

Brent Community ESOL programme

2020/21 Report



Background

In 2018 English for Action worked with the Brent Community branch of Unite the Union, training up a group of 17 local volunteer teachers to run **participatory ESOL** classes throughout the borough, responding to the need expressed by one of its refugee members. The project then worked with the Bulgarian Social Platform, running 5 weekly classes for this new community; teachers also secured teaching posts at local community centres - the Global Skills Centre in Kilburn, and Brent CVS and The Yellow in Wembley Park.

When these centres shut during the pandemic, EFA supported one of the local teachers to move the successful Yellow class online, and began to apply for funding. Our first official EFA class started last September funded by an Edward Harvist grant. 6 more classes were added to the weekly schedule from January of this year, on confirmation of a council NCIL grant¹ which kicked-in in April.

This report primarily focusses on the NCIL-funded project, running in partnership with two Brent-based organisations: the Work Rights Centre, and Young Roots who work with refugees.

We have 18 months more to go. Our aim in producing this report is to celebrate the achievements so far in the hope that more people will know about this project and the opportunity it represents for migrant residents and workers in Brent.

Our current programme

The programme is aimed at **higher-level students**, based on our experience as teachers and on our research which show that the provision and uptake of ESOL beyond Entry Level is low in Brent. The impact of this is clear: low-skilled, low-status and low-paid work - which is why we are also working in partnership with the Work

¹ Neighbourhood Community Infrastructure Levy – money collected by the council from developers to be spent on community infrastructure to offset the impact of development.

Rights Centre who have been running fortnightly Employability and Employment Rights sessions.

The NCIL funding we applied for was earmarked for projects that would address such *structural inequalities* in our borough. Low pay obviously also impacts upon children's education, housing and health. These issues will not simply be remedied by migrant workers becoming more fluent in English. Our programme seeks to **develop community leaders** who can build collective power in our communities to take action.

We have enrolled over a 100 local students since January, which great, but we lowered the entry requirements, creating two Entry 3 classes to cater to the people who applied. People often assume ESOL is for beginners, so we need to make sure that prospective students know this higher level course is available. Many with functional English will be in work, usually in exhausting jobs, with irregular shift-patterns, and with the associated problems of poverty. And the determination to invest in their education and development is often channelled into courses that provide the accreditation they believe will change their situation.

Attendance has been affected by Covid - sickness and homeschooling - and we lost many students when furlough and lockdown ended and a large number of students returned to work or travelled to see family. However, we do anticipate many returning to class in September.

Against these challenges, our local team and the students we've worked with have achieved a lot in the last 6 months, with funding that amounts to just over one Full Time Employee for the whole project.



**ESOL for Community
in Brent**

English for Action
WWW.EFALONDON.ORG

- Do you want to improve your English?
- Do you want to make friends from different communities and backgrounds?
- Do you want to be active in the community in Brent and beyond?

Our classes



Fatime



Marta



Robin

Our teaching approach is participatory, working with students to identify what they are interested in and the issues affecting them in real life. Our aim is to support students, as individuals and as a community, to make change.

While we do “teach English” of course, our approach to this is to bring *adults* together to learn about a broad range of subjects in ways that are *accessible*, addressing language needs as they emerge. Our students often reflect that our classes are different from others they’ve experienced because their views matter and they find the subjects interesting.

Our programme supports active multi-cultural citizenship and community leadership. We create a respectful space where a range of important social issues are explored, helping people navigate a complex society and enabling them to work alongside a range of people of differing backgrounds, customs and beliefs. The one evaluation statement that every single respondent ticked was “I have enjoyed meeting people from different cultures and backgrounds”. Most important of all, is that people feel part of something, and that we create spaces where people communicate with each other and care for each-others’ problems, fostering trust and community solidarity.

We have appended *several* examples of the work that has gone on in our classrooms this year thanks to this council funding – and we hope that people will be as happy as we are that these wide ranging discussions are taking place – and actively refer people to the programme.

Here are some of the comments we’ve received from students in evaluation form and in our WhatsApp Groups:

I want to thank you heartily for accepting to be part of the class !! thank you heartily you and the whole class for every time you have heard me you have given me your precious thoughts !! thank you for becoming a big family for me !!! I would love to continue with you again when we get back together

Sometimes I think it might be better to be in a class with only one level, but I think it's good to be challenged by the people who are higher than me, and help those lower with me. I've been lucky to be with different teachers - Marta, Adela, Fatime and each one of you have a strategy - each one was different to each other - each one had a different technique, new things to learn.

Hi Robin

Thank you so much for all beautiful words. I really appreciate it. Apart from your teaching skills I really liked the way you interact with your students.

We can learn English although we can't learn how to be a human being but with you we can feel this humanity. Thank you for being our teacher. Many thanks to everyone for supporting each other.

Have a nice summer break !

Hi Fatime - I'm speechless.

Thank you for your words and above all thank you for the time that you dedicate to that project. You are absolutely an amazing teacher, who gives to her student not just notions but "nutrients" to their mind too.

Your classes and the workshops have made me feel part of something for the first time since I moved to London! Please, keep me involved, I would love to "formally" volunteer for you organisation!

I'm greatly to Robin too, who made me attended the meeting with the Momentum organisation. And for our political talks

Dear Robin.

The classes were always like participating in an adventure, trying to climb very steep mountains but always with a very good and experienced guide, patient, understanding, with a wide culture. As I told you in class, a field trip to the past, trying to understand it as something alive that still affects us. A great honor to have participated in your classes. I greatly appreciate the reference you made of me, with many comments that may not deserve them. But one thing is for sure, your hidden agenda was always of broad interest and it's working.

Hi Fatime,

The ESOL course has been helping me, because I work with Brazilian and Italian people, so I don't speak English during the days I am working.

Unfortunately, I do not feel confident to speak English and the ESOL course is helping me to listen and to speak in English. In a few months I need to renew my visa and I will have to choose a topic to speak in English and to answer some questions about life in THE UK. I'm petrified about it.

I have no barrier at the moment in regards to the ESOL course. I feel that I have all the support I need.

I would like to say thanks in special to Fatime teacher, she has been working to encourage me to speak and I hope that I can improve my communication skills and in the future I can feel more confident to join a conversation or even to get a better job.

Hi Robin. Even if was a short period for me participating in these sessions , it was a productive and knowledgable time. I was a pleasure to be my English teacher . Nice to meet all of you. Have a good summer.

Your classes are amazing Robin, definitely I learnt a lot in each of your lesson

Hi Robin..thanks for your help to improve my English skills ,you are the best teacher

Very nice people and of course teacher Robin. These meetings help me a lot in learning English.

I enjoyed many things especailly the diversity of topics ,but the most imprtant thing was that I considered myself part of these classes .

Robin is the best teacher ever. He knew how to bring joy in every session, making me to be more confident to conversate in english language.

Fatime's guide through the classes was absolutely brilliant! The subjects used to make us discuss, improve our English skill and teach us were interesting and an incentive to reflection.

when I have a class I feel that something is going on. There's something I'm looking forward to on Wednesdays. I wish I had this opportunity before

[I have enjoyed] the feeling of being part of a community that grows together and supports each others.

I learned English, made relationships

Are the classes improving your English?

Absolutely, EFA has helped me not only to improve the English language, but also make new friends and expand my knowledge.

100%

Definitely, My English has been improved a lot and I became more confident .

Yes, of course

Yes they are.

Definitely

Of course you do, I believe that these lessons are very necessary for people like me.

Yes sure.

Very well

Yes, the classes improved my english and also my knowledge in different subjects as history, culture, religion.

Yes, definitely. My English got better and I got more confident. Before, I never talked to someone. Now I talk to people on the bus. I talk to people everywhere.

yes, absolutely. I wish I could attend more classes during the week.



Over the last two terms we have run two classes each week for Entry 3 students, three classes for L1+ students and three for young refugees. In September, we are making changes to the programme in light of feedback. Fatime is introducing an IELTS preparation class for those needing to prove their proficiency to go to university or to re-join in the professions they are qualified in. Robin is starting a refugee class in Wembley for those in the hotel initial accommodation who are especially isolated. He's also starting an in-person writing group in Willesden in response to the main feedback we've had, and felt ourselves, about what's lacking in our online classes. EFA is also opening up a Saturday speaking class to Brent students taught by Adela.

Beyond the classroom

Community Workshops

Marta has worked with a group of student leaders to develop community workshops for their fellow students. They came up with a programme of wellbeing workshops, reflecting the ongoing mental health challenges they were experiencing. They designed the leaflets and in most cases planned and facilitated the workshops themselves.

Wellbeing Workshops

Organised and hosted by the EFA Community ESOL programme in Brent

15.30 -17.00 - Thursdays

11 MARCH DETERIORATING MENTAL HEALTH DURING THE PANDEMIC

18 MARCH HOBBIES TO COPE AND DISTRESS DURING THE PANDEMIC

25 MARCH EAT TO LIVE NOT LIVE TO EAT (HEALTHY EATING)

1 APRIL MINDFULNESS SESSION

15 APRIL THE HELP OF FAITH DURING THE PANDEMIC

22 APRIL BE SATISFIED WITH YOURSELF

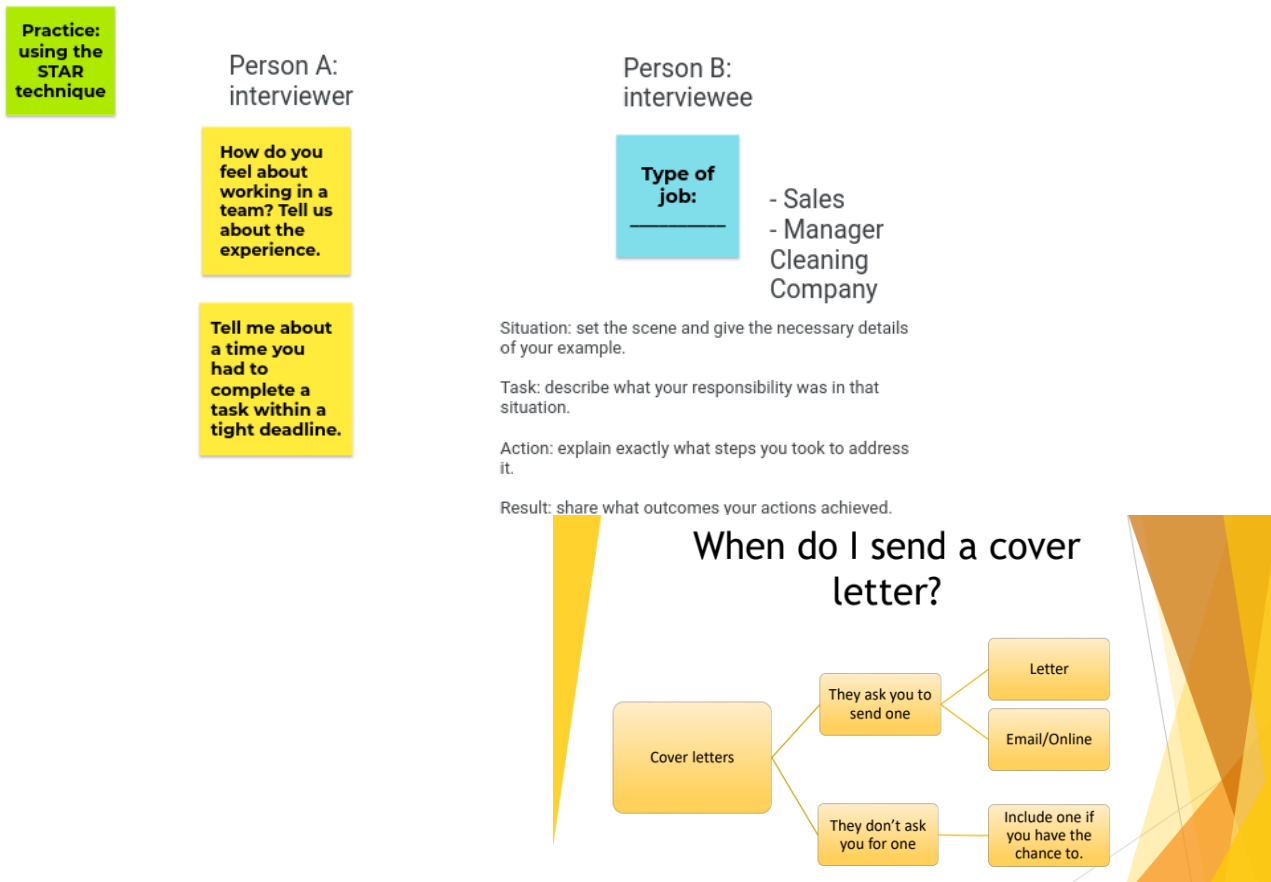
29 APRIL ASPIRATIONS, HOPES, AIMS. SET AND ACHIEVE GOALS

The meetings take place on Zoom
[https://us02web.zoom.us/j/87550255911?](https://us02web.zoom.us/j/87550255911?pwd=eWhkS2FtQVltSWxSbzRmeXRia3NMUT09)
 pwd=eWhkS2FtQVltSWxSbzRmeXRia3NMUT09
 Meeting ID: 875 5025 5911 - Passcode: 866580
 Whatsapp: 07585 439147

Next term students will be invited to Community Organising training that will train them in running listening campaigns among their peers, and in facilitating participatory events and using social media.

Employability and Employment Rights

Each fortnight Lora and her team from the Work Rights Centre have been delivering a range of sessions focussing on employability and employment rights, ranging from CV and Cover Letter writing, interview techniques, contracts and equalities.



What questions do you expect to be asked in a job interview?

- tell us about yourself
- questions related to your past work - experience
- No questions about age, sex, gender, nationality, et.
- ask about the strenghts & weakness
- competency - based questions
- why the company should hire you.

London Citizens

EFA has been affiliated to London Citizens for many years in South and East London - and we have now joined the North London chapter. 10 students from Brent joined 90 others from EFA at the Mayoral Accountability Assembly, where some 5000 London citizens sought commitments from the candidates on our major concerns.

EFA's longstanding campaign for London-wide ESOL website scored a victory, with Sadiq Khan finally committing to staff it, giving our students a sense of their power when they come together. EFA had led a listening campaign among the students of several ESOL providers, and the key issue that we identified was a lack of easy-to-find information on available courses.

Several Brent students and local ESOL teachers signed the open letter to Sadiq; local organisations Work Rights Centre and SAAFI added their support; and three Brent students volunteered to translate the letter in to Romanian, Albanian and Italian, for which we're really grateful. You can still sign and share the letter:

<https://loveesol.co.uk/sign-open-letter/>.

Marta has been updating a directory of ESOL provision in Brent which will be a valuable resource in the here and now, *and* as we work with the council to engage with the GLA website.

Locally, we have been working with the Brent and Harrow Citizens organiser, Daphne Giachero, to foster the Community Organising leadership skills of some selected students. Among the priority campaigns in London are the Living Wage and genuinely affordable Housing. These two issues are at stake in the major development zone in Old Oak Common which is set to create 60,000 jobs and 25,000 homes. Two of our students are in the photo below, as representatives from three boroughs met with the planning team to tour the site.



Citizens instils in people the confidence to hold power to account. We developed our questions collectively, and the two EFA students gained a lot from posing them, grappling in real life with the issues we've discussed in the classroom.



in

a

Accessing Opportunities

Whether academically, socially, or politically, our classes are places where teachers and students alike share further opportunities. Some students are enrolling on government-funded ESOL and Literacy courses that will equip them to be volunteers in our classes; others are enrolling at the college to become community interpreters. One student has started a Mental Health course thanks to information shared by another student. Students have attended council events, such as the Brent Health Matters session, and the Emerging Communities festival. EFA has hosted its own information sessions for all our students on the Settled Status, Universal Credit and with GPs about the Vaccine which Brent students have joined.

Two students are involved in the Brent Renters Union. One student translated a lengthy survey into Romanian for the Centre for Progressive Change, aimed at identifying the main issues facing cleaners in London. The daughter of one student volunteers for the Work Rights Centre, and the daughter of another is also applying there for work experience. A couple of students have been attending a weekly anti-racism study group and one student has been involved with our People In Action project, producing videos on migrant community issues. A few students have joined the Brent Mutual Aid Facebook group, and one student has been centrally involved supporting a Moroccan-Spanish family in Neasden with multiple health and housing problems. We have referred students to food banks and the Brent Solidarity fund, and one local ESOL teacher took food to a refugee student during Ramadan.

Spread the word for the coming year

Though we have some referral channels in place with the Work Right Centre, Young Roots, EAL coordinators in some schools, ESOL tutors at the college - the majority of our initial recruitment was done via a paid Facebook advert. We would appreciate more active collaboration and partnership in the borough.

We know our programme is beginning to achieve what we set out to do, despite the setbacks associated with the pandemic. All of our students say the programme is improving their English, and as you have seen many are inspired by the experience. Our project is developing all-rounded, sophisticated community leaders who will go on to serve the community. We look forward to working with you over the coming 18 months and beyond.

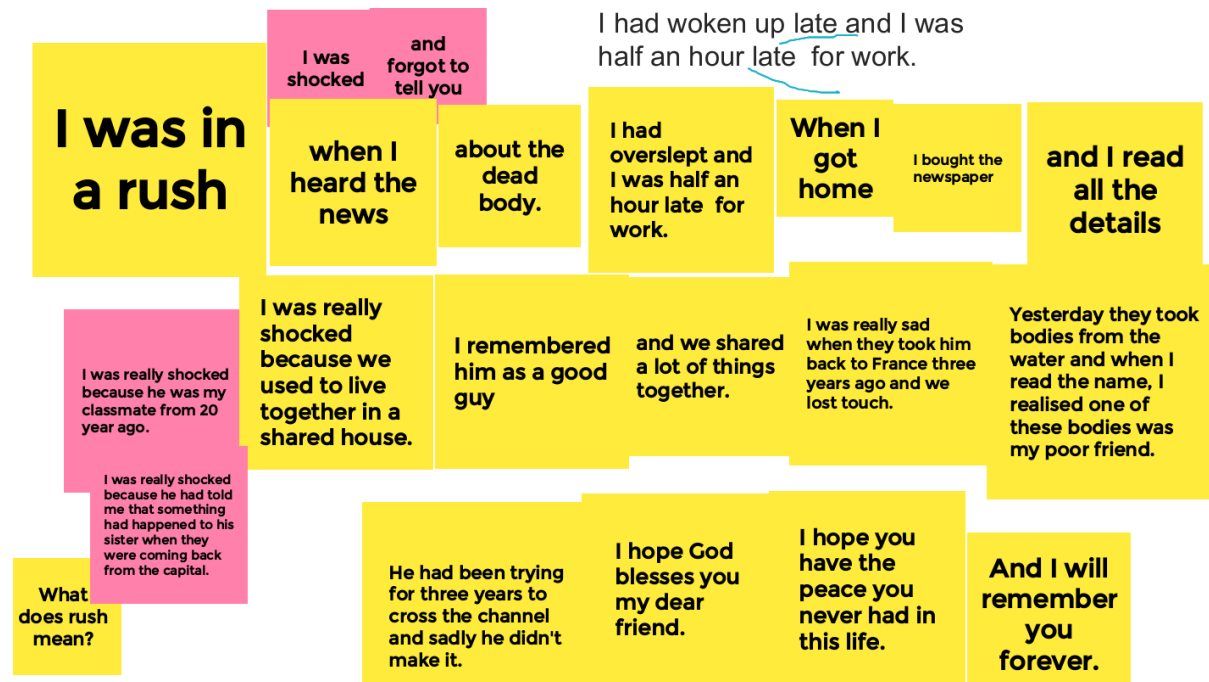
The EFA Brent team

Contact robin@efalondon.org / 07974 331 053 for more information

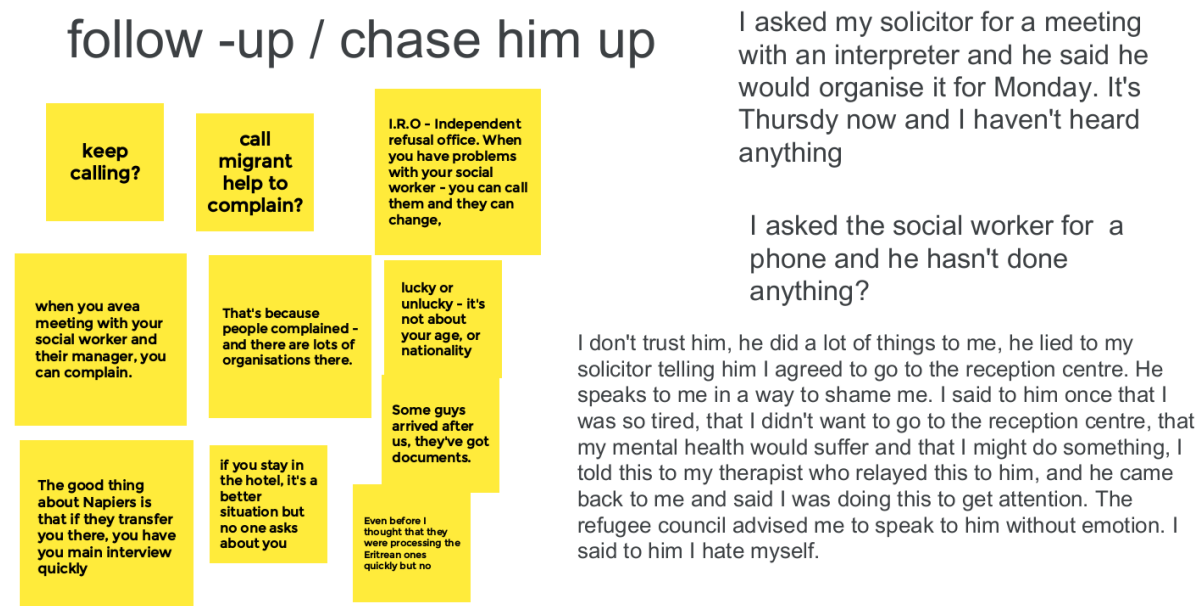
Students can enrol here: <https://efalondon.org/brent/>

Young Refugees

A group of young refugees who know each other from the Wembley Holiday Inn initial accommodation make a story together. They are given just the opening phrase "I was in a rush" and they take it in turns to move the story along, negotiating with each other. It allows for the expression of their shared trauma.



Here they discuss strategies for support



Dealing with misinformation and media bias

In one of our classes an emerging topic was the news related to migrants. This led to a discussion on news and media sources in general. Our students shared their opinions on different media sources and rated their reliability. They expressed their skepticism about them, which is key to identifying reliable information. They were also asked to produce more complex topic-related sentences with 'since' and 'as'

they divide people

migration is important

uk population is getting old (-> ageing)

the migrants who come here they are young

some migrants live on benefit - but so do the British??

it's good for the economy

you can meet people from different backgrounds, it's so interesting

EU migrants commit 500 crimes a week in UK

European migrants are committing more than 500 crimes a week in Britain and officials are powerless to deport many of them.


most migrants are good

Migrants claim £4bn a year in benefits, new report claims

random numbers?

Take it with a pinch of salt - take sg with a pinch of salt (idiom)

'Th' sound to vanish from English language by 2066 because of multiculturalism, say linguists



Rank the information sources on a 1 (bad)-10 (excellent) point scale according to:

Why?

BBC

when the British or the police do something they try to hide those

I think everyone needs to know the truth

the journalist in Brazil said something completely different from what happened in reality

they changed the situation of racism

the BBC never apologises

Youtube

sometimes you can see the reality through the YouTubers work. For example, we can get an insight into what's happening in communist countries through these videos

Youtube is the same: they can show whatever they want

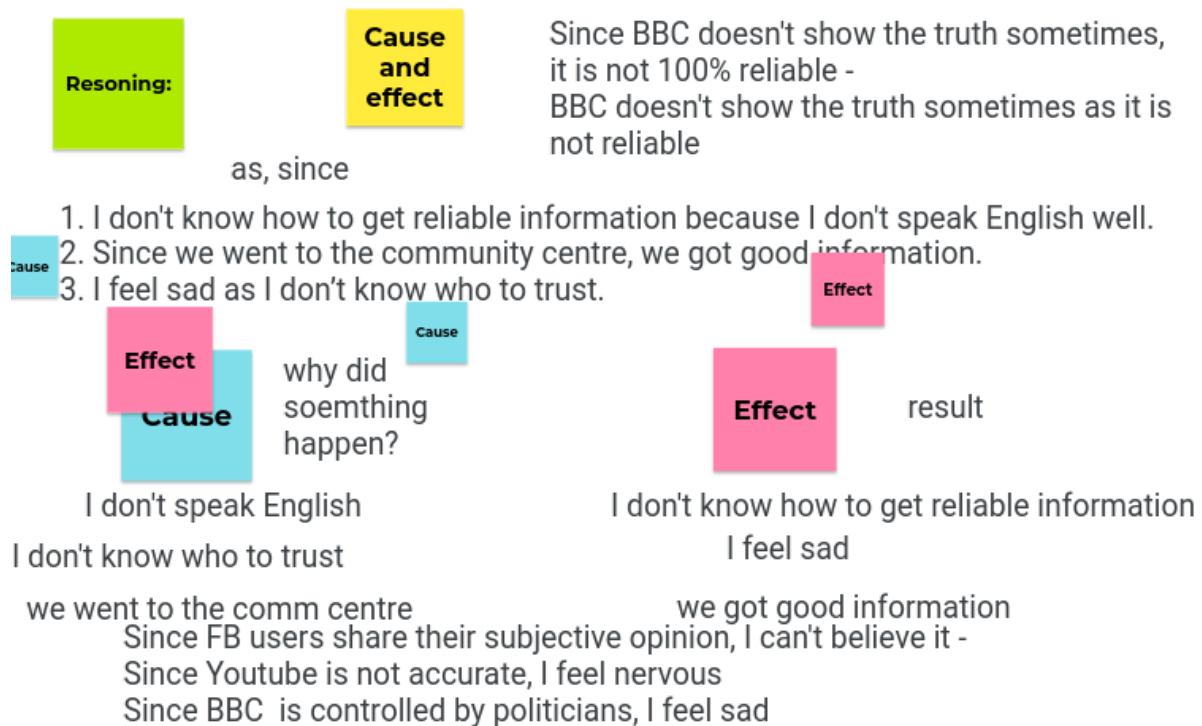
Facebook

the quality of being precise/ correct

reliability

9, 7, 2-3, 2 0 5, 6,

subject = topic in this context

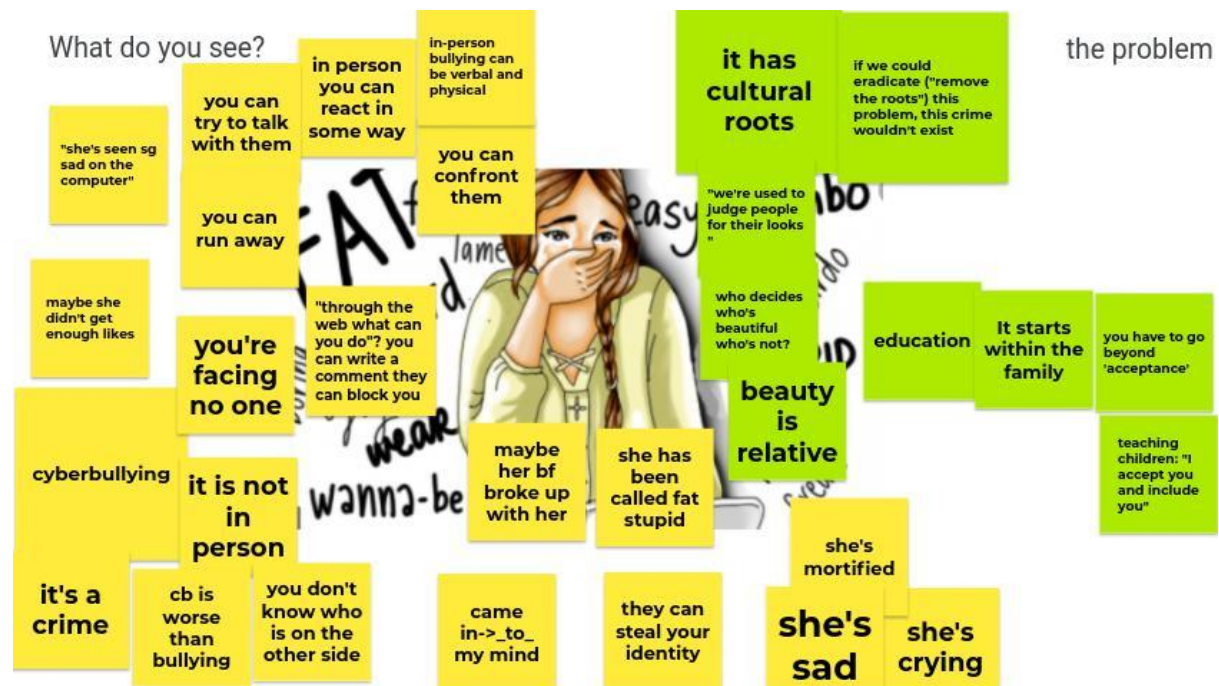


A discussion that emerged in another class about fake news:



Understanding the impacts of social media on children.

Two different classes have found themselves discussing concerns about social media. One class watched and discussed segments of the Netflix show, 'The Social Dilemma' which explains how the platforms generate addictive behaviours and how the algorithms work to target certain demographics to shape their political opinions. This was after a student came to class disturbed by the bullying of a fat child that she'd witnessed in the park. Another class, independently, found itself exploring cyberbullying and ways parents can support their children.



Mental Health

Our classes have all dealt with deteriorating mental health during the pandemic, as have our student-led community workshops. After one class a student commented in the WhatsApp group: "Hello, it was a good therapy session like, we talked about our experiences with the NHS, about our children, our loneliness, and the importance of our friends support and last about the devil's music and mental health. It was relaxed atmosphere and productive".

How can we improve our mental wellbeing?



Social Fabric

A group has read a text about measures of "social fabric" in the UK, and begin to think about which groups they feel a part of here (apart from their classes) and what would motivate them to form an association. A concern for children's rights and opportunities came to the fore.



Migration and exile

Lumi, a Romanian, worked as a nurse in Italy before coming to the UK, produced an outstanding piece of writing as a response to a text on Exile, encouraging others to share their experiences...

Exile is a combination of trauma and privilege. In the beginning of our voluntary exile, we were confident, full of projects and hope. Every day we woke up in a new reality, a world that did not belong to us, an existence without a past, but with the hope of a future "at home". We knew the fear of failure, the terror of the unknown, helplessness, loneliness, longing for home, uprooting. Once gone, there aren't many ways back.

Iraq - a war in this country, looking for freedom - for writing, living, listening to music

(The) Dislocation and dispossession involved in exile are a form of trauma, which takes time to prove its positive effects.

Calais - if we are in there place, the same like us. The economy slow in our country - to think and to understand anyone wants a better life.

In exile you are forced to reinvent your debut in the world, to redefine your skills, as someone who was given a second chance to experience existence, even if without the energy and freshness of another time. The moment you choose to leave, your life somehow ends as you begin a new one.

It's been a long time since I had feelings. I can't express anything.

The hardest part of exile is the loss of a sense of belonging. You are like a leaf in the wind, like a paper boat on the tumultuous waves of the sea. Exile is deep trauma until privileges are discovered. Here I am referring to the privileges of exploring the unknown around you and of yourself, thus having a new chance at existing.

Leaving the country was traumatic because I left behind everything I had: my parents and sister, friends, books collected dearly since childhood, memories, dreams, my entire universe. But after years that trauma, dominated by uncertainty, was partially alleviated by familiarity with the new language. When most of the time you speak the language of the adoptive country, when children express their feelings in the new language, it slowly becomes a second home.

The relationship between the language of interiority and that of the external environment is complicated. I think that language represents the meaning of belonging and of the new homeland. Sometimes I wonder if Romanian has remained my essential language, if this is my home. At times, I return to it looking nostalgically at childhood. Romanian remains for me the language in which I fell in love, the language in which my children first called me "mother", the language in which my grandparents continue to speak to me even after death. Could I relive in another language the magic of the first "I love you"? the relationship between the two languages is not only complicated but also confusing.

Everything seems simple and clear when I think about the past and everything related to my country, but the spontaneity of speaking, thinking and reacting in the adoptive language makes these ideas no longer clear.

Equally complicated is the relationship with the country left behind. Out of love, out of fear of not seeing my parents again, out of duty, I feel compelled to come back again and again. Once stripped of memories and idealisation, Romania is increasingly difficult to bear, and I find myself at home elsewhere. A home without a past, and I really feel uprooted.

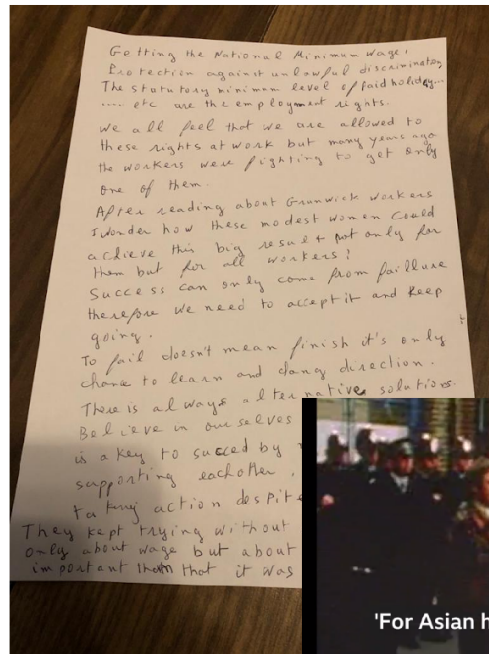
Childhood and the years of youth are gone, and the country I left disappeared, lost in time. Everything is changed, unrecognisable, people and places. It is as if I were leaving a painting by Renoir and finding myself in the poems of Baudelaire.

Here, an evening class (always mainly women) discusses migrant worker struggles. They watched and analysed a speech by Zarah Sultana MP which challenges the scapegoating of migrants, and studied the local Grunwick Strike of the late seventies led by migrant women which changed race relations in the UK, especially among trade unionists.

We are here because you were there!
If the wealth was shared equally even in poorer countries, there would be enough and people would be likely to stay where they were.
If people had what they needed in their country, they wouldn't come here.

Police / state brutality
Brutal policies
#Solidarity knows no borders
Hostile Environment

Grunwick Strike
1976, Dollis Hill



Double
Jeopardy -
Foreign
Criminals

Yes, they should be deported because they pose/represent a danger to this country.

Fatima still maintained that it's unjust to deport people, especially to dangerous countries.

We are the lions Mr Manager ... bite your head off
Just keep your head down

Had to ask permission
Had to put their hands up



<https://www.facebook.com/watch/?v=316363986378511>

https://drive.google.com/file/d/1owt_4ekWPptOe-SVLpfUEOVGy2P8oFS_/view?usp=sharing

This is Sudanese poet Abdel Wahab Yousif. He was one of 45 people who drowned in the Mediterranean Sea a few days ago when their ship was shot at by a group of men and caught fire. Authorities from Libya, Malta and Italy were all called but no one came to their rescue. Abdel was well known among young poets in Sudan. Despite his poor upbringing he managed to get a degree at the University of Khartoum but even that wasn't enough to offer him a better life. He fled his home in desperate search of safety. But he knew of the dangers that lay ahead. In many ways, he predicted his own death at sea in one of his recent poems:



You'll die at sea.
Your head rocked by the roaring waves,
your body swaying in the water,
like a perforated boat.
In the prime of youth you'll go,
shy of your 30th birthday.
Departing early is not a bad idea;
but it surely is if you die alone,
with no woman calling you to her embrace:
"Let me hold you to my breast,
I have plenty of room.
Let me wash the dirt of misery off your soul."

Understanding Autism

Two different classes happen to have discussed autism, based on having children and relatives they wanted to understand better. One of the discussions motivated a student to look for jobs in the healthcare sector!

Student-led discussion topics also help students learn faster. We watched a video in which an autistic person talked about their experiences and a student commented: "she talked so fast in the video but because I'm so interested in this topic I was able to understand almost everything".



Here, a text on autism is also used to study the use of articles in English.

Putting autism in the simplest terms is to describe it as a different way of processing information. Of course, the autism spectrum and its various syndromes and symptoms are much more complex than that but, thinking and information processing is at the root of autism itself. So, what is so different about the way someone on the spectrum thinks and takes in information?

c'est a

Research shows that there are a few common thinking styles with people on the spectrum. In a recent Forbes piece, one high functioning adult on the spectrum, Temple Grandin, broke it down best. Professor Grandin is an autism spokesperson, professor at Colorado State University and a consultant to the livestock industry on animal behaviors. In a published piece, she highlighted several distinct styles of thinking that many on the spectrum tend to gravitate toward.

Verbal/ Logic Thinking: Verbal and Logic Thinkers tend to learn and remember things that seem unimportant or irrelevant to those around them. Many verbal/logic thinkers appreciate and learn languages, make lists, and remember facts and trivia about very specific, niche interests. The most common barriers verbal/logic thinkers face are related to visual thinking and imagery.

small, specific

which causes

Visual Thinking: Visual thinkers think more in images than words. They may see things in their mind or physically to process information. Additionally, once the images are associated to a specific train of thought, the words and image become associated and banked as a memory. Visual thinkers can have photographic or near photographic memories, and their thought process tends not to be linear. For visual thinkers, seemingly unrelated images can be associated, per Grandin's account. This can lead to confusion between teachers and other peers. A visual thinker may recall one image tied to a memory, and associate it with something that seems unrelated, but makes perfect sense to them. This can lead to sudden shifts in the subject of conversations, causing confusion for the other party teaching or talking to someone on the spectrum.

to live is to love

Music/Math/Pattern Thinking: Music, math and pattern thinkers find patterns and geometry in everything. Pattern thinkers are in some ways, visual thinkers who instead of thinking in distinct images, see patterns in design, math, music and more in their day to day lives. Pattern thinkers tend to love their routines and that all things move and progress in a pattern they can understand and replicate. They face the most challenge with sudden change or irregularity.

tendency - to be inclined, normal

Challenging the stigmatisation of Gypsy, Roma and Traveller Communities

Here a group explores, in a safe space, their experiences and views of the Roma community. We fundamentally believe that our classes help bring out the best in people, with peer-discussion challenging discriminatory beliefs, fostering an understanding and acceptance of other communities in their complexity. You can see in pink, an Iraqi woman choosing to emphasise the joy she sees in Gypsy culture as a counter to some of the negative views expressed by Romanian and Albanian students.



Ederlezi: Time of the Gypsies - Goran Bregović, Emir Kusturica

The Education System

There is always a big interest in understanding the education system in the UK. Here, one group makes the case for sending children to their local school rather than shopping around.

Fella,
Teresa,
Fatima

why every child
should attend
their local
school?

all schools in UK
are rated good
or outstanding.

build a social life as all
the kids are local
they will be a friends
example play date,
birthday parties,
going to local parks
easy to plan.

parents support
network as all parents
are local they could
support each other
example they could
sort out dropping kids
in the morning and
picking up in the
afternoon.

knowledge of the
local area could help
the kids to feel
independent
confident and safe.

local school is a mini
local community,
kids mixing with
others from different
religion, backgrounds,
languages, would
promote better
understanding,
tolerance

less time to
commute so
better
attendance and
less pollution

Schools

Child of a dream

Tony Benn's decision to move his children to a comprehensive school was branded a 'collective sacrifice'. Melissa Benn says she felt only lucky

Melissa Benn

Tue 30 Jan 2001 03.05 GMT

But I am the product not just of a state school but a comprehensive education. It was, and remains, a crucial distinction. Comprehensives were first introduced as the answer to an insidious system that divided children up by apparent ability before they were even teenagers and consigned large sections of young people to a no-hope future, educationally speaking. In contrast, the comprehensive school opened its doors to all in the neighbourhood, the able and apparently not so able, the well off and the not so well off. In doing so, it was an important first lesson in democratic citizenship. And a comprehensive education has a particular feel to it, an openness and excitement that I can still recall more than 20 years on.

There obviously is a genuine dilemma here. In some boroughs the local school will amount to a sink school which does not represent the true mix of talent and type in that locality, a school which has for one reason or another lost hope. But what parents do not realise is how often this is the result of education policy, the price of parental choice, rather than the failure of one headmaster, one set of teachers or a particular local authority. This isn't personal, it's politics.

Here is one student's writing on adolescence, corrected together. Many parents contend with the dual challenge of raising adolescents in a cultural context they don't really understand.

The age of 13

The age of 13 is the stage where the adolescence begins, your body is experiencing many changes. These are related to the physical and mental functions which accompany the puberty. During this time, our body starts to feel more sensitive, uncertain, changeable, ~~disposed~~ starting to reach a part of physical maturity.

Furthermore, 13-year-olds is dealing with some hormonal changes which can affect the teenagers' moods and emotions. The brain functioning can ~~rise~~ the body adrenalin influencing the way of thinking. On this stage, a better understanding of the world is missed, living this part of life without responsibilities. Furthermore, on present days many teenagers have their own phone to communicate with friends more privately ~~considering to be~~ more independent.

no article: school, home, work, church
countries, cities, subjects, holidays,

When I was at school, we were studying this subject, and I put up my hand and repeated what was said in the book, but I didn't understand. This subject was taboo in families, maybe because I lived in the capitals. In the countryside they have animals...

we were studying this
subject, and I put up
my hand and
repeated what was
said in the book, but I
didn't understand.
This subject was
taboo in families,
maybe because I lived
in the capitals. In the
countryside they have

parents are
ashamed to talk
about hormones
etc, but the world is
more open now

in hot
countries,
puberty comes
sooner

It depends on
gender, climate;
they stimulate the
hormones through
song, media, food

raise

lacking

today

themselves

Seeing where the conversation goes

Quite often our classes begin with a general chat. Here we learn about the Romanian Spring festival of Martisor and a flower exhibition in Islamabad. Another student discusses her discovery of the Welsh Harp – and fly tipping!

Martisor



snowdrop



Flower exhibition in Jussimic garden Islamabad

For three days in Spring, a big exhibition in Islamabad

Saint David (Welsh: *Dewi Sant*) was born in Caerfai, south west Wales into an aristocratic family.^{[1][2]} He was reportedly a scion of the royal house of Ceredigion,^[3] and founded a Celtic monastic community at Glyn Rhosyn (The Vale of Roses) on the western headland of Pembrokeshire (Welsh: *Sir Benfro*) at the spot where St David's Cathedral stands today.^[4]

Celebrations	Children participate in an <i>elisteddod</i>
Observances	Parades Wearing Welsh emblems
Date	1 March
Frequency	Annual

David's fame as a teacher and his asceticism spread among Celtic Christians, and he helped found about 12 monasteries.^[1] His foundation at Glyn Rhosyn became an important Christian shrine^[5] and the most important centre in Wales. The date of Saint David's death is believed to be 1 March 589.^[6] His final words to the community of monks were: "Brothers be ye constant. The yoke which with single mind ye have taken, bear ye to the end; and whatsoever ye have seen with me and heard, keep and fulfil."^[7]

For centuries, 1 March has been a national festival. Saint David was recognised as a national patron saint in the 12th century^[2] at a peak time of Welsh resistance to the Normans.^[8] He was canonised by Pope Callixtus II in 1120. The 17th-century diarist Samuel Pepys noted how Welsh celebrations in London for Sair

Welsh Harp



fly-tipping

give notice

squatter tenant

I'm sure she won't pay

Sometimes you really couldn't have anticipated what will come up. Here in the anti-racism study group, the teacher played a song at random, and it turned out that one of the students had met her, and it opened up a much longer conversation; such classes are memorable and help a class bond.

Week 12 - 11.03.21

This study focuses on a relatively unknown chapter in the musical career of the South African singer Miriam Makeba. I concentrate on her musical activity in the West African country of Guinea that became her home and where she worked between 1968 and 1986. Although Makeba has been the subject of academic scrutiny in recent years, research into her work has focused mainly on her time in the United States and has thus been limited to the North American context. Research has investigated, for example, her role in the US civil rights movement within a more encompassing framework of black cultural activism; the manner in which she came to represent the African "other" in the United States; as well as her role in promoting resistance to the apartheid regime. Makeba's career in Guinea, however, has not yet been the focus of sustained research. On the other hand, scholarship on Guinean music has focused primarily on Guinean-born musicians and on the state cultural apparatus, and has not considered the role of Makeba's position in Guinea in depth.



She got expelled from the US, her VISA cancelled, for marrying a member of the Black Panthers.



They normally know about her as an anti-racist activist in the US

Apartheid

This research focusses on her musical activity in Guinea

in 1977, she visited my country and attended all the big parties

She represented her country, she never forgot her country. She used her message to defend all of Africa, not just South Africa. A lot of people like her music.

She was my brother's friend! I met her in person

She sang before John Kennedy and won a prize for her song.

She encouraged, motivated, inspired other women and girls to speak - role-model

She promoted resistance in Africa

She was in Venezuela on a main TV show - Patapata

She died in Italy to when she went there to make a show. She had a heart attack

At aged 6 she used to sing in the church, and they discovered her voice was really beautiful

Conakry

Capital of Guinea

Conakry is the capital of Guinea, a country in West Africa. The city sits on the slender Kaloum Peninsula, which extends into the Atlantic Ocean. Just offshore, the Loos Islands are known for their beaches, dense palm forests and water sports. In town, the enormous Grand Mosque has 4 tall, elegant minarets. Next to the mosque, the large Botanical Garden features kapok trees and tropical flowers. — Google

Precarious Work

One class watched the opening scenes of Ken Loach "state of the nation" film 'Sorry I missed you' about a working class family trying to make ends meet through precarious and exploitative courier and care work. Alongside watching some of 'Watership Down', this leads to a good discussion of the qualities of a leader and those of a boss.

They represent the worker in society - it's about reality

It's always a good idea to represent reality as a way to understand society as it's changing. They're both hardworkers, they don't spend money on silly things and they still don't have enough to look after their family.

That's exactly what's happening especially after Covid. It's a window onto the world

It can be aimed at government and at society. This struggle is a social struggle

a mirror to reflect on ourselves, to see ourselves in other people, and we can filter some details - and this type of documentary gives the authorities / government an insight into these specific lives

"The leader is the first one on strike"

or of the party



I see myself as a leader, I have these skills to persuade and good communication skills. I direct specific styles according to the person. I have an analytical style and I'm a good listener to others. These are some of the skills - leaders are quick and good learners. They have charisma, strong personalities, are confident.

Are you a leader?

With humans I'm not a leader, in a job I can be a leader easily. To persuade people is not easy for me. But in a job, I'm a leader. I think people copy me, I'm creative, people are jealous of me, and beg me to help them. To control the whole group, no I can't. I concentrate not on myself but on the other questions, or needs. That's my biggest problem. When anyone ask me questions, I answer but before I complete answering, they ask me another, without completing the first one. This is my fault as a leader. Leaders should concentrate on themselves and not on others

Gendered Violence

Here a class discusses gendered violence (and the ways language can obscure men as the agents of violence) in the wake of the Sarah Everard murder.



Harriet Johnson
@HarrietEJohnson

Every woman you know has taken a longer route.
Has doubled back on herself.
Has pretended to dawdle by a shop window.
Has held her keys in her hand.
Has made a fake phone call.
Has rounded a corner and run.
Every woman you know has walked home scared.
Every woman you know.

Caroline Lucas: There should be a curfew for men

I think we should focus more on why these kind of crimes happen to women

A man followed a girl to Tesco, harassed her inside, then tried to drag her off. Then he flashed another woman on Mora, before being arrested

Because women are more vulnerable, because men are more powerful, because of psychological / perversion

drugs and alcohol fuelled

Kidnappings are committed more by women, statistically

eye-witness

at least once in Winter more than in summer

If the law is strong enough, criminal people will think about it more before they do it

prosecution is very low in this field - they say we don't have enough evidence

often

bystanders = who stand and don't do anything

A kind of punishment? Blaming it on their mothers or some woman who turned them to it

I think it's sometimes the fault of mothers for the way they bring up their sons / I disagree, you can bring up a son well but there are other environmental influences

It should be a safe society, not that you should be vigilant yourself at night

we have to think 100 times before we go out

the agent is implied not stated

sometimes there isn't a choice - working a late shift

STAY SEXY & DON'T GET MURDERED

We talk about how many women were raped last year, not about how many men raped women. We talk about how many girls in a school district were harassed last year, not about how many boys harassed girls. We talk about how many teenaged girls got pregnant in the state of Vermont last year, rather than how many men and teenaged boys got girls pregnant. So you can see how the use of this passive voice has a political effect. It shifts the focus off men and boys and onto girls and women. Even the term violence against women is problematic. It's a passive construction. There's no active agent in the sentence. It's a bad thing that happens to women. It's a bad thing that happens to women, but when you look at that term violence against women, nobody is doing it to them

—JACKSON

as a woman you should teach your son to respect women from a very age.

Men aren't even a part of it!

FROM HIS TED TALK

Here, we look at a series of texts which put the onus on men to change, challenging the culture of tacit victim-blaming.

these are social discourses

this is not the solution because, even if the school is for all boys, the boys when they go on the street, they will see women,

it's not normal, mental instability / but it is the norm

When you're angry, cleaning as meditation

the majority of men don't have a problem with women, it's a small part

a woman teacher w being sexually harassed, this wouldn't happen if the teacher was a man / this is nonsense, you're saying that a woman doesn't have the right to be a teacher

W gave the example of us being animals; we're humans; even if a woman is wearing little clothes, then the woman should feel safe

it depends on the culture, I do the sport, my husband does the meditation, the therapy etc -

when i hear this, I think you don't have to tell me, I support the women

only one or two percent of the population who have mental health issue that would explain this. It's education, social media etc that causes this

the police should have a very strict assessment to monitor their staff; an efficient programme by the state to combat the level of crime

it's more about self-awareness, men can be aware of their reactions, that they might not be good for you and you can do something about it. Maybe you don't know any of these techniques

it's a kind of sickness?

the problem is within the men, there is no religion that can excuse that, even if she is naked

men have feelings as well, but they don't like to talk about them; women, if they have good company, talk quite easily about their feelings / problems

men they do it mostly by doing sport - is this a preconception, that all these techniques apply to women more than men

why do the social media select these topics - because most of men treat women in a good way

we come a patriarchal society....

If we refer back to where we started, it's because the system that was supposed to guarantee her safety, failed her.

BEKAH_SHALLCROSS

QUESTIONS FOR MEN TO REFLECT ON: SELF

- How do I regulate myself? In particular, feelings of anger?
- How do I experience other big feelings (e.g. low mood, anxiety)? and how do I regulate myself?
- What are my triggers for big feelings? What is this about? Where can I seek help for this?
- What feelings come up for me when I hear that women are angry at men because they are disproportionately affected by violence towards them?
- What work (reading, therapy, journaling, meditation) am I doing to understand myself and my emotions better, so that I can be in the world in ways that are safe and helpful to myself and others?

Religion and Society

As part of a term focussing on Religion and Society, a theme prompted by different beliefs about the pandemic and the vaccine. As a sub-theme we tried to understand different agendas at play, whether religious or political. Here a class watches extracts from films, trying to ascertain what they all have in common.

in any generation, even in civilised time, people are being judged by their culture or religion, people give other people a hard time, human nature - still being judged by what other people think, if you're different, you're not safe. Whether in 1990 Or 2002, we don't have freedom, you are in a prison because of other people's views, who don't want any change in society

the life plan
- the hidden agenda -
which every has - a way of fusion -
what he wants to be

Robin What was your hidden agenda? :)

we fight many things against ourselves - all the films have this idea. The fight is within ourselves

the three documentaries are linked - they have an agenda - hidden -

those videos explain us how the religion, culture, and different generation influence our lifestyle in many ways

we have different ways to see the life if we belong to different cultures. People is interesting in what is more important for them

you have to be open to other cultures

Marsha J Thompson: to promote immorality in society, to lead away from religion. The last film (Story of God) motivates people towards religion

we have different ways to see the life if we belong to different cultures. People is interesting in what is more important for them

we have similar but slightly different takes on what links these three documentaries

A free speech without being afraid of how society will categorise you

how society will accept you as a package - your religion, your thoughts, your gender

what's the agenda of the documentary-makers?

It's about Taboo - your opinion, your freedom, what you want to be, to be yourself in this society

to take something / it at face value

(when you don't question / ask about a hidden agenda)



Here a student reflects on the class:

Robin asked us to speak in a nutshell, what we discussed on last Monday class about three videos on very varied and controversial topics. The first video dealt with poverty in certain sectors of India and a wonderful school called Shanti Bhavan. I saw it, thanks Robin, in Netflix the first season (four chapters) of the series called Daughters of the fortune based in this School. Excellent. The second video, deal wit a transgender social leader and his fight for freedom and rights. The third, 3, was about something more complex: Religion :). Morgan Freeman took us to the Sinai Desert to face our shadows or inner enemy.

How are these three videos related? Difficult to answer. Which led us to ask Robin what his hidden agenda was. We discussed that each film maker also has its own agenda. Each politician has his agenda. Each of us have their proper agenda.

In the end, what I interpreted was that Robin's hidden agenda was or is, that we learn English with interesting topics that he is passionate about. Topics of general culture, deep, confusing, interesting.

Maybe I'm wrong, but it's my opinion, surely Robin has others hundreds of hidden plans :)

Here we look specifically at women and their relationship to religion, with Muslim women often caught between oppressive religious conservatism on the one hand and Islamophobia on the other.



It's not something about the tradition, it's global, the women's rights. Some people think i

She doesn't believe in cultural relativism

Born in 1930s, women weren't allowed to do what they wanted and she broke the rules. Had issues from family, society, at university. She had the same problems as a doctor and she can't stop what she want because of what others thought. She was like an idol, inspiration for lots of women to do what they want. She's a moody woman, contradictory. This kind of writer who always wants more they can have. She polarises/ divides opinion. She's black or white

Feminism can be in any country, anywhere

People believe that she follows a western cultural view of women and she says it's not true, in every country women fight for the rights of women

She doesn't believe women will be given their rights from government, we have to fight for it ourselves

we cannot separate the local and global

it's global because in the UK women get 30 per cent decrease in business

BBC vs Zara Mohammed: An exercise in Islamophobia



Fatima Rajina

10 February 2021 08:05 UTC | Last updated: 5 days 5 hours ago

The Muslim Council of Britain just elected its first female secretary general - but instead of celebrating this achievement, the BBC's aggressive line of questioning reinforced Islamophobic stereotypes



provoke / provocative

undermine

litmus test

She didn't rise to the bait

an editorial point of view - if you don't write what they want you to write, they don't publish you

didn't have anything to do with

the questions had no bearing on Mohammed becoming President of the MCB

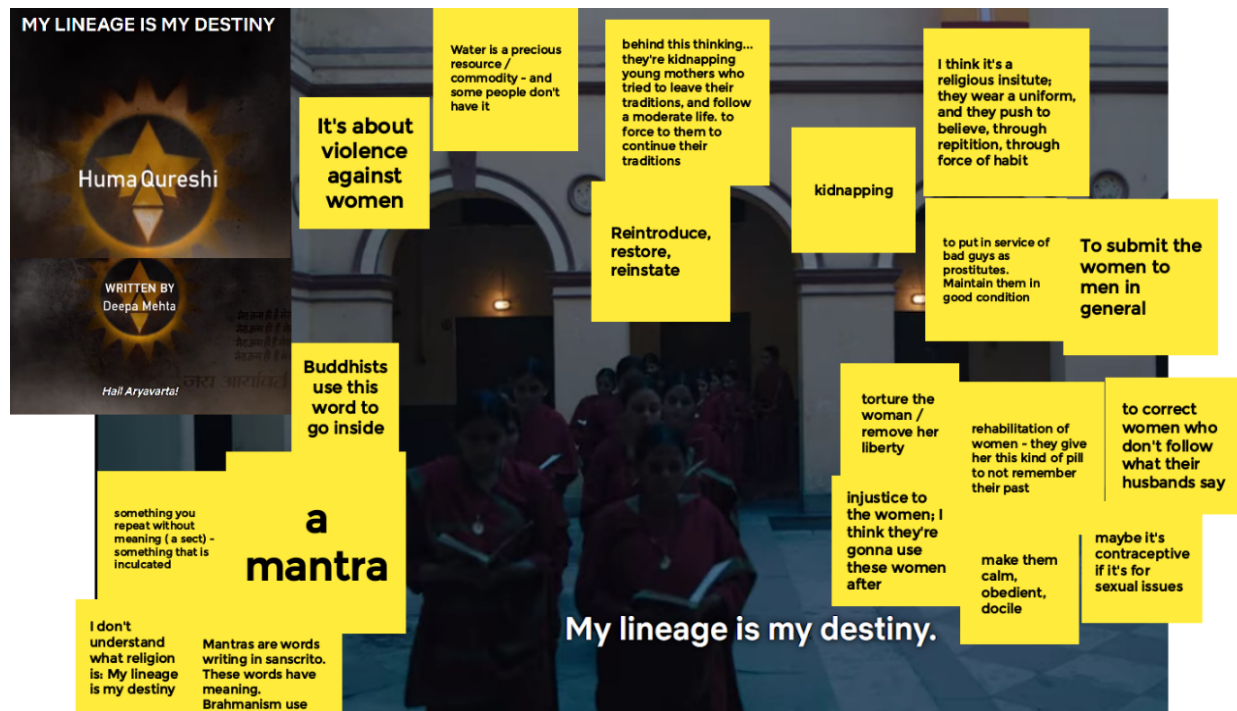
neutral

journalistic principle

Do you aspire to journalistic neutrality?

she tried to detract from her achievement

an angle
a line



Turning points in the cultural history of England

The following series of slides give a small snapshot of discussions in one class this summer, framed loosely by the theme of the cultural history of England, which we came to after considering different ideas for the term.



Migrants who are deciding to settle here want to understand the history and culture that they will become a part of. We started this term with Kipling quote used by the Black radical CLR James: "What do they know of England, who only England know" to consider the idea that migrants bring with

them their own cultural experiences, a breadth of comparative perspectives, that can sometimes allow them to understand UK culture better than people who know nothing else. Migrants will continue to shape new chapters in the history of these isles, a negotiation between their own values and customs and the dominant cultures here. The process also makes them more incisive about their home country culture and history.

Venezuela - fight of Simon Bolivar against the Spanish

He helped to liberate Colombia, Peru, Ecuador, Bolivia, Panama; all these are Spanish colonies. Had help from the English. The English Legion 1810/12

Of the 9.5 million people captured in Africa and brought to the New World between the 16th and 19th century, nearly 4 million landed in Rio, 10 times more than all those sent to the United States.

The word Sud comes from Black - the indigenous people are black. In the 17th Century Arab nomadic men came to Sudan and produced mixed Arab-Black population in the north.

More than two hundred tribes but Arab dominates the country politically. There is very good soil, mineral supplies, but it remains underdeveloped because of the regime. It became independent from England

Darfur. All our people are in camps - like refugees in our own land. Genocide began in 2002. There are kids who were born in camps and are now university age.

The Islamic regime ruled the country for 30 years - the Muslim Brotherhood - now it's ruled jointly by a military-civilised government

Brazil - is a very strong country, big diversity - colonised by Portugal, a lot of migration in its history. The people in the north and the south are very different.

Both colonised by Portugal, but after this you have a lot of countries going to Brazil - a lot of Italian, Spanish,

Brazil is very rich, very big - people come to explore gold, for agriculture. It's called Brazil because of the tree - this tree

assert - claim - state - affirm

<https://www.youtube.com/watch?v=Owf5Uq4oFp>

But the development is the same - the rise and the fall - the Romans, the Mongols, the Caliphate, the Ottomans, - the Rise and Fall

They won the war against Harold in 1066, establishing the rule of William the Conqueror

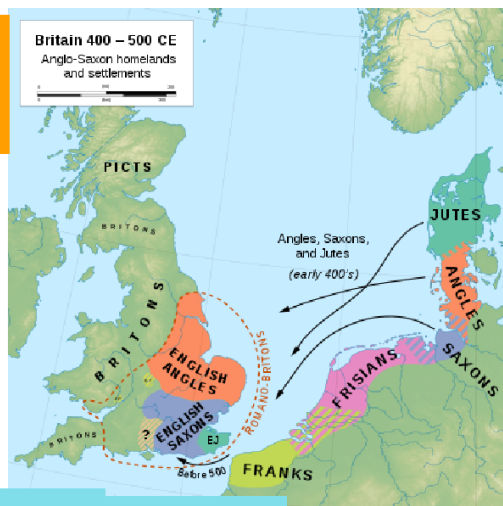
They became part of Frankish (French) society, but controlled a part of northern France - Normandy

They searched for new challenges - they couldn't live in peace - they are warriors, they cannot live without war

They produced the Domesday Book, documenting the land/property and population.

the goals and strategies are different if we're going to compare with Islam.

Britain 400 - 500 CE
Anglo-Saxon homelands and settlements



They built a lot of castles and affected the architecture of cathedrals. Before there were wooden forts

They introduced Norman Latinized French, especially among the nobility - but the ordinary people still spoke Anglo-Saxon

They continued to invade Scotland and Wales

**ensorship by
the authorities
- the state**

it depends on what
is acceptable or not
acceptable TO the
society / the culture

**you cannot
see a kiss in
the movie**

**morals -
morality - les
moeurs -
manners /
mores**

**parental
control /
supervision /
monitoring /**

Censorship is right under some circumstances.

a humourist jokes
about the cutting of
the scenes. He
opens his bedroom
door and you cut to
his office. You only
see depictions of
bureaucratic life.

there was a kind of
music that was
considered
immoral
(associated with
seedy nightclubs)
but now it is
broadcast.

**seedy
nightclubs**

**bidonville
- slums**

obscene

backlash

**whoever has
the power, he
can command
the society**

mighty

almighty

**strength /
power**

Our opposition leader
is Khorshid Shah - he
looted and was
involved in serious
corruption - one
authority tried to
bring him to justice
but he used his power
to evade the courts,
staying in hospital.

in the subcontinent
- Pakistan, India -
tribal areas, the
division of society -
the caste system -
whoever belongs to
the strong caste can
do whatever he
wants to do.

history is always written
by the victors.

"might is right"

if you have a teleological view of history,
seeing design and purpose.

In Urdu, we have
this phrase - if you
don't have power,
you can't do
anything

they can behave
with impunity

In Arabic, we have
the law of the jungle
- whoever has the
power they can
command society -
no religious basis, it
just exists as an
ideology alongside
religion

**it's
immoral
but it's
the reality**

If you don't you
don't have any
psychological or
physical power -
you're subject to
their power.

in the Middle
Ages -
whoever has
the power can
command the
people

The European Cup finals

We couldn't avoid discussing it!

I was hoping for an English defeat

Nearly the whole world was with Italy. The Irish people were singing It's coming Rome. Even Scotland

Jump on the bandwagon of the victory

I've seen two examples of defeat, in Wales and in England. But I didn't like French defeat

My husband said he was with the Italians having seen the behaviour of the English fans, but I could see he was disappointed when England lost. Me I'm naturally in between

For sure I was with Italy, but I don't understand why we suffer so much - I don't want to be implicated in the emotional things... but when Italy scored my feeling changed.

It's the only sport where after the game you have to watch out

After the last three boys were black who lost the match, my son said how can you go outside. My friend's sister is very narrow-minded, some of us were indigenous, some mixed-Arab, she came and said they're black like your boys. On of my friends said I can drive your home.

These games need a lot of adrenalin

Because you're black it's like a crime, we didn't chose this colour skin. It's like slavery never ended .. I forget about the football and think about this issue. That boy who made the free school meals. My son is worried, he puts a lot of energy to be a basketball player. This world never goes anywhere. It's like the stone age. My son is worried of being attacked.

the match was very pressured, the boys were very young, he should have found someone more experienced

this is a multicultural nation. I praise this nation, you can't find this tolerance, this culture in another country.

<https://www.footballhistory.org/>

1872 - the first national match was played

<https://www.theplayerstribune.com/posts/dear-england-gareth-southgate-euros-soccer>

this morning all the news, the prime minister were talking about the racism. If this was France, it would never be the same reaction, the government would never take this position. They would blame their loss on the two non-French born players. These are the two best players in the team.

At the end of the day even if it (Sudan's map) was made by the British, it's my country now

We're living here, it's our moral duty to support this country. if we lose our jobs etc... we must support this nation

love of your country is part of your faith - is hadith

watan - an Arabic word - it means your country

Safety

Here a group shares their experiences living in Brent and concerns about their area. The two main issues they face are having too many thieves and the lack of cameras in the parks. They practised writing a complaint letter based on their lived experiences.



Oxford street 123.
London E8.1FB

128B Bathurst Gardens.
N10 551

16th Jun 2021

Dear Mohamed But.

I'm writing to you to inform about the CCTV in a Queen Park.

Everyday I don't feel safe when I run around the park in the evening.

I went to the police station to reported the problem, but nothing changed.

If have more CCTV in the park, every body will be safe.

Yours faithfully
Tobby Blue

Promoting acceptance of relationship and sexual diversity

If I see my daughter is very happy, I have to accept her choice

One famous Albanian man who was married to a woman who couldn't have children and she gave permission for him to have a second wife; they both become pregnant at the same time. Are these my people - that couldn't be my husband

My brother is 40 years and his wife is 30 and I don't have a problem with this.

polygamy - more than one wife. This is a legal right in some countries - and it allows only the men.

People have a choice

what is it to you?

extra-marital affair / adultery

It's Hancock - it's magnetism; it's love

cheating, behind his wife's back

Shakespeare, where is Romeo and Juliet here

in dictionary, these are rubbish

I joke with my husband, you can have another wife who cooks and cleans

consent of all partners involved.

Polyamory (from Greek πολύ poly, "many", and Latin amor, "love") is the practice of, or desire for, intimate relationships with more than one partner, with the informed consent of all partners involved.

Polyamory means loving more than one person

Polyamory, which is defined as loving more than one person, is often mistakenly considered the same as an open relationship - which is not always the case. In reality, polyamorous relationships are unique in that they are comprised of multiple, loving partnerships. 24 Feb 2021

she feels responsible, she feels compelled to find the answer

compulsion

What Compelled Marsha J Thompson

She was compelled to be free

activist for the gay rights

You don't leave me any choice

"I have no choice"

her compelled is to define innocence people

to protect the transgender rights movement as a leader

She was compelled to be accepted by society as a trans person.

her compelled to define the freedom of people

Marsha Johnson want to complete the rights for transgender people

hormonal / medical instabilities ensure that they are this way. They feel their gender is different. A hormonal disorder. It's not really a choice, or a decision

To a large extent, because she was happy with her choice. She could chose to stay a man - she tried to be free - to show a positive image to the society

probably something pulled her to make this choice - trauma or something

they are different from us but we must accept them

her decision

But she chose to do this....

she was compelled to defend the transgender people who other people hate and discriminated

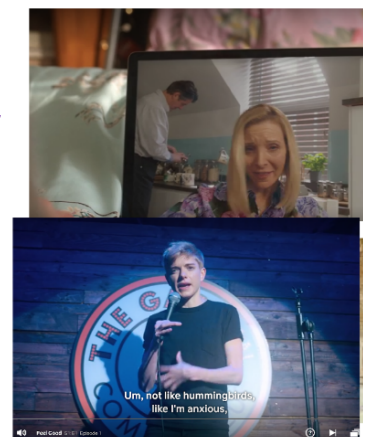
To what extent do you think it was a matter of choice for Marsha

I agree to some / a large extent

She was compelled to defend her rights

Marsha Johnson was activist for the rights

At the top, a class discusses their views on couples with a big age difference between them, which develops into a consideration of the possibility of consensual polyamory. Another class watches a documentary about the unsolved murder of Trans activist Marsha Thomson. Depictions of LGBT characters should not be confined to separate LGBT lessons one month of the year. The documentary was part of a discussion about social agendas. Here at the bottom is a screenshot from the Netflix series called Feel Good, a comedy with a lesbian couple at the centre. We watched a scene to look at the parental dynamics, as part of a discussion on parenting styles.



Personal and Social Development

All our classes are fundamentally geared towards personal and social development, cultivating self-confidence and skills. The summer theme for one class was on Animal, which helped people explore themselves and their values.

The grasshopper spent the whole summer singing and didn't prepare for the winter. Conversely, the ant is always thinking to the day after tomorrow (ahead).

no one left behind - the capitalist; the communists say ..

we appreciate the grasshopper because they bring joy

a lot of writers have decided to rewrite the story. in the original the ant asks what did you do all summer - sing - and the ants says so you can now go dance. Some have re-written it, saying that the ant was moved by compassion and invited the grasshopper in and they became friends; others that the ant taught the grasshopper how to work.

in the summer she was busy singing; she thinks the ant don't know how to enjoy the summer, you're working too much and you don't know how to enjoy yourself. In the wintertime she was going knocking on the ants door after speaking badly about. The ant refuses to give him food

teach them to prepare for the future; to be conscientious; to help others

In the Arabic version, they were best friends; at first she was so angry with him, she had warned him that he needed to work. She invited him to stay for the winter. She's merciful but preaches / educates the ant

changing, continuous changing, from small things to big things or vice versa; beautiful things take time

incomplete and complete metamorphosis

surprise

Winged insects are divided into two major groups: endopterygote insects and exopterygote insects. These two scientific names actually refer to the manner in which their wings are formed, but the fundamental difference between the two groups is the way in which species develop into

adults or imagoes. In exopterygote insects the eggs hatch into larvae called nymphs, which are essentially miniature versions of the adult form. The nymphs then grow to maturity by shedding their skins periodically to become larger. Each time they do this they undergo a transformation described as incomplete metamorphosis.

Endopterygote insects develop into adults through a series of distinct changes. They hatch from their eggs into larvae that look nothing like the adult form. Once the larvae have grown to capacity they shed their skins to become pupae, an intermediate phase where the components of the adult insect are formed and assembled. Finally the adult insects emerge from the pupae. The transformations from larva to pupa, and then pupa to adult are both described as complete metamorphosis.



Desi - a Lioness, he bows down to the Lioness, how she fights to the death for her offspring.

Lexita - dogs are noble and humble. I love all animals.

which creature encapsulates your spirit / mentality

Lumi - an Eagle. I like to fly high and be free and see everybody. I've always done things that I've had to do.

Hakima - I think horses represent freedom, they're so sincere. They have a quality of nobility.

A cheetah - a huge cat; they have different patterned fur/coats; they can reach high speeds. The fastest of all animals. It's everything that I want that I'm not. It encapsulates all these things that I aspire to.

Tiberiu: I would be a dog. On of the most faithful of animals. A joke: If you leave a dog or a wife in a closet for the day, who would leave you and who would be happy to see you

the closest TO humans

the loyalty and the sincerity

sincere

The following attributes are listed in a book about the roles we play as part of a group. Students in one class ascribed attributes to their peers and the teacher, which was both fascinating and a testament to the group cohesion, with some people using this as an opportunity to build each other's confidence, shining a light on attributes they sensed people needed to have acknowledged.



Joker



Guru



Conciliator



Rescuer



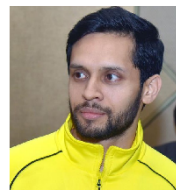
Rebel



Leader



Observer



Competitor



Deviant



Outsider



Facilitator



Carer



Martyr



Teacher



Servant

Carmen -

Leader
Teacher
Guru
Rebel

Observer

Anna

Conciliator
Rescuer
Carer
Carer

Carer

Natalia

Observer
Guru /Rebel
Teacher
Outsider

Servant/Outsider

Asma

Rebel
Carer
Outsider
Leader
Joker

Robin -

teacher
teacher/rebel/rescuer
rebel
leader

Desi

Joker
Care
Rebel
Competitor

I can see myself in all of the ones people said - but rebel came in my eyes first

I agree I jump from all of them - teacher as well - the teacher can be all of them