



# Journeys in the Spirit

inward outward upward downward

Children's work edition

May 2015

Issue 97



## How Quakers were awarded the Nobel Peace Prize in 1947

### Getting ready

On 10<sup>th</sup> December 1947 the Chairman of the Nobel Committee, Gunnar Jahn, said:

'It is now 300 years since George Fox laid the foundation of the community of Quakers. ... They went their own quiet way because they were opposed to any use of force. They believed that in the long run spiritual weapons would lead to victory, and this belief had been acquired through inward experience.'

It is now, of course 362 years since George Fox with others laid the foundation of Quakers, the Religious Society of Friends.

So what did Quakers do when force and violence was required by society? How did Quakers cope with the wars of the twentieth century involving Great Britain when all unmarried men aged 18-41 years were conscripted to the military?

This issue of *Journeys in the Spirit* answers that question and explains how the Quakers came to be awarded the Nobel Peace Prize in 1947.



### Gather

Welcome each child into the circle, and any attending adults, and then ask them to say their names. Alternatively, play a name game – for a simple idea go to: [www.jubed.com/youth\\_ministry/view/The-sun-shines-on](http://www.jubed.com/youth_ministry/view/The-sun-shines-on) Have a few moments of stillness and quiet.

Go on to talk about how our Quaker faith begins in worship and being still, which encourages us to think about the world around us, the people around us and how we live.

Say that today we are going to look at the serious subject of why and how Quakers were awarded the most important peace prize in the world over 60 years ago. Explain that winning this prize still gives Quakers the right to nominate people to win this same prize, a special medal every year. So our Society is continuously involved with the Nobel Peace Committee.

Tell the children that there are many more jobs to be done during wars than fighting. Can they think of some?

*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.

### Underpinning references

Nobel Peace Prize speech 1947, go to: [www.nobelprize.org/nobel\\_prizes/peace/laureates/1947/press.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1947/press.html)

Peace Testimony: Chapter 24 *Quaker faith & practice* – readings and background. Online at <http://qfp.quaker.org.uk/chapter/24/>

The Bible. Jesus' Sermon on the Mount: *Matthew chapter 5 -7 verse 27*

# Engage

**A story of how Quakers were awarded the Nobel Peace Prize.** Read this story to the children - it starts on this page and continues on Additional Resource 97.A. Show or lay out pictures from Additional Resource 97.B to illustrate parts of the story. Adjust the language in the story as necessary.

More than 360 years ago in England, the Quakers decided that they would never want to deliberately kill another person nor ever carry a weapon. Margaret Fell, who was an important early Friend, wrote to tell the king about this in 1660 and rode to London to deliver her letter from the north of England. It was important to tell the king this so that he would know that neither he nor anyone else need be afraid that Quakers would ever start a war or join in fighting one. Quakers carried on saying 'No' to fighting even when a king or a government asked them to. So, Quakers have refused to fight to kill people for a long time now - sometimes, they have had to be brave enough to go to prison and to risk being killed themselves.

The Quakers decided that they would not just ignore wars that were happening but would do what they could to help people who were suffering because of a war being fought near to their homes. In the year 1870 there was a war between France and Germany - a *Friends' War Victims Relief Committee (F.W.V.R.C.)* was set up and it raised money to take seeds, food and clothing to people whose fields and crops had been spoiled by the war. They had a special red and black double star sign to show that Quakers could be trusted and weren't soldiers.



Now, in the year 1914, when another terrible war began between lots of countries in Europe, the Quakers decided to offer their help again to war victims and to run ambulance services for soldiers injured in the fighting. So, the *Friends' Ambulance Unit (F.A.U.)* was started and the *F.W.V.R.C.* was restarted. They helped in 9 European countries over the next 9 years. There was a lot of work to do to help people live their regular lives again even after the war officially stopped in 1918. In those 9 years, 1,070 English workers and 780 Americans helped in practical action abroad and another 270 volunteers worked in London, raising money and sending supplies. More than 20,000 people gave money and others made clothes to send to people whose homes had been destroyed and all their possessions lost. The number of people who were helped is impossible to count but millions of people benefited. Some of the people who helped were not Quakers but agreed with their ideas and wanted to help too.

The problems that Quakers helped with were: injured soldiers from different countries; injured civilians from many countries; houses and hospitals destroyed by armies; refugees with nowhere safe left to live; lots of illness and bad health problems caused by starvation, overcrowding and other war hardships – for example no clean water. *Story continued on Additional Resource 97.A.*

## References & other resources

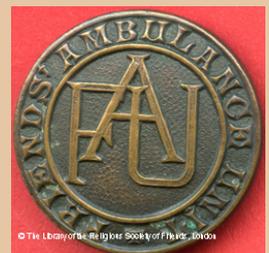
*Friends Ambulance Unit* T.Davies 1947

Available to read and download at:  
<http://ourstory.info/library/4-ww2/Friends/fauTC.html>

*A Quaker Adventure* by A.Ruth Fry 1926. Occasional copies and extracts of this can be found online and maybe in meeting house libraries.

Go to *Quakers in the World* for more information:

[www.quakersintheworld.org/quakers-in-action/252](http://www.quakersintheworld.org/quakers-in-action/252)



*Additional Resources 97.A and 97.B* can be found at:  
[www.quaker.org.uk/resources-children](http://www.quaker.org.uk/resources-children)

## References & other resources

Go to the Quaker Library website at: [www.quaker.org.uk/library](http://www.quaker.org.uk/library) for more information and sources.



A special edition of *Journeys in the Spirit* about the 1<sup>st</sup> World War can be found on this web page:

[www.quaker.org.uk/journeys/special-issues-children](http://www.quaker.org.uk/journeys/special-issues-children)

*Additional Resource 97.C and 97.D* can be found at:

[www.quaker.org.uk/resources-children](http://www.quaker.org.uk/resources-children)

## Respond

### Some questions to ask following the story:

- I wonder – what do you think it was like being a Quaker helper.
- How do you think the Quaker helpers felt? You can suggest words if this is at all difficult – scared, happy, excited, sad, for example.

Go on to ask if the children have ever seen someone younger than themselves who was in trouble and needed help or someone who had called out for help. How did the sight and sound of that person affect the children? Did they manage to help? Listen to each memory being told carefully – maybe ask the children to take turns to speak. Ask if the children can remember a time when they had to ask for help with something. Did they feel pleased when they were helped, how did they say 'Thank you'?

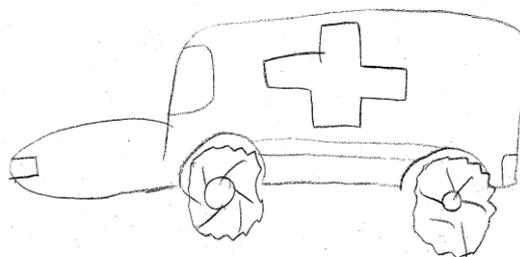
### Quaker star badge or symbol making.

*Resources you might need: Additional Resource sheet 97.C for pictures of the FAU/FWVRC star shape to copy; red and black card in different sizes; scissors; sticky tape; small safety pins; modelling material that is fast drying; modelling cutters or knives; plain paper and red and black paint.*

Make a Quaker star like the *F.A.U.* and *F.W.V.R.C.* used to mark their uniforms and supplies. See *Additional Resource sheet 97.C* for examples of the badge and symbol. Stars can be made in a variety of ways. Choose resources and methods appropriate for your age range and abilities. The stars can be made big enough to hang on a wall or small enough to be a badge to pin on clothes depending on what they are made from. If children have made badges for themselves they can make or be helped to make badges for other people in meeting.

### Soup making.

Another time, with adult help, make soup from vegetables and lentils like Quakers made for children in Austria and Germany. See *Additional Resource 97.D* for a recipe. Serve for a meeting lunch, at an outreach event or it can be taken home in plastic pots for children to share with their families.



### Telling the story.

Children could also work on telling the Nobel Prize story in their own words and pictures to the rest of Meeting before soup is served. To help with this ask questions like – what pictures would you use for the story? What are the important parts of the story? Is there anything that might be left out? Make sure that every child can contribute or help in ways that are appropriate for them.

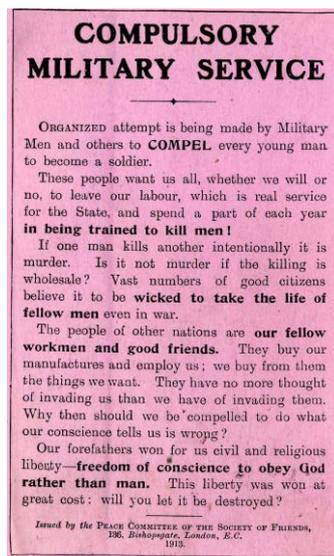
## Reflect

When activities are complete, gather the children together for a few moments stillness and ask them to think about being Quakers.

Do they ever feel strong and peaceful in Quaker meetings, does that help them to stay strong when they are in other places too?

How should Quakers keep doing peaceful work?

Is there anything that they would like to do to help make something peaceful happen – in their school perhaps or at home? Is there anything happening in the bigger world that worries them, that they don't like, that they have heard about in the news perhaps, that they would like meeting to help them with or that they want to do something about?



## Review

At a time to suit volunteers, you may like to look at the following questions:

- How did the session go?
- What did the children enjoy most?
- Were there any unexpected responses? Were there any issues with the content of the story or questions?
- Was there anything that you might do differently another time?
- Was there anything that you particularly enjoyed?

**This issue was written by Maggie Cartridge, with some illustrations by Abigail Cartridge, and edited by Chris Nickolay and Howard Nurden.**

Available from 1 June 2015: **Topical Activity**. Kites not drones – a summer campaign.

Available from 1 July 2015: **Issue 98** is the first in a new series for 2015-2016 that focusses on Quakers in the world. The title is *Live Adventurously*.

Available from 3 August 2015: **Topical Activity**. "This Light that Pushes Me" African Quaker peacebuilders.

## Materials available online are:

Current issue Additional Resource 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.

## Published by Children & Young People's Staff Team, Quaker Life

Available free by subscription.

Contact:  
CYP Staff Team,  
Friends House,  
173 Euston Road,  
London NW1 2BJ

Phone: 020 7663 1013

Email:

[cypadmin@quaker.org.uk](mailto:cypadmin@quaker.org.uk)

Website:

[www.quaker.org.uk/cyp](http://www.quaker.org.uk/cyp)