

# Journeys in the Spirit

inward outward upward downward

Issue 30

August 2009

Children



## Quaker Concern for animals – animals and us

This children's work edition of "Journeys in the Spirit" comes out monthly. It offers resources and ideas to Quakers engaging with children aged 4 –12 years in a Quaker setting. It is offered with the intention of providing an opportunity for exploring, creating and learning in an atmosphere of worship in partnership on our shared journey in the spirit.

Included are sections on: **getting ready**, for those co-ordinating the programme; **gather**, meeting, centering, focusing: **engage**, beginning to think about the theme; **respond**, activities linked to the theme; **reflect**, ending appropriately; and **review**, evaluating what has happened. To offer a balanced session you should aim to do something from each section. Some of the activities are included on additional sheets. Timings or ages are not stated, as this will depend on the group and how the guidance and activities are used.

Underpinning each issue is the idea that there are four directions to our spiritual journey. **Inwards** to ourselves; **outwards** to others; **upwards** (or even further inwards?) towards the deeper mystery; **downwards** to the world we live in. "Journeys in the Spirit" offers resources and ideas to Quakers engaging with children and young people.



The fourth in the 'Our Quaker stories' series. May 2009 – August 2010.

## Getting ready

Quakers such as John Woolman showed respect for other beings, treating the animals he farmed with dignity and respect. Nowadays, a concern for our fellow sentient beings is sometimes expressed among Quakers. The group, *Quaker Concern for Animals* (QCA) dating from 1891, works to protect and advocate for them. This concern fits within several testimonies including sustainability, peace, justice and integrity. See also *Advices & Queries* 41 and 42.

This is an accessible subject for children; they usually have an innate love for, and attachment to animals, especially the companion animals who are often their close friends. This edition of *Journeys in the Spirit* attempts to link this affection for familiar domestic animals with those often considered of little importance – the ones bred for food.

Equipment needed is very basic – pens/felt-tips/coloured pencils, paper, scissors, glue, flipchart. If a DVD player is available, there is a free film for junior age children, called *Share the World*, available on request from **PETA** - 'People for the Ethical Treatment of Animals'. **PETA** have agreed in advance to supply it for any Meetings who wish, with a workbook. See sidebar on page 2.

### Questions to think and talk about before a session:

Have I reflected on the theme and do I feel prepared to uncover and develop this love of companion animals, laying strong foundations for feelings of compassion and respect for all beings?

### Underpinning references

The wolf will lie with the lamb, the leopard will lie down with the goat, the calf and the lion and the yearling together; and a little child will lead them. ...they will neither harm nor destroy on all my holy mountain, for the earth will be full of the knowledge of the Lord as the waters cover the sea. **Isaiah 11:6-9**

*To say that we love God and at the same time exercise cruelty towards the least creature is a contradiction in itself.*  
**John Woolman - Quaker**

# Gather

Settle down for sharing time in a circle – ask the children to think about their companion or other animals and share something that they did or which happened this week, involving the animals. “Are they our friends? ... how do we communicate with them? ... how do we care for them?... how do they show they care for us and the way of life we give them?... let’s think about these animals and what they mean to us...”. Make it clear that it is OK to pass.

Follow the sharing with a period of stillness. You could use a guided visualisation, the following is a suggestion – “first, you are a happy, cared-for companion animal of any species ... now, you are a rabbit that is not being cared for, in a hutch – how do you feel? What is good or bad about your life in either form?”

The choice of such an animal is important, as rabbits have the advantage of being creatures very familiar to children, yet may live lives as impoverished as a caged hen, to which we are intending to draw attention.



# Engage

We are going to explore our feelings for animals today and have begun by thinking about those with whom many of us share our lives or who live around us.

Now let’s think about all animals, wild, captive and domesticated. What are these? Do you have a favourite and why? How do their lives compare with that of a well cared for dog or cat? What do they mean to God? Do you think their Creator cares less, or more, for different types of animals?”

What stories are there about Quakers and animals? On *Sheets 30.A* and *30.B* there are some little stories or histories about John Woolman and Anna Sewell – both Quakers with a deep concern for animals. They came to their concern in two very different ways. Choose one or two from John Woolman’s Journal. These and the story of Anna Sewell will need to be simplified for younger children. After telling either or both of these stories ask wondering questions like: ‘I wonder which part of this story about....you like the best. I wonder which part of this story about.... you think is most important. I wonder which part of this story about .....is in you or you are in.’

Also see *Sheet 30.C* – the Bee and Me – for engaging under 6’s.

The activities described in **RESPOND** will appeal to different ages. The aim is to encourage thinking clearly and compassionately about all animals, including those usually considered merely as commodities, things for us to use and exploit. The **PETA DVD *Share the World*** encourages children to understand that animals are our friends and we should share the world with them in peace. See sidebar for details.

## References & other resources

“In fact if one person is unkind to an animal, it is considered to be cruelty, but when a lot of people are unkind to animals, especially in the name of commerce, the cruelty is condoned and, once large sums of money are at stake, will be defended to the last by otherwise intelligent people.”

**Ruth Harrison.** *Animal Machines.*

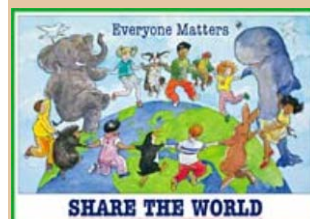
*Aren't five sparrows sold for a couple of pennies? But not one of them is forgotten by God.*

Luke 12:6

And God made the beast of the earth after his kind, and cattle after their kind, and everything that creepeth upon the earth after his kind: and God saw that *it* was good.

Genesis 1 : 25

DVD available to order: ***Share the World (PETA)***. Visit: [www.sharetheworld.org.uk](http://www.sharetheworld.org.uk) and find the film under Features. There are also additional activities on the website.



## References

### Advices and Queries No. 42:

We do not own the world, and its riches are not ours to dispose of at will. Show a loving consideration for all creatures, and seek to maintain the beauty and variety of the world...

### Quaker Faith and Practice 25.04:

All species and the Earth itself have interdependent roles within Creation. Humankind is not *the* species, to whom all others are subservient, but one among many...

We clearly rank the practice of hunting and shooting for diversion with vain sports;... let our leisure be employed in serving our neighbour, and not in distressing the creatures of God for our amusement.

### London Yearly Meeting 1795 Minutes.

“(animals)... have very positive rights because they are God’s creatures. If we have to speak with absolute accuracy, we must say that God has the right to have all his creatures treated with proper respect.”

**Cardinal Heenan’s**  
Foreword to *God’s Animals*, by Ambrose Agius.

# Respond

## Cultivating compassion.

- A bee and me. If you have told the story use the ‘I wonder question’ to lead into talking, sharing and making simple pictures – crayons, pencils, glue, magazine pictures, scissors. *Sheet 30.C*
- The life of hens. *Sheet 30.D*.
- What do You Think? - *Sheet 30.E*. This could be answered individually or in pairs. Inform or discuss with another partner/volunteer.
- Farm Animal Quiz - *Sheet 30.F*. Work singly or in pairs. Talk about the issues after, either with another partner/volunteer, or in a plenary session in a circle. Everything is *true* except number 12.

.... and some other things to do:

- Write a poem or make a picture using different words on something new you have learned/realised today about farmed animals. This could be a free activity, or the following words/phrases as inspiration could be written on the flipchart: *respect – captive – despair – fields and meadows – the nesting instinct – an egg a day – happy as a pig in muck – dreams of flying – mother and child – fine feathers - kind – soft*
- Make a poster to promote the concept of living cage-free.

**RSPCA website:** <http://tinyurl.com/kln48m> This has a vast bank of printable and photocopyable resources for people working with children, including:

- ‘**Laying Hens**’ activity groups – *If you’re happy and you know it, flap your wings...* An adaptation of this well known game is available at the RSPCA web site - <http://tinyurl.com/magg7r> In the sidebar on the right, go down to Extension Activities.
- ‘**Who has What?**’ Again, the pages for this activity can be downloaded from <http://tinyurl.com/kukdqj>. There are cows, pigs, sheep, ducks, hens and humans. Use as many as suits your group numbers, or with a single child, maybe use only 2, one of which to be human. This is a discussion activity aimed at sensitising children to physical differences which are interesting, but not relevant to how we view their true natures. We are all different in appearance – maybe point this out in the group – but we are all Friends and have more significant things in common. Other animals may look different from us, but we are all animals! Draw and colour your favourite animal.

**Farm Animal Sanctuary website:** <http://www.farmsanctuary.org/education/>  
The following activities are all from *Cultivating Compassion* - see the *Elementary Teacher’s Guide & Student Activities* (red cover) as displayed on the website.

- The **Pig Facts, Cow Facts and Chicken Facts** – *p. 12, 14 and 16* of the *Teacher’s Guide* - could be printed out, cut up and distributed. The children might answer such questions as “What do I know now about cows which was new to me? What is something surprising about pigs?”
- **Finger puppets** – *p. 22* of the *Teacher’s Guide* – print out, colour and make them – then start a chat between two species about what they enjoy in life.
- **Crack the Code** – *p. 26* of the *Teacher’s Guide* – this is a quiet activity which might lead on to creating their own animal issue messages in code to give to a Friend in Meeting to solve.



## Reflect

- Begin with a short time of stillness.
- Ask everybody to think about an animal, bird, insect or other creature that they really like.
- Wait a few moments and then ask everybody to think about the creature they have chosen – what do they like about it the most?
- What one thing about their creature would they like to do or have?
- After a little while suggest that everybody has a little shuffle about and then, if each person wants to, they can say what they thought of.



'The Peaceable Kingdom' by Quaker Edmund Hicks



'Hope' © Ann Johnson

**QCA logo** See:

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

## Review

Volunteers may want to evaluate how much the children were involved in the activities/discussions, whether they raised any new issues not dealt with here or asked any questions needing further explanation. Have you yourself learned anything new from this? How might you treat the subject differently at another time? Did any person express distress or concern that might need further help? Perhaps the following is an appropriate question to ask ourselves: Is there any good reason why farmed creatures, fully able to feel pain and pleasure, loving and caring for their young, and fearing pain and death, should be excluded from our Quaker concern?

## Topical activity

### Toys not weapons

Fun with meaning. Have a look at [www.kitegang.org](http://www.kitegang.org). They “seek to lift the spirits of children having few possessions or possibilities through the simple joy and curiosity brought by the sharing and flying of colourful kites” – “tethering children of the world together with string of hope.” Kite work for hope is focussed in war zones. Tell some of the stories from the kitegang website and then make and fly or buy and fly kites in a park, on a hill or in the Meeting House grounds. This is an idea to lift the hearts and hopes of everybody in Meeting. Spirituality is about awe and wonder in the everyday. Masses of ideas and instructions for kite making at [www.blueskylark.org/zoo/class.html](http://www.blueskylark.org/zoo/class.html) .

## Links to other organisations and resources

[www.rspca.org.uk](http://www.rspca.org.uk) - Royal Society for the Prevention of Cruelty to Animals.

[www.ciwf.org.uk](http://www.ciwf.org.uk) - Compassion in World Farming.

[www.farmsanctuary.org](http://www.farmsanctuary.org) - Farm Sanctuary.

[www.TeachKind.org](http://www.TeachKind.org) - People for the Ethical Treatment of Animals.

[www.buglife.org.uk](http://www.buglife.org.uk) - Bug Life — produces many resources for children.

[www.quaker-animals.org.uk](http://www.quaker-animals.org.uk) - Quaker Concern for Animals.

This issue was written by Marian Hussenbux and edited by Chris Nickolay. Phillip Iddon came up with the idea and links for the Topical Activity.

The next children's issue of *Journeys in the Spirit* Issue 31, September 1<sup>st</sup> looks at stories of Quaker work in Burundi; Issue 32, October 1<sup>st</sup> looks at stories from one Quaker family; Issue 33, November 2<sup>nd</sup> looks at how to tell our stories about knowing God in each of us.

### What can you do as a whole meeting?

Begin a meeting with the **Pig Facts, Cow Facts and Chicken Facts**. This could be followed by reading the **Bee and Me** with creative materials laid out for anybody to use to illustrate their chosen creature after answering, or not, the wondering question.

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# Journeys in the Spirit



## Children

### Sheet 30.A

### Engage

### Stories about two Quakers

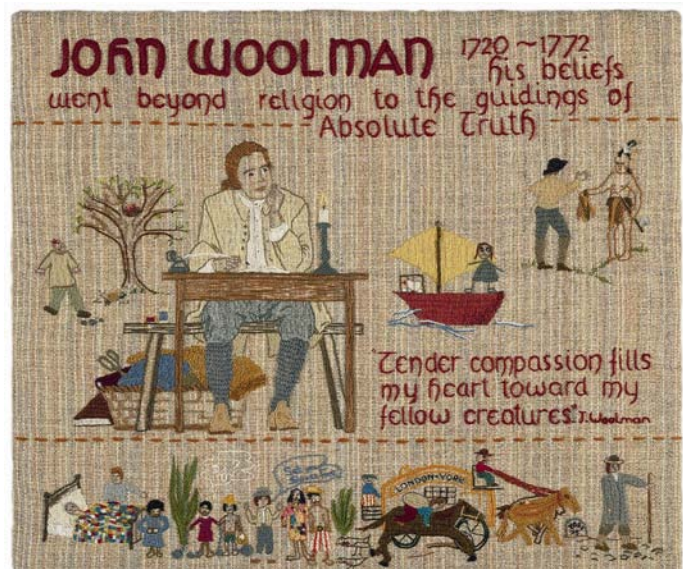
#### John Woolman.

#### From The Journal of John Woolman - Chapter 1.

'I may here mention a remarkable circumstance that occurred in my childhood. On going to a neighbour's house, I saw on the way a robin sitting on her nest, and as I came near she went off; but having young ones, she flew about, and with many cries expressed her concern for them. I stood and threw stones at her, and one striking her she fell down dead. At first I was pleased with the exploit, but after a few minutes was seized with horror, at having, in a sportive way, killed an innocent creature while she was careful for her young. I beheld her lying dead, and thought those young ones, for which she was so careful, must now perish for want of their dam to nourish them. After some painful considerations on the subject, I climbed up the tree, took all the young birds, and killed them, supposing that better than to leave them to pine away and die miserably... I then went on my errand, and for some hours could think of little else but the cruelties I had committed, and was much troubled. Thus He whose tender mercies are over all his works hath placed a principle in the human mind, which incites to exercise goodness towards every living creature; and this being singly attended to, people become tender-hearted and sympathizing; but when frequently and totally rejected, the mind becomes shut up in a contrary disposition.'

#### From Chapter 11: John travels by sea to Britain.

'Some fowls yet remained of those the passengers took for their sea-store. I believe about fourteen perished in the storms at sea, by the waves breaking over the quarter-deck, and a considerable number with sickness at different times. I observed the cocks crew as we came down the Delaware, and while we were near the land, but afterwards I think I did not hear one of them crow till we came near the English coast, when they again crowed a few times. In observing their dull appearance at sea, and the pining sickness of some of them, I often remembered the Fountain of goodness, who gave being to all creatures, and whose love extends to caring for the sparrows. I believe where the love of God is verily perfected, and the true spirit of government watchfully attended to, a tenderness towards all creatures made subject to us will be experienced, and a care felt in us that we do not lessen that sweetness of life in the animal creation which the great Creator intends for them under our government.'



# Journeys in the Spirit



## Children

### Sheet 30.B Engage

### Stories about two Quakers - continued

#### John Woolman - From Chapter 12 of his Journal – in England:

'Stage-coaches frequently go upwards of one hundred miles in twenty-four hours; and I have heard Friends say in several places that it is common for horses to be killed with hard driving, and that many others are driven till they grow blind. Post-boys pursue their business, each one to his stage, all night through the winter. Some boys who ride long stages suffer greatly in winter nights, and at several places I have heard of their being frozen to death. So great is the hurry in the spirit of this world, that in aiming to do business quickly and to gain wealth the creation at this day doth loudly groan.

As my journey hath been without a horse, I have had several offers of being assisted on my way in these stagecoaches, but have not been in them; nor have I had freedom to send letters by these posts in the present way of riding, the stages being so fixed, and one boy dependent on another as to time, and going at great speed, that in long cold winter nights the poor boys suffer much...'

#### Anna Sewell – 'Black Beauty'.

... was born exactly a century after John Woolman and had a serious accident when she was 13, which disabled her so that a pony and trap became her only means of getting about; this led to her being an expert in horse welfare.

**Black Beauty** has come to be thought of as a children's book, but Anna wrote the book in a clear and simple style as a crusade to expose the miserable lives of millions of working horses, in the hope that she might effect a change. This is a story told by the horse about itself.

Her compassion, like Woolman's, was undivided and she felt not only for the wretched cab drivers, often suffering from consumption, who had to rent their cabs and horses by the day and found it impossible to make a living, but also for the horses whom they worked to death in the attempt.

Black Beauty was published in 1877. In the USA, George Angell, founder of the **Humane Society**, believed it would achieve for horses what the book 'Uncle Tom's Cabin', had, when it was published, in the struggle against slavery, and he gave tens of thousands of copies free to drivers of horses.

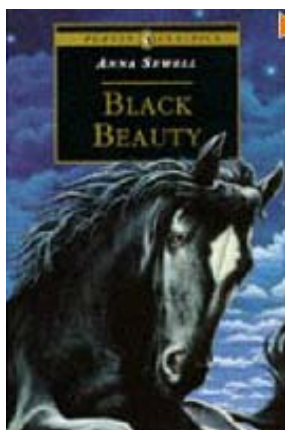
Anna clearly expresses her own beliefs through the voice of a female character in the book who remonstrates with a rider at his 'brutal treatment of a little pony', which it has been '*her painful lot to witness*':

'... by giving way to such passion, you injure your own character as much, nay more than you injure your horse. And remember, we shall all have to be judged according to our works, whether they be towards man or towards beast.'

[www.bibliomania.com](http://www.bibliomania.com) - for printable chapter by chapter version.

<http://www.youtube.com/watch?v=quXRmgJrP4A> – for an extract of the film.

[http://en.wikipedia.org/wiki/Black\\_Beauty](http://en.wikipedia.org/wiki/Black_Beauty) - for more about Anna and her book.



Available  
from all  
bookshops  
and online.  
ISBN  
0-140-  
36684-9



Anna Sewell

# Journeys in the Spirit

## Children



Sheet 30.C

Respond

Cultivating compassion 1

A bee and me



Once upon a time there was a child – little Jo.

One day little Jo went into the garden.

It was very windy.

Flowers and leaves were flipping  
and flapping.

Little Jo's hair was flipping and flapping. Suddenly something bumped against little Jo's face. What was it?

Little Jo looked up, looked around and looked down. There on the ground was a beautiful bee – all black and gold. The bee was flipping and flapping and bizzing and buzzing.

The wind had blown the bee out of the air. The bee was on its back and couldn't get up to fly.

Little Jo bent down. Little Jo picked up a big leaf and, using the leaf, very, very, very gently tipped the bee the right way up. Phew. The bee flew off bizzing and buzzing very loudly.

Little Jo smiled.

The bee flew to an apple tree and went into some beautiful blossom.

Soon the blossom turned into an apple.

Somewhere another child ate the apple.

Somewhere the bee made honey.

Little Jo, in the garden, smiled again.

*I wonder, which creature do you love?*



# Journeys in the Spirit



## Children

### Sheet 30.D

### Respond

### Cultivating compassion 2

### The life of hens

Before doing this you might want to say something about words you are going to use that might be difficult for some children. This is an activity, probably, for children aged 7 plus.

#### Information for a conversation - Did you know, if you were a hen:

##### In a natural life:

you would live 7-9 years

you would be out in the fresh air

you would stretch your wings freely

you would scratch the ground for food

you would exercise, including roosting in bushes and low trees

you would bathe in dust to clean your feathers

you would build a nest in private

you would brood your eggs, care for, and hatch your chicks

##### In a battery cage:

after 18 months, your productive life would be over.

you would never leave the cage, except to go to slaughter.

in a space the size of A4 paper, you could not.

you would always stand on a sloping wire floor.

impossible to exercise

no provision for this

no provision – you would lay the eggs where you stand

eggs removed

#### THE FIVE FREEDOMS

The RSPCA sets out the following as “aspirational freedoms”:

- freedom from hunger and thirst
- freedom from discomfort
- freedom from pain, injury and disease
- freedom to behave normally
- freedom from pain and distress

**19 million hens** are kept in Britain in this way.

##### In a barn:

Kept always indoors, but with possibility of nesting, scratching, dust bathing and perching.

**1 million hens** are kept in Britain in this way.

##### In a free range system

Kept in barns, but able to go out – access to shelter and shade – minimum 4 sq. m. each.

**10 million hens** are kept in Britain in this way.

....and then there are **organically farmed hens**. The ways in which they are fed and cared for are strictly controlled by **The Soil Association** - [www.soilassociation.org/](http://www.soilassociation.org/)



# Journeys in the Spirit



## Children

### Sheet 30.E

### Respond

### Cultivating compassion 3

#### What Do You Think?

Do this as a 'continuum exercise'. Instead of each person answering the question with words everybody gets into a line according to what they feel about what is said. One end of the room is where you stand if you agree with what is said; the other end is where you stand if you disagree; the middle is 'don't know' or not sure and in between the two ends are grades of agree and disagree. Explain this carefully and help as it goes along.

How do you feel about these statements:

(Before doing this you might want to say something about words you are going to use that might be difficult for some children. This is an activity, probably, for children aged 7 plus.)

1. Animals on farms live good lives until they are killed for food
2. It is all right to take milk and eggs from animals because it doesn't hurt them
3. It doesn't matter how we treat animals raised for food since they will be killed anyway
4. Animals aren't as smart as humans, so they don't care how they live as long as they get enough food
5. Animals have feelings such as fear, happiness, frustration, anger, joy or pain
6. Baby animals on farms should stay with their mothers until they are past infancy
7. Pigs roll in the mud because they are just dirty animals
8. Hens often get part of their beaks cut off to keep them from pecking each other
9. Animals were put on the earth to provide food, clothing and entertainment for humans

# Journeys in the Spirit



## Children

### Sheet 30.F

### Respond

### Cultivating compassion 4

**A Farm Animal Quiz.** Have copies for everyone – older should help younger.

After each statement, mark **T for True**, **F for False** or **NS for Not Sure**.

1. Mother hens chirp to their babies while they are still in the egg
2. Chickens do not have teeth. They swallow their food whole along with small stones. The stones are stored inside their second stomach, called a gizzard. The stones in the gizzard grind the food into small pieces like teeth would
3. Chickens like to take baths, just like people do, but chickens use dust instead of water. They use their beaks to clean their feathers
4. Chickens like to sleep in trees. We call it roosting
5. In factory farms, four or five egg-laying hens are often crowded into a cage only 12 inches by 18 inches and live that way their whole lives
6. Wild turkeys can fly up to 55 miles per hour
7. Domestic turkeys cannot fly or even make baby turkeys without help from humans because humans have bred them that way
8. Pigs cannot sweat, so they roll in the mud to keep cool and to protect their skin from insects and sunburn
9. Piglets are almost totally housebroken from the day they are born. They choose one corner to use as a toilet and keep the rest of their barn clean
10. Pigs like to swim and to have their bellies rubbed
11. Pigs have good senses of smell and like to dig, but most spend their lives in very stinky buildings on hard, bare floors that hurt their feet
12. Cows help keep flies away from each others' faces by standing head to toe and waving their tails
13. Cows do not need to give birth to make milk