



Learning Through Drama: The Tunnel (3 hour workshop)

This activity is followed by a short immersive video in English. Scroll down to watch.



Purpose

These learning activities are an opportunity to increase your confidence and competence in creative arts learning.

1. To engage in creative arts learning experience
2. To reflect on this experience in relation to your own teaching identity.
3. To apply this learning to classroom settings
4. To build confidence in digital literacy

The object

A selection of stones



Exploring my teacher identity: Learning through drama (1 hour)

Warm-up (5-10 minutes)

Emotional Warm up: Invite the group to sit in a circle. Ask them what colour they are feeling today. Share responses in a circle with a partner.

Physical warm up: Stand in the space in pairs and face each other. Image you are looking in a mirror, one person leads and the other copies as their reflection. Now swap.

Exploring my teacher identity (15 minutes)

Task 1: Thought Journal

Invite each student to explore the following questions in pairs- add these to a large sheet of paper and continue to revisit this.

Do you see yourself as creative?

Write down 3 the attributes of a creative teacher?

Create a group list

Further Reading



Experiential Workshop 1 (35 minutes)

(Explain that you are going to run part of a session as if they were in a class as pupils)

Teacher as storyteller “Let’s say we live near a tunnel that is as old as time. It is a tunnel of stories- many that have been forgotten. Parts of the tunnel have never been explored. This stone (introduce large stone object) was found at the mouth of the tunnel. There are stories told that it has special qualities and some call it the Mother Stone. Others say that it is just rubble which has tumbled away from the wall, much like the stones in front of you.”



1. Mapping the setting

Task 1: Invite the student to choose a stone out of a bag and hold it.

Teacher as storyteller “Let’s say that these stones were from the tunnel. Spend some time with your stone – getting to know it. Feel its contours, finding its rough edges, smooth parts, thinking about texture, shape, weight, size. Think of or write down three words that describe your stone or feelings that their stone prompts. Does your stone have a name or a special quality?”

- Task 2: One by one, invite the students to place their stone on the floor space where they think it may be placed in the tunnel and share their 3 description words (these could be on post-its). As they do so, invite them to share the description and quality of the stone. Model this first to the student (e.g. “One side of my stone is warm and the other is cold, used to make fire and ice”)

Teacher as storyteller: At this point, bring their ideas back into the narrative. You might say “That’s interesting...so you are saying that... the stones have magical qualities...” Introduce some more storytelling which integrates the words that they have suggested (perhaps they are gems which light the way, dragons’ eggs! Accept all responses).

Teacher as storyteller: “The story tunnel has been heated by the sun and lit by the silvery moon. A keeper of stories. It has been a home to animals, insects, birds and humans. It has been a place for keeping people out, keeping people in. A place to meet, to play, to laugh and to cry. It has been a place where people have fallen out and made friends. This tunnel has seen a lot.”

3. Task 3: Mapping the setting

Invite teachers to draw sections of the tunnel. On a giant piece of paper or in small groups with a large piece of paper. Piece them together to create a giant map in the middle of the circle inviting each group to tell /give the other members of the class a tour of their section of the tunnel.

- Critically Reflecting (10 minutes): Thought Journal. Reflect on the session. What was the learning? How was the meaning made?

Revisit the teachers’ creative attributes and add further words

Reflection journal:

- How did I bring the students into the fiction?
 - shift their position
 - establish location
- How did I establish a sense of tension?
- What techniques were used to frame the inquiry questions.

Creating Imagination Spaces: Framing Learning (1 hour)

Warm-up (10 minutes)

Emotional Warm up: Invite the group to sit in a circle. Ask them what colour they are feeling today. Share responses in a circle.

Physical warm up: Stand in the space in pairs and face each other. Image you are looking in a mirror, one person leads and the other copies as their reflection. Now swap.

Experiential workshop 2: Creating characters and backstory:

Teacher as storyteller *"We know that the stones in the tunnel have ancient, magical powers and that the tunnel itself is full of deep unexplored caverns (repeat some of their ideas from the day before). Let's say we were the Tunnel People, living in this place. This is our home. How do we live? What are our jobs? Responsibilities? Fears?"*

1. Task 1: Physical Theatre (25 minutes)

In small groups, invite the student to create jobs in the tunnel. Hint that they may be guardians of the stories. Once they have brainstormed ideas, invite them to create a short mime or frozen image of their jobs. (Create, perform, interpret ideas as a class).

Introduce the idea of a ruler- a Tunnel Guardian. *What rules would the guardian enforce?* In small groups decide on the rules for the community living in the tunnel. Share these

2. Task 2: Creating Tension within the narrative

Teacher as storyteller *"There is one in the tunnel who is not welcome. Never welcome. The one who lives in the shadows of the tunnel. The beast is treacherous. We all know stories about him."*

Invite students to share stories

3. Task 3: Teacher in Role:

I have found a diary extract near the mouth of the cave (Draw them closer around you and read it.)

"I am alone. There is no-one to help me. All the other animals have left our home. Why is it so hard to live together?"

4. Task 4: Solution finding (20 minutes)

In small groups ask the student to negotiate a response- What can be done? What will we need to do first? Could any of the stone qualities help us? What stories are held in the stone of trust, the Mother Stone? (Discuss in pairs, share ideas as a class)

5. Task 5: Critically Reflecting (10 minutes):

Thought Journal. Reflect on the session. What was the learning? How was the meaning made? Revisit the teachers' creative attributes and add further words.



Reflection journal:

1. How did I bring the students into the fiction?
 - shift their position
 - establish location
2. How did I establish a sense of tension?
3. What techniques were used to frame the inquiry questions.
4. How is the character of the bear positioned?

Teacher in role:

This is the key point in the drama and should create a moment of tension. It also opens up safe exploration of the critical inquiry questions.

Creating Imagination Spaces: Teacher as Storyteller (1 hour)

- Task 1:** In small groups, create a den outside using stones and branches.
- Task 2:** Sitting in your den, recap on ideas in relation to approaching the animal who is abandoned, the community in the tunnel and the following events.

Tell a story from the point of view of one of the characters in the tunnel or outside the tunnel. Include an inquiry question of your own. How does it feel to share the stories in an outside space?

- Task 3: The Tunnel:** 3 minutes free write/draw in your journal
- Task 4:** Re-tell a story from the point of view (5-7 minutes) of a different characters in the tunnel or outside the tunnel. Share in a small group. Include an inquiry question
- Task 5: Critically Reflecting (10 minutes):** Thought Journal. Reflect on the session. What was the learning? How was meaning made? Revisit the teachers' creative attributes and add further words. Reflect on the questions below.



Reflection

Now think about these questions in relation to the learning experience.

1. How did you feel during the learning experience? Why did you feel this way? Did anything surprise you?
2. What new skills did you develop most during the activities?
3. What do you think the value of this learning was?
4. Did you experience creative arts as a student?
5. What advice would you give to a teacher who wants to reproduce this learning experience in school?

Planning creative classrooms

Now think about how you would bring this learning into your classroom. You are encouraged to plan your lesson using your professional imagination to create your unique plan.

How would you link these creative experiences to the curriculum?

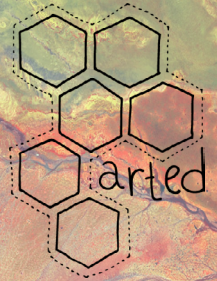
How would you structure the lesson? (prompt see IO1 and IO2)

How could you create the learning environment that you need?

What could be potential barriers? How would you overcome these?

How could your digital experience transfer into your classroom teaching?

The Tunnel



Experience the activity below



You can also access this video on youtube on <https://youtu.be/vZI095-kdmw?si=PrdaLFRiiZaT3dcB>