

## Immersive Activity to Promote Reflection

This learning activity should be undertaken in a group and facilitated by two people. It allows participants to imagine they are in fictional world which permits them to maintain a distance from the topic being explored and yet promote critical reflection on inclusive teaching.

### Shared immersive learning activity: Creating the Wasteland (40 mins)

**Creating a contract/Protection into role:** Facilitator 1 to ask participants if they are happy to enter the fiction/imaginary world? This means that they will have to think 'as if' they are in a different place/time/person.

**Roles:** Decide on which members of the group will observe the activity, noticing the ways which learning happens between us. What roles do the other participants including the facilitator take?

Facilitator 2 will act as a word collector, writing down rich collective vocabulary created by the group within the fiction (higher level vocabulary).

**Entering the fiction/Creating identity:** *What if* you were a group at a neighbourhood watch meeting and you all lived locally. Imagine that you are a new member of the group joining for the first time. *What if* there was also a piece of wasteland which had been derelict for 20 years near to the site of the meeting/ local school?

**Facilitator 1** exits room, knocks on door and re-joins the group, sitting in a circle and says: Hello everyone, I am pleased to join this group for the first time. I was wondering if you could tell me something about the wasteland near here. I have heard some worrying and strange stories about the happenings there. I know that many of you have lived in the area for some time. I am particularly concerned as my young daughter walks passed the wasteland on her way to and from school each morning.

**Facilitator 1 says:** Think "as if" you were in the story. Draw something that you think might be on the wasteland on a post it. Invite each to place the ideas on a giant piece of paper placed in the middle of the circle to represent the Wasteland. (the group will connect ideas, create a backstory).

**Facilitator 1 says:** (Drawing out connection and deeper questioning from the group) That's interesting, so you're saying that....

**Facilitator 1 says:** *What if* you were had secretly visited the Wasteland as a small group to find out more. You come across some artefacts.

**Facilitator 1 leads** the group to the corner of the room where they find a makeshift shelter, cans, blanket, a newspaper article about a missing girl, reports about a homeless person. What do we know about this place now? What questions do we want to ask?

### Writing in role

Facilitator 2 asks participants to write about their secret visit to the wasteland. What did they see and hear? How did they feel?

Participants may choose from:

- Twitter
- Newspaper/journal

- Poem
- Diary and recount
- Police report
- Explanation text
- Story opening

Share your writing with 2 other people and discuss the assumptions they made when they found these artefacts.

### **Whole Group Reflection**

- How did it feel to write from/in the drama?
- Is there anything that surprised you about the experience?
- What assumptions did you make about the person living in the tent?
- Do we make assumptions about pupils in our class?