

**Read, Reap, Write**

## Facilitator's Guide

<b>Name of Package</b>	:	The Short Stories and Radio Plays of S. Rajaratnam
<b>Objective(s)</b>	:	<ol style="list-style-type: none"> <li>1. To introduce the late S. Rajaratnam's literary works, including his radio plays; and</li> <li>2. To discuss how to communicate effectively and overcome language barriers.</li> </ol>
<b>Target Audience</b>	:	Secondary 1 –2
<b>Recommended Duration</b>	:	1 hour
<b>Materials Required</b>	:	Please refer to the individual activities for materials.
<b>Room Setup</b>	:	Tables and chairs in groups of 5-8
<b>Book Title</b>	:	The Short Stories and Radio Plays of S. Rajaratnam
<b>Call Number</b>	:	SING RAJ

Notes to Facilitator

- Remember to take photos during the activity.
- **For DIY workshops**, a report must be submitted to your Read@School librarian. Please refer to Appendix A for a report template.

Time	Item	Materials Required
5 min	<p>Introduction</p> <ul style="list-style-type: none"> <li>- Introduce the objectives of the workshop.</li> <li>- Explain the writer's background to the students.</li> </ul> <p>Sinnathamby Rajaratnam (a.k.a. S. Rajaratnam) (b. 25 February 1915, Jaffna, Sri Lanka - d. 22 February 2006, Singapore) was a former journalist, a co-founder of the People's Action Party (PAP), the first Foreign Affairs Minister after Singapore gained independence in 1965, a Member of Parliament for the Kampong Glam constituency since 1959, and the former Minister for Labour and Culture. He was the Second Deputy Prime Minister in 1980 until he stepped down in 1985 and became a Senior Minister. He</p>	<p>Optional resources (Last accessed on 30 November 2014):</p> <ul style="list-style-type: none"> <li>- "Background of S. Rajaratnam" <a href="http://eresources.nlb.gov.sg/infopedia/articles/SIP_644_2005-01-10.html?s=s%20rajaratnam">http://eresources.nlb.gov.sg/infopedia/articles/SIP_644_2005-01-10.html?s=s%20rajaratnam</a></li> </ul>



	was one of the pioneer leaders who helped in shaping the development of Singapore. (Source: Singapore Infopedia)	
10 min	<p>Reading the extract</p> <ul style="list-style-type: none"> <li>- Before reading the extract, talk about Malaya. The Federation of Malaya was a federation of eleven states that existed from 31 January 1948 to 16 September 1963. Nine states were Malay states and two states – Penang and Malacca – were British Straits Settlements. The Federation became independent on 31 August 1957 and, in 1963, was reconstituted as Malaysia with the addition of Singapore, North Borneo, and Sarawak.</li> <li>- Ask students to read the extract, which is a part of a radio play written by the author. A radio play is a play intended for broadcast over radio.</li> <li>- Facilitators can opt to ask students to dramatise the play.</li> </ul>	<p>Extract</p> <p>Optional resources (Last accessed on 30 November 2014):</p> <ul style="list-style-type: none"> <li>- “10 years before Independence – Malaya” <a href="https://www.youtube.com/watch?v=EQ6oWhr7XP0">https://www.youtube.com/watch?v=EQ6oWhr7XP0</a> (8min 50sec)</li> </ul>
15 min	<p>Discussion Questions</p> <ul style="list-style-type: none"> <li>- For this section, facilitators can choose to conduct it as a class or to divide students into discussion groups to respond to the different questions in the list.</li> <li>- Students are to write down their responses on the worksheet.</li> <li>- Note that starred (*) questions should be used for students who are able to handle more mature topics.</li> </ul> <ol style="list-style-type: none"> <li>1. What are some of the ways in which you communicate with your friends?</li> <li>2. In your everyday life, how do you communicate effectively?</li> <li>3. The internet has created new ways for people to communicate and be connected. Highlight two pros and cons of communicating via the internet using channels such as Facebook and Twitter.</li> <li>4. * “All human beings seek the society of other human beings. And they can only do this if they can communicate with one</li> </ol>	<p>Worksheet</p> <p>Optional resources (last accessed on 30 November 2014):</p> <ul style="list-style-type: none"> <li>- “Ways Of Communication” <a href="https://www.youtube.com/watch?v=HZ9jvbFydWg">https://www.youtube.com/watch?v=HZ9jvbFydWg</a> (1 min)</li> <li>- “Morse Code” <a href="https://www.youtube.com/watch?v=_J8YcQETyTw">https://www.youtube.com/watch?v=_J8YcQETyTw</a> (1 min)</li> <li>- “Miley Cyrus’s Party in the USA In American Sign Language” <a href="https://www.youtube.com/watch?v=QmKnQjBf8wM">https://www.youtube.com/watch?v=QmKnQjBf8wM</a> (3 min 28 sec)</li> </ul>



	<p>another.” Do you agree with this statement? Why?</p> <p>5. * When is silence better than speech and vice versa?</p> <p>6. * What is the difference (if any) between communicating face to face and via mobile devices?</p>	
<p>30 min</p>	<p>Activity 1: Effective Communication</p> <p>Objective: This demonstrates the importance of listening and asking the right questions (inquiry skills).</p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Distribute one piece of paper to each student.</li> <li>3. In their pairs, students are to sit back to back.</li> <li>4. Unless otherwise instructed, students are not allowed to look over at their partners' pieces of paper.</li> <li>5. Students do not need to be good at drawing. Simple stick figures suffice.</li> </ol> <p><u>Part 1</u></p> <ol style="list-style-type: none"> <li>6. One student in each pair is to draw for 2 min on the paper provided.</li> <li>7. The other student is to remain seated.</li> <li>8. At the end of 2 min, the students drawing are to stop drawing. At the facilitator's signal, these students are to describe what they have drawn to their partners (the partners should not look over at the drawings).</li> <li>9. The partners are to listen carefully to the spoken instructions and recreate the pictures. Allow 5 min for this.</li> <li>10. At the end of 5 min, the partners are to stop drawing.</li> <li>11. Partners are to compare what they have</li> </ol>	<p>Paper Stationery</p> <p>Optional Resources (last accessed on 30 November 2014):</p> <p>“Failure To Communicate”  <a href="https://www.youtube.com/watch?v=8Ox5LhJSBE">https://www.youtube.com/watch?v=8Ox5LhJSBE</a> (2 min 28 sec)</p> <p>“What are you thinking about?” ad  <a href="https://youtu.be/GT86iWiH2ml">https://youtu.be/GT86iWiH2ml</a> (44 sec)</p>



	<p>positions.</p> <p>13. Repeat <u>Part 1</u>, with the students exchanging roles this time round. The students who did not draw first in <u>Part 1</u> are to draw first in <u>Part 2</u>. The students who drew first in <u>Part 1</u> are to listen carefully to the descriptions.</p> <p>Discussion questions:</p> <ol style="list-style-type: none"> <li>1. What were some of the difficulties or successes experienced by you and your partner?</li> <li>2. Which exercise was more difficult? Why?</li> <li>3. What does effective communication entail?</li> </ol> <p>If there is sufficient time, facilitator may show an example of poor communication (see additional resources).</p>	
30 min	<p>Activity 2: Overcoming Barriers</p> <p>Objective: This demonstrates the value of communication and encourages empathy.</p> <ol style="list-style-type: none"> <li>1. Play the video – “Patrick Speaks   Unreported World   Channel 4.”</li> </ol> <p><u>Background of the video</u> Fifteen-year-old Patrick Otema was born deaf. There are no schools for deaf children where he lives. He has never had a conversation with anyone, not even with his father. Raymond Okkelo, a sign language teacher, hopes to teach Patrick sign language so that he can communicate.</p> <ol style="list-style-type: none"> <li>2. Encourage students to put themselves in Patrick Otema’s shoes.</li> <li>3. Ask students to write down some of the ways in which Patrick’s life would change after he learns sign language.</li> </ol> <p>Discussion questions:</p> <ol style="list-style-type: none"> <li>1. Why is it important to be able to communicate with other people?</li> <li>2. What have you learned from this activity?</li> </ol>	<p>“Patrick Speaks   Unreported World   Channel 4” <a href="https://www.youtube.com/watch?v=AHfC6jqBhkk">https://www.youtube.com/watch?v=AHfC6jqBhkk</a> (4 min 24 sec) (last accessed on 30 November 2014)</p> <p>Worksheet</p>
60 min	Optional Activity: Creating Radio Plays	Optional Resources (Last accessed on 30



	<p>Writing for radio is very different from writing for other mediums, as the tools for bringing words to life are limited to voices, sound effects and music. A good script is the heart of any quality radio drama.</p> <ol style="list-style-type: none"> <li>1. Show students a short snippet of a radio play (see additional resources for <i>The War of the Worlds</i>).</li> <li>2. Students are to form groups of 3-4.</li> <li>3. In their groups, students are to plan out a short script of no longer than 3 min on a Singapore-related event (e.g. queueing up for Hello Kitty merchandise; Singapore winning the Malaysia Cup; taking the bus from the interchange in the morning).</li> <li>4. Encourage students to use sound effects in their scripts.</li> <li>5. Recommended time allocation: 15 min to brainstorm ideas and 30 min to organise the radio play.</li> <li>6. At the end of the session, encourage students to share their work by swapping scripts to read <b>or</b> performing their scripts in front of the class.</li> </ol>	<p>November 2014):</p> <ul style="list-style-type: none"> <li>- "Orson Welles The War of the Worlds" <a href="https://www.youtube.com/watch?v=Xs0K4ApWI4g">https://www.youtube.com/watch?v=Xs0K4ApWI4g</a> (57 min)</li> <li>- "Creating A Radio Play" <a href="https://dramateachersnetwork.wordpress.com/2011/03/05/resources-and-suggestions-for-creating-radio-plays/">https://dramateachersnetwork.wordpress.com/2011/03/05/resources-and-suggestions-for-creating-radio-plays/</a></li> </ul>
	<p>Conclusion</p> <ul style="list-style-type: none"> <li>- Summarise what the students have learned during the workshop.</li> <li>- Promote discoverReads (discoverreads.sg) by encouraging students to submit their reviews of the book online.</li> <li>- Distribute feedback forms (for workshops run by Read@School librarians).</li> </ul>	

## Appendix A

**Report on Read, Reap, Write**

Fill out the following template and submit the report via email to your Read@School librarian.

Remember to include at least three photographs of the reading activity.

You may also submit the creative products that your students have produced.

Name of package	:	The Short Stories and Radio Plays of S. Rajaratnam
Date of activity	:	
School	:	
Class(es)	:	
No. of participants	:	

Description of Activity		
What went well during the activity?	:	
What part of the activity could be improved?	:	

Feedback from the Participants		
<i>*For each piece of feedback, please include the name of the student/teacher/parent and the relevant class.</i>		
Verbal Feedback	:	
Written Feedback	:	

