

### Underpinning references



*Quaker Faith & practice Advice & query 1:16:*

Do you welcome the diversity of culture, language and expressions of faith in our yearly meeting and in the world community of Friends?

# Engage

## We are all different - getting to know ourselves and each other.

What follows in this section is suitable for all age groups of children. Some children may live in communities in which people from many different cultures live closely together. They may be from a different culture themselves. Others may rarely come into contact with anyone whose skin is a different colour or religion varies from Christianity.

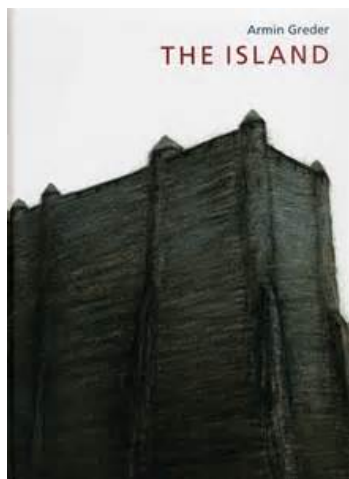
Sitting in a circle, pass around a stick or object (perhaps something from another culture) and ask each child to say their name when the object comes to them. Pass it around again, this time asking them to say what country they are from – what is their nationality? In the next round, their eye-colour, and next, something about themselves or their family that is the same as, or different from, other people they know (for example, I have the same colour hair as Jake or I have a birth-mark on my ankle) these can be two separate rounds if you prefer.

In open discussion now, ask if they can think of anyone their age who lives very differently from themselves. A neighbour in a family with both parents, lone-parent or step-family, a schoolmate from an ethnic minority family (or a British one if they are from a minority themselves), a friend with a disability, or a child in a story or on TV. Ask what the differences are, and how they feel about them. Are they interested? Curious? Disturbed? Embarrassed? Comfortable, or not? What are the similarities between themselves and that child? What do they hope or wish for him/her?

You might like to go on to talk about or read one of the poems or show one of the film clips written or suggested on *Additional Resources 99.A* and *99.B*. In the sidebar on this page are also some suggested books – these can be bought or maybe a local Library can find them for you.

### The Island.

A story for older children (aged 9 – 12). This is a very dark story about being different and excluded. It picks up on powerful feelings of fear, prejudice and exclusion. Equally it can be used as a way to talk about kindness, helping and finding ways to embrace difference.



Read the story, showing the pictures, as appropriate for the age group. Then ask the children for their thoughts, feelings and comments about the story. Ask what they might have done if they lived on the island when a stranger came ashore. Have a conversation as long as it feels to be necessary. Then move to the Island activity in Respond.



### FWCC – Friends World Committee for Consultation.

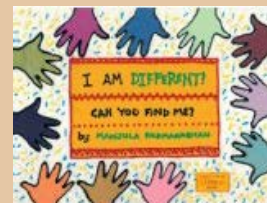
The FWCC is the body that links Friends together around the world. There is a picture on *Additional Resource 99.C* of one of the world gatherings of Quakers – there is also a link to a short film . Show the picture to the children. Say to the children that they are part of and joined to the community of Quakers all around the world. Ask the children to close their eyes for a moment and then read the list of the different countries that are part of FWCC as listed on *Additional Resource 99.C*. Ask the children to imagine lots of silky threads joining them up to all the different types of Quakers around the world.



## References & other resources

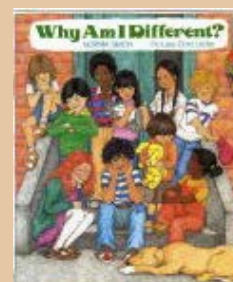
*I am Different -*  
Manjula  
Padmanabhan

Published by the  
*Global Fund for*  
*Children*



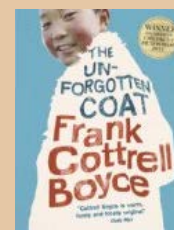
ISBN  
9781570916403

*Why am I*  
*Different? -*  
Norma Simon



ISBN:  
9780807590768

*The unforgotten*  
*coat- Frank*  
*Cottrell Boyce*

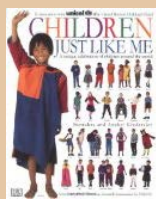


ISBN:  
9781406341546

*Additional*  
*Resource 99.A,*  
*99.B and 99.C* can  
be found at:  
[www.quaker.org.uk](http://www.quaker.org.uk/resources-children)  
[/resources-children](http://resources-children)

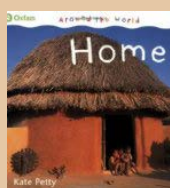
## References & other resources

*Children Just Like Me* (DK Books)



ISBN:  
9780789402011

*Home (Around the World)* Kate Petty



ISBN-10:  
1845073339

Order from the Quaker Bookshop  
[www.quaker.org.uk/shop](http://www.quaker.org.uk/shop) or online

### Refugees:

[www.emmaus.org.uk/st\\_albans/latest\\_news/1677\\_calais\\_appeal\\_updated](http://www.emmaus.org.uk/st_albans/latest_news/1677_calais_appeal_updated)

Go to:

[www.emmaus.org.uk/](http://www.emmaus.org.uk/) to find a local Emmaus. Quakers are involved in this aid convoy:  
[www.indiegogo.com/projects/london-calais-migrant-support-convoy#/story](http://www.indiegogo.com/projects/london-calais-migrant-support-convoy#/story)

Volunteers could make contact with a local refugee centre about help needed.

## Respond

**Who am I?** Resources needed: Paint, paper, coloured pens, pencils, crayons.

Ask the children to draw or paint a picture of themselves at home or at school. When they have all finished, ask them to take turns showing their picture to the group and describing themselves – eye colour, hair colour and length, skin tone, clothes they are wearing etc. Discuss the differences among the group. No two children are the same. Talk about what this means and whether it matters. One girl has long blonde hair and blue eyes, another has a dark bob and brown eyes. One boy's skin is darker than another's. One wears bright colours, another browns or greys. Perhaps they live in a variety of different homes. Some in a flat with a small balcony, others in a large house with a garden, and maybe they do things in different ways. Some might be vegetarian, some may not have a TV, and some live on farms and some in cities, with the associated diverse lifestyles. Perhaps some are only children of lone parents, others live in a large family with step-parents and siblings. Ask them what it might be like if everyone was the same. What are the good things about people being all so different?

### Refugees.

Have some pictures or books available (see sidebar on this page and page 1) showing children of other different nationalities, and illustrating the different ways they live. Talk about what it might be like to be a child in Africa or South America, China or Bangladesh. Talk about refugees, who may have had to leave their homes under very frightening circumstances and move to a very different country where they may not always be made welcome.

Ask if the children know of any refugees or have heard about them on television, online, in papers or at school? What do they think or feel about refugees? How do they think refugee children might feel? What might it be like to feel different from everyone else, to speak a different language and not understand the ways of the culture you have been forced to join?

Have they ever felt as though they were different, and didn't fit in? What was that like for them? What made them feel better? It is possible that children will have heard about the people in the refugee and migrant camps at Calais. There are groups sending aid to the camps. One of these is the Emmaus organisation. There are links in the sidebar on this page to two groups sending aid to Calais.

### The Island.

Groups of older children could also create a short play, or do a shared reading to meeting as a whole, about the story, in which some members take on different characters, and others form an audience who, during the second showing of the play, can take on one of the parts to offer a positive change, as in *Augusto Boal's Theatre of the Oppressed* - here is a link to information about it: <http://dramaresource.com/strategies/forum-theatre>

**People just like me** – a group collage. Resources: Lots of magazines. Glue sticks or PVA. Sheets of A3 or A4 paper for individual collages, or flip-chart or lining paper for one large group one.

Ask the children to look through the magazines and find and cut out pictures of different people and places. Ask them to look for pictures taken in unfamiliar countries, and of the people who live in them, and also for more familiar people and places. They can choose any picture that reminds them in any way of today's theme. Ask them to glue the pictures onto their paper to make a collage, noticing differences and similarities in the people and places as they do so. Ask children also to cut out and stick on, or write, words that express any feelings they may have about the images or the subject, or words that describe the images. They can either work in relative silence, and discuss the collage when it is finished, or talk about the subject as they work. When finished, if they have done individual collages, they might get into pairs or small groups and share them together, or if they are only a small group in total, they can all share them together.

# Reflect

## Questions to think about:

How did it feel to the children to address these issues?

What was it like to think of others in different countries, and themselves as part of a worldwide community?

What have the children learned, and is there anything they might think and do differently as a result?

What are the most important things to share with the main meeting about what they have experienced today?



Invite the children to settle quietly and comfortably with their eyes closed. You might play some soothing music. Ask them to gently think about the children like them, all over the world, and hold them all in the light, including themselves. They might want to hold hands for a few moments to physically connect with each other while they do this, or they may prefer to contemplate alone. Before they finish, remind them to be thankful for their uniqueness and being joined up with others all over the world.

## 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; a discussion forum and a link to the *Journeys in the Spirit* Youth edition.

Go to:

[www.quaker.org.uk/journeyschildren](http://www.quaker.org.uk/journeyschildren) and choose from the range of links in the sidebar.

## Review

- How did the children (and adults) respond to this subject?
- If there was a wide age-range, did this subject successfully engage all ages?
- Did the children feel comfortable to explore and express their feelings within the group?
- Did any issues arise that the children might like to revisit at a later date?
- Did any issues arise that should be raised with parents or carers?
- Did any issues arise that should be taken to the children's committee or the meeting as a whole?

**This issue was written by Tam Martin-Fowles and edited by Chris Nickolay and Howard Nurden.**

*Journeys in the Spirit* is published in two formats – on alternate 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 alternate month the issue is a topical activity - this is about something in the news or of seasonal interest.

Available from 1 October 2015: **Topical Activity** - Thinking about *Quaker faith & practice*.

Available from 2 November 2015: **Issue 100** is 'Seeds and senses' – inclusive story telling enabling people of all ages and abilities to engage with a story through their senses.

Available from 1 December 2015: **Topical Activity** - to be decided.

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# Journeys in the Spirit

Children's work

Additional resources 99.A



Engage

We are all different - poems

Poems by children from different countries:

## Does it matter?

Does it matter what colour skin you have?  
Does it matter what language you speak?  
Does it matter that what you wear is different?  
Does it matter that we're different?

Does it matter we wear different shoes?  
Have different hair colour?  
Or how you learn?

Things that make us different  
Make us more alike.

**Cerys - Minsthorpe**

[https://www.routesintolanguages.ac.uk/.../100907\\_7297 DiversityPoems...](https://www.routesintolanguages.ac.uk/.../100907_7297_DiversityPoems...)



## The World is at Peace

Grown up people  
scurry here and there  
upon the crust of the earth  
cursing each bump, grudging dis n' dat  
like a garden full of bitter weeds.  
I am a child,  
filled with salt from the sea mist  
and the smell of green  
that rides the air and feeds me  
as I breathe in and out.  
A cooling breeze strokes musical notes  
as it brushes the leaves  
of the banana and breadfruit trees.  
John crows jabber, parrots gossip and  
Hummingbirds delight in the suckle of  
the lime-bush flower.  
The warmth of the sun wraps me  
as I journey through each day.  
The light of the moon guides me  
as I find my bed and pray  
for my family, my country,  
all people to notice,  
that the world itself is at peace.

Tanika – **Jamaica**

<http://kidspiritonline.com/2011/03/selected-poems-from-around-the-world/>

## Differences

If I drink my coffee  
with two spoons of sugar  
and you drink your coffee with four  
it doesn't mean that mine is sweeter  
it means our taste is different

If I am cold in the wind  
and you are warm  
it doesn't mean you are not sensitive  
it means that the warmth in our body  
is different

If I hear the wind of the trees  
and you don't  
it doesn't mean that my hearing is better  
it means we hear different things

If I look to the sky and see a kite  
and you see an airplane  
it doesn't mean that I don't see well  
it means we see different things

The difference between us  
makes us closer  
If for taste, music, feelings  
and appearance we act differently  
it shows how special we are





# Journeys in the Spirit

Children's work

Additional resources 99.B

Engage

We are all different - films

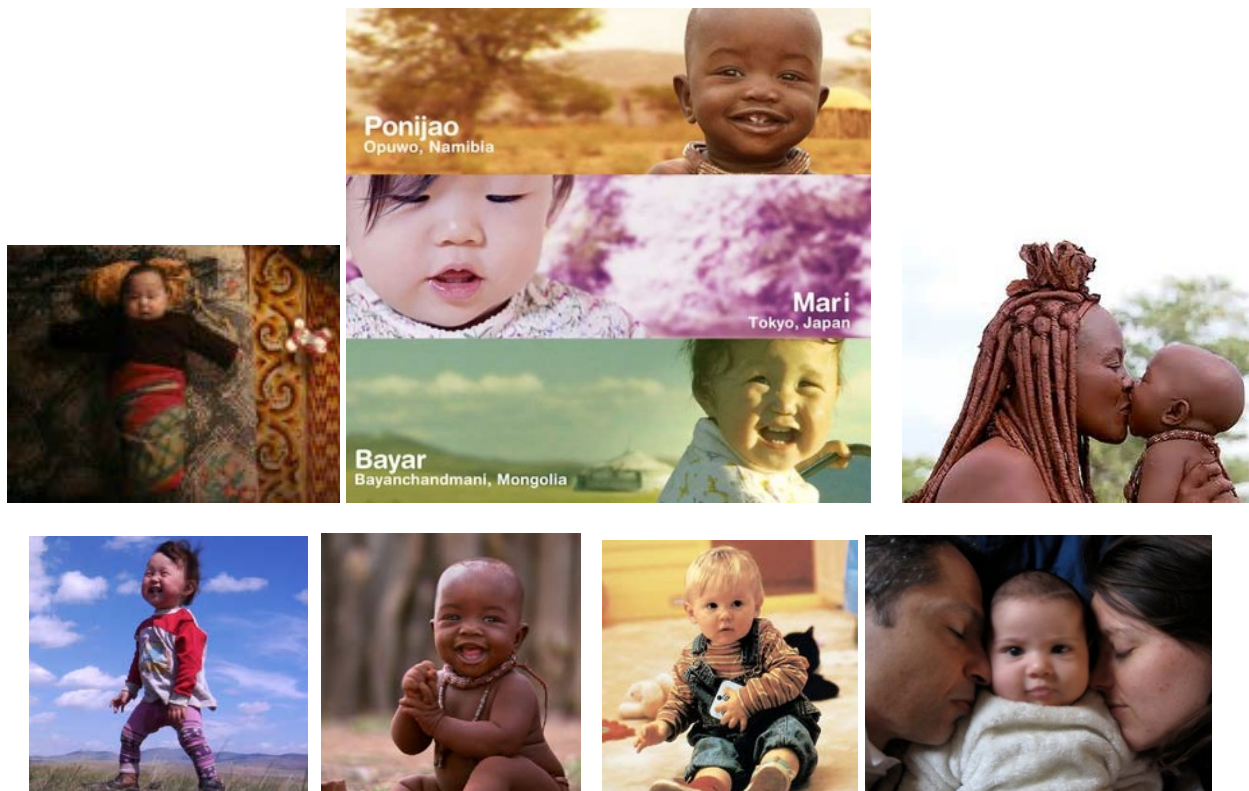


## Film clips to encourage discussion about diversity

<https://www.youtube.com/watch?v=gIDGAo9SIqs> Lion King We are One

[https://www.youtube.com/watch?v=8zLx\\_JtcQVI](https://www.youtube.com/watch?v=8zLx_JtcQVI) Lion King Circle of Life

<https://www.youtube.com/watch?v=N009QUWUy7I> Babies in four different parts of the world.



<https://www.youtube.com/watch?v=GpTR1wF4M6k> Hello to all the Children of the World (short song says hello in different languages. Good for younger children).





# Journeys in the Spirit

Children's work

Additional resources 99.C

Engage

FWCC



**Names of countries where there are Quaker meetings:**

Australia  
Belgium  
Canada  
Congo  
Costa Rica  
Czech Republic  
Denmark  
Egypt  
Finland  
France  
Germany  
Ghana

Hong Kong  
Hungary  
Ireland  
Italy  
Japan  
Korea  
Kenya  
Latvia  
Lebanon  
Lithuania  
Mexico  
Netherlands

New Zealand  
Nigeria  
Norway  
Palestine  
Russia  
South Africa  
Spain  
Sweden  
Switzerland  
United Kingdom  
USA

Bangladesh  
Bhutan  
Bolivia  
Burundi  
Cambodia  
Colombia  
Congo  
Guatemala

Haiti  
Hungary  
Honduras  
India  
Indonesia  
Ireland  
Jamaica  
Myanmar

Nepal  
Peru  
Philippines  
Romania  
Rwanda  
Taiwan

Belize  
Cuba  
El Salvador  
India

Jamaica  
Kenya  
Mexico  
Sri Lanka

Tanzania  
Uganda  
Greece

