



Journeys in the Spirit

inward outward upward downward

Children's work edition March 2014 Issue 85



Quakers, work and business – a chocolate maker

Getting ready

This series of *Journeys in the Spirit* offers ways to help children look at the sort of work and businesses that Quakers have done or been involved in. In this issue we look at one particular business, how it started and what Friends did to make it succeed. This will include looking at some details of the life of George Cadbury and members of his family. Again, in common with lots of people who are held up as 'Quaker heroes', the story of Cadbury's is not simple or without difficulties or struggle.

Some Quakers were concerned that members who worked in their own businesses were at risk of accumulating too much wealth to abide by the testimonies to live simply and to treat all people as equal, always prioritising God in their hearts.

In 1738, 1783 and 1801 *Brotherly Advices* included versions of this extract: "that none launch into trading and worldly business beyond what they can manage honourably and with reputation; for that they may keep their words with all men, that their yea may prove yea indeed, and their nay, nay: and that they use few words in their dealings, lest they bring dishonour to the truth".

As ever with Friends there are different strands of thought and activity that seem to pull against each other that, yet, in outcomes have a way of blending together.

Journeys in the Spirit offers resources and ideas to Quakers engaging with children and young people.

This children's work edition comes out monthly. It offers resources and ideas to Quakers engaging with 5–12 year olds in a Quaker setting.

It provides opportunities for exploring, creating and learning in an atmosphere of worship in partnership on our shared journey in the spirit.

Gather

Resources for this session: cut out world pictures from Additional Resource 85.B; a plate, small pieces of a selection of different types of chocolate.

Welcome each child into the circle, and any attending adults, and then ask them to say their names. Alternatively, sing or play a name song or game – there are examples and links to ideas on *Additional Resource 85.A*. Then ask each person to tell the group their favourite food and describe when they most enjoy eating it.

Go on to talk about how our Quaker faith begins in worship and being still, then encourages us to think about the world around us, the people around us and how we live. Give each person a cut out world picture from *Additional Resource 85.B* to hold and then ask for a time of stillness and silence. Ask everybody to think about the world and what they might like to do to help people in the world. Next, ask who likes chocolate. Have a variety of small pieces of different chocolate on a plate – include some strong, plain or raw chocolate. Everybody chooses one to eat. Say that you are going to be talking about a Quaker family who made chocolate.

Underpinning references



Quaker faith & practice: 20.43, 20.44, 20.54, 20.56, and 23.61

Additional Resources 85.A and 85.B can be found at:

www.quaker.org.uk/resources-children

Engage

A story about George Cadbury

Read this story to the children and show or lay out the pictures on Additional Resource 85.C to illustrate parts of the story. Adjust the language as necessary.

George went to a Quaker school in Birmingham like the rest of his family. His father and his grandfather had been raised as Quakers too. George was 22 years old in 1861 when he and his brother Richard took over running their father John's business as a tea and coffee merchant. Five years later they were selling cocoa as well. It was normal for the brothers to think that, as Quakers, they should help people who worked for them have better and healthier lives. Their cocoa factory gave jobs to many people and the cocoa drink it produced was good for everybody. Unclean water, beer and gin were the only easy drinks for most poor people in those times, whereas cocoa was germfree and healthy being made with hot water, milk and sugar.

When he was 20 years old, George had already promised to teach reading and writing every Sunday morning at the Birmingham Adult School. He arrived there at 7 o'clock in the morning and sometimes had 300 people in his class. He kept up this job for all his working life, and probably taught more than 4,000 people there. There were no free schools for children to go to and lots of children had to go to work even when they were 5 years old - like chimney sweeps' boys for instance. George hated to see children forced to work in dangerous, unhealthy and horrible ways - he worked hard until the law was changed to stop children being allowed to work.

By 1879 the cocoa factory needed to be bigger as George had worked to make the Cadbury 'pure essence of cocoa' popular, and their honest advertisements, some with paintings and designs by Richard, had won them plenty of customers.

They decided to build their new factory near to a canal and a railway line so that boats and trains could bring in the raw cocoa beans from abroad and milk from farms and take out their finished product as quickly as possible. A factory in the country, where their workers and their families could be healthy in fresh air with parks and trees around, was their dream. They found a place 4 miles from the city with enough land and a stream and they called it Bournville. It became known as 'the factory in a garden'. Then, as it expanded over the years with tennis courts, a cricket pitch, homes with gardens, a school, a church, a meeting house and a bell tower it became known as 'the garden factory in the garden city'.

When Bournville was first built, the Cadbury company had 300 people working there and ten years later 1,200, then ten years later again, 2,685.

George wanted to show the world that land could be used for the good of everybody living there and not just be kept for the pleasure of a wealthy few. He created the Bournville Village Trust in 1900 which gave all the people there some independence from the Cadbury family. He felt that it was wrong for a few people to be very rich when so many were poor and his family agreed with him.

In 1904 one of George's sons finally worked out a good recipe for producing a solid milk chocolate that would 'melt in the mouth' and it became the Cadbury's Dairy Milk that is still sold all over the world today.

One of George's favourite sayings was, 'We can do nothing of any value to God, except in acts of genuine helpfulness done to our fellow men.' He liked a party too. He made a building big enough to seat 700 people in his garden and held reunions for his Sunday class people there. Poor children from the city were also invited out for food and fun in the summer months, maybe 25,000 coming over the years. George lived until he was 83 years old.

Ask some questions like, 'which part of the story about George did you like?'; 'why do you think he started and helped in schools?'; 'if you had one word to describe George and his brother what might it be?'

Ask if the children have any questions about the story.

References & other resources

Advices & queries:
37, 38, 40 and 41

Quakers in the World website:
A page about John Cadbury, George's father:

www.quakersintheworld.org/quakers-in-action/16

A page about Richard Cadbury, George's brother:

www.quakersintheworld.org/quakers-in-action/269

..and about George himself:
www.quakersintheworld.org/quakers-in-action/270

Additional Resource 85.C can be found at:

www.quaker.org.uk/resources-children

References & other resources

A difficult question for older children – a link to some background:

<http://tinyurl.com/pcwdzkk>

Make a meeting visit to *Cadbury World* at Bournville: there is a display with a 'talking Cadbury' that can be fun and informative.

www.cadburyworld.co.uk/

Resource ideas:

Scissors, pva glue and glue sticks, magazines to cut out, assortment of junk modelling material, big sheets of white paper or card, pencils, crayons, pens.

Additional Resources 85.C and 85.D can be found at:

www.quaker.org.uk/resources-children

Respond

Some questions following the story.

Say that this is a story about someone who helped. It was also about someone who was very rich and who cared and helped in small ways and big ways... a story about someone who had dreams and ideas and helped them happen and helped other people with their ideas and dreams too. Ask the children to tell you some of the things George did which they heard in the story; ask them to use the words – '*he was a Quaker and he*'. Go on to ask questions about who have they helped ... who does their family help... who would they like to help... who does their meeting help... do they know who Jesus and his friends helped...?

A difficult question for older children

It was found out that some of the best cocoa beans, from a country called Sao Tome off the coast of Africa, were grown and picked using people who were like slaves. The Cadbury family decided that they would try to make the people who owned the cocoa plantations or farms change what they were doing but that they wouldn't stop buying the cocoa. They feared that stopping buying the cocoa would mean people working in England would lose their jobs. Ask the children what they think about this difficult question. What would they do? *See sidebar for a link to information about this difficult question.*

Some games to play

Play one or more of the games from some 19th century games that may have been played when George Cadbury organised the summer food and fun. Examples can be found on *Additional Resource 85.D* – these are from the website:

www.onlinequilter.com/MommyMe/19thCenturyChildrensGames/tabid/275/Default.aspx

Fairtrade biscuits and chocolate

Decorate plain fair trade biscuits with fair trade chocolate melted in a glass bowl over a pan of hot water (with adult help) - try writing a 'Q' for Quakers on them perhaps – and share them with the rest of meeting.

Find a fairtrade game online

Ask if any of the children know what Fairtrade is. Explain a little about it - you could say that it was a bit like what George was doing and it is a way we can all help. Have a look at these websites for a Fairtrade game or activity.

www.traidcraftschools.co.uk/teachinglearningresources/activitiesgames

<http://learn.christianaid.org.uk/YouthLeaderResources/choctrade.aspx>

Make a place to live

Ask the children – if 'you' could make a town or a place to live in that was lovely and very good to live in, what would it look like/ what would be in it/ what would you leave out? This gives a chance to talk and imagine and then to draw or make as a 3D collage or picture or even a model or a map on big sheets of paper. *See sidebar for resource ideas.*

Make a poster

Have some copies of the posters on *Additional Resource 85.C* for children to look at. Ask what they like or notice about the posters. Ask the children to think about and draw or use cut out magazine pictures to make a poster that advertises chocolate or fairtrade chocolate. *See sidebar for resource ideas.*



Reflect

When activities are complete, gather the children together and ask them to think about their lives as Quakers. If every day of the week is a special and holy day, then how does that affect their choice of what they do with their time? Did they learn anything to help them decide what to choose to do, from hearing about George Cadbury?

Ask the children to shut their eyes for a moment and think about their favourite food and notice if it is the same as they thought of at the beginning of the session. Perhaps they will smile when thinking of this.

Then, if your children's meeting joins with the adults, ask if anybody would like to explain to the adults what they have been doing. Maybe a child can say that there are some special biscuits to share at coffee time together.



Materials available online are:

Current issue additional Resources Sheets

An easy to use plan for a Children's Meeting

A simple plan for an all age Meeting for Worship

A topical activity – this time about eggs and Easter

Also a 'How to use *Journeys in the Spirit*' guide; a link to special issues; an archive of previous issues; a discussion forum and a link to the *Journeys in the Spirit* Youth edition.

Go to:

www.quaker.org.uk/journeyschildren and choose from the range of links in the sidebar.

Published by Children & Young People's Staff Team, Quaker Life

Available free by subscription.

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Review

At a time to suit the facilitators, you may like to look at the following questions.

- Did the session go well?
- What did the children enjoy the most?
- Were there any unexpected responses?
- What went well and what not so well?
- Were there any issues with the material?
- Could anything have been done differently?

This issue was written by Maggie Cartridge and edited by Chris Nickolay and Howard Nurden. Chris Nickolay wrote the Topical activity.

Issue 86 is about Mary Elizabeth Phillips who opened the first coffee stall in Tottenham. Available from 1 April 2014

Issue 87 is the first in a new series linked to the Yearly Meeting Gathering theme. It has the title, '*Being a Quaker and a child*'. Available from 1 May 2014

Issue 88 is the second in the series linked to the Yearly Meeting Gathering theme. It has the title, '*Quakers in the world*'. Available from 2 July 2014



Journeys in the Spirit

Children's work

Additional resources 85.A



Gather

Two name games

Both of these games are written from the point of view of the person leading the game.

Name and action game

1. Have the children stand in a circle. Start by saying your name and doing a movement along with your name. (It can be as simple as raising one arm in the air.) Then have your group repeat your name and gesture.
2. Next, have the child to your left say their name and do a movement. Then go back to the beginning. Have the group say your name while doing your movement and then the child who just went.
3. Each member of the group gets to add his or her name and movement to the group. Each time go back to the beginning and do the names and movements from the top. It can get pretty silly especially as you keep adding on.
4. This is a fun activity to break the ice. You might need to help a few children come up with movements. It doesn't matter if the movement is a shoulder shrug, jump or a wrinkle of the nose. Let them know all movement matters.
5. When you meet for the second time together start by doing this exercise again and see if everyone remembers each other's names and movements!

Names in the Space

1. Sit or stand the group in a circle.
2. Establish a simple 4/4 rhythm – 2 claps, 2 spaces: | | – –
3. If we are sitting, I rest my hands, palms upwards, on my knees during the two spaces, so that the children have a visual reference for the rests.
4. I always go first. I say my name in the 2-beat space between the claps, ensuring that my voice lands exactly in that space and that I say my name so that it fits in the space and doesn't extend over into the next claps.
5. In the very next space, the whole group says my name back to me.
6. It will then travel either left or right (it doesn't matter which – if I have children in the group who are unfamiliar with the game I will choose the direction that has the most 'old hands' in it, so that the new children get to hear lots of examples before it is their turn. In this way, they usually figure out what is going on and can join in without needing an explanation). I indicate the direction (to my left or to my right) by looking at the person I want to go next.
7. In this way, we go around the circle, hearing and repeating each name.
8. If someone hesitates or pauses, you have two choices. You can hold the 2-beat rest longer, to give them time to say their name in a space, or you can keep the 2-claps, 2-rests pattern going, until they are ready to say their name in the space. It doesn't matter if they take a few spaces to work out when to speak – just wait for them and encourage them. I usually use the former tactic with 'English as a second language children', so that they don't feel pressured or overwhelmed, and I usually use the second tactic with older children, or music-specialist children. For some, working out how to get their voice to speak in the space is a significant musical challenge, one that is worth persevering with. It's always achievable it just takes a certain kind of concentration and coordination.
9. There are all sorts of variations to this game. Children can *sing* their names; they can create a rhythm with the syllables; you can use it for 'categories' where instead of a name, each child says a word from a particular category (eg. a kind of fruit); they can say their name and do a gesture (better to be standing up for this).

There are more ideas at : www.ultimatecampresource.com/site/camp-activities/name-games.page-1.html



Journeys in the Spirit

Children's work

Additional resources 85.B

Gather

A world map





Journeys in the Spirit

Children's work

Additional resources 85.C

Engage

Cadbury pictures





Journeys in the Spirit

Children's work

Additional resources 85.D

Engage

Some games to play



Hunt the Slipper Girl's Own Games
From Girl's Own Book by L. Maria Child, 1834

"All the players but one are placed in a circle; that one remains outside to hunt the slipper, which is passed from hand to hand very rapidly in the circle. The hunter cannot judge where it is, because all the players keep their hands moving all the time, as if they were passing it.

The one in whose hands it is caught becomes the hunter, and pays a forfeit. Usually, I believe, little girls play it sitting side by side, very close to each other, on low stools, or resting upon their feet.

If the company is sufficiently numerous, it is better to have two circles, one within another, sitting face to face, resting on their feet, with their knees bent forward so as to meet each other; in this way a sort of concealed arch is formed, through which the the slipper may be passed unperceived.

There should be two slight openings in the circle, one on each side, and the other opposite. When the slipper is passing through these openings, the player who passes it should tap it on the floor, to let the hunter know where it is. She springs to seize it; but it is flying round so rapidly, and all hands are moving so fast, that she loses it, and in less than an instant, perhaps, she hears it tapping on the other side.

This game may be played rudely, and it may be played politely. If little girls are rude, they are in great danger of knocking each other down in trying to catch the slipper: for squatting upon their feet, as they do in this game, they easily lose their balance.

It is best for the hunter never to try to catch the slipper except at the two openings in the circle; then there is no danger of tumbling each other down. Some prefer playing this game with a thimble or a marble, because it is not so likely to be seen as a slipper. If any one happens to drop the slipper in passing it, she must pay a forfeit."

Homemade Picture Puzzles 1880s



Lookabout

The host shows everyone a little knick-knack in the room. All the guests are to leave while the host hides it. When they return, everyone is to look for the item until they spot it. They then sit down. The last one to find it loses (or has to be "it"). It makes it a bit more difficult if guests continue to mill for a few seconds before they sit down.

Throwing the Smile

In this game the object is to win by NOT smiling. Everyone will form a circle. The chosen person will stand in the middle going about with a smile on his face, trying desperately hard to make someone else laugh or giggle. Then he will hurriedly wipe the smile from off his face and quickly throw his straight look toward someone trying to get them to laugh. This will continue until he can make someone laugh. Whom ever laughs must sit out the rest of the game.

Blindman's Bluff

One person is blindfolded, and all other guests scatter around the room. When the blindfolded person catches someone, they then have to tell who it is they have captured or the prisoner is freed and the blindman continues his/her pursuit until he/she can identify the person caught.

Charades

Groupic Victorian game that remains familiar and popular today.

Forfeits

One person is chosen to leave the room. All the other guests must "forfeit" a special item that belongs to them. All of these items are placed in the center of the room and then the "auctioneer" is brought back in. He/she picks up an item and tries to describe it as one would an item about to be sold. In order not to forfeit the item, the owner must "fess-up" and do something amusing/embarrassing to win back the item (sing, dance, do an imitation, recitation, tell a joke, etc.)

The Name Game

Provide each guest with 10 small pieces of paper, and a pen or pencil. Ask them to write down the names of 10 famous people, leaders, movie stars, authors, sports figures, politicians, artists, inventors, scientists, etc. Encourage them not to make it too easy! Fold the papers, and put them into a hat, bowl, or basket. Ask guests to sit in a large circle. Each round is limited to 30 seconds, and it is good to keep time with a second hand. Player One pulls out a name, and tries to get the person beside him/her to guess the name by giving clues, but never actually saying the name or what it starts with. Gestures are not allowed. After the name is guessed, the clue giver can continue pulling names out of the hat until time is up. The guesser gets to keep their pieces of paper, and the clue giver gets credit also. The bowl is the passed to the next person and the clue giver now becomes the guesser and there is a new clue giver. The bowl proceeds around the circle until everyone has guessed and everyone has given clues. The one with the most correct guesses wins.

I'm Thinking of Something

One person picks something and commits it to memory (Mount Rushmore, the ocean, an item in the room). They do not tell what this item is but they say, for example, "I'm thinking of something large." The guests are then allowed to ask yes or no questions. "Is it a building?" "No" "Is it an animal" "No." "Is it a monument?" "Yes." "Is it in Europe?" "No" and so on until one person guesses the item correctly. If the person guesses incorrectly the game still ends and the wrong person must choose a new item. Players should never guess until they are completely sure they know the answer.

Squeak, Piggy, Squeak!

This was a popular game with the Victorians. Amongst a group of people one person was chosen, blindfolded then they were handed a pillow. The other's sat in a circle as the blindfolded fellow stood in the center and was spun around. After he had lost all sense of direction he placed the pillow on someone's lap and said, "Squeak, Piggy, Squeak!" The person would squeak and then the blindfolded player had to guess whose lap he was sitting on, then he or she became the next player.

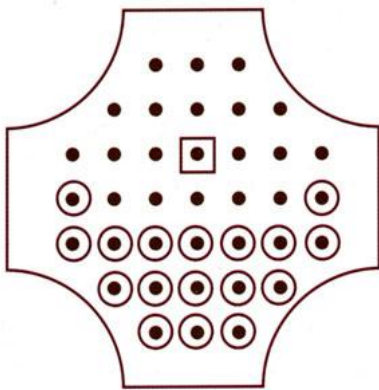
Game of Fox & Geese

In the 18th century board games were played by young and old alike. Peg games such as Solitaire, Fox and Geese, and Nine Men's Morris were favourites in the taverns. A wide variety of boards were used to play these peg games, some finely crafted of exotic woods with pearl or ivory inlay while others crudely fashioned of inexpensive materials. Fox and Geese was known to have been played as early as the 14th



century and originally played on a thirty-three-hole board. When the Solitaire version (see below) was invented in the later part of the 18th century, however, Fox and Geese was transferred to the thirty-seven-hole Solitaire board.

The number of geese pitted against the fox has varied over the years, increasing from thirteen geese in the 17th century to twenty-two in the 19th. In the 18th century the number of geese varied from fifteen to seventeen. Using seventeen geese and a representative version of the 18th century game, the rules of play are as follows:



To Begin: The black peg is the fox and the white pegs are the geese. The board should be laid out according to this diagram: The geese have the first move. The fox moves one hole on each turn, either forward, backward, or sideways. Diagonal moves are not allowed. The fox can eliminate a goose from play by jumping over it and landing in a vacant hole on the other side. A skillful fox can "slay" two or more geese in one move by a series of short leaps.

One goose moves on each turn, either forward or sideways. No diagonal or backward moves allowed. Geese cannot jump other pegs.

To Win: The geese win by surrounding the fox. The geese move steadily forward to hem in the fox by maintaining a line that the fox cannot break past. The fox wins by slaying so many geese that they can no longer surround him, or by breaking through the line of geese to safety behind them.

The Graces



This game is played with two small hoops and four sticks. The hoops are to be bound with silk or ribbons, according to fancy.

Each player takes a pair of sticks and a hoop and then stands a little distance away from the other. The sticks are held straight, three or four inches apart, when trying to catch the hoop; when the hoop is thrown, the sticks are crossed like a pair of scissors and sharply drawn asunder to drive the hoop toward the other player who endeavors to catch it.

To become so dexterous as always to catch the hoop requires considerable practice. Beginners, however, had better practice with a single hoop. More advanced players toss over one hoop and then catch the other hoop tossed by the opponent. The hoops are thus alternately thrown backwards and forwards and received on the points of the sticks. Every time the hoop is successfully caught, without being allowed to fall to the ground, counts one; the player with the highest count when the game is over wins.

This little game affords very good and healthful exercise, and when well played is extremely graceful.