

Northern Broadsides Education Pack Autumn 2007

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## Introduction

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This education pack is aimed at Key Stage Two and above. It accompanies Northern Broadsides' Autumn 2007 production of *The Water Babies* written by Andrew Pollard and directed by Adam Sunderland. The education pack hopes to act as an additional resource along side the workshops for people attending the production, offering an insight into the show and some additional classroom activities.

Northern Broadsides is one of the country's leading exponents of classic drama - drama where it is the language that conjures the world of the play and enables the audience's imagination to take flight. *The Water Babies* adds another piece to Northern Broadsides fifteen year repertoire of staging great classic works – whether it be the original text or a contemporary adaptation.

The performance and production style of *The Water Babies* chimes with Northern Broadsides' trademarks of simple staging, a high degree of theatrical invention, a muscularity of language, live music and ensemble precision, all rooted in a down-to-earth northern context.

*The Water Babies* is a new adaptation by Andrew Pollard of Charles Kingsleys' book *The Water Babies* written in 1863. The play opened at The Viaduct Theatre in Halifax in October 2007.

## The Water Babies

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Five story tellers: Loki, Fricka, Baldur, Freya and Hod converge on an empty stage to find an audience waiting for a tale. Each has their own idea of what the tale should be...and so the drama begins. A boy puppet, Tom, is fashioned out of stage props and our protagonist is born.

Tom, a sad, hungry, sooty chimney sweep, lives in Yorkshire working for the cruel Mr Grimes. Called to Sir John Hartover's house to clean chimneys, they encounter a mysterious Irish woman on the way who befriends Tom. She sticks up for Tom when Mr Grimes threatens him, and magically disappears soon after, vowing to return.

Tom arrives and climbs up the flue into a beautiful white bedroom where he looks into a mirror and sees how dirty he is. He discovers a little girl, Ellie (a Victorian rag doll) who wants to play with him. The housekeeper enters and Tom escapes through a window. He runs until he reaches a crag edge overlooking a stream. Mr Grimes pursues him and cornered, he falls into the water (a tin bath).

...but Tom is not drowned. The mysterious Irish woman had slipped into the water, her disguise fallen away, she is revealed as the Queen of the Water Fairies. She takes Tom and changes him into a Water Baby. He is now clean and happy and free and swims around meeting the inhabitants of the water. From two salmon he learns that he is not alone, there are other Water Babies and he follows some eels out to sea to find them.

Tom has made it to the sea. He asks some sea-anemones for directions to the Water Babies – but they prove unhelpful so he naughtily feeds them pebbles. The sea snails are even less helpful so Tom mercilessly smashes them and kills them. It's then he encounters Mrs Bedonebyasyoudid who is handing out sweets to good children. Tom wants some but is given a pebble. She reminds him of his naughtiness and says the pebble is a punishment.

Next, he meets Mrs Doasyouwouldbedoneby. He wants a cuddle but realises he has become all prickly...another punishment. Upset, he is filled with remorse for all the bad things he's done. Forgiven, his prickles will only go when he truly changes. So Tom becomes helpful and his prickles disappear.

Tom decides it's time to leave the sea and confront his old master, Grimes. On his journey to the other end of nowhere, he hitches a ride with some seagulls, plunges, falls and is encountered, as Tom the adolescent, by two policemen. They lead him to the imprisoned, Grimes!

## What are Water Babies?

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*A water-baby? You never heard of a water-baby. Perhaps not. That is the very reason why this story was written. There are a great many things in the world which you never heard of; and a great many more which nobody ever heard of; and a great many things, too, which nobody will ever hear of, at least until the coming of the Cocqgrues, when man shall be the measure of all things.<sup>i</sup>*

Charles Kingsley describes Water Babies as being very small, amphibious with gills and though no one has ever caught one that alone cannot prove that it doesn't exist. He goes on to say that a number of things have water equivalents so why not babies?

Can you think of ten things that have water equivalents? What do think Water Babies look like? Can you draw a picture of what you think they could look like?

In the story Tom sheds his old chimney sweep skin and becomes a Water Baby and he journeys out to sea to find other Water Babies. Can you think of any other stories that have fantastical creatures that are not proven to exist or not exist?

## Storytelling

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How do we tell stories?

- In pairs sit together and tell each other a short story; it could be what happened to you at the weekend, or on the way to school, or on a journey. Remember to listen carefully to each other stories, what are the facts, what is the beginning, the middle and the end? Now in a circle tell your partners story. What is it like when someone else tells your story? Does it change or stay the same? Now that you've heard your story from someone else would you change it? Could you do anything to bring your story to life? Could you add anything? What would happen if you changed your voice when another person in the story is speaking?

In the play the characters of Loki, Baldur, Fricka, Freya and Hod agree to tell a story. They take different characters in the story and perform them. Hod plays the character of Tom, the chimney sweep and Baldur plays the character of Grimes. Their voices change but they also physically change to act out the different characters.

The storytellers tell the story of *The Water Babies* but they also tell a story from their point of view. Think of the first scene in the play, Baldur doesn't want to tell the story or if he does he wants to tell a dark story whereas Freya wants to tell a light story that is very positive. Go back to the stories that you told. Could you tell it from a different point of view. Imagine if you told

your story from Baldur point of view, how would change your story? Do you prefer to tell a happy story or a sad story?

The Water Babies is a fantastical story. It involves a young boy who is turned into a water baby by the fairies. Could your story be fantastical? What could you add to your story? Could your story be set in a mythical land or could a strange creature appear? How would adding an magical element enhance your story.

## **Theatre**

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*The Water Babies* is a play, performed in a theatre. In the play there are actors and the audience. Usually the audience sits on one side of the space to watch the actors perform the story. The actors use different devices to tell stories like acting out the characters, playing music to create atmosphere, using things to make puppets and moving in the space to make pictures. The audience sit and watch but use their imaginations to make the story come alive.

Can you remember the performance? What was it like sitting in the theatre? What did it feel like? When you saw the actors perform could you believe they were the different characters? What did it feel like when they started playing music? How did music change the story? Did you like the puppets? What about lights and effects did you notice the lights changing and did they effect how you felt about the play?

Thinking about how you felt during different parts of the play think about your story what would you want your audience to feel when they were watching and listening to your story? Would you want them to feel sadness, fear or enjoyment? Is your story scary? Or fantastical? Is it set in the past or the present?

Could you make your story into a play with different characters, music, and movement? What music could you use to add to the effect? Think back to the performance what different types of music were used and how did it make you feel? What about how your story looks like? Could you find costumes to help identify the characters? How many people would you need to tell your story?

- In small groups pick one story to tell, think and write down what you would need to have to make the story into a play.

## **The World of the Play**

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### **Victorian**

The story is set in Victorian England. What do you know about the Victorians?

It is called Victorian because it was named after Queen Victoria who ruled the United Kingdom between 1837 and 1901<sup>ii</sup>. A lot of big changes occurred in Victorian England like The Industrial Revolution and The British Empire. The Industrial Revolution saw people moving from rural communities into cities and The British Empire saw Britain as one of the biggest powers in the world controlling a number of foreign countries. There were very different attitudes to education, religion and work. Not many children went to school instead they were sent to work in different places until the laws changed in 1870.

- In small groups research the Victorian period to find out what it was like for children in the Victorian period. You can use the Internet or books from the library (see further reading for some suggestions). You could use different things to find out about the period like pictures, music and writing from the time to find out.

Can you answer these questions?

- What kind of jobs did the children in Victorian times do?
  - What do you think it was like living in Victorian times?
  - Would you have wanted to be a child then or now?
- 
- Try writing a diary for a typical child in Victorian times, think about what time would they get up, what kind of job or work would they be doing? What would your friends and family be like? What kind of food would you eat? What kind of games would you play? Would you be happy or sad?

Tom in the story of *The Water Babies* is a chimneysweep. Children working as chimney sweeps had to climb into large chimneys in people's houses to clean them from the inside. It was hard and dirty work. It was a difficult job and children often died from diseases and from inhaling soot whilst cleaning the chimney. Charles Kingsley in his book describes Tom's experience as

Read the description would you have liked to be a chimney sweep? What are the differences between you and Tom?

*He could not read nor write, and did not care to do either; and he never washed himself, for there was no water up the court where he lived....He cried when he had to climb the dark flues, rubbing his poor knees and elbows raw; and when the soot got into his eyes, which it did every day in the week; and when his master beat him, which he did every day in the week; and when he had not enough to eat, which happened every day in the week likewise. And he laughed the other half of the day, when he was tossing halfpennies with the other boys, or playing leap-frog over the posts, or bowling stones at the horses' legs as they trotted by, which last was excellent fun, when there was a wall at hand behind which to hide.<sup>iii</sup>*

## Yorkshire

The play is set in Yorkshire, which is in the north east of England. Yorkshire would have been very different in Victorian times but there are still parts of Yorkshire that would have stayed the same. What do you know about Yorkshire? The landscape of Yorkshire is described during Tom's chase from Hartover Hall, the heather, the woods, the grass, and the rivers. Even the cove that Tom fell down is in Yorkshire and is attributed to being Malham Cove in the Yorkshire Dales. You can see pictures of the cove, which has dark markings running down the white rock on the internet.<sup>iv</sup> Charles Kingsley says this is where Tom's dirt rubbed off onto the surface of the cove.

## Underwater World

In the story Tom becomes a Water Baby and he has a new life in a watery world full of different things and creatures. He first goes into streams and rivers and then journeys to the sea and rock pools. Think back to the play can you remember what sort of wild life does he encounter in the streams and rivers?

- Divide the classroom into smaller groups and

### Fascinating Facts

- \_ Water covers 71% of the earth's surface area.
- \_ Human beings are 75% water.
- \_ 95% of a tomato is water.
- \_ The Water Babies is an anagram of Bathers a bit Wee.
- \_ A blue whale's tongue is about the size and weight of a full grown African elephant.
- \_ The salmon has over 27,000 taste buds, taking first place in the animal taste bud league.
- \_ Starfish haven't got brains.
- \_ Lobsters can move up to 25 feet per second underwater.
- \_ The record for the deepest free dive is held by Jacques Mayol. He dived to an astounding depth of 86 metres without any breathing equipment.
- \_ The speed of sound in water is 1,435 m/sec – nearly five times faster

allot each group a different underwater environment, such as in the river, in the sea, in a stream, in a rock pool. Have a discussion in your group what types of fish or insects would



there be in your environment? How big would they be? What kind of plants would there be in your environment? Could you research your environment using books from the library or looking on the Internet?

In the play Tom encounters weeds, ducks and fish, otters and salmon in the river and lobsters in the sea. When you have gathered all the information about your environment draw a group picture of that environment. Now look and compare the different groups pictures, how do they differ? If you would like you could also create a picture of Tom as a water baby and tell his story using your different pictures as backdrops for the story.

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## The characters in the story

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There are a number of different characters in the story. The five storytellers Baldur, Loki, Fricker, Freya and Hod tell the story. Each character has a different temperament.

- Think of the play can you remember what the storytellers were like? Below are some images that influenced the actors in rehearsals, which ones do you think influenced which characters? What words would you use to describe the people in the pictures? Are they happy, sad, interesting, lean, old, young, mischievous, or beautiful? Now think about the play what words would you use to describe the characters Loki, Baldur, Fricka, Freya and Hod? Do the characters change during the action of the play? How would describe Hod at the beginning of the play on comparison to the end of the story?

The performers also play other parts in the story, such as Tom, Mr Grimes, The House Keeper, Mrs Bedonebyasyoudid and Mrs Doasyouwouldbedoneby. How do the performers change to act these characters? Do their voices or bodies or both change? Are the characters from their story similar or different to the storytellers?



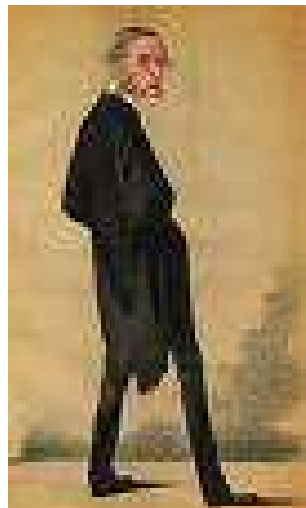
A<sup>v</sup>



B<sup>vi</sup>



C<sup>vii</sup>



D<sup>viii</sup>



E<sup>ix</sup>



F<sup>x</sup>

A

B

C

D

E

F

## Themes

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*The Water Babies* has a number of themes or messages that run through the play and the book. The characters going through the process of the story learn new things that will make their lives better and their understanding grow. Think back to your stories is there a message or a lesson to be learnt?

The main emphasis of *The Water Babies* is the message: **do as you would be done by**. This message is shown through Hod/Tom journey from telling the story to his different adventures he experiences. Hod/Tom at the beginning of the play has been ignored and beaten and therefore he thinks that how he should behave. When he gets annoyed with the anemones he punishes them by putting pebbles in their mouths. It is only through the lessons he is given by Mrs Bedonebyasyoudid and Mrs Doasyouwouldbedoneby that he learns that he will be treated better if he treats others better. This enables him at the end of the story to forgive Grimes for his harsh treatment from him.

- Think about the play. Can you find examples of Tom/Hod being naughty or bad, what happens when he is bad? Can you find examples of Tom/Hod being good, what happens, how do other characters treat him when he has been good? Could you make a list of these examples and compare them?

The play also contains the message that very different people can work and play together. At the beginning of the play Baldur and Fricka do not want to work together because they have decided it will not work. However because Loki insists that they tell the story together, they create an exciting story, which is exciting because it includes the characters interests of light, dark, real and fantastical.

- Think about how you and your class could work together to create a story. Try sitting in a circle and tell a story where each person is only allowed to say one word at a time, like pass the parcel you pass the story around the circle. What is your story like? Do you think you could have come up with the same story on your own?

## Charles Kingsley

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Charles Kingsley was born in July 12<sup>th</sup> 1819 and died in January 23<sup>rd</sup> 1875. He was a novelist, Church of England Parson, Christian Socialist, Protestant controversialist, poet and amateur naturalist. He also tutored the then Prince of Wales. He was a strong advocate for workers right which appears in his numerous books and articles in the Christian Socialist. His other famous works include *Westward Ho*, which was written in 1855. He wrote *The Water Babies- A Fairy Tale for a Land Baby* as a serialisation for Macmillian's Magazine in 1862 and was published in a full volume 1964.

*The Water-Babies touches upon most of Kingsley's favorite themes: the working conditions of the poor, in this case those of chimney sweeps; education; sanitation and public health; pollution of rivers and streams; and [evolutionary theory](#). In the central character's spiritual regeneration.*<sup>1</sup>

## The Writer Andrew Pollard

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Andrew Pollard adapted the play from Charles Kingsley book. In *The Water Babies* there are no characters such as Loki, Baldur, Fricka, Freya and Hod. Instead the storyteller Charles Kingsley tells the tale, debates and comments on the action. In the rehearsals writer Andy Pollard tells the actors that he felt that Charles Kingsley the storyteller separated into different voices. At times he sounded like the parson instructing a moral message, sometimes he sounded like a scientist and naturist debating and arguing over evolutionary theory and sometimes he was a fantastical storyteller writing for young children like his young son to whom the stories were dedicated. These different voices turned into the detached characters of Loki, Baldur, Fricka, Freya and Hod. Having different characters that sometimes disagree and want to tell the story their way means that the story becomes more exciting to watch. It also means that the story is shared and therefore there are more possibilities in the adventure.

The characters Loki, Baldur, Fricka, Freya and Hod are all influenced from Norse mythology. In rehearsals the actors discuss how the characteristics from these Viking Gods can influence their characters. For example Loki is known to be the God with the flame red hair and is known to mischievous, in one story Loki tricks the blind God Hod into shooting his brother Baldur. If you like you could find out more about the Norse Gods and their characteristics by looking at the Internet or in books. Can you see where knowledge of the Gods characteristics has informed the characterisations?

Andrew Pollard is an actor and writer, who has worked for Northern Broadsides and The Natural Theatre Company.

## Rehearsals

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Adam Sunderland who also plays Hod directs the play. In rehearsals the company work; to prepare their bodies physically, to look at the script, explore the characters and practice working as an ensemble. It is really important that the company works well together because the play is dependent on all five actors. In rehearsals Adam works physically by doing exercises and games to get the actors to work together effectively. If you were performing a play, how would get your performers to work together?

The play is very physically demanding. The company are constantly involved with the action of the play throughout the piece. The rehearsals always begin and end with the group forming a circle. The circle is important because it means that everyone in the circle is equal and that everyone in the circle can see each other. In the rehearsals Adam uses different techniques such as a physical warm up, to get the group to have a sense of each other and the groups' rhythm, they play games, to give the actors a sense of suspension and energy (élan), they practice elements such as impulse, movement, fixed point to help the actors with object manipulation. They also study the text for language and character development. It is important for the actors to have a firm grasp of their storyteller characters because they have to play a number for different character so they have to be able to swap between different characters with ease. The company Northern Broadsides is renown for its use of language to tell stories and language can also help an audience's imagination.

There is also music within the play. Kieran Buckeridge who also plays Loki has composed all the music in the play. He has used a number of styles to make music that enhances the story, by either setting a mood or telling part of the story.

Some rehearsals involve working with puppets, so puppeteer Alison McGowan works with the actors to develop their skills.

Adam Sunderland is an actor and director, who has worked with Northern Broadsides and The David Glass ensemble.

## Activities for teachers

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The exercises suggested below are a more detailed breakdown for the activities that are incorporated into the education pack.

### Activity 1 Telling Stories

**Aims and Learning Outcomes:** How do we tell stories? This exercise aims to introduce the participants to telling their own stories. It hopes to encourage speaking and listening skills with members of the group listening and retelling someone else's story. It introduces other aspects of storytelling like structure; beginning, middle and end, characters; different people in the story. The activity hopes to begin to encourage the group to start thinking critically of what makes a good story.

**Task:** Ask the group what they think a story is? What type of stories can there be? Can they think of some examples of different stories? Where can they find stories? In books, plays, films, word of mouth etc. Why do they think people tell stories? What do you need in a story? A beginning, middle and end. Can they think of their own story?

Ask the group to find a partner, and find a space in the room.

Ask them to take it in turns to tell each other a short story no longer than two minutes each. Their story could be something that has really happened like what they did at the weekend, or it could be something they've made up. Ask to remember that they need to make it clear where the story starts and where the story finishes. Remind the participants that they will have to listen carefully to each other's stories, what are the facts? Who is in the story? Where does it take place?

After two minutes ask them to swap over and the listener tells their story. Now ask the pairs if they have any questions about the stories or parts of the story. Give them a minute to ask their partner any questions.

Now ask the group to form a circle, each pair sitting together in the circle. Now ask each person to tell his or her partner's story. When everyone has told their story ask the group what they thought of the different stories? What was it like having his or her story told by somebody else? Did their story change? If they were going to repeat the exercise what could they do to improve.

**Time:** 25-30 minutes

**Equipment:** Space for members of the group to work in pairs and to sit in a circle.

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## Activity 2 Telling stories through Theatre

**Aims and Learning Outcomes:** This activity intends to introduce the group into thinking about how to make stories more interesting using drama and theatrical conventions. It encourages speaking, listening and debating skills with discussion about their ideas of drama and theatre. It engages with participants working collaboratively and imaginatively to start think of dramatising stories. The extension of the exercise asks the group to think critically and selectively when adapting literature into other formats.

**Task:** Ask the group to think about what it was like in the theatre? Did their emotions change through different parts of the story? What different things did they see and hear during the performance? What did the people in the play look like? What did they like about the effects? What were the characters like? What was the music like? What did the music make them feel like? What do they think the benefits are of using drama to tell stories?

Ask the group to split up into groups of five. Ask them to select one of their stories from the previous exercise and write a list of what they would need to dramatise the story. Who are the characters in the story? How would they perform them? Think about how many performers they would need? What would their costumes be like? What would the music be like?

Once they have a list of things that they could use to make it a piece of theatre ask them what they would like the effect of their play to be? How would they like their audience to feel? How could they use the different elements on their list to make their audience get that feeling or understanding? For example is it a sad story? Could you use one actor all alone with some sad music to make the audience feel sorry or sad?

Ask the groups to feed back to the class of which story they picked, what things they would like to use in their drama and what effect they would like their drama to have.

**Time:** 20 minutes

**Equipment:** sugar paper and pens

**Extension:** If you are reading Charles Kingsley's *The Water Babies* in class, a further exercise would be to have a discussion about what elements were included in the play and what other were left out. Would the group have included any other elements in the play? If they were performing their own adaptation what elements would they include?



## World of the Play

### Activity 3 The Victorians

**Aims and Learning Outcomes:** This exercise plans to introduce individuals into the period of the play. It engages participants to work both individually and as a group to research, respond creatively and feed back to the group. Through research individuals are asked to think comparatively and imaginatively about how the experience of Victorian children would differ to their experience of children in the twenty-first century. This activity could be extended to become a longer project.

**Task:** Ask the group what they know about the Victorians. (There is a brief introduction to the Victorians in the education pack.) Ask the group to split into groups of four and to research the Victorian period, in particular what was it like for Victorian children. Discuss what they could find during their research such as images, personal accounts, stories, or facts. Suggest that they could use the Internet or books from the library (see suggested website for some suggestions). Ask them to focus their research into finding the answers to these specific questions.

- 1) What kind of jobs did the children in Victorian times do?
- 2) What do you think it was like living in Victorian times?
- 3) Would you have wanted to be a child then or now?

When the group has found the answers to these questions and researched the period. Ask the group to organise their research in a visual presentation.

Using the research and the play ask the group to think about the Tom character in the play, what do they think his typical day would be like? Ask the group to individually write a diary account of a typical day of a Victorian child, imagining that they are living in Victorians times. You could use some of these questions as stimulus: would they work? What type of job would they do? What time would they get up? What would your friends and family be like? What kind of food would you eat? What kind of games would you play? Would you be happy or sad?

**Time:** 1 hour depending on whether the research facilities are available in the classroom. Could be an exercise extended over a week.

**Equipment:** Research materials, access to the Internet and book resources  
Materials to write the diary like paper and pens.

## Activity 4 Underwater World

**Learning Outcomes:** This task intends to get participants to find out more about the underwater world of the play. The objective asks the group to research and to respond artistically to visualise the underwater world. The further extension asks members of the group to use their artwork to tell their own version of *The Water Babies*.

**Task:** Ask the group to think about the different types of water environments that Tom goes through as a Water Baby. How do they differ? What types of creatures does he meet?

Divide the classroom into smaller groups and allot each group a different underwater environment, such as rivers, seas, streams and rock pools.

Ask the groups to discuss in their group what types of fish or insects would there be in their environment? How big would they be? What kind of plants would there be in their environment? Could you research their environment using books from the library or looking on the Internet?

When they have gathered all the information about their environment ask the groups to draw a group picture of that environment. Now look and compare the different groups pictures, how do they differ?

Further extension create a picture of Tom as a water baby and use the picture to tell his story using the different pictures as backdrop for his adventures in the different environments.

**Time:** 1 hour depending on whether the research facilities are available

**Equipment:** Research materials, access to the Internet and book resources. Art materials for the group water world pictures and a Tom water baby.

## Activity 5 Themes

**Aims and Learning Outcomes:** This exercise aims to enhance understanding of the main message of the story, *Do As You Would Be Done By*. Participants are asked to think critically about the story and use speaking and listening skills to debate characters within the play behaviour. Members of the group are also encouraged to work collaboratively.

**Task:** Ask the group to think about the play. What do they think of Hod and Tom's behaviour at the beginning of the play? Can they think why Hod/Tom behaves like that? What happens to Tom when he behaves badly? Can they compare that to that to when Hod/Tom behaves well.

Using two big pieces of the paper, on the first piece of paper ask the group to make a mind map of when Hod/Tom behaves badly in the centre, springing from that centre write down specific examples of when Hod/Tom behaves badly. Draw a line from each example and write down what's the reaction when Hod/Tom behaves badly.

On the second piece of paper make a mind map of when Hod/Tom behaves well, springing from this centre, write down specific examples of when Hod/Tom behaves well. Draw a line from these examples writing down the reactions of when Hod/Tom behaves well.

Ask the group to look at the two mind maps and compare the different reactions to Hod/Tom's behaviour. Ask the class which reactions they would prefer?

**Time:** 20 minutes

**Equipment:** 2 pieces of sugar paper and some felt tip pens.

## Suggested websites

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<http://www.bbc.co.uk/schools/ks2bitesize/>

key stage 2 music, literacy and science examining living things

<http://library.thinkquest.org/J001418/index.html>

“Life on the rocky shore” a website introducing different sea based animals with information and fun facts

[http://www.bbc.co.uk/nature/blueplanet/factfiles/fish/salmon\\_bg.shtml](http://www.bbc.co.uk/nature/blueplanet/factfiles/fish/salmon_bg.shtml)

Blue Planet animal fact files, information about different kinds of sea life.

[http://www.bbc.co.uk/schools/riversandcoasts/rivers/whatis\\_river/index.shtml](http://www.bbc.co.uk/schools/riversandcoasts/rivers/whatis_river/index.shtml)

Information about rivers and coasts

<http://www.bbc.co.uk/schools/victorians/>

key stage 2 interactive bbc website looking at children in victorian period

<http://www.bibliomania.com/0/0/30/991/frameset.html>

text of Water Babies and synopsis

<http://www.davidglassensemble.com/>

information about physical theatre

<http://www.english-nature.org.uk/lifeinukrivers/species/species.html>

information about rivers

<http://www.environment-agency.gov.uk/subjects/conservation/483249/483259/?lang=e>

The environment's agency a website with information about wildlife and otters.

<http://www.imdb.com/title/tt0078477/>

information about the 1978 film version

<http://www.lobstermanspage.net/lobstrs/lfacts.html>

“The Lobsterman’s page” a website that introduces information about lobsters.

<http://www.loc.gov/rr/print/swann/waterbabies/>

illustrations of Water Babies book by Jessie Wilcox Smith

[http://www.malhamdale.org.uk/malham\\_cove.htm](http://www.malhamdale.org.uk/malham_cove.htm)

information about malham cove

<http://www.northern-broadsides.co.uk/>

Information about tour dates and the company

<http://www.onlinebooks.library.upenn.edu/webbin/gutbook/lookup?num=1018>

project gutberg online edition of the book

<http://www.oxforddnb.com/view/article/15617?docPos=2>

information about Charles Kingsley (accessed 26<sup>th</sup> September 2007)

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<sup>ii</sup> 'Victoria (1837-1901) <<http://www.britannia.com/history/monarchs/mon58.html>> accessed 13th September 2007

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<sup>iv</sup> <[http://www.malhamdale.org.uk/malham\\_cove.htm](http://www.malhamdale.org.uk/malham_cove.htm)> (accessed 20<sup>th</sup> September 2007)

<sup>v</sup> Image of Loki <[http://www.cdli.ca/CITE/v\\_loki.htm](http://www.cdli.ca/CITE/v_loki.htm)> (accessed on 24<sup>th</sup> September 2007)

<sup>vi</sup> Image of chimney sweep < <http://www.culture.gouv.fr/culture/noel/angl/legimg/ramon.htm>> (accessed on 24<sup>th</sup> September 2007)

<sup>vii</sup> Image of Mrs Doasyouwouldbedoneby < [http://www.allposters.com/-sp/Mrs-Doasyouwouldbedoneby-Posters\\_i1647129\\_.htm](http://www.allposters.com/-sp/Mrs-Doasyouwouldbedoneby-Posters_i1647129_.htm) > (accessed on 24th September 2007)

<sup>viii</sup> Image of Charles Kingsley <[http://www.gerald-massey.org.uk/massey/bmc\\_miscellanea.htm](http://www.gerald-massey.org.uk/massey/bmc_miscellanea.htm)> (accessed on 24<sup>th</sup> September 2007)

<sup>ix</sup> Image of washerwoman < <http://tdc.govt.nz/index.php?WashdayBluesattheMotuekaMuseum> > (accessed on 24<sup>th</sup> September 2007)

<sup>x</sup> Image of Feya < <http://www.crystalinks.com/friday13th.html>> (accessed on 24<sup>th</sup> September 2007)

## **Credits**

**Education Pack edited and compiled by Madeleine O'Reilly**

**Synopsis written by Lisa Baxter.**

**Thanks to the company of *The Water Babies* and Northern Broadsides.**