

# THE PROCESS

## SPRING

Wks 1-2:  
Consulting members on what sort of stories they were interested in developing.

Wks 3-4: 'The Island of Banulah': exercise in developing a storyworld through role-play and improvisation.

Wks 5-6: 'Llew Llaw Gyffes': storytelling from the Welsh Mabinogion by Cath. Group transpose it to modern times via improvisation.

Wks 7-9: Members tell own favourite myths to the group (e.g. Baldur and Loki, Romeo and Juliet, Dracula), who explore them through improvisation.

Wks 10-11:  
Creation of a map of a land where all these myths could take place, and characters who might live there. →

*'The wish-list included: romance, snogging. Horror. Murder. On a train? Physical comedy, Charlie Chaplin, satire. Something mythological. Victorian Gothic..'*

*Each group, interestingly, showed a scene that was not in the story: one showed teasing of Llew by the other children for having no name, the other showed an imagined hauling in of the fish man by fishermen..'*

*'I introduced her version of Romeo and Juliet: "It's a special version that you might not have heard before, because it's the parts that are most important to me."'*

**Easter holidays:** practitioners develop plot and script based on group's interpretations of myths:  
*a divided seaside town with a dark secret, which greedy developers threaten to disturb*

## SUMMER

Wks 1-2:  
Embodiment (via improv) of our 'Mythic' land, past and present

Wk 3: Introducing young people to their characters, the meanings of their names, and the script.

Wks 4-9:  
Rehearsal of play

**Wk 10: Dress rehearsal and performance of 'Mythic'**

Wks 11-13: Evaluation and debrief sessions – developing young people's understanding of the story and their characters. →

*'I see the benefit of the young people's ownership of the stories, in their ability to grasp everyone's roles in the present-day scene, and how they relate to Romeo and Juliet.'*

*'As he introduced each character's name, there were smiles of recognition all round. The names define the roles they have been exploring over the past term or so. E.g. Alexander (defender of men) Balder (from the myth); Geoffrey (stranger and peace).'*

*'Some young people were shocked/displeased by the turn of the plot – they wanted a more bloodthirsty ending. But they formed (literally) as a knot during the break and discussed it, and most decided to support the ending that had been written.'*

*'I told the story of how everyone came back together for ten-year anniversary of Kite Festival. I then interviewed each person about where life has taken them and what has happened in the town. This turned into a forty-minute whole-group role-play!'*