

# Journeys in the Spirit

inward outward upward downward

Issue 6

August 2007

Children



## Introduction

There are four directions to our spiritual journey. **Inwards** to ourselves; **outwards** to others; **upwards** towards God, 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.

This children's work edition for 5 –12 year olds comes out monthly. It is offered with the intention of providing an opportunity for exploring, creating and learning in an atmosphere of 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.



**The third of five issues to focus on the exploration of Quaker Testimonies. This issue offers ways to look at the testimony to sustainability**

## Testimonies: Sustainability Getting ready

### Preparing Hearts & Minds

Early Quakers had a strong sense of unity with nature, and modern Quakers have responded to the increasing threats to the natural world with a growing sense of love and care for the whole of the creation. Many Quakers accept that we now have a Testimony to Sustainability closely linked to our Testimonies to Peace and Simplicity.

Sustainability might seem a difficult word to explain to children. This edition of Journeys in the Spirit offers ways to explore how the Earth feeds us and provides for all our needs, how observing nature can make us feel wonder, awe and a sense of closeness to God and how we can look after the Earth or live 'sustainably', so that future generations can also enjoy these gifts. Advices and Queries numbers 41 and 42 are very relevant. The activities focus on what we can do to help, touching lightly on the problems the natural world is facing. You may wish to deal more deeply with the problems if you feel it appropriate for your group. Resources to help with this are suggested in the sidebar of the section *Respond*.

Some questions for getting ready include: Is the room prepared? Do my colleagues and I feel supported and comfortable with our plans and ourselves? Have we been able to find a moment of quiet to hold the coming session in the light? Are there particular needs and situations I may need to be aware of in this session? Am I confident of the health and safety arrangements? Have I reflected on the theme?

### Equipment Needed:

Check for equipment listed on additional sheets and in Engage section, Respond zones and Reflect section as well. Selected books and copies of activity sheets as needed for different numbers.

### Underpinning references

*The Creation was open to me: An anthology of Friends' Writings on that of God in all Creation* from Quaker bookshop.

*The Quaker Testimonies* by QPSW Testimonies Committee March 03 Quaker Bookshop

*A Living Quaker Witness to the Earth* by QPSW Earth Group 2003. From Quaker Bookshop.

*Quaker Faith & Practice* 25.02

*Advices and Queries* 41 and 42

# Gather

To help the group gather together give everyone (children and adults) the opportunity to share something that has happened to them recently. You could use an object related to the theme as a talking token. Whether you use this disciplined way of sharing, or simply share, make it clear that it is quite OK to 'pass'.

If you have a short period of silence (see *Sheet 0.A of Issue 0 of Journeys in the Spirit* – see sidebar) you could invite a child to read their choice from the Advices and Queries written by the children of Dorking Meeting on 'Living in the World' (see *Sheet 6.A*), or you might like to play *The Butterfly Song* (see sidebar). Alternatively here are some suggestions that you might use if following on with the Whale or Robin zone:

- Whale zone - whale song (download humpback whale song from \_\_\_\_\_ noting the huge variety in the sounds produced) or the song 'Baby Beluga' (download from \_\_\_\_\_ )
- 

# Engage

There are 4 suggested ways to approach the theme - each one highlighting an aspect of sustainability. Each way in, or zone, has an opening activity to start the group thinking about the issue and is based on a living creature. The aim is to develop a sense of wonder at the diversity of the creation and, as explained below, also introduce an aspect of sustainability.

- **Whale zone** aims to help an understanding of the need to conserve resources - not to take too much of anything so that it gets used up. Read the story 'The Whale Song' (see sidebar) ensuring that all have a chance to see the wonderful illustrations. Ask the children what they know about whales. For some facts about Blue Whales see *Activity Sheet 6.B*
- **Worm zone** aims to help an understanding of how we deal with rubbish and the need to recycle things. Introduce the children to a real worm if possible and to the wonderful array of microscopic animals that live in a teaspoonful of soil - the worms exciting home. Facts about worms and life in the soil can be found on *Activity Sheet 6.C*. You might like to listen to and/or sing the Wiggly Woo worm song while watching the worm (see sidebar)!
- **Rabbit zone** illustrates the impact we humans have on the Earth and what we might do to cause less damage. Discuss footprints. Where do we make/find them? Sand, snow, mud. Young children might enjoy making footprints in rolled play dough perhaps with one shoe on and one shoe off! Squash and re-roll the dough after examining each print. Show the children a rabbit's footprint - *Activity Sheet 6.D* and see if they can guess who it belongs to. Now draw round each child's foot on a sheet of paper and compare their footprint to that of the rabbit.
- **Robin zone**. This zone aims to encourage an understanding of biodiversity and its importance. Give each child a paper robin shape to colour in and then a sheet of paper to stick the robin on and encourage them to draw for the robin everything they think a robin needs. Discuss the drawings and see if together they have thought of everything – a nest, somewhere safe to put the nest (e.g. a tree), worms and insects for food, water to drink. *Activity Sheet 6.A*

## References & other resources

Sheet 0.A from Issue 0 of Journeys in the Spirit is available to download from [www.quaker.org.uk/cyp](http://www.quaker.org.uk/cyp) - follow the link to Resources.

*The Butterfly Song* By Brian Howard. For lyrics and music and/or to purchase CD see [www.butterflysong.com](http://www.butterflysong.com)

## Resources and materials needed for Engage.

### Whale zone:

*The Whales' Song* Red Fox publishers by Dyan Sheldon ISBN 0099737604

### Worm zone:

A tub with a little earth containing one or more worms.

Wiggly Woo song. [www.bbc.co.uk/cbeebies/tweenies/songtime/songs/w/wiggly.shtml](http://www.bbc.co.uk/cbeebies/tweenies/songtime/songs/w/wiggly.shtml)

### Rabbit Zone:

A4 paper, pencils or coloured pens, freshly made play dough (recipe *Activity Sheet 6.D*), picture of a rabbit's footprint (*Activity Sheet 6.D*).

### Robin zone:

Robin shapes to colour in (*Activity Sheet A*), colouring pens/pencils, sheet of A4 paper for each child, glue stick (e.g. Pritt stick)

## References & other resources

### For whale zone:

[www.greenpeace.org.uk/what-we-do](http://www.greenpeace.org.uk/what-we-do)

Click 'oceans', 'what we are doing', and 'ending whaling'.

For pictures try

[http://oceans.greenpeace.org/en/fun-stuff/wallpapers?MM\\_URL=moreWallpapers](http://oceans.greenpeace.org/en/fun-stuff/wallpapers?MM_URL=moreWallpapers)

Resource depletion:

New Scientist 26 May 2007 has excellent charts and diagrams.

About oil: Try

[www.powerswitch.org.uk](http://www.powerswitch.org.uk) in particular

[www.powerswitch.org.uk/portal/images/stories/leaflets/issues/peakoil/introduction.pdf](http://www.powerswitch.org.uk/portal/images/stories/leaflets/issues/peakoil/introduction.pdf)

### For Rabbit zone:

*101 ways to save the Earth: use the Friendly Whales action plan to make the earth a better place for us all.* By David Bellamy. From Quaker Bookshop.

Useful information on rabbits:

[www.ehsni.gov.uk/wild004.pdf](http://www.ehsni.gov.uk/wild004.pdf)

### For Robin zone:

*101 ways...* as for Rabbit zone. Large sheet of paper such as a flip chart. Colouring pens/pencils. Magazines with bird and animal pictures, scissors, paper glue.

*Walk Cheerfully,*

*Step Lightly*

download from

[www.quakergreenaction.org.uk](http://www.quakergreenaction.org.uk) or £1 from

# Respond

Activities are suggested for each zone to follow on from the introduction to the zone outlined in *Engage*.

**Whale zone** Talk about the different approaches to whales shown in the story to develop an understanding of how different people view whales. You could show pictures of Greenpeace activists (*see sidebar*), who think whales should not be hunted at all, putting themselves between whaling ships and the whales. Also tell them about the work of the International Whaling Commission ([www.iwcoffice.org](http://www.iwcoffice.org)) which uses the research results of scientists to set quotas for whalers based on how many whales can 'sustainably' be killed each year. Move from this to the 'whale game' – *Activity Sheet 6.B*.

After the game ask questions which lead the children into thinking about resources which don't reproduce themselves. What about metals – for example, what is copper used for? (wires and cables, TVs and computers); what would happen if all the copper is used up? What other resources do reproduce themselves - trees, food animals, fish and crops. What about coal and oil that are formed over millions of years - what are they used for? What happens when they are used up? What can we do to make sure they are not used up? (*See sources of useful information in sidebar*).

**Worm zone** Explain how worms process leaf litter and other rubbish by eating it. Some children may know about wormeries for recycling kitchen waste. Talk about other ways of getting rid of kitchen and garden waste - bonfires, landfill, composting ([www.css.cornell.edu/compost/why.html](http://www.css.cornell.edu/compost/why.html)). What about our rubbish? Draw out any knowledge about the drawbacks of bonfires (smoke, greenhouse gases) and landfill, big holes in the ground, (running out of space for them, production of methane gas which causes climate change) - it's surprising what young children know now-a-days! Emphasise the benefits of composting (see above website) and explain that they are going to find out how to make a compost heap - see *Activity Sheet 6.C* on making a compost collage.

**Rabbit zone** Talk about the rabbit's environmental footprint, which is how much of the Earth it affects. Talk about its food and where it comes from and its house and what it needs to make it. Lead them to the realisation that the rabbit only affects the woods or field where it lives and the only rubbish it leaves (droppings and bits of left over food perhaps) is recycled back into the earth. Now talk about the children's environmental footprints – where their food, clothes, toys, furniture etc comes from and their electricity etc and where their rubbish goes and see if they know how this affects the earth. *101 way to save the Earth...* is useful (see sidebar). Introduce the idea that we can make our environmental footprint bigger or smaller and move on to the environmental footprint activity on *Sheet 6.D*.

**Robin zone** What would happen if any of the things the robin needs became very scarce or disappear? Introduce the idea of extinction. Ask everyone to think of wild birds and animals they know and make a BIG list. The variety of living things on the earth is what we mean by biodiversity. Choose your favourites from the list and draw pictures beside them or cut out and stick on pictures from magazines (e.g. *BBC Wildlife* or *RSPB Birds*). Are any on the list in danger of extinction? Scientists say that 1 in 4 mammals and 1 in 8 birds are now under threat – [www.iucn.org/themes/ssc/red\\_list\\_2004/Extinction\\_media\\_brief\\_2004.pdf](http://www.iucn.org/themes/ssc/red_list_2004/Extinction_media_brief_2004.pdf). This includes skylark, yellow hammer, house sparrow, starling and song thrush (see [www.rspb.org.uk/Images/Bocc2\\_tcm9-132673.pdf](http://www.rspb.org.uk/Images/Bocc2_tcm9-132673.pdf)) and polar bear, tiger, cheetah, leopard and elephants – (see [http://ecos.fws.gov/tess\\_public/SpeciesReport.do?lead=10&listingType=L](http://ecos.fws.gov/tess_public/SpeciesReport.do?lead=10&listingType=L)). Talk about how we can help them to survive by living more simply - *101 ways to save the earth* is useful for children and for their parents *Walk Cheerfully, Step Lightly* produced by Quaker Green Action could help their family with ideas.

## Reflect

Try and make time for the children and any adults helping to share their feelings about the session they have done. Some aspects are a bit worrying. Reassure them that people all over the world are doing lots of things to help the Earth get better and that we can all help. In a little closing worship ask everybody to think about what they would like to do? What animal, bird, fish, plant or other creature would they like to help or ask meeting to help with? This could be written or drawn on a piece of paper and, if people want to, said out loud. Talk about what they would like to share about their session with the adults in Meeting and decide together how this will be done. Is there anything they want to ask for help with?

## Ongoing activity

*Voices of people who were made slaves – hope, despair & being strong*

*This is background for adults working with children – not all of it is suitable for sharing with children.* The voices of people who were made slaves come to us in lots of ways. Already, in previous issues of 'Journeys in the Spirit' we have heard these voices in the forms of song and quilting – ways to feel strong and sustained, to communicate, resist and escape. How else do we hear these voices? There is some writing from the time, for example Olaudah Equiano. People fought to escape from or take over slave ships; people rebelled against their owners – some won their freedom, many didn't and were killed as examples. We know that slave owner's food was poisoned. Sometimes, terribly, women would destroy their babies to stop them becoming slaves. Were there non-violent ways and voices? Song, music, signs and symbols to show the way to escape and keep up hope were some; there is an account of people made slaves working very hard and breaking their tools – would they be punished for working hard? *Sheets 6.E and 6.F* for an activity to help reflection on the different voices from the past. See *Abolition Journeys Additional sheet 4* for a quotation from *Olaudah Equiano* – see side bar

## Review

The review can happen at the time or later – it maybe by yourself or with others. Some useful questions for the use of volunteers to look back over and learn from the session include:

Have children been able to participate in their own way? What went well and why?  
Has each child been able to reflect, even a little, on something about sustainability?  
What is there for you to learn from this session? What might you do differently another time?

## Links to other organisations and resources

Quaker Life Resources Room can be found via this link - [www.quaker.org.uk /cyp](http://www.quaker.org.uk/cyp) ; phone and email for resources on the contact details below.

The Quaker Library is at [www.quaker.org.uk/library](http://www.quaker.org.uk/library)

Explore the story of John Woolman, his killing of a robin and the growth of his insight and ministry – look for the Journal of John Woolman, years 1720 – 1742, in your meeting house library or in the Quaker Life Resources Room; Also go to:

<http://www.bartleby.com/1/2/1.html> to download text from the Journal.

*This issue was written by Anne Brewer and edited by Chris Nickolay who also wrote the ongoing activity*

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

## References & other resources

QF&P 25.08

Abolition Journeys Additional sheet 4 is available at: [www.Quaker.org.uk/library](http://www.Quaker.org.uk/library) and then follow the links to Abolition and Abolition Journeys

## Linking with the wider meeting.

The Robin Gather, Engage and Respond activities would be very good for an all age meeting for worship – the John Woolman story could be also be used in the Gather Time.

**The next children's work issue of 'Journeys in the spirit' will focus on the testimony to Truth and Integrity and will be published on September 1<sup>st</sup>.**

# Journeys in the Spirit

## Children



### Sheet 6.A Gather Robin zone

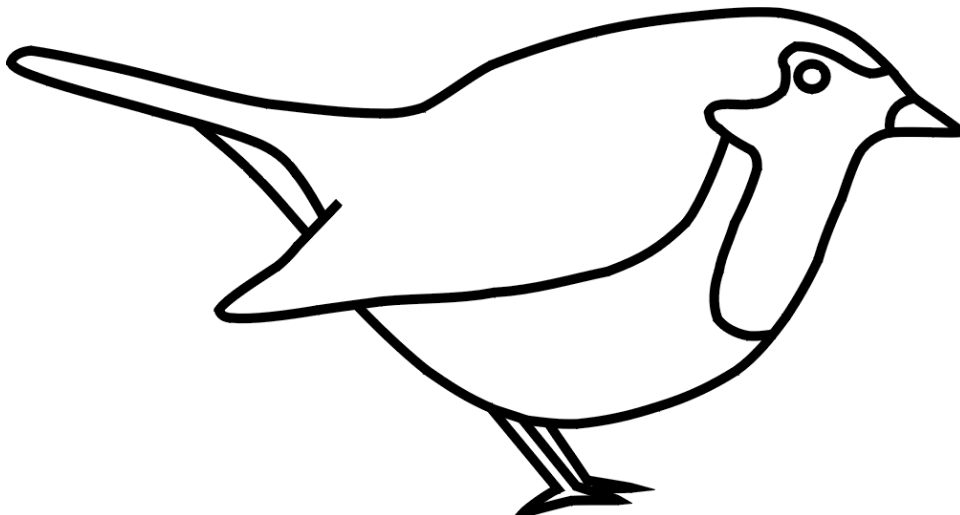
**Extract from Advices and Queries written by children of Dorking Meeting.**

#### 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.

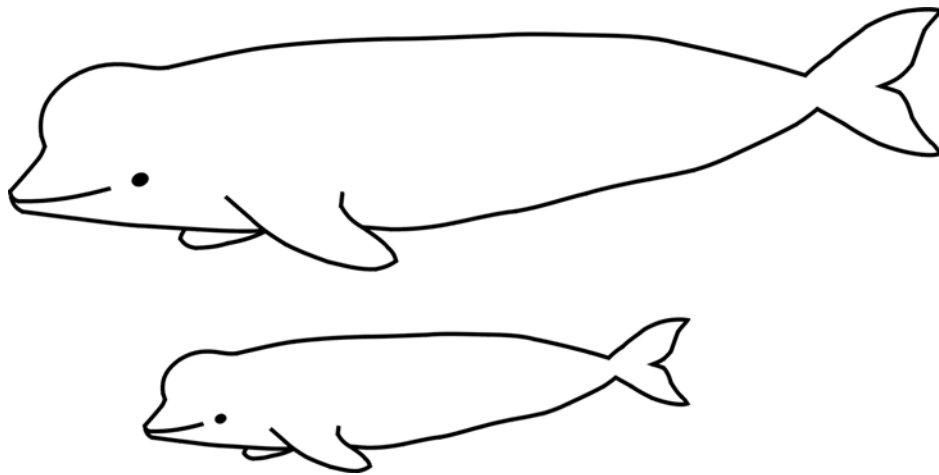
For more information see [www.enchantedlearning.com/subjects/whales/allabout/](http://www.enchantedlearning.com/subjects/whales/allabout/)

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

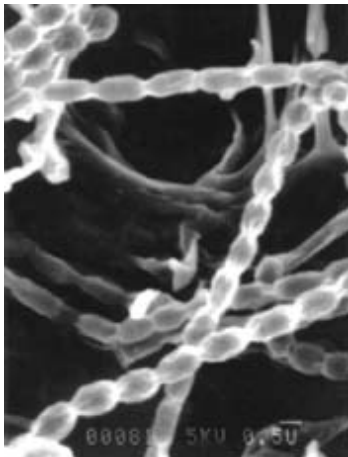


## Children

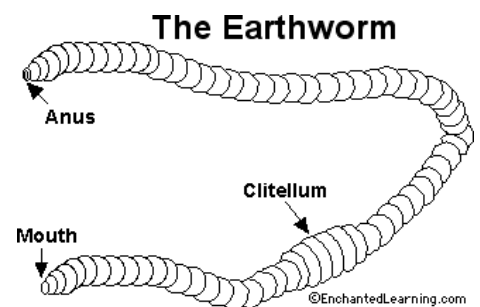
### Sheet 6.C Engage Some facts about earthworms and soil

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?

