

AKRAM KHAN COMPANY



THE TEACHING DOSSIER
CHOTTO XENOS



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CONTEXT



This resource pack focuses on the experience of British colonial soldiers, but can be adapted easily to focus on other countries.

A word from the *Chotto Xenos* director

Aspects of the original *XENOS* has been interwoven with more child-friendly content to present a unique production. Children today are exposed to images of war through social media and the concept of conflict as fun through video games. They deserve to have some creative reflection time to ponder on what it means to them, the lives of those they are close to and the world they will grow up in. They are also subjected to a rather limited education about the history of war, often neglecting a very necessary re-telling of the soldiers experience, where they are from and what they believe they are fighting for. Our future peace processes rely on us inspiring a younger generation to be more tolerant and understand the triggers for conflict and ways to manage it. This begins in the playground but unfortunately doesn't end there.

Chotto Xenos will continue important audience development and inspires positive understanding of the danger of war whilst being a beautiful engagement with the best that dance and music has to offer.

Sue Buckmaster

Collaborators

This pack was written by Emma Bellerby with additional support from Pran Patel and Inc Arts.

Emma Bellerby

Emma is a primary dance specialist, delivering dance projects in school and community settings across London. She is a passionate advocate for dance as a tool for learning, imagination and creative exploration. As a dance artist with a background in primary education, she has supported schools and family programmes for Sadler's Wells and the Royal Opera House, working with dance companies, schools and community partners. She currently works at The Place, managing the Partner Schools programme which reaches 1/3 of all primary schools in Camden. As a freelancer, she works closely with teachers to develop arts provision through designing dance units, workshops and CPD sessions that engage children creatively in classroom subjects. She is also the co-coordinator for the Dance, Learning and Participation Network, a support group for dance professionals across the UK and her work has been endorsed by One Dance UK and OFSTED.

Emma trained at the Northern School of Contemporary Dance, Iwanson International School of Contemporary Dance, has a Certificate in Dance Education from the Royal Academy of Dance and an MA in Choreography from Laban.

Pran Patel

Pran has 17 years of teaching experience working recently as an assistant principal. He has an exciting career in leadership; leading standards, behaviour, data, professional development, curriculum and standards. His NPOSL project was to lead whole-school coaching and has been a successful coach for over a decade.

His inspirational TEDx talk 'Decolonise the Curriculum' describes the moment he realised that the world was tiered away from an authentic truth and that started with the school curriculum. In this vein he recently featured in the Sky News Film 'Slavery in Britain: What don't we know?' Alongside Prof Davide Olugosa, Prof Christopher J Brown, Prof Diana Paton and Prof Olivette Otele. His website, the UK's first antiracist school's website www.decolonisethecurriculum.com, has over 80000+ online monthly views and has gained praise from TES, the Guardian, BBC, Schools Week, Buzzfeed and Eastern Eye.

Inc Arts

<https://incarts.uk>

Inc Arts is a national collective that champions the creative, economic and contractual rights of the UK's ethnically diverse workforce. We work collaboratively across the arts and cultural sector to create peer led solutions to redress under-representation and lack of diversity in our creative teams and workplaces. We do this through research and advocacy, creating bespoke Equality, Diversity and Inclusion (EDI) solutions to arts organisations, and providing a network of advice, support and fellowship to the diverse arts workforce, across all art forms and seniority, and throughout the UK.

Curriculum Guidance

Schools play an important role in raising awareness of social issues that affect the school community and beyond, through modular delivery of British Values which promotes mutual respect and tolerance, and the new RSE (Relationships and Sex Education) curriculum topics that are part of primary education curriculum include respect for differences, understanding the danger of stereotypes and awareness of both welcoming and excluding behaviours. The SMSC (Spiritual, Moral, Social and Cultural development) curriculum promotes a celebration of the diversity of modern Britain and an understanding of moral and ethical issues amongst other relevant learning areas.

The above is also in line with duties that apply to all public bodies (including schools) under Section 149 of the Equality Act (2010) which require schools to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Sensitivity Guidance

The lesson plans in this pack allow children to delve deeper into the complex subject matter of *Chotto Xenos* to look at themes of colonialism, racism and the physical and emotional impact of being at war.

The activities are structured in a way that allows teachers to adapt the depth of the discussion to a level that is suitable for each class and individual teachers will need to assess and differentiate for different age ranges and experiences. Teachers should exercise caution in covering these topics in a rushed or superficial way and additional links to sources have been provided at every opportunity to encourage educators to do their own reading and learning to support discussions to happen with sensitivity. Lessons should be delivered in a non-judgemental, factual way that allow young people to ask questions in a safe environment. There are many ideas throughout this pack to give starting points and introductions to exploring these topics in a dialogic form that provide a safe environment for all learners.

Children within the same class will likely have differing awareness of diversity, racism and the history of racism in the UK. Given recent events relating to racism in the UK, many families may have been reflecting on experiences of racism or perhaps their lack of awareness of racial issues.

This pack requires well-judged teaching based on knowledge of pupils and their circumstances. There may be staff or pupils at school who have experienced some of the issues that this pack explores such as racism, prejudice, living in a war zone or displacement.

Sensitive topics need to be approached in a way that safeguards children and staff and supports their wellbeing and self-esteem. While some individuals might find it validating to share their experiences, others might find it difficult to talk about traumatic experiences. Care needs to be taken to ensure that there is no stigmatisation of children that take part in these lessons.

Many schools will already have a curriculum on how to approach teaching about racism. There are some links below to resources that teachers may find useful to help provide guidance in covering anti-racism subjects sensitively and in an age-appropriate way.

- [EIS - Anti-racism resources](#)
- [One Education- Racism protests, guidance for schools](#)
- [Teach Wire - How to talk to children about racism](#)
- [School Wellbeing - Anti-racism resources](#)
- [Artsmark - Anti-racism resources for children and young people](#)

If you are planning to use this pack, would like to give us feedback or would like more information on resources, please email: Christine Maupetit | christine@akramkhancom-pany.net

We would love to hear how this resource pack is being used.



INTRODUCTION