

Journeys in the Spirit



Sheet 0.A

Children

Being an Elder

At a children's meeting start a conversation with your group about taking turns at being elders for their own worship time. 'What do they do?' 'Have they noticed adults in meeting?' The first people to shake hands are the elders.

Elders look after a meeting for worship. They shake hands when they think it is time to end – this might be, more or less, after a number of minutes, it might be when they think it is right to end and begin doing things together. In children's meeting it can be best to agree a time. Ask one or two children (different ages and gender) to be elders for the next session – maybe work out a list with the children. This has been done by four-year-olds – maybe an older and much younger child can share the role? Elders can have a watch or an egg timer and know the time to end or how many minutes it will be. Within the timescale they can be encouraged to 'feel' when the meeting has become more still and deeper and when it is ready to end. Thankfulness, gentle praise and recognition of what people give and the risk they take when they are in this role will all help.

A cooperative game.

An example is: Toss a name to illustrate teamwork, icebreaker. Props: Balls and other soft throwing items like beanbags.

With the group standing in a circle, have participants go round saying their names. Then demonstrate; show the ball and explain: "First I will say my name, like 'I am Adam', then I will throw the ball to Nadeem and say 'and this is Nadeem'. Nadeem will say 'That is Adam, I am Nadeem, and this is Tannisha' as he throws the ball to her, and so on until all the names in the circle are on the list. The game goes until everyone has been called, without anyone being repeated. If someone's name is forgotten, have the group spot him or her. Variations include going round multiple times, beating the last speed (use a stop watch), using multiple balls etc. Websites for this and other games are listed in links to other organisations.

You could also build up a small library or open box of cooperative and other games; children can be encouraged to remember which book games come from and they can then be asked to choose or find a game another time. See links to other organisations and resources on the last page.

Worship sharing and talking tokens

A talking token is an object – a stone, shell, watch or feather, stick or leaf for example – that is passed from person to person in a circle. When you hold the token you can talk – when you don't hold it, you listen. If you have the token you don't have to say anything (this should be stated at the beginning), however, even when you don't have the token you still listen. In a way hearing from one another is the main purpose, talking about yourself is the contribution each person makes to the whole group. This exercise encourages corporate discipline and responsibility. A watch, with a clear face and second hand, is a good token because, as facilitator, you can give an instruction about how long each person can share for – depending on session length. Be careful to explain clearly.



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Sheet 0.B

Children



The Zebra Question

I asked the zebra, are you black with white stripes?

Or are you white with black stripes?

The zebra asked me,

Are you noisy with some quiet times?

Or are you quiet with some noisy times?

Are you neat with some sloppy ways?

Or are you sloppy with some neat ways?

Are you happy with some sad days?

Or are you sad with some happy days...?

I'll never ask about zebra stripes again!

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Sheet 0.C

Children



ZEBRA

I can be:

My name is:

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Sheet 0.D

Children



**What would your picture of a soul bird be?
What 'feeling boxes' would you draw, colour or
picture on your soul bird?**

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Sheet 0.E

Children



Making a 'who am I box'

- This box is somewhere to keep special things about ourselves. Each of us is special so we need a beautiful box to look after things that we do. Stress that what goes into the box will be private to them.
- Lay out a variety of boxes – shoe, cake, and soap powder tablet for example; they need to have a closable lid or flap. Have a variety of sizes and allow for different personalities – somebody might like a bigger box, someone else a smaller. Try to have more than one of some.
- Have a range of materials for the box to be decorated: paints, tissue, sequins, glitter, magazine pictures and PVA glue for 'decoupage' (sticking and then 'varnishing' with more glue pictures layered over each other), ribbon, thread, wool, ink stamps, coloured card, scissors etc. When choosing pictures make sure there is a range of types of pictures to enable children to depict a range of images.
- Invite people to choose a box if they want to use this zone.
- People can begin to decorate the outside and inside of their box as soon as they have chosen.
- If it isn't finished in one week it can be returned to.
- If feedback is given to the main meeting for worship make sure that the depth of what they are embarking on is made clear.

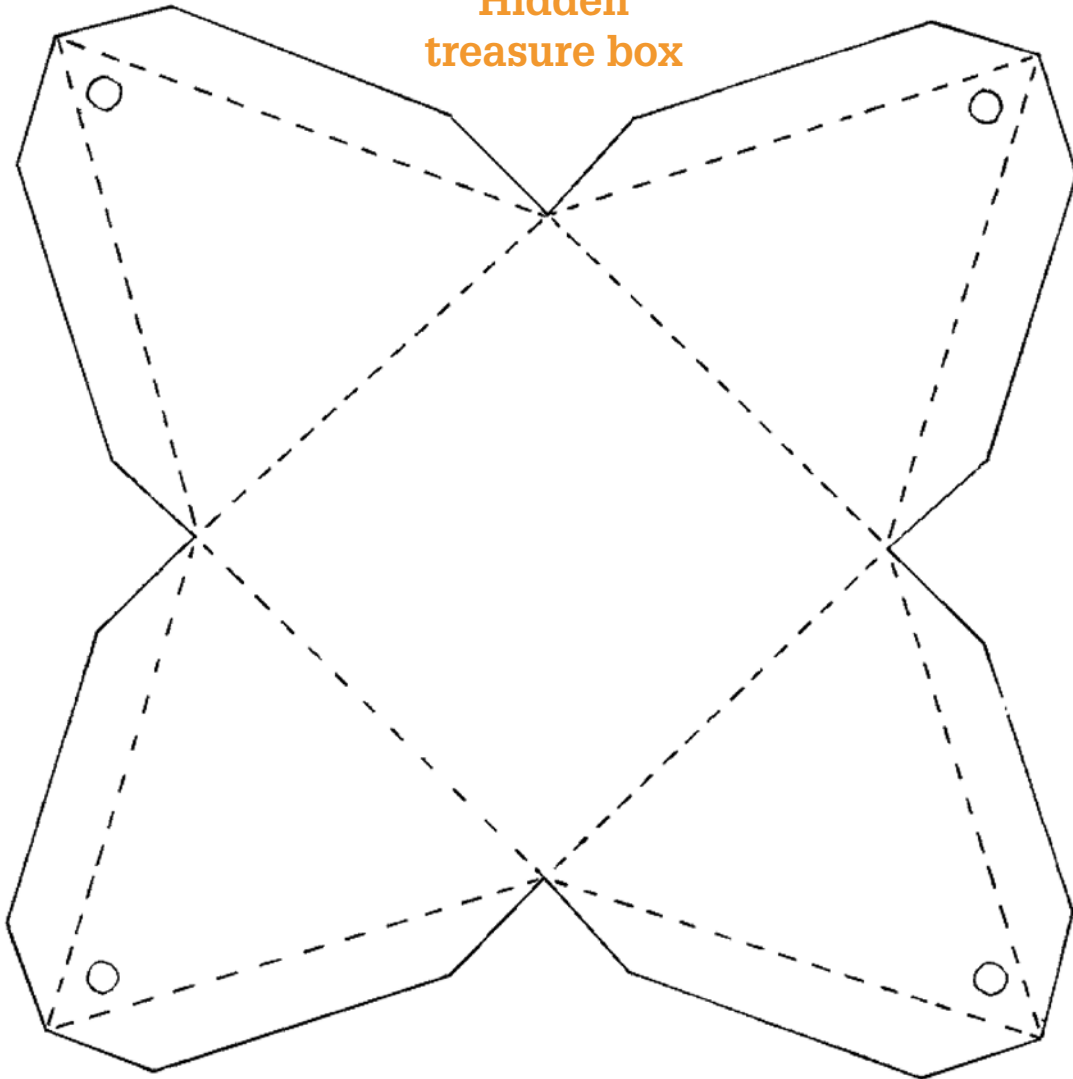
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Sheet 0.F

Children

Hidden treasure box



'God is a hidden treasure that loves to be found'

- Ask each child that you know is coming to bring, if possible, a small photo of himself or herself or one that can be cut. Have enough box templates ready cutout.
- Invite children to draw a picture of themselves, or stick a small mirror, or a photograph on the middle square of the flat pyramid.
- Remind about what they like to do and enjoy, what they feel good at. Invite them to draw, write or use collage to make simple pictures of these things on the other four inside panels.
- When this is done, the outside can be decorated with sequins, colour, pictures and whatever other art materials you have managed to get.
- The finished shape can then be folded and a ribbon or wool threaded through a punched hole at the top of their hidden treasure pyramid.
- Even if their 'who am I box' is not done their pyramid can be stored and taken away in it – to return next time. Say, 'keep it in a safe place'.