

‘One World, Different Stories’ was created and performed by Deema Aljamal, Hala Hijazi, Iman Ridwan, Hala Nabaheen and Aseel El Khateeb from Al Rimal Prep GirlsSchool B, UNRWA school, with support from their teacher, Amal Mukhairez. A recording of the play, performed by the actors is available here.. <https://youtu.be/OsFdasnN-Cw>



Activities

- a) Put the students into small groups. Below is the first line of a poem by the British/Somali poet, Warsan Shire, but the words have been jumbled up. Ask the students to try to put them into the correct order to make a meaningful sentence. You could do this by dictating the words in the order below, by writing them on the board, or by giving each group a set of the words on pieces of paper for them to rearrange. If this is too challenging you could help them by giving them the first few words of the sentence. (the correct answer is - *No one leaves home unless home is the mouth of a shark*)
- no/ mouth/ is/ a /home/ of/ the/ home/ unless/ one/ shark/ leaves/*
- b) Ask the students what they think the sentence means. (answer: *that people only run away from their homes and everything that they know if their situation is unbearable or their lives are in danger*). Do they think this is true? Try to encourage some discussion about this. As a follow up you could ask them to continue writing the poem with a few more lines. If you want to show them the original poem it is available here.. https://www.care.org/sites/default/files/lesson_1_-_home-poem-by-warsan-shire.pdf
- c) Tell the students that a group of refugees will be coming to live in the town where they are. Divide them into groups and tell them that they are the refugee welcoming committee for the town. Ask them to brainstorm what things they will need to brief local people on to make sure that this is a positive experience for everyone. Each group prepares a poster presentation for the town meeting, which they then present.
- d) Ask each group to prepare two still images - one representing a positive event experienced by the refugees arriving in their new home, and one representing a negative event. Each group presents their still images to the others for interpretation and discussion.
- e) Ask the students to translate the following chunks or sentences into English, writing the English equivalent next to each one.

Arabic	Your translation into English	
1) بقدرش أساعد		
2) راح أدور عشغل و أشتغل		
3) وين رايحين؟		
4) أعطيني إيدك		
5) لازم نرجع		
6) هادي المشكلة		
7) تكونيش سخيفة		
8) مش غلطتي		
9) يلا نرجع		
10) إيش المشكلة في هالاشي		

f) Now ask them to try to find the English equivalent for each chunk in the script on the next page. (the answers are *I can't help./I'm going to find a job and work./Where are you going?/Give me your hand./We've got to go back./That's the problem./Don't be silly./It's not my fault./Let's go back./There's nothing wrong with that*) Did they translate the Arabic chunks in the same way? They should write the version from the script in the third column above and compare it to how they wrote it.

g) They practice saying the lines in column three in an appropriate way. They should think about where they will pause, and which words they will stress the most. Then practice saying them to each other in natural/dramatic ways.

h) Write all the chunks on the board, this time with just the first letter of each word. Can they remember the chunks just by looking at the first letters of each word?

I c h / I g t f a j a w / w a y g ? / g m y h / w g t g b / t t p / d b s / I
n m f / L g b / T n w w t /

i) They work in pairs. Picking two or three of the chunks above they try to write a short dialogue which includes all of them. They then perform their dialogues to the other students.

j) They work in groups of six and go through the script on the next page with one person reading each of the five characters. The sixth person is the director and helps people say the lines in an appropriate way. Now they try to start physicalising it. How would they perform it for an audience - either remotely or face to face?

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Scene: The play opens with a girl sneaking out of the shelter to play outside. Her friend joins her and they play together. Then, suddenly, one of the girls stops.

[The musical background at the beginning of the play is taken from 'It Happened at al-Amiriyya', which was composed by an Iraqi musician after the bombing of an Iraqi shelter during the 1991 Gulf war. Over 400 Iraqis were killed, most of them children.]

Girl 1: Hey! Wait! We've got to go back to the shelter. [Her friend seems indifferent]

Girl 2: No, let's play. Let's have fun.

Girl 1: [*grabbing her friend's hand*] Our mums must be worried now. Let's go back. Don't be silly.

Girl 2: [*insists*] No! Why not to be silly? There's nothing wrong with that.

Girl 1: It's not safe outside the shelter. Let's get inside quickly. It's safer there.
[Girl 1 drags her friend trying to get her inside the shelter, but Girl 2 resists when an explosion occurs. The two girls hug each other, then open their eyes slowly]

Girl 2: Oh! God! They bombed the shelter! Our shelter. [*She looks at her friend*] Didn't you say it was safer there?

Girl 1: Oh! Mum! Dad! My sisters! Oh, no.

Girl 2: We must leave this place.

Girl 1: What? Leave our homeland?

Girl 2: There's no place safe here. The dragon is sending its fire everywhere. Let's leave this piece of hell and head to dreamland.

Girl 1: Our dreamland. Yes, yes... a land where we can see blue skies, not orange ones. A land where we can hear birds, not shells. A land where we can see trees, not tanks. [*She looks at her friend*] Let's go.

Guard 1: [*angrily*] Where are you going?

Girl 1 and 2: [*together happily*] To dreamland!

Guard 2: [*haughtily*] Dreamland is not your land. You are not welcome here.

Guard 3: [*shouts*] Go back to your country!

Girl 1: [*sadly*] If our country was safe, we wouldn't leave.

Guard 1: We don't want you in our land. You are criminals! Terrorists!

Girl 2: [*shocked*] No! We are not!

Guard 2: [*arrogantly*] Look at yourself! You're ugly.

Guard 3: Go back! You're only a burden!

Girl 1: Not true! I'm going to find a job and work.

Guard 1: That's the problem. You're taking our jobs! You're taking our lives!

Guard 2: Go back!

Girl 2: But Earth belongs to everyone. It's not my fault I was born in that part of the world.

Girl 1: Yes! Can't we share the land, the food? Can't we share peace, love and joy?

Girl 2: We don't want to lead a dog's life anymore. War is a messy and ugly thing. I want to ride my bike again. I want my life back!

Guard 1: Look! I'm neither a leader, nor a billionaire. I can't help. I have orders. Go back!
[*The girls try to talk to the guards again, but they take the three wise monkeys' position*]

Girl 1: Please.. [*Guard 3 covers his ears*]

Girl 2: But let's .. [*Guard 2 covers his eyes*]

Girl 1: Can't we ... [*Guard 1 covers his mouth*] [*The girls turn to the audience*]

Girl 2: You don't need to be a world leader to help others. Let's accept each other; let's help each other; let's look after each other.

Girl 1: Let's sit, talk, listen, hold hands, give hugs... Let's learn about other cultures, faiths and languages. [*Girl 2 takes the guards' hands away from their ears, eyes and mouth as she says..*]

Girl 2: Give me your hand. Let's sprinkle kindness around. Remember one tiny action can make the world happier. [*The play ends with part of Charlie Chaplin's speech from 'The Great Dictator'*]