



# Journeys in the Spirit

inward outward upward downward

Children's work edition September 2016 Issue 105



## Quaker Faith & Practice – Social Responsibility

### 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.

The next few editions of *Journeys in the Spirit* will enable children to look at and explore *Quaker faith & practice* for themselves. It is hoped they will come to understand and enjoy a little more of the book.

This edition is looking at chapter 23 – Social Responsibility. Much of the chapter is about engaging with the politics of the day, raising awareness of important issues, getting involved in helping others who are suffering in some way. The aim is to familiarise children with *Quaker faith & practice*, talking a little about the content and the importance of people's stories.

The material looks at Quakers past and present who have engaged with social concerns, working to make the world a better place. Hopefully, through the stories and activities, children will gain an understanding of what we mean by social responsibility.

### Gather

*Prepare the room by setting out the chairs or cushions in a circle to start with and have any resources you need ready for the activities you have chosen.*

Place a copy of *Quaker faith & practice* in the centre of the circle along with some photos of Quakers who appear in the book – such as John Woolman (see *additional sheet 105.A*). Also one or two simple quotes from *Quaker faith & practice*.

Begin by everyone saying their names, especially if there are people in the group who do not know each other. Ask everyone to say their name and a book they are reading or like being read to them.

After a few minutes of quiet pick up *Quaker faith & practice* and explain the book is full of useful information as well as people's stories. Ask if they know who the people are in the pictures.

Explain also the book contains things about what Quakers believe, how to organise meetings for business, weddings, funerals, how to look after meeting houses and how to be a Treasurer, Overseer or an Elder. But best of all are the stories that Quakers tell about themselves and other Quakers they have known.

*Journeys in the Spirit* offers resources and ideas to Quakers engaging with children and young people.

This children's work edition comes bi-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

"The poor without employment are like rough diamonds, their worth is unknown."

John Bellers 1714  
*Quaker faith & practice*  
23.68

*Additional resource 105.A* can be found at <http://www.quaker.org.uk/children-and-young-people/work-quaker-setting/resources-children/journeys-child>

## Engage

Explain to the children that adults are looking at *Quaker faith & practice*. They are reading it, thinking about what is in the book and whether we need to change anything.

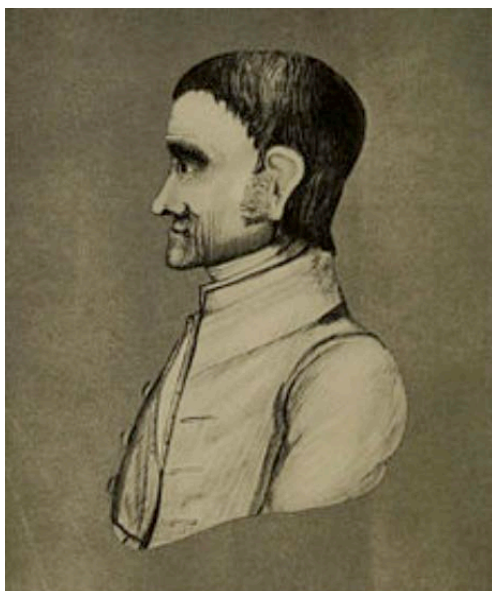
We are going to look at a bit of the book called Social Responsibility (chapter 23). This is about being aware of and helping people in need. It may be by talking to politicians or demonstrating about changing things to make life better for those who need our help. It might be quite small ways of helping people – perhaps by helping a neighbour or listening to a friend.

Quakers have often spoken out, or acted, to show when they think things are wrong. Often, especially in the past, they have been admonished for doing this, or told they are wrong or even put in prison as a result.

We are going to explore what Social Responsibility means by looking at the stories of some of these people in this chapter of *Quaker faith & practice*.

### The story of John Woolman

Read the story of John Woolman (see *additional sheet 105.B*). You might also want to read the passage from *Quaker faith & practice* 23.29. This talks about slavery today even though this passage was written in 1970s.



### The story of Percy Cleave

This is a story of a man who was a barber and led a simple life. He had known hard times himself but listened carefully and brought comfort and love to many people as he cut their hair and tended to them lovingly.

Read the passage from *Quaker faith & practice* 23.59 – Testimony concerning Percy Cleave (1880-1958).

### Quakers as plumbers - *Quaker faith & practice* 23.08

Read this descriptive passage for yourself. It is probably too complicated for children. Talk about plumbers who know about pipes and water. They fix toilets, put in baths, sinks and make sure water runs smoothly. They want all people to have water into (and out of) their houses. Quakers in the past were like plumbers. They knew their way around government, the law, the education system, and helped to make life run smoothly for people whose channels were blocked i.e. they couldn't get the help they needed.

### References & other resources

“Politics” cannot be relegated to some outer place, but must be recognized as one side of life, which is as much a concern of religious people and of a religious body as any other part of life”.

Lucy F Morland  
1919

*Quaker faith & practice* 23.06

We need to develop our own unique social witness, in obedience to God. We need to listen to the gentle whispers which will tell us how we can bring our lives into greater harmony with heaven.

Deborah Haines,  
1978

*Quaker faith & practice* 23.52

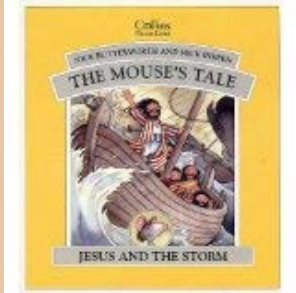
*Additional Resource 105.B*, can be found at:  
<http://www.quaker.org.uk/children-and-young-people/work-quaker-setting/resources-children/journeys-child>

## References & other resources

The Mouse's Tale  
(Jesus and the Storm)

By Nick Butterworth  
& Mick Inkpen

ISBN: 0-551-02875-0



We know that Jesus identified himself with the suffering and the sinful, the poor and the oppressed. We know that he went out of his way to befriend social outcasts.

From 23.03 *Quaker faith & practice*

Additional resource 105.C and 105.D can be found at <http://www.quaker.org.uk/children-and-young-people/work-quaker-setting/resources-children/journeys-child>

## Respond

### The story of John Woolman

Once you have told the story of John Woolman and read the passage from *Quaker faith & practice*, have time for the children to ask any questions. Talk with the children about their understanding of slavery both in John Woolman's time and today.

The children might want to enact the story of John Woolman using simple props. Perhaps have a large sheet of blue paper or material for the ocean. A large piece of green paper or cloth to represent America on one side of the ocean and a smaller one on the opposite side to represent Britain. John Woolman and the elder could be made out of dolly pegs and small pieces of fabric (remember John Woolman only wears undyed clothes). The children could make paper boats to go across the ocean (see *additional resource 105.C*). As you do this talk about how long and dangerous the journey was and John was not strong and maybe felt unwell on the journey. Bring out how disappointed John must have felt when his travelling minute was at first refused.

### The story of Percy Cleave

Having read the story of Percy Cleave ask the children if any of them go to the hairdressers to get their hair cut. Hairdressers often listen to people while they are getting their hair done. It can be a bit like a confessional as people relax as they are pampered and feel able to open up. Percy was very good at listening to people and trying to understand how they were feeling.



Older children might like to try the listening exercises on *Additional sheet 105.D*

All children might like to draw a picture of Percy in his barber's shop. There are no pictures in *Quaker faith & practice* so it would be good to have a picture to go with this story. Perhaps you could make one large picture or children might prefer to do their own. Think about telling the adults in meeting what you have been doing. Some will probably not know who Percy Cleave is, and may well enjoy the children's pictures.

### Quakers as plumbers

This is not about people who were famous and did great things. This is about people working away quietly to help others - to keep the water of life running smoothly through the pipes. Quakers are good at this. Ask the children to think of ways they might want to help others in society. They may talk about food banks, raising money for any number of charities, writing letters to politicians, or may be sitting in meeting for worship and quietly thinking about or praying for people in trouble and distress.

The children might like to think of a project they could work on to raise awareness of a concern that they can do something about. Perhaps asking people to bring goods that can be donated to a food bank, have a sale to raise money for a charity, write letters to local politicians asking what they are doing to help refugees coming to Britain. Encourage ideas and thoughts through discussion.

## Reflect

At the end of the session 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 Social Responsibility. 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 and done. Consider how you might do this allowing plenty of time.



### 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 Social Responsibility? 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*. The all age worship would be a good way of involving the whole of meeting.

**This issue was written by Madeleine Harding and edited by Mel Cook and Howard Nurden.**

Available 3 October 2016 **Topical Activity:** Inspired by faith.

Available 1 November 2016: **Issue 106** *Quaker faith & practice* chapter 21 - Personal Journey.

### 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.

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.

Links to other resources and information

All these are available at:

<http://www.quaker.org.uk/children-and-young-people/work-quaker-setting/resources-children/journeys-child>

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# Journeys in the Spirit

Children's work

Additional resource 105.A

Gather

Social responsibility



John Woolman 1720 – 1772



Elizabeth Fry 1780 – 1845



Margaret Fell 1614 – 1702



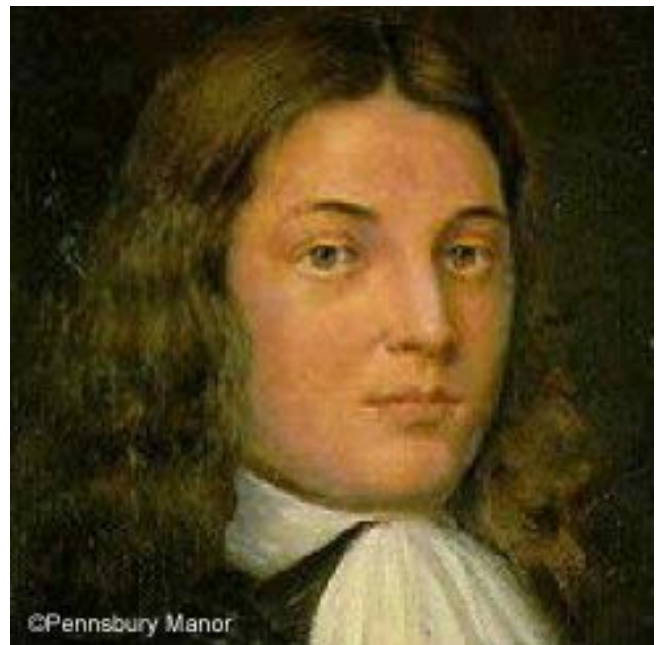
Jocelyn Burnell 1943 –



Diana and John



Joseph Rowntree 1836 – 1925



William Penn 1644 - 1718



# Journeys in the Spirit

Children's work

Additional resources 105.B

Engage

Story of John Woolman



Once there was a man who lived in America. He was a Quaker and his name was John Woolman. He was thoughtful and kind.

He lived a simple life and cared about everyone and everything. He wore clothes that were not dyed a colour, especially blue colours dyed with indigo. This dye was dangerous and could make children and slaves who worked with the dyed cloth very ill.

John also believed no one could own another person, no one could be a slave. He knew that people in Britain and America had slaves. They did not always treat their slaves very kindly. Some of these people were Quakers. Owning a slave seemed to be against Quaker beliefs.

During his life he had travelled through America even though he had been ill when he was a young man and not very strong. He wanted to tell people that keeping slaves was wrong

One day John Woolman said to his wife:

"Sarah, I must cross the Atlantic Ocean and visit Friends in London to tell them that it is wrong to keep slaves and buy goods made by slaves who are not paid to do this".

He asked a friend called Stephen Comfort to look after his family.

John found a ship he liked and went aboard.

The journey was long and dangerous. There were many storms.

After a long time John Woolman arrived in Britain. He went to London where Friends were gathered for Yearly Meeting.

The door opened and John stood there in his hat and travel stained clothes all the way from America. He placed his travelling minute on the table and the clerk read it.

It said; "It is wrong to keep slaves and buy goods made by slaves who are not paid to do this."

At first Quakers were not very accepting of John Woolman's minute and an elder spoke about this. John sat in silence and wept. He then stood and said he had not finished the work God had set him to do. He would not visit Friends again until the meeting agreed he could. Meantime he would find work to support himself.

The silence deepened and then people understood John and the elder got up again and welcomed John and his message.

John Woolman visited Friends all over England to tell them it was wrong to keep slaves and to buy goods made by slaves who were not paid for their work.

He visited those in trouble and refused to travel in a coach because of the ill treatment of the post boys and the horses.

He never returned to America but died of smallpox in York.



Images from the Godly Play story of John Woolman, available to borrow see [www.quaker.org.uk/children-and-young-people/work-quaker-setting/resources-all-age#heading-1](http://www.quaker.org.uk/children-and-young-people/work-quaker-setting/resources-all-age#heading-1)





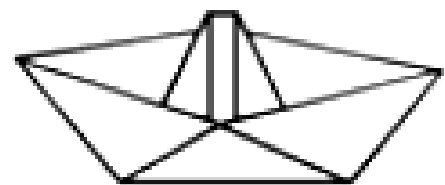
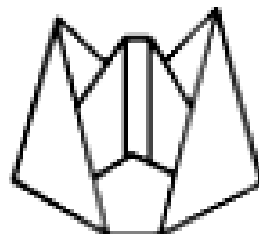
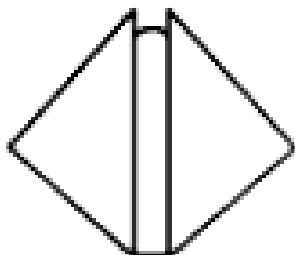
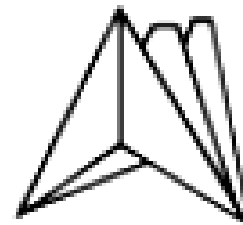
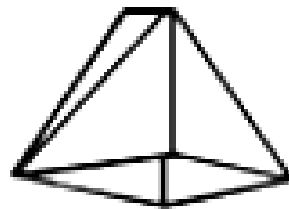
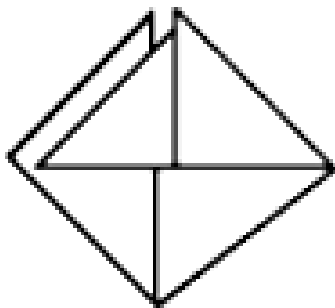
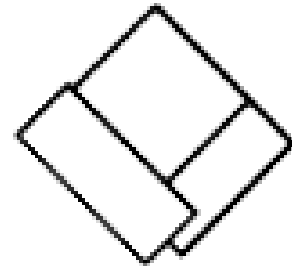
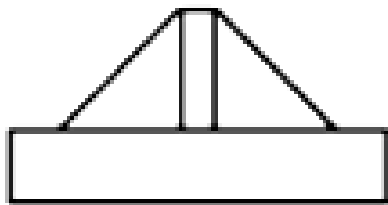
# Journeys in the Spirit

Children's work  
Respond

Additional resources 105.C  
The story of John Woolman



## Origami Boat Instructions





# Journeys in the Spirit

Children's work

Additional resources 105.D

Respond

The story of Percy Cleave



## Back to Back listening

An exercise in pairs to explore the effect of body position in listening.

1. Participants sit opposite each other and speak for one minute each on a simple topic like their favourite game, book or T.V. programme. (Adult to time this)
2. Next repeat the exercise but this time the speaker faces the back of the listener's head. It might be best to choose another topic to speak about and each person speaks for one minute
3. Finally the pairs of children sit back to back with their heads touching and repeat the exercise as above

After all have spoken, talk about how it felt to talk in the different positions. When did you feel listened to? Do you ever feel you are talking to the back of someone's head? What does it feel like if you can't see the person you are talking to?

## Three tokens

Give each participant three tokens such as pebbles, beans or sticks. Participants sit in a circle and are invited to speak about an interesting topic such as what they did yesterday, a holiday, their favourite food etc. However they can only speak when they put a token in the centre of the circle. Encourage children to listen as well as speak and once they have used all their tokens they cannot speak and need simply to listen.

## Circle Storytelling

Participants sit in a circle. Explain they are going to make up their own story. Someone starts the story and says a couple of sentences and then move round the circle, each person adding their part of the story. The aim of this exercise is for the story to move forwards, to be engaging and exciting. This requires that everyone listens carefully, so that their part of the story connects to the previous contributions.

Afterwards talk about the story. Did it go as you expected? Might things have worked out differently? Did you listen carefully enough that you could now retell the story?

## Listening to a story

Choose a favourite story and ask the children to listen carefully as you read it. Afterwards try any of the following to see how well they listened to the story:

- Reflect on the story and ask children if they have had a similar experience
- Dramatise the story in small groups
- Choose to be a particular person in the story and in pairs take it in turns to tell the story from the chosen characters point of view.