

Agendas compiled with students during Lesson 1

Groups looked at fragments from the novel. The teacher orchestrated feedback and discussion, prompting ideas with their own observations and encouraging students to notice interesting patterns, thematically, in terms of plot and character as well as context and style. In this first lesson, tentative ideas were shared that were later added to, developed and reconsidered. At the end of the 4 class agendas is an example of how Lucy Hinchliffe continued to develop the agenda lesson by lesson. As time went on, additional bullets were left blank, allowing students to add their own fresh ideas, building on what had gone before.

Lucy Hinchliffe's class

Studying our novel

- Leaving home
- Unhappy
- Away from home and imagines going back
- Some is in italics, some isn't
- Some of the italics are used for words which are clearly from his home.
- The use of dialogue between the teller and Fabio.
- Moving to another family
- Money problems that cause the family to separate
- A background story?
- A move for a better life
- No speech marks for dialogue – why?
- A poor life – the teller is not rich
- Indentation seems to show importance to some of what he's saying. Usually short sentences.
- Based in Afghanistan
- Men are often treating our storyteller badly
- The retelling of a story that happened to them
- Conversations about the story
- Formal and informal mix = teenager?
- Cultural references
- **Enaiat** and Fabio

Teacher A's Class

- A group of people "cramped" up somewhere people in trouble, distress
- Someone escaping war—, carrying something, going on a journey
- New places, travelling, learning
- Culture, ways of doing things
- Different settings
- Slaves being transported
- Setting= genre
- Mystery, action, adventure
- Flashback, memory
- Afghanistan

Link 3: Agendas developed in lesson 1

- Family
- First person—personal memories, about more than one person
- Fabio—who is Fabio? Is Fabio the one who has written this story?
- Script—two people talking?
- Self-doubt, monologue, reflecting, a character lost within himself: identity

Teacher D's Class

Muslim (Shia / Sunni) Pilgrimage – takes a long time, 18 months

Enaiat? Fabio? Companions

Journey – travellers?

Sadness

Sea, Mountains, woods, meadows, streams

Escape – left very young. illegal? Smuggling?

Places: Iran, Isfahan, Nava

Italics – conversation with someone

Division between people

Differences in identity

Who is he talking to? Someone or himself? Doesn't trust anyone. Wants something to take his mind off the bad situation.

Feeling unsure about opening up. Fear

Bad relationship with mother

Danger with mother and without

Bad situation made him run away from home

Difficult situations: cramped place.

Describing situations and conversations

Looking for a better life. Hopes. Home

Poverty

Slavery

Pashtun / Hazara

Good manners

Family; adoption?

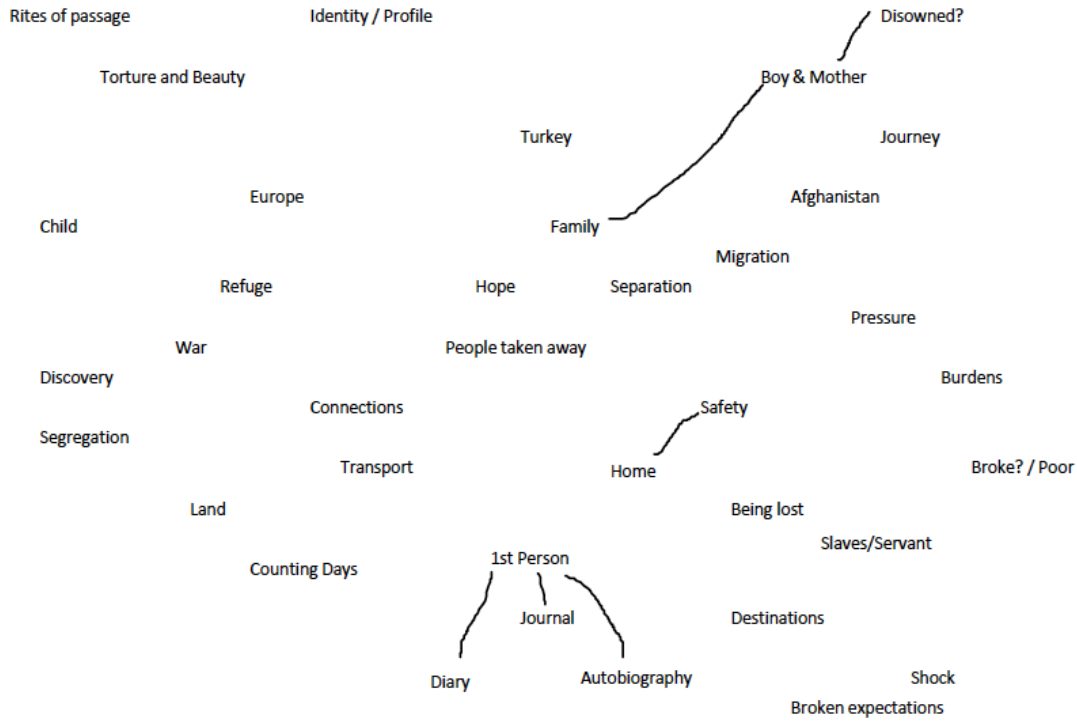
An important watch

Teacher E's Class

THE AGENDA

05 September 2018 21:03

Thursday 6th September
Lesson 1



Studying *In the Sea there are Crocodiles*

06/09/18

- Leaving home
- Unhappy
- Away from home and imagines going back
- Some is in italics, some isn't
- Some of the italics are used for words which are clearly from his home.
- The use of dialogue between the teller and Fabio.
- Moving to another family
- Money problems that cause the family to separate
- A background story?
- A move for a better life?
- No speech marks for dialogue – why? Why is the dialogue never clearly marked out?
Speech marks aren't used- because of his age. Vanessa – doesn't remember exactly what he said because he's young and his memories aren't completely clear.
- A poor life – the teller is not rich
- Indentation seems to show importance to some of what he's saying. Usually short sentences.
- Based in Afghanistan
- Men are often treating our storyteller badly
- The retelling of a story that happened to them
- Conversations about the story
- Formal and informal mix = teenager? *Seems to be a young boy at the beginning*
- Cultural references
- Enaiat and Fabio

12/09/18

- He is separated from his parents.
- Seems to be non-fiction written in a fiction way e.g. imagery like similes and metaphors
- Seems to be starting a journey maybe to find his mother (after first 8 pages)
- It's Enaiat who is the main character (protagonist)
- Teacher shooting moment really powerful – moral protest. Seeing it from a student's perspective.
- Naivety of boys – they don't run and hide from the Taliban. We think we would. Perhaps they are used to it.