

Theater as a teaching and learning method : the 27th

Parkinson Lane Community Primary School in Halifax, UK. A project report

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Summary

The ERASMUS + project *Developing European Values in Primary Schools* puts the teaching of values in elementary schools at the center of a two-year exchange of experience between educational institutions in Belgium , Germany, Greece , Great Britain and Italy . Model is here the primary school *Parkinson Lane Community Primary School* in a marginalized District in Halifax, Northern England . The partner organizations and - schools learn from the model school , which it manages , in a predominantly uneducated and multilingual context for the children to be extraordinary To help accomplishments . Particular attention is paid to the use of theater as a teaching and learning method that goes beyond the mere teaching of language reaches out , on its embedding in a respectful and supportive School atmosphere and the ability to continuously develop the Approach.

keywords

School • Theater • School development • Post colonial education

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27.1 Parkinson Lane Community Primary School

The primary school *Parkinson Lane Community Primary School* 1 with preparatory Kindergarten is in a marginalized area of Halifax with one high proportion of primarily Punjabi and Urdu-speaking families living in the Usually already since several generations in the UK live. end of In the 1990s , the school was one of the worst in the country and should be due to it the extremely weak performance of Schüler_innen closed are . The school was also regularly hit by vandalism such as B. struck Window panes affected . One last attempt to save the school was made started and hired a new director for it .

And indeed a complete transformation succeeded with director Gugsy Ahmed the school. For example , the inspection report of the *Office for Standards in Education, Children's Services and Skills* (OFSTED) in the year 2011 found that the school in all areas examined - in the ability of the school to become sustainable to further develop the progress and results for all school children who Efficiency in the teaching and the support of all children and the effectiveness of leadership and management - earned the top grade of one . For that were 18 classes with 18 different teachers visited , teachers and supporting staff like social workers and both the Schüler_ inside as well as the parents by questionnaire asked . The result of the inspection was also communicated to the children by letter (cf. OFSTED 2011). The school counted to this time 512 Schüler_innen , of which the vast majority not English at home spoke . The proportion of children in particularly precarious economic conditions and those with special educational needs was above average high 2 .

What happened at Parkinson Lane Community Primary School?

If you visit school, you immediately notice the relaxed and at the same time motivating Atmosphere on: The rooms are friendly and colorfully designed , a Aquarium in entrance invites to observe one , the lighting is ever after Requires calm and subdued or bright and stimulating . A spacious library and cozy corners invite for browsing and learning one . There are among others a

Music room , a painting and handicraft room , a large courtyard invites you to run and Play one , sports equipment available for hire ready . Numerous afternoon offers - Clubs - complement the compulsory school program . The Council of

¹ <https://europeanvalues.weebly.com/> .

² In 2019 there are 603 children at the school (see Parkinson Lane Community Primary School 2019 , P. 1) the waiting list is long.

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Schüler_innen has a private room in the the Klassenvertreter_innen days can . The lunch dishes are so delicious and healthy - and halal - that too the teachers and other school staff like the opportunity to use , in the School to eat . The children are open-minded , lively and enjoy discussing stimulated . You come visit ends meet and are polite and eloquent . At the lessons participate to all children - is to them a question , they all put their hands up and want to answer .

On content and methodological level records to the school by a important changes in the curriculum of : After both the Schüler_ inside as well as the teachers after the first few years of intensive training in spelling , Spelling and grammar frustrated determined had , that is the services not significantly improved , the desire at the school but steadily decreased , the management team opted for an experiment: school and learning should fun to make , and it should from now on theater play and other artistic Expression intensively promoted are . From this approach developed is a holistic approach that both each child as Individual specifically promotes as well as a common identity of all at school Participants developed that inside and outside the school community visible is . At the end of each school year to present the children in the framework of a *community events* theatrical performances , which under a common theme are . This was z. B. conflict and conflict resolution in the year 2017 or strong Female personalities in the year 2018th

For the implementation of the theater project , the lecturers receive content-related Continuing education on the topic , develop a proposal for age-appropriate Implementation and present this to the school management . Will the proposal accepted , write them a script , researching costume suggestions , developing and adapt possible musical interludes and create an adequate one Curriculum . The three classes of a vintage develop then together the specific Play in which every child has a role on the stage . In the end During the school year , all theater plays are presented , filmed and presented to the school public Published on the School ³ YouTube channel . The topics are so far possible in the lessons of all subjects processed . It will be worth it down , that less powerful children specifically encouraged and powerful Children e.g. B. challenged in the area of endurance and precision in work become . The children are instructed , the entire piece on focused and a presence to be, and not only just then , when they themselves on the stage speak . ³ https://www.youtube.com/channel/UCneNZkfk2cwx-Ty4w1heO_Q .

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The process is based on two plays from 2017 closer explained : *Oliver Twist* by Charles Dickens, presented by the children of the second School year , and *La Historia Perdida*, a play about the Spanish Civil War , illustrated by children of the fifth school year . Children are born in the UK already with five years enrolled in school , that is one year earlier than in Germany.

Oliver Twist:

The documentation of the development of the play gives an insight into the timing and processes in the team (see Parkinson Lane Community Primary School 2018a), the result - that is, the presentation of the piece - is on YouTube visible (see Parkinson Lane Community Primary School 2017a).
October 26 , 2017: The teachers of the second year children do the school management the proposal , the piece of *Oliver Twist* in the context of the To work out the general topic of conflict and conflict resolution . The piece describes the life of the totally impoverished orphan Oliver Twist in the United Kingdom of early 19th century that with the completion of his ninth birthday of an orphanage in one as a prison run poorhouse transferred is . As Oliver for himself and the other orphans for a larger ration of food asks , is he under house arrest made and around five pounds for sale offered for sale . After humiliations with his buyers or . He escapes teachers , flees

to London and falls there in the hands of the robber band leader Fagin, before which he, sick, weak and after some turbulence, ultimately through one rich benefactor rescued and adopted is. The school management agrees the Suggestion too.

In the lecture-free week from 30th October bis 6. November deepen the Teachers their knowledge about the Victorian England. You see yourself a Musical to which this era describes, and select those scenes from *Oliver Twist* from, which seem adequate to them for the students. One person designs costume proposals, one other written a first script, a further outlines proposals for the design of topic-specific lessons and researched in Theaterund *The Lowry* exhibition *complex* in the nearby town of Salford possible sets. A trainee prepares a lesson about schools in the Victorian period.

In a next step decide the teachers, which children their special talents in solo deposits present are and propose ago, a girl may sing with flute accompaniment. After some trying and evaluating is jointly decided, that they would rather support of a two-part Background choir will sing. Individual excerpts from *Oliver Twist* are published in the Lesetraining read, the children create a poster, with the Oliver for sale 27 Theater as a teaching and learning method ... 537 offered is, and they discuss, whether or. under what circumstances steal acceptable is. Daily dances are briefly rehearsed with the children, and the first Costumes are created.

In the week of November 20, the children receive the formulated script, in the their specific passages highlighted are. The text is common Line for line read to ensure, that all understand the text and can pronounce the words correctly. The costumes are finished and that Designed stage design. In the middle of the week there is a meeting of all children of the year instead, the responsibilities of all define and ensure, that all Children know their duties for the performance. At the end of the week you can almost all children memorize their role. Who his or her role still not may, will asked, they during the weekend to consolidate.

From the November 27 samples the teachers individual scenes with the children. The set design and props are completed, and in the running of samples are details of the text corrected so is z. As the subject of child poverty to a few lines expanded and refers to the problem in the present. The parents of the children are asked in the weekly circular and personally, old Clothes for dieWaisenkind Disposition to make that even dirty are may and can be cut. The group of orphans practices intensely, at the same time on the stage to go, food trays to carry and to sing. In the week from 4. December are those lines of text removed or adapted, which children find particularly difficult. The stage lighting is developed and set. On each day are three study units in the language training and in mathematics to topic *Oliver Twist* designed. The costumes are now ready. The photos and video clips that accompany the performance in the background, are now completed and the children presents. In order to prevent be, that the little actors feel at ease during the performance of the play this curious turn. End of the week have all children their costumes. At who now held sample of about 30 minutes lasting piece is at the position derWaisenkind on the stage filed and a list of the last still to be processed Details created.

On Monday, 11 December, lead the children quite a bit nervous presented the play to her director Ahmed Gugsy. He still makes small suggestions for changes and gives final suggestions. At this is now, and the following Day worked. On Wednesday is the big day - some children rehearse still on Morning with the teachers, and in the early evening to play them the piece of their Parents before. On Friday show the children the piece before all Schüler_ inside the school.

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La Historia Perdida:

This piece about the Spanish Civil War was written for and with the children of fifth school year develops and increases dependence on the *West Side Story*. In the Media is in the autumn of 2017, the referendum on independence of Catalonia present.

The play begins with a violent and noisy conflict between Supporters of FCBarcelona and Real Madrid. This is of a suddenly onrushing darkness and one of the Nothing emerging faceless Ghostly beings interrupted , explaining to arguing football fans that it is on the Fossar de la Pedrera is , a mass grave near Barcelona, in the more than 4,000 Catalan victims of the civil war buried are . Antonio, one of the victims , appears and tells his story . It leads to the Barcelona interlocutory 1946 and 1950 in a busy city, characterized is by Conflicts and violence between the *rojos* , the members of the Republican Army , and the *blancos* , the supporters of the fascist Franco regime. The Catalan Antonio and the Spanish Maria fall in love , and both the families as well Freund_innen both try everything to this love to prevent . After violent conflicts , Antonio is - untruthfully - from a group of *blancos* accused , the brother of Mary murdered to have . " Once a *rojo* , always a *rojo* " , thinks her friend to her . Maria can not do the deed believe , comes but in great distress . Antonio protested his innocence , feels himself But considering a threatened reprisals committed , to the officers Francos to ask to further bloodshed to avoid . These kill several prisoners and judge eventually also Antonio and Maria back . The piece ends with desperate Parents and apprenticeship : "no-one ever wins a war" (Parkinson Lane Community Primary School 2017b).

It was derWunsch of children have been , that even Mary, contrary to the requirement the script , by the supporters of Franco executed will should , because it appeared to them only logical , that they if their love zuAntonio alsVerräterin considered be would . The teachers came this desire for and adapted to Plot.

The subject of the Spanish Civil War is dealt with in several specialist areas : For the musical numbers are a song of the British rock band *Kasabian* and adapted several songs from the musical *A West Side Story* as well as the Spanish and the Catalan anthem rehearsed . In geography the children learn about the climate and the topography of Spain , national symbols , the food, the religion, the architecture etc. You will learn details about Barcelona in the 1940s and 1950s, and they draw comparisons between cities inWales and Spain . In language lessons be the central indicator of a non-linear narrative analyzed and their application with reference to the content of geography lessons 27 Theater as a teaching and learning method ... 539 practiced , the children write poems about the Spanish Civil War and the Terror of the Franco regime, they develop their own proposals and versions of the Beginning of the piece , and they describe its public performance in the style of a Newspaper report (see Parkinson Lane Community Primary School 2018b).

At the beginning of the following year , so the sixth and so last year of primary school , are the children encouraged to reflect , in which instance the piece Conflicts in the world reflects .

27.2 The influence of theatrical presentations on the children

The time taken for the development of specific plays expended is , is relatively short at around six weeks . However, should take into account are , that the school for this approach is known is so even when the children of the first School year already from the beginning of an expectation in regard to a Performance exists . The preparation of the *community event* at the end of the year is therefore also by a very good , motivating and effective teaching during the entire year instead , without the one so fast development complex content not possible would be .

The teachers accompany and document the development processes of each Child . So can the documents in addition to the achieved performance in reading and mathematics for example, taken to be 4 :

X is an enthusiastic child but one who has been struggling academically, especially with writing. X has very little support at home. Not only has the community event improved his confidence and oracy, he is now fully engaged in lessons and making good academic progress. He should exceed the assessments made at the end of reception and reach expected [results] in Reading and Maths. He loved his part [...] and is keen now to do more acting! (Parkinson Lane Community Primary School 2018a).

About one other child out we :

Y appeared rather disengaged with the writing process at the beginning of the academic year. He struggled to concentrate and apply himself. Since the community event

his confidence academically has grown. He applies himself to writing with renewed enthusiasm. Though he had a fairly small part, he threw himself into the role and has thoroughly enjoyed the experience.

4 All information has been anonymized .

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Recent assessments show the impact on his confidence in his academic work. Y is really trying hard to improve his fine motor skills and it is hoped he will reach expected levels at the end of Year 2 (Parkinson Lane Community Primary School 2018a).

Sometimes children just need more time:

Until this academic year Z has been a quiet, polite child. In our Reception class she hardly spoke and when she did, no one could hear her! In Year 1 her confidence grew but she was still quiet and did not speak in the Community Event.

This year she is one of our four narrators saying over 18 lines in a loud, confident voice!

Recent assessments show not only the impact on her confidence but in her academic work [...] (Parkinson Lane Community Primary School 2018a).

This documentation is also in the later vintages instead . So can we about an underperforming child after the screening of *La Historia Perdida* read :

W is a child who tries his best in class, but literacy is not his strength. He struggles to maintain concentration for longer periods of time and quite often finds something else to occupy himself when he finds things hard. W was very keen to audition for the community event and knew exactly what part he wanted to play. A football hooligan. W immediately got into character and came to life on the stage. He was able to show expression in his face when acting and his body language suited his character completely. He was focussed and listened carefully to the constructive criticism from teachers to enhance his performance further.

As a result of the community event, W has developed more inner confidence and is now focusing on what he is good at instead of switching off when he finds things hard. He has really enjoyed the praise and attention he has received through performance and is now trying to transfer his skills to his learning, in order to reach his potentials. He is now quick to put his hand up in class and expresses his ideas confidentially. I think that W's end of year results will reflect his increase in confidence and engagement in class (Parkinson Lane Community Primary School 2018b).

The development of children both at the level of measurable skills as well the character development and the improvement of self-awareness is over Years away precisely documented . The aim is to train the children in their self-esteem to encourage and their shares of the plays steadily to increase .

The selected roles are to the development of children to support , and they 27 Theater as a teaching and learning method ... 541

challenge , not but overwhelm . The focus is on strengths and competencies .

The descriptions illustrate next to the successes of the children also the positive, motivating and constructive way in which everyone Child encounters is . Lack of support from the generally uneducated Families of origin is not the children to load down , but as special challenge considered , in their coping it the child to support applies.

If the analysis in the first years of school nor the teachers made , so are the older children asked , not only about the learning content , but and even about their own learning process to reflect and this writing to hold on . At the beginning of the sixth and final year of primary school , the Children's task : "to reflect on our community event and identify what impact it has had on us personally "(Parkinson Lane Community Primary School 2018b).

One of the children solved the task as follows :

The Community Event is a performance that each year group produces for Mr . Ahmed, the parents, and the whole school. This year we chose West Side Story crossed with the Spanish Civil War.

A lot of learning went into the community event. In literacy we wrote poems about the white terror, we learned to use emotions in our writing. We learned about the history of Spain and the physical and human characteristics of Spain.

After we had finished the Community Event I felt accomplished. It was such a confidence boost. I now feel like I can say anything in front of anyone. Before this, I didn't know I could sing in Spanish whilst playing the guitar or dance.

I hope this report can tell you how important the Community Event is for us and I now think that violence doesn't stop anything. I now know about Spanish cultures and eating and so on (Parkinson Lane Community Primary School 2018b).

One other child resulting from :

The community event is an event that takes place every year during Christmas time, it is a performance that has an educational subject. This year our community event was a story within the reign of the white terror. This report is going to [be] based on the benefits of having this event at our school.

First, the education we gained through the topic was majorly helpful. We learned about the history of the Spanish civil war and the horrors that Franco put the people through. The people were killed because of their beliefs. We also learned to sympathize with the people who were killed from watching videos and writing poems. We also learned about the geography and the traditions of Spain.

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Next the community event has greatly impacted me. It boosted my confidence and allowed me to express my feelings when I act because this was the first time I had sung and danced while acting. Also the expression on the teachers' faces and the reaction of the audience made me feel proud and successful.

Once again, the community event has impacted on us largely and it has been an honor performing. I hope you understand that the community event has positively affected us. It has massively increased all our knowledge and confidence, with the morals Also comes great information: nobody ever truly wins a war, fighting doesn't resolve conflict. Thesemorals continue to guide you on the straight path. Thank you for reading this report (Parkinson Lane Community Primary School 2018b).

These reports show , that the children able are , to themselves and their environment to observe , to reflect on their knowledge and learning steps , moral Conclusions to draw and their feelings to verbalize . You can their own learning progress observe and explain , they have learned , to articulate and understand each other in writing and orally in front of an audience it is to address this directly . The children understand the demonstrations for the Community that is in school and with this formed has, as central Part of their training and their self-image .

Since the principle theater all six years of primary school accompanied , gives himself so for every child has an individual , but community- supported development process , at the all teachers and Schüler_innen involved are . The specific Life situations and family problems of the children are in the school community usually known . This comprehensive funding goes far beyond the language support also , for the theater as a method always re- used is (see . eg in Germany Bryant. 2012 ; Neumann et al. 2008 ; in Great Britain Clipson -Boyles 2012).

The selection of plays and their implementation are characterized by this from , that they the children convey , both part of British society as also a world community to be and share in their literary and cultural production to have . Thus gives the school affiliation or . *citizenship*, like otherwise - if at all - this takes place in later school grades (see e.g. Scullion 2008). The specific religious and cultural backgrounds of the children be valued and flowing one - music and costumes take loan at South Asian traditions , and bhangra dance routines are often part of plays , regardless of their regional roots . The students _ inside out so in the daily practice that they claim to have , full and valued members of society to be.

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27.3 Learning from the model

The ERASMUS + project started in October 2017 and consisted of a one-week Stay of Vertreter_innen all Projektpartner_innen in Halifax to The beginning of the year 2018. This was the daily work in Parkinson Lane Community Primary School observed are , there was sufficient time for Discussions with teachers and children , and also the excellent kitchen was enjoyed . With great enthusiasm presented the Schüler_innen the two plays described above , the last performance of which has now been more than was a month ago . Some of the parents also came as surprise guests of the children. The presentation of the plays also served as an exchange : Sun. were the Besucher_innen invited , also Bhangra to dance , and students _ inside and guests presented each other questions . The latter were very impressed , but director Gugsy Ahmed was not quite as satisfied and challenged the children on their performance even to vote . These now led in front of the guests and on the stage standing out , which parts very well have succeeded were and at what why and how improvement was . The listed points of criticism were the Zuschauer_innen that a far less well- sharpened

Looking for theater productions had , as little noticed as the children with particular support needs that the stage action participated had .

So impressed , in addition to the eloquence of the children and to their very great commitment during the lessons their ability to self-assured and at the same time self-critical self - assessment . The expectations of the Children's achievements were high , but not overwhelming , and the environment supportive .

The guests were also the opportunity , schools in the area to visit , the parts of the attachment implement tried . That combination was important : On the one hand , the model example inspired , yes it actually gave wings to them participating teachers , a possible good theater project implementation . On the other hand showed the visits to schools of the area , that the way to such a success not just is . The temporal depth and years of experience , over which the Parkinson Lane Community Primary School features , the tight embedding in the living environment , the intensive and trusting cooperation with the Parents , the mosques , etc. - this all can not at the project level and within one school year reached are .

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There were also starting positions and problems of the partner organizations involved different ⁵ : *The Ecole du Dialogue* ⁶ in the Brussels district Molenbeek works in a similar way to the *Parkinson Lane Community Primary School* , in a marginalized region with a historically grown high Share of a discriminated minority , in this case mostly Arabic speakers People. Molenbeek got there through the two suicide bombings from 22. March 2016 in Brussels in the international headlines , but already previously had national and international media about dangerous networks with Relations with ISIS reported (see e.g. Burke 2016). Similarly as in the UK Muslims who have been resident for generations are particular suspicions exposed and the target of so-called anti-terrorism measures .

In contrast , however, the situation of the partner organizations in Greece and Italy : Here involved to state institutions at the project , namely the Directory of Primary Schools of West Thessaloniki ⁷ and the Regional School Office for Sicily ⁸ . In these two on the external borders of the European The regions located in the Union are the teachers with a different situation confronted : New families with their children keep coming out of the war Crisis areas of the world, and their goal is usually not in these impoverished and poor infrastructure regions to remain , from which also the local population is migrating . Rather, seek and they often on in wealthier and more stable regions of the European Union to move on . This presents teachers with great challenges : The arriving children are just like their parents through a usually traumatic refugee and migration history weakened and exhausted . They live in refugee camps or precarious housing conditions and often in legal uncertainty . Poverty is the rule. An onward journey in a different country of the European Union is often sought , and so are the views and expectations connected , a other language than Greek or Italian purchase to have and to want . On the other hand , these children in particular need distraction from overwhelming ones Memories and an environment that provides support and security . Some are is very its aware , that it important time for their education lost have , they want it all the more eager to catch up and crave is to normality . This

⁵ The Institute for Didactics of Democracy at Leibniz Universität Hannover accompanied this Project before everything scientifically , the implementation of the approach found in a later School level instead . She is in the final report of the project carried out .

⁶ <https://ecoledudialogue.be/> .

⁷ Directorate of Primary Education of Western Thessaloniki.

⁸ Ufficio Scolastico Regionale per la Sicilia.

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expresses itself not least in visiting a school from. For teachers is the permanent Confrontation with the refugees before the new ones and sometimes also old conflicts and wars a challenge , and even more so than that affluent regions of Europe through their policies to the inhabitants of the Border regions and thus also their Lehrer_innen resistant to understand give , that they neither with the fate of the local population nor with those of the

new arrivals want to be bothered .

And so all partner organizations were now faced with the challenge of that Experienced in the Parkinson Lane Community Primary School at their specific Circumstances adapt and as far as possible to implement . The focus should be the exchange of values through artistic expression to be. But also that The model school did not miss the visit of the project partners .

27.4 A new theme for 2018

Quite in the sense of the 2011 confirmed pronounced ability of the school to constantly develop , was the visit of the consortium with the students _ inside of Parkinson Lane Community Primary School followed up . you were asked what they particularly impressed and interested had , and them was noticed , that many women in the project involved and to them traveled were and also with them danced had . This is how the idea came about , the theater performances the year 2018 under the theme strong female personalities to ask .

The first classes represent the history of *Pocahontas* is that as a daughter of a indigenous political leader of the late 16th and early 17th centuries also for himself even a politically active role demands . She mediates new arriving British smallholder families knowledge of local Plants and saves them in order before the starvation . Your father looks at the settlers _ inside as enemies , and as it the indigenous succeed , a settler to kidnap , want it this executed leave . But Pocahontas below one , it refers the fact , that all men equal are , and her father takes from execution Distance . Then the children discuss different reports about the possible further course of history and make note that the indigenous themselves no records about it led . The example Pocahontas would have but the People in the UK taught , that all people, regardless of their Gender, or their culture, deserve respect . Pocahontas emphasized , each and each can to help the world be a better place to make (see .

Parkinson Lane Community Primary School [2018c](#)).

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The second grades let the famous female personalities of all six Plays to the Oscar competition and - *the winner is: Sayyida al Hurra* , Queen of Tétouan , a city of what is now Morocco . Her name means ' one free and independent woman ' . It is the year 1492, and Sayyida , their family and the last 's Muslims of the country are from Granada expelled . thanks her in the Mediterranean known father may be the family in Morocco , a build new life . The girl is both in Granada as well as afterwards in Morocco the male students intellectually far superior and rejects repeated all potential spouse , the order they advertise decreases. After all , she's right the marriage with the Sultan of Tetouan , despite a large age difference too , he it if their intelligence and as an equal partner to marry want . When Spain threatens North Africa and the Sultan dies in battle , she takes over the reign . Spain needs it after several fights as ruler of Tetouan recognize . You win also the respect and the recognition of Pirate King Hayreddin Barbarossa, the successful raid on the Spaniards succeed , and in the end a good part of his booty to Sayyida al Hurray has to deliver . The end of the play leads back to the Oscars , an acknowledgment of the Queen's achievements and the statement : "It is not his story or history, it should also be her story, too "(Parkinson Lane Community Primary School [2018d](#)).

The play *A Man's Game* of the third school year oriented itself on the Saudi Arabian film *Wadjda* [9](#) . This describes the dream of a ten year old Girl of the same name in a district of Riyadh and her strategies its implementation : Wadjda sees a great green bike for sale , and she wants to outdo a boy in her neighborhood in a race . Since her mother her wish not supported , writes them up in a Madrasa one to the necessary money for the bike through a competition to win in the recitation of the Koran . To make her dream come true , she has to is now a brave and exemplary girls enter . In the play of Parkinson's Lane Community Primary School , the girl is fighting for access to Soccer field , she wants against the will of the Koran school , her parents and the Boys in town take part in soccer training . Your achievements impress the

Young , and she wins the competition of Quran recitation . But as the teacher experiences , that they with the money training sessions pay want , are you there not the girl . Her mother but has a show , they want the girls in support , their dream to live, and gives her the necessary equipment (see Parkinson Lane Community Primary School 2018e).

⁹ <https://www.imdb.com/title/tt2258858/> .

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The fourth year is concerned themselves with the Viking *Hervör* . Your powerful Father Angantyr is together with his sons in battle killed and with his enchanted sword *Tyrfing* on an enchanted island buried .

The after his death born *Hervör* survived , she is strong and lively and bored himself with handicrafts and other tasks , which for them than girls provided are . Instead fights they prefer and learn also , the sword to lead . As they age will and her father learns , decides it , the sword *Tyrfing* - its heritage of - his demand and for the enchanted island to seek out . Many men do not want to sail under their guidance , but women do declare themselves to ready , and so reached the fleet the island . *Hervör* calls the spirit of her father and her brothers , and they step accompanied by the sound of thunder and fire from the grave. Now you have it their father it convincing , you the To leave inheritance . This recognizes eventually to, that even she as a girl one worthy fighter is , and handing her the sword . *Hervör* returns to her fleet back (see Parkinson Lane Community Primary School 2018f).

The teachers and children of the fifth grade begin their demonstration the piece *Hope's Jihad* with a desperate Pandora that the sleeve open has - it is the hope of the side that they be comforted tried . Vicious Beings as the waste , the greed or the lust proclaim their goal , Women for the sin of Pandora suffer to leave , and to ensure the men to seize . Four episodes show the work of the evil spirits . This is how it works it is the *inertia* , single-minded women of them to convince , that they z. B. none same wage for their work get be . Indolence can be so concerned Women throw chains on , and the hope that is invoked also falls flat . *Inertia* referred the hope as the greatest of all sins and tried , even she in chains to create , but they can be free and declared , in their internal Battle going there to this sin , "This is my battle , this is my Fight , this is my jihad " ¹⁰ . *Pride* causes men to turn towards women arrogant to behave , then applies it to the women to and causes , that they against each other in competition occur and a woman because of her appearance bully . Your self-doubt keep them prisoner , hope goes one and the Question may be of their chains free . Hope refers back to their battle , their struggle , their jihad against this sin .

But the role of hope is complex : *envy* describes its strategy , to the men to empower he vera leave this to , is uncertain to feel , jealous to be and to be feared , all other are better .

¹⁰ Bearing the burden of this sin is my battle that goes on within. It is my battle, my struggle, my jihad.

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Husband Adam, who gets caught in his clutches , questions all contacts of his wife Sarah, he denied her finally even contacts to the outside . Sarah tries , the Situation to endure ; but his jealousy and their desperation to take to . Finally hope comes to the rescue , she points to her jihad and turns up to Adam. Hope shows him , as he by his behavior in the age lonely . He wants to change , and even if hope more is the envy of so is there but already too late , Sarah can not more convinced are : "You tried , me to stop , you have me to your prisoners made " . *anger* prides itself with it , that it it succeeds , a man the control over to lose to let . That of his stricken man shouts his wife regularly and insults them . She is afraid and is desperate , afraid but also the biting remarks from members of the community. She hopes and the years pass , the children are greater . The wrath of her husband is not low , the woman refuses offers of help , he prevents her external contacts . When he was up it strikes , calling them back the hope to. This again refers to theirs Fight , but the anger is stronger , and the hope breaks together . In this At the moment the woman is leaving her husband with her children . Now Pandora steps again and has the evil spirits back . But is the hope actually , as

Nietzsche said the greatest of all evils , since it lets people endure everything ?

- Without hope there is no life, my several children, and they tell in few sentences stories of hope that relate to migration and education refer to (see Parkinson Lane Community Primary School 2018g) 11 .

In the center of the play of the sixth classes, *An Angel in the North*, stands the suffragette movement in Great Britain during the first two decades 20th century . A young British woman is not satisfied with it , themselves as , angels' , as her father says , the home to pay , and it takes took part in the demonstrations against his will . Your special attention excite the speeches of Princess Sophia Alexandrovna Duleep Singh, a prominent campaigner for the women's suffrage in the United Kingdom . she was also a member of the Women's Tax Resistance League, a group of women the is refused , taxes to pay to the grounds , they could not to charges of a government forced to be who they political participation and representation denied . Princess Sophia Alexandrovna Duleep Singh was the daughter of the last Maharajas of the Sikh Empire in Punjab, and in the play are also voices from the South Asian colonial empire audible , the the fight to the voting rights for the women of the British Isles support , 11 While working on the piece , the children and teachers also stood up domestic violence specialized Berater_innen as contact persons for disposal . 27 Theater as a teaching and learning method ... 549

in the hope , then also political voice to get . The motto of the US American independence movement , no taxation without representation ' , is several times to hear . The play illustrates the violent Procedure against the women and their detention as well as the support of their concern by men (see Parkinson Lane Community Primary School 2018h) .

27.5 The Ausverhandlung of affiliations and

Room for maneuver

The six plays described deal with strong female personalities and their different struggles to a life lead to can , the their specific needs and abilities meet is . Several aspects stand out :

For the screenings , well-known content from plays and films are used not merely re-enacted , but creatively to the specific environment adapted . This appropriation process takes on the cultural and religious contexts of the Children respect , and so is it quite naturally , that the Wikinger_innen *Mashallah* exclaim or Pandora to overcome *jihad* as the inner struggle negative properties refers . Both the Saudi Arabian film *Wajida* as well as the ancient *Pandora* are for the South Asian -influenced present rewritten British context . The past Britain 's in several of the pieces present , be it now Wikinger_innen , the British Siedler_innen that Pocahontas saves , or the suffrage movement with their South Asian references . With the reference to a princess from the Punjab, the in the fight for women's rights a leading role occupies , manages a very direct relation to the context of the parents and grandparents of the little actors _ inside . And when Sayyida al Hurray sends her negotiating team out to with Hayreddin Barbarossa a Convention to include so happens this with Allusions to the current Brexit negotiations . The children learn through the plays know different aspects of the history of Great Britain , doing so does not include its colonial history and colonized regions excluded , but are inherent part of the what the UK matters . The numerous music and dance performances are South Asian and British inspired , the texts are adapted for the plays . The songs will be also in Punjabi and Urdu presented and offer thus the Schüler_innen and Lehrer_innen the possibility , even these language skills to expand . The Clothing also often makes reference to South Asian models . 550 E. Kalny

At the same time , the formation of stereotypes is actively counteracted in all pieces . So is , as well as with the creative appropriation of the figures , the Danger of Otherings countered that the act of staging and representation hold is . In the present case, this applies to both the aspect of ethnicity as well as on the sex . Very vividly is the visible ,

if the Schauspieler_innen history books about Pocahontas bring out , the different representations describe and about discuss , that these all not from the victims themselves verschriftlicht were . The question , as history existence comes , is on this way age-appropriate already in the first year discussed . Also embedding the presentation of the Story of Sayyida al Hurray illustrated in an Academy Awards ceremony the awareness about the act of staging . The breaking of stereotypes becomes particularly visible at the level of gender roles . There are there not only the women of prescribed roles erupt and football play , vote , rule empires and pirates and swing the sword want . Even men take different positions one , they are looking for intelligent and strong female personalities as equal partners , support women in the fight for their rights and recognize them as warriors at . The plays are thus both the girls as well as the boys different role models . Stereotypes are expressed and acted out , and it is them objected . So can use different argumentation strategies to be tried out . This also applies to the topics of religion, culture and Tradition.

The children have the opportunity , different roles in relation to Gender , ethnicity , colonizing or colonized take and located in this try . That means also , grand gestures as well how to express inferiority and resignation verbally and physically . How already in the above- mentioned records of the learning progress of the Children were visible , the teachers attach importance to the self-confidence of the Children to strengthen and that all children learn , feelings express and socially acceptable act out . The evil spirits that Pandora's Box escape are , to the men empower and so women humiliate , dominate the men . The order related message is , that angry and jealous men emotionally weak and insecure are .

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27.6 European values ?

The plays and their message thwart in elegant way to title of the research project . So was it the Brit_innen that of Pocahontas learned , that all people equally and to respect are . Sayyida al Hurray and her family must flee from the Spanish Inquisition , and Duleep Singh inspires white British women to stand up for their rights . Not ' European Values ' are the topic , but values of human coexistence that often just to those enforced will have to be even as European , Christian or Western define to itself even to exaggerate , and certain people - such as B. Spanish 's Muslims and Jews and Jewish women in the 15th century - ostracize , expel and kill . The verbalized and physically represented acts of self-empowerment concerning the sex as well as the religious and ethnic affiliation or . the discrimination and exclusion to go to the tracking than 's Muslims .

The plays convey a knowledge of history that in its form of Prompt Chakrabarty (2002) , Europe to provincialise , equal , and which he himself in view of the global nature of academic structures and systems as " impossible " (Chakrabarty 2002 , p 309) referred . In the plays manage it,

previously privileged narratives of citizenship with narratives of others human bonds to override that is of dreamed pasts and future designs nourish , in which collectivities neither by the rituals of Citizenship nor by the nightmare of by which modernity ' created , Traditions ' defined are (Chakrabarty 2002 , p 309).

The affiliation of the children to Great Britain in terms of their subject positioning is not in contradiction to other affiliations , she is done in the awareness of configurations of the memory of world history (s), who do not automatically privilege European voices and positions , as well as through the creative appropriation of the variety of literature and art productions , The true also but not exclusively in the territory of present-day Britain anchored are .

The plays bring to expression , which from the descriptions of the Children, the design of the school and the atmosphere in Parkinson Lane Community Primary School already recognized is : that every child with its specific

Living and family circumstances is welcome in his learning process

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support is and to authorized are intended , is later also in discriminatory and enforce exclusive educational and work processes .

For it provides the school a space , in the hierarchy , which is on specific

Constructions of origin , skin color or religion called , not staged ,

but rather repeated questions are . The method of theater play

supports the learning process of the children and their self-esteem , and this succeeds whether the embedding in the overall concept of the school in an impressive way.

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