



There is much to explore in this session about identity and home. The song *Bodula*, on the album by Seckou Keita, *Homeland: Chapter 1*, is an exploration of our roots and our heritage. Is home where we were born? Is it where we live? Is it about ancestry and where our parents or ancestors are from?

Background information

- The direct translation of '*Bodula*' is '*Your origins*' in Mandinka. The song questions where we come from and what we mean by home.
- Some sensitivity may need to be used when discussing roots and heritage. When dealing with sensitive issues you might need to consider the safety of the learning space. Guidance notes are provided to help think about this.

Resources

1. Lyrics in English
2. Powerpoint
3. You will also need to access the song:
- *Bodula* from the album *Homeland: Chapter 1* by Seckou Keita

The Session

1. Start the discussion with an exploration of the concepts of 'home' and 'homeland'. Use this to see where learners are coming from with their ideas of home and homeland. They may be simple ideas or more complex and sensitive depending on the age and experience of those you are working with.
2. On the powerpoint there are two Venn diagrams to choose from that learners could use to record their ideas. We recommend working in pairs. [Slides 3-5](#) share some examples you could use. There are 2 quotes about home/homeland and partially filled Venn diagrams to help learners get started.

Learners might include:

Places: These might be places they know well – where they live and/or where they were born. They may be places they left when they were very young or places they have visited.

Feelings: Be prepared for a wide range of feelings about home and homeland. They may include longing, nostalgia, warmth, danger, belonging.

Memories: Learners may refer to recent and past memories such as food, activities, family, friends, houses.

Ancestry: Learners may talk about their parents and grandparents. They may have parents from two different places so they might have one place they know better than another. They may go back further and talk about their ancestors. This may raise discussions about people who were enslaved or people who have had to seek asylum elsewhere.



3. Seckou has tried to express some of his thoughts through the song 'Bodula'. Let the group listen to the song and give out copies of the lyrics. It includes lots of questions and leaves room for many answers.

Look at the verse: *'When you arrive at your dad's house
Others may say, when are you returning home?
So where is home?'*

Discuss the meaning of this verse. You could look at it in relation to the quotes on the powerpoint. Ask learners:

- *Is there anyone in the group who can relate to this?*
 - *What feelings come to mind?*
4. Learners could create their own music and song entitled 'Where's Home?', inspired by 'Bodula'. They could replicate the alliterative nature of the song and include countries and cities that matter to them.

Extension Activities

These ideas could be picked up in a cross-curricular project between geography and art, geography and music, or art and music. They dovetail well with the session 'Welcome to Senegal, Pt 1', which is in the PLACE section of the Homeland resources. An exhibition of this work would provide an excellent opportunity for learners to share and express their ideas with a wider audience. Please contact Seckou Music (admin@seckoumusic.com) if you would like to exhibit work at one of Seckou's forthcoming concerts. See the 'live' section of his website for more details.

- A. You could ask learners how they might visually represent ideas of home and homeland.
- Would they use a map?
 - Would they create something abstract to represent feelings of home and homeland?
 - Would a collage better convey the complexities of the concepts of home and homeland?
- B. Create a photo gallery of your home. This could be the area around your home, community centre, music venue or school. Give learners the opportunity to take photographs that represent home for them. Share these digitally. As a group select 20 that best represent different aspects of your home and ask learners to create captions for each picture. Create an album or a gallery of the pictures with the captions. This could be an online gallery or a physical one. Invite others to come along and visit your gallery.