



# Journeys in the Spirit

inward outward upward downward

Children's work edition October 2012 Issue 68



## The five senses - hearing

### Getting ready

Hearing or listening is active or passive. We do it passively all the time and only sometimes do we do it actively.

Try and listen actively at different moments in your day. What can you hear? How does the sound make you feel? Are there certain sounds that are very evocative for you? Whenever I go to Italy where I lived for a year, the first thing that makes me feel 'really there' is the sound of the emergency sirens, which are different to those in the UK.

Listen actively to the soundtrack on a film or television programme. Notice how it plays on your emotions.

What memories do you have of music? Are there certain pieces of music that were important to you as a child? Did your parents play particular tracks a lot?

Think about your 'relationship' with the silence in Meetings. Did you first find it daunting? Do you worry about making a noise? What does your meeting house sound like? Do you think Quakers worship *in* silence or worship the silence itself?

Put earplugs in and wander around your house.

Read 2.12-2.17 (*Silent Waiting*) in Quaker Faith and Practice.

*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

Remind the children about (or talk about) the five senses. Ask them to draw a picture of a face with the five senses. The different 'parts' i.e. nose, ears etc can be coloured in with different colours. Or they can represent the five senses on paper in whatever way they wish.

Explain that you are going to be talking about sound and hearing today.

Ask the children to make sounds with the piece of paper.

**rustling, tearing, scratching, scrunching,  
flicking, waving, tapping....**

Each should choose their own way of making sound.

Listen very patiently to each one. Leave some silence between each person's turn. Let them start and finish when they feel ready.

Ask what they liked? Did they like the silence in between?

### Underpinning references

*'.....I will sing and make music. Awake, my soul! Awake, harp and lyre! I will awaken the dawn.'*  
Psalm 57.7-8

*'...No moment of silence is a waste of time.'*

Quaker Faith and Practice 2.17

# Engage

## Listen to different pieces of music and sounds

Remember that just listening is sometimes enough. But you can talk about each one too. These suggested tracks can be found on YouTube. They are just suggestions. See *Additional Resource 68.A* for guidance on using or buying music from the internet. However, CDs, cassettes or vinyl work just as well.

Gregorian Chant – restful meditative music:

<http://youtu.be/Dlr90NLDp-0>

Adhan/Azan – Islamic call to prayer, evocative of another country/culture

<http://youtu.be/mUHDYIJHaOQ>

Elephants have wrinkles – good for little ones but a winner with everyone

<http://youtu.be/cRvMB9zJvsg>

*Cannon Fever* by Mark-Anthony Turnage – loud, dynamic, contemporary

<http://youtu.be/6WUoGWqT6Wo>

*Bom Bom* by Sam and the Womp – mentions rum but harmless and groovy

<http://youtu.be/mUHDYIJHaOQ>

Elephants trumpeting – just one of the many animal sounds available

<http://youtu.be/tVc3qumH0jw>

See *Additional Resource 68.B* for lots more ideas.

## Listen to different sounds

It is quite easy to record sound. Most mobile phones have a recording facility on them. Over a week, make a few recordings in different places. One might be a busy crossroads, one may be birdsong in the morning. Play these to the children and see if they can ‘guess the sound’.

Alternatively, have a few objects (that can make a noise) hidden under a cloth or behind something. Play a guessing game. Can the children guess what is making the noise? They can also be the ‘games master’, using your objects or just objects they happen to find in the room.

## Sound walk

Take a walk outside. Stop in different places and sit in silence for a while. Ask the children what they can hear. You can stretch the periods of listening time too. Let them settle. If you think that some will not manage this, have some paper and pens handy. They can draw what they see, or, indeed, draw what they *hear*.

## Synaesthesia

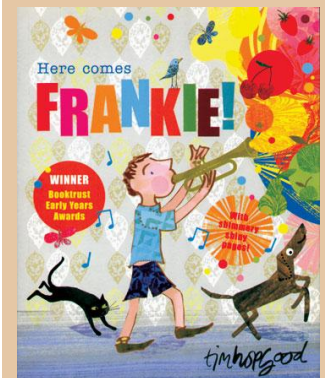
Synaesthesia is a condition where two senses combine. Wassily Kandinsky was an artist who may not have been a synaesthete (although might have been) but who definitely felt a connection between sounds and colours, images and music. Consider ‘loud wallpaper’. Read *Here Comes Frankie* (see side panel). Let the children share their own experiences or ideas or show them some print outs of Kandinsky paintings (found on *Additional Resource 68.C*). Ask what sounds the pictures make them think of. Can they make the sounds?



## References & other resources



This contains extracts from lots of classics like *Peter and the Wolf* and *Carnival of the Animals*



*Here Comes Frankie* by Tim Hopgood. This book explores Synaesthesia – a condition where two senses combine. Widely available.

*Additional Resources 68.A, B and C* and simple plan for all age worship can be found at: [www.quaker.org.uk/resources-children](http://www.quaker.org.uk/resources-children)

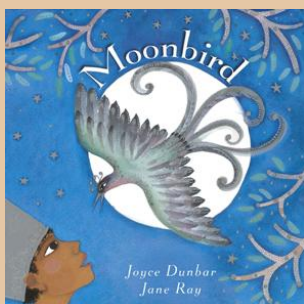
## References & other resources

Desert Island Discs Archive:

<http://www.bbc.co.uk/radio4/features/desert-island-discs>



“There’s sound everywhere – we just have to listen.”  
Evelyn Glennie



*Moonbird* is a book that features a deaf boy. Other books, which have deaf characters, can be found here:

[www.forestbooks.com/products/image/products/0552550035.jpg](http://www.forestbooks.com/products/image/products/0552550035.jpg)

Additional Resources 68.D can be found at: [www.quaker.org.uk/resources-children](http://www.quaker.org.uk/resources-children)

## Respond

### Desert Island Discs

Explain to the children the concept of Desert Island Discs – if you were on a desert island, which music would you want with you? Ask them to bring in a recording of one of their ‘Desert Island Discs’. Also bring your own tracks yourself.

You can also play some extracts from past episodes of Desert Island Discs (although this is difficult unless you have access to the internet at your meeting house).

This is a way of sharing and a way to show how important music is in people’s lives. Let the children ask each other questions. What else would the children miss if stranded on a desert island?

They could also draw pictures of desert islands. Various free desert island colouring sheets are available here:

<http://www.freeprintablecoloringpages.net/category/Landscapes>



### Ears

Some children will be interested in this. Some others will not be. This might be useful to have up your sleeve.

Show the children *Additional Resource 68.D*. Can they explain how ears work? Can they make a model with plasticine? They can use different colours for the different parts.

### Deafness

Read *Moonbird* by Joyce Dunbar (see sidebar). Talk about how it would feel to be deaf. Encourage the children to have a go at communicating a message without making a noise. You can write out sentences for them on pieces of paper or let them improvise themselves.

Evelyn Glennie is a world famous percussionist who is also deaf. (picture in sidebar). She took part in the opening ceremony of the Paralympic Games London 2012. How can she do that? Talk about how it is possible to be a musician without being able to hear. Talk about how life might be different if you could not hear. Which jobs could you definitely not do? Is this fair? Try to learn some sign language: [www.britishsignlanguage.com/wordgroups/](http://www.britishsignlanguage.com/wordgroups/)

### Graphic Scores or Sound Painting

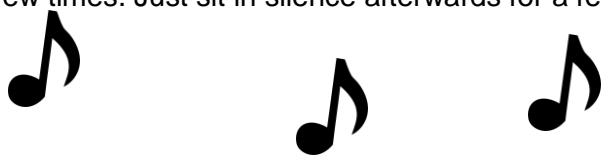
A graphic score is a way of writing down music without having to use conventional notation. Part of the fun is players can interpret the ‘notation’ as they wish. A wiggly line could be notes going up and down on a piano or a scraper being scraped. And it does not have to be read from left to right.

Create a few quick graphic scores (wiggly lines, arrows, circles, blocks, dashes and dots..... it does not matter too much). Allow the children to interpret them as they wish. They can also make up their own. Tip: put Graphic Score into <http://images.google.co.uk/> for some ideas. Children could make pictures or patterns of different sounds they hear or can think of.

You can use instruments if they are available or just be resourceful. A pot of pens can be surprisingly versatile! What about beans, pots, sticks, rice, bells etc.

## Reflect

If you or any of the children can play an instrument or sing you could end the meeting by listening to this. It can be a very simple tune. It can be played a few times. Just sit in silence afterwards for a few moments.



Play a recording of some meditative music like Gregorian Chant. Allow some space for silence afterwards.



Have some musical note shapes cut out and ready. Ask the children to write on the notes something about how they feel about sound and music. Or they can write the name of a place where they remember hearing something beautiful. They can then lay the notes down in a row, making a sort of 'prayer to music'.

## Review

Did all the children take part? Was there something for everyone? Remember that the members of group do not always have to be doing the same thing.

What did the children particularly enjoy? Can you revisit this another time? Or could you incorporate music or recordings more often into the children's meeting.

Are there members of the adult meeting who are musicians or who can bring something more to this? It might be a good way for the children to engage with another adult of the meeting in a different way, even if just by listening to them play the piano.

**This issue was written by Rebecca Leek and edited by Chris Nickolay and Howard Nurden. The Topical activity was written by Chris Nickolay.**

**Issue 69** offers all sorts of ways to explore and think about our sense of taste. Available from 1 November 2012.

**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 9.....

### 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 Neve Shalom/Wahat Al Shalom – a mixed faith village in Israel

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.

All these are available at:

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

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

Available free by subscription.

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# Journeys in the Spirit



Children's work

Additional resources 68.A

Engage

Accessing and using music  
on the Internet – some guidance

*The internet is a fabulous resource for sound. Here are some ways to access it and use it.*

- **Internet in the meeting house**

If there is internet access in the Meeting House or if you have a mobile that can access the internet on a mobile network, you can use this during a meeting and stream music that way. However, do be aware that YouTube is a social media network. This means that people leave comments underneath the films and these comments can sometimes be completely unsuitable for children's eyes. Do be careful!

- **No internet**

If there is no internet or you choose not to rely on it, you will have to download and save the music or sound files before the meeting.

### YouTube (videos) – a legal minefield

It is not altogether clear whether it is illegal to convert YouTube videos to mp3 format. There are lots of converters available online: catchmp3.net , fetchmp3.com and mp3ify.com for starters – type these into the search bar without www. in front. As has been pointed out, people used to record radio programmes onto cassette tapes and then listen to the music afterwards. One might argue that converting YouTube videos to mp3 is similar – although this does not mean it is legal! A rule of thumb might be – if it is a 'home video' (like a recording of an elephant on safari), rather than a commercial, professional video, then you are not preventing an artist from gaining revenue that they might have got if you had *purchased* their music through other channels (e.g. iTunes). All this is completely unregulated but, if in doubt, do not convert YouTube videos and save them to your hard drive. It is a shame as there is so much available – this might be a good reason to install broadband in your meeting house if it does not already have it. You would then be able to listen to videos live (streamed) rather than having to convert and save in advance.

### Sound files/tracks – definitely legal if purchased

iTunes and Napster (now legal) are the two most well-known places you can find music to purchase online. Tracks tend to cost around 79p so it could be a cheap way to get a few choice tracks to play. When you purchase these files, they will be saved onto your computer. You will have to transfer them over to the device you will be taking to the meeting (unless you have purchased and saved the file directly onto the laptop/phone you are taking in the first place). This is most commonly done by plugging your iPod or mp3 player into your computer and transferring the files across (copying and pasting for example).



# Journeys in the Spirit

Children's work

Additional resources 68.B

Engage

Suggestions for songs and music



## Children's songs

*Elephants have wrinkles* - <http://youtu.be/cRvMB9zJvsg>

*Zoom zoom zoom, we're going to the moon* – search for the title online and this will give you the words and various performances

*The animal fair* - [www.bbc.co.uk/schoolradio/subjects/earlylearning/nurserysongs/A-E/animal\\_fair](http://www.bbc.co.uk/schoolradio/subjects/earlylearning/nurserysongs/A-E/animal_fair)

*If you're happy and you know it* - <http://learnenglishkids.britishcouncil.org/en/songs/if-youre-happy-and-you-know-it>

A good way to get older children involved is to do this version.

Each verse can be an 'impression' of somebody

*If you're Sarah and you know it, go like this....*

Do an action that the person often does (giggling, jumping up and down, frowning, asking to go to the loo etc). Obviously this has to be done in good spirit! Include yourself too.

**Quaker songs – all in the *Quaker Song Book* from Quaker Centre Resources 0207 663 1030**

I'd like to teach the world to sing

He's got the whole world in his hands

Give me joy in my heart

When I needed a neighbour

George Fox

## Classical

All these give opportunities for storytelling, drawing and discussion as well as just listening.

*Winter* by Vivaldi

*Gollywogs Cakewalk* by Debussy (and talk about the title!)

*Flight of the Bumble Bee* by Rimsky Korsakov

*Baba Yaga* from Mussorgsky's *Pictures at an exhibition*

*Arrival of the Queen of Sheba* by Handel

**Popular. Available from iTunes and on vinyl, CD and cassette – ask in meeting**

*Imagine all the people* by John Lennon

*Blowing in the wind* by Bob Dylan

*Reach for the Stars* – the S Club 7 version by Cathy Dennis and Andrew Todd

*This Land is Your Land* by Woodie Guthrie

*When you're down and troubled* by Carole King



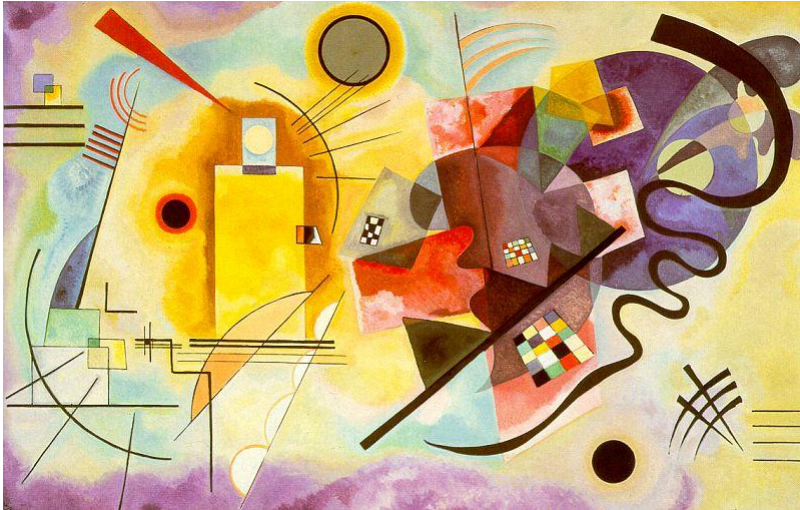
# Journeys in the Spirit

Children's work

Additional resources 68.C

Engage

Wassily Kandinsky – some paintings





# Journeys in the Spirit

Children's work

Additional resources 68.D

Respond

Inside the ear

