



Journeys in the Spirit

inward outward upward downward

Children's work edition September 2018 Issue 117



Hope in turbulent times: Quaker stories

Getting ready

This edition is part of the series on 'Hope in turbulent times'. In this issue we will be looking at stories.

The stories we hear as children shape our view of the world. Reading stories to children can expand and enrich their world and can be a great way of helping them deal with real life situations. Quaker stories can help children to understand their faith and that of those around them and how faith has helped others in turbulent times.

'Our church government would be an empty shell without the living expression of our faith provided by generations of individual Friends. Our custom of writing testimonies to the grace of God as shown in the lives of Friends provides us with a wealth of material showing ordinary Friends living out their faith from day to day. These testimonies show us that, whatever our circumstances, God can be present with us, and they encourage us each to be faithful to our own calling'. Qf&p 18 preface

Resources needed: a copy of 'Let's explore the Quaker way', notebooks for each child, a copy of Quaker week poster (contact quakercentre@quaker.org.uk), colouring pens, stickers, carefully chosen newspapers or magazines, scissors, glue sticks.

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 everyone in your usual way and ensure that everyone knows each other's names. You might like to have a short time of silence with a lighted candle or have an opportunity to share news about the week.

Explain that today you are going to be looking at Quaker stories and how these can help us think about what it means to be a Quaker, what that means as we do everyday things and how it can help us in the hard times.

Ask the children if they have a favourite story and why and then if they can think of any stories that have taught them anything or helped them to think differently about the world? It can be helpful and empowering to see ourselves as the tellers of our own story; what is the story we want to tell with our lives?

Underpinning references

"Stories create community, enable us to see through the eyes of other people, and open us to the claims of others."

– Peter Forbes, photographer and author

Engage

Timeline

For many people who find Quakers, one of things they find most inspiring and exciting are the stories of how Quakers and Quaker communities have worked, through turbulent and challenging times, to build a fairer, more peaceful world. In 2017, Quaker Life created a poster and a timeline to highlight some of the most memorable and important points in our journey (see *Additional resource 117.A in sidebar*).

Using the information about the dates on the poster share this with the children and highlight the stories that your group might be most interested in. As you go through the timeline, ask if any of the children know any of the stories. If they do, you could spend time talking about it and if they aren't familiar you could find out about the story by asking other members of your meeting or looking in books in the meeting library or on the internet. When you come back together next time, you could share what you've all found out.

The Bertha Bracey story

On the timeline (see above) you will see that the Quakers were involved in the Kindertransport. Bertha Bracey was a Quaker who helped many children escape to safety during World War II. Tell the children her story below:

Born in Birmingham in 1893 into a Quaker family she was one of the first in her family to go to university and became a teacher at a time when it was unusual for women to become university students.

At the end of the First World War (1914-18), there were many people in Europe whose homes had been destroyed and whose lives were broken by the war. In 1921 Bertha went to Germany and worked with children, young people and families.

In Germany lots of people had no jobs and were hungry because food was expensive. Jewish Germans had always worked very hard with successful family businesses. This made the German Nazi government angry. They wanted to get rid of Jewish Germans who seemed to be living well and were still able to make plenty of money. In November 1938 German police were ordered to go and smash all the windows of the Jewish shops and burn down Jewish factories, shops and synagogues. This was known as "Kristallnacht" because of the smashed glass everywhere in Berlin. The German police closed Jewish schools and children with a Jewish name or background were banned from going to school. What could the parents do? Many decided it would be safer to leave the country and started packing suitcases. Where should they go to escape the ugly way they were now being treated? This is where we hear about Bertha's efforts to get children away from danger and bring them safely to Britain.

Share more of the story of Bertha Bracey with the children (see *Additional resource 117.B – link in sidebar*).

Pause for a short time after telling the story and then wonder with the children about what it was that might have prompted Bertha to act as she did. Can they think of what part of being a Quaker helped her during this difficult and frightening time moving her to make the decisions she made.

Look together at *Let's explore the Quaker way* (*link in sidebar*) and look for the values that might have helped Bertha.

References & other resources

Timeline link:
<http://www.quaker.org.uk/times/>

For more information and background on the Kindertransport visit:
http://news.bbc.co.uk/cbbcnews/hi/newsid_4200000/newsid_4206600/4206651.stm

Let's explore the Quaker way is written to help children explore truth, peace, simplicity and equality. These values encourage and challenge us in choices and decisions we make.



Available from
cypadmin@quaker.org.uk

Additional Resource 117.A and 117.B are accessible at
www.quaker.org.uk/journeyschildren
select 'resources for current issue'.

References & other resources

A good and age appropriate example of the comic book genre is the Hilda and the Troll series



Available from the Quaker Bookshop quakercentre@quaker.org.uk

Free download for comic book template:

<http://www.playingbythebook.net/2013/12/16/meet-hilda-a-comic-book-heroine-full-of-kindness-and-curiosity/>

Free printable newspaper template :

<https://p2cinfo.blog.wordpress.com/2014/02/24/blank-newspaper-template-for-kids-printable/>

Respond

Quaker reporters

Resources needed: a notebook for each child, colouring pens, stickers, carefully chosen newspapers or magazines, scissors, glue sticks.

Give each child their own notebook and have time for them to decorate the cover with their name, drawings, magazine pictures, newspaper cuttings or stickers.

Talk with the children about being reporters and how you are going to try and find helpful and hopeful stories of how being a Quaker has helped people in difficult times. They might start off their reporting with their own story - asking 'how has being a Quaker helped me?'

There are many ways to tell a story and writing is just one of them. Explore with the children other ways – this might be drawing, recording voices, film or a comic book. If you have the resources some of the children might prefer to report this way.



Have time for the children to interview each other and file their reports before talking about taking their reporter's notebooks to gather stories from other people. You could arrange for this to happen in coffee time after meeting. Let people know beforehand if this will be happening so they can be prepared with their own Quaker story. Have a time the next time you meet to share what they found out.

Hold the front page!



When the children have their stories collected you could then make a newspaper of helpful and hopeful stories to share with the Meeting (see sidebar for link to newspaper template). Make sure people know this is what you are doing so they aren't surprised when they are front page news!

Reflect

Before the end of children's meeting try to have some time to reflect on the stories you have shared.

Questions to think about:

- Have other people's stories inspired you and encouraged you to think about how you live?
- After hearing the stories is there anything you might do differently?
- Are there stories you have heard that you would like to have been part of?
- What would you have done?
- Imagine that someone is writing your story; what would you want that story to be?
- What would you like the story of your life be? How might you inspire others?
- Ask the children what, if any of this they might share with others either in Meeting or at home.

Review

When reviewing the session, think particularly about the way in which the children responded to the stories.

- Did the children find the story engaging and interesting?
- What might you do differently next time?
- Which other Quaker stories might you share with the children?
- How did you work with others in the planning and implementing of this session? What might be helpful to share together?

This issue was written by Mel Cook and Alistair Fuller, with the story by Jane Woodford, and was edited by 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 a seasonal interest.

Available from 1 October 2018 **Topical Activity** Inspire

Available from 2 November 2018 **Issue 118** Diversity

Materials available online are:

Additional Resources Sheets

An easy to use plan for a Children's Meeting

A simple plan for an all age Meeting for Worship

These can be accessed through

www.quaker.org.uk/journeyschildren by scrolling down to 'resources for current issue'.

For a 'How to use Journeys in the Spirit guide', the catalogue of previous issues and a link to the resources for recent issues, go to www.quaker.org.uk/journeyschildren and scroll down to find what you want.

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 117.A

Engage

Timeline



This poster was sent to Meetings for Quaker week 2017. Free copies can be ordered here:

quakercentre@quaker.org.uk

and an online interactive version here: <http://www.quaker.org.uk/times/>

**EQUALITY
SUSTAINABILITY
PEACE**

**STILLNESS
SIMPLICITY
TRUTH**

1647 GEORGE FOX RECOGNISES THAT 'GOD'S LIGHT IS WITHIN EVERY PERSON' 1649 AMID OPPRESSION FROM A RESTORED MONARCHY, QUAKERS DECLARE THAT THE SPIRIT 'WILL NEVER MOVE US TO RIGHT' 1653 A GROUP OF CHILDREN CONTINUE TO HOLD QUAKER MEETING WHEN THE ADULTS ARE IMPRISONED FOR GATHERING ILLEGALLY 1666 MARGARET FELL, MOTHER OF QUAKERISM, PUBLISHES 'WOMEN'S SPEAKING JUSTIFIED' 1670 A COURT REFUSES TO FIND WILLIAM PENN AND WILLIAM MEAD GUILTY OF PREACHING TO "AN UNLAWFUL ASSEMBLY". IT SETS A PRECEDENT FOR THE INDEPENDENCE OF JURIES 1678 ROBERT BARCLAY'S APOLOGY ARGUES THAT DIRECT EXPERIENCE OF GOD IS MORE MEANINGFUL THAN SCRIPTURE 1698 THE FIRST QUAKER IS ELECTED TO PARLIAMENT BUT REFUSES TO SWEAR AN OATH, PREVENTING HIM FROM TAKING HIS SEAT 1758 PENNSYLVANIAN QUAKERS DECLARE SLAVE-TRADING AN ACT OF MISCONDUCT AND STEP-UP EFFORTS TO ABOLISH A TRADE THAT FRIENDS HAD BECOME ASHAMED TO HAVE BEEN INVOLVED IN 1763 JOHN WOOLMAN URGES QUAKERS TO "LIVE ANSWERABLE TO THE DESIGN OF OUR CREATION", CALLING THEM TO LIVE A SIMPLE LIFE, WITH CAREFUL USE OF THE EARTH'S RESOURCES 1796 QUAKERS PIONEER HUMANE MENTAL CARE AT THE RETREAT IN YORK 1798 THE ADULT EDUCATION MOVEMENT BEGINS WHEN SAMUEL FOX HELPS SET UP A SCHOOL FOR YOUNG FACTORY-WORKING WOMEN 1813 ELIZABETH FRY STARTS PRISON REFORM WORK AT NEWGATE PRISON 1832 JOSEPH PEASE BECOMES THE FIRST QUAKER MP AFTER A REFORM BILL ALLOWS PEOPLE TO AFFIRM THEY ARE TELLING THE TRUTH RATHER THAN SWEARING AN OATH 1847 WILLIAM BENNETT PUBLISHES "SIX WEEKS IN IRELAND", ENCOURAGING DONATIONS FOR FAMINE RELIEF BEING CARRIED OUT BY IRISH QUAKERS 1860s QUAKER BUSINESS PEOPLE, PROHIBITED FROM ENTERING UNIVERSITY, PROFIT FROM THEIR INSISTENCE ON FAIR AND FIRM PRICES FOR GOODS. CHOCOLATE-MAKERS CADBURY AND ROWNTREE'S BUILD HOMES AND SCHOOLS FOR THEIR WORKERS AND ARE AMONG THE FIRST FIRMS TO OFFER PENSION PROVISIONS. BARCLAYS AND LLOYDS BENEFIT FROM THE QUAKER

IMAGE OF TRUSTWORTHINESS, FRUGALITY AND PRUDENCE. TODAY WE CAMPAIGN TO HOLD ALL COMPANIES TO THE STANDARDS THESE ONCE MET 1895 THE MANCHESTER CONFERENCE DECLARES AN OPENNESS TO "NEW LIGHT" FROM OTHER FAITHS AND TRADITIONS, AND AN ENGAGEMENT WITH CONTEMPORARY SCIENCE AND SOCIETY 1914 THREE QUAKER MPs DRAFT THE PROVISION FOR CONSCIENTIOUS OBJECTION IN THE 1916 MILITARY SERVICE ACT (NOW PART OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS) 1939 QUAKERS HELP EVACUATE CHILDREN FROM NAZI GERMANY ON THE KINDERTRANSPORT 1942 EDITH PYE'S FAMINE RELIEF COMMITTEE NETWORK SPAWNS THE OXFORD COMMITTEE FOR FAMINE RELIEF WHICH BECOMES OXFAM 1947 QUAKERS AWARDED THE NOBEL PEACE PRIZE FOR POST-WAR RELIEF WORK 1961 QUAKERS HELP FOUND AMNESTY INTERNATIONAL TO CAMPAIGN FOR PRISONERS OF CONSCIENCE 1963 'TOWARDS A QUAKER VIEW OF SEX' IS PUBLISHED, ESPOUSING A POSITIVE UNDERSTANDING OF SAME-SEX RELATIONSHIPS 1963 QUAKER BAYARD RUSTIN ACTS AS LEAD ORGANISER OF THE CIVIL RIGHTS MOVEMENT MARCH ON WASHINGTON FOR JOBS AND FREEDOM, WHERE MARTIN LUTHER KING GIVES HIS FAMOUS 'I HAVE A DREAM' SPEECH 1982 QUAKER HOUSE BELFAST IS SET UP "TO FURTHER THE WORK OF RECONCILIATION AND OF BEFRIENDING ALL PARTIES IN NORTHERN IRELAND" 1988 THE FIRST 'TURNING THE TIDE' NON-VIOLENCE TRAINING WORKSHOP IS HELD. TODAY THESE RUN AROUND THE WORLD, INCLUDING IN EAST AFRICA 1997 QUAKERS WORK AT THE UN TO BRING ABOUT THE LANDMINE BAN TREATY 2013 FOLLOWING A CAMPAIGN FOR MARRIAGE EQUALITY, SAME-SEX QUAKER MARRIAGE CEREMONIES ARE LEGALLY RECOGNISED 2014 QUAKERS IN BRITAIN DIVEST FROM FOSSIL FUELS.

TODAY, INSPIRED BY FAITH, WE CONTINUE TO WORK FOR SOCIAL AND ECONOMIC JUSTICE, SUSTAINABILITY, PEACE AND THE EQUALITY OF ALL PEOPLES. READ MORE AT WWW.QUAKER.ORG.UK AND FIND A MEETING NEAR YOU.

**In turbulent times...
be a Quaker**