



Journeys in the Spirit

inward outward upward downward

Children's work edition November 2012 Issue 69



The five senses - taste

Getting ready

The senses play a vital role in a child's overall development. They act together to give interesting and vital experiences which stimulate the brain. The sense of taste is linked with that of smell and sight, especially colour.

A baby learns to respond to a range of tastes. It is important to remember that a baby's diet is anything but varied, consisting of a single sweet substance. Sweet tastes are still strongly favoured by two to five year olds. The pre-school child is increasingly active, with boundless energy which demands a diet which offers a much wider range of essential nutrients. Encouraging a child to accept and enjoy different tastes and textures of food aids physical and mental development.

Adults planning this session should liaise closely with parents and guardians. Young children can be picky and fussy eaters. They may have allergies to certain foods: nuts, eggs, chocolate, strawberries and oranges, for example. They may be lactose intolerant or vegetarian. They may refuse to eat certain foods for no apparent reason. It should be possible to encourage all the children to join in safely and enthusiastically with the activities set out within this issue of *Journeys in the Spirit*.

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

Prepare the room by setting out chairs and tables and have ready any resources that you need for the activities you have chosen.

Prepare small dishes with examples of foods which are sweet, sour, salty and bitter.

Have on hand spoons, glasses or mugs for water, jugs of drinking water, and a basin for the children to spit into! Make this session fun!

Begin with some time for stillness and worship. Say that today you are going to find out about our sense of taste.

Ask each child in turn to choose from each dish in turn and say whether it is sweet, sour, salty or bitter. They can lick, nibble or chew as they wish. Ask a child who does not want to taste to see if they can decide from how each one smells whether it is sweet, sour, salty or bitter. Each child can identify the taste and say whether they liked it.

End this tasty gathering by asking what is each person's favourite taste if they have one – or what is a taste that they like a lot? Have a little stillness and worship whilst people enjoy thinking tastes they like, that there are available to have and to share.

Underpinning references

Tasty food is a way of giving and receiving love and kindness:

The Bible: Genesis 27:31:

'And he made ready a meal, good to the taste, and took it to his father, and said to him, Let my father get up and take of his son's meat, so that you may give me a blessing.'

Engage

The story of Mary and Martha

Eating meals with family and friends makes the food taste even better. Talk about the fact that there are many stories in the Bible of Jesus enjoying meals with his friends. Some examples are: The marriage at Cana when Jesus was invited to a wedding feast (John 2. 1 - 10). The feeding of the five thousand, when many people sat down to eat with Jesus in the open air (Matthew 15. 29 - 39). The Last Supper, which Jesus ate with his disciples (Mark 14.12 – 26). Here is one story.

The story of Martha who prepared a meal for Jesus, and Mary her sister who did not help her.

Read the story from New Testament Bible Luke 10 verses 38 – 42. You might prefer to tell the story in your own words. Here it is:

There were a brother and two sisters who were friends of Jesus. Martha was the oldest. She welcomed Jesus and his followers into the house. She wanted to give everyone a special meal, with many delicious dishes which she would prepare herself. Her sister Mary went with others to listen to Jesus, and at first she did not care. While she worked away, chopping and cooking and and putting food on plates, she could hear Jesus' voice answering questions and telling stories, but she could not hear what he said. While she measured and tasted and stirred, she could hear people laughing and talking. After a while she started to get angry. It isn't fair that I'm here all on my own while Mary is next door listening to Jesus, she thought. I can't believe that she is so selfish. She knows how hard I am working to prepare all this lovely food. She became so cross that she went next door to where Jesus was. 'I'm all on my own in the kitchen preparing a meal for everyone' she told him, 'but Mary isn't helping me. Tell her to come and help me.' But Jesus reminded her gently, 'No-one forced you to start preparing the meal. It was your own decision, just as it was Mary's decision to come in here with me. Why don't you sit down and join us while we talk and discuss, and afterwards Mary will help you finish the cooking.'

After you have told the story ask the following questions:

I wonder why Martha wanted to prepare the meal for Jesus on her own?

I wonder why Mary went with Jesus rather than with Martha?

I wonder why Martha blamed Mary when it was her own fault?

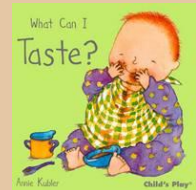
I wonder why Jesus didn't send Mary to help Martha when she was tired and cross?

After the questions say something like, 'Let us now find out what the food Martha might have made would taste like.' See Respond activity on Page 3. There are other ideas for activities on the theme of this issue on *Additional Resources 69.A* and *69.B*

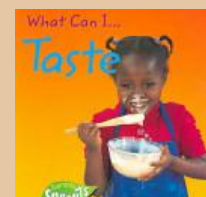


References & other resources

Annie Kubler
What can I taste?
(Board book)
ISBN 978-1-84643-375-7



Sue Barraclough
What can I taste?
ISBN 0-431-02212-7



See *Additional Resource 69.A* and *69.B* for more ways to explore taste and find out about taste buds. These can be found at:

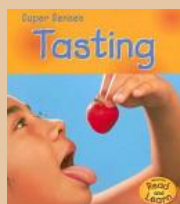
www.quaker.org.uk/resources-children

References & other resources

Mitchell Symons
Why does earwax taste so gross?
ISBN -10:
1862307598



Mary Mackill
Tasting
978-1-406-20029-4



All of the books listed in this issue can be ordered through the Quaker Bookshop:

0207 663 1030

www.quaker.org.uk/shop

Respond

A meal which Martha might have prepared for Jesus.

Say that, together, everybody is going to make a meal for people in the meeting made up of the sort of food that would have been available when Jesus was alive. All the foods listed below were available. The children could prepare the menu – talk about the different foods you have ready. Tell them that there were no tomatoes, pepper, sugar or potatoes.

There were no forks, just spoons, knives and fingers. If possible have pottery crockery.

This is a session that needs some advanced planning. Parents and other family members could be asked to bring something from the list below.

Flat breads bought or made with spelt flour. Ordinary leavened bread.
Fish, eggs and chicken.
Sheep and goat cheese.
Yoghurt.
Butter and milk.
Honey.
Olives. Onions, garlic.
Chicory, radish, endive, lettuce, mint, coriander, oregano.
Dried and fresh fruit. Melon, figs, grapes, dates, raisins, pomegranates.
Walnuts, almonds, pine nuts
Salt, coriander, cumin (not pepper)
Grape juice, wine, fruit syrups.

Children can be involved in chopping, cutting, spreading, washing and laying out the food on plates. Have table clothes to spread on the floor or tables. Also have, if possible, plain cloths for people to use to wipe hands and mouths.

Once Meeting is over children can then set out the meal as has been discussed. Have one of the older children read or share the reading of the story of Martha and Mary before the meal commences. Ask someone to say a prayer, a blessing or a thankyou over the food. Then remember all the times meals like this have been shared and invite everybody to really notice tastes.



Making food for others

Children enjoy preparing and sharing food. Give them the opportunity to make snacks for Friends to eat with their drinks after Meeting. They could ice and decorate fairy cakes or cookies, make biscuits or sweets that don't need to be cooked, just refrigerated, or if allowed to use the kitchen, make scones or muffins, which can be mixed and cooked in 45 minutes.

Reflect

This session gave an opportunity to wonder about the variety of different foods and how we can enjoy them. Perhaps they tasted a particular food for the first time and liked it. Ask what they liked about the session and what they might like to ask or tell main meeting or their parents. You could end with a little stillness or, alternatively, you could end with choosing from an array of Harry Potter sweets – *Bertie Botts every flavour bean*. Some of these are yummy and some are horrid – none are actually nasty. It can be a source of giggles, shrieks and relief when you don't choose something horrid. The trick is not to have the list of flavours available – people just have to choose. Perhaps better for slightly older children – share them with Meeting? Otherwise just use ordinary jelly beans.



Bertie Botts every flavour bean. Available to buy online:

www.amazon.co.uk/Harry-Potter-Bertie-Botts-Flavour/dp/B00571SDW2

www.ecrater.co.uk/p/15414042/universal-harry-potter-bertie-botts?gps=1

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 Good King Wenceslas and helping others – a story for Christmas

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.

Review

The review can happen at the time or later. For yourself reflect on how you feel the session went.

Did the children participate well?

Did they learn more about the sense of taste? Did they enjoy the session?

Are there things you might have done differently?

It is worth discussing these things with other volunteers and at Children's Committee.

This issue was written by Gillian Turner and edited by Chris Nickolay and Howard Nurden. Madeleine Harding wrote the Topical activity.

Issue 70 provides a variety of ways to think and find out about our sense of sight. Available from 3 December 2012.

Issue 71 will be the first of the new series, *Difficult questions – no easy answers*. It will explore questions about violence. Available from 4 January 2013

Issue 72 will be the second in the new series it will explore questions about other religions – are they too different from us? Available from 1 February 2013

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Journeys in the Spirit

Children's work

Additional resources 69.A

Engage

More things to taste



Here are some more things to taste to get everybody exploring different types of taste and how fantastic the range of tastes is:

Try providing different kinds of milk and asking the children to identify them: cow, goat, sheep, UHT, evaporated, rice, coconut, almond, soya. Label each jug A, B, C etc and give out sheets with the letters on. Ask children to write, if they can, which one is which – younger ones may need help. Ask who liked the tastes or not. Again, those who don't want to taste can guess by smell and maybe lick.

Do the same with dried fruit and berries: pieces of pear, apples, apricots, prunes, raisins, cranberries, sour cherries, etc.

Wonder whether colour makes a difference to how things taste: pale carrots, bright green or orange cauliflower (Romanesco), orange or striped tomatoes. Offer small pieces to taste.

Wonder whether their taste buds can identify differences in similar foods.

Ask whether a child would like to taste something with eyes closed, and offer it on a spoon. Has the child guessed correctly? Wonder whether we need to see what we are going to eat.



Wonder whether food can be tasted if it is covered in something else – vegetable crudités in a variety of dips, nuts covered in yoghurt or honey. Ask how they were able to know. Talk about texture.



Children may be keen to talk about favourite foods, what foods they like for birthday and other parties and celebrations. They will want to share stories about food allergies, what food made them vomit etc. Older children might like to discuss the differences in a variety of diets eg Middle Easterns, Indian, Thai etc. They will be aware of the controversy surrounding junk food, factory farming and GM crops.

All these activities give the child the opportunity to savour food and to wonder at its variety and the ability of the taste buds to identify so many subtle flavours.



Journeys in the Spirit

Children's work

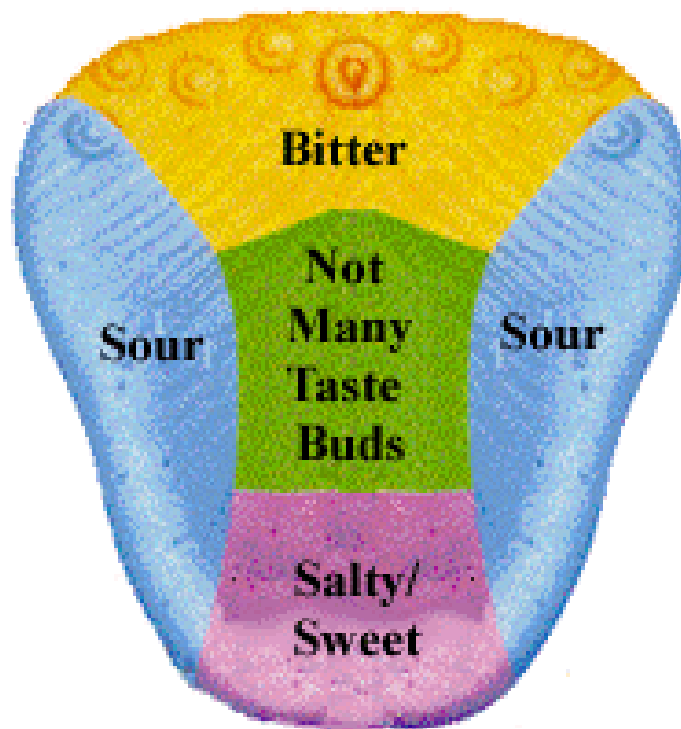
Additional resources 69.B

Engage

Taste buds on the tongue



We have almost 10,000 taste buds inside our mouths; even on the roofs of our mouths. Here is a picture of what we taste where on our tongues:



Interesting facts about taste buds and weird questions to ask:

Insects have the most highly developed sense of taste. They have taste organs on their feet, antennae, and mouthparts.

Fish can taste with their fins and tail as well as their mouth.

What would it be like if we could taste with our hands?

What it would it be like if we could taste with our feet?

What would it be like if we could taste with our hair?



Journeys in the Spirit

Children's work November 2012 Issue 69



An easy to use plan for a Children's Meeting about food and our sense of taste

Make sure you have a little time of worship for yourself and other volunteers before the session – even a couple of minutes are good.

This outline is based on a 45 minute children's meeting.

Materials: *A selection of food and drink from the list on page 3 of the current issue of Journeys in the Spirit issue 69 ; spoons, knives, kitchen towel, cups, plates and bowls – pottery if possible, table cloths; a copy of the story of Mary and Martha from page 2 of the current issue of Journeys in the Spirit issue 69.*

Gather: Once everyone is settled and comfortable say that today you are going to be talking about one of our five senses - taste. Have some food to taste (for ideas see Gather on Page 1 of issue 69 of *Journeys in the Spirit*) Say that in a moment or two you are going to tell a story about a meal that Jesus shared in and some problems it caused. Have a little time of stillness and quiet. **5 minutes**

Engage: See the section of Engage on page 2 of issue 69 of *Journeys in the Spirit* Children's work edition. Talk a bit about sharing of food with friends and family sometimes making it taste better. Go on to tell the story of Mary and Martha.

10 minutes

Respond: Say that, together, everybody is going to make a meal made up of the sort of food that would have been available when Jesus was alive. The meal is going to be for people in the meeting. Follow the instructions in Respond on page 3 of issue 69 of *Journeys in the Spirit* Children's work edition. **25 minutes**

Reflect: Before the shared meal with the rest of meeting have a couple of closing minutes of stillness and quiet. **5 minutes**



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A simple plan for an all age Meeting for Worship about taste. A community meal.

Resources and preparation: Circulate or post a list of requirements and ask Friends tell the person co-ordinating the all age worship what food they will bring to the shared meal.

At Croydon Meeting, where this idea comes from, this is called a Community Supper because it is held in the late afternoon and early evening. It can be done any time.

It's simple really.

Everybody arrives with raw, cooked and chilled ingredients for a meal – mainly vegetables, rice, grains, dairy and non-dairy foods and salads for the main meal and fruit, simple cakes and biscuits for the dessert. The food, ready for preparation, is set out on tables with utensils, bowls and plates. Everybody settles quietly for a few minutes.

Everybody, of all ages, helps to prepare the food – chopping, cutting, mixing, stirring, spreading, slicing, chilling and even a little cooking. Ask someone to prepare a reading or two, to listen to together. There could be a reading of a children's story – *Handa's Surprise* is fun:



ISBN 13: 9780744536348

Available from the Quaker Bookshop – 0207 663 1030

...but there are lots of stories about food – below is the story of 'stone soup' which is all about taste, flavour and sharing:

Stone Soup

A kindly, stranger was walking through the land when he came upon a village. As he entered, the villagers moved towards their homes locking doors and windows.

The stranger smiled and asked, why are you all so frightened. I am a simple traveler, looking for a soft place to stay for the night and a warm place for a meal.

"There's not a bite to eat in the whole province," he was told. "We are weak and our children are starving. Better keep moving on."

"Oh, I have everything I need," he said. "In fact, I was thinking of making some stone soup to share with all of you." He pulled an iron cauldron from his cloak, filled it with water, and began to build a fire under it.

Then, with great ceremony, he drew an ordinary-looking stone from a silken bag and dropped it into the water.

By now, hearing the rumour of food, most of the villagers had come out of their homes or watched from their windows. As the stranger sniffed the "broth" and licked his lips in anticipation, hunger began to overcome their fear.

"Ahhh" the stranger said to himself rather loudly, "I do like a tasty stone soup. Of course, stone soup with cabbage -- that's hard to beat."

Soon a villager approached hesitantly, holding a small cabbage he'd retrieved from its hiding place, and added it to the pot.

"Wonderful!!" cried the stranger. "You know, I once had stone soup with cabbage and a bit of salt beef as well, and it was fit for a king."

The village butcher managed to find some salt beef . . . and so it went, through potatoes, onions, carrots, mushrooms, and so on, until there was indeed a delicious meal for everyone in the village to share.

The villager elder offered the stranger a great deal of money for the magical stone, but he refused to sell it and traveled on the next day.

As he left, the stranger came upon a group of village children standing near the road. He gave the silken bag containing the stone to the youngest child, whispering to a group, the magic was not the stone, but the villagers that had performed the magic."

When all is prepared everybody quietly helps set out the tables for eating, prepares drinks and helps clear up after the preparation and then sits together to share the meal – this can start with a simple grace, prayer or thank you for the food that is full of flavour.

The permutations of food are, fortunately, endless, and the focus is on the coming together in worship to prepare a tasty meal.



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Children's work

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Topical activity Good King Wenceslas and helping others

Tell the story of Good King Wenceslas. You can use the book “Good King Wenceslas” by John M. Neale & Tim Ladwig – this is a lovely book with beautiful pictures but you don't have to have this and can just as easily sing the carol and look at the words.



ISBN: 978-0-8028-5209-0. Order from the Quaker Bookshop

The events in this song or story happened a very long time ago. I wonder what the poor man's story was. Perhaps he did not have a warm comfortable house – he was gathering wood to build a fire.

There is definitely a message in this story for us today isn't there? Talk about the homeless in the city, town or village where you are. There are people who are poor, people who do not have anywhere to live. You see them on the street, sitting alone or with their dog, and asking for a little money. Some of these people are young, and all have sad stories to tell.

I think it is good at this time of year when we are all busy getting ready for Christmas to take time to think of these people. Maybe they won't have a very happy Christmas. Find a local charity that helps homeless young people – or indeed people of all ages. Suggest making cards and sending messages to some of these people via the charity of your choice. If you can't find something local you can always use a local branch of Shelter. Invite the children to draw or write their messages on a card. Something to bring a little cheer and let them know we are thinking of them.

Provide postcards or encourage the children to make their own cards that they can decorate and send their messages to people

(This was done in Edinburgh Meeting as a part of the Christmas all age worship. All made cards including the adults. They also had a collection to send money to the charity and they got a lovely letter back from the charity).



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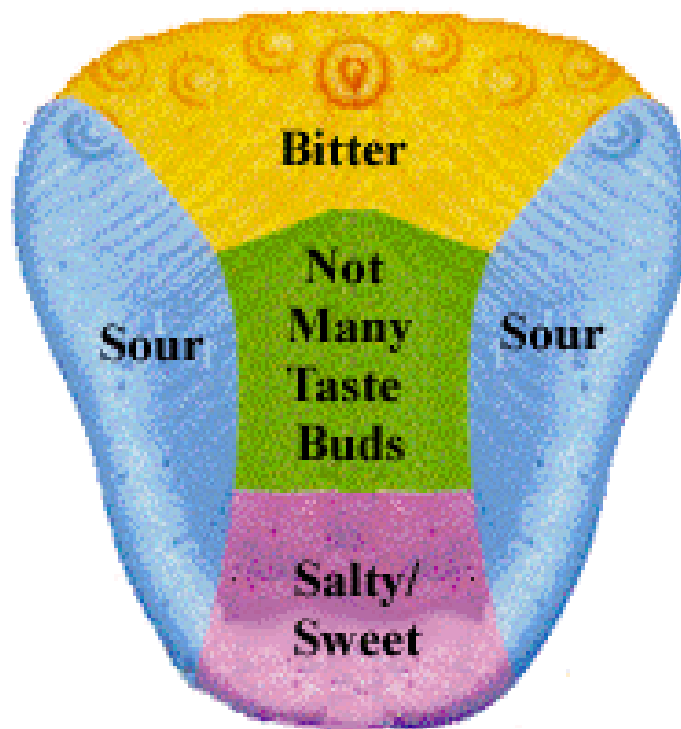
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