

2/26

Today was the first day of the new module. I have seen how difficult it is to teach young children. Their education at a young age plays a vital role in how they grow up. So, it feels a little overwhelming to play a part in that. This also gives me a chance to step into my younger self.

3/5/2026

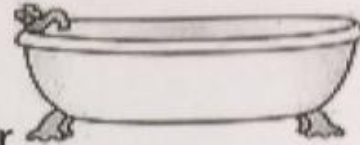
Deciding what workshop to do for the kids was so difficult. Finding the fine line with making sure they know what is going on but without being patronizing to the kids was hard. And there is also a lot of rules that I have never had to follow for a long time. This module is a little overwhelming with all that planning on top of the other module were doing. Having to be in class all day just planning gets physically exhausting.



Performing The Sound Collector was so scary. Kids are very honest, and they can see right through you. I think we all underestimated how smart they are. I was so nervous to do our workshop because I didn't think the kids would want to participate. It was very movement heavy, and it would have only worked if they were willing to participate. I think we had a good group. I was explaining the rules of the game and all the kids looked confused so I lost hope that they would jump in when it was time, but luckily once I said "green," they all just went straight into playing which made me happy. I think they had fun.



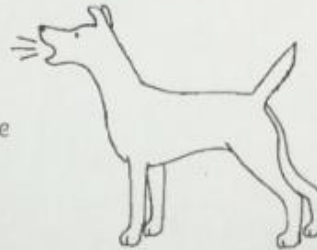
The Sound Collector



A stranger came this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away
The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock



The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes



The hissing of the frying-pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill

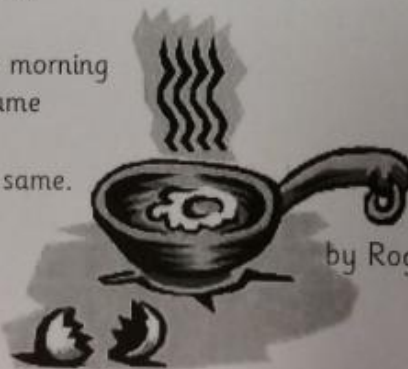


The drumming of the raindrops
On the window-pane
When you do the washing-up
The gurgle of the drain

The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair



A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same.



by Roger McGough

It was so funny to see how all the groups had different takes on the poem. I didn't know that we were going to perform it together. I'm glad we were able to find a smooth transition into each group doing the poem.

3/11/2026

After the sound collector I am overthinking how to go about Lady of the Lake. Now that we have seen the kids and interact with them, I know what they like and do not like. Which adds to the pressure of having to figure out a workshop to keep them engaged. Coming up with workshops is the toughest part. I think with our group being 4 people and we all must have something different it might be hard.

I see how we use Mantle of the expert even during the first workshop. Stepping into the world we are building with the children helps them open up their imagination. One of the best ways that I have seen our class use Mantle of the expert is during the hot seating, where the kids get to ask questions and investigate whoever is in the hot seat. It helps the children think critically and immerse themselves in the role they are playing.

The image is a screenshot of a presentation slide displayed in a software window. The window has a yellow title bar with the text "PROTECTED VIEW This file couldn't be verified by Microsoft Defender Advanced Threat Protection. Unless you need to edit, it is safer to stay in protected view. Enable Editing". The slide itself has a black background with a large yellow rectangular area in the center. On the left side of the slide, there is a vertical sidebar with several smaller yellow rectangular notes. The main yellow area contains the following text:

From Lowri's First Session Notes

Drama Workshop Based on Dorothy Heathcote Theory
Workshop Theme: The Museum Mystery

- Approach: Mantle of the Expert
- Age: 10+ (adaptable)
- Length: 60–75 minutes

Learning Focus

- • Collaboration
- • Problem-solving
- • Speaking & listening
- • Critical thinking
- • Role immersion

The sidebar on the left contains several smaller yellow notes with text that is mostly illegible due to the small size. At the bottom of the window, there is a status bar that says "Slide 2 of 23" and a zoom level of "100%".

Fraser, D. Aitken, V. & Whyte, B. (2013) *Connecting Curriculum: Linking Learning*. New Zealand: NCR Press

Chapter 3

https://www.mantleoftheexpert.com/wp-content/uploads/2018/01/MOTE-Chapter-3_Aitken_Pages-from-Connecting-Curriculum-Fraser-v3-220213-1-1.pdf (Accessed on 4th February 2026)

Using this technique, I have tried to come up with some possible workshop ideas to do with the children. They were so good last time, I hope it remains the same.

3/16

After doing the different games and activities with Lowrie, it has helped me find some games and icebreakers that will help with my workshop. Our group has also taken a different approach to the play by having all the roles in the play, the mother, farmer and the narrator. We had enough people to play all the parts in the play, but we thought it would be more fun and intriguing to have us alternate roles and use the space where the kids would be sitting.

The days are so long and exhausting. Having to be kids and doing all the movements for the different groups is very tiring. I was also having a hard time finding a workshop to do with the children. We are the group that has the most time with the children, so I want something that they are going to enjoy without getting bored. I looked up some YouTube videos here and there to see if I can find something useful.

Education through drama and theater | Mohammed Awwad | TEDxNicosia.
(2015). *YouTube*. Available at: <https://www.youtube.com/watch?v=vOLhlQhFFKo>
[Accessed 14 Apr. 2020].

3/22/2026

I think one thing I did not consider were all the rules that we have to follow when dealing with children. And it's not just the usual rules of not cursing around them but even how we speak to them. It all must be considered to build their imagination. And having to remember that we are their facilitators and not their teachers. I always had to remind myself not to cross those boundaries.

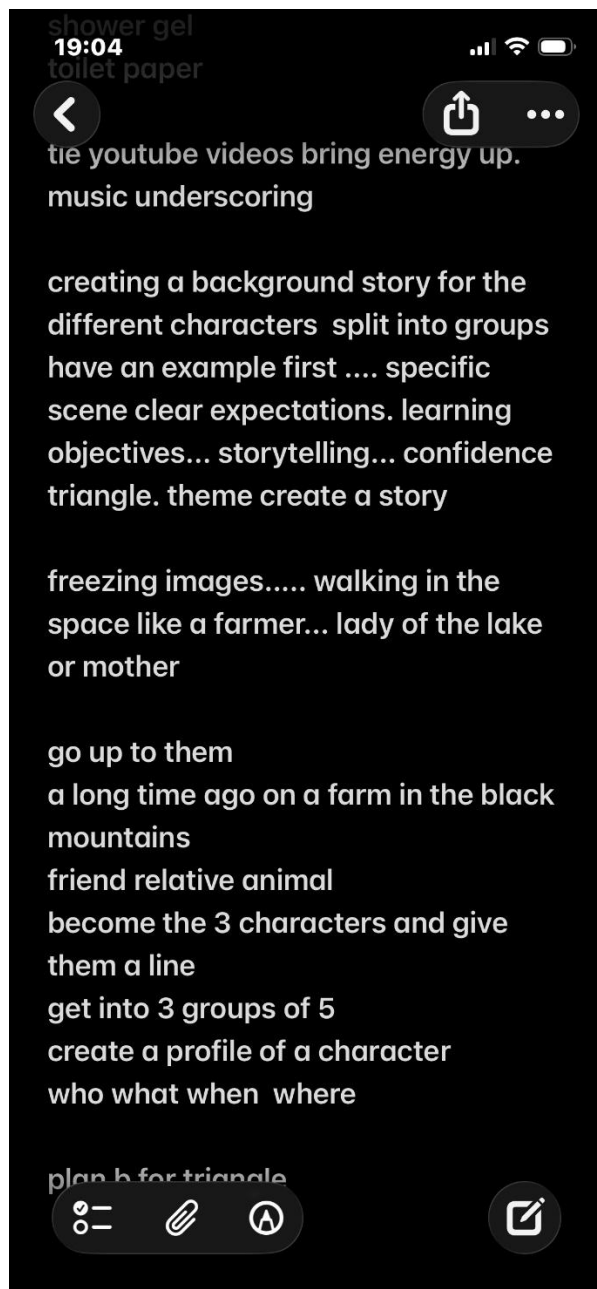
3/25

Workshop idea

For my workshop I wanted to focus on storytelling. After playing a lot of games in class like hot seating and using an object to tell a story or a freeze frame I wanted to do something along those lines. I was writing down some ideas in my notes app on my phone to use to come up with one big idea.

My idea is to have the children create new characters that can be a part of Lady of the Lake. They will be put into groups to come up with one character each and then they will all share with each other. I thought about them moving in the space as these characters, but it would be repetitive since someone else in the group had planned to do the same thing. We also went overtime so we each had to cut down on our workshops. After picking the characters, they will get into a triangle while building off each other to create a story. I will give them the first line, for example, "a long time ago," and then the next child will run and say something until the story comes to an end.

The only problem is that they might not be confident enough to come up to the triangle. So, I will read the room when I get there and then maybe I'll keep them in a straight line. I have also asked my group members to help me out in case the children are shy.



When I presented it for the first time, I got some notes from Lowrie that I needed to implement so I worked on those and presented them again and it went a lot better. Hopefully it turns out fine.

3/26/2026

Today was the day of the assessment and I was so nervous, but I was ready to wrap it up. I woke up on time and got a coffee so I can have the energy to keep the children engaged. I

walked over to the school and waited for the children to finish their assembly. When we walked in it was different from what we imagined the space to be. So, we discussed with the group where to put the children in the audience. When we started with the lady of the lake, I still had some nerves in me, but because we had practiced this play like one thousand times the nerves went away immediately. I think they enjoyed the play, they looked engaged, which is always a good sign. During the ice breaker I wanted to use the opportunity to engage with the children and make the environment as comfortable as possible. I wanted them to see me as a friend and not a teacher

When we got to the first workshop, I could already tell that we had a shy group. But they looked like they would have more fun if they did their activities in small groups. So, I knew that when it came to my workshop, I had to resort to plan B. Maybe my original plan would have worked, I don't know but I was too scared to risk doing the triangle storytelling. When it came to my workshop, I explained it all and they seemed to understand everything. I found it easier to explain everything while in the circle than send them off to their groups.

Because I had already decided to go with plan B I had to update the rest of the group, so they are not ambushed when I explain hot seating. I think it worked better because even the children that were shy were still able to participate without the pressure of doing it in front of the whole group. I think my session went well from checking in with each group. They created the characters, and they asked the questions, so my goals were achieved.

By the end of the workshop, the children wanted to keep going, it felt like they were just warming up. The further we kept going with the workshop the more open they were to participate. Even with the kids that were not necessarily cooperating, I still found ways to create a compromise with them without necessarily having to be their teacher. It was a great experience to teach young audiences about theater. It takes a lot of preparation and energy, but in the end, it is rewarding.