

Robin Hood – street drama

A Story Valley case study, presented as an example to support other settings to run the programme

Background information

This case study was submitted by Donald Smith (pictured), of the Scottish Storytelling Centre. Donald delivered Story Valley as part of the Scottish International Storytelling Festival.

He delivered Story Valley in 11 sessions over seven weeks, with a group of students from nearby Edinburgh College.



Delivering Story Valley

This section will provide an example of how Story Valley can be delivered as a coherent project.

In particular, you may find this useful for the ‘get creative’ module – providing ideas of how to develop the stories shared in your initial sessions into a creative project.

<p>How did you plan your first Story Valley session?</p> <p>To introduce the experience of live storytelling and the skill involved, along with questions, discussion, and outlining the project. All of this was well-supported by Edinburgh College staff/course leaders.</p>
<p>How did you engage students with finding and telling stories?</p> <p>We began with traditional sources about Robin Hood, outlaws, and woods/forests, and then explored the contemporary ecology of woods, politics of poverty, economic and legal oppression etc. to see how we might reposition and interpret the traditional sources</p>
<p>What surprised or interested you about the stories that emerged as part of Story Valley?</p> <p>The way in which participants recognised the older stories as relevant to present day society. Also, the students quickly adapted in four workshop sessions to the kind of skills needed to re-tell the stories owning their own roles.</p>
<p>Can you provide some examples of creative projects students completed as part of Story Valley?</p>

The group helped re-work the material into a contemporary street drama which was taken out and performed in community venues, including three community gardens. The performances ended with the audience and storytellers going off to explore the trees and plants.

Can you provide an example of how creative thinking and creative practice were developed by your students throughout the project?

The way in which participants recognised the older stories as relevant to present day society. Also, the students quickly adapted in four workshop sessions to the kind of skills needed to re-tell the stories owning their own roles. They worked hard on their own and collaborated as a group to deliver the storytelling experience.

Describe one student or group whose work stood out to you during the project

The whole group came through together.

What went well and what you would do differently in the future when running a Story Valley project?

It would have been good to share an experience of storytelling skills with a wider student cohort before focussing in on the project.

Can you summarise any formal or informal feedback you have received from students regarding their involvement in the project?

We had a feedback discussion and students valued seeing the whole process through from initial idea to community performances. They appreciated being given creative ownership and initiative within a collaborative process. They enjoyed the fact that the workshop leader also participated in the events. The events were well-attended, and they understood the factors that made for successful engagement. They appreciated that their Story Valley project featured as part of the Scottish International Storytelling Festival, and that they appeared at the official launch.

Sharing creative work

The section will provide an example how students' work was shared – which might provide ideas for sharing your own group's project(s).

On what scale was students' work disseminated?

- Internally
- In your local area
- Nationally -yes
- Internationally- yes

<input type="checkbox"/> Other (please describe)
Describe how students shared their work as part of your project
<p>The group helped re-work the material into a contemporary street drama which was taken out and performed in community venues including three community gardens. The performances ended with the audience and storytellers going off to explore the trees and plants.</p>
Can you share any examples with us? (e.g. links, images, videos)
<p>You can find a video of the performance on the Story Valley website.</p>
Did students benefit from the process of sharing their work? If so, how?
<p>We had a feedback discussion and students valued seeing the whole process through from initial idea to community performances. They appreciated being given creative ownership and initiative within a collaborative process. They enjoyed the fact that the workshop leader also participated in the events. The events were well-attended, and they understood the factors that made for successful engagement. They appreciated that their Story Valley project featured as part of the Scottish International Storytelling Festival, and that they appeared at the official launch.</p>

Integrating Story Valley with your curriculum

In this section, the Story Valley deliverer reflects on how they used Story Valley to meet wider goals and outcomes, which might prove useful in setting up or pitching a project in your own setting.

The deliverer also describes their formal and informal evaluation practices; providing ideas on how to explore and communicate the programme’s impact in your community.

Are the students in your Story Valley project studying on a course or for a formal qualification?
<p>NC Acting and Theatre Performance</p>
What was your main objective when you began the Story Valley project?
<input type="checkbox"/> To build students’ literacy skills <input checked="" type="checkbox"/> To connect students to stories and storytelling <input checked="" type="checkbox"/> To build students’ creativity and/or creative skills <input checked="" type="checkbox"/> To connect students from different backgrounds <input checked="" type="checkbox"/> To engage students with their learning <input type="checkbox"/> Other – please explain

How did you embed Story Valley into your curriculum?
<input type="checkbox"/> Story Valley was delivered as part of students' curriculum course <input checked="" type="checkbox"/> Story Valley was delivered separately – as an extra-curricular activity
How did the Story Valley project link to the objectives of your curriculum?
To introduce a distinctive set of skills and interactions complementing the drama course content.
Did you assess the impact of Story Valley on your students? If so, how did you approach assessment?
<p>No formal assessment but:</p> <p>We had a feedback discussion and students valued seeing the whole process through from initial idea to community performances. They appreciated being given creative ownership and initiative within a collaborative process. They enjoyed the fact that the workshop leader also participated in the events. The events were well-attended, and they understood the factors that made for successful engagement. They appreciated that their Story Valley project featured as part of the Scottish International Storytelling Festival, and that they appeared at the official launch.</p>
How did Story Valley add value to your students' attainment and achievement?
It gave confidence to students in their creative and collaborative skills, and took them through the whole route from initial concept to public delivery