

Dear

Thank you for making a booking to bring your children to see FISHING UP THE MOON on

This production is not supported in quite the same way as we do the theatre-in-education programmes that we tour into schools, when we always prepare Pack of Ideas for follow-up activities, but FISHING UP THE MOON is a play which we believe fulfills all our aims for doing good educational theatre and good theatre that is also educational.

We hope that teachers will find a strong response from children having seen the play and that this will suggest that activities associated with ideas in the play could become part of future work in the classroom. To that end, we have put together this brief "pack" in the hope that teachers will find it useful either to do some preparatory work or for activities at some later date.

The production will be very visual, lively, colourful, exciting and will include live music, songs and sounds.

Lin Coghlan, the writer, says:

How easy is it for young people today to have dreams, hopes and ideals in a world which many believe will be destroyed during their lifetimes?

FISHING UP THE MOON follows the journey of one man who is given a second chance to question the way in which he lives and remember a life he has forgotten. With the help of two children and a woman, the man is led away from the road he travels daily and once in unfamiliar territory he is forced to confront some important questions. How could it be that he had forgotten so much and can his life ever be the same again? The journey, which leads us through a world suffering pollution and abuse, takes the travellers over rivers, across the desert and into the heart of the mountain which, they have been told, holds the power behind all the destruction. Armed only with their new understandings and a determination not to allow the world to die, they make a very unexpected discovery.

Themes in the play are clear and are presented in such a way that ideas and language are supported by action, movement and sound.

Songs have an important place in the play therefore we thought it would be useful to teachers to have

HALF MOON YOUNG PEOPLE'S THEATRE IN

FISHING UP THE MOON

BY LIN COGHAN



PERFORMANCES FOR SCHOOLS:
FRIDAY DECEMBER 1ST TO FRIDAY DECEMBER 15TH
AT 10.30 AM AND 2 PM AT THE
HALF MOON THEATRE 213 MILE END RD. E14 6AA

TICKETS £1.50 DISCOUNT FOR PARTIES OF 100 OR OVER
TO BOOK: TEL 790 4000



the words of one song that is central as it carries much of the central "message" of the play.

A MAN GOES TO A MOUNTAIN
HE'S LOOKING FOR AN ANSWER
THE ANSWER TO A QUESTION
THAT LIES WITHIN HIS HEART
HE STANDS BEFORE THE MOUNTAIN
AND TELLS IT HE HAS LOST HIS WAY
THE MOUNTAIN GIVES THE ANSWER
BUT HE ALREADY KNOWS.

A MOUNTAIN IS A MIRROR
IT DOESN'T REALLY GUIDE US
IT ONLY SERVES TO HELP US SEE
WHAT WE ALREADY KNOW.

AN OCEAN IS A SIGNPOST
IT DOESN'T SPEAK BUT POINTS THE WAY
IT'S PURPOSE IS TO HELP US SEE
WHAT WE ALREADY KNOW.

AN ELEPHANT'S.....
A TELEPHONE!
CONNECTING US TO EVERYTHING
IT ALMOST FEELS AS IF WE ARE
A PART OF SOME GREAT CHAIN.

A RIVER IS....
A RADIO!
TRANSMITTING SIGNALS EVERY DAY
IF WE COULD LISTEN WE WOULD LEARN
WHAT WE ALREADY KNOW!

A MAN GOES TO A MOUNTAIN repeat.

(Copyright Lin Coghlan)

It might be thought that the ideas are quite complex, but the play "shows" the ideas. Teachers might think it would be helpful to introduce such ideas as: MOUNTAINS, MIRRORS, OCEANS, SIGNPOSTS, ELEPHANTS, TELEPHONES, CHAINS, RIVERS, RADIOS.

Other creatures and natural objects which are mentioned include: whales, seagulls, crocodiles, lizards, shells, smoke, gas, stars etc.

For example, the idea of signposts could be explored in all kinds of ways:

signs in school	
signs on the road	
signposts to places	
	to feeling hungry
	to feeling tired
	to food being "bad" or "off"
	to rain coming
	to acid rain

How could the oceans be an indicator of the state of our world?

Mirrors: what are they?
what other kinds of objects reflect?
what do mirrors tell us?
does a mirror tell us things we don't know?
does a mirror tell us things we already know?
different kinds of mirrors: concave, convex

what mirrors or mirror-type objects are there in
the classroom?

the idea is to get to the core of what a mirror is;
what a mirror does and then to think about other
things that do this to one degree of another.

Telephones: what do the children know/understand about
telephones?
how can an elephant be called a telephone?
how does an elephant connect us to everything?

Chain : what is a chain?
what is a link?
what examples are there in the classroom?

what other kinds of chains do the children know?

what kinds of chain are they part of?
idea of the "food chain"

See the game called "Webbing".

How do we learn what we "already know" ?

this brings in the idea of FORGETTING.....
expressions such as "it's slipped my mind"
"out of sight, out of mind"

what kinds of things do the children find easy to
forget?

how do they try to stop themselves forgetting?

do they have any stories of when they forgot
something?

To add to resources teachers will already have or will think
of for themselves, two books can be recommended which could
provide many additional ideas for work associated with themes
in the play. Both books are published by

EXLEY PUBLICATIONS
10 CHALK HILL
WATFORD
HERTS. WD1 4BN.

SHARING NATURE WITH CHILDREN: Joseph Cornell

The games and activities described in this book would have
particular value when planning visits to a park or open space
and especially in schools who take children to residential
rural centres. We have included examples here which could be
adapted to the school setting.

Songs do have an important place in the play. A number of them have been written by Lin Coghlan, with music by Sylvia Hallett. This includes the one for which the words are given on page 2 of this pack.

Another song is a traditional Bengali song and Baharuddin Khelon (who plays Tismo) has provided the words of this song which is sung when "fishing up the moon".

বাক্স বাগানের মাথার উপর
bash baganer mather upor

চাঁদ উবেছে ও
chad uthechey oi

মাগো আমার শোলক বলা
mago amar sholok bala

কাজলাদিদি কই -
kajladidi koi.

It is highly likely that some children will know this song. If they feel that they want to join in - they should.

The song tells of a large bamboo tree in a garden (bash baganer) with the beautiful moon rising behind it. The singer is asking his mother for his sister Kajladidi, who told him such wonderful stories.

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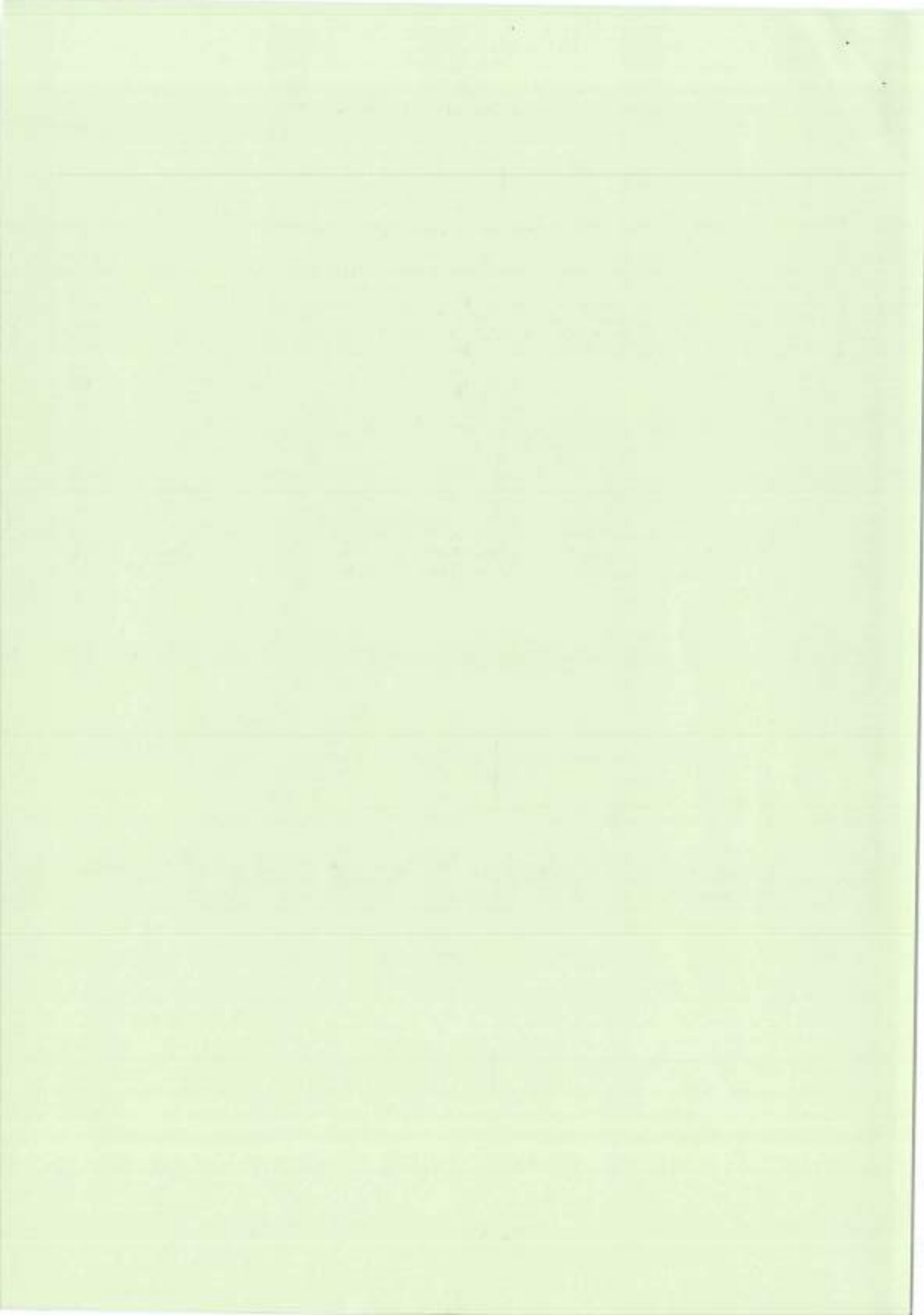
The Song To Fish up the Moon

Bash ba-ga-ner mat-her u-por chad ut-he-chey

oi na go a-mar sho lok ba la

Kaj-la-di-di Koi Kaj-la-di-di Koi

This is an approximate notation. It does not give a true indication of the way the voice is used by the singer. But we hope that it will be a guide to teachers who might be interested in teaching it to their children.



CRY FOR OUR BEAUTIFUL WORLD: ed. Helen Exley

This is an anthology of writing and artwork by young people from 70 nations pleading for the survival of our natural world.

As a taster, some examples have been selected which might suggest ideas for written and/or artwork.

We are planning, with the help of one or two of the trusts and charities concerned with conservation, world survival, and related subjects to have a foyer exhibition which will have to do with an aspect of the natural world. There will be posters, leaflets etc and we are hoping that there will be materials that the children can take away. To date, the London Wildlife Trust and the Friends of the Earth have indicated an interest to be involved.

For teachers who may wish to introduce a topic associated with the themes in the play, we have also included here a Contact List of some of the groups and organisations that might be approached for materials. As they are nearly all of them charities, there is a limit on what might be available free.

As always, we would be delighted to receive examples of any work that the children might do as a result of seeing the play.

Having read this "pack", if you have any questions about the play, please do contact me.

Norman Goodman
Education Worker
HMYPT
213 Mile End Rd. E1 4AA
(01-791-1141 x 6)

THE STORY

To try to reduce FISHING UP THE MOON to a basic narrative would be to do a disservice to its richness - of ideas, of imagination, of song, of language, movement etc. But I thought that some teachers might find it useful to have an idea of its "shape"; some idea of its main elements. The following outline will, I hope, help. It might suggest some things that could be mentioned before the visit. I hope it will help recall if any follow-up work is planned.

We meet the characters - who are introduced to us by WOMAN FOX - an extra-ordinary woman, but quite usual at the same time.

We meet KASSIMEER and TIAMO, a young girl and boy who are friends. We also meet The Soldier.

Another "feature" we hear about is The Road - people pass along it to work and home again. It is patrolled by The Soldier, as looking around and stopping on The Road are forbidden.

Kassimeer and Tiamo live in a land far from The Road and their lives are very different, but they are curious about The Road.

Their lives are different that is until the day they meet The Soldier, who has strayed from The Road and is lost.

The story then involves the three of them - with Woman Fox always somewhere near. At first Kassimeer is not happy to have The Soldier with them, but after an unfriendly start, Kassimeer and The Soldier come to understand each other.

They begin the journey - to find the "one who is killing the world". Woman Fox has set them this task as there is still time.

On the journey The Soldier learns about things he has forgotten, or things he had been taught were "not true" or which are not in the Rule Book.

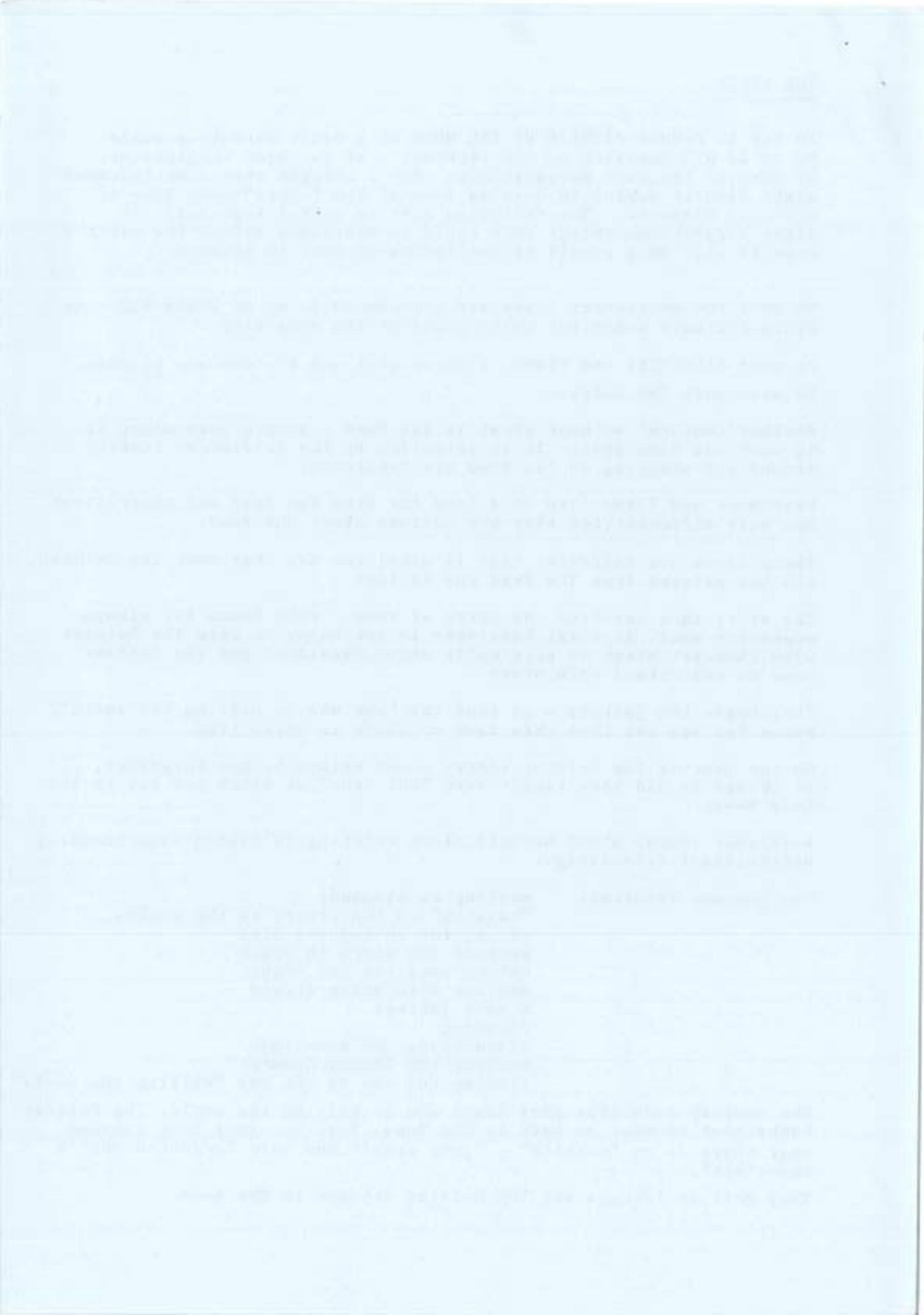
Kassimeer learns about herself; about relating to others; understanding others; about friendship.

The journey involves:

- meeting an elephant
- "talking" to the river; to the whales
- caring for an injured bird
- keeping the stars in place
- making camp for the night
- dealing with being afraid
- a boat journey
- climbing
- discovering new knowledge
- meeting the "Money Monster"
- finding out who is the one "killing the world"

The journey ends when they learn who is killing the world. The Soldier knows that he must go back to The Road. Together they have learned that there is no "monster" - "just people who have forgotten what's important".

They part as friends and The Soldier returns to The Road.



ASTRONOMY.....THE PLOUGH.....

WOMAN FOX is very concerned about the stars - she checks them from time to time! And is always putting the odd one back in place or giving them a shine etc.

In the play we hope to include a representation of The Plough. Teachers might think that a little preparation would enhance the children's understanding. I know that some schools might already include projects on the stars in the work that already goes on, so the following brief information might not be needed. I hope that it might prove useful to those teachers who might want to do some preparation.

Observation might be difficult from where we are, with all the light that comes up from the City, but on a clear, moonless night it could be possible to spot THE PLOUGH and from it POLARIS, the POLE STAR.

(If children later have experience of a school journey at a rural centre, it might be easier to get a good sighting, including other constellations.)

Children might be interested to know that the seven stars of The Plough all have Arabic names (shown on the accompanying sheet) and that DUBHE and MERAK are called POINTERS because they point directly to the Pole Star, which is at the "tail" of The Little Bear.

The story of URSA MAJOR & URSA MINOR is connected with Greek Mythology, as so many of the constellation names are.

A King of Arcadia had a daughter, CALLISTO, who was so beautiful that the Queen Goddess, JUNO, was very jealous. She turned Callisto into a bear. One day she was in great danger from a hunter - her own son, Arcas. Jupiter turned Arcas into a bear, too and, catching them by their tails, he swung them up into the sky where they remain safe for ever. (This explains why the Big Bear's and the Little Bear's tails are rather long!)

NAMES are interesting, too. As well as The Plough, the seven-star "formation" is also known as THE BIG DIPPER (because of its resemblance to a large ladle or soup spoon) CHARLES' WAIN/HAY WAIN/WAGON/CHARIOT.

In Bangla the following are just two names for the seven stars called The Plough. But there are many more names and very descriptive names.

Shaptarshee

সপ্তর্ষি

"Seven Stars Together"

Shukh Tara

শুক্র তারা

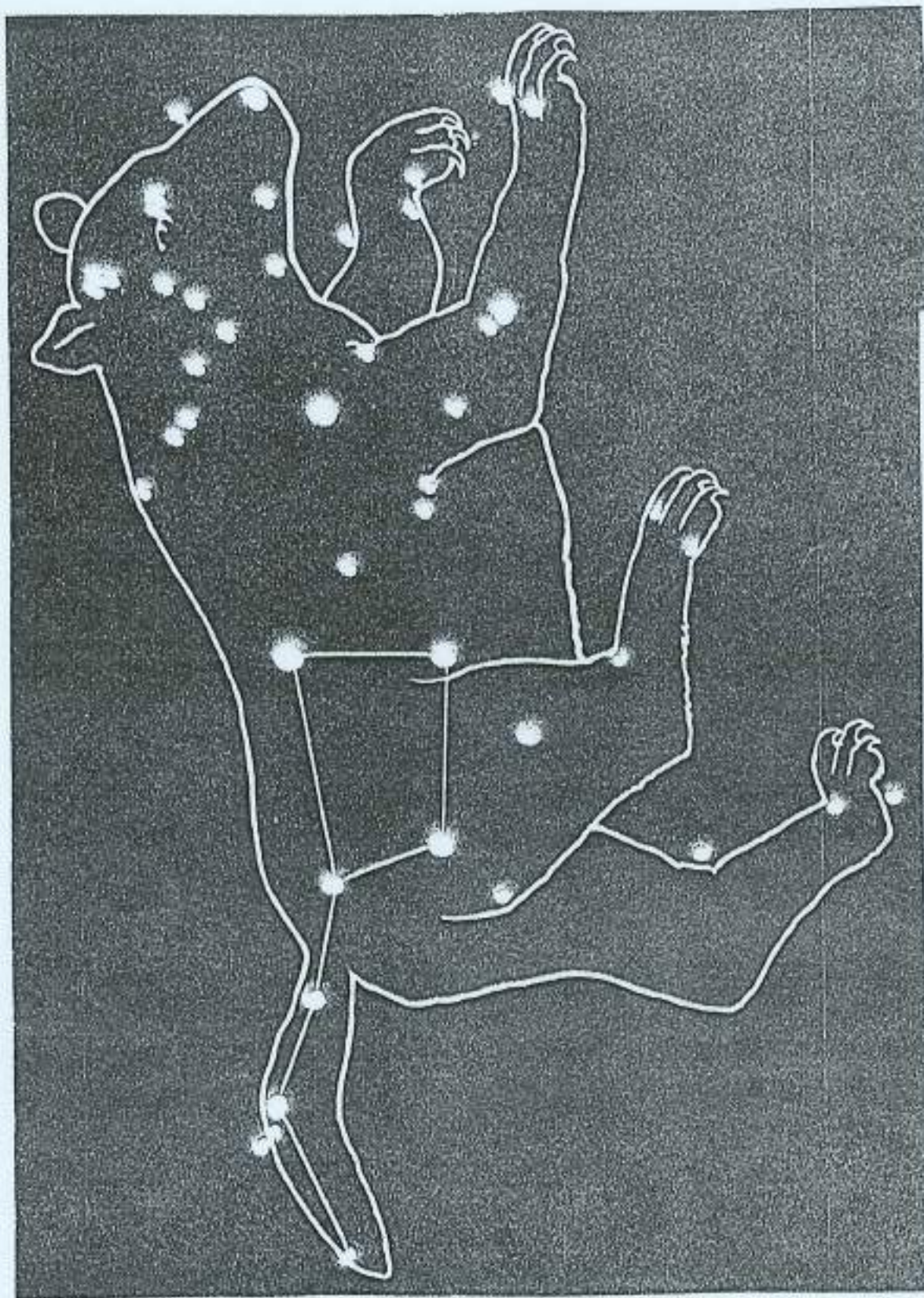
"Bright One"

Other cultures have different names and stories. In North American Indian tradition the Big Bear is seen more as an animal looking around for somewhere to hibernate and the Little Bear was a young woman guiding a party of hunting braves.

The Pole Star In Chinese astronomy it was called TOU MU ,who had great powers and could save sailors from being shipwrecked. The Arabs called it ALRUCCABAH, The Guiding One.

There are a great many ways in which work related to astronomy can go. These notes are only meant as very general. If children do respond with interest, then much more could be done. For example, the Plough is not an unchanging "formation"; it is different in shape now than it was when Egyptian or Arabic astronomers observed it. And it will be different to people who observe in another 1000 years time.

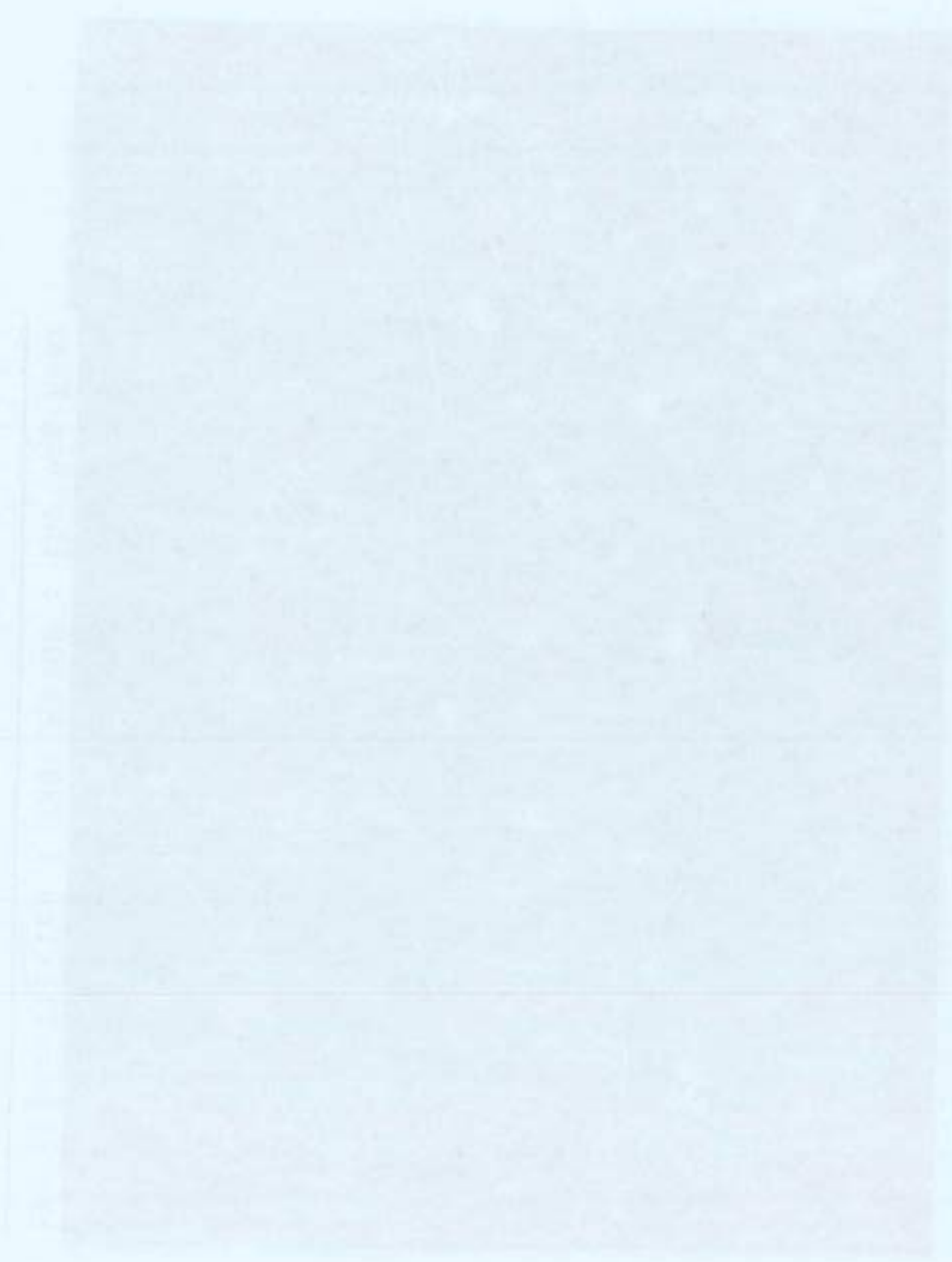
The Plough really is not a "formation"; although they appear to form the shape and relate to each other, the seven stars are actually very far apart from each other, especially Alkaid which is 250 light years away from Earth, whereas Phad is relatively close - 75 light years!

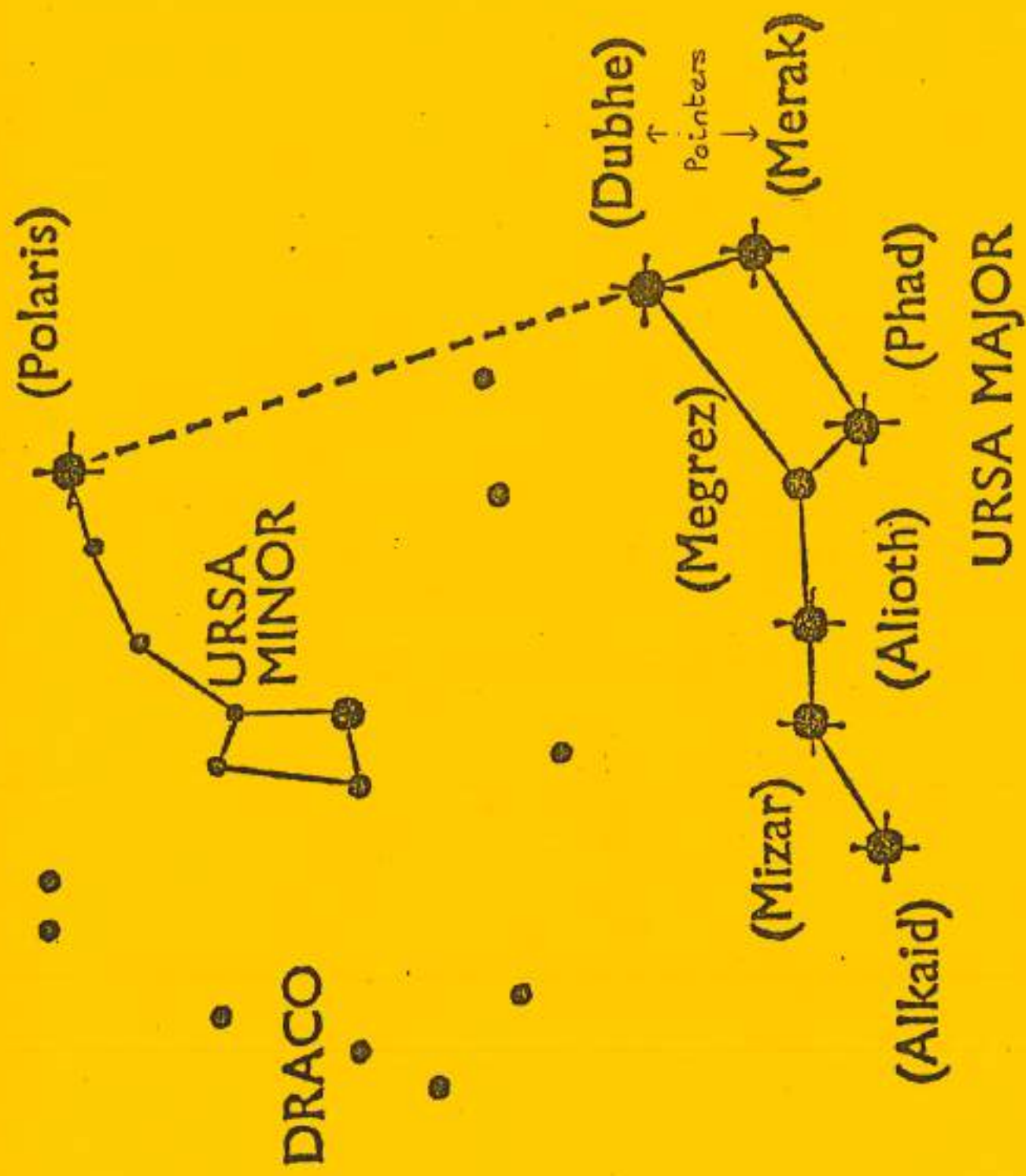


the constellation : URSA MAJOR : the Big Bear

showing the seven stars of THE PLOUGH - also
called THE BIG DIPPER THE HAY WAIN CHARLES' WAIN THE CHARIOT

THE UNIVERSITY OF CHICAGO
LIBRARY
540 EAST 58TH STREET
CHICAGO, ILL. 60637





Ursa Major, Ursa Minor

The world must have been very beautiful
before man came to live on it.

Melissa Smith, 9, Belgium

Come and see.
What's happening to the earth?
What's happening to the sea?
What's happening to the world?

One day a sudden silence is going to
come.
Everybody is going to ask, 'What are we
doing?'
I would with all my heart shout,
'Come and see!
Come and see, what you're doing to the
world.'
I would shout it to everybody
Shout, and shout till I make them
understand. *Alev Inan, 11, Turkey*

What will happen to people, animals, plants,
when there is nothing but smog?
What will happen to the sea when there is
nothing but rubbish in it?
What will happen to *Life itself*?
Vasilios Antonopoulos, 11, Greece

The blue whale sings songs, and it sees with
sounds (echolocation). Its shape is
beautifully streamlined and it is one of the
fastest swimmers of all the whales, reaching
a speed of nineteen miles an hour.

I feel that by studying (and trying to
communicate with) this largest of all
mammals we might one day learn a lot more
about ourselves and our presence on earth.
We might learn to decipher their songs, and
go deeper into our past and our roots on this
planet.

I also want to save the blue whale because
of its beauty and the wonder and
imagination it creates.

Miguel A. Rae, 10, USA

Hi!, I'm a twelve year old girl thinking about the future for us kids. Will it be like it is now, or different? Will there be enough electricity for us to use? Will we have beautiful trees, and flowers to look at? Or will it just be buildings around us? We won't be able to look out the window, and say, 'What a beautiful day it is!' We will see nothing but smoke, and dust. All the gasoline will run out, and so will the electricity. So I just hope that the grown-ups will start to think about us, and what will happen in the future!

Anna Colangelo, 12, Canada

I am ten years old now, but soon I will be a man.

Why do I say that? That sounds like I have to wait, and when it comes to saving something, I cannot wait. Should I have to wait until I have money or become a man? I think if you really believe in something, you start when you begin to believe. I will always save animals. I don't remember when I started, but I know I will never stop.

I go to the mountains, I go to the beach and I go to school. Wherever I am, I look for animals that need help. In my house and in my yard I have many temporary homes for animals that need help.

I don't only give them food and a home, but I give them all my love. And you know what? They all love me back. Their chirps, songs and eyes tell me that they appreciate it. When they no longer need me I return them to where I found them. I don't keep them, because I love them, and if I save them I must return them to nature.

I am glad my parents can help a little. My dad is a doctor and my mom is a nurse and with their help we can cure and save almost anything.

Yes, when I am a man I will save larger animals such as elephants, camels, tigers and lions and particularly the seals and whales.

I can't swim the ocean and shield the whales from the harpoons, but I can contribute my allowance to 'Save the Whales' and I can tell people about these intelligent creatures that deserve to live as we do. And best of all, I can do that today.

When I am a man I will use my money to save what I cannot yet save.

I will see the world and speak to its people about the importance of all creatures of the earth and you know what? People will listen to me because I believe!

Murray Elland, 10, USA

We were breaking the waters of the river Pashur. It was twilight and the sunlight was just fading out from the west. We were heading south-west through Sunderban, the unique forest in Bangladesh inhabited by the majestic Royal Bengal Tigers. The environment of Sunderban is fascinating. Situated in south-west Bangladesh it covers an area of about 2,500 square miles, a network of land and rivers.

As we were advancing through the calm water we heard a sudden splash. Turning the searchlights we saw it — the great Royal Bengal Tiger, striped in shiny black and royal orange. It was looking at the steamer with burning red eyes. It was healthy and its body was shimmering all over. It looked at the steamer for a few seconds and then entered the forest — its trusted habitat.

Yes. This is the animal I would like to save. I would like to save it because I appreciate it and it fascinates me, and because it is decreasing in numbers very quickly.

It is our mutual duty to save them because they are very rare and are only found in Bangladesh. They will soon be extinct if not taken care of.

We should remember that every time a 'useless' species is exterminated our destiny is endangered. Do you want the tigers to be like Dodos and Mastadons? Like animals only in books and museums?

We can all join in the rescue work by donating money to the wildlife fund or by participating ourselves. Let's all of us say together with the great naturalist William Beebe, 'When the last individual of a race of living things breathes no more, another heaven and another earth must pass before such a one can be again.'

Tanzina Hague, 14, Bangladesh

*Once there was a valley of fertile land.
There was a beautiful forest of lovely
pine trees. There was grass for animals
and the air was clean. But some time
later man wanted wood, so he
thoughtlessly cut down all the trees and
because of this the grass began to die.
Because of this no animal could live.
Because of this no people could live. The
climate also changed. This was the
second reason men could not live there.
They became poor. So this beautiful
valley became a deserted place.*

Usama Azbar, 10, Pakistan

Please save the Taj-Mahal

Do you know the beautiful building in India — the Taj-Mahal? When I was a very small boy, my mother used to tell me about it. She told me that the Taj-Mahal is one of the most beautiful monuments in the world. Now, when I am a little grown-up, I have collected a lot of photographs of this building. Do you want to know how many they are — twenty six!

My father was telling me that the Taj-Mahal will begin to crumble soon — because there is a factory nearby. All the smoke from the factory's chimneys pours right on to this white marble building. The monument will turn from white to yellow — it is stone-cancer which this Taj has already caught. My mother was saying that many people have requested the government to change the place of the factory, but they do not listen. I wish they would change the site of the factory. My friends, too, want this to be done because I and my friends have yet to see the Taj-Mahal. And if this building falls before we are able to see it, we will be very sorry.

Sbabaryar Ameen, 7, Pakistan



- A. Ecology and interdependence
- B. Day/anywhere
- C. 3 or more
- D. 5 years and up
- E. Ball of string

Webbing

HERE IS A GAME that makes very clear the essential interrelationships among all the members of nature's community. Webbing vividly portrays how air, rocks, plants, and animals function together in a balanced web of life.

The children form a circle. The leader stands inside the circle near the edge, with a ball of string: "Who can name a plant that grows in this area? . . . dandelion . . . Good. Here, Miss Dandelion, you hold the end of the string. Is there an animal living around here that might eat the dandelion? . . . Rabbits! . . . Ah, a sumptuous meal. Mr. Rabbit, you take hold of the string here, you are connected to Miss Dandelion by your dependence on her flowers for your lunch. Now, who needs Mr. Rabbit for his lunch?"



Continue connecting the children with string as their relationships—to the rest of the group emerge. Bring in new elements and considerations, such as other animals, soil, water and so on, until the entire circle of children is strung together in a symbol of the web of life. You have created your own ecosystem.

To demonstrate how each individual is important to the whole community, take away by some plausible means one member of the web. For example, a fire or a farmer kills a tree. When the tree falls, it tugs on the strings it holds; anyone who feels a tug in his string is in some way affected by the death of the tree. Now everyone who felt a tug from the tree gives a tug. The process continues until every individual is shown to be affected by the destruction of the tree.



- A. Animal classification,
- B. Animal ecology
- C. Day/anywhere
- D. 2 or more
- E. 6 years and up
- F. Animal pictures, safety pins

What Animal Am I?

PIN A PICTURE of an animal on the back of one of the children in the group. Don't show him the picture. Have him turn around so that all the other children can see what animal he has become. He then asks questions to discover his own identity. The other children can answer only yes, no, and maybe.



- A. Animal movement
- B. Animal movement and behaviour
- C. Day and night/anywhere
- D. 6 or more
- E. 5 years and up
- F. Index cards, pencil

THE IDEA is to find your mate amid the herd of cavorting beasts and birds on Noah's Ark. Begin by counting the number of players in your group, then make a list of animals half as long as the list of players.

Write the name of each animal on two cards. When you finish there should be as many cards in your hand as there are players in the group — one card for each player. If you have an odd number of players, write the name of one of the animals on three cards, making a threesome to accommodate the extra player.

Shuffle the cards and pass them out. Each child reads his card and becomes the animal whose name is on the card, keeping his identity a secret. Now collect the cards again.

On signal, the players all begin acting out the sounds, shapes, and typical movements of their animals, with the intention of attracting their mates. The action is hilarious when all the animals begin baying, croaking, screeching, whistling, strutting, flapping, leaping, and posing. They can make all the noise they want, but talking is prohibited — each animal must attract his mate solely by the authenticity of his behaviour. The game ends in happy reunions and much laughter.

Noah's Ark



NOTE ON PARTICIPATION

Last year, after PEACEMAKER, a number of teachers asked us about the children's "participation" - how much could they participate? should they? would the performers mind?

We believe that coming to the theatre to see a play may well be a rare experience for the majority of children of this age and that for many it may be their first experience when they see FISHING UP THE MOON. Therefore the quality of that experience is very important, so being spontaneous in their reactions is very much part of the experience. Reaction is often a wonderfully clear sign of the children's involvement, so we welcome it.

Only very rarely have we found "participation" a bit "over the top", so we hope that teachers will feel that if their children make responses, join in, clap, dance or whatever, then we like to see it.

By "participation" we don't mean the sort of participation that characters in, for example, pantomimes, invite from the audience. For us, it is how the children feel they want/have to respond to what they see and hear.

CONTACT LIST : ORGANISATIONS & PUBLICATIONS : a selection only

COMMON GROUND : 45 Shelton St., WC2H 9HJ. (379-3109)
THE ENVIRONMENT COUNCIL : 80 York Way N1 9AG (278-4736)
FRIENDS OF THE EARTH : 26-28 Underwood St., N1 7JQ (490-1555)
FRIENDS OF THE EARTH (International) ditto (253-0201)
GREENPEACE : 30-31 Islington Green, N1 8XE (354-5100)
LONDON WILDLIFE TRUST : 80 York Way N1 9AG (278-6612)
ROYAL SOCIETY FOR NATURE CONSERVATION: The Green, Nettleham, Lincoln
LN2 2NR (0522-752-326)
WORLD WIDE FUND FOR NATURE: Panda House, Weyside Park,
Godalming, Surrey GU7 1XR (04834-26444)
LONDON ECOLOGY CENTRE: 45 Shelton St., WC2 (379-4324)
ARK TRUST: 498-500 Harrow Rd., W9 3QA (968-6780)
PUBLICATIONS: EARTH MATTERS (pub. by Friends of the Earth)
GREEN TEACHER (Machynlleth, Powys SY20 8DN)
GREEN MAGAZINE (from newsagents monthly)

WATCH : scheme for involving young people in their environment
(same address as for Royal Society for Nature Conservation)

CENTRE FOR ALTERNATIVE TECHNOLOGY: Llwyngwern Quarry, Machynlleth
Powys SY20 9AZ, (Tel 0654-2400)
(CAT publish an excellent catalogue for mail-order: eg solar cells
for projects and hobbies; rain test kits; vanishing animals kit;
cut-out working models; left- and right-handed boomerangs etc.)

Friends of the Earth has a Re-cycling Dept. which will send information
on receipt of a SAE.

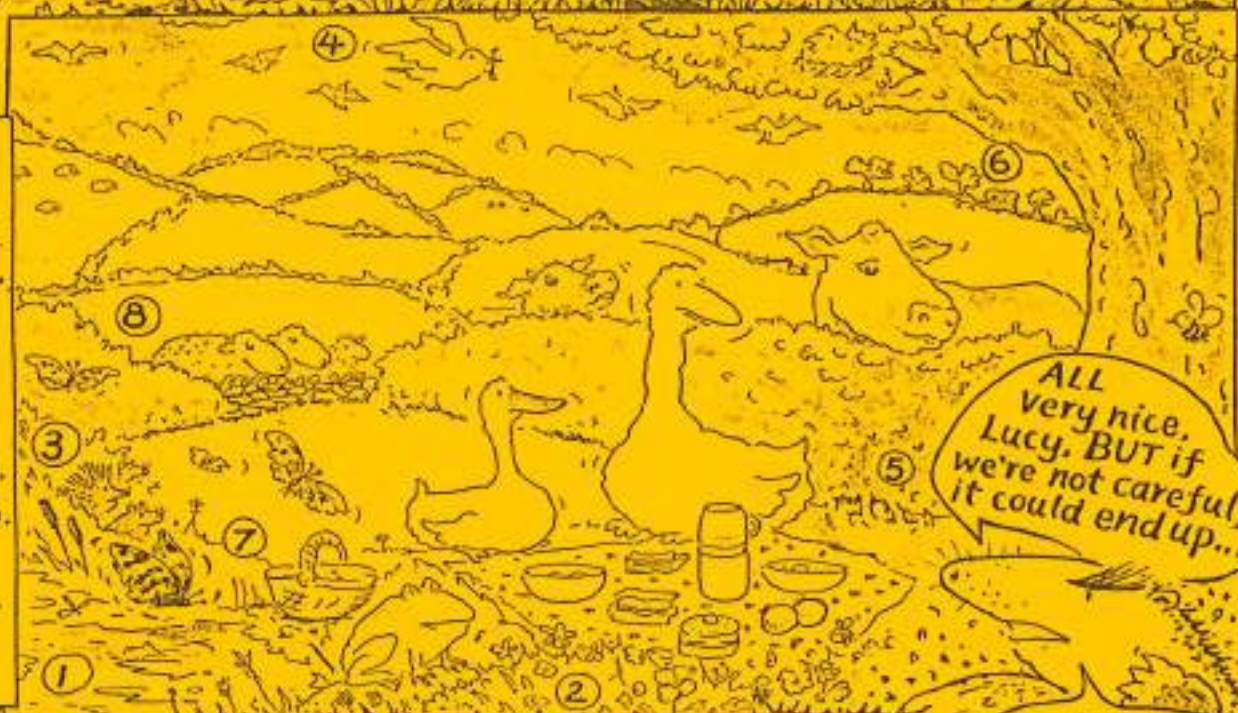
The LUCY pages are from JUMP! a magazine for young people 3-8 yrs.
It is available by annual sub. (£21-95 for 12 issues)
FREEPOST Melksham, Wilts., SN12 7DK.

It was one of those
LET'S SWIM A LONG WAY
TODAY days...

... so Dick and I decided
to go to our favourite
place for a picnic.

8 things Lucy
likes about her
favourite place
in the country.

1. Clean water.
2. Wild flowers.
3. Wild animals.
4. Wild birds.
5. Old hedgerows.
6. Natural woods.
7. Lots and lots
of butterflies.
8. Farm animals
in the fields.



ALL
very nice,
Lucy. BUT if
we're not careful,
it could end up...

... LOOKING
LIKE THIS!



WHAT'S
GOT BADGER MAD?

8 things that
could happen to
Lucy's favourite
place.

1. Poisoned water.
2. Crop spraying.
3. People leaving
rubbish.
4. Factory farming.
5. Hedges pulled up.
6. Evergreen trees.
7. Motorways.
8. Wild birds and
animals have
nowhere to live.

Each year some 4,000
miles of hedgerows
are RIPPED UP!

Since 1949, HALF four
ancient Woodlands
have been DESTROYED!
That's like a forest
TWICE AS BIG AS LONDON
which has completely
VANISHED!

What
can we
do, Lucy?

Here are
3 things,
Badger.

② Support ORGANIC
FARMERS. They don't
use dangerous chemicals.

③... And help to
protect the countryside
we still have left
with many more

① Make the people
who POISON the rivers
and countryside PAY
to clean them up.

WILD LIFE AND
NATURE RESERVES.

WARNING! NATURE RESERVE
FOR SALE

Instead of making NEW reserves,
the government is planning to
SELL OFF the ones it has!
HELP BADGER STOP THIS!
WRITE TO ~~THE SECRETARY OF STATE~~, D.O.E.,
2 Marsham St London, SW1, and
the Nature Conservancy Council,
Northminster Rd, Peterborough,
CAMBS. TELL THEM WE NEED

Steve Weatherall