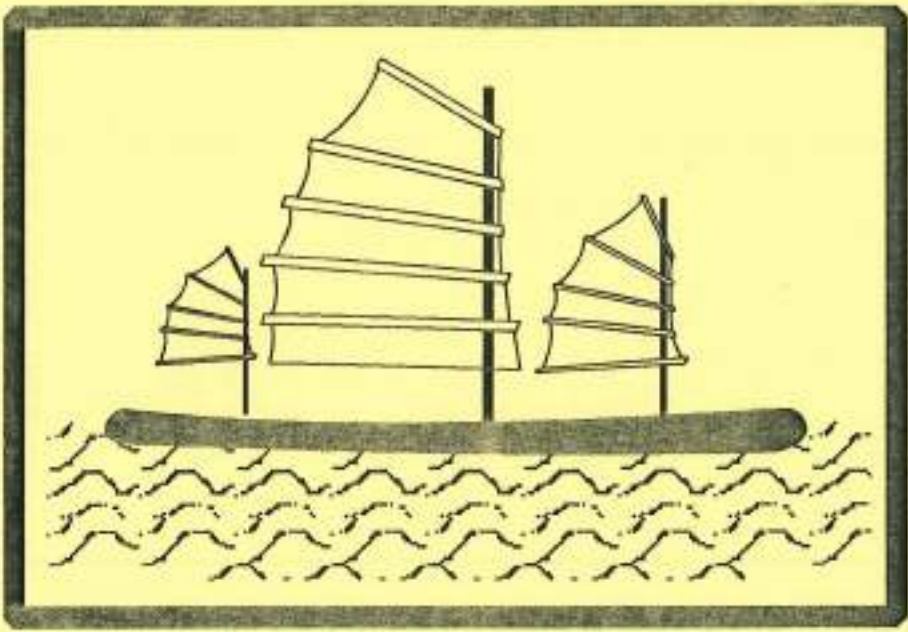


BHELA - THE RAFT



By Shamim Azad

HALF MOON TOURING PRESENTS

**BHELA - THE RAFT
BY
SHAMIM AZAD**

RESOURCE PACK COMPILED BY ESTHER SPRINGER

Dear Friend

Thankyou for booking the play BHELA - The Raft by Shamim Azad.

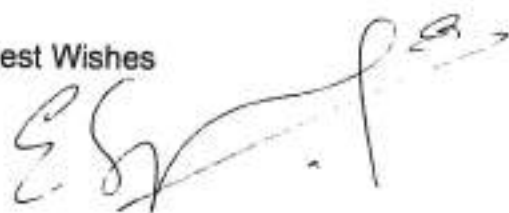
We hope that you will find our visit both stimulating and enjoyable.

This resource pack has been designed to aid you in follow up work with your class. The pack includes examples of how a Drama in Education Programme can fit into many areas of the National Curriculum; however, it is not meant to be exhaustive and you will no doubt find many ways of following up our visit.

We welcome any thoughts, ideas, suggestions you may have about the play and we have provided a questionnaire sheet with this pack for you to fill in and return.

We hope you find this resource pack useful and will be able to find time to fill in the evaluation sheet.

Best Wishes

A handwritten signature in black ink, appearing to read 'ES', with a long, sweeping horizontal stroke extending to the right and ending in a small arrowhead.

Esther Springer
Tour Co-ordinator

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The Half Moon gratefully acknowledges the help of

*Grand Metropolitan Plc
Dipak Mistry
The People Show*

Bhela - The raft
by
Shamim Azad

CAST

Kalim
Sadek
Dadi
Kanchi

Shadin Khosru
Douglas Sinclair
Sandra Vacciana
AJ India

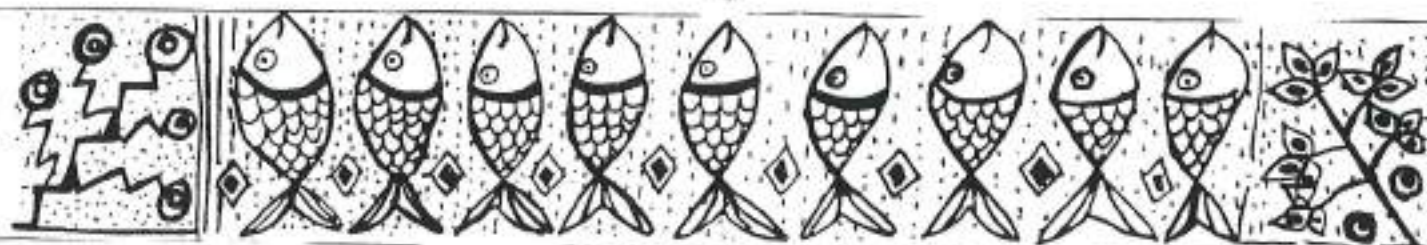
Written by
Directed by
Designed by
Musical Director
Choreography
Stage Manager
Dramaturg

Shamim Azad
Steve Moffitt
Kevin McKeon
Ansuman Biswas
Jai Chandran
Imamul Ameen
Lin Coghlan

Half Moon Touring is the Professional theatre team of the Half Moon Young People's Theatre. The Half Moon YPT is a comprehensive theatre service offering Theatre in Education, Training, and Youth Theatres. The Half Moon YPT is funded by London Arts Board, London Borough Grants Scheme, London Borough of Tower Hamlets.



WHOSE LANGUAGE IS IT ANYWAY?
An essay by Monica Forty



Whose language is it anyway?

The hardest thing for me to accept as a teacher committed to anti-racist child centred education and having worked extensively with bi-lingual children, was the removal (almost overnight) of language from the primary curriculum. The government sponsored usurper, English was put in place. So with a resounding click of the ring bound national curriculum folders the death knoll of language was sounded. In one fell swoop, the hierarchy of languages was formalised, giving into the hostile attitudes of the standard "English" stalwarts in power.

My critics will cry "hold on, aren't you being a bit dramatic here? After all language, English it's all the same difference!"

Well for me it's not the same. The word language embraces a whole plethora of communicating systems from a body language to advanced satellite communications, whereas "English" is a prescriptive and limiting label with many conflicting facets. After all what do the "powers that be" define as being English? The global perspective of English is vast and complex - do Americans in Harlem and Australians in Sydney speak the same language? They would both probably be labelled as English speakers. A microcosm of this dilemma can be seen in a classroom - Stuart who speaks London dialect and Sara who speaks Newcastle dialect have taken on varying syntactical systems but who are both subject to appraisal under the same English national curriculum.

So whose "English" are we talking about? It is generally perceived that English means standard English, a language system that is used by a small minority of people consistently and a few percent more in that dreaded letter to the bank manager. Thus the term "English" becomes yet another weapon in the power struggle for, and control of, class and race superiority.

Under the National Curriculum the Bangladeshi pupils in my class who speak Sylheti and who are in the process of learning standard English and Arabic come low in the language hierarchy. The children are penalised for not having achieved a certain level of English and at the same time not credited for their multi-lingualism (balanced or otherwise) and all the language experiences they have acquired. Yet the children are faced with the fundamental discrimination within a racist and classist education structure that embraces cultural and linguistic tyranny.

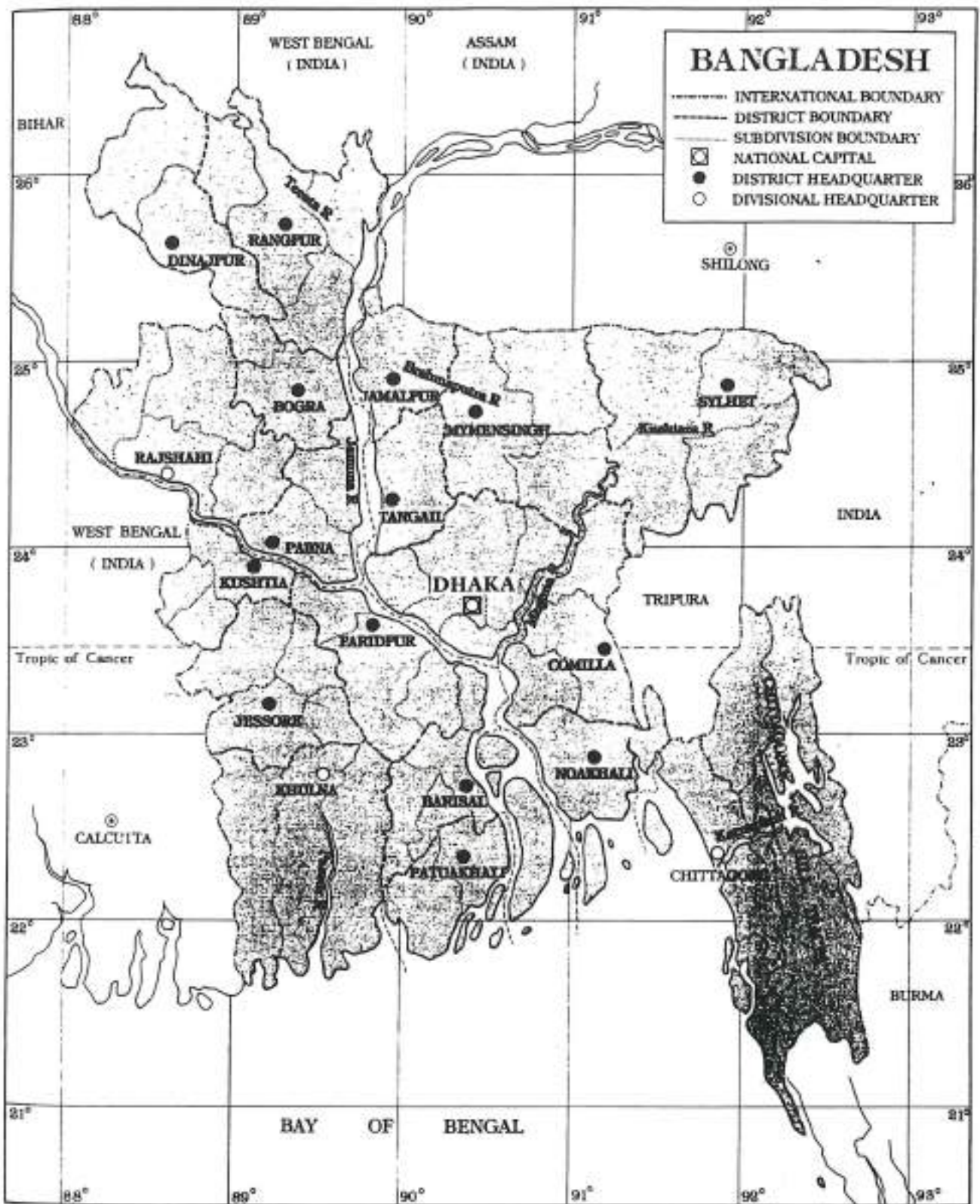
Thank goodness I am not alone in this viewpoint; I am joined in the struggle for language democracy and a move away from the old ideas of language and language teaching (namely grammar - there, I've said it!) by scholars (such as Barnes, Hancock in their response to the Kingman report "learning me your language") linguists and teachers. The struggle for language democracy and more appropriate language teaching and assessment is based upon the definition of what language is. A coherent expression of what language is can be found in the Cox report (paragraph 6-18):-

"Language is a system of sounds, meanings and structures with which we make sense of the world around us. It functions as a tool of thought; as a means of social organisation; as the repository and means of transmission of knowledge; as the new material of literature, and as the creator and sustainer - or destroyer of human relationships. It changes inevitably over time and as change it is not uniform from place to place. Because language is a fundamental part of being a human being, it is an important aspect of a person's sense of self; because it is a fundamental feature of any community, it is an important aspect of a person's sense of social identity"

I would add too that no one language form is superior to another but that the context of communication would lend itself to perhaps a particular form of language.

It is at this point that I return to the issue of standard English with its value laden notion of correctness in the light of the issue of superiority. I have no problem with the language form of standard English - that the children in my class should have access to it is in no doubt. It will, though be considered alongside (in status terms) the many other language systems and their appropriateness in a variety of contexts. The language above all others is that of the child and that under the National Curriculum no child, whatever language they speak, should be denied equal access.

Monica Forty - Language Co-ordinator (Tower Hamlets)

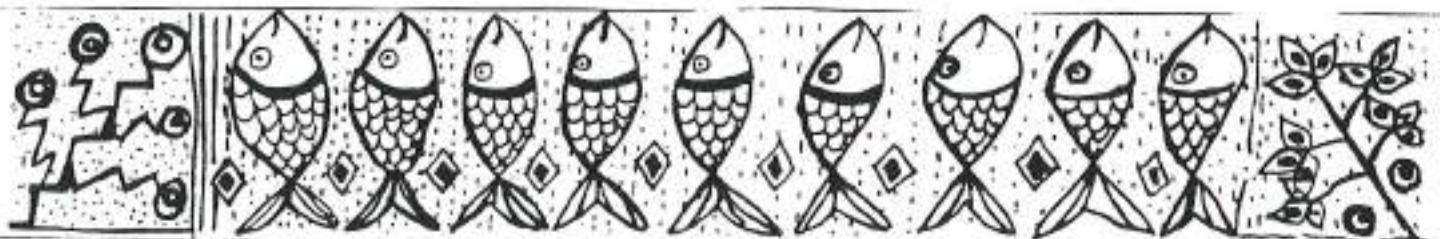


Cities and Towns of Bangladesh





FINDING OUT ABOUT FLOODS





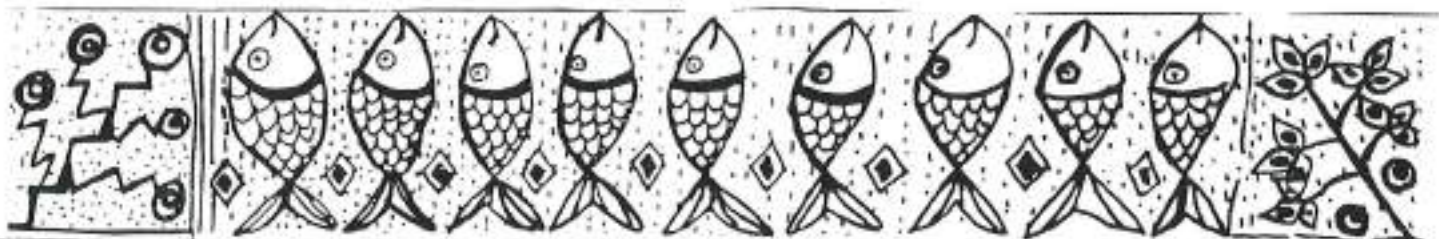
Our play Bhela -The Raft is about a flood that hits Bangladesh and about how its characters learn to survive and deal with hardship caused by the inundation of so much water.

In some parts of the world, a flood is a fact of life and people develop ways and means to prepare for it, to minimise the damage it causes, but more importantly how to take advantage of what other people think of as a 'disaster'.

What is a flood?

A flood is a body of water that normally covers dry land.

- A flood is usually thought of as something harmful and devastating. Floods can destroy homes and even carry off the top soil leaving the land barren. When people are not prepared, floods can cause huge losses.
- However, sometimes floods may be helpful. For example, the yearly flood of the River Nile built up the plains of Egypt and the made the Nile Valley one of the most fertile regions in the world. These floods brought fertile soil from lands far to the south and deposited the soil on the Egyptian plains.





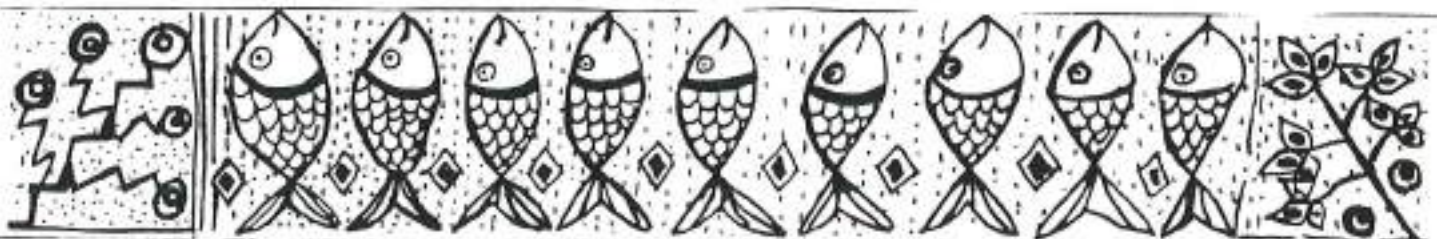
Why do floods happen?

Many rivers overflow their normal channels about once every two years. Common causes of river floods are:-

- too much rain at one time
- sudden melting of snow and ice
- heavy rains from thunder storms which can produce "flash floods"

People who live on land near the sea may also experience floods. Some causes of sea coast floods are:-

- from hurricanes and other powerful storms that drive the water against harbours and push the waves far inland.
- global warming as a result of the "Greenhouse Effect".
- even from unusually high tides.

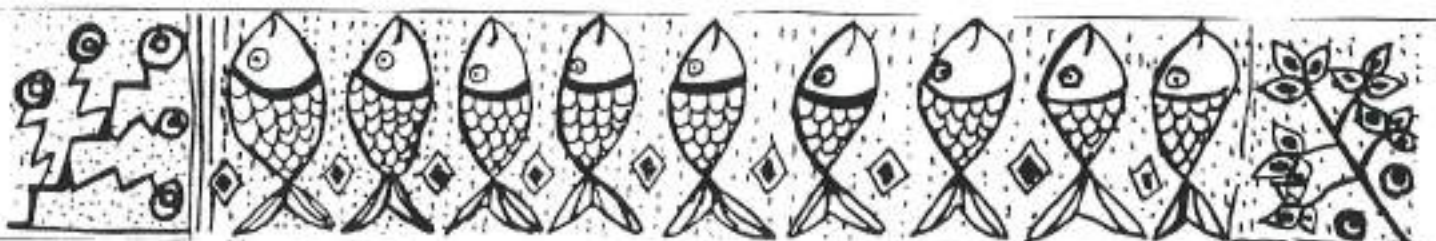




- The Huang He (Yellow River) in China is known for its tendency to overflow its banks. The river has been called "China's sorrow" because its floods cause such great destruction. Soil carried by the Huang He has been deposited in large amounts at the bottom of the river. As a result of the soil deposits the riverbed has been raised thus increasing the chances of flooding.
-

- Three major rivers - the Brahmaputra, Ganges and Meghna - flow through the flat plains that cover most of Bangladesh. They overflow in periodic floods and deposit fertile soil along their banks. Many of the floods do cause great damage.
-

- The Mississippi-Missouri river system in the USA and the rivers that flow into it such as the Ohio also overflow at times. One of the greatest floods occurred in 1937 when the Ohio and Mississippi valleys were overrun by the rivers.
-





Exercise 1

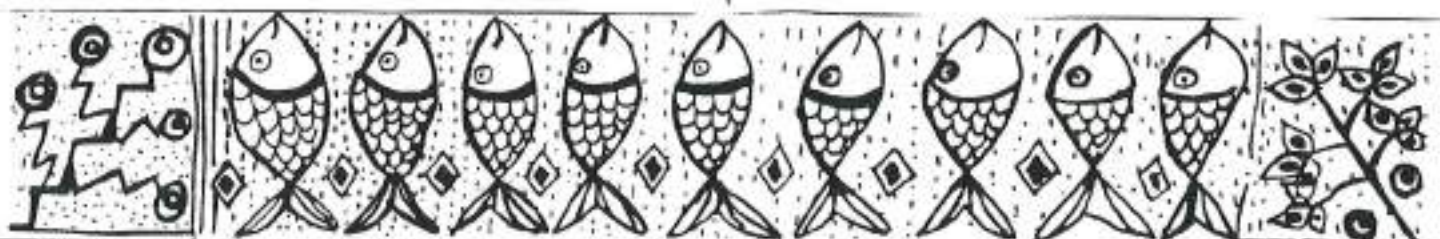
On a large sheet of paper ask the class to list of the preparations that were made in the play Bhela for the coming of the storm.

Ask what other preparations they would make that were not seen in the play. Compile a list of the ways in which these preparations would be necessary and useful.

Divide the class into five or six groups. Taking the lists of the various ideas for preparing for the flood, ask each group to act out amongst themselves how they would organise themselves. Who for example would make the decisions, how would decisions be agreed and tasks delegated. If there was disagreement, how would a compromise be reached?

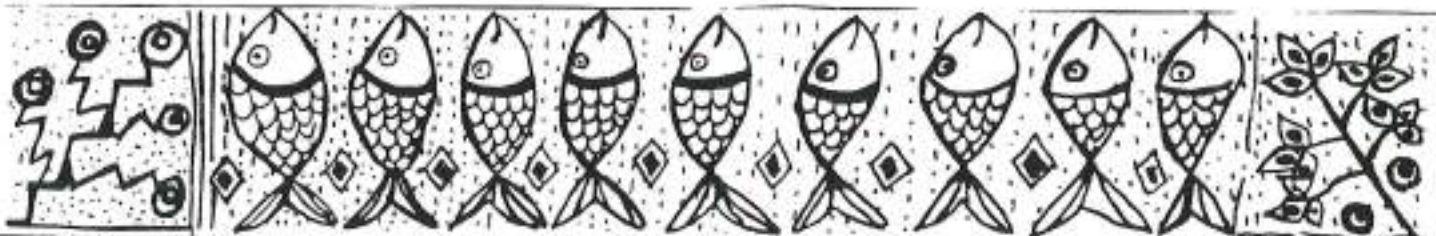
Exercise 2

Ask your class to write a story entitled "When the flood came". Their stories may include ideas from Exercise 1, but also ask them to think about the emotions that would be felt. You may make reference for example to Sadek who experiences the flood in Bangladesh for the first time. How might Sadek write a story entitled "When the flood came" upon his return to London?





ANCIENT STORIES OF THE FLOOD



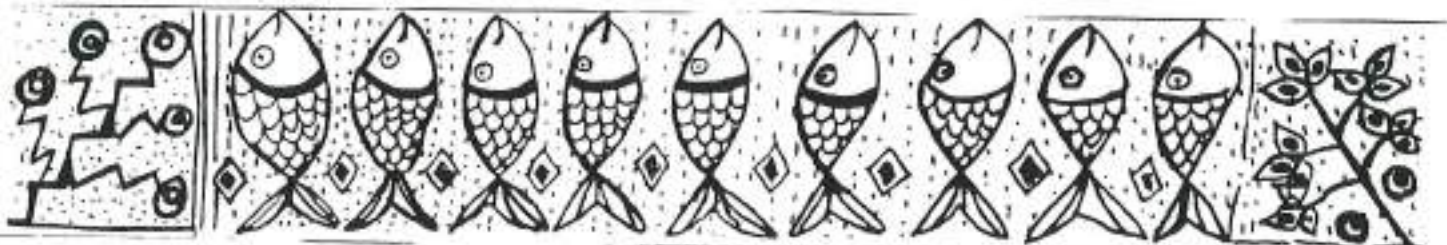


Stories of the Flood

The story of the Flood was one of the most popular tales of ancient times and is found in several ancient languages and religions but has been reworked to suit different areas and cultures.

In Mesopotamian literature Atrahasis is the wise man who built an ark and saved mankind from destruction. Along with his wife he survived the Flood and was granted a form of immortality by the great gods. In this story the Flood was sent by the gods in order to reduce overpopulation.

In the ancient Sumerian cycle of poems Gilgamesh, king of Uruk, meets Atrahasis, here he is called Utnapishtim, and he is the sole survivor of a universal deluge about which he had been warned by a god. In the epic of Gilgamesh the Flood story is used to mark the end of a time in history after which it is no longer possible for a mortal man to win immortality and it marks an end when true sages lived on earth and brought to mankind the arts of civilisation from the gods.

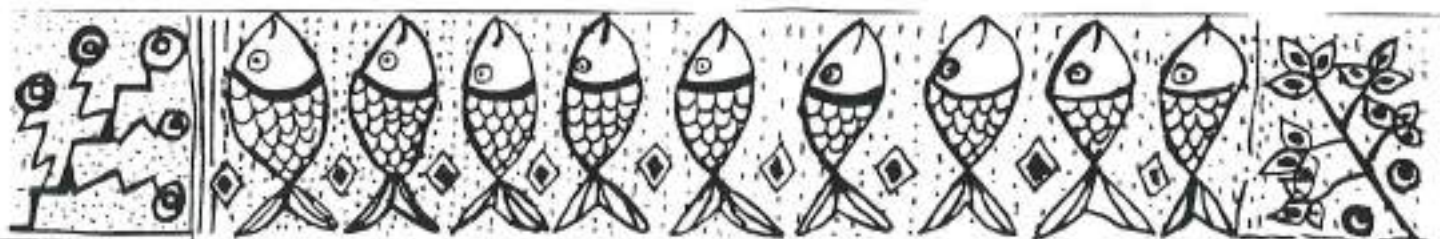


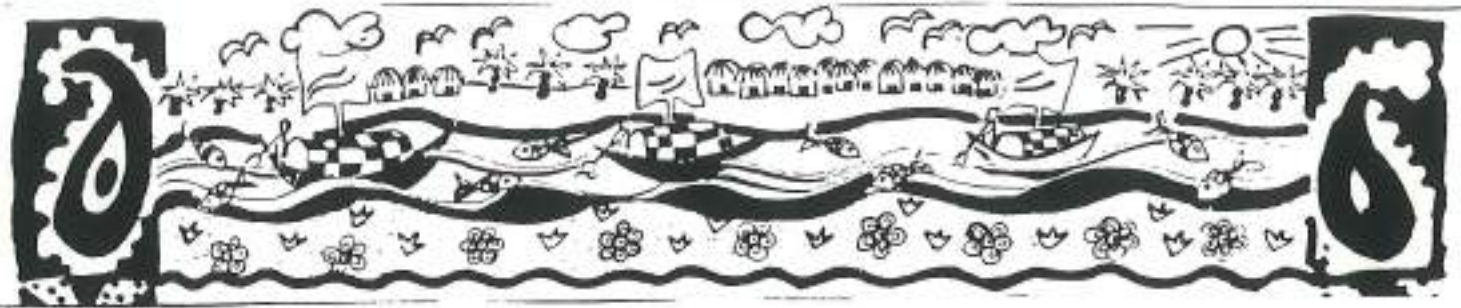


In the book of Genesis in the Old Testament, Noah appears as a righteous man who wins God's favour at a time when He regretted having created mankind and resolved to wipe it out. God told Noah to build an Ark, to take his wife and sons, a pair of every living creature and every kind of food. It rained for forty days and forty nights and the water covered the highest mountains. When the Flood receded, Noah's ark ended up on Mount Ararat.

In the 1st Century BC Apollodorus told the story of Deucalion, son of Prometheus, who survived the Flood. The story was retold by the Roman writer Ovid in his book *Metamorphoses*. In it, Jupiter commands Neptune to send a Flood to destroy mankind who persist in their wickedness. But Deucalion and his wife Pyrrha are the most righteous people and when the floods come they get into a boat and pray to the gods. Jupiter dispersed the clouds and saved Deucalion and Pyrrha whose boat ended up on Mount Parnassus.

In the 6th century Indian myth, Manu was advised by a fish to build a ship as a means of escape from a coming flood. When it came, the fish towed the ship to a mountain top.



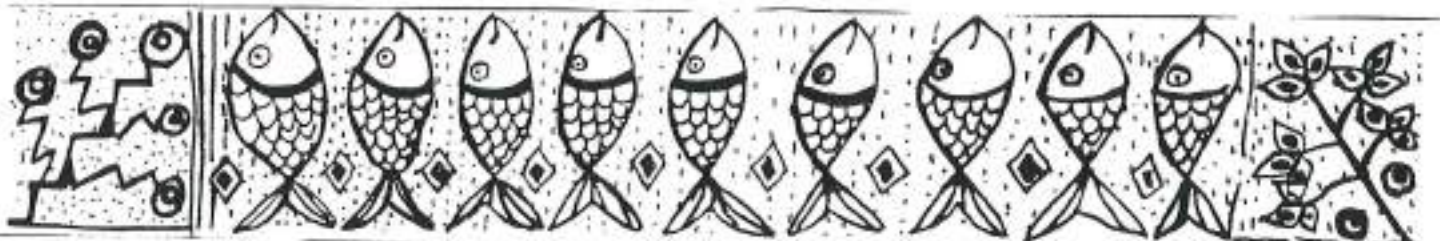


Exercise 3

Ask the class to visit their library to find out more details about the stories of some or all of the survivors of the ancient floods mentioned before. Ask them to spot any similarities of ideas and patterns in the stories eg. the reason given in the story for the Flood, the journey of the hero and what happened after the flood.

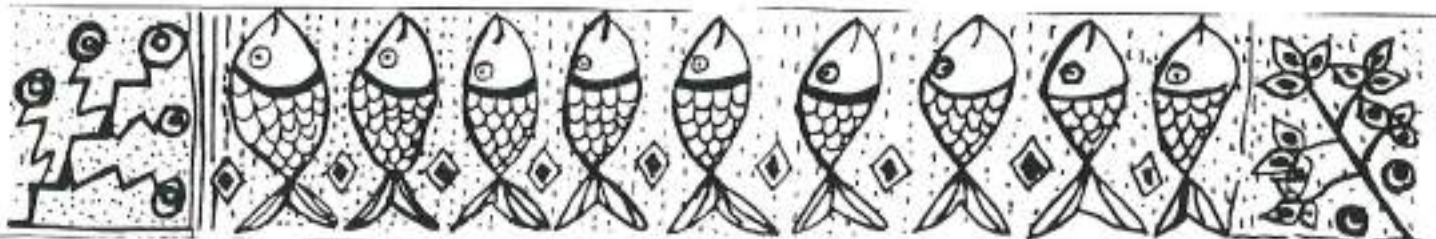
Ask the class if they know of any other ancient story or myth that features a Flood. Have they come across any new flood stories in their research?

Ask your class to write up their findings for a project about the Flood in ancient myths.





WATER





"Water,water everywhere, nor any drop to drink" Coleridge.

During the course of Bhela it soon becomes evident that the flood water which threatens Dadi, Sadek, Kalim and Kanchi is itself also a very important character in the play. It determines their actions and their lives. When it recedes Sadek and kalim feel safe, when it rises again it threatens their new found sense of security. The water surrounds them totally. Sadek fears the water, not only because he may drown but also because he thinks it is polluted.

This chapter will look at some facts about water, water pollution and images and ideas about water.

INTERESTING FACTS ABOUT WATER

How much water is on the earth?

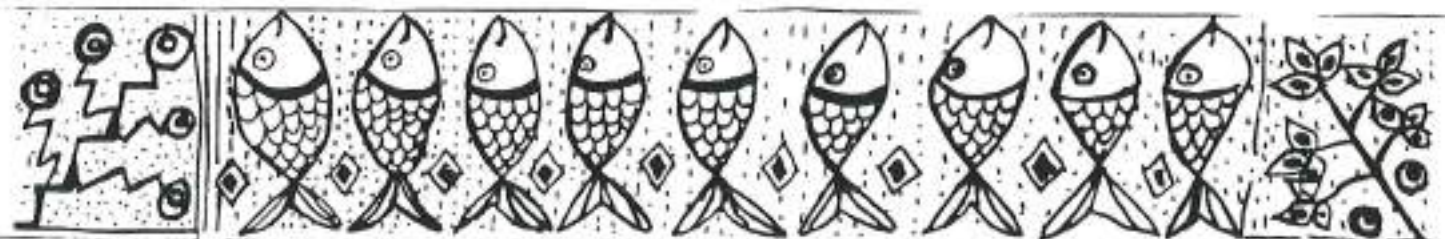
There are a million million (1,000,000,000,000) gallons of water per cubic mile.

How much of the earth's water is fresh?

only about 3% of the earth's water is fresh. About 3/4 of the fresh water is frozen in glaciers and icecaps. Glaciers and ice caps contain as much water as flows in all the earths rivers in a 1,000 years.

How much water do living things contain?

All living things consist mostly of water. For example, a the body of a human being is about 65% water; an elephant is about 70% water; a potato is about 80% water and a tomato is about 95% water.





What are the different forms of water?

Water is the only substance on earth that is naturally present in three different forms - as a liquid, a solid (ice) and as a gas (water vapour).

What is the single largest use of water?

The single largest use of water is by industry. It takes about 150 gallons of water to make the paper for ONE Sunday newspaper.

Can water ever be used up?

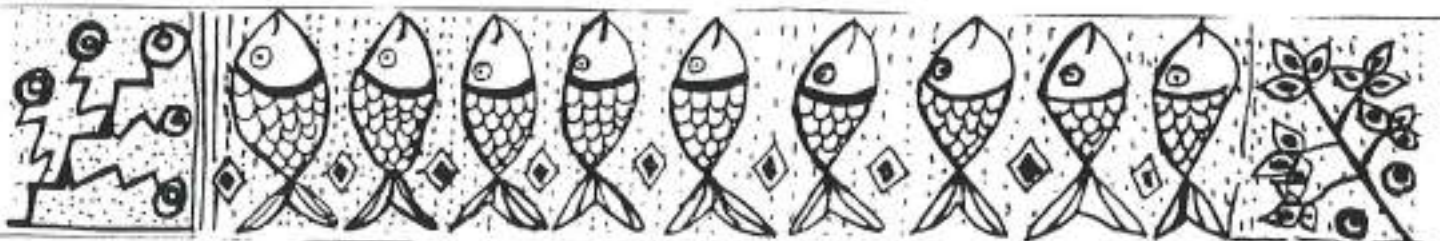
Water is used and reused over and over again. It is never used up. Every glass of water you drink contains molecules of water that have been used countless times before.

97% of the water in the world is in the oceans.

About 3% is fresh water.

Water is the most common substance on earth. It covers more than 70% of the earth's surface. It fills the oceans, rivers, and lakes, it is in the ground and the air we breathe. It is everywhere. Without water there can be no life.

Water shapes the earth. rain beats down on the land and washes soil into rivers. Oceans roll and smash against the shore carving cliffs and carrying away land. Rivers cut through rock chiseling out canyons and build up land where they empty into the sea. Glaciers plough out valleys and cut down mountains. Water shapes the world we live in.

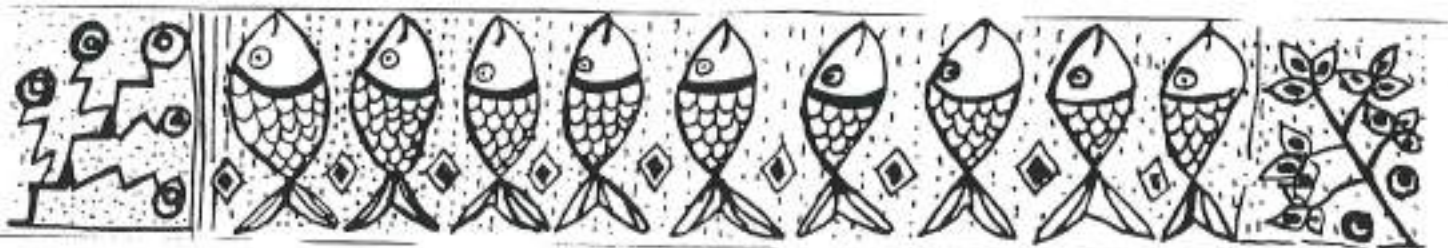




Millions of homes in Asia, Africa and Latin America have no running water. The people must haul water up by hand from the village well or carry it in jars from pools and rivers far from their homes.

Yet in the USA for example every person uses

- an average of 70 gallons of water a day in the home
- it takes 3 gallons of water to flush a toilet
- it takes 30-40 gallons of water to take a bath
- each minutes under the shower uses at least 5 gallons
- it takes up to 30 gallons of water to run a washing machine.



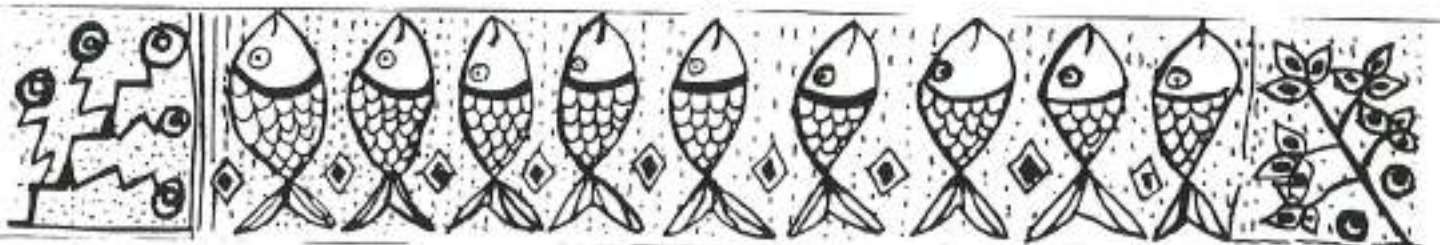


Exercise 4

On a large sheet of paper, ask the class to list the various uses to which we put water. For example:-

- Agricultural - in the irrigation of dry land
- Industrial - dams to produce energy and electricity
waterways are used to transport goods
to fight fire
- Recreational - swimming pools
sailing
fishing
tourist spots
- In the home - cleaning
cooking food
bathing
carrying away waste
brushing teeth

Ask the class to visit their library to find out how the water that comes out of their taps is brought to them.



RESOURCES: WATER

The source of life

SOME of the most up-to-date educational materials on water are provided by Thames, Severn Trent and South West Water water boards. But all 10 boards supply resources on request.

Thames produces a range of leaflets, videos and packs suitable for primary and secondary students. These include the Acorn Project, a play lasting four to six hours for 14- to 18-year-olds in which students have to make decisions about the siting of a town's sewage treatment plant. It also supplies posters showing the history of water supply and sewers.

The Thames educational catalogue is available from Thames Water Customer Centre, PO Box 1850, Swindon SN1 4TW, tel: 0345 200800. All materials are free to schools.

Severn Trent produces a set of leaflets for teachers, Starting Points, on waste management and linked to key stages 1-4. The board is also forming a network of education centres at pumping stations and sewage treatment works in its region. Four are open and two more are planned for next year. Contact Severn Trent Water, Education Section, 2297 Coventry Road, Birmingham B26 3PU, tel: 021-722-4000.

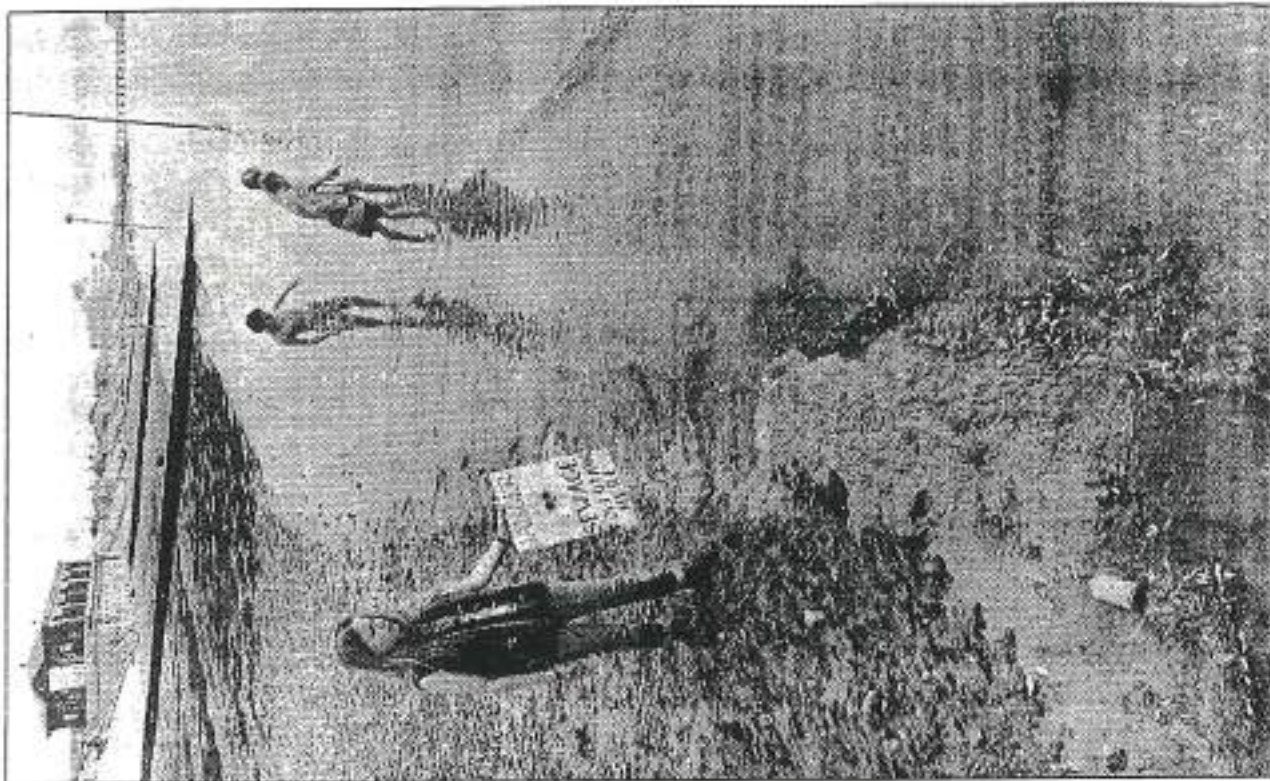
South West Water produces a pack, Running Water, aimed at 8- to

13-year-olds. It contains a 52-page booklet, posters and a 10 minute video.

The Water Services Association, which represents the water companies, has published a glossy coffee-table history of the water industry, Water: The Book, by Hugh Barty-King (Quiller Press, £28). This is a fascinating book, but it is sponsored by the water industry and the author is unashamedly positive about water company privatisation.

Some of the proceeds from the book go to WaterAid, a charity helping people in Asia and Africa to improve their own water supplies. It produces a poster about water technology in the developing world, which is free although a donation of £3.25 is encouraged. Both book and poster are available from 1 Queen Anne's Gate, London SW1H 9BT, tel: 071-957 4567.

Friends of the Earth has produced two educational books about water pollution. River Pollution: A Sleuth's Guide (£3.45) shows how to test rivers in your area for pollution, and Water Pollution: Finding the Facts (£3.45) is a guide to finding out about levels of pollution in your area. Both are available from Publications Despatch, Friends of the Earth, 26-28 Underwood Street, London N1 7JQ. *



Southend sludge: pollution leaves its ugly mark

MARTIN BRIGHT

KENNETH SAUNDERS

Flushed out by the ancients

The ancient Romans built sophisticated water networks, but it was many centuries before modern Europe followed.

AS THE water price regulator, Ofwat (Office of Water Services) considers future price limits for the water companies, fears are being raised about the cost and quality of our water.

In fact, the search for fresh and safe water has been a constant concern from earliest times. The first civilisations settled around rivers, and one of their first technological achievements was the sinking of wells for fresh water.

As city populations grew, natural water supplies could not keep pace with demand. Ancient peoples solved the problem by building reservoirs for storage, and canals and aqueducts for moving water from sources to settlements. They also discovered that water could be made safer for consumption by boiling and filtering it.

The ancient Greeks organised communal water supplies in heavily populated areas. They used a system of pipes and tunnels to transport water from reservoirs to cities. Pipes were made of clay cemented together and glazed on the inside. City-dwellers collected their water from public fountains or, sometimes, from storage tanks in streets and private houses.

The Romans built complex systems for supplying water to all parts of their empire. Rome's needs were so great that a vast network of waterways and aqueducts was built to supply it.

From earliest times city planners have had to deal with the problem of keeping water supply and drainage systems separate. The Romans used clay pipes to remove rain water and lead pipes for supplying water. In Rome itself, open sewers transported waste to the river Tiber. By the sixth century BC parts of the main sewer, the "cloaca maxima" were covered and by the third century AD the whole system was underground.

After the collapse of the Roman empire, its water supply, sewer and drainage systems fell into disuse. Until

the 19th century communal toilets called privy vaults, shared by several households, were the norm in Europe. These would be cleaned out periodically, the waste collected and taken to cesspools outside cities. People from the upper classes would have their privy built over a watercourse to act as a natural flush.

In 1582, the Dutch engineer Peter Morice built a pump at London Bridge powered by water-wheels to help supplement London's water needs. But only in the 17th and 18th centuries did London and Paris develop water

drinking water being taken from sources in central London, including the Thames. When the health hazards of privy vaults became clear, people began to discharge their waste into the drainage system designed to take rain-water to rivers.

Calls for better sanitary conditions by campaigners such as Sir Edwin Chadwick led to the 1875 Public Health Act. Inspectors were hired to check on standards of water supply and drainage and new sewers were built to separate waste from the fresh water supply. There were also new reservoirs to supplement the water supply. In 1897, chlorine was used for the first time to disinfect the water supply.

In England and Wales at the start of this century there were over 2,000 different water operations, including 786 local authorities. The 1945 Water Act brought in a code of practice and encouraged the amalgamation of companies. By 1963 the number of different water companies had been reduced to under 200.

The 1973 Water Act created 10 publicly owned regional water authorities. These were to be responsible for water supply, sewage and the regulation of water quality and pollution under the overall control of the Department of the Environment.

In November 1989 these water authorities were privatised. They are now Public Limited Companies in which people can buy shares. There are also 21 smaller, independent water-supply companies. The 1989 Water Act also set up the Drinking Water Inspectorate to regulate the quality of the water provided by the companies, Ofwat to regulate the prices they charge and the National Rivers Authority to regulate the quality of waste water when it enters rivers or the sea in order to protect the water environment.

Environmental groups have recently publicised pollution of the water environment by industrial and sewage emissions into rivers. In response, the Government wrote off the debts of the water companies when privatised and gave them £1.6 billion to help with environmental improvements.

But the EC wants still further improvements in standards. In 1991 European governments signed the Urban Waste Water Treatment Directive. This set targets for the treatment of discharges to rivers and coastal areas to be reached by 2005.

Camelford

BRITAIN'S worst case of domestic water contamination happened in Camelford, north Cornwall, in July 1988, when the water supply to 20,000 people was poisoned. Twenty tonnes of aluminium sulphate solution was put into the wrong tank at a treatment plant. The water caused stomach pains and vomiting, stung people's skin and made their hair fall out or turn orange.



systems to rival those of ancient Rome. In 1609 a private company began construction of the New River — a vast waterway still in use today — to bring water from Hertfordshire to London, and wooden pipes supplied houses in London. In 1761 steam pumps were introduced to speed up the process.

By the early 19th century, contamination of city water supplies was becoming serious. Disease was rife, caused by the presence of bacteria in drinking water. Although water filtering was introduced in London in 1829, there were four cholera outbreaks in Britain between 1831 and 1866, killing thousands. Many people also died from typhoid, including Queen Victoria's husband Albert. During this period the physician John Snow proved that the cholera outbreaks in London were linked to a public well contaminated by privy vaults nearby. In 1852 the Metropolis Water Act stopped

A very costly clean-up

The Government now has to deal with tough European laws to improve the quality of water in Britain.

WHEN the 10 regional water boards were privatised in 1989, supporters of the move argued that this would lead to better water standards. Under the old system, the water boards regulated themselves. With the creation of the National Rivers Authority and the Drinking Water Inspectorate, it was believed that water purity would be more strictly controlled.

In 1991 the NRA published a report which said that pollution had increased in nearly 4,000 miles of rivers between 1985 and 1990. Although the water quality of 11 per cent of rivers in England and Wales had improved, it had worsened in 15 per cent. This contrasted with a steady improvement of standards over the previous two decades.

Ted Thairs from the Water Services Association, which represents the water companies, claims that these figures are misleading. "There have been improvements in the methods used to measure water contamination. The decline is, at most, minimal and the measures in place mean that water will improve in the future. Over 90 per cent of our rivers are in good or fair condition."

The NRA says, however, that new data indicates the beginnings of an upward trend in water quality. Much of this is due to the impact of improvements made by the water companies to their sewage treatment works which are now becoming apparent. Nevertheless only 63 per cent of our rivers are currently classed as "good".

A major headache for the Government has been the high cost of implementing the EC's Urban Waste Water Treatment Directive, which it signed in 1991. This was issued to ensure a recognised standard of sewage treatment was adopted across Europe.

Many sewage works will require modernisation, but in the UK discharges to the sea are most affected. Pumping sewage into the sea from treatment works serving populations of

over 10,000 will be banned in most cases, unless it is first treated. The consumer watchdog Ofwat is now deciding how much individual water companies may charge users over the inflation rate. These so-called K-rates will be officially announced in July and have to allow for the cost of environmental improvements. Last year Ofwat estimated the cost of implementing the directive at £10 billion. This would lead to bills being doubled in some areas by the end of the century.

Environmental groups such as Friends of the Earth say that the Government and the water companies are using the EC directive as an excuse to divert resources from other areas not covered by it. These include prime Sites of Special Scientific Interest such as certain bird sanctuaries and breeding grounds.

"The water companies are cynically playing on people's fear of high bills and, let's face it, they are making huge profits," said an FoE spokeswoman.

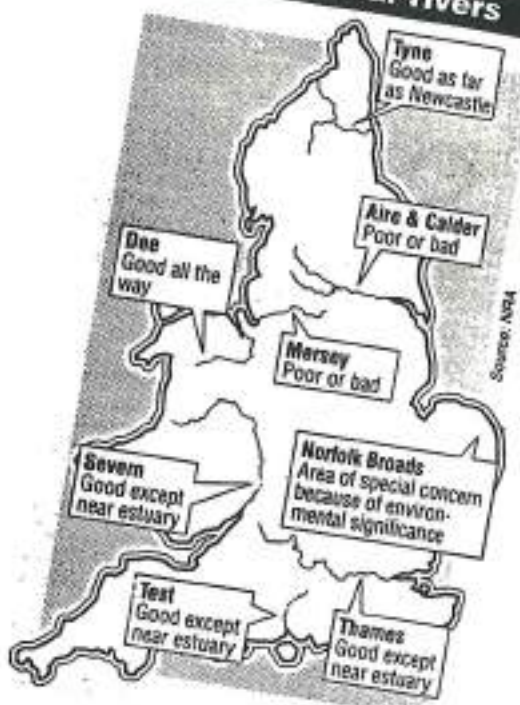
But the WSA's Ted Thairs rejects such arguments: "The simple reality is that 70 per cent of the profits are reinvested in the industry. This is private industry, and shareholders do have to have a return on their investment."

Ofwat has suggested metering as one way of maximising revenue in the future. By measuring the amount of water used, it argues, customers and the water companies will become more conscious of water conservation. This would particularly benefit areas of water shortage like East Anglia. Anglian Water, which already has a high rate of disconnections, has begun a well-publicised policy of water-metering. But Ofwat is still debating how people will have to pay for their water. When a chargecard scheme was tried out on 900 people in Birmingham last year, a third were cut off.

The Government is now proposing to privatise water in Scotland. At present, the nine regional and island councils are responsible for water supply and sewage in Scotland with most of the water provided by the Central Scotland Water Development Board. Moves for privatisation are extremely unpopular because water is plentiful in Scotland and, at present, cheap.

Water will also be an issue in the forthcoming local elections. In the south-west, water bills have more than doubled over the past five years.

The state of our rivers



The state of our beaches

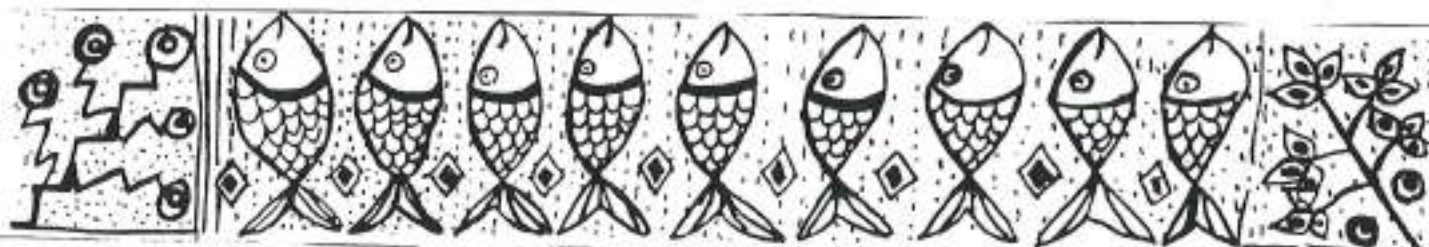
15 per cent of the beaches checked in 1993 failed the EC mandatory limit on water standards. . .



but 30 per cent of the beaches at resorts promoted by the English Tourist Board failed.



Developing writing through storytelling





DEVELOPING NEW WRITING THROUGH STORYTELLING

by Sandra Vacciana.

The objective of these exercises is to create a framework to enable new writing. More often than not writers are given 'a brief' to work within when they are asked to create a story, a poem or a play. Actors are also given 'a brief' in the form of a character. During the rehearsal process we are expected to reach a specific set of goals by a particular time. Ironically, the creative process often makes very prescriptive demands! There are obvious positive and negative aspects to this way of working. Let's concentrate on the positive ones! It is useful to work within a given structure as it enables one to focus on a set of ideas. This set of ideas can be interpreted in many different ways and it is the interpretation that requires discipline and imagination in an effort to make a concept interesting and original.

Here are a set of exercises to work on with your pupils. When they are complete perhaps you can ask your class to do a presentation. If you want your children perform their work you should explain this to them when you first introduce the exercises. Hopefully this will enable them to work in a style they will also find easy to express through voice. The two verses I have created may not scan when you read them, but when I recited them aloud they fit well together (they are not meant to rhyme by the way!). I think this happened because I created the pieces knowing that I would present them. Allow your children to tailor their work to suit their own particularities!

FORMING A POEM

All of the following exercises are based on the theme of the sea.

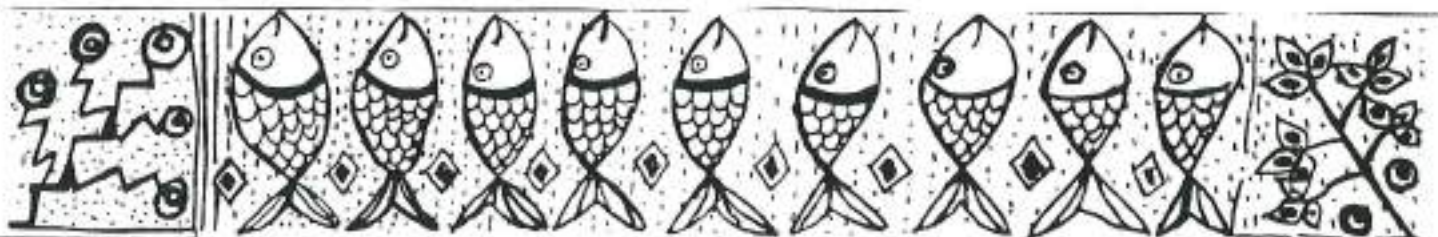
Exercise one.

Choose a word to describe the sea.

For example: the sea is **ROUGH** .

Choose an emotion which you can connect to your adjective

For example: the sea makes me feel **FRIGHTENED**





Decide why your chosen aspect of the sea stirs this particular emotion in you, i.e. is it because of what the sea looks like, smells like, sounds like?

Sum up your feelings of the sea in the last line of your poem.

Give your work a title.

Now join the chain of words together .

THE SEA....

The sea is rough.

This makes me feel frightened.

It looks like dull foam.

It smells like damp salt.

It sounds like raw cries.

The sea is not nice.

You can then choose another adjective and allow children to expand the amount of words within the verse if they are able to.

JOY.....

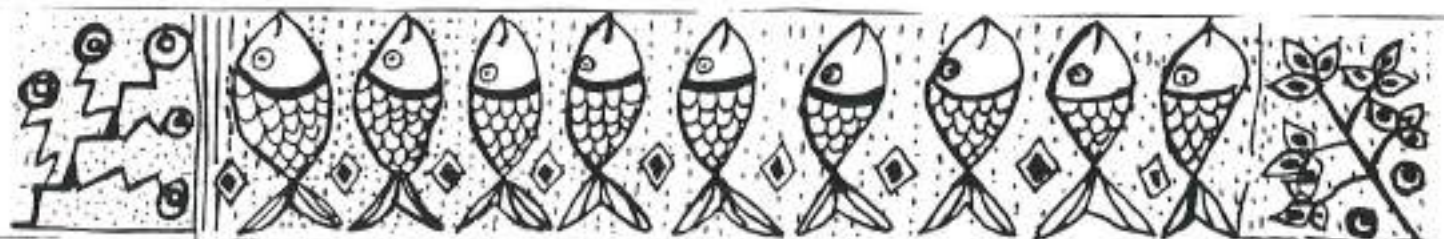
The sea makes me feel joyous.

It looks like a rug of warm honey.

It smells like the zest of sweet Basil.

It sounds like the deep, belly laugh of Mother Nature.

I love the sea.





Exercise two.

The objective of this exercise is to build trust amongst the pupils in your class. To promote the idea of responsibility and introduce them to the oral tradition of telling short stories related to other people's personal histories.

LOOKING AFTER EACH OTHER'S STORIES

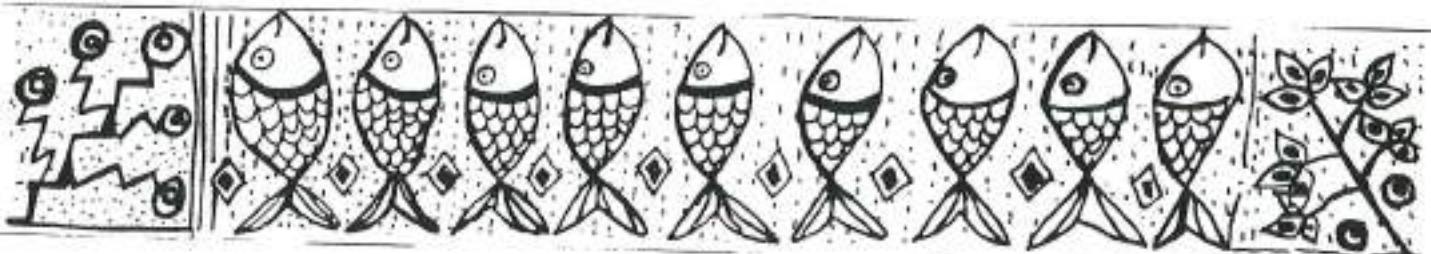
Split your class into pairs. Ask them each to take an object that is personal to them. Ask them to describe the history of the object to their partner (e.g. who gave it to them, what was the occasion, how long have they had it etc.).

*Please emphasise to your class that it is their emotional attachment to the object that is of greatest relevance, NOT the price of the object!

Come back together. Ask each pair to describe their partner's object. The partner's job is to listen and make sure all the information is accurate, nothing added, nothing taken away!

THREE SHORT STORIES

Ask your class individually to create three short stories about:
What lives at the bottom of the sea?
What lives beyond the edge of the sea?
What lives in between the waves?



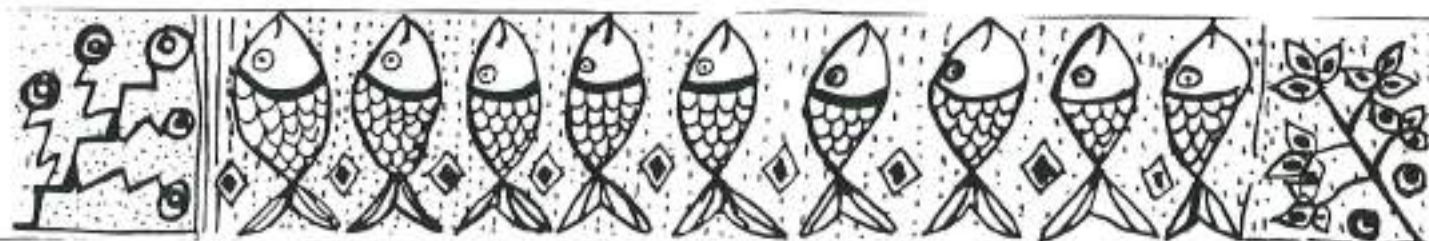


DEVISING A PLAY

Ask your class to devise a three minute play with a clear beginning , middle and end. Within the play one of the characters must go through a process of change another must go through a process of conflict. The characters can either go through these experiences individually or collectively.

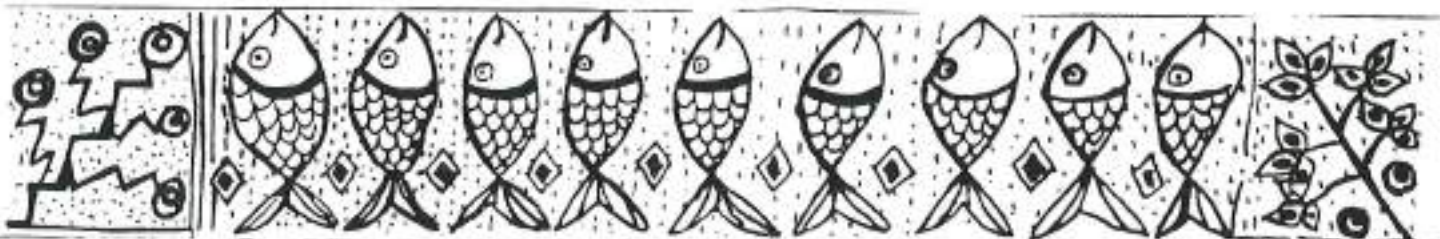
The play must include the following extract (which can be adapted!).

'.....When she came to the edge of the sea she lifted the folds of her sari and tucked them up at her waist. Then she waded into the waves that came rushing up over her feet and swirling about her ankles in creamy foam. One of them was daubed with red and white powder. It was a sacred rock...'
Anita Desai.





LANGUAGES



Language comes from people talking.

Talking doesn't have to be verbal, you can talk to people with your hands or your physical expression.

Sometimes people have found that they wanted to say something but they didn't have a word for it in their language.

What do you think they did?

Sometimes they invented a new word. Sometimes they borrowed a word from another language.

People still borrow words from other languages when they want a new word for something.

Look at this list of words

Anorak	Zebra	Cot	Pygamas
Balcony	Cafe	Hamburger	Sugar
Bamboo	Caravan	Karate	Tea
Bungalow	Chocolate	Mattress	Yogurt

Do you know them all? Do you use them?

Are they English words? - How do you know they are English words?

Some of you may say "Because we use these words"

The truth is they all come from different languages. The English language has borrowed them. In fact the English language has taken them.

Exercise One

Get a large dictionary. See if you can find the languages that English has taken them from. To help you here are the languages the words belong to; however they are all jumbled up....

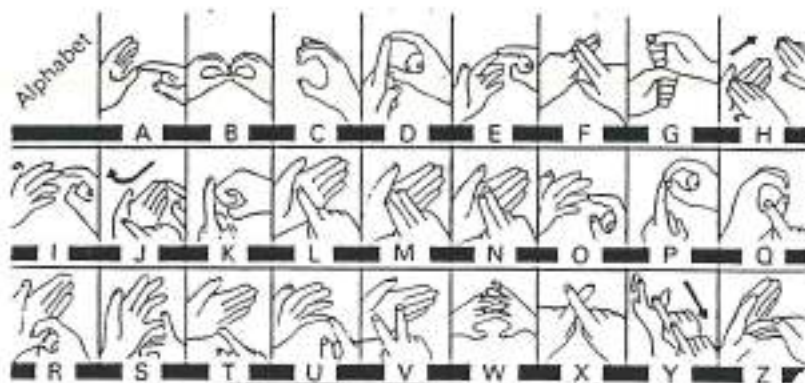
Arabic	Chinese	Bantu	Eskimo	German	Hindi	Italian
Japanese	Malay	Mexican	Persian	Turkish	French	(Nahuatl Indian)

Do you know any other words that you think have been borrowed by the English language?

Make a chart or a display of the words you know.

Earlier we mentioned that you don't have to be verbal when you talk to someone, for example people who are deaf have created sign language in which they talk to each other by using signs.

Here are some signs - try them!



Now try talking to each other without using words or signs, just use facial expressions. Is this more difficult than using signs or spoken language?

Turkish

First: Merhaba

Second: Merhaba. Isminiz nedir?

First: Benim ismin zeyneb. Sizinki nedir?

Punjabi

First: sat sri akal

Second: sat sri akal. Tuhada nam ki heh?

First: M era nam Balbinder heh. Tuhada nam ki heh?

Chilean (Spanish)

First: Buenos dies.

Second: Buenos dies. Cual es tu nombre?

First: Mi nombre es Carlos. Come te llamas tu?

Urdu

First: A sulam-u-aliykum

Second: A sulam-u-aliykum. A pka nam kyah heh?

First: M era nam Haseen heh. A pka nam Kyah heh?

Gujerati

First: Namaste.

Second: Namaste. Tamaru nam shoo che?

First: Maru nam Dhirendra che. Tamaru nam shoo che?

Hindi

First: Namaste

Second: Namaste. A pka nam qya he?

First: M era nam umesh he. A pka nam qya he?

The Language Collection

Some activities around language

Activity One

Who do you know that can speak languages other than English?

Make a word collection. The collection could be words for common things - try these words out in as many languages as you can find!

Mother, house, car, baby, school, water, laugh, red

Activity Two

In the play Sadek is visiting Bangladesh for the first time and we meet him as he is shown around the famous Ashwin Fair by his uncle. Perhaps Sadek wrote letters to his uncle in Bangladesh before travelling out there. If he wrote to his uncle he would have had to put stamps on his letters.

How many stamps from different countries can you bring into the classroom?

Visit the library to find out as much as you can about the country and what is depicted on the stamp. How does the stamp represent the country? can you think of other images to represent the country?

FIRST NAMES

In many languages of the world people's name have meanings.

Do you know what your name means?

Sometimes the same name comes up in different languages but the spelling may be different. Here are three lists. The first list contains the names of people who live in Britain today. The second gives the language from which the name comes. The third list gives you the meaning of each name.

Amanda	Latin	Lovable
Miranda	Latin	To be marvelled at
Wayne	Old English	Wagon maker
Sadeque	Bengali	Friend
Philip	Greek	Lover of Horses
Luna	Bengali	Moon
Tamana	Bengali	Hope
Angela	Greek	Messenger
Shobuj	Bengali	Green
Donna	Italian	Lady
Michael	Hebrew	Who is like God
Shamsum	Bengali	Light of the Sun
Shapla	Bengali	Waterlily
Neil	Gaelic	Champion

What first names are there in your class? Make a wall chart of the names. Find out which languages they come from. Also try to find out the meanings of the names. Visit your local library to find out if they have a reference dictionary of names.

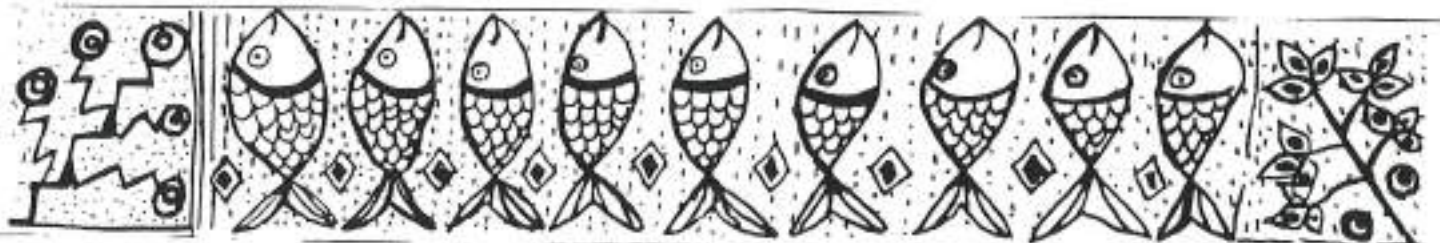
What names are there in your family? Find out what the names mean and where they come from.



LIFE IN BANGLADESH

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The following section has been taken from the resource pack entitled Dhaka to Dundee and is published by War on Want campaigns Ltd 1987



Aim

To compare the jobs done in the students' own homes with those done in some Bangladeshi homes.

To draw attention to the different workloads of women and men.

To enable students who have similar experiences to people living in Bangladesh to have their experiences validated.

To use photographs from Bangladesh that counter the usual negative images (e.g. of the passive victim) found in the media.

To encourage the students to talk and learn from each other and to produce a class display.

- In the following description the exercise is run with 24 students, divided into three sets of four pairs. However, as will become clear, it can be run with any number as long as each set is divided into four. The exercise is divided into three parts: photographs, job grid and pictogram.

Time needed (photographs)

15 minutes.

Materials (photographs)

One copy of each **job photo sheet** for every set, paper and pens

Method (photographs)

- Divide the class into sets of eight.
- Hand out the four job photo sheets to each set.
- Initiate discussion by looking at one of the sheets and encouraging the students to answer questions such as:
What is going on in this photo?
How is this done in Britain?
Does it look hard or easy?
Is it important work? Why?
Do any of the people you live with do this job?
What surprises you about this photo?
- Ask the students to write their own questions about the photos on a separate piece of paper and see if other students or the teacher can supply the answers, using background notes.

Time needed (jobs grid)

40 minutes.

Materials (jobs grid)

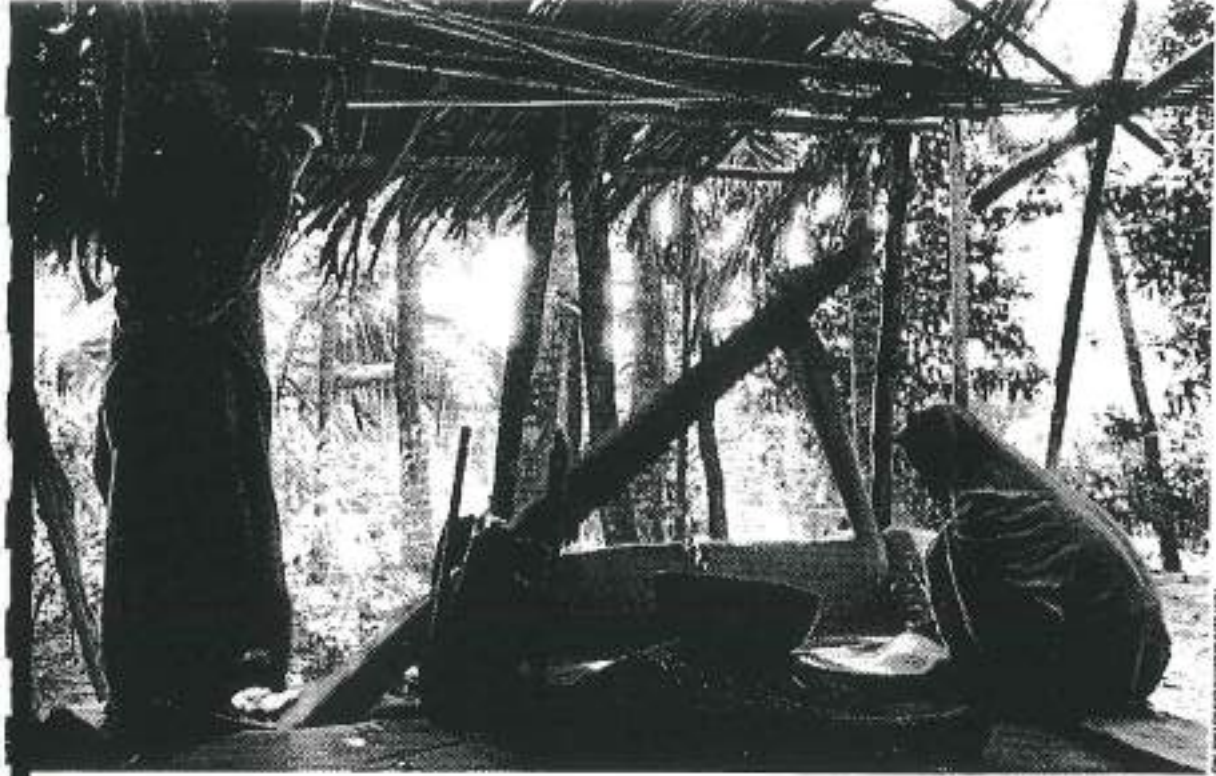
One jobs grid for each pair in each set, extra photos.

Method (jobs grid)

- Extra photos/slides/posters can be used for this exercise but be warned that it may be difficult to get photos of women's jobs. Give each pair in each set a jobs grid.
- Looking again at the photos and their captions, ask the students to put ticks in the appropriate boxes under 'Bangladesh', according to which people do which jobs (first four columns).
- Go through the first two with them, making sure they tick the right box. There should be two ticks if two groups are doing the same job (for example, a girl and a woman) but only one tick if several of one group (for example, two girls) are doing the same job.
- Any particularly surprising results can be discussed, using the background notes and any students' experiences of life in Bangladesh. Many points will have been covered in the photograph exercise.
- Each pair in each set of eight is now going to find out the jobs done by one type of person only, in their own households. One pair will find out about girls' jobs, one about boys' jobs, one about women's jobs and one about men's jobs.

JOBS	BANGLADESH			BRITAIN	
	WOMEN	GIRLS	BOYS	MEN	MEN
COOKING FOOD	✓	✓			✓✓
LOOKING AFTER TOOLS			✓	✓	✓✓✓✓
LOOKING AFTER ANIMALS			✓		✓
SHOPPING				✓	✓✓
TIDYING AND CLEANING THE HOUSE	✓	✓			✓✓
WASHING CLOTHES	✓	✓			✓✓
BUILDING OR REPAIRING THE HOUSE				✓	✓✓✓✓
MAKING THE DISHES	✓	✓			✓✓
COLLECTING AND CARRYING WATER	✓		✓		
LOOKING AFTER CHILDREN	✓	✓			✓✓
LOOKING AFTER TOOLS OR TRANSPORT			✓	✓	✓✓✓✓
WORKING ON THE LAND, TIDYING OR GARDENING			✓	✓	✓✓✓
MAKING AND MENDING CLOTHES	✓	✓			✓
PREPARING FOOD	✓	✓			✓

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An example of a completed jobs grid - this group has been looking at jobs done by men.



◀ Women have to spend time preparing food for meals for the whole family. Here they are shown dehusking rice.

THE LIAISON PHOTOGRAPHY

© WOLFFWISSENHOF



▲ Washing clothes is done by women. They also make and mend many of their own clothes.



▲ Collecting and carrying water is a hard and time-consuming job. Often the women who do this job have to look after children at the same time.

◀ Women working together to cook a big meal.

Jobs Grid

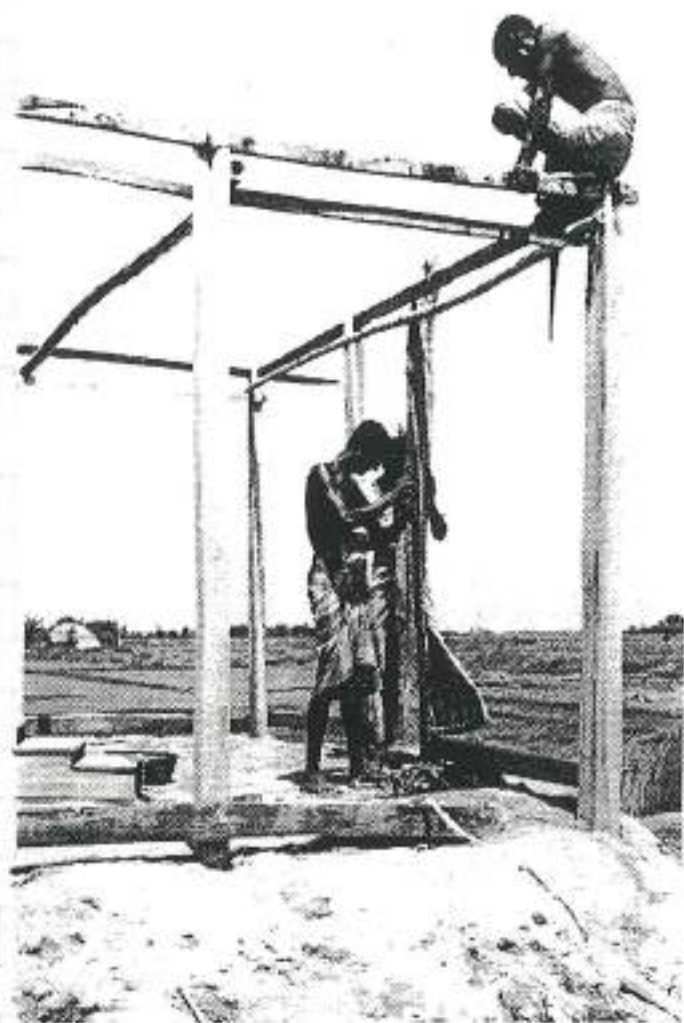
JOBS	BANGLADESH				BRITAIN
	WOMEN	GIRLS	BOYS	MEN	
COOKING FOOD					
LOOKING AFTER TOOLS					
LOOKING AFTER ANIMALS					
SHOPPING					
TIDYING AND CLEANING THE HOUSE					
WASHING CLOTHES					
BUILDING OR REPAIRING THE HOUSE					
WASHING THE DISHES					
COLLECTING AND CARRYING WATER					
LOOKING AFTER CHILDREN					
LOOKING AFTER TOOLS OR TRANSPORT					
WORKING ON THE LAND, FISHING OR GARDENING					
MAKING AND MENDING CLOTHES					
PREPARING FOOD					

WOMEN

GIRLS

MEN

BOYS



▲ In Bangladesh it is men who do the shopping.

◀ Men building a house.

▼ Men do most of the work on the land.



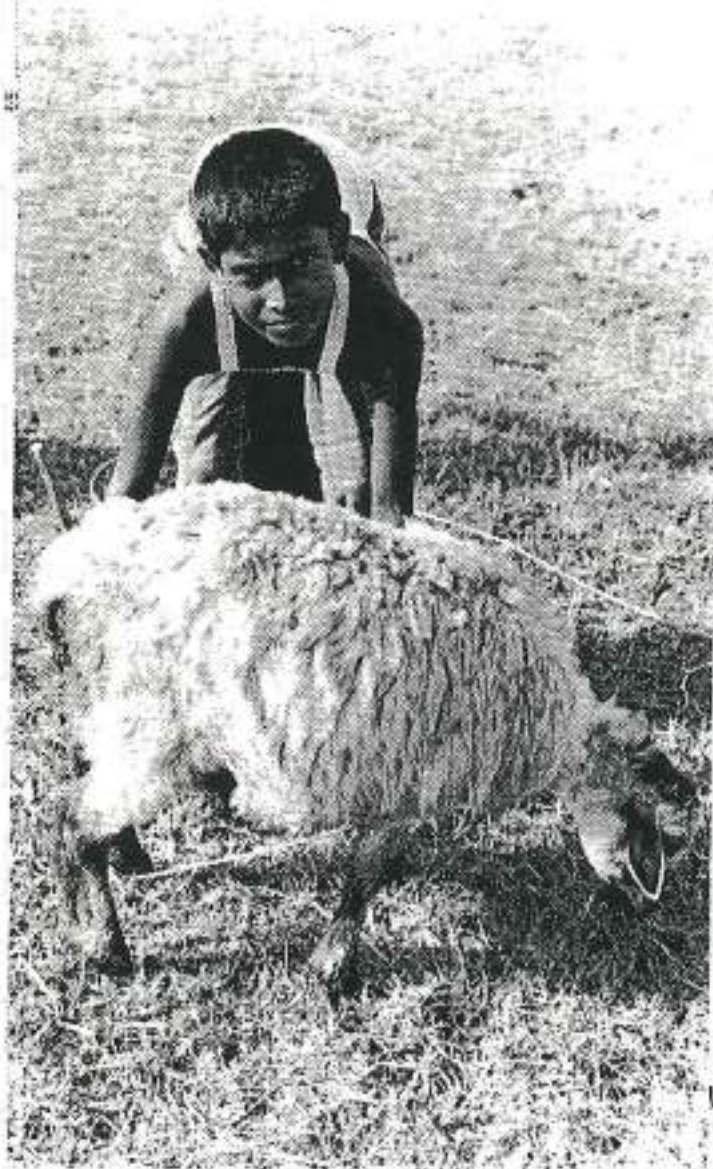


TOM LEARMONTH

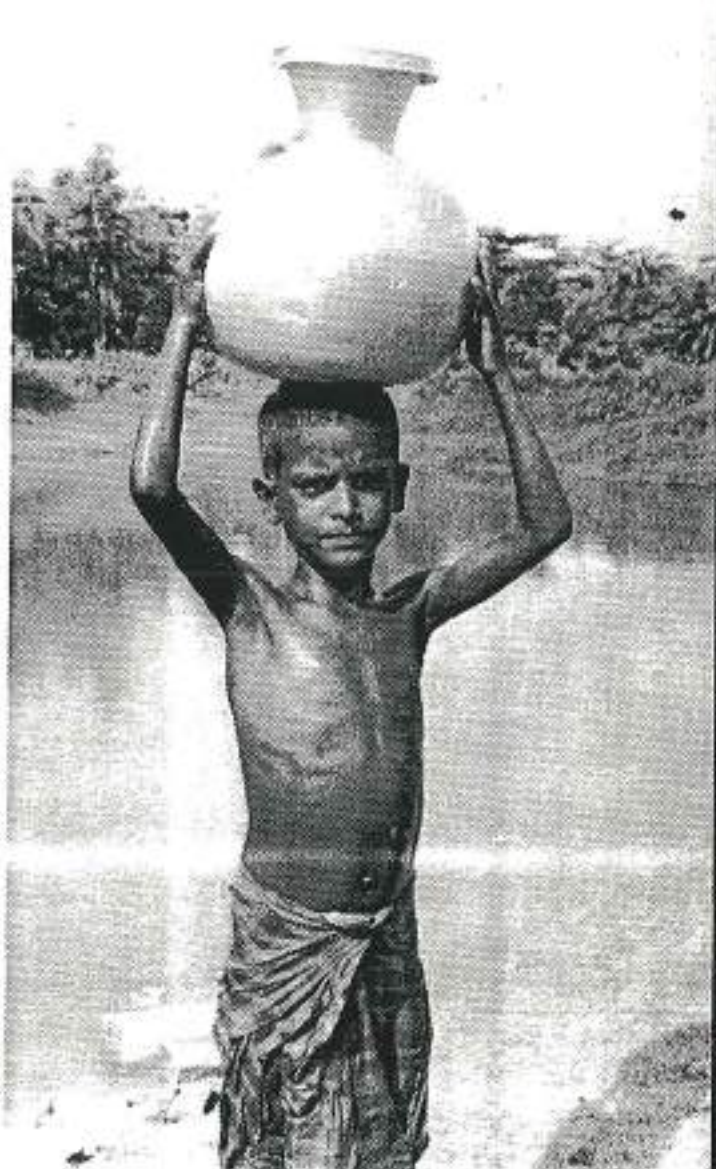
▲ When families live near a big river it is often boys who do the fishing.

▼ Boys often look after animals such as sheep.

Sometimes boys help women to collect and carry water. ▼



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- Make sure that every pair is sure about which type of person they are dealing with. Tell them to write the name of that type in the fifth column on the jobs grid under 'Britain'.

- Each pair then interviews first one other, and then every other member of their set by pairs. They have to find out what jobs are done by their designated person (e.g. girls) in all the families of all the people in their set. The pair doing girls' jobs, then, would discover in how many families in their set girls do each of the jobs on the jobs grid.

- Some helpful points in filling out the grid for girls would be:
 - If any girl in a particular household regularly does that job, put a tick in the box.
 - It doesn't matter if they don't always do the job or are not the only person in the house to do it.
 - If more than one girl in the household does the job, only put one tick.
 - If there are no girls in the household, don't put any ticks.

- The teacher must be careful that all possible permutations have been covered in the interviews. It might be useful to make a list of them beforehand (e.g. the pair representing girls interviews the pair representing boys, girls - women, boys - men, boys - women, etc).

An example of a completed jobs grid is shown.

Time needed (pictogram)

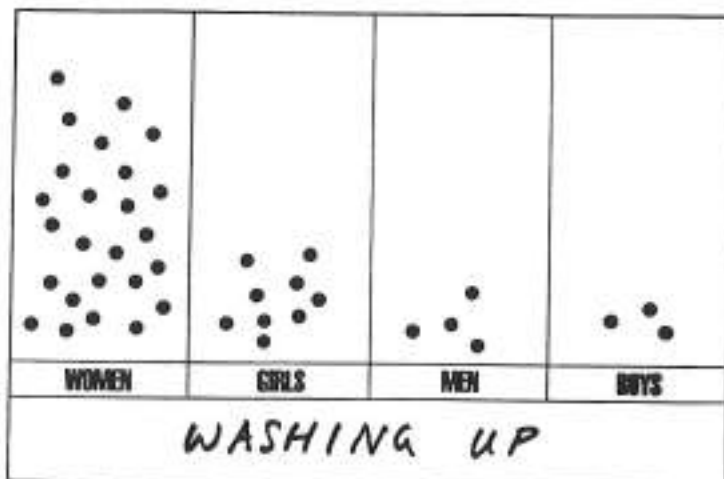
40 minutes.

Materials (pictogram)

Pictograms for every job labelled by name of the job, several sheets of sticky dots in four different colours.

Method (pictogram)

- Once the ticks for each job have been added up, the results can be shown on a pictogram, like the one illustrated.
- Decide which colour is to represent which type of person and give the relevant colour dots to all the pairs.
- Tell the students to stick one dot on the pictogram for each tick on their grid. This way the class results are collated, and makes a clear visual impact about the work and roles of men and women.



A completed pictogram for the job of washing dishes might look like this, but use coloured dots.

Discussion questions

- 1 Do any of the results surprise you?
Who works the most?
Who works the least?
Why do you think this is?
- 2 What are the differences between the division of jobs in Bangladesh and in Britain?
What are the similarities?
Do you think that young people in Bangladesh work harder than those in Britain? Why?
- 3 Are there any jobs done mostly by two groups of people? If so, which groups are they and why? (e.g. girls and women, boys and girls).
- 4 Why do some people do jobs that others don't do?
Is this fair?
How could it be changed?
- 5 Are the jobs on the grid important?
Are some more important than others or more difficult than others?
- 6 Which jobs are thought to be harder, men's or women's? (e.g. carrying a bucket of water weighing 30 lbs or chopping wood).
Are paid jobs, such as working in an office, more important than jobs in the house?
Should people be paid for doing housework?
Would people be able to do paid jobs if nobody did the housework?
Can you look after children and do a paid job?
How could these inequalities be changed?
- 7 Do you think you do your fair share of jobs in the house?
Do you think that you will do more now?

A parent responds to the student's work on jobs.

