



## *Religious Education Materials to Accompany FWCC-QuakerSpeak Videos*

Lesson planning can be a kind of spiritual discipline. We hope the experience of preparing is engaging, enjoyable, and fruitful for you as a Friend. A rich array of material is provided here for different ages along with tips for designing a lesson. Additional resources are available in the **Community of Practice Resource Guide**. *Use what works for you and leave the rest.*

### **Contents:** *Listening in Tongues*

[QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value](http://QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value)

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One of the joys of FWCC work is that you meet so many good and interesting people, Friends who are committed to connecting Friends and crossing cultures. However, when we step out of our comfortable circles of the people we know, we encounter Friends who have different ways of expressing themselves, theologically and culturally, and it can be hard to understand Friends from different geographic, class, ethnic, or age groups. We know from experience that our good intentions to love one another are not enough, that we all have room to improve our skills in speaking so that others can understand us, listening beyond the words, and forgiving when others hurt us, even unintentionally. In all cases, love and mercy and patience and forgiveness will be needed.



## **Advices: How do we “Listen in Tongues?”**

- When we Listen in Tongues, we open ourselves to develop a spiritual, deep closeness or intimacy. This endeavor is inherently worthwhile for Friends. It nourishes the ground of our worship—the loving ties among us that underpin our life in Quaker community. It helps us to listen together better.
- We are patient. We tolerate some unknowingness.
- We release a sense of being in control.
- We “listen with our whole selves” as the Faith & Play™ story says—with our bodies, our minds, our imaginations and our souls. We try listening beneath the words. We open ourselves to all of the non-verbal channels of communication.
- We get as far as we can with listening for meaning and rest in that. We might find ourselves saying inwardly, “I can see the words of this Friend are vitally important, and on this basis the Friend made some significant changes in life and behavior, but I can’t connect the dots and see how the faith dynamic worked.” Hold that in a place of wondering.
- Extend the time of Listening in Tongues and savor it by continuing to hold such questions.
- Invite the Light/God into those lingering questions.
- If you find you’re upset by something you hear, try to practice some Quaker self-care. Use “The Prayer of Three Breaths,” on page 9 of the Community of Practice document.

## **Queries to Prepare Our Hearts: *Listening in Tongues***

- What helps me do my best listening?
- How does Listening in Tongues with each other help us to listen for God?
- What are the gifts of being in spiritual community with people who speak another language?
- How can we hold open a space for what we don’t know?
- When have you ever been surprised by someone doing a routine task a different way from the way you do it?
- What have you learned from/noticed in your experiences worshiping and doing business in settings where English is not the only language spoken?
- What inward changes might happen because I learned to Listen in Tongues?
- How can “listening in tongues” help Friends with outreach?

# Sample Session for Adults: Listening in Tongues

## Preparation in the Days Before: Inward and Outward

1. Invite Friends to be part of the program (see “World Quaker Day” poster, before October 2); gather supplies and copy photo release forms; ask others to support hospitality, photos and documentation of the event.
2. Consider suggested queries:
  - *What helps me to do my best listening?*
  - *How does Listening in Tongues with each other help us to listen for God?*
3. Spend some time with Bible passages:  
*Here I am! I stand at the door and knock. If anyone hears my voice and opens the door, I will come in and eat with that person, and they with me. (Revelation 3:20)*  
*What you have said in the dark will be heard in the daylight, and what you have whispered in the ear in the inner rooms will be proclaimed from the roofs. (Luke 12:3)*
4. Watch the QuakerSpeak video, “Listening in Tongues” and familiarize yourself with the discussion questions at the end. [QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value](http://QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value)
5. Read the guidelines for worship sharing or small-group facilitation on pages 9 and 14 of the **Resource Guide**.
6. Test the tech set up in the place you will gather. (see page 11 for Tech Tips)

## Opening:

“Good morning, Friends, My name is \_\_\_\_\_, and today we will \_\_\_\_\_. Thank you for gathering to do this work.”

## Building the Circle:

1. Introductions around the circle
2. Warm-up Activity: “Greetings Without Words” exercise (see page 5)

## Core Activity:

1. Show QuakerSpeak video, “Listening in Tongues” [QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value](http://QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value)
2. Note: If you are meeting in a multigenerational group, a suggested age for QuakerSpeak video viewing is 12 and up.
3. Invite Friends to reflect on the Discussion Questions lifted up at the end of the video. Use worship sharing practice or facilitate a discussion with queries.

## Closing:

1. Ask Friends to reflect: “I wonder what part of our time together you liked best? I wonder what part was most important for you?”
2. Give out slips of paper with “take home queries” below on one side, and FWCC SoA website address on the other side: [www.fwccamericas.org](http://www.fwccamericas.org)
  - What inward changes might happen because I learned to Listen in Tongues?
  - How can “listening in tongues” help Friends with outreach?
3. Close the time by sharing a moment of silence in gratitude for the time together, or ask an elder in the group to offer a prayer of thanks and going forth.

## Leader Reflection and Debrief:

Complete Evaluation for FWCC online or in the **Resource Guide**.

# Sample Lesson for Children: Listening in Tongues

## Preparation in the Days Before: Inward and Outward

1. Communicate with the community, including families, about the program (see “World Quaker Day” poster, if before October 2); gather supplies and copy photo release forms; ask others to support hospitality, photos and documentation of the event.
2. Consider suggested queries: *What helps me to do my best listening? How does Listening in Tongues with each other help us to listen for God?*
3. Read “Guiding Principles of Lesson Planning for Children’s Religious Education” on page 11 and guidance for wondering with children on pages 12-13 of the **Resource Guide**.
4. Watch the video “Nurturing the Spirituality of Children” [vimeo.com/156188392](https://vimeo.com/156188392)
5. Gather materials: book (see below); music and means to play; roll of paper; variety of coloring materials (paint, crayons); paper for collaging; scissors and glue sticks.

**Opening and Framing:** Welcome the group and introduce the lesson.

“Good morning, Friends. My name is \_\_\_\_\_, and I am so glad to see you all today. We’re going to explore together how we listen with our whole selves.”

## Building the Circle:

1. Introductions, share names around the circle
2. Group sharing: I wonder what name you call(ed) your grandmother? I wonder what word you most often use for God?

## Core Activity:

1. Read out loud the book, *Swimmy* by Leo Lionni
2. Wonder about the book together: *What part did the listeners like best? What part was most important to them today? Where did they see themselves in the story, or what part was about them? How did listening help Swimmy and the other fish?* (See pages 12-13 in **Resource Guide** for guidance about using wondering questions.)
3. Mural activity: Invite participants to contribute to a group picture while listening to a quiet piece of music (for example, “The Lark Ascending” by Vaughan Williams [www.youtube.com/watch?v=ZR2JIDnT2l8](https://www.youtube.com/watch?v=ZR2JIDnT2l8))
4. Ask participants to draw/paint/color what they feel and hear in the music.
5. When the group has finished their work, gather to celebrate how each has contributed to the whole. How does the visual representation of what they heard reflect different ways of listening to the music?

## Closing:

1. Thank the circle of children for their work together.
2. Do a “heart sharing” around the circle: each participant offers one word or phrase to describe their experience and/or how they are feeling.
3. Close the time by sharing a moment of silence in gratitude for the time together, or offer a prayer of thanks and going forth.

## Leader Reflection and Debrief:

Complete Evaluation for FWCC online or in the **Resource Guide**.

# Bibliography and Resources for *Listening in Tongues*



## Games to Gather Us (multigenerational):

### “Greetings Without Words”

Leader says: Welcome to all! Thank God you're here!

1. I want you to welcome the person next to you without speaking out loud. How can you show the person next to you that he or she is an expected and beloved guest, without using words?
2. Next, find someone you don't know and welcome him or her, also without speaking.
3. Now welcome God to be present with us, again without speaking.
4. What did you see when we were greeting other people? Smiles? Outstretched hands? Hugs? Heads bowed? We show that we are happy, we have no weapons in hand, we honor our neighbor, right? And all that without words. Gestures are a form of language, from a certain point of view. Silence also.

- Robin Mohr, FWCC

“Telephone” or “Whisper Down the Lane” — Sit in a circle or stand in a straight line close enough that whispering is possible, but not so close that you can hear each other whisper. The first person in the line or circle whispers a word or phrase into the ear of the person sitting or standing to their right. Continue to whisper the phrase you hear to your neighbor until it reaches the last player in line. The last person to receive the word or phrase repeats it out loud so everyone can hear how much it has changed from the first whisper at the beginning of the circle or line.

- Chris DeRoller, NYYM

“This is a ...” — Pass an everyday object around the circle and each person has to say what it is - without naming what it actually is. So a Frisbee might go around and be a steering wheel, beret, large earring, homeplate, door to an alternate universe, etc.

- Chris DeRoller, NYYM

“Leader of the Orchestra” — Two people leave the circle, a leader is then chosen from those remaining. The leader begins doing a repetitive motion that everyone follows. The two return and sit in the center of the circle as the leader continues to make a series of repetitive motions with frequent changes. Two in middle try to guess who leader is. The leader has two jobs: one is not to get caught and the second is to make sure the group is having a good time; of the two jobs the second one is the more important!

- Chris DeRoller, NYYM

### “Hello in Different Languages” —

[wilderdom.com/games/descriptions/HelloInDifferentLanguages.html](http://wilderdom.com/games/descriptions/HelloInDifferentLanguages.html)

### “The Story of My Name” —

[wilderdom.com/games/descriptions/NameStory.html](http://wilderdom.com/games/descriptions/NameStory.html)

## Videos:

*(If group is multigenerational, suggested age for QuakerSpeak viewing is 12 and up.)*

*Listening in Tongues:* [QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value](http://QuakerSpeak.com/listening-in-tongues-being-bilingual-quaker-value)

*Quakers and the Still, Small Voice:* [quakerspeak.com/quakers-and-the-still-small-voice](http://quakerspeak.com/quakers-and-the-still-small-voice)

*Listening Each Other Into Wholeness:* [quakerspeak.com/listening-each-other-into-wholeness](http://quakerspeak.com/listening-each-other-into-wholeness)

*How to Serve on a Quaker Clearness Committee:* [quakerspeak.com/serve-quaker-clearness-committee](http://quakerspeak.com/serve-quaker-clearness-committee)

*Nurturing the Spirituality of Children:* [vimeo.com/156188392](http://vimeo.com/156188392)

*Apoyando de Espiritualidad de los Niños:* [vimeo.com/162812928](http://vimeo.com/162812928)

## Hymns and Songs:

*Friends Forever*

*I Love To Tell the Story*

*Though I May Speak With Bravest Fire*

*A Place in the Choir (All God's Critters)*

*No Man Is An Island*

For closing: *As We Leave This Friendly Place*

*Now Let Every Tongue Adore Thee*

*We Are the Boat/Somos el Barco*

*If I Have Wounded Any Soul Today*

*We Worship God in Many Ways*

## Books for Adults:

*Radicalizing Spirit: The Challenge of Contemporary Quakerism* by Jeffrey Dudiak

*Where Words Come From* (Swarthmore Lecture) by Douglas V. Steere

*How to Talk So that Kids Will Listen, and Listen So that Kids Will Talk* by Adele Faber and Elaine Mazlish

*Say the Wrong Thing: Stories and Strategies for Racial Justice and Authentic Community* by Dr. Amanda Kemp

*That's Not What I Meant!: How Conversational Style Makes or Breaks Relationships,* and

*You Just Don't Understand: Women and Men in Conversation,* both by Deborah Tannen

## Books for Children (ages 0-99):

*One Green Apple* by Eve Bunting

*In God's Name* and *God In Between* by Sandy Eisenberg Sasso

*The Other Side* by Jacqueline Woodson

*La Mariposa* by Francisco Jiménez and Simon Silva

*The Name Jar* by Yangsook Choi

*Swimmy* and *Frederick* by Leo Lionni

*The Message of the Birds* by Kate Westerlund and Feridum Oral

*Jack's Talent* by Maryann Cocca-Leffler

*Owen and Mzee: The Story of a Remarkable Friendship* by Isabella Hatkoff, Paula Kahumbu, Craig Hatkoff, Peter Greste

## **Suggested Stories About Listening for Godly Play® and Faith & Play™ Practitioners:**

### **Godly Play:**

*The Great Family (Volume 2)*  
*Advent (Volume 3)*  
*Faces of Easter (Volume 4)*

### **Faith & Play:**

*Listening for God*  
*George Fox's Big Discovery*  
*John Woolman Visits the Indians at Wyalusing  
Gifts*

Friends interested in using Faith & Play™ (or Godly Play®) stories as religious education resources should be aware that there is a particular method of storytelling and supporting children's spiritual lives that these stories employ. More information about Faith & Play and Godly Play for Friends, including training opportunities, can be found on the website: <http://www.fgcquaker.org/faith-and-play>.

## **Quaker Religious Education Curriculum for Children and Youth:**

*The John Woolman Curriculum (ages 4-14)*; particularly Chapter 3, "John Woolman's Work with Native Americans" — [www.pym.org/publications/wp-content/uploads/sites/15/2015/08/John-Woolman-Curriculum-2.pdf](http://www.pym.org/publications/wp-content/uploads/sites/15/2015/08/John-Woolman-Curriculum-2.pdf)

*The Light and Languages of Pentecost* — [www.quakers4re.org/sites/default/files/The%20Light%20of%20Pentecost\\_0.pdf](http://www.quakers4re.org/sites/default/files/The%20Light%20of%20Pentecost_0.pdf)

## **Creating Welcome and Inclusion:**

*Welcoming Diverse Newcomers: Transforming Quaker Welcoming Poster*  
<https://www.fgcquaker.org/sites/www.fgcquaker.org/files/attachments/WelcomingDiversityPoster.pdf>

*Understanding Racism and Privilege Among Friends*  
<https://www.fgcquaker.org/sites/www.fgcquaker.org/files/attachments/UnderstandingRacismPrivilege.pdf>

## **Wider Quaker Fellowship pamphlets relevant to *Listening in Tongues*:**

*Learning to Learn: The Journey of a Cross-Cultural Public Friend*, Author: Nancy Thomas  
Summary: Chapter from book "Walk Worthy of Your Calling." Friend from Northwest Y.M. describes her missionary work in Bolivia, with vivid descriptions of initial culture shock and slowly getting to feel at home. Country: USA, Bolivia WQF publication year: 2004  
Publisher: Friends United Press <http://www.voicesoffriends.org/pub/Thomas2004.pdf>

*One Body with Many Parts*, Author: Joyce (Dududzile) Mtshazo  
Summary: Talk given at FWCC 50th Anniversary. A South African Friend describes Quakerism in her country and what it was like for Black South Africans living under apartheid.  
WQF 1988 <http://www.voicesoffriends.org/pub/Mtshazo1988.pdf>

*Conversations from the Heartland*, Author: Kat Griffith  
Summary: Friends Journal article: Midwestern "liberal-type" Friend who home schools her children describes her communication with other home-schooling mothers who are fundamentalist Christians, and efforts to find common spiritual ground.  
WQF publication year: 2006 <http://www.voicesoffriends.org/pub/Griffith2007.pdf>

*Being Salt and Light: Excerpts from the Plenary Speeches from the 2012 World Conference of Friends held in Kenya*, Author: Friends World Committee for Consultation

Summary: Excerpts from plenary speeches given at the historic World Conference of Friends that took place at Kabarak University in Kenya in April 2012. Over 850 Friends from 51 countries around the world gathered to worship, sing, dance, hear talks, participate in workshops, and learn from each other. Country: Kenya, Nepal, Philippines, Cuba, New Zealand, Britain, USA, Rwanda, Burundi WQF publication year: 2013 <http://www.voicesoffriends.org/pub/FWCC2013.pdf>

*A Bridge of Love/Un Puente de Amor*, Author: Heredio Santos

Summary: Keynote address given by a Cuban pastor to New England Yearly meeting in 1991 WQF publication year: 1993 <http://www.voicesoffriends.org/pub/Santos1993.pdf>

*From Encounter to Ministry: The Life and Faith of Latin American Friends*

Nancy Thomas, Editor

Summary: A collection of narrative stories of faith from Quakers in Latin America, from the book of the same name Country: Bolivia WQF publication year: 2013 Publisher: Editorial CALA <http://www.voicesoffriends.org/pub/Thomas2013.pdf>

*On the Way to Harmony: The Spiritual Disciplines of a Christian Reconciling Ministry*

Author: Eden Grace

Summary: Keynote Address to FWCC-SOA Annual Meeting, Greensboro, 2001. Friend from New England YM describes her work with the World Council of Churches, seeking common ground with other Christians from around the world. WQF publication year: 2001 <http://www.voicesoffriends.org/pub/Grace2001.pdf>

#### **Tech Tips for Showing the QuakerSpeak Videos**

1. Test out your tech set-up in advance.
2. Download the video and save the file rather than relying on internet connections.
3. Bring an extension cord or plug adapter as needed.
4. With a small group it may be fine to use a laptop. For a larger group, try to locate a projector. Test it out in the room with the lighting you will have at the time you are going to show it.
5. Confirm that the speakers you have will be loud enough for the room and the size of the group – this is even more important than being able to see clearly.

**Friendly Note:** You may wish to use this lesson on World Quaker Day – the first Sunday in October. For more information, visit [www.worldquakerday.org](http://www.worldquakerday.org)

