

Using The Interactive Theatre in RH Education

A Facilitator's Guidebook

JICA
Family Planning and Women in Development Project
Jordan

Prepared by:

Nina Jada
The Noor Al Hussein Foundation

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Preface

The Integrated Family Planning and Gender in Development Project started on the 1st of July, 1997, with a planned duration of six years; the first three years in the Southern Ghor Al Safi District of the Karak Governorate as the first phase, and the latter three years as the second phase expanding to the entire Karak Governorate. The Project's goal is to promote family planning in the Governorate by using an integrated approach, which utilizes the concept of gender in development in addressing the national population issues. This approach reflects upon the recommendations made at the Cairo International Conference on Population and Development: that is, to integrate gender, empowerment of women in particular, with family planning/reproductive health issues. The Project was made possible through the agreement between the Jordanian and Japanese Governments. It has been jointly implemented by the National Population Commission/General Secretariat (NPC/GS), the Jordanian Hashemite Fund for Human Development (JOHUD) and the Ministry of Health in cooperation with the Japan International Cooperation Agency (JICA).

One of the Project's activities is an IEC program for married women during the reproductive age and their husbands through mass media and interactive enter-education, as well as individual counseling for the women through home visits. It is well recognized that multimedia, by combining various communication methods including mass media, encourage new attitudes and the willingness to adopt new behaviors in general.

This guidebook has been produced as a guide for the facilitators at the interactive enter-education workshops. We are grateful to Ms. Nina Jada' Sweiss, the Noor Al-Hussein Foundation, who made the guidebook available to us. We are also indebted to Dr. Akiko Hagiwara, the Project's Expert, who designed the framework of the guidebook to meet the purpose and strategy of the workshops.

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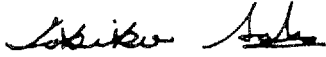
Tokiko Sato, Ph.D. 
Chief Technical Advisor
Family Planning and Gender in Development Project

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Introduction

The support of **Japan International Cooperation Agency (JICA)** includes the development of human resources by the Japanese experts dispatched to Jordan, provision of equipment and training of Jordanian counterparts in Japan. **The Family Planning and Gender in Development Project (FP/GID)** aims to improve the living standards of the people of Karak Governorate. This pioneer project features an integrated approach and promotes the concept of “Gender in Development” as a means to address the population issue in Jordan. **FP/GID** focuses on enhancing women’s capacities in the areas of family planning, reproductive health and socioeconomic activities. This project is collaboratively implemented by **The National Population Commission/ General Secretariat (NPC/GS)**, **The Jordanian Hashemite Fund for Human Development (JOHUD)**, **Ministry of Health/ MCH Directorate** with financial and technical assistance from JICA.

The Noor Al Hussein Foundation (NHF) is recognized for its expertise in communication with the grassroots in the areas of community empowerment, capacity building, and the promotion of social and health issues. **The NHF/ Performing Arts Center (PAC)** has cooperated through its theatre-in –education program with other NHF programs to promote sensitive health and social issues such as reproductive health and family planning (**RH/ FP**) in remote rural areas throughout Jordan. A group of PAC actors travel from village to village and perform live social interactive scenes in front of the local communities. This experience has been so successful that NHF became a national and regional expert on the topic.

Cooperation between JICA and NHF in this area started when NHF trainers executed a JICA workshop for the health workers in Karak Governorate on interpersonal communication, mass communication and the use of interactive theatre and video as RH/FP educational tools. The procedures of this workshop were put in a guidebook entitled **Communication for Changes in Health Behavior**. The present guidebook addresses the use of the theatre in education as an educational tool in the area of RH. It demonstrates for health educators the use of five video recorded interactive scenes on promoting RH concepts among grassroots population. Workshops will be conducted to introduce health educators to the concept of the theatre in education and to train them to act as facilitators of learning by using the video recorded interactive scenes. The guidebook will be given to them for reference.

PAC director, Ms Lina Attal and Mr. Najeh Al Zein wrote the script and produced the scenes that were acted by the PAC staff. They also assisted in providing the theoretical material on the use of the interactive theatre. RH concepts and ideas were developed in cooperation with Mr. Mahmoud Al Hadid NHF Quality of Life (QOL) project director and Ms Nina Jada, training coordinator of the project.

Adult Education

Education is not just a human right, it has been proven that it has a major positive impact on social development and on the education of children.

According to 1997 UNESCO publication Adult Education in a Polarizing World, *adult basic education refers to all forms of organized education and training that meet the basic learning needs of adults, including literacy and numeracy, as well as the general knowledge, skills, values, and attitudes that they require to survive, develop their capacities, live and work in dignity, improve the quality of their lives, make informed decisions, and ... continue learning.*

Adult education differs from child education mainly in that it is self-directed and internally motivated. Children do not know the value of knowledge and in many cases they go to school because they have to. In contrast to that, adults want to learn because they realize that learning is necessary to improve their life. They know why and what they need to learn; thus, they learn because they want to, not because of external pressures.

Among the various empowerment effects of basic education is that it equips people with information and skills that prepares them to cope better with life and family responsibilities. And, according to Paulo Freire, the Brazilian educator and leader of the popular education movement “if adults are given the chance to engage in active learning, they will...gain the tools to participate in actions toward social change”.

However, adult education is a difficult task. Adults have for a life long learned through experience, and have reached conclusions that they came to consider as absolute truth. Participatory learning activities challenges the learner to think and to express one's thoughts and feelings, which evokes meaningful exchange and dialogue and a sustainable impact of the learnt material. Adults learn greatly from others' experiences. Sharing experience through dialogue is by itself a facilitator to learning. The effect of participatory learning is

multiplied if mixed with play and challenge, which intrigues the participants and keeps them involved in the process.

Using Entertainment as an Educational Tool

The positive effect of non-traditional methods in education have received high recognition that it has become quite common and natural to find learners in regular school systems as well as in training workshops playing educational games, role playing or watching educational video programs or exploring the Internet.

People in business have long ago discovered the effect of entertainment on attitudes and behaviors. TV commercial ads are often presented in a little story, or accompanied by a certain tune or song. It is important to note that the message is audience specific and that it is attractively put in a playful form. Thus we find ourselves quite unconsciously singing an ad or selecting merchandise whose ad has attracted us.

When using entertainment as an educational method it is necessary to create a balance between the fun and seriousness in order to ensure that the receiver is kept involved with the message and is not being distracted by too much fun. Presenting ideas, issues and things in an entertaining form decreases the visibility of the educational aims and magnifies the amusing part, thus reducing the receiver's awareness of the learning process that he is undergoing. Learning takes place with minimal energy and awareness from the learner. Attitudes and behaviors are transformed and social change is established.

Interactive Communication

Empowerment by participatory learning and action (PLA) owes much to Paulo Freire's theory and work in Latin America where it was strongly associated with adult education. Participatory rural appraisal (PRA) has been practiced successfully in many countries in South East Asia and Africa, where the use of dialogue was directed to enhance local people's awareness and confidence and to empower their action.

In this context, dialogue as one form of interactive communication encourages the marginalized to express opinions and feelings and to move from the position of passive receivers to that of active learners and doers.

The theatre-in-education manipulates entertainment to establish dialogue and effective interactive communication to present and promote socially sensitive

such as RH issues. The video is utilized to present recorded theatre-in-education scenes when life scenes are not available or possible.

The Theatre- in – Education

Concurrent with the spread of PRA and Freire's popular education, the theatre-in-education appeared in the nineteen sixties in England as an educational theatre that has specific educational aims. It spread fast as a new and creative method. The educational importance of the theatre in education lies in that it is a combination of the participatory and active methods of education with goal-oriented entertainment. This method shifts the learners from the position of audience with a passive attitude towards the content, to active participants in discussing the subject. Knowledge, affect and attitudes are thus linked to the education subject enhancing the process of learning in an entertaining and light spirited atmosphere.

The theatre-in-education utilizes short plays that might be a few minutes to one hour in length. A play is followed by a discussion that is planned and conducted by a facilitator. The theatre setup, tools and actors' clothes are simple which makes it possible for the play to be held in any place be it a school, a village square, a home, etc...

The theatre-in-education is characterized by the fact that it creates a participatory atmosphere that promotes deep and logical thinking about the subject. It presents contradicting and controversial ideas that motivate more thinking and questions, and promotes deep analysis and the finding of answers to questions. This encourages the continuity of the learning process and motivates the learner to be an active participant in the process. Further it can handle subjects that are not easy to talk about in a direct form such as cultural attitudes and beliefs and sensitive topics such as those pertaining to sexual and reproductive health issues.

Developing and Conducting Interactive Scenes

The theatre-in-education team includes a topic resource person, an author, a producer, a facilitator and a group of actors/educators.

Once the educator decides that education must take place in an informal manner the main concepts are put down and the writer develops the script. Scientific honesty must be observed that no false ideas are put in the script. Humor and entertaining remarks should be inserted in the script with no belittling hint at the personified roles. It is wise to use the

local accent and expressions of the target population in a form that allows identification with the players. Controversial opinions that are socially common must be presented to encourage post-scene debate.

The facilitator and actors must be very clear about the goal of the script to be able to interact with the participants knowledgeably, easily and purposefully.

Advantages of using the video

It is true that conducting life scenes and the presence of life actors make the performance more vivid and prestigious, however, the video recorded scenes have a number of advantages that may outweigh the life performance.

1. It is easier to plan for a video show than it is for a life performance, as you don't have to take into consideration the actors' plans and time schedule. You can present a recording any time that suits you and the audience.
2. You can show a video in any place while you need space for a life act.
3. It is cheaper to present a video recording as you would have paid the actors once and for all and you don't have to pay for their transportation, and accommodations.
4. Last and not least you can stop a scene at any point or repeat another as you see necessary or as the audience request, without feeling embarrassed or annoying the actors.

The Facilitator

The facilitator plays a major role in the interactive educational methods. He/she presents the concepts and ideas in a non-traditional manner probing the participants to interact with these thoughts and to debate about them. The facilitator should be knowledgeable in the subject of discussion as well as in the methodology of education by entertainment and participation in order to moderate the discussion and answer the audience's predicted questions. By appropriate guidance from the facilitator, participants can learn from others' experiences and opinions. The facilitator should be courteous, respectful of others and their opinions, well cultured and self-confident, and tolerant. He/ she must be capable of providing a safe atmosphere and play ignorant of the topic, so that the participants may speak out their thoughts freely and comfortably.

The facilitator controls the stage (or the video), and he/she has the right to stop the scene at any point asking the actors to freeze (or putting the video off) and posing a question to the audience to start a discussion. He may as well enter the scene and ask questions to the actors (in live

presentations) if he feels that some ideas need clarification. He/she encourages the exchange of ideas and avoids the use of instructional methods or gives final answers to the questions on hand.

The facilitator starts by presenting oneself, the actors and the concept of interactive theatre. He gives the sign to begin to the actors (or puts the video on) and starts the discussion when he decides to stress a message. He/she asks the audience opinion and encourages them to debate with the actors and among themselves. The facilitator stays in control as he keeps the discussion focussed on the topic and encourages the positive and target directions in the debate.

It is also valuable that one or two religious and social leaders who accept and promote the topic under debate should attend the performance to support the discussion positively by presenting their viewpoints.

While using a video instead of life scenes, the facilitator plays a similar role of controlling the show and the discussion. The only part missing is the absence of the life actors and their contribution to the discussion. Otherwise the audience debate with the facilitator and with each other on the presented ideas. The facilitator stops the scene whenever he finds it necessary. He also is alert to the whole audience and gives the floor to different participants without any bias.

As stated earlier, this guidebook is produced to accompany five interactive theatre scenes that have been recorded on video.

The Scenes: Introduction and Summary

The five scenes present a story of a family composed of a 50 years old mother, her two sons and their wives Sumaya and Asma. Amjad, 30 years old, and his younger brother Zeid and the wives present a number of RH issues. The mother, Um Amjad, usually carries traditional opinions against the others who argue to the benefit of science and modernity.

Premarital medical exam, family planning, exercise and nutrition during pregnancy, male involvement, child rearing practices, postnatal care and breastfeeding are the main issues presented in the script

The Process

The facilitator begins as described before, by welcoming the audience, introducing self and presenting the concept of the interactive theatre. He/she

tells the audience that the scenes are open ended and that they might want to change the scenario and put their own script or end of the scene. He/ she then stops and asks if any body likes to say anything. If yes the facilitator will respond briefly to the comment and then goes on to describe the video and to put it on.

Each scene is not more than ten minutes in length. The discussion should be controlled at 15-20 minutes. If role-playing is taking place it should not exceed five minutes and a discussion of ten minutes.

If the scenes were presented at different sessions with time lap between them, it would be wise to have the facilitator make a resume of the previous session before starting a new one.

Scene I
The Premarital exam

This scene presents the idea of premarital medical exam, the concerns about the results and their consequences.

Zeid, Um Amjad's younger son and his fiancée, Taghreed, are examining their blood compatibility. The mother is highly concerned and disapproves of the whole procedure. The blood test results indicate the presence of thalassemia in both and consequently the advice that they should not be married. (10 minutes) However, At the end of the scene Um Amjad says: "Zeid is destined for Taghreed, and she for him. Do you understand?"

The scene ends and the facilitator puts the video off and starts the discussion. The facilitator should be prepared to answer questions on thalassemia if raised by the participants. It could be mentioned that marriage among relatives increases the possibility of heredity but carriers of thalassemia are not necessarily relatives. The following are some important questions that must be discussed (15 Minutes).

1. Do you agree with Um Amjad that Zeid and Taghreed should be married?
2. Why do you agree?
3. What do others say to those who want the marriage to take place? Focus on the possible consequences of the marriage? And, what is the religious position about this? Can you convince Um Amjad that this marriage should not happen?
4. How would Zeid and Taghreed explain breaking their engagement to others? Focus on the confidentiality of the test and its results.
5. Could the breaking of this engagement affect Taghreed's chance for another marriage?

The facilitator might ask: Do you eat sugar? Then: Do you eat salt? Later: Would you eat them together? Or: Is one of them bad because it cannot be mixed with the other?

The facilitator might ask volunteers from the audience to role-play one or both following scenes (each not longer than five minutes):

1. Convincing Um Amjad that not marrying each other is better for Zeid and Taghreed
2. Explaining to a neighbor the breaking of the engagement without breaking confidentiality.

The facilitator is alert to a statement from the audience that supports premarital medical exam, to applaud and wrap up the scene.

Scene II
Prenatal care, Male involvement and Women Work

Spot one
Prenatal exercise

Spot one of the scene presents Sumaya who is five months pregnant walking in the street.

The facilitator stops the video and poses the following questions for discussion. The questions need not be put separately as long as the ideas they want to reach are covered.

1. How dare Sumaya exercise while pregnant?
2. Does exercise hurt her or the baby?
3. What are the benefits of exercise?
4. What are the limits of exercise during pregnancy?
5. How does pregnancy affect a woman's normal daily activity?
6. When should a pregnant woman not exercise at all?

Answers and discussion should not exceed 15 minutes.

Spot Two
Prenatal nutrition
Male involvement

Spot two presents the medical advice for pregnant women on nutrition. (10 Minutes)

Amjad, Sumaya's husband is not only involved in what she eats but he actually assists by buying the home commodities and by cooking for the family.

The grandmother makes brief negative comments on exercise, nutrition, male involvement and sex preference of the baby.

Um Amjad makes a comment that Sumaya deserves to be treated nicely because she became pregnant not like others (meaning Zeid's wife, Asma). The scene fades to black and the facilitator stops the TV and starts the discussion.(15 minutes)

1. How does the mother's nutrition effect the fetus?
2. Are there things that the mother must eat? Examples.
3. Are there things that the mother must not eat? Examples.
4. How important is it that the husband helps the wife and cooperates with her?
5. Is Amjad doing the right thing in his cooperation? Is he overacting? How would men in your community help at home?
6. How important is it that Sumaya goes to the health center?
7. How important is it that Amjad should accompany her?

Spot three

Personal hygiene during the menstrual period, infertility and women's work

This spot presents misconceptions about discomforts of pregnancy and personal hygiene during the menses. Corrections are made. When the door is knocked, the facilitator stops the scene and asks:

1. Do you agree that it is the baby's hair that causes the heartburn?
2. Are there other beliefs that you think must be cleared about pregnancy?
3. What do you think of Um Amjad's worries about Asma not getting pregnant?

Zeid and Asma walk in and Sumaya talks with Asma about personal hygiene during the menses. Um Amjad demands an explanation for Asma's delay in getting pregnant. The conversation then leads to woman's work and whether it interferes with her pregnancy.

Asma says a joke and everybody laughs. The scene fades to black and the facilitator stops the video. Discussion starts.

1. How true is it that bathing hurts a woman while she has her menses? (Try to bring out the benefits of bathing).
2. What does religion say about cleanliness?
3. What is important about a woman's work? Economically, socially and morally?
4. Does work effect a woman's pregnancy?

Stay alert for a positive statement about woman's work, applaud and wrap up.

Scene III
The Postnatal Period

Spot one

Sumaya is coming back from the hospital with her newborn boy, Salem. The three adults: Amjad, Um Amjad and Sumaya are taken by the new baby that they don't give any attention to the little girl Jude.

Suddenly Sumaya asks: "Where is Jude?" and Amjad repeats the question. The scene fades.

The facilitator stops the video and asks:

1. Did you note the reaction of Jude?
2. How do you think she feels?
3. How would you have behaved were you the mother of this little girl?

Make the discussion not longer than ten minutes.

Spot two

Amjad is helping Jude with her homework and they talk about her relationship with the little boy. Amjad reminds Sumaya that they should expect a nurse from the health center to be visiting them tomorrow.

Um Amjad exclaims: "What for do we need a nurse? Here I am!"

The facilitator stops the scene and asks:

1. What do you think is the nurse's role in the postnatal visit?
2. How do you expect her to be helpful?

The scene continues and Amjad explains the importance of the visit in early detection of any problem.

Fade to black at the end of the spot and the facilitator points out to:

1. What problems might the new mother face? Symptoms?
2. Could the new baby need a nurse at this stage of age? How and why?

Spot three

The nurse visits Sumaya. Um Amjad is there and they discuss factors of postnatal care. The facilitator stops the video at the end of the scene and raises the following questions:

1. What do you think of daily bath in the post delivery period? What do your mother and mother in law say about bathing? (Correct misconceptions)
2. Does the new mother need to perform physical exercise? What do your mother and mother in law say about exercise? (Correct misconceptions)
3. How long does a new mother need to stay under medical observation? Why?
4. When will she be able to resume her normal life activities?
5. How can husband help and support wife in post delivery period?
6. Are there things that a woman should avoid doing during the post delivery period? What do your mother and mother in law say about that? (Correct misconceptions)
7. What can a father do for the newborn baby?

Scene IV
Breastfeeding

The scene presents Asma in a hospital room after she has given birth to a little girl. Her husband, Zeid and her mother-in-law, Um Amjad are with her. Um Amjad is coaxing Asma to breastfeed baby Sana' as often as possible. The doctor as well encourages her to do so. He gives her some instructions on when to introduce supplementary foods and how; he also highlights the importance of checking up at the health center.

Continue the scene to its end and then the facilitator starts the discussion:

1. Can you repeat the benefits of breastfeeding that the doctor mentioned? To mother and baby?
2. Why is encouraging the newborn to suck the colostrum so important? (Emphasize nutritional constituents: Hi protein and low lactose; and source of antibodies)
3. Repeat the steps of breastfeeding mentioned by the doctor?
4. What do you think of Asma's plan to stop breastfeeding at the end of one month?
5. What does religion say about breastfeeding?
6. How true is it that breastfeeding disfigures a woman's breasts and body?
7. What are important points to consider in introducing supplementary foods?
8. How important is it that the husband accompanies the wife to the clinic and learn these details about nutrition?
9. Should a woman's work form an obstacle to breastfeeding?
10. How would you advise a new mother about breastfeeding? (Role-play?)
11. What are other advantages of breastfeeding? (Encourage the discussion of LAM three conditions for FP purposes)
12. What made Um Amjad so upset about Zeid's smoking? How true were her comments?

Scene V
Birth Spacing

Spot one

Um Amjad and Asma enter Sumaya's house. They are coming back from visiting Um Khalil who has "an army of children". They both are very disturbed from the visit. Asma feels dizzy and her mother-in-law hopes that she is pregnant. Sumaya her sister in law is astonished that she does not use any contraceptive.

When Asma asks for her handbag, the facilitator stops the scene and starts the discussion.

1. How would you describe life at Um Khalil's house?
2. Why is it that Um Khalil and Abu Khalil do not use FP methods?
3. How is it that Um Amjad disapproves of Um Khalil's ways of life and at the same time desires her sons to have large families? (She says that Amjad is wise, not like Abu Khalil)

The spot continues revealing the two sisters in law deciding to go to the clinic and leaving all their children with the grandmother.

Spot two

At the health center the nurse or midwife counsels Asma and Zeid on family planning.

1. What do you think of FP?
2. How important is it that both husband and wife be together at the selection of a FP method?
3. What made Sumaya leave Zeid and Asma alone with the nurse? Is that important?
4. How important is it to fully understand the benefits and possible side effects of the chosen FP method?
5. How important is it that the couple learns about all methods and select themselves the method they want to use?
6. How does FP affect later pregnancies and woman's health? What do the older women say about that? (Correct misconceptions and rumors)
7. What are the benefits of birth spacing?

8. What are the dangers of frequent pregnancies on mother, baby, the family and the whole society?
9. Are there any risks in using FP methods? (Be alert to misconceptions and correct them by giving scientific facts.)

Spot three

Zeid and Asma are back from the clinic, and Um Amjad is upset because she thinks that they want to stop childbearing completely.

1. How important is it to show respect to the mother-in-Law and involve her in their discussions and decisions?
2. What is the Islamic point of view about FP? (The facilitator should be able to recite a number of Koranic verses that imply approval of FP)

The facilitator may ask the participants to role-play:

1. Nurse counseling Asma and Zeid on FP (especially important if the facilitators are health workers).
2. Asma and Zeid convincing Um Amjad of the values of FP.

FIVE TELEVISION EPISODES ON CHILD BIRTH HEALTH

I, the undersigned, hereby certify that I am conversant in the Arabic language and I have translated the above and hereby certify that the above is a true and correct translation from the Arabic to the English language.

A. Abadi

1. **Arab News Corporation**
Embassies
Jabal
4 th Floor
2833

Characters:

- Amjad Mother : 50 years of age, vital, witty, and of a good origin.
- Amjad : A young man, 30 years of age, educated, cooperative, open – minded, of intermediate income.
- Sumayyah : She has not completed her university study, 25 years of age, ambitions, likes education and knowledge, seeks development continuously.
- Zeid : Amjad younger brother, good and humble, quiet and completed community college diploma.
- Asma' : Zeid's wife, a young woman.
- Jude : Vital child in her early childhood.

Secondary characters:

Medical doctor, Nurse and Others.

First Scene (Medical Examination Before Marriage)

Daytime, internal. studio - Amjad House

Scene : Amjad sitting room with two doors, one leads to the kitchen and bedroom, and the other to outside the house, couch set, a table with a computer, over it, pictures and house accessories.
The scene discloses the sitting room where the wife is seen, "Sumayyah" who is a young lady in her mid twenties, working on the computer and concentrating on it as if she is learning new thing!!

(Music)

Scene on Sumayyah and the computer set.

Sumayyah : Where is (undo). I have just seen you.
(sound of doorbell)
Alright one moment.
Sumayyah stands, camera follows her, she opens the door, her mother – in – law appears (Amjad mother)

Amjad mother : Hello Sumayyah
Sumayyah : Hello Aunt

(Sumayyah returns to continue work on the computer).

Amjad mother : Tell me you are welcome in my son's house.
Sumayyah : The house is yours please let me continue my work on the computer.
Amjad mother : Damn this miracle box. Since the time my son brought it to you, it seems that something has happened to you.
Sumayyah : The computer is a magic ... very useful.
Amjad mother : This is instead of finding a job that gets money.
Sumayyah : I am working on the computer and helping Amjad in typing some papers for the society.
Amjad mother : Free of charge??
Sumayyah : No ... I get 30 piasters for each page ... I hope I will get a good amount of money, so that I will connect with the internet.

Amjad mother : Shame on you Sumayyah, I know that you are logic... I will tell Amjad.
Sumayyah : Amjad has agreed.
Amjad mother : Amjad has agreed that you cause trouble to people.
Sumayyah : Aunt ... to connect means to connect with the internet
Amjad mother : What is this internet
Sumayyah : The internet allows you to collect the information that you need, and you can communicate with any body you want in the world.
Amjad mother : Come and I will talk to you. I could not sleep last night.
Sumayyah : Why?
Amjad mother : Do you like what my son and his fiancé are doing?
Sumayyah : We talked about this all night yesterday and that is enough
Amjad mother : I am not convinced.
Sumayyah : Zeid and his fiancé will do something special.
Amjad mother : You don't care. Suppose ...
Sumayyah : Don't say something before it happens.

(Amjad and his daughter Jude enter)

Amjad : Don't say that
Jude : Grandmother Grandmother
Amjad mother : You are welcome my darling ... How are you?
Jude : I am fine ... stay with us for lunch
Amjad : Sure, she will have lunch with us
Jude : What will be the meal?
Sumayyah : Up side down (Makluba)
Jude : I don't like that
Sumayyah : I don't know what to do
Amjad mother : This meal is delicious ... your brother Zeid will perplex me and will remove my hat off my head..
Amjad : You are wearing a head cover and not a hat.
Amjad : Go and change your apron my darling!!
Jude : No body makes his grandmother angry
Sumayyah : Wash with soap.

(Jude leaves)

Amjad : What is matter the mother? What's wrong with Zeid?

Sumayyah : The same subject

Amjad : Why are you worried?

Amjad mother : I don't like your situation, neither your doing and what your brothers!
(Amjad mother looks at Sumayyah)

Sumayyah : I am going to prepare the lunch

Amjad : Zeid will come and have lunch with us

Amjad mother : I will talk to you before I talk about Zeid subject you and your wife should be ashamed of yourselves, are you going to stay like this?

Amjad : What is the matter?

Amjad mother : You look as if you don't understand

Amjad : I don't understand what you are talking about!

Amjad mother : Really are you going to stay without children?

Amjad : I was afraid, I imagine what would be?

Amjad mother : Perhaps Sumayyah is the reason for this!!

Amjad : No ... No...

Amjad mother : Perhaps you are the cause

Amjad : I am in an excellent condition don't worry about me!!

Amjad mather : Why don't you have a child?

Amjad : We have birth control ... Sumayyah and myself till our economic situation is better someway!!

Amjad mother : We want a child to be name Salem

Amjad : Who is Salem?

Amjad mother : We want Salem to be named after your late father's name

Amjad : Ok. Why are you angry with Zeid?

Amjad mather : You don't know

Amjad : What is going to happen?

Amjad mather : Zeid should marry Taghrid whatever happened!

Amjad : He will come soon and you will hear good news from him.

Amjad mother : I have never heard such stories
(Amjed opens the door ... Zeid appears angry ... Symayyah & Jude)

Sumayyah : You are welcome Zeid...
What did the doctor say?

Zeid : The result is negative

Sumayyah : Jude ... go to your room.
(Jude leaves)

Amjad mother : What is this test and why is it negative?
Zeid : We have made Thalassemia test and the doctor does not advise us to marry.

Amjad mother : Is he supposed to decide?
Zeid : The test suggest that
Amjad mother : What does the test say?
Zeid : This is a secret. We have agreed with the doctor not to tell anybody.

Sumayyah : You are right.
Amjad mother : Zeid ... please come and tell me! I am your mother!
Zeid : Forgive me mother ... I con not say anything
Amjad mother : You should marry Taghrid and no body must interfere!

Zeid : This cannot be done mother
Amjad mother : Change the doctor, see another doctor
Zeid : The test is important ... please understand the situation.

Amjad mother : Ho can we help you?
Amjad : This is God's will our religion helps us to understand this.

Amjad mother : We obey the God's will
Sumayyah : Don't be angry
Zeid : I am not angry ... thanks God ... that it is like this
Amjad mother : This is impossible
Zeid : This is better. We should not marry to avoid having sick children.

Amjad mother : What is the matter with you ... you deal with the unknown...

Amjad : We do not know the unknown ... but God has given us the knowledge to realize such things.

Sumayyah : Please help Zeid and Taghrid ... Zeid will find the suitable young lady and Taghrid will have her chance

Amjad mother : I don't agree with you.
Amjad : If you like Zeid and Taghrid, we should not allow this marriage to happen
Zeid : This is right
Amjad : There is a legal opinion from the court that medical test before Shariah marriage should be made.
Amjad mother : How do you know all this ?

Amjad : Sumayyah & myself took this test
Amjad mother : Without my knowledge.
Amjad : The tests were excellent and there was no reason to stop us from marriage ... but Zeid & Taghrid cannot get married.
Amjad mother : Zeid should marry Taghrid they are for each others (Freeze)

Discussion starts with the audience as follows:

- The advantages of early tests before marriage.
- The opinion of medicine concerning that and what are the medical reasons that prevent the man to marry the woman that he has chosen
- The opinion of religion concerning that
- How can we convince Amjad mother of that
- What are the conditions of taking this medical test and the secrecy that should be followed in this case.
- What are the possible reasons that Zeid and Taghrid might give to others on the reasons behind not marrying each other.

The Second Scene: Mothers Care

Cut (1), Exterior, daytime, street (Sumayyah wears sport wear, she is pregnant in the fifth month She exercises the sport of walking).

Cut (2), Interior, studio, Amjad house Jude plays on the computer ...
Amjad enters carrying sacks of fruits Amjad mother is sitting

Amjad : Hello mother ... Hello Jude
Amjad mother : Hello son
Jude : (She does not reply)
 : To Jude
Amjad : Hello, we are here
Jude : One moment father
Amjad : Where is your mother?
Jude : Crashed...
Amjad : Where did your mothers crash?
Jude : The racing car crashed
Amjad : What is the matter with you?
Amjad mother : Nothing ... I face some problems
Amjad : Why ?
 : (Cut ... Sumayyah enters the hall)
Amjad : Where are you? I forgot that it is the time for
 : walking
Amjad mother : She is cheerful
Sumayyah : Sport is lovely, why don't you come and walk with
 : me
Amjad mother : Go and walk with her.
Amjad : Accending 150 steps in the ministry in enough
Jude : Father
Amjad : I mean 120 steps
Jude : Father
Amjad : Forget about that ... I have brought all things you
 : requested from store to store and from supermarket
 : to supermarket ...
 : Vegetables and fruits including bread, liver, lentils,
 : spinach, eggs, milk, za'ter, chamomile and natural
 : juice...
Jude : I need a sister
Amjad mother : Be quiet
Amjad : Who told you about these food prescriptions?

Sumayyah : Health center ... there are doctors and nurses who advised me to visit them regularly for follow-up purposes they will make some laboratory tests beside health education, and they do not object if you visit them with me.

Amjad : Tell me when your next visit will be to that I will go with you ... what do you want to eat today, I will prepare the lunch.

Amjad mother : We have lived to see this

Jude : Oh ...

Amjad : Is it o.k. if we begin with liver?

Jude : Oh ..

Amjad : Lentils

Jude : Oh No!!

Amjad : Spinach

Sumayyah : Jude your father asked me .. not you, so I need to eat liver!!

Amjad : Mother ... what do you think about liver?

Amjad mother : It is good that you have asked me?

Amjad : You are the Boss .. but you know that Sumayyah is pregnant and we have to treat her gently.

Amjad mother : You have to treat her gently. She is pregnant, she is not like others!
(Fade to black)
Here starts the discussion with the audience.

Cut (3) – Studio – internal – Amjad House / night

(From black to fade in)

Amjad mother is sitting in her place, she is still bothered.

Amjad writing on a paper and looking at his mother

- Amjad : It is not nice to be angry
- Amjad mother : I will carry your problems until I die
- Sumayyah : Take it easy
(She feels sour)
- Amjad : Are you feeling tired?
- Sumayyah : I feel sour, it seems that you added pepper to the food
- Amjad : It will be more delicious
- Sumayyah : Pregnant woman should not eat pepper because she will feel sour and this is terrible.
- Amjad mother : Sourness ... it is because of the hair of the fetus in your womb
- Sumayyah : I have visited the health center and the doctor told me that this sourness is a symptom of pregnancy and not because of the hair.
- Amjad : Thank God you have forgotten the subject of Zeid and Taghrid. Zeid got married and Taghrid had her chance in life.
- Sumayyah : My aunt is angry because Zeid wife is not pregnant.
- Amjad mother : Why she is not pregnant? Is there a problem?
- Amjad : Zeid and his wife will come and we will understand the problem.
- Sumayyah : Perhaps they do not want to have children. This is their problem.
- Amjad mother : They don't have the choice. Zeid loves children. Look how much he loves Jude and plays with her.
(There is knocking on the door)
- Amjad : They have arrived ... please mother
- Sumayyah : You are our blessing
(Amjad mother smiles)
- Amjad mother : I want to know the problem of Zeid
(Amjad opens the door)
- Amjad : You are welcome Zeid
- Zeid : Hello abu Salem
- Sumayyah : Hi Asma
- Asma : Hi .. where is Jude?

Sumayyah : She is asleep
Amjad mother : We want you to have a child
Zeid : Alright
Amjad mother : I will not be pleased until you have a baby
Zeid : If God wills Asma and myself would like to have a baby
(Sumayyah takes Asma and they talk in private)
Sumayyah : Your face is yellow, what is the matter with you?
Asma : I am tired
Sumayyah : Sick?
Asma : No...
Sumayyah : Why are not you fresh?
Asma : (Whispering) I heard that it is not good to have a bath while the woman is in her monthly period.
Sumayyah : What's this? Cleanliness protects from disease, and bathing during the period does not affect you...
Amjad mother : What are they whispering?
Sumayyah : What is the matter?
Asma : Nothing
Amjad : I will make the tea for you, you are welcome
Amjad mother : We have lived to see this
Sumayyah : No .. I will make the tea
Amjad : Please have a rest
Zeid : What is this cooperation?
You are lucky Sumayyah
Sumayyah : Amjad helps me in housework and in everything.
Amjad : Only for a short period, then I will stop.
Asma : Sumayyah should stop all her services
Amjad : I am kidding. I am in need of Sumayyah services.
Symayyah : I have thought .. !!
Amjad mother : You hear me Zeid and Asma you have been married for a year.
Zeid : Please mother ... we have visited the doctor and he said there was no problem. This needs time.
Amjad mother : You have to eat well
Asma : I eat well, but this needs patience.
Zeid : You are in a hurry for this .. let us have rest for a while before we have children and become busy
(Amjad enters caring the tea)
Amjad mother : Money and children are essentials in life.
Symayyah : Right but Asma health is more important.
Amjad : She wants you to have a body boy or girl

Amjad mother : One boy? I want a dozen for Zeid and dozen for you.

Amjad : Is it a dozen of glassware? Please mother....

Amjad mother : Children are support for you

Zeid : The number is not important, we have to raise them properly and secure their requirements and you know the situation.

Amjad mother : When the child come

Amjad : We will pray for the prophet ... please drink the tea

Sumayyah : You are lazy Asma ... you don't work.

Zeid : She is depending on my salary which is not enough for half of the month

Amjad mother : She should be pregnant now, and work will follow later

Amjad : Please mother ... life is cooperation and work doesn't conflict with pregnancy

Asma : I like to work but I don't know where to work ... there is no work and I home secondary education only

Sumayyah : The society that I work for has a project, they want to establish a factory for sewing and embroidery

Asma : I don't know how to sew or embroider

Amjad mother : I know ... take me

Sumayyah : I will take you aunt ... Asma, you will learn. They organize training courses. You will work after you complete training.

Amjad : Good idea

Zeid : Excellent... you will occupy your time with something useful instead of drinking tea and coffee with the neighbors ... and telltale.

Asam : Am I a talebearer. We are just wasting time.
(All laugh)
Fade to black
There will be discussion with the audience here.....

Third scene: After child birth period

Cut (1)

Time. Internal, Studio, Amjad House.

Black – we hear sound of singing

Fade in, we see Amjad mother singing

Sumayyah carries a baby

Amjad carries a sack and Jude is surprised

- Amjad Mother : Hi darling (carrying the baby you know Amjad that his eyes are similar to the eyes of you late father.
- Amjad : May God Mercy him
Amjad mother sits and plays with the child Amjad and sumayyah sit beside her Jude looks at her grandmother and leaves.
- Amjad Mother : Hear me sumayyah ... you are in a period after child birth ... you should rest.
- Sumayyah : Thank you Aunt.
(The Child cries)
- Amjad Mother : You are hungry my darling ... please sumayyah take him for breast feeding and I will prepare the food you like Vegetables, fruits, milk and liver.
- Amjad : Ok mother ... let her be like a duck
- Amjad Mother : I have prepared your bedroom
- Sumayyah : Where is Jude ?
- Amjad : Where is she ?

(Cut 2) Daytime, Internal, Studio, Amjad House

Amjad is sitting beside Jude

Amjad taching Jude and Jude is writing

Amjad : Let me see Your handwriting is excellent (Looks at the copybook) ... she is the darling of her father.

Jude : I want to play with the baby

Amjad : No He is still a small baby and he will be affected and become sick.

Jude : Let me carry him .. I will not hit him.

Amjad : Who said that you will hit him ?

Jude : My grandmother and mother did not permit me because I stretched salem hand ... I did not mean to bit him.

Amjad : This is your bother.

Jude : No body plays with me or talk to me they play with salem only.

Amjad : You and your brother are alike and we love both of you ... but salem is a small baby and he is in need of more care. You should take care of him until the grows and becomes like you

(Sumayyah and Amjad Mother enter)

Sumayyah : He is asleep

Amjad Mother : I told you that he feels pain in his stomach

Sumayyah : This is experience

Amjad Mother : I will come tomorrow so that we will give him bath

Amjad : Sumayyah, we have an appointment tomorrow with the nurse that the doctor recommended .. don't forget.

Sumayyah : I will not forget ... I will call the center and give them our address and our telephone number .

Amjad Mother : Why the nurse ? I am here

Amjad : You are our blessing, but the doctor said that the nurse should visit sumayyah periodically in order to check her.

Amjad Mother : She is not sick

Amjad : Thank God but sumayyah is in a period after child birth and her temperature might rise and complication might happen. We will be more sure when the nurse checks her. If there is anything, we can deal with it immediately.

Sumayyah : You will be with us in order to get benefit from your experience.

Amjad Mother : Thank you. I will go to my room to sleep. Do you need anything ?

Amjad : May God Bless you. We have troubled you.
(Amjad mother Kisses Jude)

Amjad Mother : Good night darling

(Fade to Black)

Cut (4) : Internal, Studio, Amjad House
The Nurse sits, beside sumayyah, Amjad mother enters carrying the tea)

Amjad Mother : You are welcome
Nurse : I have troubled you!
Amjad Mother : Don't worry
Nurse : Your situation is excellent and the most important thing is the daily cleanliness bath.

Amjad Mother : We don't want her to have cold and pass cold to the child
Nurse : She should take care of herself
Amjad Mother : And the boy
Sumayyah : Drink the tea
Nurse : Thank you! Sumayyah You should make daily exercises Each day you will become better.

Amjad Mother : Movement is important, sumayyah .
Nurse : It activates the blood cycle and strengthens the muscles. How is your appetite?
Sumayyah : My aunt and Amjad encourage me to eat a lot.
Nurse : Food should include many kinds of fruits, vegetables and liquids. Please call me if you have any question.

Sumayyah : Thank you
Amjad Mother : May God give you health!
Nurse : Please come to the clinic after two weeks

(Fade to Black)

Discussion with the audience

Fourth Scence: Breast Feeding

Cut (1)

External. Hospital. Daytime

(Amjad Mother and Zeid are walking – Amjad Mother I am pleased – Zeid is smoking)

Amjad Mother : Zeid please don't smoke in the presence of Asma and the girl and not inside the house. God helps you to get rid of this poison!!

Cut (2) (Exterior, room in a hospital, daytime)

(Asma is in the hospital after delivery of a baby girl- Amjad mother enters the room)

Amjad Mother : Congratulations my darling

Asma : (Carrying the baby) you are angry because I delivered a baby girl)

Amjad Mother : It does not matter whether he is boy or girl. Your health and hers are more important.

Zeid : We thank God it was a natural delivery Sana' weighs 3.7 kgs

Amjad Mother : Feed her immediately

Asma : I just had fed her my aunt!

Amjad mother : Another time ... another time oh this early milk is very useful!!

Asma : (She starts feeding the baby)

Zeid : Ok. .. Ok.

(Cut outside the room – Zeid stands in the lobby – cut the doctor enters the lobby.

The Doctor : Hello

Zeid : Hello Thank you for everything! You did your best!!

The Doctor : This is our duty. How is your wife and the baby?

Zeid : They are fine. She is breast feeding her.

The Doctor : I would like to draw your wife's attention to breast feeding

(Cut to Asma's room) – Asma carrying the baby Sana')

The Doctor : Asma should breast feed from the two breasts consecutively. This will increase the milk and the baby will not be hungry. Breast feeding is important for the baby and it is considered complete food for the baby. It is easy for digestion and gives immunity from diseases.

Zeid : I heard that breast feeding helps in the growth of child mind and his teeth.

The Doctor : Breast feeding is good for you because it helps for the contraction of the womb and its return to its natural position. It reduces the possibility of breast and ovary cancer, and the possibility of after delivery bleeding. Breast-feeding helps also in pregnancy control without the case of contraceptives.

Amjad mother : Breast-feeding creates love and passion between the mother of the baby.

The Doctor : That is right

Asma : When shall I give her meals and liquids?

The Doctor : After six months at least. You give her by spoon and cup. The food will be fresh and clean. Don't add, salt or peppers.

Zeid : We will get benefit from you

The Doctor : Asma, you should visit the nearest medical center. They have all the information and services you need.

Asma : Did you hear Zeid? You should go with me.

Zeid : You order and I obey

Dr. : Thank God for your safety and the baby.

Zeid : Thank you

(The Doctor leaves)

Fade to Black

Amjad mother : Zeid, please go and buy some sweets or chocolates. Pass by your brother's wife and she will give you the coffee. I have already prepared it from dawn.

Zeid : Your orders mother!
(Zeid leaves)

Amjad mother : Asma, may God give Sana' life you should breast-feed her for two years. God said: "mother's breast feed their sons for two complete years".

Asma : I know aunt.

Amjad mother : What is the matter?

Asma : I cannot. I may feed her breast feed for one month, and then she will get used to artificial feeding.

Amjad mother : You want to deprive the baby and make her weak with no immunity.

Asma : What is the matter with powder milk? It is good for babies.

Amjad mother : Babies will be like balloons. Why don't you want to breast feed her?

Asma : When maternity leave ends, I will go back to my work. I cannot leave my work in order to breast feed her.

Amjad mother : You take a leave and come to breast-feed her. You understand

Asma : I heard the breast-feeding would change the shape of the breast. Do you want to marry some one else

Amjad mother : You have not heard the doctor. Ask me. Breast feedings is very useful and makes blood run in your face, and Zeid will love you more and more.
(Asma laughs)

Discussion starts with the audience.

Fifth Scene: Pregnancy Distances

Cut (1) Internal Studio – Amjad House

Amjad mother and Asma enter the house

Sumayyah opens the door

- Sumayyah : What is this visit? You have not been late?
- Amjad mother : My head is going to explode
- Asma : I feel the same
- Sumayyah : Why?
- Amjad mother : May God help you Abu Khalil. How can he raise all those children and he is a simple employee in the municipality.
- Asma : Say may God help Um Khalil. Her health is deteriorating. Is it possible that this is Um Khalil and her age is only 35.
- Amjad mother : She look older than me. This is impossible. This wants to eat and the other wants to drink and the third wants to go to the bathroom.
- Sumayyah : They are responsible for this. Is it necessary to have all those children?
- Asma : Did my children trouble you?
- Sumayyah : No... Both are asleep.
- Amjad mother : Where is your son Salem?
- Sumayyah : His father took him to be vaccinated against polio.
- Amjad mother : He is rational and not like Abu Khalil
- Sumayyah : Oh...
(Asma sits on the chair)
- Amjad mother : What is the matter Asma?
- Asma : I don't know. I feel tired
- Amjad mother : You may be pregnant.
- Asma : This is impossible
- Amjad mother : Why is it impossible?
- Asma : I got two children and this is the third on his way. Rabbits could not do this.
- Sumayyah : You don't take contraceptives
- Asma : No
- Amjad mother : Why should she use contraceptives?
- Sumayyah : Let me call Zeid
- Asama : Please give me my bag
(She gives her the bag. Asma has a mobile phone)
- Amjad mother : Why is this ? can you afford its expenses? Is it a matter of showing off?

Asma : Zeid has been given this mobile phone by his work. He works in the field and they want to contact him.

Sumayyah : He gave it to you

Sama : No .. this is a second live for me. There is special after for this this. Sumayyah, you can take one for you and Amjad. It will solve many problems.

Sumayyah : It is nt the time for this

Amjad mother : You are logical

Asma : I will call Zeid. If I am pregnant, I don't know what can I do.
(Asma calls Zeid)

Ajmad mother : We have lived to see this

Asma : The phone is closed. It seems that he is in a meeting.

Sumayyah : Why don't we go to the medical center? They will check you with the help of nurse Majda. She will help you a lot. They have got a lot of information.

Ajmad mother : You want to leave your children with me

Sumayyah : May God help me. Now. Amjad will come and help you.

Asma : I will call Zeid again, so that he will follow me the medical center.

Amjad mother : Don't use this too much. Go and I will manage. I hope that you will be pregnant. If you are pregnant, call me from there, but not by this mobile phone.
(Cut)
Cut (2) Exterior – Medical Center

Nurse : It seems that you are tired. There is nothing else

Zeid : Thank God

Nurse : Zeid and Asma: you should think seriously in birth control. The prophet said: Be away from her if you wish.

Zeid : You are right. Two children are enough. Asma and myself should rest for a few years.

Nurse : This is logical. There is danger on. The health of the mother because of recurring pregnancy and child birth.

Asma : This is right. My health deteriorates every day.

Nurse : The mother consumes a lot of energy during pregnancy, and don't forget the complications of recurring pregnancy on the health of the mothers and the child.

Asma : What shall I do?

Sumayyah : Excuse me. I will wait for you outside.

Asma : We won't be late.

Nurse : Medicine has advanced end there are may ways to regulate pregnancy. You can take one bill each day. There is also the spiral springing addition to many other ways.

Asma : The spiral spring will last for along time.

Nurse : You can come and we will remove it if you like to have children. Also, when you stop taking the bills, you will become pregnant. You have the choice to select the way you want.

Asma : You select the way and I will agree with you.

Nurse : After the check by the doctor, you will select the way that suits you. All methods are secure and available on the basis of the doctor's advise. Don't hesitate to visit us in the medical center. All the information and services are available as you have already seen.

Zeid : We promise you that me will visit you and take your medical advise.

Asma : I will select the suitable contraceptive...

Nurse : Excellent ... This is essential for your benefit and the benefit of you children and the society.

Cut (3) Inside the studio
(Sumayyah, Zeid and Asma enter)

Amjad mother : You want to stop child birth

Zeid : No mother. Contraceptives don't stop child birth for even. Asma should rest for a while. Then we can have children again.

Asma : By that time, our children will have been grown and entered kindergarten or school. We hardly can afford the expenses for two children. If we want to go for a visit, we will bring them to you or to my mother. This causes trouble for you.

Zeid : It causes trouble for us also. When we leave the children with you or with my mother – in – law, I stay worried all the time.

Amjad mother : What is the matter with you? Those are your children. You are beloved as well as you children.

Zeid : I did not mean that, but I think this will bother you sometimes.

Sumayyah : Health is important. Pregnancy distance is also important for the health of the mother and the child. I hope that Zeid and Asma will explain the complications of recurring pregnancy to my aunt. I am sure that she will understand the situation. My aunt is a blessing to us.

Ajmad mother : Thank you very much. I appreciate your feelings towards me.

(Fade to Black)

Discussion starts on the subject of pregnancy distances

End

