

# Journeys in the Spirit

## Children



### Sheet 6.A Gather Robin zone

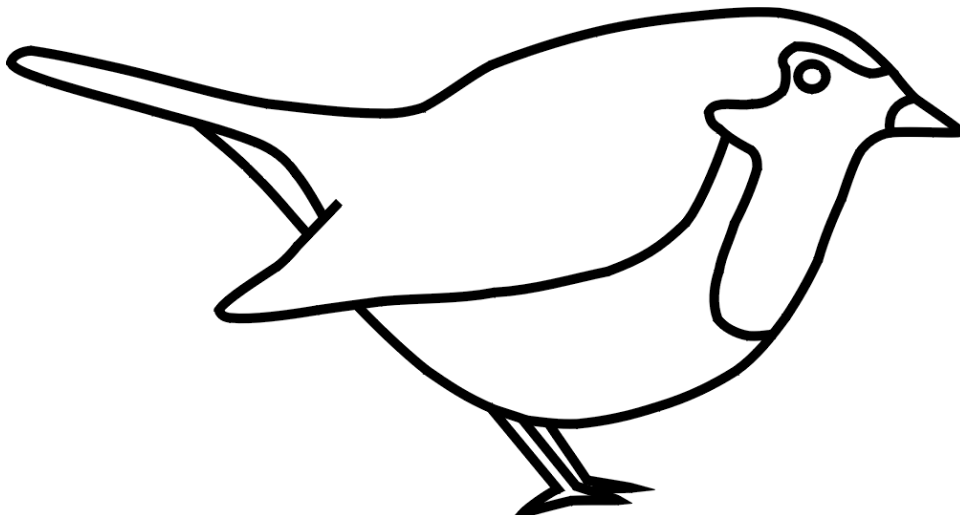
**Extract from Advices and Queries written by children of Dorking Meeting.**

#### Living in the World

- There are lots of animals in the World and we must try to remember to think about them and make sure the things we do don't hurt them. If these animals are our pets we should look after them properly. (Dorking Advices and Queries *Number 16*)
- The things we need from the World like food, oil, metals and paper won't last forever. We should share them fairly and not take more than we need. (Dorking Advices and Queries *Number 17*)
- Do you support efforts in school or at Meeting to raise money for charities that help people or animals who are in need? (Dorking Advices and Queries *Number 18*)
- Are you interested in people and places all over the World? We need to love and care for all the World and look after it. (Dorking Advices and Queries *Number 19*)

### Engage Robin zone

#### Robin Template



# Journeys in the Spirit

## Children



### Sheet 6.B Engage Whale zone Some facts about Whales.

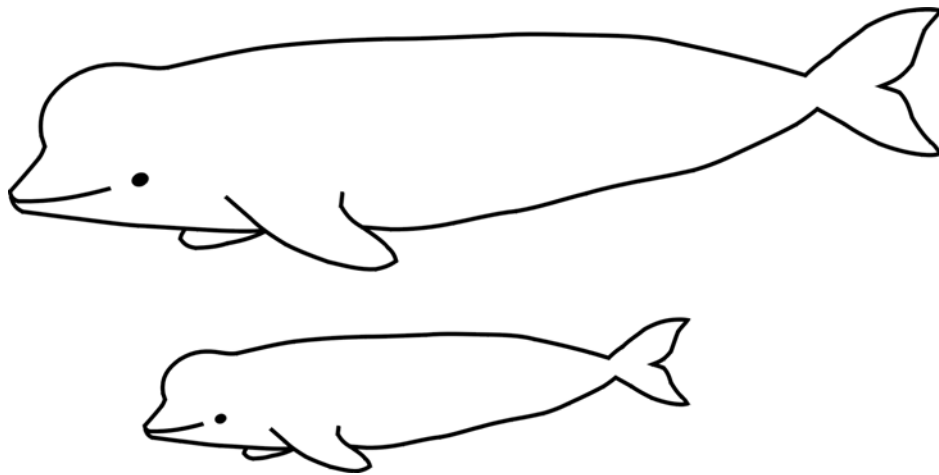
For more information see [www.enchantedlearning.com/subjects/whales/allabout/](http://www.enchantedlearning.com/subjects/whales/allabout/)

The Blue Whale is the largest animal that ever lived on Earth - bigger than the biggest dinosaur, up to 34 m long and weighing up to 180,000 kg. It is the loudest animal on Earth - louder than a jet plane. This giant cetacean, whale, eats tiny shellfish - krill, copepods, etc., plankton, and small fish that it sieves through its comb-like mouth (plates of baleen). Blue whales are an endangered species. It is thought there are only about 2,000 left.

The Beluga Whale (or White Whale) is a toothed whale that is white as an adult, grows to be about 4.6 m long and weighs about 1500 kg. They live in very cold arctic waters, but many migrate to warmer water in the summer. They are also known as "sea canaries" because of their songs. They eat food from the bottom of the sea, including fish, squid, crustaceans, octopi, and worms. Calves, their young, are not white like the adults; they are blue to brownish-red for the first year of life. Their colour fades slowly, and by 6 years old, they are white. The baby is nurtured with its mother's milk for 1 to 2 years. Beluga whales are grown-up at 7-9 years.

### Respond Whale zone The Whale Game

- Cut out beforehand 15 large Beluga whale shapes and 5 small.



- The children may like to colour the small whales blue or reddish brown.
- All together enjoy preparing a large sheet of paper for the ocean, decorating it with seaweed, fish, starfish etc as you like; chose 10 large whales to swim in it.

- Pair the whales and say each couple can have 1 baby whale in a year, so get the children to add the right number of babies. This is simplified whale biology but that's OK!
- Pretend a year is passing – you could play some whale song or sing a bit of Baby Beluga. Now the babies have grown big and can be replaced by big whales.
- Bring in the whaling boat, and allow it to catch 5 whales. What happens next year?
- When it is apparent that 5 whales a year is 'sustainable' allow the boat to catch 6 whales. What happens – continue catching 6 whales a year until the decreasing number of whales is obvious.

*Resources: Materials needed: cut-out whale shapes; large sheet of paper for the ocean – back of wall-paper would do fine; colouring pens/pencils to decorate the ocean, a paper boat or toy boat for the whaling boat.*

# Journeys in the Spirit

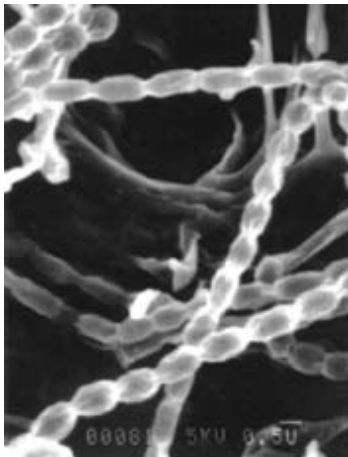


## Children

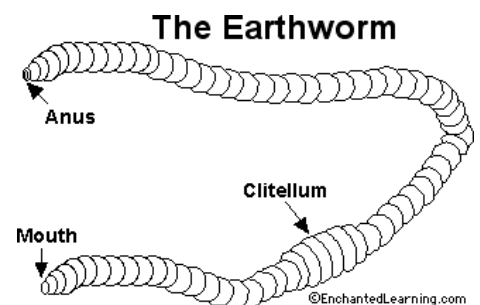
### Sheet 6.C Engage Some facts about earthworms and soil

Earthworms are very important animals. The burrows they make as they move through the soil let air and water move freely around the roots of plants. Also they fertilise the soil with their waste products (wormcasts). Good soil can have as many as a million worms per acre, which will pass several tons of soil through their bodies each year.

The brain, hearts, and breathing organs are located in the first few segments of the worm. It has five pairs of hearts! The rest of the inside of an earthworm is filled with the intestines, which digest its food. Earthworms eat soil and the organic material in it - like insect parts and bacteria, and pass it out through the anus as wormcasts, which are wonderfully rich, nutritious food for plants.



Earthworms are both male and female at the same time, but it takes two worms to make baby worms. The reproductive organs are in the clitellum (the enlarged segments in the middle of an earthworm). The clitellum later forms a cocoon, which protects the developing eggs before they hatch into little worms. Soil is amazing stuff! It is the home of lots of kinds of plants and animals, most of them too small to be seen without a powerful microscope. They include bacteria, protozoa, fungi and algae. The photo shows a hugely magnified picture of some soil bacteria. There can be 1 to 4 billion one-celled bacteria in a gram of soil (that's a small teaspoonful), and 8,000 to 1 million fungi and 100,000 algae! (Facts from



[www.blm.gov/nstc/soil/bacteria/index.html](http://www.blm.gov/nstc/soil/bacteria/index.html) and [www.ncga.com/education/pdf/unit2lesson1.pdf](http://www.ncga.com/education/pdf/unit2lesson1.pdf) )

### Respond The worm zone - making a compost collage

Get everyone involved in the following:

- write A COMPOST HEAP with coloured pens at the top of the cardboard.
- draw a big heap shape below the words
- cut out worms from the pink paper and put on eyes and anything else you fancy(!)
- sellotape fruit peel, tea bags etc on to the heap - for a list of things that can go onto a compost heap see [www.gardenorganic.org.uk/organicgardening/compost\\_1.php](http://www.gardenorganic.org.uk/organicgardening/compost_1.php)
- stick the worms on the heap amongst the fruit and veg bits
- if its fine you could all go out into the garden if you have one and find a weed or piece of grass to add to the heap.
- explain that bacteria as well as worms help to break down the rubbish and draw some bacteria in the heap - tiny dots will do!

Explain how a real heap will get nice and warm and cook the mix as bacteria and worms break it all up. After 6 to 12 months it will be nice brown compost, which can be fed to the vegetables or flowers in the garden to help them grow strong and healthy. If possible have a jar of rotted compost to show them - study it carefully. Are there any pieces of metal or plastic left in it? They are not biodegradable and so won't break down into soil like vegetable matter. Does the meeting have or need a compost heap or bin? A children's request or minute to Preparative Meeting?

*Materials needed: Large piece of cardboard - eg the side of a box 2 foot square; pens, scissors, sellotape, and glue stick (eg Pritt stick); pink paper (for worms); selection of vegetable/fruit peelings, apple cores, cabbage stumps, used tea bags, dead flowers, shredded paper, old tissues, weeds, grass, torn up egg boxes etc*

# Journeys in the Spirit

## Children

Sheet 6.D Engage Rabbit's footprint



Fore paw



Hind paw



### To make Play Dough

7-8 cups all-purpose or bread flour  
3 cups salt  
3 tablespoons cream of tartar  
1/4 cup vegetable oil  
4 cups hot water  
food colouring

Mix seven cups of flour together with the salt and cream of tartar in the bowl of your mixer. Add the oil and water and knead with a dough hook in your electric mixer for five to six minutes. (If you are kneading by hand, knead for eight to ten minutes.) Add more flour to get a soft, workable dough. Store the dough in a sealed container to keep it from becoming dry. If it becomes too dry, place it back in the mixer bowl and knead in a dribble of water.

### Respond The environmental footprint activity

Very young children will probably just enjoy colouring in their own footprint and being helped to write on it one thing they do to help keep their environmental footprint small. Older children have enjoyed the following activity:

- On a big footprint write and/or draw all the things that we might do to make our footprint too big - big cars, flying often, leaving heaters and lights on, throwing away things that could be re-used or recycled, having a deep bath every day, washing a car with a hose etc. They could stick bits of litter on the footprint to help the effect.
- On the smaller footprint write and/or draw what a caring person does to keep their footprint small - turn off lights when leaving a room, pull curtains when it gets dark, walk and cycle whenever possible, sort rubbish for recycling, take a bag when shopping etc.

During the discussion you could point out that humans at the moment are using up the resources of more than 1 earth so it is running out of things and getting polluted leading especially to climate change. So we all need to reduce our environmental footprint as much as we can.

*Resources: large piece of paper with outline of a huge foot and another one with a smaller foot, colouring pencils/pens, items of rubbish/litter, glue (e.g. UHU).*

Pictures from:

[www.leics.gov.uk/.../celebrating\\_wildlife\\_old/chi\\_surveys/chi\\_hare\\_rabbit/chi\\_hare\\_information.htm](http://www.leics.gov.uk/.../celebrating_wildlife_old/chi_surveys/chi_hare_rabbit/chi_hare_information.htm)

and photo of rabbit footprints in snow from <http://bunnyhollow.org/bunnyemail/bunnysgotmail.html>

# Journeys in the Spirit

## Children



### Sheet 6.E Ongoing activity What voice would you choose?

(This session includes reference to and consideration of the use of guns. not to do so would be to deny part of the reality of the slave voice and resistance; it is not condoning their use but invites even the smallest person to think about the fact that they were used)

#### Some ways to introduce this session include:

- 'What do we know about slavery and the slave trade – is there anything that we have talked about so far?'
- If you have used the story in Journeys in the Spirit issue 1 you could lay out the props as they are at the end of the story or tell the story again. If you lay out the props ask people what they remember of the story.
- If you have used the quilt or music and song activities in Journeys in the Spirit editions 2 & 3 you could begin by asking who can remember how slaves used quilts and music and song.

**Then say something like:** 'Remember, slavery was cruel and horrible' – you could also, for illustration, use a simplified version of the Olaudah Equiano quote or the poem by Amelie Opie, written for children, in Abolition Journeys sheet 4. **Then go on to say:**

- Slaves used quilts, music and song as secret maps to tell other slaves the way to go to run away. What else did they do – how else can we hear the voices of slaves from a long time ago. (*Show picture of quilt and drums from Sheet 6.F*).
- Sometimes slaves worked so hard that their tools broke – they did this on purpose. Could they be punished for working hard? (*Show picture of spade from Sheet 6.F*).
- Sometimes slaves used guns and swords to fight and hurt the men who made them prisoners on the slave ships. Sometimes slaves used guns and swords to fight and hurt the men who kept them slaves. This was very dangerous for the slaves and the men they attacked. (*Show picture of musket and sword from Sheet 6.F*).
- Sometimes slaves ran away. This was very dangerous for them especially if they were caught. (*Show picture of running figures from Sheet 6.F*).
- Sometimes slaves, who had escaped, wrote about what had happened to them. This helped other people, like Quakers, make the slave trade stop. (*Show picture of pens and pencils from Sheet 6.F*).

**Ask if there are any questions. Then lay out, stuck on card, several copies of each of the pictures on Sheet 6.F. As you ask the questions invite people to choose the relevant cards. Ask everybody, leaving pauses:**

- **I wonder which voice of the slaves you liked the best?**
- **I wonder which voice of the slaves you think is the most important?**
- **I wonder which voice of the slaves is in you or you are in?**
- **I wonder if there is a voice you could leave out and still have all the voices?**

Then invite people to use craft materials to make or draw something that shows what the group has been talking about, how they feel about it or how a slave might have felt.

*Resources: Several copies of the pictures on Sheet 6.F stuck on card; a range of drawing and colouring materials and paper; card, scissors and glue.*

# Journeys in the Spirit

Children



Sheet 6.F Ongoing activity What voice would you choose?

