

My name is Maya





My Name is May Story Building Pack



This resource is designed to accompany the live performance of 'Transporter', to be used back in your school after watching the show. It is based on graphic novel style illustrations of the 'Transporter' script by artist Joely Dean.

Each page illustrates a section of the play and is accompanied by an exercise that is designed to get pupils thinking about the themes explored in the play and to enable them to start creating their own stories and poems based on these themes, or to enable group discussions.

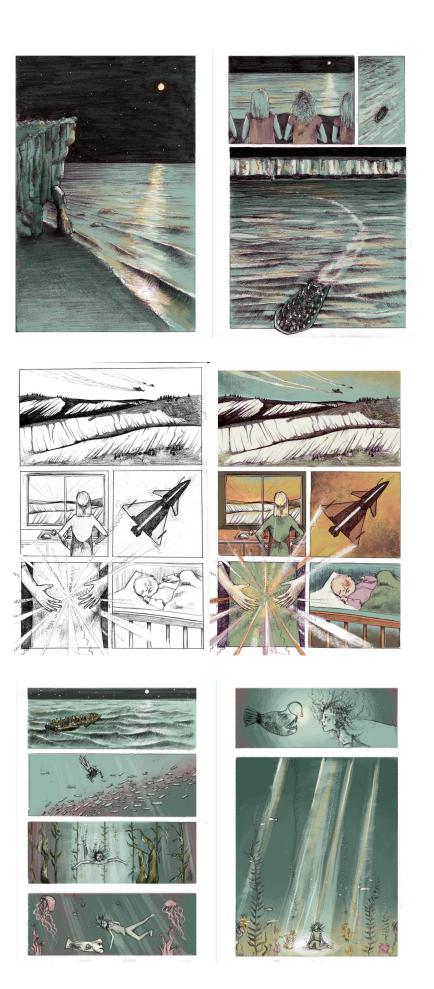
Each one of the exercises can be completed by the whole class together, or in smaller groups of any size. They can be done in whichever order you like, and are designed to be flexible in terms of how long they take - you could pick one and spend ten minutes on it, or you could really take your time and use the pack to run a longer project spread over a number of weeks. You can also simply use the images as a visual stimulus for devising, story writing or debating.

If you have any questions about the storybuilder, or would like to enquire about booking a session in which an artist delivers the content, please contact admin@theatriolo.com





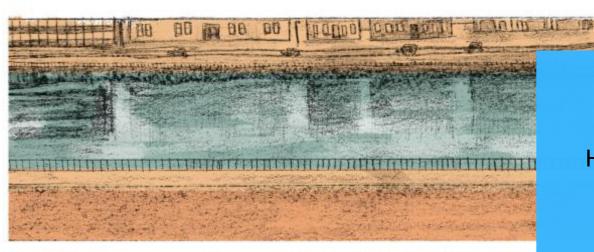


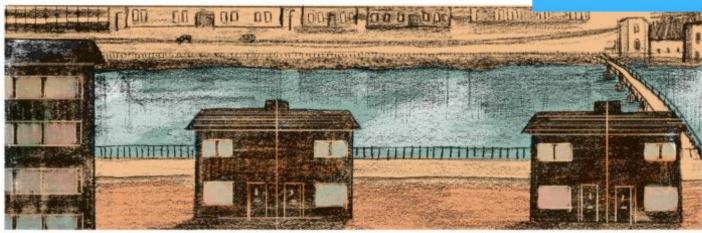




'So.... what's it like round here?

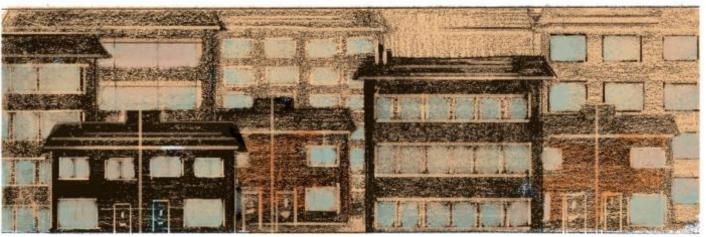
How do you think Maya is feeling as she stands on the threshold of yet another new beginning? Imagine you have just moved to a new city, what questions would you have? Write a list of thirteen questions.

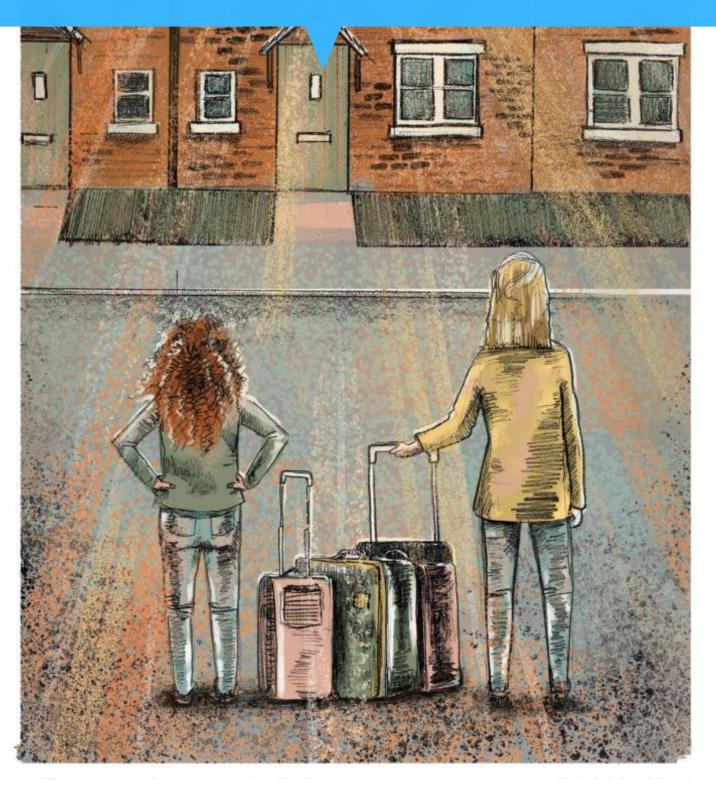


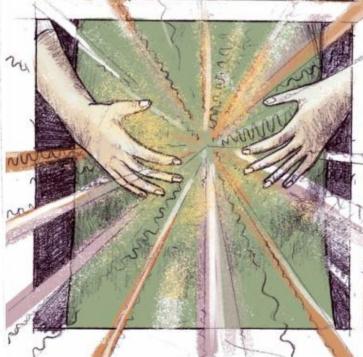


The











What do you think is happening here? Write your own version of the story.

We moved to a town with a lot of white buildings. We moved to a village where you can hear frogs croaking at night. We lived near the sea once...

In the play, Maya talks about the many places she has lived in. Write a collective poem by each person contributing a line about the place where they live or have lived. Each line should begin with 'We live...' Try to choose specific details (e.g. 'We live in a house with blue window frames' or 'We live on a street with lots of speed bumps'). Arrange the lines in order you think works best.



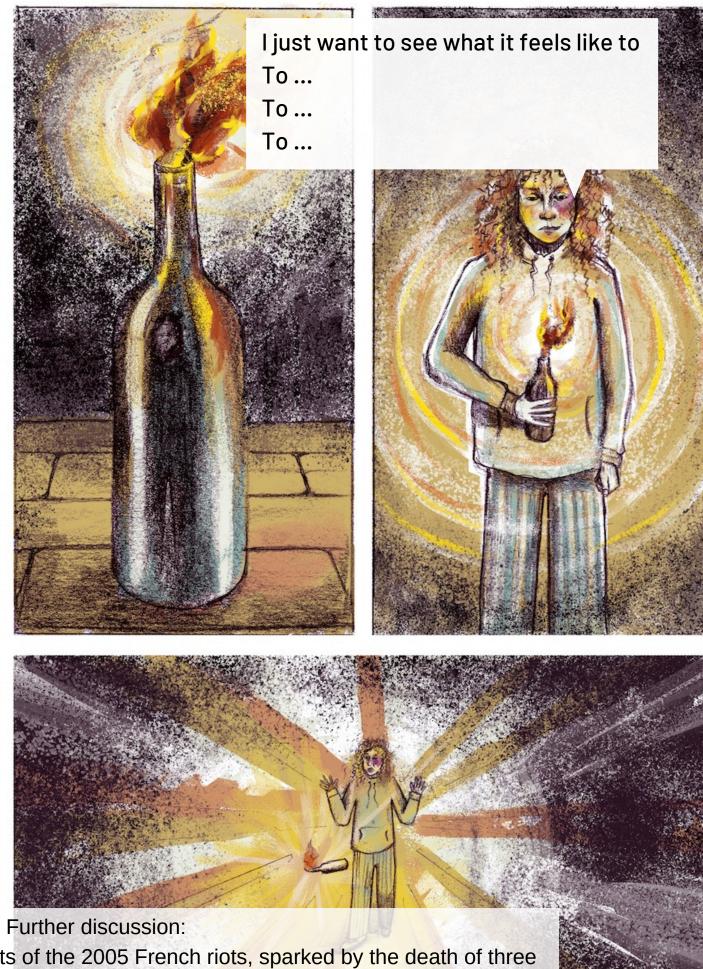


I pick the bottle up. The glass is too hot, too hot to hold for long.... I just want to see what it feels like to throw something, to smash something, to start something. I want to forget everything... being a daughter, being a girl, being thirteen.

At this point in the story, Maya is about to rebel in a way she never has before.

Imagine you are Maya. What are you thinking about? What are you feeling?

Complete the speech bubble with your own thoughts.



This story is based on the true events of the 2005 French riots, sparked by the death of three young boys. https://en.Wikipedia.org./wiki/2005_French_riots Why were people so angry? What other circumstances might result in civil unrest? 目

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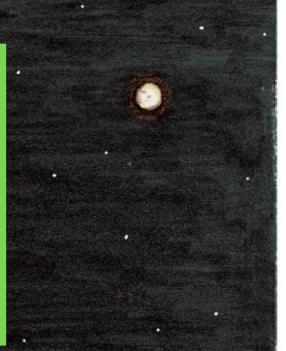
I want to forget everything... Being ... Being Being

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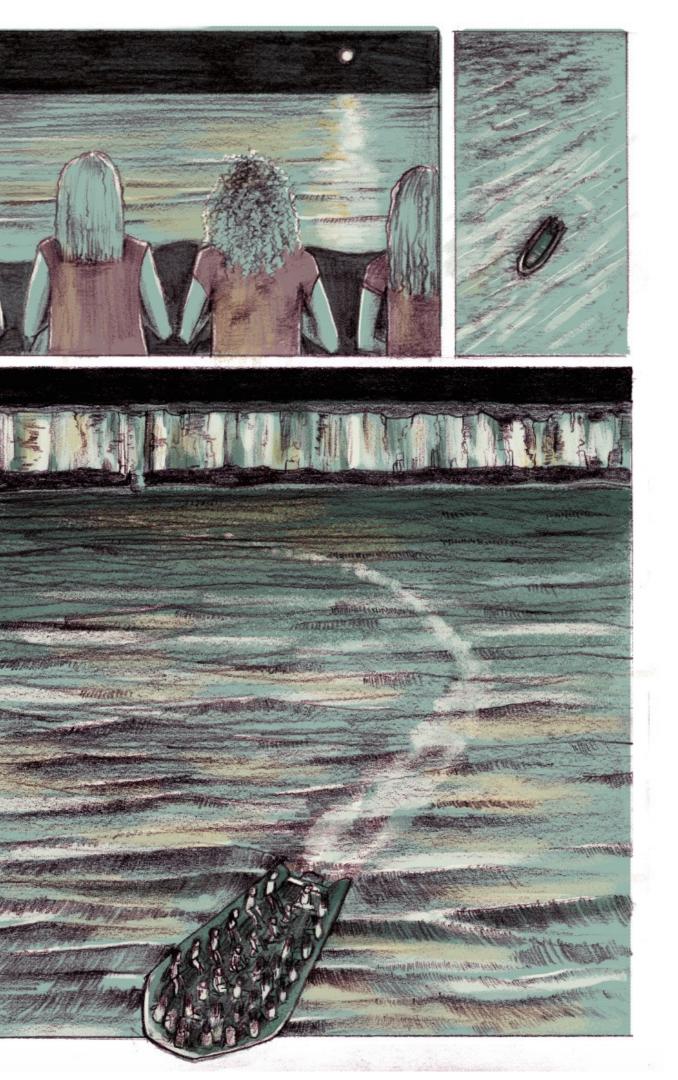


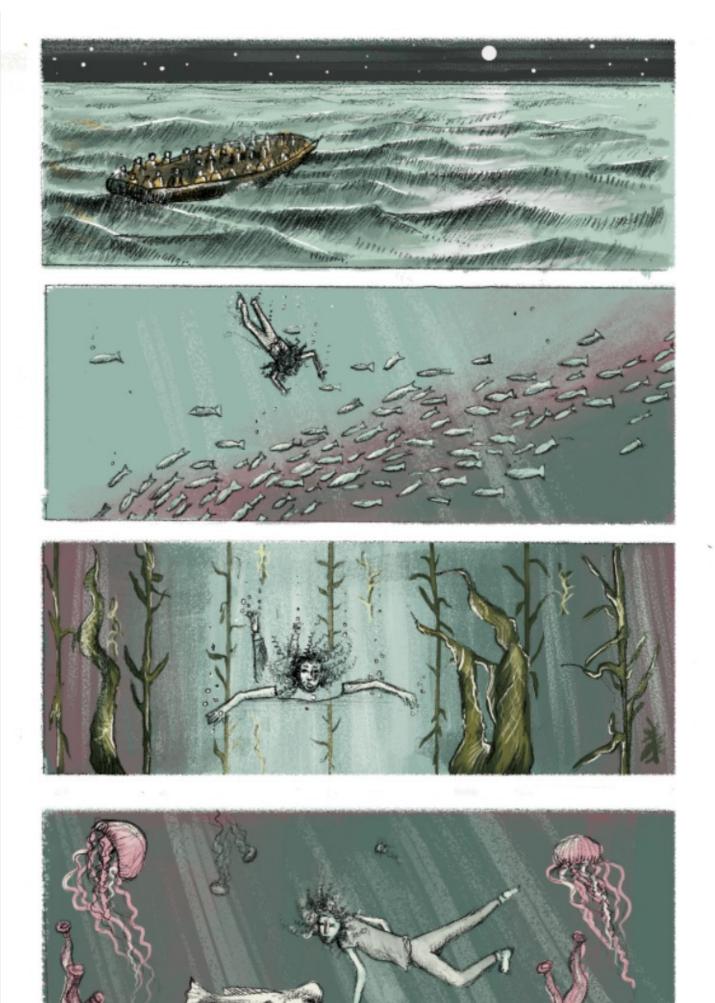
 Discussion: Every day people are making dangerous journeys, risking their lives to reach another country. Why do you think people might do this?

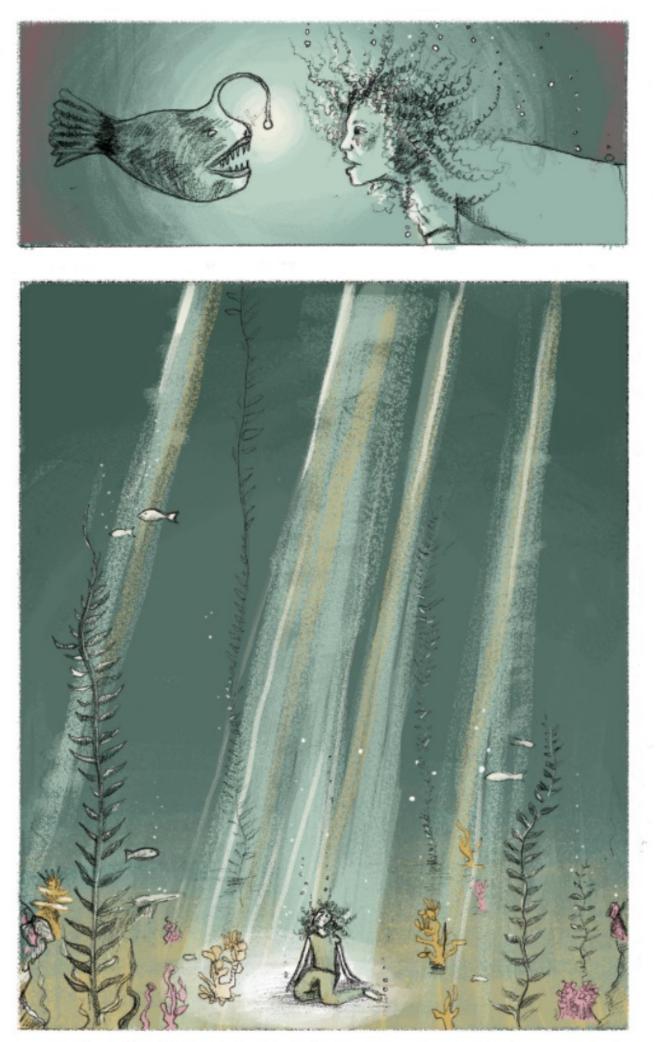
Resources: refugeeweek.org.uk/resources Cafod.org.uk/Education/Secondary-and-youth





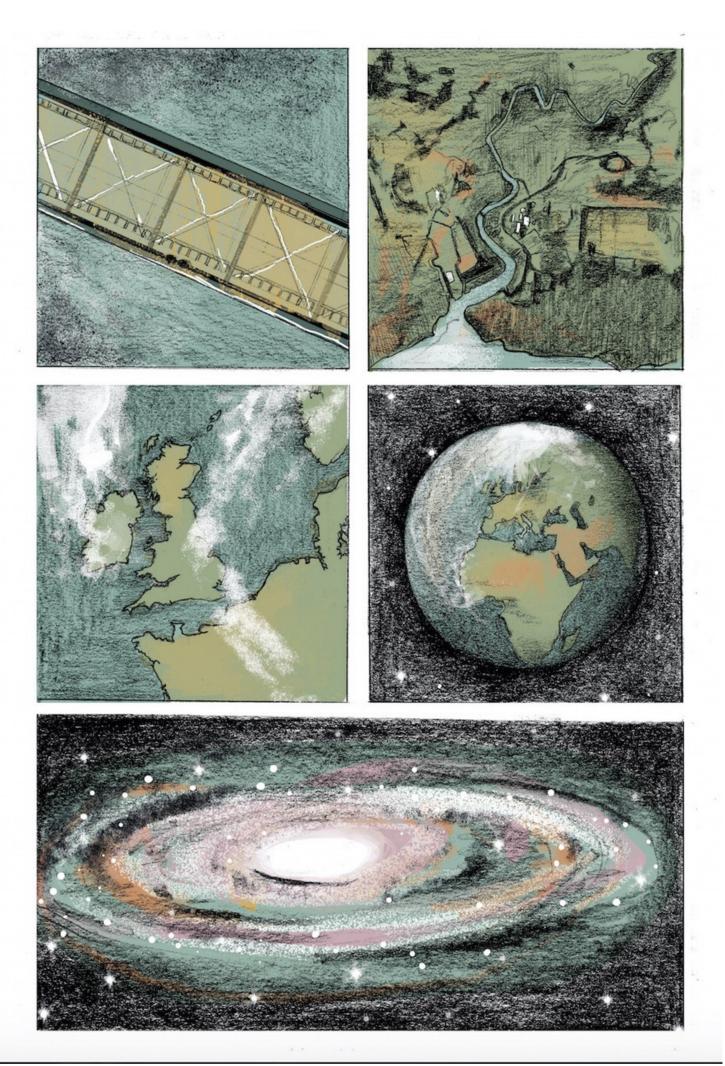






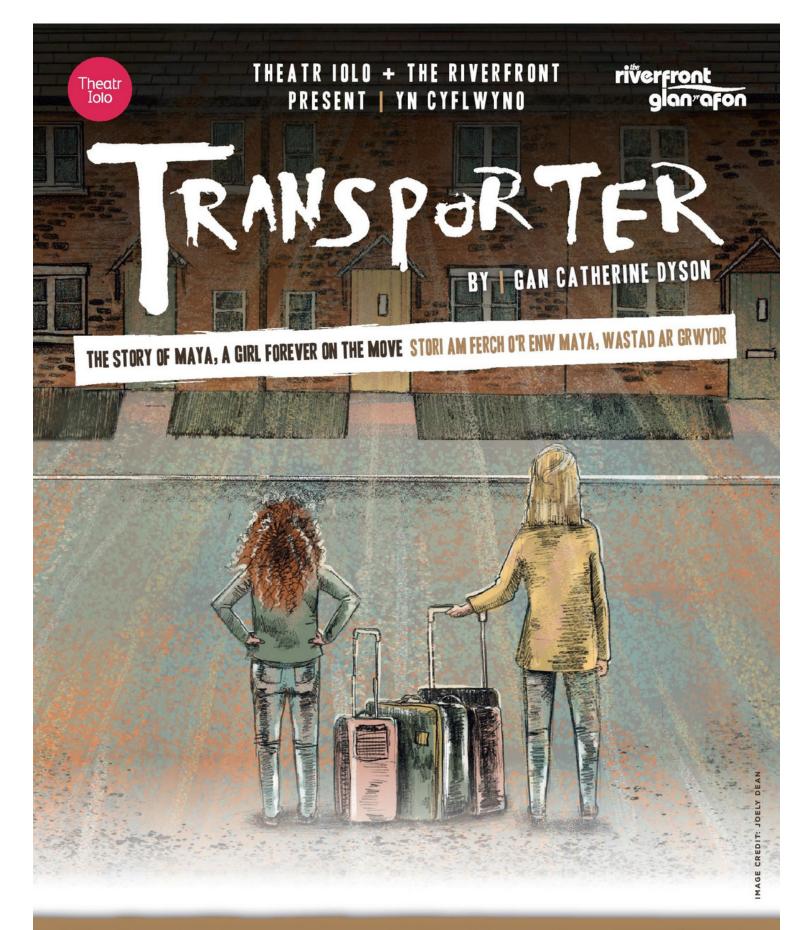
The safest place on Earth?

Think of a place, real or imagined, where you feel safe. Write a list poem or an alphabet poem about this place. Use specific images and details.



What happens next?....

At the end of the play, what do you think happens next for Maya? Use this space to write your ideas about this.



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