

INTERFAITH: COMMUNITY PERFORMANCE SCRIPT

Audience members and actors meet together, lanterns are lit and a short parade begins to the performance venue. The lanterns are hung on a specially made structure for the performance venue.

In the venue a large screen is positioned centre stage, the screen is split in half, one side reads 'Christianity' and the other 'Islam'. In the blackout recorded narration begins.

SFX Perhaps some light wind or white noise sound - something empty/desolate

Narrator 1: In the beginning, when God created the universe, the earth was formless and desolate, everything was engulfed in total darkness.

Narrator 2: Allah created the heavens and the earth, and all that is between them, in six days.

Narrator 1: On the first day

Narrator 3: God said, "Let there be light"

SFX there is a loud sound and explosion and the screen and the children appear in bright white light. Add music here too.

Narrator 1: and there was light. And God saw that the light was good.

Narrator 2: Following this big explosion, Allah turned to the sky, he said to it and to the earth: "Come together, willingly or unwillingly". They replied,

Universe: We come in willing obedience

SFX sound of zooming comets through the sky x 5 (approx 3/4secs each) - as clouds are lifted.

Narrator 3: And God said (*SFX of masses of water pouring and waves of the which continues over the line*), "Let there be a sky and let it divide the waters that are below from the waters that are above".

Narrator 1: And it was done. (*SFX just the sound of the sea to remain*) And God called the sky the Heavens, the dry land Earth and the waters that were brought together the Seas.

Narrator 2: Good land brings forth vegetation plentifully by the command of the Lord - (*SFX earth begins to rumble and crack*)

Narrator 1: And plants and trees grew from the earth, (*SFX - possible to get something which sounds like plants growing -creaking/pushing*) each plant bringing forth its own kind of seed and each tree its own kind of fruit.

Narrator 3: And God said, "Let there be lights in the heavens to separate the night from the day. Let them be signs to mark the seasons, the days, and the years. Let them be lights in the heavens to light the earth".

Narrator 1: And it was done.

Narrator 2: He had created the heavens and the earth with the right proportions. He made night to succeed day and day to succeed night. He had created the sun and the moon and the stars, and ordained for the Sun and the Moon that each should run for a specific time, all made obedient to His command...

Narrator 3: And God said (*SFX of the sea and the sound of birds*), "Let the waters bring forth many living creatures and let birds fly above the earth and in the sky".

Narrator 1: And God made large sea-monsters, all manner of creatures with which the waters abound, and all kinds of birds.

(SFX keep sea effect going 3 secs add in a big splash then begin cross fade...)

Narrator 3: And then God said (...*to sound of wind, animal noises: crickets, cow, elephant, wolf howl*), "Let the earth also bring forth life; cattle, creeping things and wild beasts". (*Keep wind going add clucking chicken SFX after 4 ish secs over next line, add another wolf howl*).

Narrator 2: Allah had created every living creature from water. (*Add sound of something being pecked/clucks- chicken eating corn continue over next line.*) And of them are those that move on their bellies (*add wolf howl and chicken startled cluck*) and of them are those that walk on two legs, and of them are those that walk on four. (*Add in another wolf howl.*) Allah creates what He wills.

Narrator 1: He began the creation of the human out of clay.

(Pause in narration, magical SFX here - the idea is children are being brought to life with each SFX on the screen - so need 4 sounds each around 3 seconds apart)

Narrator 3: God said, "Let us make man like ourselves".

(SFX large out breath/blow)

Narrator 1: Then he made him complete and breathed into him of His spirit and made for him ears and eyes and heart. So blessed be Allah, the Best of Creators!

Narrator 2: And God blessed them.

Narrator 3: He told them to have children, increase, live all over the earth, and conquer it; rule over the fish of the sea (*SFX sea & fish slashes*), the birds of the sky (*SFX birds*) and over every living thing that crawls upon the ground (*SFX heard of cattle galloping*).

Narrator 1: God asked for humans to be dutiful to him.

Narrator 3: For it is He who created you, fashioned you perfectly, and made you with the right proportions. Allah is Ever an All-Watcher over you.

Narrator 2: He looked at all that had been created.

Narrator 3: (*Over this section re-use sound of cracking earth growing plant shoots over the top of lines*). He said to the humans that he would give every plant which grows on all the earth, and every tree which bears fruit with its own kind of seed. And to every wild beast and to every bird of the sky and to everything that crawls on the earth and is alive, He would give every green herb for food.

Narrator 1: It was done. And when God saw everything that he had made, he saw that it was very good.

(SFX Some kind of space sounds/ shooting stars)

Narrator 2: And the heavens and the earth were finished and all that there was in them. He blessed the seventh day and made it holy, for in it he rested from all the work which he had done.

(Music ends)

B/O Applause is heard

Over the applause. Lights up on children in front of the screen, they are hugging, congratulating each other and listening as their teacher gives them praise.

Teacher V/O: Well done children, that was a simply fantastic event. I am just amazed at the tremendous effort that has gone in to creating

your community performance event. What a positive thing to share with your parents and the wider community. There were people from both Christian and Muslim faiths here, the mayor, the press, what an achievement for you all. It will certainly help those who came to understand more about Islam and Christianity. I loved the story of creation that you took from both the Bible and the Qur'an. But above all what a positive thing to have come from such a negative experience. Who would have thought what happened to you ****Child 2**** would have resulted in this. I am so very, very proud of you all!

Black out. TV style documentary music begins. Over the Interviewer VO newspaper front pages, with images of the children, spin up on the screen.

*"Children from ****Name of relevant school**** fight for compassion and understanding within Religion"*

"Primary school children capture the attention of the country through promotion of religious tolerance"

"Children meet with the prime minister on their mission to bring light to the world"

"Joint religious events and celebrations held worldwide!"

Interviewer: In 2016, over 3 years ago, some very special children began a quest to unite the country, bringing together the world's two largest religions to tackle discrimination and social unrest. As a result people all over the world are holding special community events to promote tolerance, understanding and peace. In tonight's show we meet 3 of the extraordinary children who started it all.

Projection of 3 Children comes up on the screen. The interviews are peppered with cut aways from school displays, workshop activities and rehearsals.

Interviewer: Thank you for joining us on tonight's show. You've been on an incredible journey together, but I want to take you back to the beginning if I may, to how these astonishing events first began?

Child 1: Well, lots of things happened at the same time really.

Child 3: In school we were learning about Islam and Christianity, Exploring stories from the Qur'an and the Bible, it was exciting to find there were lots of things in common.

Child 2: Both religions, for example, believe in one God who created the world, everyone and everything in it.

Child 3: The creation story in fact appears in both holy texts and is told in a very similar way.

Child 1: Our teacher, Mrs Fellows, taught us ever so much, without her help none of this would have happened.

Screen fades, lights up on a classroom scene the children are sat on the floor, the teacher addresses them, the teacher is in voice only, s/he is never seen, the children play the scene to the front of the stage.

Teacher V/O: The world's two largest religions, can anyone tell me what they are?

Child 4: Christianity is one, I think.

Teacher V/O: Yes, good and the other?

Child 5: Is it Islam?

Teacher V/O: Yes very good! If you look at the board you can see that just over 30 percent of the world's population are said to be Christian and just over 20% are Muslim. *(A chart showing the % of religions from around the world appears on the board.)* OK to get us thinking about these religions I'm going to read out some statements connected to each. I want you to think about whether they might be true or false. Right then number 1: Muslims and Christians both believe in one God. Put your hand up if you think that's true *(some hands go up)*. Ok. And false? OK. *****child 6**** Why do you think that's false?

Child 6: Well Allah is the God for Muslims, but Christians have three Gods, 'the Father, Son and Holy Spirit'.

Teacher V/O: That is very interesting and important to talk about. Both religions do in fact believe in just one God. One God who created the universe and everything in it. The difference though is that Christians talk about their God as a Holy Trinity. Let's think about it like this; *(shadow image appears - three children are stood in a line so they look like 1 person, each step out and then back again into 1)* I am your teacher, Mrs Fellows, but I am also a mummy to my little boy and a daughter to my parents. So, different things, to different people, at different times, but still only one person. This is how Christians think about God: the Father, the Son and the Holy Spirit, the same being, but different sides of the same being. Does everyone understand? *(Nods from the children.)* OK great, let's look at another statement: all people who are Muslim have the same beliefs. True? *(Hands go up.)* False? ****child 2**** why would you say true?

Child 2: Um I'm not sure, but it just seems to make sense that people in the same religion would think and believe the same things.

Teacher V/O: Ok who thought it was false? Yep ***child 7*** why false?

Child 7: Is it because like in Christianity there are different sorts Christians, my family are Catholic but my cousins are Methodist, I thought maybe it was the same in Islam?

Teacher V/O: In some ways, you are both correct, in both religions, Christianity and Islam, there are certain things that everyone believes and agrees on. So for Islam: one God - Allah, the Qur'an - which is Islam's holy book and the prophets - Allah's messengers on earth. *(On the screen we see the words one God - Allah, a picture of the Qur'an and a speech bubble with the word prophet.)*

Child 5: Mohammed is a prophet in Islam, I think.

Teacher V/O: Yes! Mohammed is a prophet - he was the last messenger to deliver Allah's words of guidance to humans. Muslims believe that it is those words, delivered from Allah, through Mohammed that form the Qur'an. However after those 3 very important things: one God, the Qur'an and the prophets, there are some differences in what Muslims believe. There are Sunni and Shia Muslims and within those many other groups such as Deobandi and Barelvi Muslims. Each approach their faith differently as do people from different Christian groups. Why is it important to understand that, do you think?

Child 8: Well, we can't just label everyone as the same, can we?

Teacher V/O: Why not?

Child 8: Well, it wouldn't be right to. People are all different, they come from different places, follow different traditions, speak different languages. You need to know more about people than just one thing, to understand them properly.

Teacher V/O: Good. The more we know about a person, the more we understand their views about the world, the easier it is for people to get along. Each person should be seen as an individual, we mustn't presume we know everything about them from one label, whether it's a religious label or anything else for that matter, people are more complicated than that. Last statement then. True or false: Muslims would like the whole world to be Muslim. True? False? ***child 9*** you said True, why was that?

Child 9: I've heard that being said, on the news I think, it's bad isn't it? Everyone should be able to be whatever religion they want to be, why should everyone in the world be Muslim?

Teacher: Ok, that's a really interesting point to bring up, let's think about this and break it down a little bit. Think of the word bow or bow (*different pronunciations*) both spelt the same B.O.W. Can you tell me some different meanings for that same word?

Lots of hand shoot up. As each example is given an image appears on the screen.

Child 1: Bow and arrow.

Child 3: Tie a bow.

Child 4: Take a bow.

Child 5: The bow of a boat.

Teacher V/O: Brilliant, a word with the same spelling, often sounding exactly the same can have different meanings depending on the context that it is said in. At sea, on a boat, if I said that's a nice bow, it would mean something different to if I said it at the end of a play. The same thing can happen with the word 'Muslim' which can lead to some misunderstanding. 'Muslim' actually means and translates as 'submission'. The idea that everything and everyone should submit to working in harmony together. For Muslims the ultimate goal is submission to Allah and to have harmony across the world, to live in peace.

Child 7: Christians want the same don't they?

Teacher V/O: Very true! So, should a Muslim person say they wish the world to be muslim, they are suggesting that it be harmonious and peaceful. Not necessarily that everyone belong to the Islamic faith.

Child 6: So what is the difference between Islam and Christianity?

Teacher V/O: Good question - there are many things in common but also lots of differences too. The main point of difference happens after the story of creation, when God - in the Bible, or Allah - in the Qur'an, creates mankind - the story of Adam and Eve.

The shadow screen transports to the garden of Eden.

(Magical twinkly SFX as screen fades to garden of Eden. SFX outdoor sounds, birds singing - trees rustling in the wind, calm beautiful music needs to sound like a beautiful day).

Narrator 4: After the creation of man God planted a most beautiful paradise, the garden of Eden. Here the man Adam and the woman Eve would live.

Narrator 5: Allah provided them with plenty to eat, and all that they would need. But there was, however, just one thing that they must never do.

Narrator 3: God said this beautiful paradise and everything in it is yours. Everything apart from the tree of knowledge of good and evil, which you must never touch nor eat from.

Narrator 5: Adam and Eve gave this little more thought, so wonderful was their home, until one day Satan came in the form of a serpent to tempt Eve.

Music becomes darker, snake slithers along the screen. SFX slithering noise and hissing approx 4 secs

Serpent: Sssssee here.

Narrator 4: Said the serpent to Eve.

Serpent: Did Allah really sssay not eat from the treesss in the garden?

Eve: No!

Narrator Replied Eve.

Eve: Of course we can eat from the trees, it's only the fruit from the tree of the knowledge of good and evil, from this tree here, that we cannot eat. God told us that we mustn't eat from it or we would die.

Narrator She said.

Narrator 4: The serpent laughed.

Snake: Ssss such a lie!

Narrator 5: He said.

Serpent: You won't die! God knows very well that when you eat that ssssssumptuous fruit you will become like Him - you will know

good from evil. God doesn't want you to be hissss equal. He doesn't want you to be asssssss wise as him. That doesn't ssssseem very fair to me.

Narrator 4: Eve thought about this. She looked at the fruit on the forbidden tree and saw that it looked fresh and delicious.

Narrator 5: Could the fruit really make her wise like the serpent said it would?

Narrator 4: Eve was convinced! Without another thought she picked the fruit and ate it. It tasted so delicious that she gave some to Adam to eat, too.

We see Eve pick fruit from the tree and take a bite, SFX crunch noise, Adam enters, he takes a bite as well SFX second crunch noise.

Narrator 5: Allah learnt of what Adam and Eve had done. He was very, very angry.

SFX crack of lighting, sound of wind, no more birds etc.

Narrator 3: Why have you disobeyed me? God said.

Narrator 5: He had clearly told them what would happen if they did.

Narrator 4: Adam and Eve were very frightened and also very sorry for disobeying God. They begged for forgiveness for what they had done.

Music ends - twinkly SFX as at beginning

Blackout. Lights up on the children in the classroom.

Teacher V/O: ...And this is where Islam and Christianity split.

A double image of Adam and Eve appears on either side of the screen.

Teacher V/O: In the Qur'an, Allah forgives Adam and Eve, although I should say that Eve is not actually mentioned by name. They are allowed to stay in the garden of Eden.

Eve: Thank you, most merciful Allah.

Narrator Said Eve.

Teacher V/O: More humans are born (*more people enter the screen*) and although there is plenty of joy and curiosity there is also misery and destruction, humans corrupt the paradise that Allah has created for them.

An image of misery and suffering on one side of the screen. The other is still in the frozen image of Adam and Eve in the Garden of Eden.

Teacher V/O: Allah then chooses a number of prophets, his messengers on earth, so that he can speak to the people. Mohammed as you know, is the last of these prophets. The prophets tell Muslims how to follow Islam; what is called 'the straight path'. By doing this the world will return to paradise, as it once was.

A scene of harmony is shown on one side of the screen, in a beautiful garden. They freeze.

Child 4: And what happens in Christianity?

Teacher V/O: As in the Qur'an, Adam and Eve beg for God's forgiveness.

Eve: We are truly sorry for what we have done.

Narrator She said.

Teacher: God sees that they are indeed sorry and so does not kill them as he originally said that he would. Instead, he tells them they must leave the Garden of Eden to live on earth, that there will be much pain and suffering and no beautiful paradise.

Narrator 3: "You must leave the Garden of Eden to live on earth because of what you have done. Here there will be much pain and suffering, there will be no beautiful paradise as you have lived in here," said God.

An image of misery and suffering on one side of the screen.

Teacher V/O: Christians believe that God wanted to fix what Adam and Eve had broken, so over thousands of years he tried to work with people on earth to help them, but he never quite managed it in the way he wanted to. So what does he do?

Child 7: Comes to earth!

Teacher V/O: Exactly, God decides to fix it himself, to come to earth in human form, as Jesus, a great teacher, showing people how to live their lives with compassion and kindness for others (*scenes of*

compassion and kindness on the screen), encouraging people to love God and love each other. And who knows what happens to Jesus, in the end? A great miracle?

Child 6: Well, Jesus dies but then he comes back to life again.

Teacher V/O: Good, Jesus is resurrected. For Christians it is this sacrifice, the death of Jesus and the miracle of his resurrection, that means God has finally fixed the suffering and misery caused by Adam and Eve's actions. That if people believe in God and follow his teachings they can be forgiven and return to the paradise of the Garden of Eden.

The screen returns to a beautiful garden to match the other side of the screen.

Child 5: Isn't Jesus in the Qur'an as well as the Bible?

Teacher: Yes absolutely he is - in the Qur'an Jesus is one of many prophets. There are 25 mentioned in total, so in Islam Jesus is a messenger of God rather than God in human form as he is for Christians.

Lights down on the classroom, the screen image cuts to film interview.

Interviewer: So you'd been learning a fantastic amount then?

Child 1: Yes, lots. Our school sees it as very important to learn about different religions from around the UK and the world.

Child 2: To have respect for different people, with different beliefs.

Child 3: Sharing knowledge about religion is a very important part of our community events.

Interviewer: And is it true there was also an incident, that one of you witnessed a horrible event? That, that was the trigger, a call to action for you all, so to speak?

Child 2: Yes that was me. It happened a few weeks into our topic. It was the main starting point I suppose.

Interviewer: Can you tell us what happened?

The voice of the interviews continue, the screen cross fades back to shadow. Child 2's story is accompanied by shadow images.

Child 2: It was a Saturday afternoon. I was on the bus with my mum, we were going into town. The bus stopped and these two men got

on. They were horrible, really loud and a bit scary, they were stumbling and knocking into people as they moved along the bus, Mum said,

Mum: Don't look at them love, they're idiots, they've been drinking.

Child 2: So I tried to ignore them as they went past me. Sitting near the back of the bus was a lady with a baby. She was wearing a head scarf, a hijab.

Interviewer: The lady was Muslim?

Child 2: Yes. The hijab is an important part of dress for some Muslim women, it's about choosing to be modest, similar to why nuns wear habits, if you think about it. But the men didn't understand that.

Interviewer: What happened?

Child 2: One of them noticed the lady, he started saying horrible things to her, about her hijab, about her religion, calling her a terrorist. Stuff about people who were Muslim wanting to take over the world.

Interviewer: I see. Did anyone do anything?

Child 2: No, that was the worst thing, everyone ignored it, looked away. The lady just sat there quietly, not saying a word, whilst the men shouted at her. It went on all the way to town, for nearly half an hour. She must have been so upset. (*The screen slowly cross fades back to the interview.*)

Interviewer: And in school you talked about it?

Child 2: Yes.

Lights up on a classroom scene, the children are sat on the floor, they all look rather sad. The teacher addresses them.

Teacher V/O: I know you've all been quite upset since ****child 2**** told us what had happened on the bus. So today I thought it was important for us to talk a little bit more about what happened and why some people might behave in this way. Has anyone ever heard the word 'prejudice' before?

Child 9: Yes, Mrs Fellows, I've heard it. It's when you judge someone without really knowing anything about them I think.

Teacher V/O: Well done ***child 9*** that's absolutely right.

Child 8 puts up their hand

Child 8: So, like, when ***child 2*** saw the men being horrible on the bus? They didn't know anything about the lady they were being mean to, she could have been the nicest person you ever met, but because she has wearing a hijab they were horrible to her.

Teacher V/O: That's right they 'pre-judged' her, based on what she was wearing. That's where the word 'prejudice' comes from. 'Pre' meaning before, 'judge' to make a decision about something or someone. So judging before you actually have any facts about someone. How do you think being pre-judged might make someone feel?

Child 4 puts up their hand

Child 4: Well, it would feel awful, make you really sad.

Child 5: It's like when people think I'm not very good at football because I'm a girl. Actually it makes me really angry too, not just sad.

Teacher: Good example, yes it's exactly like that.

Child 6: Seems very unfair.

Teacher V/O: You're right it does. One of the worst things about prejudice, be it about someone's religion, or their gender as ***child 5*** has mentioned, is that it can lead to something called discrimination. Has anyone ever heard of that word?

Silence

Teacher V/O: OK. Well discrimination is when someone acts on their prejudice, so instead of just judging someone without knowing all the facts about them, they actually treat them unfairly because of it; like stopping someone from playing football because they are a girl, or not giving an older person a job because of their age.

Child 7: That's pretty horrible.

Child 9: Stuff like that shouldn't be allowed to happen.

Teacher V/O: So how can we stop it? How can we stop people being prejudiced and discriminating against others? This is a big question and one that I want you to give great thought to. I want you all come up with some ideas. This is going to be our new class project. Since we are already looking at religion, Christianity and Islam, I want this to be your focus. How can we create greater understanding about these religions? To tackle prejudice and discrimination.

Back to interview on screen.

Interviewer: And you started thinking? About what you could do?

Child 2: Yes.

Child 1: It was pretty difficult.

Child 3: How can you change people's minds about things? How can you stop discrimination?

Interviewer: It's a huge question. Impossible even.

Child 1: But you've got to start somewhere.

Child 2: And so we did. We started looking at what was going on in the world.

Child 3: At the news.

Child 1: There was so much hatred and misunderstanding.

Child 3: It went against everything we had been taught about religion, everything we'd learnt in school about respect and understanding for everyone.

Child 2: It made us want to do something even more.

Child 3: To show what real people with faith were like.

Child 2: So we started to talk to people.

Child 3: Went out into the community. Held interviews with Muslim and Christian people.

Child 1: To find out real things about everyday religion and how people live their lives by it.

Community interview clips are shown - approx 3 minutes. To include facts about each religion, how people approach their faith and how religion can be misunderstood.

Interviewer: So interesting, and the interviews we've just seen, you use those at your community multi-faith events?

Child 1: Yes.

Interviewer: And whose idea was it to create a multi-faith community event?

Child 3: All of ours really.

Child 1: It felt right to do something together, to show we had respect for all religions.

Child 2: Something positive, a celebration, held at a place of worship.

Interviewer: So tell me about the event. What does it include?

Child 3: Well, we knew we wanted music.

Child 1: And drama.

Child 2: And art.

Child 1: Everyone loves at least one of those things.

Child 2: We wanted to tell stories from the Bible and the Qur'an.

Child 3: And because it was November, the lead up to Advent for Christians, we thought we'd also tell the story of Mary.

Cross fade from interview to shadow screen. The story of Mary begins, with accompanying shadow performance.

SFX music

Narrator 7: While Maryam was praying in her place of worship, an angel appeared before her. She was filled with terror.

Narrator: She said to the Angel,

Maryam: I seek refuge in the Most Merciful from you, so leave me, if you should be fearing of Allah.

Narrator 6: The Angel Gabriel replied,

Gabriel: I am the messenger of your Lord, sent to give you news of a pure boy, a son, who will be born to you. Whose name will be the

Messiah Jesus, held in honour in this world and in the Hereafter, and of those who are near to God.

Narrator/Maryam: Maryam was very confused by this. How can I have a baby while no man has touched me? She thought.

Gabriel: Thus it will be: your Lord says he will make him a sign to the people. It is a matter already decreed.

Leave a bit of a pause so that Gabriel can get off stage.

Narrator 6: The angel's visit caused Maryam great anxiety, which increased as the months went by. How could she face giving birth to a child without having a husband?

B/O on screen leave 3 second gap in narration SFX add birds tweeting, outdoor noise - light wind?

Narrator 7: So she left the place of prayer and went to Nazareth, the city in which she had been born, to avoid public scorn. *(SFX out.)*

(Mary walks across the screen.)

Narrator 6: But the fear and anxiety of gossiping tongues did not leave her. After some months, she could bear the strain no longer. *(Outdoor SFX again, Mary walks back across the screen in other direction with a pregnant belly.)* Burdened with a heavy womb, she left Nazareth, not knowing where to go to escape such a problem.

Narrator 7: She had not gone far, when she was overtaken by the pains of childbirth. She sat down against a palm tree, and here she gave birth to a son.

SFX Sound of baby cooing gently.

Maryam: Looking down at her beautiful baby, Maryam exclaimed, "Oh, I wish I had died before this and was in oblivion, forgotten".

Narrator 6: So worried was she, that she had brought him into the world without a father. Suddenly, she heard a voice nearby.

Narrator 8: The voice said, "Do not be sad; your Lord has provided a stream beneath you. *(SFX running water)* And shake toward you the trunk of the palm tree; it will drop upon you ripe, fresh dates. So eat and drink and be contented".

(5 second pause for Mary to put down baby, then SFX water being scooped in hand and being drunk, 5 second pause then sound of a tree trunk being shaken for 3ish seconds, then SFX of date hitting hand, 8 second pause before narration starts giving Mary time to scoop up Jesus from floor.)

Narrator 7: Maryam was astonished, her baby son, Jesus, barely hours old was speaking to her and giving her comfort. It was a sure sign of her innocence and purity.

Narrator 6: She decided to return to the city, but she was worried - what was she going to tell the people? *(Blackout on screen, sound of a busy market place fades up over 5 seconds before new narration begins.)* As she had expected, her arrival in the city with a newborn baby in her arms aroused the curiosity of the people. They scolded her.

(People are gossiping and judging as she enters the town.)

Person 1: This is a terrible sin that you have committed!

Person 2: O Maryam, you have done a great evil.

Person 3: O sister of Aaron, your father was not an evil man, and your mother was not unholy. How can this be?

Narrator 7: But Maryam put her finger to her lips *(Shh SFX)* and pointed to the child. To their total amazement, the child began to speak with great clarity.

Narrator 8: "Indeed, I am the servant of Allah", said the baby Jesus, "He has given me the Scripture and made me a prophet. He has made me blessed wherever I am, has enjoined on me prayer and charity and did not make me arrogant or miserable. Peace be upon me the day I was born, and the day I will die, and the day I will be raised alive".

Narrator 6: *(SFX people gasping in amazement.)* The people realised that the baby was unique and very special. Of course, there were some who thought the baby's speech to be a strange trick, but Maryam could now stay in Nazareth without scorn and harassment.

Music ends.

Screen returns to the interview.

Interviewer: So that's a story from the Bible? I don't remember Jesus talking.

Child 2: That story is actually from the Qur'an.

Child 1: But you're right. There are lots of shared stories and people from the Bible and the Qur'an.

Child 2: In the Bible the Angel Gabriel also visits Mary to tell her that she will have a baby.

Image on screen of Gabriel visiting Mary.

Gabriel: Greetings you who are highly favoured. The Lord is with you. Do not be afraid.

Child 3: Only here Mary is already engaged to be married to Joseph.

Image of Joseph doing wood work. Angel Gabriel enters.

Child 1: Joseph knows the child is not his but that leaving Mary will disgrace her. So the Angel Gabriel visits him also.

Gabriel: Joseph, do not be afraid to take Mary home as your wife, what is conceived in her is from the Holy Spirit. She will give birth to a son, and you are to give him the name Jesus, because he will save his people from their sins.

Child 1: So Joseph takes Mary, as his wife to Bethlehem, the place of his birth, to register in the census.

Image of pregnant Mary/Joseph/donkey travelling to Bethlehem on screen.

Child 3: But when they arrive there is no where to stay and Mary is forced to give birth to Jesus in a stable.

Nativity image on screen.

Child 2: Quite similar stories really, a very special baby, Jesus, is born to the virgin Mary.

Screen cross fades back to interview.

Interviewer: I never knew that Jesus was in the Qur'an.

Child 3: Yes, Jesus is an important prophet in Islam.

Interviewer: Fascinating. So what else happens at the events? You mentioned music and arts?

Child 2: Yes, that has been brilliant. We created a new song which is sung at every event.

Cut aways of the community learning the song.

Child 1: People all over the community learn it, ready to sing together.

Child 3: And before the event, everyone comes together to make lanterns as light is very important in both religions. (*Cut aways of lanterns being made by the community.*)

Child 2: Christians believe Jesus is the light of the world and Muslims believe that the prophets bring light to those in darkness.

Child 1: Each event begins with a lantern parade and ends with a song.

Interviewer: So after the first event, that's when the press became interested?

Child 1: Yes, we were approached by the BBC.

Child 2: They'd heard about what we were doing and wanted to put it in the news.

Child 3: And that's when things really got going.

Child 1: People wanted to hold events all over the country.

Child 3: The government gave us funding.

Child 2: Within a year there had been 15 events in communities around the country.

Interviewer: And incidents of religious discrimination began to fall?

Child 2: That was the best thing, yes.

Interviewer: And now its gone global?

Child 1: Yep!

Interviewer: What an astonishing achievement!

Child 2: Thank you. It's changed all of our lives in so many wonderful ways.

Child 1: It's helped people to see the person behind the religion.

Child 3: We just wanted to do something positive. To help make the world a better place, I suppose.

Interviewer: Well, you've certainly done that. Three years on and there are events all over the world in November. You must be incredibly proud.

Child 2: Yes, yes we are.

Music begins to play and the song is sung.

END