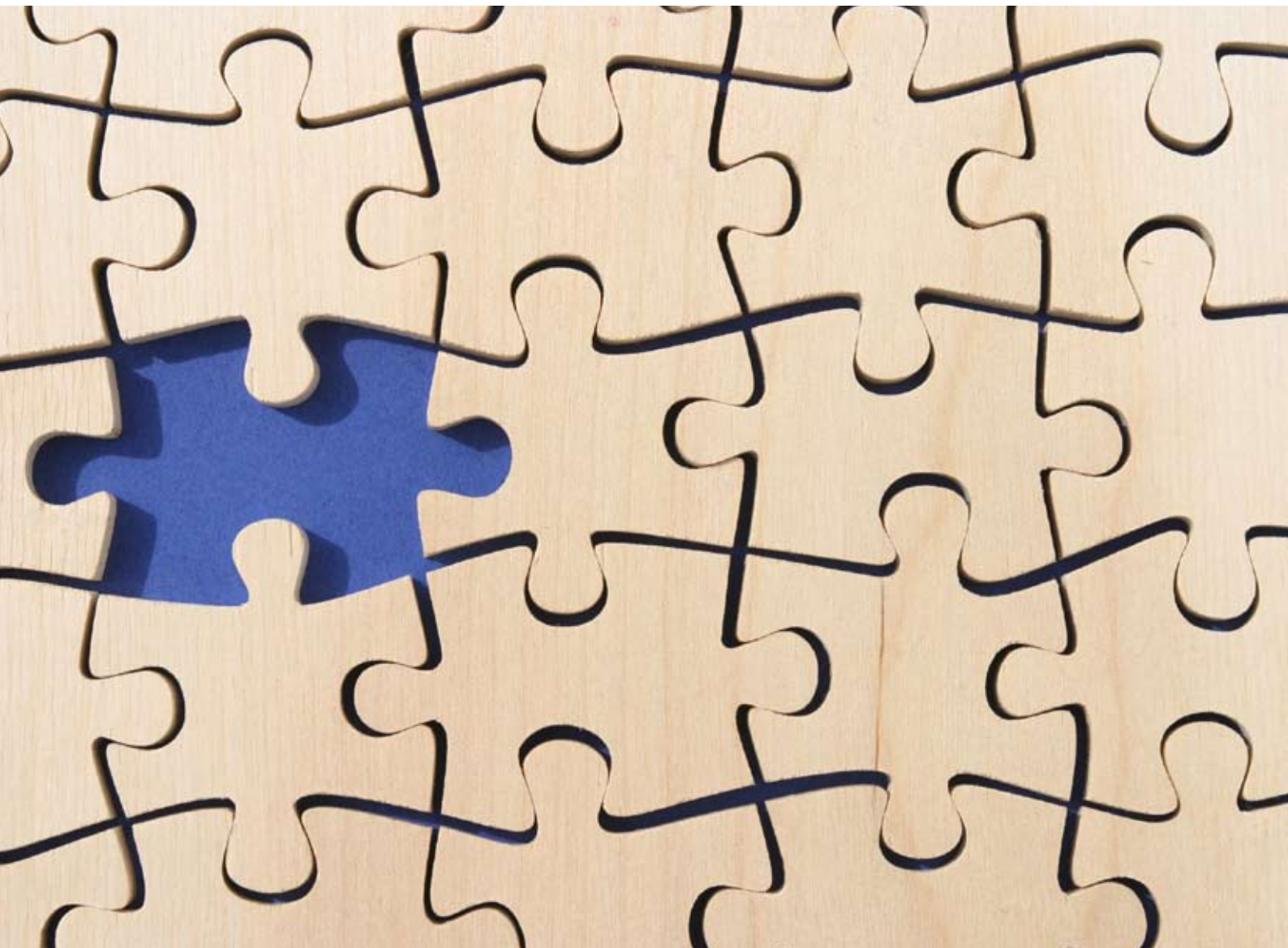


Creating Community: Creating Connections



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www.quaker.org.uk

Resources for engaging with children and young people

Journeys in the Spirit is published in two editions: a children's work edition published monthly and a young people's work edition published three times a year. The two editions offer resources and ideas for Quakers engaging with children and young people in a Quaker setting. They are offered with the intention of providing opportunities for exploring, creating and learning in an atmosphere of worship in partnership on our shared journey in the spirit. Both editions are free and available on subscription in paper or email versions from: Children and young people's staff team – **0207 663 1013** or email to: bevelies@quaker.org.uk

In the May, June and July issues of the Children's edition of *Journeys in the Spirit* the topical activity will focus on the Yearly Meeting Gathering theme. The June youth edition has 'Creating Community, Creating Connections' as its theme. *Journeys in the Spirit* is suitable for working with adults and engaging with children and young people in separate or multi-generational learning and sharing settings. You will find additional relevant resources that link to themes in this pack in previous issues, including:

- **spiritual journeying:** Quaker religious practices such as meeting for worship, stilling, centering, and prayer, see children edition issues 0 (sample issue), 1 to 4, 10, 12, 14, 16, and youth edition 0 (sample issue).
- **Quaker values,** faith in action and Quaker decision-making, see children's edition issues 5 to 8 on the Quaker Testimonies, and issues 11, 13, 15, 17, 19, 21, 23 and 25 on a range of Quaker work in the world. In the youth edition see issues 1 on Quaker Testimonies and 6 on making decisions .

These resources are all available online: www.quaker.org.uk/cyp. Follow the links to Resources where there are the *Journeys in the Spirit* samples. By scrolling down the page you will find an Archive of all but the most recent issues of both editions.

From the Yearly Meeting Gathering Co-Clerks

Dear Friends,

Welcome to this study pack designed to help your meeting engage creatively with the theme of Yearly Meeting Gathering 2009: 'Creating Community: Creating Connections'. We hope these materials will be used in meetings across Britain Yearly Meeting, whether or not Friends are taking part in YMG.

In partnership with Woodbrooke Quaker Study Centre we have produced materials for nineteen 90-minute study sessions for you to select from, according to the needs and circumstances of your meeting, or you might choose to do them all. The enclosed set of sessions is for use before and immediately after YMG; two further sets will arrive in your meeting in time to start sessions again in the autumn.

There are four main outcomes that you can hope for when Friends in your meeting take part:

Friends will feel

1. prepared to engage with different aspects of YM and JYM business
2. that they are part of YMG, whether or not they are able to attend, and are upholding the work and discernment done there
3. that they have got to know important dimensions of the Quaker Way, and one another, better
4. that they are contributing to a stronger and more confident local meeting

Sessions build on work that many meetings have done in *Hearts and Minds Prepared* groups. They are suitable for similar-sized groups: between six and ten participants including two facilitators, and can include young people of JYM age (16-19). Please encourage young people to participate and invite them to be involved in running sessions too.

The Quaker Life children and young people's work staff team has produced material on the themes in this pack specifically for engaging with children and young people to age 18, and with the intention of creating opportunities for multi-generational learning and sharing in meetings. Materials for engaging with children aged 4-12 will be in the topical activity sections of the *Journeys in the Spirit* children's editions of May, June and July; materials for engaging with young people aged 12-18 will be in the *Journeys in the Spirit* youth edition in June.

You will have received this first set of materials in time to run seven sessions before YMG (if you meet approximately fortnightly). There is also one session for immediately after YMG and an optional Concluding Session for groups not intending to continue together beyond Set One.

The ten sessions in Sets Two and Three are for use after YMG. They could be spread over the period September 2009 to April 2010 - in time for Yearly Meeting in London in May 2010.

We realise that not every group will want to use all of the materials in the complete pack, so each session has been designed as a 'stand alone'. But we know from experience that the more sessions you do as a group the richer your experience and time together will be.

We look forward to seeing many of you at Yearly Meeting Gathering, and we hope you and your meeting enjoy working with these learning materials.

Paul Parker and Lizz Roe
Yearly Meeting Gathering Co-clerks

Creating Community: Creating Connections

Yearly Meeting Gathering learning materials

Lizz Roe and Zélie Gross

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Setting up a study group in your meeting

Notes for organisers

First, let others in the meeting know about this learning pack as soon as possible, including clerks, elders and overseers and the meeting as a whole. The next step is to gather other interested and/or appointed Friends to form a convening group, or team up with at least one other person, to take this forward.

In planning a study group, the convening group needs to consider:

1. How many and/or which sessions would best meet the needs and circumstances of the meeting
2. The names of possible facilitators
3. Dates, times and venue(s)
4. Advertising and forming the study group

1 Deciding which sets or sessions to do

The convening group might wish to advise on this or leave this decision to the study group. There is guidance in the **Set Notes** for each of the three sets of sessions on how to go about this. Consider the possibility that a group might change its membership and/or facilitator after completing sessions in one set.

The pack is designed to be relevant and usable long after YMG. You can still do all sessions, including the sessions immediately before and after Yearly Meeting Gathering with minor adjustments to wording.

2 Finding facilitators

All the activities are straightforward and can be run by anyone with some experience of working in groups, not necessarily of leading them (there is always a first time). It is helpful to have two facilitators who can share the work and support each other. The study group might consider rotating facilitation. Where a facilitator is new to Quaker learning groups, it is helpful if they have the support of someone with this experience.

3 Dates, times and venues

You may decide not to plan all these details in advance, depending on how your meeting usually goes about this. Consider consulting those who express interest at an early stage and/or leaving some details to when the study group is formed.

4 Advertising and forming the study group

Use all the ways usual for your meeting, including Notices, newsletter, email and talking to individuals you think might be interested. Include:

- Brief information about the pack and the chosen set(s) of sessions
- Ways of working; committing to an agreed series of sessions
- Dates times and venues, if these have been decided
- A request for contact details, including email address
- A deadline of when to sign up by

Respond to all replies and queries in order to arrive at a firm list of committed participants. Before the first session, provide each participant and facilitator with copies of the **Session Map** and the relevant **Set Notes**.

Facilitating study sessions

Notes for facilitators

If you are new to facilitating, the brief guidance here will help you get started - you will learn most of the skills needed along the way. For further advice you can contact Lizz Roe: Lizz@Woodbrooke.org.uk or 0121 415 6787

Each session follows the same pattern. To avoid repeating information that will quickly become familiar to you, these two pages explain things that apply to all sessions. Refer to them as you need to.

Numbered Session sheets: These contain the particular details you need to run each session, including:

- the purpose of the session
- the resources you need and any duplicating instructions
- details of how to run each activity

Resources: You will need a kit that includes scrap paper and pens for writing, and a pack or two of Post-it notes - minimum size: 3 x 5 inches. For some sessions you also need large sheets of flip chart or similar-sized paper, and marker pens. It helps to have more than one colour.

Welcome and worship: Welcome everyone at the start and settle in silent worship for about 10 minutes.

Introduce the session: Remind the group of the session title and say a little to explain what the session is about. Include the Purpose of the session, the titles of the activities and the ways of working.

Introduce and run each activity: Feel free to use your own words where spoken wording is suggested. Take a full part in all activities yourself.

Speaking in the group: Except for a Go-round, sharing is best done not by going round the circle in turn but in any order as people are ready to contribute. Inform the group at the start how much time there is to share, including silence. Asking people to take responsibility for sharing time is more helpful than timing people strictly to their 2 or 3 minutes each. Whatever the method for sharing, always explain that it is OK to pass or not contribute.

Creative listening A way of sharing thoughts, one person at a time as led, with spaces between and without commenting on what others say.

Go-round Like creative listening but shorter - a minute or so each at the most. Make this clear, and start by modelling what it means in practice.

Worship sharing A more reflective, more spirit-led version of creative listening. It needs more time with opportunity for more silence.

Thought shower (or brainstorm) Encourage a free-flow of lots of ideas and write up everything offered. When ideas slow down, begin to group similar things together or prioritise, depending on the nature of the activity.

Discussion Do your best to keep a balance between those with a lot to say and those who find it less easy to speak in the group. When working in two groups it helps to have a facilitator with each group.

Focus sheets: The resources for most sessions include photocopyable Focus sheets and/or slips in large type. For a whole group, place Focus sheets on the table or floor in 4 directions so everyone can read them. Focus slips for pairs or small group work can be given to participants to take away with them.

Timing the session: It helps to keep to the times given, but slippages invariably happen. In any event, keep to your agreed finishing time. Remind people that time keeping is a shared responsibility of the whole group.

Drawing on expertise in the group: Whatever your level of experience as a facilitator it is useful to be aware of the range of skills and experience in the group. Find ways of encouraging people to contribute their knowledge or expertise, including asking for support or help when you need it.

Closing worship and Notices: Ask the group to settle into stillness for about 5 minutes after the last activity of the session. Then remind people about the date/other practical details of the next session, and give the session title.

Social time before or after the session: Not essential, but a good way to get to know one another better.

Keeping communication going: Encourage people to be in touch if they have to miss a session, and see that absentees are informed of any changes or plans for future sessions. Keep the rest of the meeting informed of what you are doing (especially if you are going to Yearly Meeting Gathering).

Ways of helping inclusivity in the group

Experience and knowledge: Avoid making assumptions about what people already know or have experienced before, e.g.

- When introducing an activity for the first time, check everyone understands.
- Explain terms such as ‘thought shower’ or ‘creative listening’ (see above).
- Check everyone knows what acronyms stand for before using them.

Particular needs: Avoid assumptions about the best way to meet a person’s particular needs, e.g. sight or hearing. Invite people to make their needs known and to say what works best for them. This will help everyone share in the responsibility of making the group inclusive. Other things that help:

- ***Furniture:*** arrange the seating in a circle, with a table in the middle for focus sheets and thought shower or feedback sheets
- ***Giving verbal information:*** take your time, speak clearly
- ***Writing up contributions from the group:*** read out what is being written and face the group when speaking
- ***Working with handouts:*** read aloud as well, or invite a volunteer. Make available some copies in large print on the first occasion handouts are used with a group, and thereafter as required
- ***Reading aloud in the group:*** invite volunteers rather than expect everyone to participate

This learning pack comprises three sets of 90-minute study sessions based on three aspects of the Yearly Meeting Gathering theme:

Creating Community: Creating Connections

Set One is intended for use before and immediately after YMG, Sets Two and Three over as many months afterwards as you wish. The three sets of sessions explore between them the various dimensions of the life of a meeting that need to be addressed in order to build and sustain healthy and enriching communities. Meetings can select sessions that best meet their needs and circumstances.

Introductory Session

Set One: Creating Inward Connections **7 sessions**

1. Living our values
2. Meeting for worship for business
3. Roles, responsibilities and service
4. Addressing conflict
5. Renewing our vision
6. Discernment and Quaker decision-making
7. Debriefing after Yearly Meeting Gathering

Set Two: Creating Community **5 sessions**

8. Sharing our spiritual journeying
9. Working meaningfully together
10. Learning from one another
11. Celebrating together
12. Exploring and expressing friendship

Set Three: Creating Outward Connections **5 sessions**

13. Nurturing a shared vision
14. Building and demonstrating the alternative
15. Celebrating, praying and praising others
16. Speaking out
17. Carrying out symbolic and practical action

Concluding Session

As a member of a study group using these sessions, you are asked:

- to work in a spirit of being willing to listen to others, to consider another's experience and to be willing to share something of yourself, and to hold these things in confidence between you
- to endeavour to cooperate with others in the group and with the learning processes, and to uphold your facilitator
- to attend as many of the sessions agreed by the group as possible

There is no preparation to do before sessions, though it will always be useful to have read sections relevant to the session topic in Quaker faith & practice (3rd edition). Where there are biblical references the version used is the NRSV.

At the end of your course of sessions as a group, please take some time to tell us about your experience, either through the process offered in the Concluding Session or by using the Feedback forms included in the pack.

Feeding back on your experience**Facilitator**

If your group did the Concluding Session, please send us your record (or a copy) of what participants said about their experience of working with these sessions. Or send us their participant feedback forms if they completed those instead.

We would also like to hear about your experience as a facilitator in response to the following questions:

Which sessions did your group do? (Please list the session numbers)

What worked well for you in facilitating the sessions?

What worked less well or was more difficult for you?

What suggestions can you make about the materials in the pack and the guidance notes for facilitators?

Name (optional)

Meeting

Date:

Please send this sheet, together with your record of participant feedback to:

Lizz Roe

Woodbrooke Quaker Study Centre

1046 Bristol Road

Birmingham

B29 6LJ

Or Lizz.roe@woodbrooke.org.uk

Thank you very much. This feedback will really help us in our thinking about future learning materials.

Feeding back on your experience

Participant

We would like to hear about your experience as a participant in a group working with these materials in response to the following questions:

Which sessions did you attend? (Please list the session numbers here, or give the session titles on the back of this sheet)

What did you enjoy? What worked well for you in the sessions?

What was not good or less helpful for you?

What suggestions can you make about the sessions you worked with, or what would you like to see in future learning resources?

Name (optional)

Meeting

Date:

Please either pass this sheet to your facilitator, or send it to:

Lizz Roe
Woodbrooke Quaker Study Centre
1046 Bristol Road
Birmingham
B29 6LJ

Or Lizz.roe@woodbrooke.org.uk

Thank you very much. This feedback will really help us in our thinking about future learning materials.

Set One Creating Inward Connections

Notes for facilitators and participants

What this set of study sessions is about

Many meetings have members and attenders from a wide range of faith backgrounds or none. Language can sometimes cause confusion (and hurt) rather than contribute to communication. In addition, many of us come from work/professional backgrounds where we are expected to behave in ways that may be at odds with the ways used by Friends. While Quakers have traditionally endeavoured to be open to new light from wherever it might come, Friends sometimes feel under siege trying to defend traditional practices, which they may not be experienced in articulating.

The sessions in Set One start with an **Introductory Session** – an opportunity to get to know one another, establish ways of working and consider the way ahead. The five sessions that follow offer ways of exploring five core elements of Quaker practice that underpin our worshipping communities. They are intended to help us:

- Establish what our meeting is about

Session 1: Living our Quaker values

- Explore how it conducts itself

Session 2: Meeting for worship for business

Session 3: Roles, responsibilities and service

- Consider how it handles conflict

Session 4: Addressing conflict

- Pay attention to how it is faring as both a spiritual and socially alert community

Session 5: Renewing our vision

Set One also includes two sessions of specific relevance to YMG:

Session 6: Discernment and Quaker decision-making.

Session 7: Debriefing after Yearly Meeting Gathering

Session 6 will help prepare those going to YMG, and by involving everyone in the group will contribute to upholding the work and discernment done there. You may wish to purchase additional sets of Documents in Advance if a number in the group are not attending YMG.

Session 7 is an opportunity for those who attend YMG to share the experience and learning they gain, and to convey this to others in the meeting.

Choosing which sessions to do from Set One

Whether you do all eight sessions or a selection, it will help to do them in sequence and to start with the **Introductory Session**. In any event, it would be unwise to start with the session on conflict.

If you don't intend to carry on as a group after Set One, consider finishing with the **Concluding Session**, also included with this set.

Set Two Creating Community

Notes for facilitators and participants

Session plans for **Set Two** will be sent to your meeting in time for you to begin working with them from September 2009.

What this set of study sessions is about

Many people come to Friends hoping to be part of some kind of community. They may express this in different ways - as a need for a feeling of connection, for people to talk to about things that matter, for somewhere they can do things that will make a difference, for a place to be still with others, or to feel involved and useful. Others arrive in a meeting not anticipating the community or corporate dimension of Quakers. But one of the distinctive things about Friends is the emphasis on a communal and corporate spiritual and witnessing life. For many Friends there are challenges in this – we are often part of multiple communities (work, neighbourhoods, extended family) and may be the only Quaker in our immediate family or group of friends. This can lead to pressures of time and other resources.

These sessions are intended to help us pay attention to five practices that when shared or undertaken together help a meeting build community. Each session explores one of these practices:

Session 8: Sharing our spiritual journeying

Session 9: Working meaningfully together

Session 10: Learning from one another

Session 11: Celebrating together

Session 12: Exploring and expressing friendship

Choosing which sessions to do from Set Two

Whether you do all five sessions or a selection, it will help to do them in sequence. If you are beginning as a group with this set, consider starting with the **Introductory Session**.

If you don't intend to carry on as a group after Set Two, consider finishing with the **Concluding Session**.

Set Three Creating Outward Connections

Notes for facilitators and participants

Session plans for **Set Three** will be sent to your meeting in time for you to begin working with them from September 2009.

What this set of study sessions is about

Over the course of our history Quakers have been in the vanguard of many spiritual and social concerns. We have always held to the idea that witness and worship go hand in hand and enrich the other. Finding allies in the community, witnessing to our values, and reaching beyond our own meeting to other meetings or our local geographical community feeds our worshiping, spiritual and social lives. Within the areas of Peace, Integrity, Equality, Justice, Truth, Simplicity, Community and Earth-care, we may be led, individually and corporately, to express our testimony to different issues. Working with others allows us to discover and explore shared truths and to find ways together to contribute to significant spiritual and social change.

Broadly speaking, there are five ways of witnessing to our Quaker testimony that help in the process of working with others, and which demonstrate the key Quaker idea that the means should be congruent with the ends. Each of the five sessions in Set Three explores one of these ways:

Session 13: Nurturing a shared vision

Session 14: Building and demonstrating the alternative

Session 15: Celebrating, praying and praising others

Session 16: Speaking out

Session 17: Carrying out symbolic and practical action

Choosing which sessions to do from Set Three

Whether you do all five sessions or a selection, it will help to do them in sequence. If you are beginning as a group with this set, consider starting with the **Introductory Session**.

It is especially useful at the end of Set Three to do the **Concluding Session** as a way of rounding off your engagement with this study pack and thinking about next steps. During this session you will be invited to reflect on your experience of working with these materials and to make notes to pass on to us. Facilitators will be invited to evaluate their experience of facilitating the sessions.

Introductory session**90 minutes****Resources:**

- ‘Session Map’ and ‘Set One Notes’ – Spare copies Activity 1
- Focus sheet x four Activity 1
- Post-it notes and pens Activity 2
- Focus slip x one each Activity 2
- Large sheet of paper Activity 2

Welcome and worship**10 minutes****Session introduction****5 minutes**

Purpose of this session: to get to know one another, understand what lies ahead in future sessions, clarify our concerns or needs and agree on ways of working.

Introductions in the group**10 minutes**

In a go-round, participants say a little about themselves - anything they would like to share with the group in about a minute each.

Activity 1: Anticipating the way ahead Creative listening **20 minutes**

Check everyone has a copy of the Set One Notes and ask people to spend a few minutes reading that sheet. Suggest that they might find it useful to refer to their copy of the Session Map during the activity.

Focus questions for creative listening:

What am I looking forward to? What am I concerned about?

Activity 2: Ways of working together**35 minutes**

Introduction and practicalities

5

Discussion in pairs + feedback in the group

15 + 15

1. Discussion in pairs

- Distribute Focus slips, Post-it notes and pens
- Invite pairs to discuss and note ideas
- Disperse as necessary out of earshot

Focus questions for discussion in pairs:

What ground rules do we need to agree as a group?

What will help me feel confident about participating in the group?

2. Feedback in the group

- Ask people to place their notes on the paper sheet. Read them out.
- Invite the group to discuss and move the notes to reflect priorities. Further notes can be added if there are significant gaps, e.g. listening well, starting and finishing on time, being willing to talk about oneself etc. (The group might like to have the sheet kept for future reference)

Closing worship**5 minutes****Notices****5 minutes**

What am I looking forward to?

What am I concerned about?

What am I looking forward to?

What am I concerned about?

[Session 1 Focus slip]

What ground rules do we need to agree as a group?

What will help me feel confident about participating in the group?

[Session 1 Focus slip]

What ground rules do we need to agree as a group?

What will help me feel confident about participating in the group?

[Session 1 Focus slip]

What ground rules do we need to agree as a group?

What will help me feel confident about participating in the group?

[Session 1 Focus slip]

What ground rules do we need to agree as a group?

What will help me feel confident about participating in the group?

[Session 1 Focus slip]

What ground rules do we need to agree as a group?

What will help me feel confident about participating in the group?

Resources:

- Focus sheet 1 x four
 - Post-it notes and pens
 - Large sheet of paper
 - Focus slip x one each
 - Focus sheet 2 x four
- Activity 1
Activity 1
Activity 1
Activity 1
Activity 2

Welcome and worship**10 minutes****Session introduction****5 minutes**

Purpose of this session: To clarify our understanding of Quaker values and how we live by them, as individuals and as a meeting community.

Read out the following extract from 'A Framework for Action 2009-2014'

'We wish to see meetings and individuals confidently expressing their Quaker faith and values wherever opportunities arise, whether by talking in the bus queue, by their example as neighbours or work colleagues, by taking up issues with the media or by uniting with others.'

Activity 1: The core values of Quakerism**40 minutes**

- Introduction and practicalities 5
- Silent thought shower + discussion in small groups 10 + 25

1. Silent thought shower

- Place the large sheet of paper on the table or floor. Provide Post-it notes and pens. Display the Focus sheets
- Invite people in the silence to write their responses to the focus question, one idea per note, as many as they like, and to place these without comment on the paper
- Still in silence, invite people to move around (or swivel the paper) to read the notes, add more or amend the wording

Focus question for thought shower:

What are the core values of Quakerism, historically and today?

1. **Discussion:** Divide as necessary to form groups of no more than 5 and no fewer than 3. Provide Focus slips.

Focus question for discussion:

How does our meeting express its Quaker values, internally within the worshipping community and externally in the wider community?

Activity 2: The challenge of living our values**25 minutes**

Worship sharing

Focus question for worship sharing:

How do I meet the personal challenge of living out my Quaker values?

Closing worship**5 minutes****Notices****5 minutes**

What are the core values of Quakerism, historically and today?

What are the core values of Quakerism, historically and today?

[Session 1 Focus slip]

How does our meeting express its Quaker values, internally within the worshipping community and externally in the wider community?

[Session 1 Focus slip]

How does our meeting express its Quaker values, internally within the worshipping community and externally in the wider community?

[Session 1 Focus slip]

How does our meeting express its Quaker values, internally within the worshipping community and externally in the wider community?

[Session 1 Focus slip]

How does our meeting express its Quaker values, internally within the worshipping community and externally in the wider community?

[Session 1 Focus slip]

How does our meeting express its Quaker values, internally within the worshipping community and externally in the wider community?

How do I meet the personal challenge of living out my Quaker values?

How do I meet the personal challenge of living out my Quaker values?

Session 2 Meeting for Worship for Business	90 minutes
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Resources:

- | | |
|---|------------|
| • Set of 60 Session 2 activity cards (cut from the card sheets) | Activity 1 |
| • Card activity instructions handout x one each | Activity 1 |
| • Large sheet of paper (e.g. flip chart) + marker pen | Activity 1 |
| • Focus sheet x four | Activity 2 |

Welcome and worship	10 minutes
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Session introduction	5 minutes
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Purpose of this session: To share our understanding of the Quaker business method, to explore how it works in practice and how the discipline of meeting for worship for business serves the process of discernment in our meeting.

Activity 1: Acceptable and unacceptable practice	45 minutes
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- | | |
|---------------------------------|----|
| Introduction and practicalities | 5 |
| Discussion in the whole group* | 40 |

Discussion activity based on an adapted version of ‘The Boundaries Game’

- Work around a table bigger than the sheet of paper (seated around a dining table is ideal)
- Draw a very large oval on the paper. Write:
 - ‘Acceptable’ within the oval
 - ‘Unacceptable’ outside the oval
- Distribute instruction sheets

**In a group of 8 or more participants, including facilitators, duplicate the cards and work in two groups.*

Activity 2: Reflecting on our own practice	20 minutes
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Creative listening

Focus questions for creative listening:

How well does the practice in our meetings for worship for business serve the process of discernment?

How might more people be encouraged to attend meeting for worship for business?

Closing worship	5 minutes
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Notices	5 minutes
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1. Repeatedly restating a personal view	9. Criticising a Friend who is present by name
2. Rising to speak immediately after another Friend has spoken	10. Criticising a Friend who is absent by name
3. Saying, 'It's time we got on and made a decision. Stop wasting time'	11. Insisting on speaking
4. Addressing the meeting, 'If you do this...'	12. To the clerk, 'Perhaps it would help to have a period of silence'
5. Making a prepared statement	13. Speaking to an item without a sense of having been prompted by the Spirit
6. Telling the clerk to sit down when s/he has risen to move the business on	14. 'I hope so'
7. Coming for the items that interest you	15. Requesting that your dissenting view be recorded in the minutes
8. Sending a letter to be read out	16. Discussing the next item while the clerk gets on with drafting a minute

17. 'I think our Friend is trying to say...'	25. Standing to pray in a meeting for business	
18. Standing while the clerk is drafting a minute to indicate you wish to make a further contribution to that item	26. Ministering during opening worship	
19. Knitting during meeting for worship for business	27. Speaking seated rather than standing	
20. Eating your lunch during the meeting	28. To the clerk, 'That minute does not express the sense of the meeting'	
21. 'I can only attend meeting for worship for business if you make sure Friend X is not there'	29. Making notes during opening worship	
22. Leaving after the item that interests you	30. An attender speaking in meeting for worship for business	
23. Addressing what you say to the previous speaker, rather than the clerk	31. 'Shall we have a show of hands?'	
24. Speaking in a lull, but without being called to by the clerk	32. Bringing a baby to meeting for worship for business	

33. To a Friend who has just spoken, 'No, you are wrong...'	41. Leaving the room in the middle of an agenda item
34. Reading background papers during opening worship	42. Leaving the room during closing worship
35. Asking the clerk if you can speak soon because you have to leave early	43. 'That Friend speaks my mind'
36. During opening worship, mentally rehearsing what to say later	44. 'I absolutely agree'
37. Citing precedents from other meetings	45. An attender present during nominations business
38. Reading from the Bible when called to speak	46. On nominations business, 'Friend X is a really bad choice because...'
39. 'There are Friends not present who would not unite with this minute'	47. 'That name would not have occurred to me'
40. Accepting that your lone dissenting voice must be wrong	48. Speaking to every item on the agenda

49. Coming having not read the agenda and other papers	Blank for you to use	
50. Speaking more than once on a single item	Blank for you to use	
51. Having not been at the meeting, complaining about the decision made	Blank for you to use	
52. Not saying anything when you have a strong sense that the meeting is misled	Blank for you to use	
53. Leaving the meeting early to put the coffee on		
54. Shaking your head and tutting to signal dissent		
55. Saying 'I disagree with what our Friend has just said'		
56. Turning round to signal your approval of a Friend's contribution		

Instructions for playing a version of ‘The Boundaries Game’ adapted for considering Meeting for Worship for Business

- Divide the cards face down between all the participants.
- Working independently and in silence, participants read their own cards and place them face up either within or outside the boundary to indicate statements as acceptable or unacceptable practice in a meeting for worship for business. Use the blank cards to add your own statements at any stage in the game.
- When all the cards have been placed, participants read them in silence, and without comment turn face down any statements they would have placed differently.
- Now all the face-up cards, on which everyone agrees, can be cleared away, and the face-down cards turned over again. As a group, discuss each of these cards to see whether agreement can now be reached on where they should be placed.

Instructions for playing a version of ‘The Boundaries Game’ adapted for considering Meeting for Worship for Business

- Divide the cards face down between all the participants.
- Working independently and in silence, participants read their own cards and place them face up either within or outside the boundary to indicate statements as acceptable or unacceptable practice in a meeting for worship for business. Use the blank cards to add your own statements at any stage in the game.
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- Now all the face-up cards, on which everyone agrees, can be cleared away, and the face-down cards turned over again. As a group, discuss each of these cards to see whether agreement can now be reached on where they should be placed.

How well does the practice in our meetings for worship for business serve the process of discernment?

How might more people be encouraged to attend meeting for worship for business?

How well does the practice in our meetings for worship for business serve the process of discernment?

How might more people be encouraged to attend meeting for worship for business?

Session 3 Roles, Responsibilities and Service 90 minutes**Resources:**

Handout 1 x one each	Activity 1
Paper and pens	Activity 1
Handout 2 x one each	Activity 2
Focus sheet x four	Activity 2

Welcome and worship 10 minutes**Session introduction 5 minutes**

Purpose of this session: To gain a broad view of all the service and involvement needed for our worshipping community to carry out its various purposes and meet the needs of its members, and to understand the role of the nominations process in enabling these things to happen.

Activity 1: Who does what in our meeting 40 minutes

Introduction and practicalities	5
Threes / pairs + sharing in the whole group	20 + 15

1. Working in threes / pairs

- Distribute Handout 1 plus spare paper and pens
- Disperse out of earshot

2. Sharing in the whole group

- Compare, discuss and amend lists
- Invite people to share observations from this exercise

Activity 2: The nominations process 25 minutes

Reading + creative listening	5 + 20
<ul style="list-style-type: none">• Distribute Handout 2. Ask people to read this to themselves (or read aloud around the circle)• Place the focus sheets when everyone has finished reading and invite people to settle into silence for a few moments before anyone speaks	

Focus questions for creative listening:

How does the guidance in Qf&p inform my understanding or experience of the nominations process in our meeting?

What arose in the first activity to shed light on my understanding?

Closing worship 5 minutes**Notices 5 minutes**

Working initially on different pages of this list, each person notes on their sheet the role holders and others in your meeting who are responsible, or who see that these things are done. Consult and compare with each other to complete as many as possible between you. If you don't know the role title you might know the name of the person. Note either or both. Some things will be done by more than one person, or many.

Delete jobs / responsibilities that are not done in your meeting, and add any that are missing from this list. Use more paper if you need it.

1. Setting the agenda for meeting for worship for business
2. Distributing agendas of meetings for worship for business in advance
3. Planning children's meeting
4. Leading a session with the children
5. Maintaining the library
6. Organising outreach activities
7. Receiving mailings, information and appeal requests
8. Taking bookings for rooms
9. Keeping a record of the finances of the meeting

10. Organising study groups in the meeting
11. Compiling the newsletter
12. Coming regularly to meeting for worship
13. Maintaining the upkeep of the meeting house
14. Planning improvements to the meeting house
15. Compiling the address list
16. Making sure the meeting complies with legislation
17. Reading the notices at the end of meeting
18. Conducting a meeting for worship for business
19. Seeing that people are cared for and supported
20. Addressing conflict in the meeting

21. Setting the agenda for a committee meeting
22. Organising a spiritual review in the meeting
23. Attending a committee meeting
24. Maintaining the discipline during meeting for worship
25. Running a study session
26. Welcoming at the door
27. Maintaining the notice boards
28. Making the tea after meeting for worship
29. Upholding the clerk during meeting for worship for business
30. Talking with newcomers after meeting
31. Ordering stocks of leaflets
32. Suggesting courses that people might like to attend

33. Buying resources for children's meeting
34. Keeping in touch with parents
35. Sending children birthday cards
36. Visiting those in need
37. Presenting new members with a copy of Quaker faith & practice
38. Looking after the garden
39. Coming regularly to meeting for worship for business
40. Keeping in touch with young adults away at university
41. Setting out the chairs
42. Organising social activities
43. Verifying CRB applications
44. Representing the meeting at Area meeting for worship for business

Extracts from Quaker faith & practice

3.23 Much of the work of meetings for church affairs and committees will be undertaken by Friends especially appointed by the meeting or committee responsible for the work, most often on the recommendation of a nominations committee. The process of appointment starts when the meeting identifies the need for a task to be performed. It is good practice for a meeting to have a clear view of the tasks that need to be accomplished on its behalf and to fix the length of service required so that both the meeting and the Friend appointed understand the commitment.

Most appointments should be for either one or three years. It is generally undesirable for someone to hold an appointment for more than six years continuously although there may be exceptions. Meetings should give thought to the training of replacements for existing officers and it will help in this process if those appointed try to give the meeting some notice of wishing to be released from service.

Meetings will differ widely in the appointments they need to make. In some meetings, there may be a shortage of people willing to undertake the work that is needed. In others there may be many who are anxious to serve and some may feel excluded from the busy life of the meeting if not offered appointment. It is important that the whole process be open and clearly understood by all who attend.

3.24 The following suggestions for good practice are intended to apply to all our meetings and committees and to the appointment of Friends and, where appropriate, attenders.

- a. In general a nominations procedure should be used when the appointment is to an office in the meeting, or for any other service of importance. Receiving nominations from the body of the meeting is not generally a good method of making appointments.
- b. Nominations committees are appointed in many ways. Sometimes names are suggested from the body of the meeting, on other occasions a special committee is asked to bring forward names of Friends to serve on the nominations committee. In some circumstances participating bodies send forward representatives. It is important to ensure openness and to prevent any suggestion of an inner group; thus membership should be for a limited duration. Many meetings retire one third of their nominations committee every year on a rotating basis.
- c. A nominations committee should meet in a worshipful manner. Committee members will occasionally need to consult each other by telephone, but this should not be the normal means of conducting the committee's business.
- d. The nominations committee is not the appointing body and must bring the suggested names to the body for which it acts. Members of this body have the responsibility for approving the names or not and must be given the opportunity to express any doubts they might have. Sometimes it may seem impossible to find someone to serve. Nominations

committees should not hesitate to bring their problem back to the meeting to ask for both guidance and practical help.

- e. Those nominated to serve as clerk of a meeting, elder, overseer, treasurer, registering officer or as a member of any nominations committee should be in membership. In case of difficulty the Recording Clerk may be consulted.
- f. When it is decided not to renominate any Friend holding an appointment, care should be taken to convey this information sensitively in person or by letter well before nominations are submitted.

3.25 Responsibility for an appointment does not end when it is made. Having been fully involved in the making of the appointments, the meeting must support and uphold those carrying out the tasks. Some may be disappointed that they themselves were not asked to carry out a particular function; humility and prayerful support for those chosen will be better than a continuing resentment.

Our ability to discern the gifts of others is not perfect and we will recognise an element of God's grace in our deliberations. Be bold; welcome the chance to give opportunities to younger Friends and to those more recently arrived, and encourage those who underestimate their own potential for service.

How does the guidance in Qf&p inform my understanding or experience of the nominations process in our meeting?

What arose in the first activity to shed light on my understanding?

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What arose in the first activity to shed light on my understanding?

Session 4	Addressing Conflict	90 minutes
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Resources:

Handout 1 x one each	Activity 1
Focus slip x one each	Activity 1
Handout 2 x one each	Activity 2

Welcome and worship	10 minutes
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Session introduction	5 minutes
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Purpose of this session: To understand how conflict in meetings can arise, and how it might be addressed effectively.

Activity 1: Identifying and addressing conflict	30 minutes
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Introduction and practicalities	5
Reading and sharing in pairs + feedback in the group	20 + 5

1. Sharing in pairs

- Provide copies of Handout 1 and Focus slips
- Ask that partners each read the handout before taking turns to speak
- Disperse as necessary out of earshot

Focus question for sharing in pairs:

What is my usual conflict handling style, and how effective is it?

2. Feedback in the group

“Is there a brief point anyone would like to share?”

Activity 2: Conflict scenarios	35 minutes
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Introduction and practicalities	5
Reading & discussion in small groups + feedback in the group	20 + 10

1. Discussion

- Divide as necessary to form discussion groups of no more than 5 and no fewer than 3
- Provide copies of Handout 2
- Disperse as necessary out of earshot

2. Feedback in the group

“Are there any key issues about handling conflict that you have identified?”

Closing worship	5 minutes
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Notices	5 minutes
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Conflict is normal in any social situation, where individuals or groups often have differing needs or expectations. Sometimes differences between us are unexpressed - a hidden conflict - so that it can seem that everything is OK. When these differences are expressed it can appear that this is the cause of the conflict. The person or group who makes the conflict visible may be thought of or named as troublemakers. This is doubly likely if those bringing the conflict into the open are a minority, or if they feel that it is their needs or expectations that are not being met.

Sometimes conflict over what seems to be a small matter may be symptomatic of a deeper issue. When we become aware of conflict but leave it unacknowledged and unaddressed it can escalate and get out of hand. But addressing conflict is not easy and might take up a lot of the meeting's time and resources. There is a temptation to hope that if we leave things for a while it will all blow over.

It can sometimes feel as though we are better at supporting minorities in the wider society who are struggling for their rights, or working with large-scale conflict transformation, than addressing conflict in our own meetings. How we respond to a conflict in our meeting may be down to past experience, fear, personality, the people involved, the issues, where we think responsibility for 'sorting it out' lies, how we deal with conflict in our own lives, and more besides. It helps to be aware of the ways in which we choose to respond so that we can take a different approach if what we are doing isn't improving things.

Conflict handling styles:

Compromising Characterised by everyone giving up some ground and trying to find a solution that may be the least worst

Controlling Characterised by the sense that conflicts or problems are contests to be won or lost – and where it is important to be the winner

Problem-solving Characterised by a sense that conflicts or problems are there to be solved between us, and that everyone can win

Accommodating Characterised by areas of agreement being emphasised and disagreements smoothed over or ignored

Avoiding Characterised by the feeling that people are withdrawing either emotionally or physically from the problem or conflict

What is my usual conflict handling style and how effective is it?

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What is my usual conflict handling style and how effective is it?

As a group, select one scenario to discuss. Making use of ideas in Handout 1, think through together ways of responding to this conflict. Move on to a second scenario if you solve that one promptly!

1. A Friend ministers in almost every meeting for worship at about the same time. A couple of people in the meeting have spoken to the Friend about it but nothing has changed. What can be done and who should do it?
2. An issue comes to a meeting for worship for business. A Friend rises and says that if a particular course of action is taken they will resign their membership or leave the meeting. What can be done and who should do it?
3. A Friend who has served in a particular role for more than two terms is keen to lay the responsibility down. The meeting feels that no-one else can be found for the role. What can be done and who should do it?
4. Within a particular committee there is disagreement about the way forward on an issue that relates to child protection. What can be done and who should do it?
5. An employee of the meeting is unhappy about their terms and conditions and has raised the issue with a number of people. What can be done and who should do it?
6. The meeting has been left a considerable legacy. The deceased Friend left no instructions on how the money was to be used and there are a number of ways the meeting could use it. So far none of the suggestions have met with a lot of enthusiasm except from the Friends who proposed them.
7. A meeting for worship for business has failed to reach unity and some enthusiastic Friends are encouraging others in the meeting to support particular proposals over other suggestions. A few people are in danger of having a major falling out. What can be done and who should do it?

Session 5	Renewing our Vision	90 minutes
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Resources:

Handout x one each	Activity 1
Scrap paper and pens	Activity 1
Focus sheet x four	Activity 2

Welcome and worship	10 minutes
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Session introduction	5 minutes
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Purpose of this session: To reflect on how our meeting is faring and how we would like it to be. To consider practical steps we might take, as individuals or as a group, to move forward in our vision.

Activity 1: Our meeting, how do we want it to be?	45 minutes
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Introduction and practicalities	5
Discussion in small groups + feedback in the group	30 + 10

1. Discussion

- Divide into discussion groups of 3 or 4 (or a whole group of 5)
- Distribute handouts plus scrap paper and pens
- Invite groups to note key points to share
- Disperse as necessary out of earshot

2. Feedback in the group

Invite groups to share key points from their discussions

Activity 2: Putting our ideas into practice	20 minutes
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Creative listening

Focus questions for creative listening:

What can I do to make a difference?

What might we do as a group to move our priorities forward?

Closing worship	5 minutes
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Notices	5 minutes
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Remind people to bring Documents in Advance with them to Session 6

The following queries are designed to help you think about how you would like things to be in your meeting. It may be doing really well in lots of these areas, so focus on where you see potential for development. Choose up to three queries to discuss, and start with the most important (add your own query if a burning issue for your meeting is not included here).

What more might we do...

- to make our meeting a place of welcome for all. How can we address the needs of newcomers more effectively?
- to encourage, support and provide for our children and young people, and include them fully in the life of the meeting?
- to support individuals and families, to help people to get to know each other, and to encourage trust in our meeting community?
- to maximise the potential of our meeting house, to improve facilities for worshippers, visitors and other users of the building?
- to promote exploration of the Quaker way among members and attenders of our meeting? How might we encourage study, learning, discussion or sharing?
- to encourage active involvement in the wider Quaker community? How might we foster links and support Friends' service?
- to encourage attendance at meeting for worship for business? How might we make these meetings more accessible, or interesting, or worthwhile?
- to deepen meeting for worship and make it central to of the life of the meeting? How might we support or encourage Spirit-led vocal ministry?
- to 'let our lives speak' as a meeting? How might we create opportunities for witnessing to our Quaker values?
- to encourage people to take on roles and responsibilities? How might people become more aware of all the things that need to be done, and how might service be shared more equally? How might we support role holders in their service?
- to let people in the local community know we are here? How might we build or foster links that raise awareness of who we are?

What can I do to make a difference?

What might we do as a group to our move our priorities forward?

What can I do to make a difference?

What might we do as a group to our move our priorities forward?

Session 6 Discernment and Quaker Decision-Making 90 minutes**Resources:**

Handout x one each	Activity 1
Focus slip x one each	Activity 1
Documents in Advance x one between two	Activity 2
Paper and pens	Activity 2

Welcome and worship 10 minutes**Session introduction 5 minutes**

Purpose of this session: To prepare for participating in business sessions at Yearly Meeting Gathering, and to uphold the work that will be done there.

Activity 1: Discernment and Quaker decision-making 30 minutes

Introduction and practicalities	5
Reading + discussion in small groups	5 + 20

- Divide as necessary to form discussion groups of no more than 5 and no fewer than 3
- Provide focus slips and copies of the handout
- Ask people to spend the first few minutes in their group browsing through the handout to find extracts that particularly speak to them

Focus questions for discussion:

What is my experience or understanding of discernment – either corporately, as in meeting for worship for business, or personally?

Activity 2: Documents in Advance 35 minutes

Introduction and practicalities	5
Discussion in pairs + feedback/discussion in the group	15 + 15

1. Discussion in pairs

- Divide into pairs, each with a set of documents in advance (or work in threes). Provide paper and pens
- Invite pairs to browse through the documents together noting queries or observations
- Disperse as necessary out of earshot

2. Feedback in the group

Share and discuss anything that has arisen

Closing worship 5 minutes**Notices 5 minutes**

Take heed dear Friends to the promptings of love and truth in your heart. Trust them as the leadings of God, whose Light shows us our darkness and brings us to new life.

Advices & queries 1

The word 'discernment' has only recently entered the Quaker lexicon – previously the process we now think of as 'discernment' was known more simply as 'seeking the will of God'.

Woodbrooke Practising Discernment Course Lizz Roe 2007

Discernment is a spirit-led process, both a personal and a collective experience, for which we must be well-prepared both personally and collectively. Our experience of discernment takes many forms: the sense of 'right-ness' we feel when a decision has been reached is the result of a disciplined process which may have taken many twists and turns, through silent expectant waiting at business meetings, social interaction, personal reflections and shared experiences of many kinds. When we engage in discernment we are committing to laying everything before one another, a kind of spiritual listening with which we test the vision we discover and share together. Robust discernment does not end at the door of the meeting house, but permeates our lives.

From YMGPC/2008-02/14 'Our developing vision'

Paul Parker and Lizz Roe YMG co-clerks 2008

A threshing meeting denotes a meeting at which a variety of different, and sometimes controversial, opinions can be openly, and sometimes forcefully expressed, in order to defuse a situation before a later meeting for worship for business.

Quaker faith & practice 12: 26

It is this belief that God's will can be recognised through the discipline of silent waiting which distinguishes our decision making process from the secular idea of consensus.

Quaker faith & practice 3:02

Discernment. It is a process that begins with considerable private reflection and the asking of some tough questions. The discernment process is not confined to solitary reflection. ... we believe that gathered together we are capable of greater clarity of vision. It is also a recognition of mutual obligations: that of a Friend to test the concern against the counsel of the group and that of the group to exercise its judgement and to seek the guidance of God.

Quaker faith & practice 13:05

In all our meetings for church affairs we need to listen together to the Holy Spirit. We are not seeking a consensus, we are seeking the will of God. The unity of the meeting lies more in the unity of the search than in the decision which is reached. We must not be distressed if our listening involves waiting, perhaps in confusion, until we feel clear what God wants done.

London Yearly Meeting 1984

Quaker faith & practice 2:89

It has been the experience of this yearly meeting in the past to know that friends have met in division and uncertainty, and that then guidance has come, and light has been given to us, and we have become finders of God's purpose. This gives us grounds for confidence. We shall not be held back by the magnitude of the questions which are to come before us, nor by a sense of our own unworthiness.

Yearly Meeting 1936
Quaker faith & practice 2:91

The unity we seek depends on the willingness of us all to seek the truth in each other's utterances; on our being open to persuasion; and in the last resort on a willingness to recognise and accept the sense of the meeting as recorded in the minute, knowing that our dissenting views have been heard and considered.

Quaker faith & practice 3:06

Good corporate discernment rests on three things: trust, love and hope. There is more of course to be said on all of these – but they remain the foundations and the aspirations.

Woodbrooke Practising Discernment Course Lizz Roe 2008

When conflict comes as it does, and the temptation to compromise – to seek consensus – is resisted, the sense of divine guidance is unmistakably registered. New possibilities for a way forward emerge out of discussion... above all, those who take opposing views come to find that the discipline of waiting has mysteriously united them.

John Punshon 1987
Quaker faith & practice 2:90

In our Yearly Meeting the word Discernment is currently used in two distinct ways. The first way describes the sometimes lengthy process we must undertake in order to take or make a truly spirited decision and then act on it. The second way describes the moment in which that spirited decision is reached. It is both of these things – but the spirited decision is helped by attention to the spirit-led process.

Woodbrooke Practising Discernment Course Lizz Roe 2006

Attend to what love requires of you – which may not be great busyness.

From Advices & queries 28

Spend the first few minutes in your group browsing through the handout to find extracts that particularly speak to you.

Then share and discuss your responses to the following query:

What is my experience or understanding of discernment – either corporately, as in meeting for worship for business, or personally?

Spend the first few minutes in your group browsing through the handout to find extracts that particularly speak to you.

Then share and discuss your responses to the following query:

What is my experience or understanding of discernment – either corporately, as in meeting for worship for business, or personally?

Spend the first few minutes in your group browsing through the handout to find extracts that particularly speak to you.

Then share and discuss your responses to the following query:

What is my experience or understanding of discernment – either corporately, as in meeting for worship for business, or personally?

Session 7 Debriefing After Yearly Meeting Gathering **90 minutes****Resources:**

Focus sheet x four	Activity 1
Post-it notes and pens	Activity 2
Focus slip x one each	Activity 2
Large sheets of paper x two and marker pens	Activity 2

Welcome and worship **10 minutes****Session introduction** **5 minutes**

Purpose of this session: to consider what we came away with from Yearly Meeting Gathering, to think about the key messages of YMG 2009 and identify ways of taking these messages to others in our meeting.

Activity 1: Our experience at YMG **25 minutes**

Creative listening

Focus questions for creative listening:

What was good about YMG? What was less good about YMG?

What is the main thing I came away with from YMG?

Activity 2: Involving others in meeting **40 minutes**

Introduction and practicalities	5
Discussion in pairs + thought shower and practical action	15 + 20

1. Discussion in pairs

- Divide into pairs. Provide Focus slips, Post-it notes and pens
- Ask pairs to discuss and note ideas
- Disperse as necessary out of earshot

Focus question for discussion:

What key things do we want to pass on from YMG to others in our meeting?

2. Thought shower in the whole group

- Invite people to place their Post-it notes on a paper sheet. Read them out and invite suggestions for grouping like ideas together.
- Head a second sheet: 'Ways to disseminate these key things in our meeting'. Record ideas in marker pen.
- The group discusses and identifies the most useful/practical ideas (if no-one else does, suggest the possibility of a combination of approaches).

- 3. Practical action:** Invite people to commit to carrying out at least one idea, preferably working with at least one other person. If possible, plan when to meet or be in touch to make a start on this.

Closing worship **5 minutes****Notices** **5 minutes**

What was good about YMG?

What was less good about YMG?

What is the main thing I came away with from YMG?

[Session 7 Focus sheet]

What was good about YMG?

What was less good about YMG?

What is the main thing I came away with from YMG?

[Session 7 Focus sheet]

[Session 7 Focus slip]

What key things do we want to pass on from YMG to others in our meeting?

[Session 7 Focus slip]

What key things do we want to pass on from YMG to others in our meeting?

[Session 7 Focus slip]

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[Session 7 Focus slip]

What key things do we want to pass on from YMG to others in our meeting?

[Session 7 Focus slip]

What key things do we want to pass on from YMG to others in our meeting?

Concluding Session	90 minutes
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Resources:

Focus slip x one each	Activity 1
A4 paper (scrap is fine) and pens	Activity 1
Focus sheet x four	Activity 2

Welcome and worship	10 minutes
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Session introduction	5 minutes
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Purpose of this session: To reflect on and celebrate our time together and to think about where our learning from this experience takes us next.

Activity 1: Reflecting on our experience	25 minutes
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Discussion in pairs + go-round in the group 15 + 10

1. Discussion in pairs

- Distribute Focus slips, paper and pens
- Ask pairs to discuss and note their responses
- Disperse as necessary out of earshot

Focus questions for discussion in pairs:

Over the course of our time in this group what have we enjoyed about the sessions?
What have we found more difficult?

What changes would we make to the themes or activities in these sessions?
What would we like to see in future learning resources?

2. Go-round in the group

- Invite each person to contribute one key point from their written responses that they would like to share with the group
- Ask people to give you any written notes they are willing to have included in the group's evaluation of the study sessions

Activity 2: Looking forward	30 minutes
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Worship sharing

Focus questions for worship sharing:

In what ways have I changed through this experience?
Where does it lead me next?

Closing worship	5 minutes
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At the end of your worship sharing, take a further five minutes to deepen the silence together.

Celebrating our time together

This session ends a quarter of an hour earlier than usual. We suggest you use this time to relax with each other at the end of your course of sessions. You might like to bring food to share, or make plans for future activities.

Over the course of our time in this group:

- What have we enjoyed about the sessions?
 - What have we found more difficult?
 - What changes would we make to the themes or activities in these sessions?
 - What would we like to see in future learning resources?
-

Over the course of our time in this group:

- What have we enjoyed about the sessions?
 - What have we found more difficult?
 - What changes would we make to the themes or activities in these sessions?
 - What would we like to see in future learning resources?
-

Over the course of our time in this group:

- What have we enjoyed about the sessions?
- What have we found more difficult?
- What changes would we make to the themes or activities in these sessions?
- What would we like to see in future learning resources?

In what ways have I changed through this experience?

Where does it lead me next?

In what ways have I changed through this experience?

Where does it lead me next?

