



2008

I. EXECUTIVE SUMMARY

The One to One Muslim-Jewish School Outreach Programme started in 2006, based on drama programmes run in association with One to One Children's Fund, by the Tricycle Theatre in London and the Royal Exchange Theatre in Manchester. Based on these experiences, an education pack for schools has been produced which includes a written resource for teachers and a DVD derived from the Tricycle production of *"Tunnel Vision"*. The original concept to pilot the pack in 100 schools proved difficult to implement due to the lack of availability of the actors from *Tunnel Vision* to perform in schools and given all the pressures on the school timetable. Therefore, a more robust platform was devised, building strong connections with schools, government and the public.

The *MUJU* theatre group which developed out of the devised production of *"Tunnel Vision"*, has now evolved into an inspiring, sustainable and relatively self-financing amateur theatre company. The group organised a very successful festival, the MUJU UpstARTs festival (covering theatre, film, comedy, video, murals, and fashion), at the Tricycle in March 2008, which will become an annual event. MUJU will publicly launch on 18th November.

The Tricycle theatre and MUJU are now commissioning a Muslim and a Jewish writer to each write a 30 minute play which they will perform at The Tricycle in March 2009 at the second annual festival bringing together young artists from Muslim and Jewish backgrounds, thus continuing the legacy of the One to One Children's Fund programme.

The involvement of the Royal Exchange Theatre has also been extremely valuable to this project and this programme benefited greatly from the work achieved by the Manchester team with local schools. The Royal Exchange team worked hard to produce a high-quality play to perform to school audiences and also established a school mentoring programme. The Royal Exchange is now eager to continue working with schools on conflict resolution and is currently finalising a drama toolkit for teachers to be included in the One to One Children's Fund education resource.

The Royal Exchange Theatre has the professional resource, the capacity on the ground and the motivation needed to help develop the next phase.

The One to One Muslim-Jewish School Outreach Programme is now ready to commence - a drama-based pilot programme for interfaith conflict resolution/community cohesion in schools across the UK. This project builds on the work achieved by the Royal Exchange theatre with its drama/citizenship initiatives and is designed to help and encourage schools deliver on the new duty to promote community cohesion in our society described to the national curriculum, as "a society in which there is a sense of belonging across all communities, where diversity is appreciated and valued, and where there are similar life opportunities for all". The programme is also designed to assist schools with the new focus of the Key Stage 3 and 4 Curriculum on the need to help students become responsible citizens and make a positive contribution to society.

II. THE JEWISH-MUSLIM SCHOOL OUTREACH PROGRAMME 2006 - 2008

1. The Tricycle Theatre

The Tricycle experience culminates in cross-cultural festival

The first stage of One to One Children's Fund's work bringing together young Muslim and Jewish people through theatre at the Tricycle concluded in March 2008. Since 2004 the focus has been on a qualitative experience for small numbers of young people exploring their own and others' attitudes through theatre workshops and public performances at the Tricycle, including school audiences.

In March, 2008, the group, now calling itself "MuJu", hosted a day-long cultural festival, *the MuJu UpstARTS Festival* at the theatre with the declared aim of showing that "when Muslims and Jews get together, they can be creative, not destructive..."

This day, which attracted some 500 people to the Tricycle to experience art, graffiti, poetry, music, theatre, food and fashion by artists of Jewish and Muslim backgrounds, showed a maturing of One to One Children's Fund's idea of physically bringing the two groups together, and demonstrated just how far they have come. Beyond wanting to discuss differences and exploring stereotypes, the dozen or so young actors have become close friends and are modelling creative relationships that have allowed them to connect to others and become a unique hub for cross-cultural arts and dialogue. Since then, MuJu and the Tricycle have agreed to make the UpstARTs festival an annual event.

Report from the Tricycle Education Director Gillian Christie:

In 2004, the Tricycle Theatre and the One to One Children's Fund formed a Muslim and Jewish Theatre group to share and promote understanding through the creative arts. 20 young people came together to explore common issues through drama, meeting weekly at the Tricycle.

The group devised a show, *TUNNEL VISION*, which was performed at the Tricycle Theatre in June and September 2005, and at the South London Limmud Festival, Roehampton University, in March 2006.

As part of an outreach programme promoting inter-faith understanding, *TUNNEL VISION* was performed in several schools across Brent and Westminster, including City of London School, Queens Park Secondary School and Preston Manor Secondary School. Building on this programme, a documentary film has been made about the group, which is to be distributed to schools along with an education pack and supporting teachers resource (see later section for details).

To date, *TUNNEL VISION* has been seen by over 1,200 people.

The group devised a second show, *EVICTED*, which was performed at the Tricycle Theatre in March and December 2007; and again at the Bernie Grant Art Centre Studio (Tottenham), on 12th November 2007.

EVICTED tells the story of three households struggling to find peace and wellbeing, whose worlds are turned upside down when they are forced from their homes. The play promotes a positive relationship between different communities, which encourages positive dialogue between all faiths, while also drawing new audiences into the theatre.

The performance at the Bernie Grant Art Centre Studio was attended by 90 students from the College of North East London. The students, predominately Muslim and Christian, represented a variety of ages (16-55 yrs), and ethnicities, (including British, Somali, Caribbean and French). For many, EVICTED was their first exposure to the theatre. EVICTED stimulated debate and reflection and students were encouraged to ask questions. The play stirred interest in the Middle East and Israel and, more generally, in the theatre and how to devise a play.

MARCH, the group's third devised piece was performed at the Tricycle Theatre on 2nd March 2008, at the Muslim and Jewish (MuJu) upstARTs cultural day (mentioned earlier). The event sold out.

What some members of the MuJu group said about their experience:

"Art, drama and theatre are a really good way of building bridges and breaking down barriers."

"The group to me is about understanding; it's about respect; it's about tolerance; and, above all, it's about friendship."

"It challenges your own perceptions of things in a way that you're not afraid to say what you want to say. Political correctness goes out the window...I think that's what's missing in today's dialogue in the Jewish and Muslim communities. They're too afraid to offend one another so they're really polite, but it doesn't really resolve anything."

2. The Royal Exchange Theatre

In 2006 the Royal Exchange in Manchester commissioned by One to One Children's Fund, established its own young people's theatre group made up of Muslim and Jewish students and they produced their own show, *24 Hour City*. This piece was devised under the stewardship of Janine Waters, the Royal Exchange Community Partnerships Coordinator, and a Muslim outreach worker.

The play was an entertaining exploration of what it means to live in Manchester, stories of the actors' families' immigration to Britain, and a sequence in which they all lived together in a Big Brother-style house.

The group was brought together again in December 2007 for a special schools performance as the culmination of the first phase of the second year of work. In the audience were Key Stage 4 students from the two local schools involved in the play, Whalley Range High School for Girls, and Chorlton High School. Both schools have a number of Muslim and Jewish pupils.

King David High School, a Jewish secondary in Manchester, had expressed interest, but declined to take part just before the December performance (an independent decision made by the head master). This changed the proportion of Jewish to Muslim young people taking part, and the dynamic of the work in schools in the Spring Term.

As it turned out, girls from the two remaining schools expressed hostility towards each other when visiting the Royal Exchange at the December 2007 performance of *24 Hour City* which brewed into a genuine conflict. It looked like it would be a challenge to work with the students,

even with the support of Richard Demby, a citizenship teacher at one of the schools and North West Citizenship Coordinator.

Janine Waters very skilfully converted these attitudes and feelings into the basis for an improvised play which she worked on with the young people in three separate sessions at each school during the spring term. The 14 March 2008 performance of the play *Purple and Black* was the first time the two groups were on stage together running through the whole script.

The piece took them on a journey from antagonistic behaviour with the two groups glowering at each other from opposite sides of the stage, asking "What's it got to do with me?". Almost all asserted that the conflict had nothing to do with them. They gradually came to realise that political conflict, though far away geographically, could indeed affect them. The central image of the piece they created was about an earthquake earlier that month in Lincolnshire which sent tremors that could be felt as far away as Lancashire. They ended the play being able to approach each other, see others as people too and symbolically swapping school blazers, purple and black. The script of the play is attached.

In Manchester, live work with school pupils in classroom sessions and a performance at the theatre has actively encouraged dialogue, co-existence and understanding of conflict resolution by pupils immersed in a creative endeavour (see attached report from the Royal Exchange for more details).

The work during the summer term was centred on working with the schools to devise a resource for teachers which will enable the learning and results of the two years' work to be widened to many more schools and students in the region. Janine Waters and Richard Demby developed a workshop to demonstrate the use of drama in Citizenship teaching in schools and organised an INSET day on 27 June 2008.

This INSET day for secondary and FE teachers at the Royal Exchange focused on using drama as a vehicle to explore themes and issues of conflict and conflict resolution, which are key themes in the Citizenship National Curriculum. It was an extremely positive day (attended by 2 representatives from One to One Children's Fund) and many of the 20+ educators who were there expressed a keen interest in ongoing involvement in this area and exploring the possibility of piloting the education resource produced by One to One Children's Fund (see attached presentation of Teacher Workshop "Citizenship Through Drama: Conflict Resolution").

What some actors in *24 Hour City* said about their experience:

"I have learnt so much about the religion I grew up in and one I have wanted to know more about for a long time. It's amazing how we are born into things and never question why we do or believe things."

"The Muslim Jewish theatre group has been an amazing experience so far and I have learnt more in the space of a month in regards to current issues regarding both religions/conflict/preconceptions than I have done in my life."

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3. Education Resource

The re-defined objective of the schools outreach project is to widen the reach and deepen the impact of the initiative by shifting the focus to developing a comprehensive learning resource, rather than delivering performances to schools.

Whilst the experiences of the drama groups have continued to evolve at the Tricycle and the Royal Exchange, a film-maker and an education specialist contracted by One to One Children's Fund have created targeted material for an education resource to be made available to secondary schools to support key relevant areas of the national curriculum (please see mapping document in the Annex). The education resource is based on the initial work produced by the Tricycle group in 2005, *Tunnel Vision*, as well as filmed interviews with the young people about their attitudes and the experience of making the play.

A version of the '*Tunnel Vision*' education material is now complete. It comprises a textual introduction with suggestions to teachers of how to use the material provided, including a DVD relating to the *Tunnel Vision* play, transcripts of two key scenes from the play (the trial and the media interview) as well as numerous learning resources and exercises aimed at developing discussion and thinking about the themes of the play. An edited version of the education resource will shortly be distributed to selected schools, participating in the pilot phase.

III. NEXT STEPS FOR SCHOOL OUTREACH PROGRAMME 2008 - 2009

We are currently developing partnerships for carrying out the pilot phase of the initiative and have approached a range of secondary schools (based on specialism, cultural make-up, location, etc.), in some cases via relevant theatrical organisations, building a wider national reach.

1. Background to shape strategic engagement

With a view to piloting the education resource, One to One Children's Fund has identified the following policy initiatives with which to link our initiative:

- Community Cohesion/Interfaith Strategy - Schools have a duty to promote community cohesion (introduced Autumn 2007, part of general schools inspection process from Autumn 2008); and related Schools Link initiative
- Creativity and Culture :

'Find your Talent' - Ten areas around the country were chosen in May (2008) to pilot the Government's £25 million 'Find your Talent' programme to give young people the chance to encounter a range of high-quality cultural experiences for five hours a week both in and outside of school. Children in the pilot areas will be able to discover and develop their talents in the cultural sphere. The pilots will run over 3 years and are located in: Leeds, Bolton, Shepway, Tyneside, Hampshire, Lecestershire, Liverpool, North Somerset, Telford and Wrekin, and Tower Hamlets. The pilots will trial different ways of offering young people a range of cultural experiences both within schools and in professional art settings, including on stage. Different approaches will be used, based on partnerships between schools, local authorities and arts organisations, so that creative practitioners will go into schools, as well as children getting the chance to gain experience outside the classroom

Arts Award - is a national qualification (from the Arts Council) that recognises how young people develop as artists, arts practitioners and arts leaders. Young people aged between 11 and 25 years old can achieve Arts Awards at levels 1, 2 and 3 on the national qualifications framework. They are coordinated around Arts Awards centres which support young people to develop their arts activities, including arts centres, theatres, schools, colleges, youth projects, voluntary clubs or community groups.

Creative and Media Diploma – this is a new qualification for young people in England aged 14-19, being piloted from September 2008. The Diploma covers a rich range of creative disciplines including film, performing arts and fashion. Students of the Diploma will gain knowledge, experience and skills enabling them to master processes common to all creative industries. There are also opportunities to specialise, and there is also scope to focus on community arts.

2. The Schools Pilot Programme

One to One Children's Fund is currently approaching key individuals/organisations to identify and explore possible partnerships, including theatre companies and schools to pilot the material.

We have identified a range of schools where the education pack can be piloted and some schools have confirmed their participation in the pilot and other have expressed an interest in piloting the education resource in this academic year,:

- *Cheadle Hume High School* in the Manchester have agreed to pilot the education resource in the second half of this term. Cheadle Hume High School is a mixed state school and the responsible teacher teaches both RE and citizenship.
- *Manchester Metropolitan University* which trains Religious Education (RE) teachers (some of whom may teach citizenship too) have agreed to go into local state schools for the placements and will do some piloting of the resource from January 2009.

Teachers from Cheadle Hume High and Manchester Metropolitan University attended the INSET day at the Royal Exchange theatre last June and teachers from the following schools in Wigan, Eccles schools and Stockport Ethnic Diversity Service below also participated in the INSET day. This demonstrates that teachers are keen to develop their capacity to use drama as a tool to teach and need more support to do so.

We are also in discussion with the following schools and organisations:

- *Hesketh Fletcher* in Wigan (mixed state school), which has a strong drama department working closely with citizenship and SEAL (social and emotional learning) and is interested in doing a cross-curricular pilot bringing together drama/citizenship/and PHSE.
- A teacher from *St. Patrick's Roman Catholic School* in Eccles has expressed an interest in taking part in the pilot of the education resource but has not confirmed when she will be able to do so.
- *Stockport Ethnic Diversity Service* offered to approach two local state schools, Kingsway and Stockport (a specialist arts and leading edge school) to pilot the resource- .

- One to One Children's Fund has very encouraging contacts with the *Schools Linking Network*, which would be interested in doing an INSET day with their team members at the Royal Exchange. They could, in turn, use the drama techniques presented as part of the work they are doing with schools linking in Bradford and around the country training the teachers on schools linking/community cohesion techniques and practices.
- *Bolton Muslim School* and *Central Foundation Girls School* in Tower Hamlets, London have both expressed an interest in taking part in the pilot programme and we are currently following up on it to determine the timing and the extent of their involvement. The Central Foundation Girls School is a lead partner in the Tower Hamlets 'Community Cohesion Through Culture' Find Your Talent pilot .
- A secondary school with specialism in both Arts (performing) and Humanities (via Specialist Schools and Academies Trust) to use the material as a cross-curricular resource (key focus on new Key Stage 3 national curriculum being introduced into secondary schools this Autumn); and possibly in specific areas of the curriculum, and as a cross-curricular resource. We have contacted Gateacre Community Comprehensive School, Liverpool (which is near King David in Liverpool, who had a teacher at the Royal Exchange workshop).
- There are also specialism headteacher groups within the *Specialist Schools and Academies Trust* which might be a useful group to consult according to specific relevant curriculum areas).
- A school with performing arts specialism could also be a useful environment for testing the relevance of the initiative as a resource for the Arts Award scheme.
- A secondary school with mixed communities which doesn't have focus on arts or humanities as a specialism, e.g. the local secondary school to One to One Children's Fund, Christ College, Finchley (which specialises in maths and computing). (NB. This is an all boys school, recently accepting girls at sixth form level, so we may want to also include a mixed school, possibly more inner city). We have also approached Camden High School for Girls.
- An out of school environment – e.g. a local drama company, youth club, the Citizenship Foundation mentioned above may also be appropriate for this, etc.
- A secondary school with very homogenous make-up. We have contacted *Knutsford High School*, Cheshire highlighted as example of school active on diversity education by the Association of Citizenship Teaching. Explore partnership with teacher training colleges for their trainee citizenship teachers to test the pack (or possibly other subject areas, e.g. one of the attendees at the Royal Exchange INSET day is from the Institute of Education at Manchester University who trains RE teachers and they have offered that a couple of their trainees could test the education material produced by One to One Children's Fund in local schools after the autumn half-term).
- One to One Children's Fund has also proposed the idea of possibly incorporating this pilot within an INSET day to explore and support organisations training teachers, and trainee teachers working with the material (and teachers already working in local schools).
- Draw up a timetable and evaluation form (including questions on preferable formats) and ongoing consultation throughout the process with the teachers.

We have also been looking at the possibility of partnership with an appropriate citizenship organisation, such as the *Association of Citizenship Teaching*, who have provided some feedback on the draft resource, and with the *Citizenship Foundation* with whom we have had encouraging first meeting. The *Citizenship Foundation* is due to come back to us with a list of possible types of partnerships, including budgetary implications. They also put us in touch with the relevant contacts at the *Department for Children, Schools and Families*, who are running the “Who Do You Think We Are” initiative; and also with the Schools Linking Network. Furthermore, they may be able to pilot the material with an intercommunal/faith group of young people they are working with.

One to One Children's Fund has identified the need to develop a drama techniques support toolkit to accompany the education pack and facilitate the work of teachers in the schools identified for the pilot. This toolkit (see Appendices) has been prepared, in conjunction with Royal Exchange Theatre in Manchester, following their successful citizenship INSET day on 26 June 2008, sponsored by One to One Children's Fund.

Our aim would be to secure approximately 5 pilots to explore and test the range of potential curriculum and policy links, for example:

Schools Link/Interfaith/Community Cohesion – Muslim and Jewish school(s), exploring possibility of doing this via the (Pears supported) Board of Deputies Jewish-Muslim schools education initiative. One to One met with Susan Moss to focus on how best to evolve a pilot in this area, harnessing the unique value of the theatre initiative within this new area of Pears-supported activity. However, whilst there was enthusiasm for the concept, they have a busy programme and so would like to consider working together in the next academic year (2009/10). We are in ongoing contact with the ‘*Building Bridges*’ initiative in Pendle, highlighted by the Government as a model for community cohesion, who are running an interfaith schools education programme (primarily focused on Christianity and Islam). They operate within the Interfaith Network in the UK (<http://www.interfaith.org.uk/publications/20anniversary.pdf>). We are looking at how to do a joint project with the Citizenship Foundation and Building Bridges are keen to try to help to pilot the material in a couple of their local schools.

‘Find Your Talent’ – to see if project would fit as part of one of the pilots, building in key local cultural organisation – e.g. Tower Hamlets via one or more of theatre groups/institutions, e.g. The *Immediate Theatre Company* who work with the audio-visual Skills Council, Skillset (http://www.immediate-theatre.com/about_us/) whose aims include working in partnership to support the use of drama as a tool for social engagement in all aspects of society; and the *Half Moon Young People's Theatre* (www.halfmoon.org.uk) which produces and present professional original theatre at their base, in venues, and in youth and schools settings, and also runs an extensive participatory programme including youth theatres, school and community projects. The Half Moon Company also runs an Arts Award scheme so could be good place to test how appropriate the initiative is as a resource in this area. Other possible partners to approach could include: Hackney Empire, Emery Theatre, People Show Studios, and Stratford Circus (run by Newham Sixth Form College and resident organisations include Newham Youth and Community Education Service). One to One Children's Fund has met with the Immediate Theatre Company and is awaiting a budgetary outline for a drama-mentored pilot of the education material.

It could also be relevant to do a pilot with Nic Careem, the creative director of the Blue Sky Club, a non-profit making organisation which uses the arts to promote tolerance and understanding

(who have produced the Anne Frank drama initiative 'And then they came for me'). The Blue Sky Club is a London-based social campaigns network of like-minded people who want to use their fame, influence or financial success to campaign and create platforms for people with ability, but without the means to realise their dreams, whatever their race, colour, faith, age, sexuality, physical or educational ability. Its core belief is changing the world for the better starts with changing yourself and changing the attitudes of those closest to you.

We have also been in contact with *Creative Partnerships* who are supporting the 'Find Your Talent' scheme and will be providing background information to the most appropriate pilots – e.g. in Tower Hamlets (their theme is community cohesion through culture) and Bolton as they are within Greater Manchester so could link with the Royal Exchange Theatre. We are also due to follow-up an initial email exchange with the headmistress of the key school in the Tower Hamlets pilot who has expressed an interest in the project.

3. Post Pilot Phase

In the post-pilot phase, One to One Children's Fund would:

- Review comments and consider amendments/developments of the education resource.
- Consider the use of various formats such as creating a website to which young people and educators can upload their own content to showcase their performances, developing interactive supporting material such as a CD Rom.
- Compile a list of websites of possible organisations (and possibly individuals) to explore distribution partnership with.
- Develop the education resource to be used in primary schools and, possibly, universities.
- Bring in a designer and/or marketing company to produce promotional materials.
- PR launch, possibly with a competition (and appropriate celebrity endorsers), focus in educational press, etc.
- List of relevant events at which to showcase the resource to teachers and arrange INSET days.
- Explore possibility of a documentary around the resource.

IV. CONCLUSION

One to One Children's Fund wishes to continue to bridge the divide between youth of different backgrounds and religions in the UK. In such a multicultural and multifaith society, One to One Children's Fund considers that facilitating the schools' responsibility to address issues such as conflict resolution and community cohesion is vital. By finding ways such as drama to introduce young people to difficult issues and develop specific skills through their exploration, the younger generation would hopefully be better equipped to foster more positive relationships across communities, both in school and their future living and working environments.

One to One Children's Fund is ready to submit a full proposal with budget to engage in the post-pilot phase in the academic year 2009-2010. Once the draft education resource produced with the support of the Pears Foundation and Esmee Fairbairn Foundation has been thoroughly

tested by teachers in schools, One to One Children's Fund would like to work on its revision before wider dissemination. Ideally, this pilot will lead to the production of an innovative and effective, user-friendly, education tool to be used in secondary schools, and possibly in primary schools and universities, to deliver a range of curriculum and community objectives across the UK.

The MuJu group and One to One Children's Fund are also in discussion to collaborate on a new initiative in universities promoting tolerance, social cohesion and mutual understanding across cultures and religious beliefs to continue on the work started with the members of the MuJu group two years ago.

One to One Children's Fund
September 2008

Appendices:

- 1) Budget to September 2008
- 2) Letter from Minister Sarah McCarthy-Fry
- 3) *Tunnel Vision* A Guide For Teachers
- 4) *Tunnel Vision* DVD
- 5) 24 Hour City script and DVD
- 6) Purple and Black script
- 7) *Tunnel Vision* Supporting Drama Pack For Teachers
- 8) Curriculum Mapping Document