

ALMEIDA THEATRE



AS WATERS RISE: EPISODE TWO: NEAR THE SURFACE

Before you listen: Exploring the world of *As Waters Rise*

A selection of exercises to pick and choose from before listening to Episode 2.

Where do you stand? (10-15 mins)

This is a discussion game in which you ask the students to respond to a question or a statement by placing themselves in a line according to their opinion.

For example, you could ask the question *What is more important, friends or family?*

One side of the room will represent family as the most important, and the other side will represent friends.

Give students 30 seconds to get into a single line which runs between the two sides, deciding where they stand.

Anyone who thinks family is the most important should be stood closest to the family side and anyone who thinks friends the other – everyone in between is choosing a balance between the two.

So, someone who thinks they are equally important should be in the middle of the line, while someone who thinks friends are a bit more important might choose to place themselves closer to the friends' side, for example.

Once the class is in a single line, you can ask different students why they are standing where they are. This can lead to some interesting discussions – it's a technique we used a lot early on in the devising process for *As Waters Rise*.

Some suggestions of things to explore for Episode Two might be:

What is a bigger threat to humanity, Covid-19 or the climate crisis?

Is it OK to break the law if you are protesting to protect the climate: yes or no?

Speaking out about issues on social media is a good idea/a bad idea

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Personal and Political Change (10 mins)

Students can do this task independently or in small groups.

Ask them to make a list of all the different ways a person can bring about positive change.

Get them to think about small changes within their immediate surroundings, e.g. in the home, in their friendship groups or in school, as well as about bigger changes within their local community and at government level.

Examples could be:

- Volunteering in their community
- Helping a family member
- Campaigning
- Through their career, e.g. in Human Rights Law or Government or Healthcare, where you can help others

Discuss with the group the degree to which they feel individual actions are effective in bringing about change.

Government Action (30 mins)

In small groups ask students to make a list of the things they would like the Government to do to tackle climate change.

You could add an element of research to this task by getting students to look at what Denmark, Luxembourg and Switzerland are doing to protect the environment.

These countries had the three highest Environmental Performance Index Scores in 2020. The UK was ranked just below Switzerland at number 4 out of 180 countries.

Students can then pick one of their ideas to elaborate on and pitch to the rest of the class

While you're listening:

A selection of tasks for students to do while listening to *As Waters Rise*.

Describing characters

Working in small groups, ask students to focus on a specific character as they are listening and think about their personality traits.

At the end of the episode ask each group to choose three words that best describe the character they were focusing on. They could also look at the transcript of the episode and choose one line of dialogue that best represents that character.

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Effective Action

Ask your students to consider the actions that have led to each of the characters being referred to the Prevent group.

Which actions do they think would have been the most effective and why?

Which do they consider to be the most radical?

Do they disagree with any of the actions taken?

Draw what you hear

Pause the episode and get the group to do a quick sketch of what they are picturing in their heads.

A suggested point to explore would be:

Scene 11

Pgs. 23 – 25 on the transcript

Starting at 28.47 and finishing at 32.20 on the recording

Ask students to pay attention to how the sound effects and the actors' voices are working to create a sense of place.

After the episode you might want to discuss the drawings and identify what aspects of the audio drama made the students imagine each part of their drawing.

After Listening:

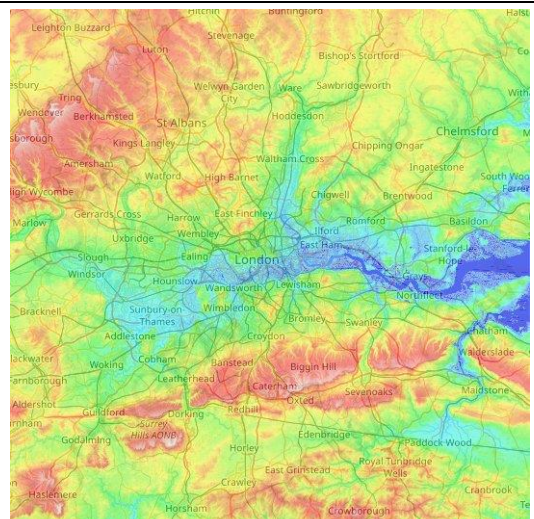
A selection of tasks and discussion prompts to encourage students to reflect on the content of the episode.

Mapping (5 mins)

Using a topographic map of London like the one here, ask students to think about which areas in London would flood first and what this would mean to them?

This map includes a key and can be found here:

<https://en-gb.topographic-map.com/maps/lpj5/London/>



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What would you miss? (5 mins)

Ask students to look again at the areas marked in green or blue on the map. These are the places that would flood first.

Ask students to think about the places that are familiar to them in these locations. What places would they miss the most and why?

Once you've heard everyone's thoughts, pick out some key types of place that came up. When we made *As Waters Rise*, examples included people's homes or the homes of friends/family and cultural places like the South Bank.

Use these to open up a discussion about what is important to the group and what flooding might take away.

What would you say to the Prime Minister? (5 mins)

Ask students to think about what they would like to say to the Prime Minister if they had the chance.

They can either do some free writing to get down their ideas or record a short video.

You may wish to expand on this and get students to work on a 2- to 3-minute speech that they can share with the rest of the class.

Worries and Hopes (10 mins)

Ask student to work independently and create a list of 3 things they are worried about for their future, and 3 things they feel hopeful about.

In small groups students can share their lists and consider if any policy changes might alleviate these worries.

Character Study (10 mins)

Separate the class into small groups and give each group a character to discuss.

Ask students to discuss the following questions:

1. How much sympathy does the character believe they deserve?
2. How much sympathy do the audience actually feel for this character?

Students can use a scale of 1 (no sympathy) to 10 (lots of sympathy).

If you would like to extend this to a more in-depth character study, ask students to track how the character feels in each scene. They could use a separate colour for different emotions, e.g. angry, relieved, ignored, frustrated or excited, and plot the character's emotional journey in a graph.