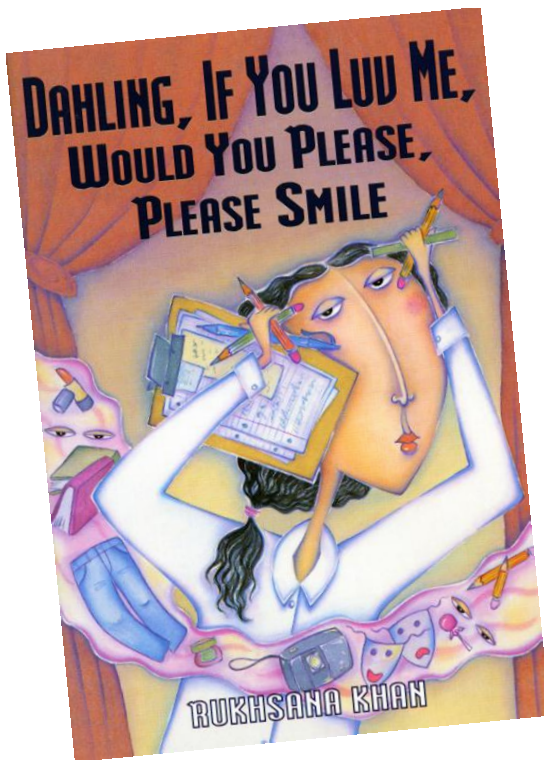


# From ESL to Author

## Study Guide for Grades 7-12

With Student Activity Sheets



Written and Performed by:

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## About Rukhsana Khan

Rukhsana has been writing since 1989 with, at this point, ten books published, several of which have been nominated and/or won various awards. Along the way she also became a storyteller and has performed at numerous festivals. For more information on Rukhsana and her books please see her website:

[www.rukhsanakhan.com](http://www.rukhsanakhan.com)



Rukhsana was born in Lahore, Pakistan and immigrated to Canada, with her family, at the age of three. She began by writing for community magazines and went on to write songs and stories for the Adam's World children's videos. Rukhsana is a member of SCBWI, The Writers Union of Canada, CANSCAIP, and Storytelling Toronto. She lives in Toronto with her husband and family. Rukhsana has four children, three girls and a boy.

### Books by Rukhsana:

*Wanting Mor*

*A New Life*

*Many Windows*

*Silly Chicken*

*Ruler of the Courtyard*

*The Roses in My Carpets*

*Muslim Child*

*King of the Skies*

*Bedtime Ba-a-a-lk*

*Coming to Canada* (available only through settlement workers in the schools)







*Dahling if You Luv Me Would You Please Please Smile*





**Acknowledgement:** This study guide was created in consultation with Pat McCarthy, Education Resource Consultant

## From ESL to Author

This presentation touches on issues of racism, bullying and suicide that occur in middle and high schools. Focusing on coping mechanisms, Rukhsana relates how she got through her difficult teen years, emerging with a better sense of who she is and what she stands for. ESL stands for English as a second language.

<u>Legend</u>	
 writing applications	 character applications
 visual art applications	 Social Studies
 drama applications	 Mathematics

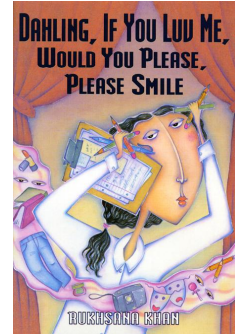
## Themes in the Performance

- Wanting to fit in
- Peer pressure
- Being bullied means feeling isolated in your misery
- There can be others in the classroom who are just as bullied
- Trying to please others
- The attempted suicide of a classmate and the callous behaviour of the bullies towards it
- Wanting to stand up to the bullies but not having the courage
- Learning that not speaking out against such injustices affects you deeply
- Writing the novel *Dahling if You Luv Me Would You Please Please Smile* in order to address past wrongs by giving the main character the courage to stand up to the bullies in the exact same circumstance 
- The importance of finding ways to cope with feelings of loneliness and isolation
- Coping mechanisms for such harassment can include reading books
- The need to remember that even if you're unpopular and picked on during these difficult years, it doesn't necessarily mean it will always be that way.
- The middle school and high school years are only a small part of one's life.
- The importance of speaking out against bullying when it's being done to others 



# Pre-Performance Discussion Topics and Activities

## Grades 7 - 12

As a class, read the novel *Dahling if You Luv Me Would You Please Please Smile*. It should be available through interlibrary loan.



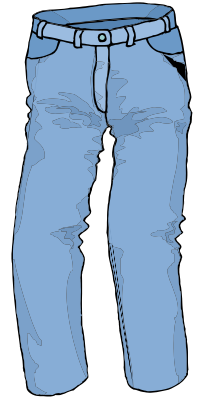
### Discussion Topics:

1. Examine the themes of manipulation and seeking approval in the novel.
2. What are the three forms of manipulation in the book? (fashion (ie. Lucky jeans, wearing what's popular; religious manipulation between Layla and Zainab; sexual manipulation between Kevin and Jenny)
3. How does Zainab's desire for Lucky jeans fit into these themes?
4. Explain why Zainab doesn't really like Premini. Are her feelings justified?
5. What were some of the mistakes Jenny made? How could someone learn from them?
6. What are some of the mistakes that Zainab makes? How could someone learn from them?
7. Zainab is hesitant to tell a story from her own culture. What stories could you tell from yours? Would you want to? 
8. Investigate Zainab's religion in further detail. Are there any similarities with that of your own? 

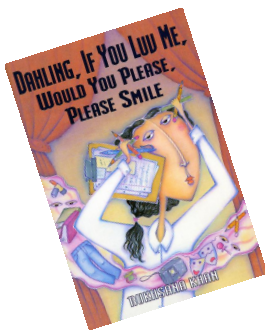
# Dahling If You Luv Me Would You Please Please Smile

## Student Question Sheet



Grades 7 – 12



1. Why does Zainab want Lucky brand jeans? Do you think that even if she owned them things would be different for her at school?
2. List three alternatives Jenny had besides trying to commit suicide.
3. Retell the story between Kevin and Jenny in your own words.
4. How would you handle Layla if she were your sister?
5. How would you feel if you were in Zainab's situation at school? Would you remain friends with Jenny or not?
6. Compare Zainab and Layla. What qualities do they have in common, what is different?
7. What was your favourite scene in the book? Why?
8. Predict what these characters will be like after the book ends: Zainab, Jenny, Kevin, Premini, and Layla.
9. Define the following terms in your own words: Zuhr, Quran, hadith, Paki, Islam, Allah, Muslim, Hindu



## Activities:

1. Read the folktale *The Emperor's New Clothes*.
2. In groups of four to five, act out the story. 
3. Discuss various fashion trends within the students' lifetimes. ie. Pokemon cards, Nike running shoes. How have fashion trends changed while you've been growing up?
4. While reading Dahling, graph the number of pages you read during each of at least five sessions on five different days. Take notes, under the graph (can be a pie, bar, or line graph) as to why you think you got the results you did. Consider these elements: distractions, difficulty of text, hunger or other physical distractions, and tiredness. 

The Ontario Science Centre has an exhibit entitled "Harmful Fashions" which shows some of the physical problems that people have encountered in order to conform to what's considered fashionable.

Plan a trip to visit this exhibit!



# Student Activity Sheet

Grades 7 – 12

## *FASHION*

Study fashion trends from long ago and more recently.

How would you have dressed if you lived in the 1500's?

How would you have dressed if you lived in the 1800's?

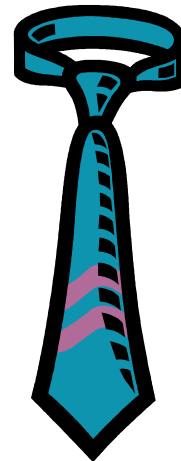
How would you have dressed if you lived forty years ago?



What were the disadvantages of some of the old fashions?

Design your own 'harmful fashion' and make a poster that would try to convince people to buy your garment.

Act out a commercial for your product.



# Post Performance Discussion Topics and Activities

## Grades 7 - 12

### Discussion Topics:

1. What kind of incidents in your past would you like to have handled differently?
2. Through discussion and brainstorming, generate ideas for writing a personal story about an aspect of your cultural background: practices, religion, food, music, etc.
3. Brainstorm coping techniques for dealing with bullying, injustice, depression and embarrassment and other negative emotions.

### Activities:

1. Using the ideas generated from the Discussion topic 1. write a story where the protagonist takes the action that should have been taken.
2. Draw up a writing plan (ie. outline, diagram, story map)
3. Write an initial draft
4. Discuss and revise the initial draft in order to clarify ideas and improve organization
5. Edit initial draft to improve writing style and correct errors in grammar, spelling and punctuation



### Drama:

1. In groups of four to six, have the students dramatize a scene where they could neutralize a bullying situation. Remind the groups that the idea of the exercise is not to humiliate the 'bully' but rather to promote an inclusive environment.
2. In pairs, practice the dramatic exercise "Darling if you love me would you please please smile" as outlined in the audition scene.
3. Discuss why this is a good title for the book. (The exercise involves seeking approval from the person you're trying to make smile and the whole novel is about seeking approval ie Jenny seeks Kevin's approval/love, Zainab seeks Layla's approval, Zainab seeks approval from Kevin's gang etc.)
4. Read Shylock's speech from William Shakespeare's *Merchant of Venice*, *Act III Scene I*.
5. Discuss why this was a good selection for Premini to recite.
6. Memorize it and 'audition' with it.





# Student Activity Sheet

Grades 7 – 12

## Shylock's Speech from *The Merchant of Venice*

### Act III Scene I



(Antonio has borrowed money from Shylock the Jew for his friend Bassanio. Through misfortune Antonio has lost his ships and so cannot repay Shylock. The terms of the loan were that if he forfeit, Shylock would have a pound of Antonio's flesh from whichever part of his body he chose. Shylock hates Antonio for spurning him and abusing him and for bringing down the usury rates by lending money without charging interest.)

Salarino

Why, I am sure, if he forfeit, thou wilt not take his flesh: what's that good for?

Shylock

To bait fish withal: if it will feed nothing else, it will feed my revenge.

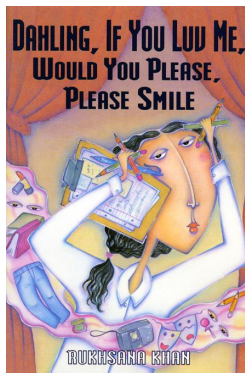
He hath disgraced me, and hinder'd me half a million; laugh'd at my losses, mock'd at my gains, scorn'd my nation, thwarted my bargains, cooled my friends, heated mine enemies: and what's his reason? I am a Jew. Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions? Fed with the same food, hurt with the same weapons, subject to the same diseases, heal'd by the same means, warm'd and cool'd by the same winter and summer, as a Christian is? If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge? If we are like you in the rest, we will resemble you in that. If a Jew wrong a Christian, what is his humility? Revenge: if a Christian wrong a Jew, what should his sufferance be by Christian example? Why, revenge. The villainy you teach me, I will execute; and it shall go hard but I will better the instruction.

# Student Activity Sheet

## Grades 7 – 12

### Act out a scene from the play of Jehangir as outlined in Chapter 21

- Find music that would accompany the play, and use it as background set up for your scene.
- On a large poster size paper, design one set for a scene of the Jehangir play. Be sure to use color to represent the tone of the scene.
- In a group of no more than five, decide what jobs need to be accomplished to make the play come to life. Be sure the work is divided equally, and make a contract as to who will do what. Have all the members sign the contract and turn it into your teacher.
- After the play is complete, write a journal discussing what you learned through the process of putting on this play.
- Compare your experience with that of Zainab's. Be sure to discuss whether you would like to pursue more opportunities in drama (or not) and why.
- Explain how you could have done better, and what parts actually were easier than you thought.



## **Books on Teen Suicide and Depression**

*Mental Health Information for Teens* (2001) by Karen Bellenir A very teen friendly book, written in a laid-back but not obnoxious style.

*When Nothing Matters Anymore: A Survival Guide for Depressed Teens* (1998) by Bev Cobain. A very good in-depth book for depressed teenagers.

*Ups and Downs: How to Beat the Blues and Teen Depression* by Klebanoff and Luborsky (1990)

*Life Happens* (1996) by Kathy McCoy and Charles Wibbeisman

*Conquering the Beast Within: How I Fought Depression and Won...and How You Can, Too* (1990) by Kate Irwin This book was written when she was a teenager and is a good memoir / informative book.

*Teen Suicide* by Clare Wallerstein

*Depression: what you need to know* by Margaret Hyde

Two good videos on Teen Suicide and Depression:

*Day for Night: Recognizing Teenage Depression* (1999)

*Depression: On the Edge* (1998) done by PBS.

## **Books on Bullying**

*The Bully in the Book and in the Classroom* by C.J. Bott, Scarecrow Press

*School Conflict* by Trish Davidson

*Violence in our School: Halls of Hope, Halls of Fear* by Tamra Orr

*Mom, They're Teasing Me: Helping Your Child Solve Social Problems* by Michael Thompson

*Bullies: From the Playground to the Boardroom: Strategies for Survival* by Jane Middleton-Moz

*Please Stop Laughing at Me: One Woman's Inspirational Story* by Jodee Blanco

*The Wounded Spirit* (also titled: No More Bullies For Those Who Wound or Are Wounded) by Frank Peretti

*Dealing with Bullying* by Marianne Johnston

*Odd Girl Speaks Out: Girls Write about Bullies, Cliques, Popularity, and Jealousy*  
-Harcourt

*And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment,  
and Emotional Violence* by James Garbarino

*Girl Wars: twelve strategies that will end female bullying* by Cheryl Dellasega  
*Bullying: Deal With Before Push Comes to Shove.* Published by Orca There is also an  
associated resource guide.

## **Websites on Bullying**

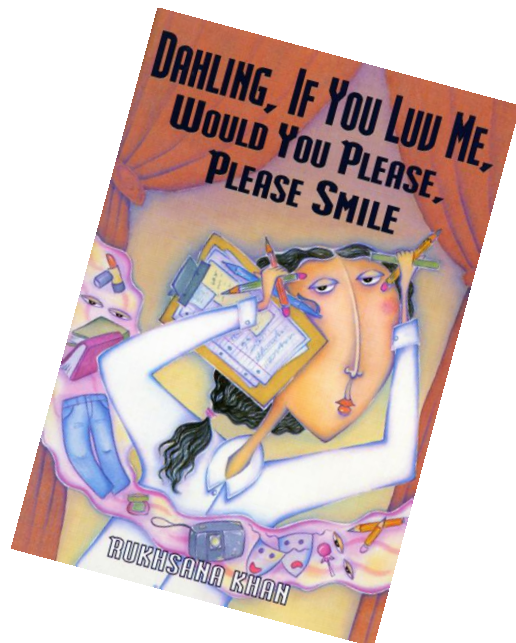
**NEA: National Bullying Awareness Campaign (NBAC)**  
<http://www.nea.org/issues/safescho/bullying.html>

**Stop Bullying Now!**  
<http://www.stopbullyingnow.com>

**No Bullies - Colorado's Anti-Bullying Project**  
<http://www.no-bully.com>

**School Bully Online**  
<http://www.bullyonline.org/schoolbully/index.htm>

**Mobbing USA**  
<http://www.mobbing-usa.com>



## Teacher Section

### Curriculum Connections



### Intermediate: Language Arts

#### Listening and Speaking

- demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details
- extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights
- identify the presentation strategies used in oral texts and analyse their effect on the audience
- identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

#### Reading and Writing



- read a wide variety of texts from diverse cultures, including literary texts
- develop interpretations about texts using stated and implied ideas to support their interpretations
- extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights,
- identify the topic, purpose, and audience for a variety of writing forms
- gather information to support ideas for writing
- establish a distinctive voice in their writing appropriate to the subject and audience
- identify their point of view and other possible points of view

#### Intermediate: Character Education



- explore bullying, discrimination, and racism in adolescent settings
- demonstrate an empathy for peers
- demonstrate an awareness of the cause and effects of inclusion and exclusion and social isolation the lives of adolescents
- analysis the role of self-esteem and self-confidence in adolescent success