

## CREDITS

# Warrior Square

by Nick Wood

Originally commissioned and performed by  
Nottingham Playhouse Roundabout Company

RIVA

Lisa Zahra

ANDREA

Sam Dunham

*All other parts are played by the cast*

Director

Kevin Lewis

Designer

Holly Mc Carthy

Composer

Antony Lamb

Musicians

Brian Kasiko/Gael Cubahiro/Antony Lamb

Stage Fight

Kevin McCurdy

Stage Manager

Åsa Malmsten

Resource Pack

Glenys Evans

Illustrations

Juan Lewis



THEATR IOLO PRESENT YOU WITH RESOURCES TO  
USE AFTER YOUR CHILDREN HAVE SEEN  
**WARRIOR SQUARE**

The talking points can be explored through:

- SPEAKING AND LISTENING
- DRAMA
- WRITING ACTIVITIES

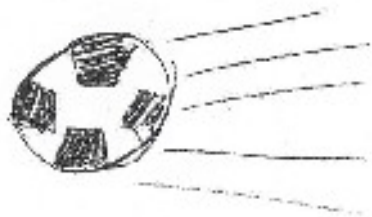
Quotations from the play are provided.

Teachers consider this ....

- Children and their parents are exposed to constant negative discourse in our tabloids and media against asylum seekers.
- Children seeking asylum come to the UK to escape terror and need to feel their new school is a safe place to be.
- By making an emotional connection with the characters in the play children may be able to make sense of these issues.
- We are aware that some children may have very limited understanding of this theme while others may have experienced it personally.
- Whilst the actual concepts of stereotyping and prejudice may be complicated for young children to understand, the effects of the concepts are influencing them all the time.

## SYNOPSIS

A brother and sister, *Andrea* and *Riva*, tell their story of leaving their troubled homeland and coming to a new country for shelter.



**Warrior Square** is a powerful adventure story about a brother and sister's escape from persecution to start a new life as asylum seekers in the U.K.



## Themes :

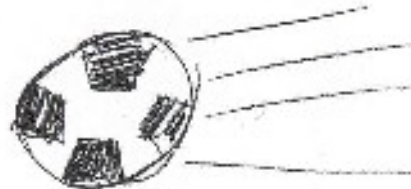
- Losing your home and your homeland.
- Arriving in a new place.
- Finding your new home and homeland.

## Universal themes: all children may share

- Brothers and Sisters
- Belonging
- Loss
- Change
- Football
- Play
- Fighting
- Friendship

## Broader themes: some children may have experienced

- War
- Terror
- Danger
- Persecution
- Homelessness
- Asylum Seeking
- Prejudice





## TALKING POINTS

The sister is called *RIVA*,

The brother is called *ANDREA*

How would *RIVA* and *ANDREA* feel if their new school in this country turned out to be your school?

## QUOTATION

Riva:

*In the middle of a park,*

Andrea:

*On top of a small hill,*

Riva:

*Stand a boy,*

Andrea:

*And a girl. Looking brave.*

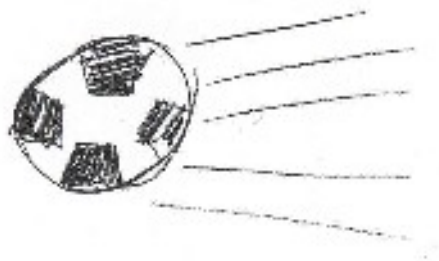
Riva:

*But feeling a little bit frightened.*

Andrea:

*Far away from their own country, they  
are getting ready to start their lives all  
over again.*

- Ask the children to imagine what it would be like for *Riva* and *Andrea* to come to your school.
- If you had to start school in another country where they speak another language how would you cope?



## SPEAKING AND LISTENING DRAMA EXERCISE

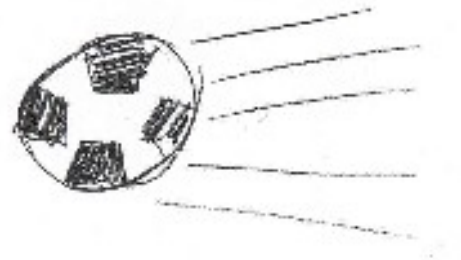
**OBJECTIVE:** to give the children an experience of not being able to understand the language spoken around them, to encourage empathy for refugee children.

**TASK FOR TEACHER:** Speak to the class in 'gibberish'. Give them an instruction that you expect to be followed. e.g stand up please, change places etc.,

**TASK:** In pairs, both children speak 'gibberish' to each other. One child is to be new in class and the other to be their buddy and support them, e.g. show them around the class, explain about break times, find out what they like and so on. Swop roles.

### DEBRIEF QUESTIONS

- How did you help the other person to understand you?
- *Andrea and Riva* need to feel safe and welcome. How could you help them to understand what to do in class.
- What would they find difficult at breaks and lunchtime?
- What do all children from anywhere in our world have in common with each other?



Leo: *"Hey, you lot. See that kid, down there? He goes to our school. He's one of them asylums." " Hey, he's talking foreign, say something else."*

- How would you like to be treated in a new class in another country?

## TERMINOLOGY: INFORMATION ABOUT WORDS USED

There is often a confusion between immigration and refugees seeking asylum. This may help to separate the two:

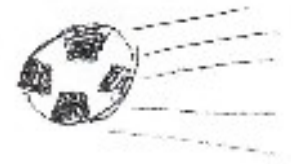
**REFUGEE:** A person who is no longer safe to live where they belong so they have to find another country to live in to survive.

**ASYLUM:** Shelter.

**ASYLUM SEEKER:** When a refugee arrives in another country they have to ask if their new country will give them permission to stay. While they wait for an answer they are called an asylum seeker. They are asking not to be returned to their own country where they will face danger, they are refugees in their new country. They will be given a temporary place to stay, a small amount of money each week and they are not allowed to get a job.

**'ILLEGAL' ASYLUM SEEKER:** There is no such thing. An asylum seeker is asking for shelter and waiting for the answer from the people in charge.

**ECONOMIC:** About money.



**MIGRANT:** Someone who moves from one place to another.

**ECONOMIC MIGRANT:** A person who chooses to come to work in another country to earn better money and is still safe to return home when they want to.

**IMMIGRANT:** Someone who has moved from one country to another to live.

**ILLEGAL IMMIGRANT:** Someone who comes to live and work in a new country when they have not told the people in charge that they are there and haven't got permission.

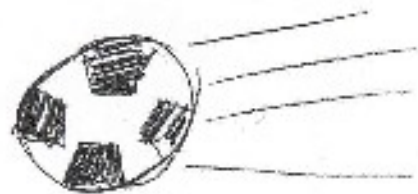


## DRAMA EXERCISE

How would you feel if you were not safe and had to suddenly leave home to live in another country?

If you had to leave home and had one hour to get ready to go forever what would you do? What would you take with you when you leave your home for the last time?

- Pretend to pack a suitcase with the things you need.
- You are told to get rid of the suitcase and only take two things, what are they?





## TALKING POINT: NEEDS AND WANTS

When people lose their home and become refugees they may have nothing. Try to work out what people need and what they want, to live their lives again.

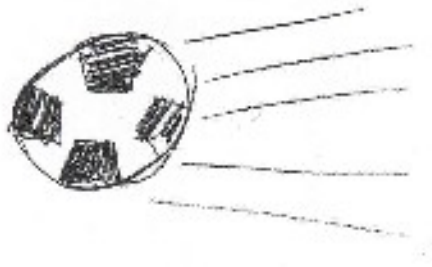
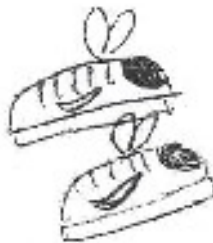
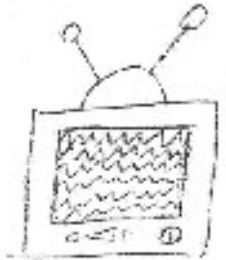
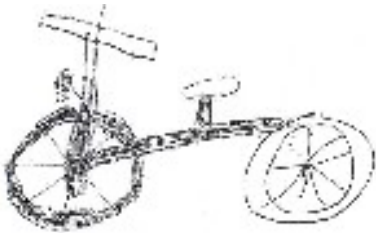
### NEEDS?

### WANTS?

TEACHER EXPLAIN: If you are not safe in your own country you have a right to ask another country to give you a safe place to live. You are seeking asylum, a safe home, because you are a **Refugee**. You are an **Asylum Seeker**.

### WHAT WOULD YOU NEED? WHAT WOULD YOU WANT?

- FOOD
- YOUR OWN ROOM
- TOYS
- SHELTER
- SWEETS
- CLEAN WATER
- MONEY
- CLOTHES
- EDUCATION
- HEALTH
- TO BE LISTENED TO
- TIME TO PLAY
- COMPUTER
- MEDICINE
- LOVE AND FRIENDSHIP
- TRAINERS
- TELEVISION
- PROTECTION FROM DANGER
- HOLIDAYS
- BICYCLE
- CLEAN AIR
- A PET

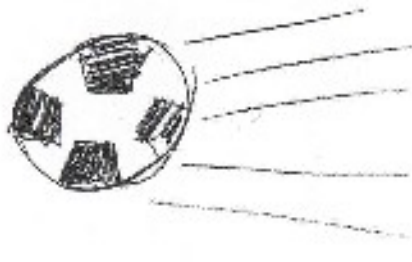


## IDEAS TO TALK ABOUT, WRITE ABOUT OR ACT OUT

After their father is killed *Andrea* and *Riva* are forced to leave their homeland with their mother, to begin a new life in the UK. The play begins with events leading up to their father's death and then follows them as they begin their new life.

- Imagine you are *Andrea* or *Riva*. Leave a message in a secret place at home for your best friend who will come looking for you after you have fled.
- You are *Andrea* or *Riva*, pretend it is your first day at school in the U.K. Look at your own school as if you have never been there before and all the writing is in a different language.

- You are *Andrea's Mum*. Children at school have been laughing at *Andrea* because his name sounds like a girls name in English. Mum gives him some helpful advice. What does she say?



- *Leo*, an English boy, wants *Andrea* to play football with him. *Andrea* needs new friends and is pleased to be asked to play. *Leo* says that *Andrea* is O.K. because although he is 'foreign' he is white like him. Do you think *Andrea* should play with him or not?

## TALKING POINTS: STEREOTYPES AND PREJUDICE

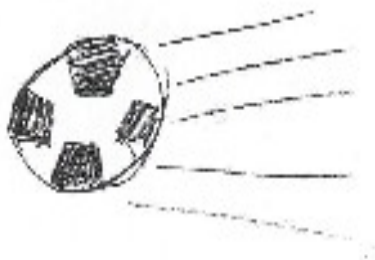
### TEACHERS

What is a stereotype? This is a sophisticated concept for young children to understand but it may well be something they are learning every day without realising it. You may be able to raise their awareness through discussing some of the following:

If you stereotype a person you see them in a very small way, you may see all people from the same race as being and behaving the same way. A cowboy is an American stereotype: although there are cowboys living in America, not all Americans are cowboys!

### ARE THESE STEREOTYPES TRUE ?

- All teachers shout all the time.
- All children are naughty all the time.
- All white people are Christians.
- All black people run fast and are good at sport.
- All Welsh people have good singing voices and like rugby.
- All dancers are ladies.
- All doctors are men.
- All film stars live in Hollywood.
- All rich people talk 'posh'.
- All mothers stay at home and bake cakes.



Are these things true ? You may be the same age, colour and nationality as your neighbor's children but do you think of yourself as the same as them? What makes you the same? What makes you different?





A child from Poland may speak a different language than you but love football in the same way that you do.

A child from Somalia may have a different religion from you but like playing with the same toys that you like to play with.

How are people the same?

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How are they different?

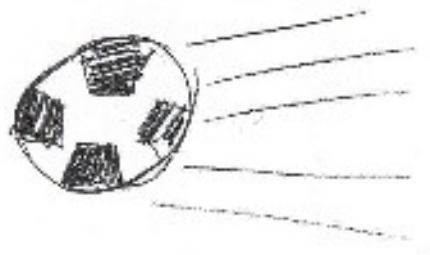
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Ask people questions and you will find that everybody is different in some way from you and everybody has things in common with you, wherever they come from.



**WHAT IS**

**PREJUDICE?**



Andrea: *Our father stopped going to work.*

Riva: *Friends would come round to the flat, bringing us food. But soon they stopped coming. Mum said it was too dangerous for people to risk being seen with us. So Dad had to sneak out at night to find food parcels our friends had hidden. Every night a different place. There were no visitors. No friends. We saw no-one.*

Prejudice and war can make frightened people do cruel things. As Riva and Andrea tried to leave their country the crowd at the bus station killed their father.

Andrea: *The woman walked up to dad, spat in his face and said,*

Woman: *Your sort can run but they can't hide.*

Riva: *In an instant he was surrounded. We saw faces we knew in the crowd, people who had been to our house. Some turned away, but no one tried to help. My mother went to go to him, but when he saw what she was doing he shouted.*

Father: *No!*

Riva: *And lashed out, to make them concentrate on him and not see her.*

Andrea: *He broke away, and ran, half falling across the main square. They went after him, and we were forgotten.*

Our Play **Warrior Square** by Nick Wood complements the Personal and Social Education Framework at KS2, covering the following aspects:

## PSE KS2 (ACCAC)

Learning Outcomes: introduce them to a wider world

### Attitudes and Values:

- Show care and consideration for others and be sensitive towards their feelings.
- Value and celebrate cultural difference and diversity.

### Skills:

- Listen carefully, question and respond to others.
- Empathise with others' experiences and feelings.

### Knowledge and Understanding: Community Aspect

- Know about aspects of their heritage in Wales including the multi-cultural dimension.
- Understand the importance of democratic decision making and involvement and how injustice and inequality affect people's lives.