

What about the children? Activity sheets.

## Activity sheet 1

1½ - 2 hour session

### Working together on needs 1 & 2:

#### Children need:

- To be valued, affirmed and cared for safely as individuals – this requires careful thought about their physical, social, mental, moral, religious and spiritual needs, and abilities at different ages and stages of development.
- Acceptance as a valid part of the Quaker community – this includes full participation in and contribution to the life of the Meeting, only doing separately what cannot, properly, be done together.

#### The session:

Begin with worship – read Advice and Query 1:19 *Whole group* 10 mins

#### Activity 1 – Creative listening – see ‘Some guidance for the use of this pack’:

The first question to focus on is:

“What do we *do* to meet the physical, social, intellectual, emotional, moral, religious and spiritual needs and abilities of children at different ages and stages of development?”

The second question to focus on is:

“What is difficult about this? What are the successes?”

*Whole group* 20 – 30 mins

#### Activity 2 – A quick think - see ‘Some guidance for the use of this pack’:

The question to focus on in this activity is:

“What would we *like* to do to value, affirm and care for children in our Meeting?”

*Whole group* 10 – 15 mins

#### Activity 3 – Working in pairs or threes and the whole group using different coloured ‘post it’ notes to record and display your thoughts.

The first question to focus on is:

What do we do to accept children as a valid part of our meeting and community?

Divide into groups of three or four – have a moment to think and then have a conversation about the question. Write thoughts on post-it notes. After enough time for everybody to talk, the group comes back together to share and stick up their post-it notes on a big sheet. Allow questions only for clarification. No discussion or comment.

15 – 20 mins

The second question to focus on is:

Given ‘*only doing separately what cannot, properly, be done together*’ what other areas of our multi-generational meeting would we like to encourage children into?

Go back into the same small groups and have conversation about this question. After a time the group comes back together to share their thoughts and conclusions. The facilitator writes these up on big sheets.

15 - 20 mins

#### Closing worship.

(Keep all the sheets for the action planning session.)

10 mins

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## Activity sheet 2

1½ - 2 hour session

### Working together on needs 3 & 4:

#### Children need:

- Freedom and nurture to develop spiritually. To be equipped and encouraged for their spiritual journey and quest.
- Encouragement and help in identifying and learning about what it means to be a Quaker in general and for her or him in particular.

#### The session:

Begin with worship – read Advice and Query 1:19

*Whole group*

*10 mins*

#### Activity 1 – Creative listening – see ‘Some guidance for the use of this pack’:

The first question to focus on is:

“What do we *do* to equip and encourage children for their spiritual journey and quest?”

The second question to focus on is:

“What is difficult about this? What are the successes?”

*Whole group*

*20 – 30 mins*

#### Activity 2 – A quick think – see ‘Some guidance for the use of this pack’:

The question to focus on in this activity is:

“What would we *like* to do to value, affirm and care for children in our Meeting?”

*Whole group*

*10 - 15 mins*

#### Activity 3 – Working in pairs or threes and the whole group using different coloured ‘post it’ notes to record and display your thoughts.

The first question to focus on is:

“What would we *like* to do to develop the spiritual nurture of children in our Meeting and to encourage them on their spiritual journey or quest?”

Divide into pairs or threes – have a moment to think and then have a conversation about the question. Write thoughts on post-it notes. After enough time for everybody to talk, the group comes back together to share and stick up their post-it notes on a big sheet. Allow questions only for clarification. No discussion or comment.

*15 – 20 mins*

The second question to focus on is:

What are the Quaker elements that we feel and think are important?

Go back into the same small groups and have conversation about this question. After a time the group comes back together to share their thoughts and conclusions. Each small group nominates one person to feedback. The facilitator writes feedback up on big sheets.

*15 – 20 mins*

#### Closing worship.

(Keep all the sheets for the action planning session.)

*10 mins*

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## Activity sheet 3

1 ½ - 2 hour session

### Action planning

The first two sessions were a mixture of 'threshing' and 'clearness'. This session is when the group gathers it's thinking together to discern and decide what to do.

**Activity 1** - The facilitator puts the quickthink, post-it and big sheets from the previous sessions on the walls or flipchart stands. He or she has also put up five blank sheets with these questions on:

- What *can* we do to add to the ways we value, affirm and care for children in our Meeting
- What *can* we do to develop the spiritual nurture of children in our Meeting?
- What *can* we do to help and encourage children to identify and learn about what it can mean to be a Quaker?
- What *can* we do to engage with children differently?
- What *can* we do to develop children's full participation in the life of our Meeting?"

Everybody walks round and reads the sheets from the previous sessions. Each person then takes time to reflect on and think about what has been read and then about the questions. The task then is to write on post-it notes answers to the 5 questions. When this has been done the notes can be stuck on to the relevant question sheet. Again, everybody walks round and reads the answers.

When everybody has read them the facilitator calls people together for a period of stillness.

### Activity 2 – Discernment

The facilitator has a further 6 sheets of paper with the questions written on. These are put up one at a time.

She or he invites everybody to say which of the answers or suggestions on the other sheets should be put onto the second sheets as priorities for action. The 6<sup>th</sup> sheet is for issues that people think are important but are not priorities for now – a '*come back to it*' sheet.

There will need to be discussion and negotiation to enable the group to decide on 1,2 or 3 priorities for each area. Once agreement has been reached the group can talk about what to do:

What specific tasks need to be undertaken?

Who is going to work on these?

What is a realistic timescale?

How should the process of change be monitored so that it doesn't become lost?

Who else needs to know the outcomes of these sessions?

Use the space overleaf to make a record of these things.

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## **A record sheet.**

What specific tasks need to be undertaken?

Who is going to work on these?

What is a realistic timescale?

How should the process of change be monitored so that it doesn't become lost?

Who else needs to know the outcomes of these sessions?