



Exploring



“Is it dead?”

“Its not real! It’s a toy.”

“Its sleeping”



“Its eyes are open”

Lucy N: “A witch has put a spell on it that’s why its eyes are open.”

Jessica C (after holding it)
“It’s a real one!”

Daniel talking ...

We went up to the top path
down the steps – Ellie fell over
down to the stream – there was yucky water we couldn't go in
We made stepping stones to cross the stream

*Daniel and Gracie used our shoes we had taken off to make stepping stones and walk across
and tried not to step in the water*



*Daniel made a fire with sticks and put sticks into the
frying pan Evie had made [from a plastic hat] on her
fire*

*He used a water bottle as the kettle, heated up hot
chocolate and poured it into cups to share*





“They need more water, can we get some more water?”

Rosie goes to get some more water.

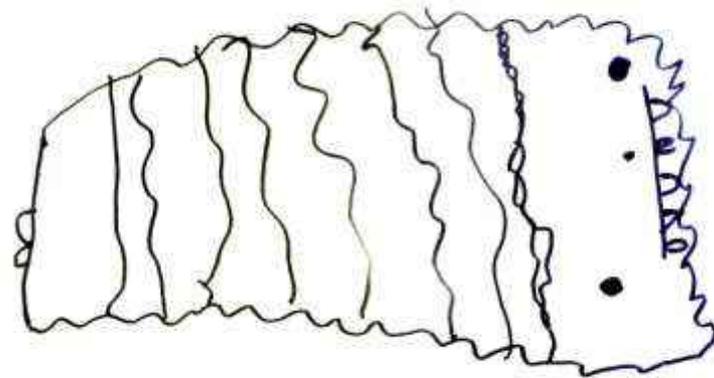
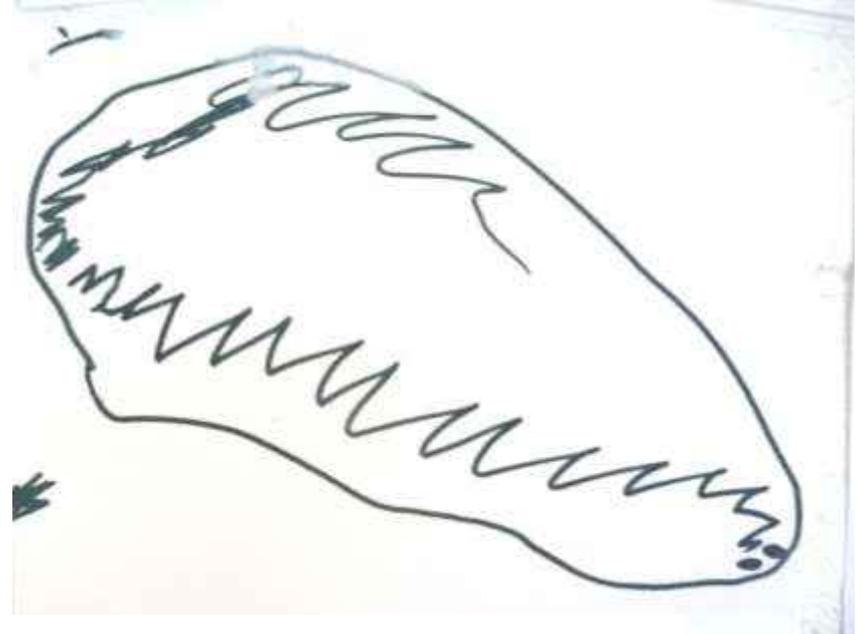
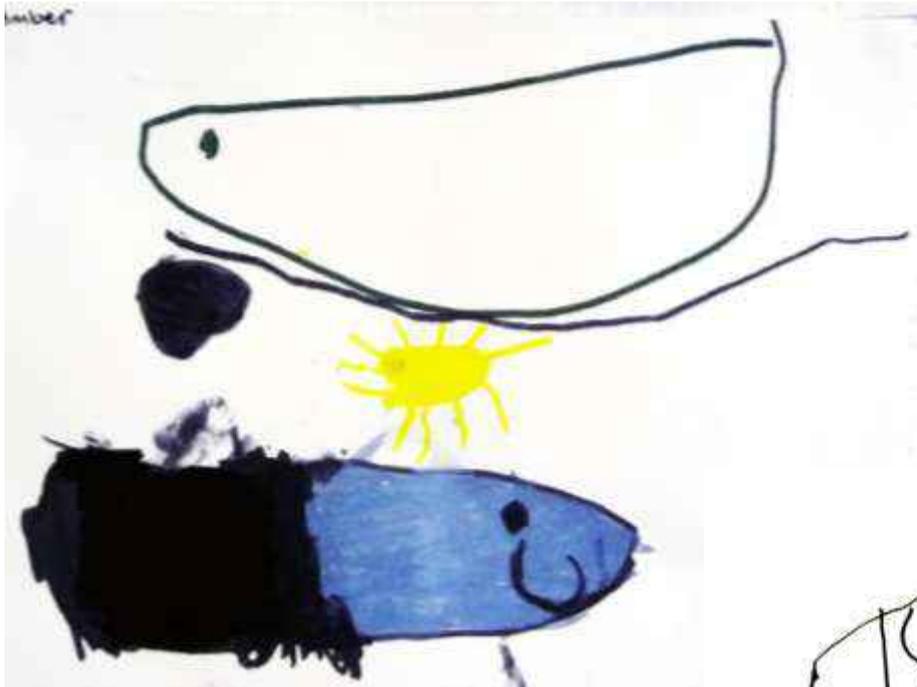
“That’s better” (JC)

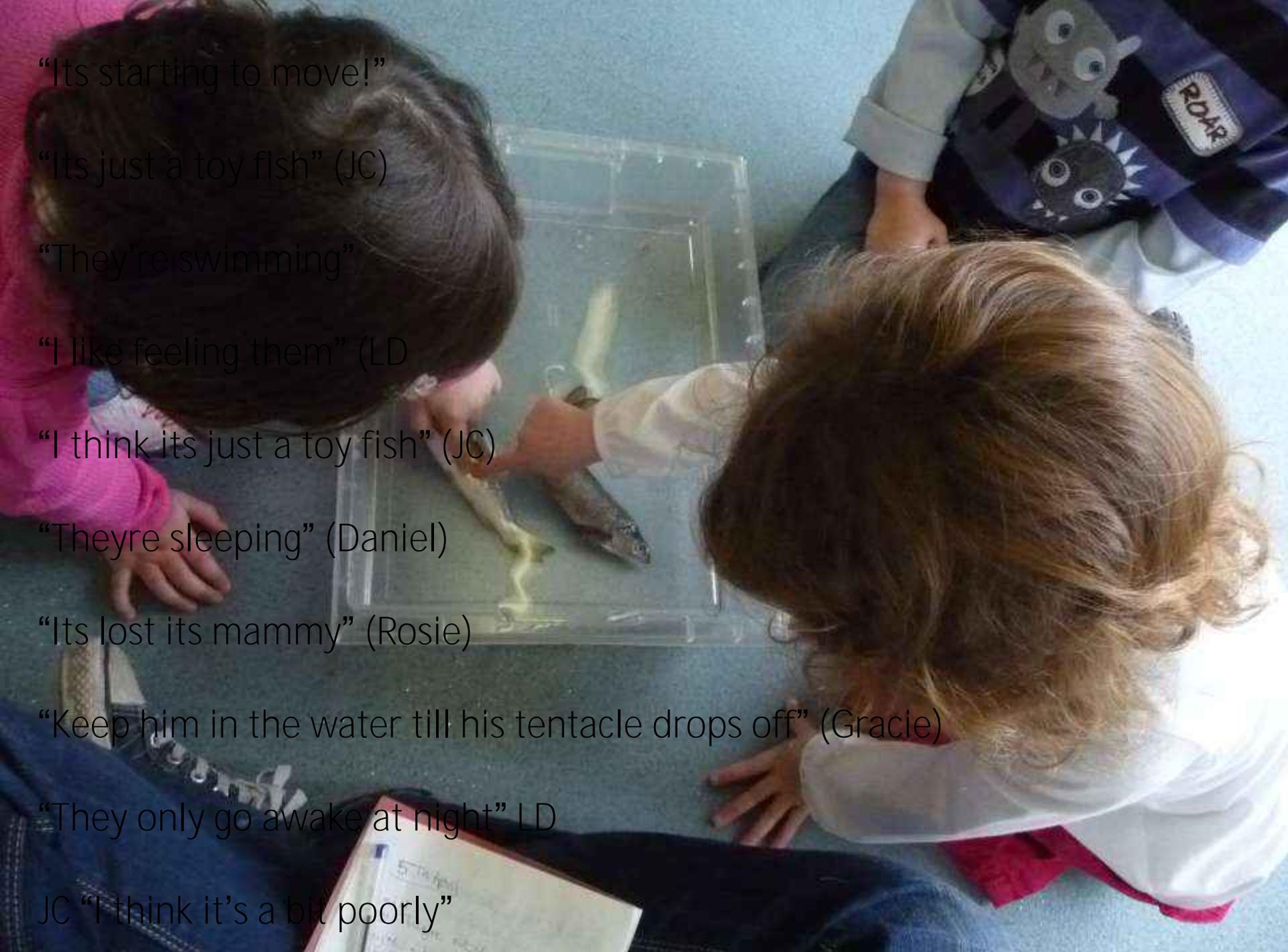
“Its blood coming!”

“Maybe because a shark put its teeth in it”

“Don’t squeeze it Gracie!”
(LN)

Drawings





“Its starting to move!”

“Its just a toy fish” (JC)

“They’re swimming”

“I like feeling them” (LD)

“I think its just a toy fish” (JC)

“Theyre sleeping” (Daniel)

“Its lost its mammy” (Rosie)

“Keep him in the water till his tentacle drops off” (Gracie)

“They only go awake at night” LD

JC “I think it’s a bit poorly”



A Fishy
Story

The gold fish were swimming in the sea. Lots and lots of them sparkling in the water. So many the anglers with their rods were hoping for a big catch.

But only one fisherwoman caught only one fish which she took home in a bucket. And into her home came the burglar fish who was very good at stealing many things including fishes. So off she went with the gold fish all the way through the sea to her burglar's cave.

The cave was big, dark and full of all her stolen things, including a television which worked and showed only pirate films.

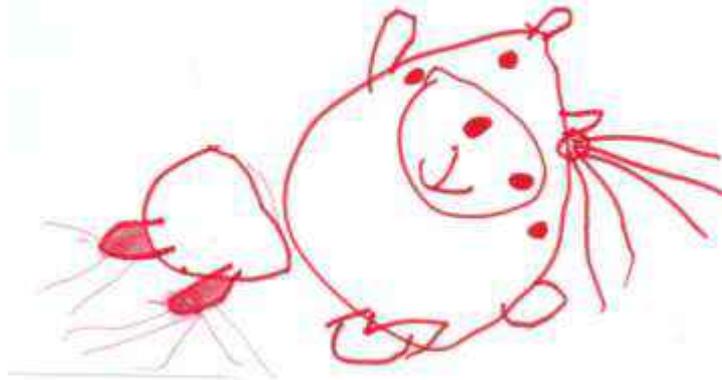
And just as the burglar fish was ready to eat the gold fish, just as she had her many tiny teeth ready to bite into him, she laughed at the silly fighting pirates on the television and even as the gold fish was looking right down inside her mouth past her shiny tongue she opened her mouth wider to laugh again and the gold fish made a huge jump out of her mouth!

...Out of her cave and straight in to the open sea. And swam and swam a long way away. Where he met a mermaid who lived in a large seashell and he told her his story of escaping the fisherwoman by being stolen by the burglar fish and of escaping the burglar fish when she laughed at pirates.

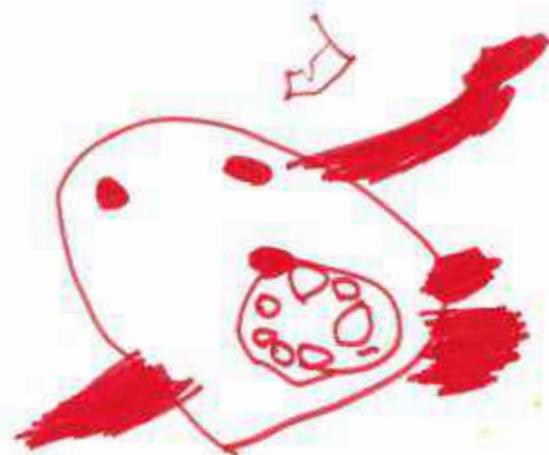
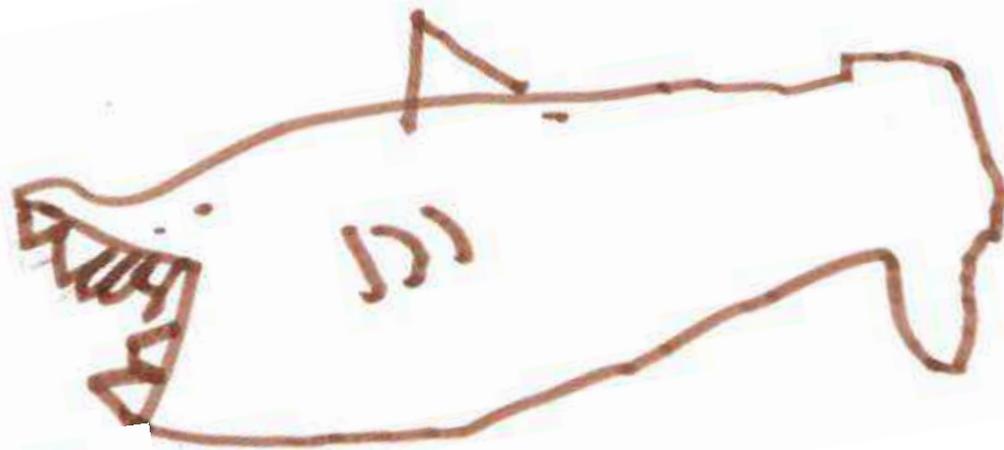
The mermaid said “You are a very brave fish” and then she thought and said “Will you be brave again and come with me to catch the sea monster?” “Yes of course” said the gold fish and they swam out of the seashell to find the sea monster’s rock house.

The monster was huge, with wobbly eyes and purple spots and a loud roar. And very scary! But the gold fish and the mermaid were very brave and they captured the sea monster. And they cooked it in the monster’s own cooker and then ate it. It was very nice and tasty and they even took some back to the mermaid’s shell to finish off later.

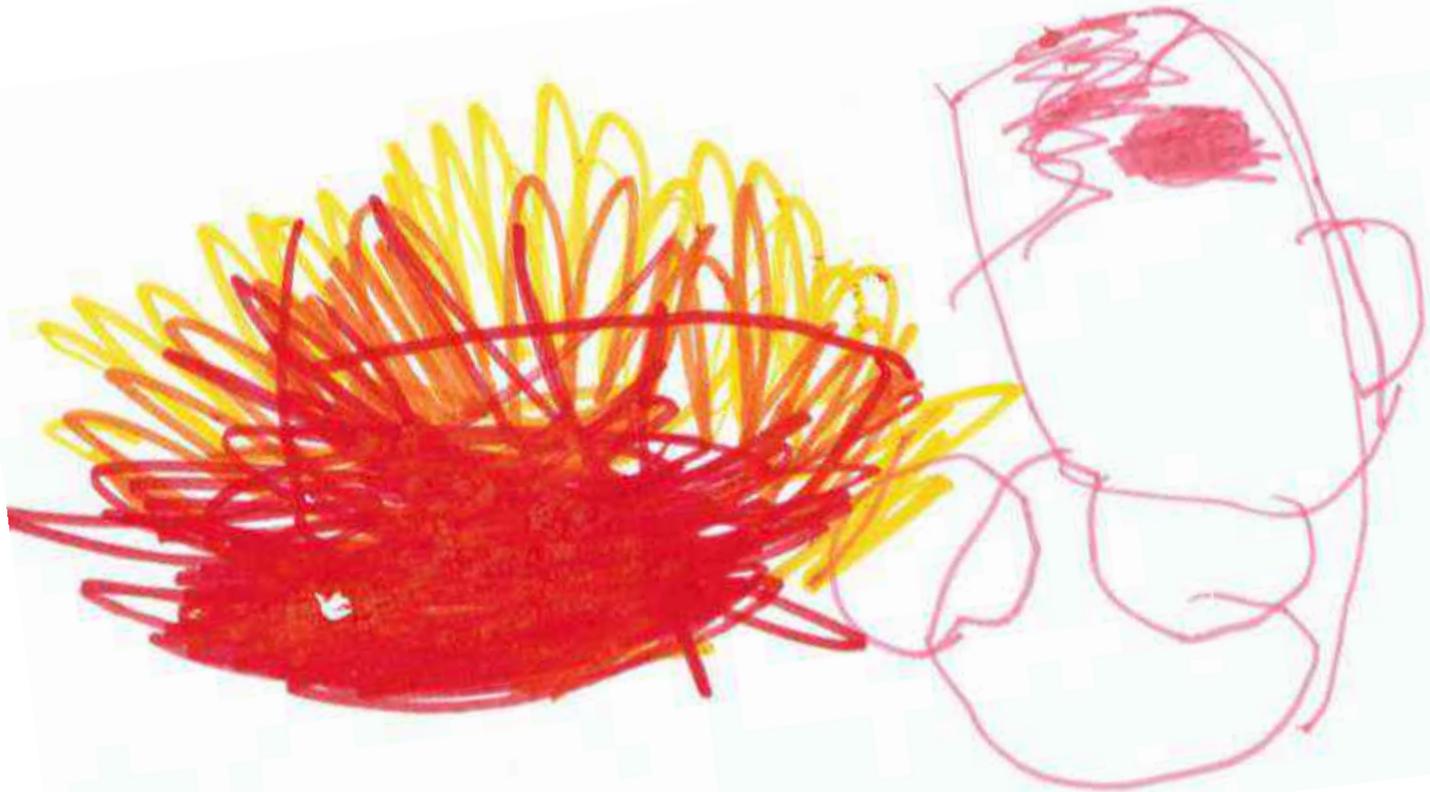
The Bears (extract)

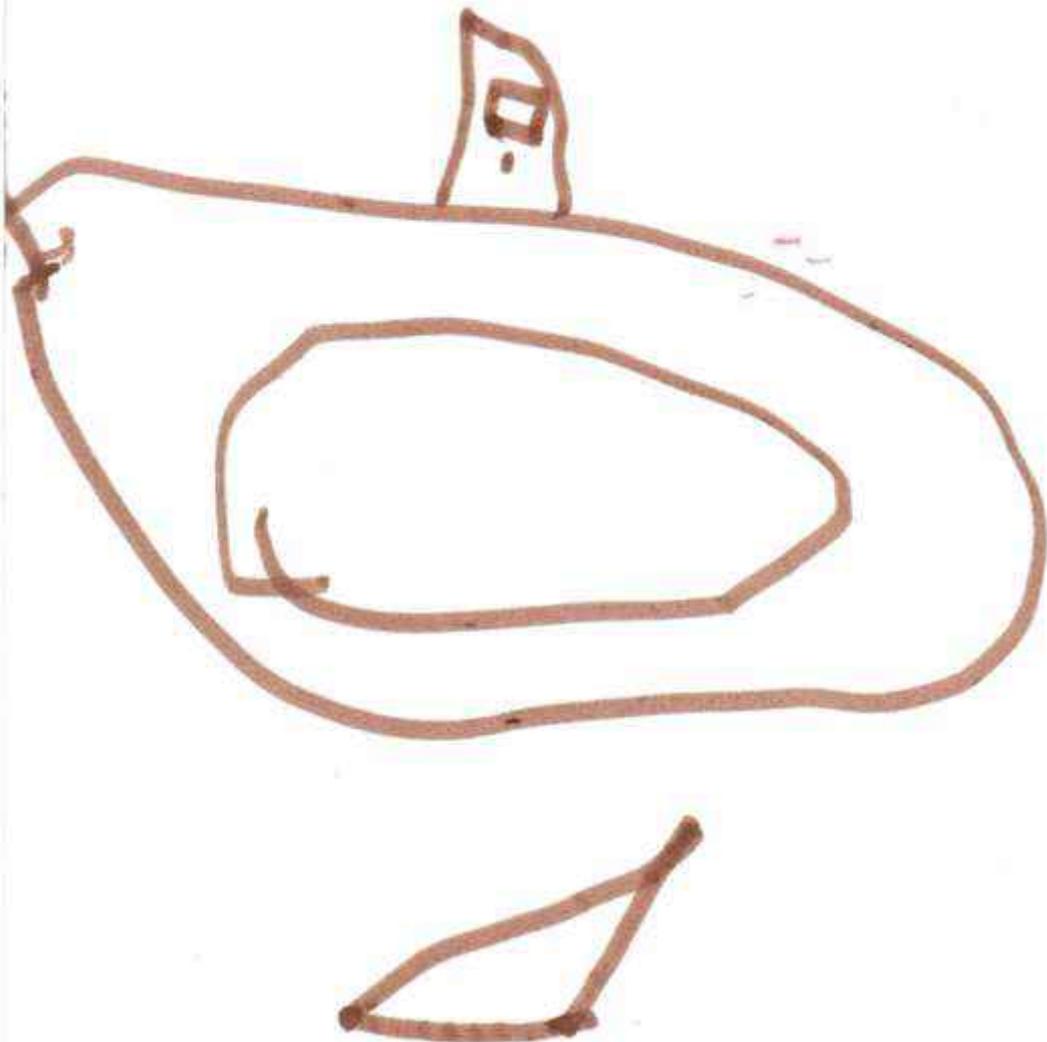


On the way the bears chase sharks....



...and catch them all and take them into their dungeon
where they have a fire.....





... and
a very big frying pan.

Part 2: Learning Process

Emma Beattie - Educator

Identifying values
&
strategies

Communication based on Respect & Trust



Communication- Learning to Listen



Communication- Learning their language



A reciprocal relationship

Learning when they need me to be....

in front...



beside



behind



Communication Discussion & Documentation



THE CREATIVE PROCESS

Story

Drama

Movement

Creative Writing



Beginning

Exploring and Playing

The children do a great deal of this: with the natural woods environment, with each other and with the artists and educators. Their imaginative and personal development and their learning, including within curriculum areas, begins and comes from this stage

(It's the initial mish mash of ingredients in cooking)

Emma's thinking and practice here have been very influential for me, including around the central importance of observing and listening

And the children are doing a great deal of that in this stage too

The key processes for the children during this stage are Looking Discovering and Exploring Imaginatively



Looking

Discovering



Exploring imaginatively

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Engaging and Interacting

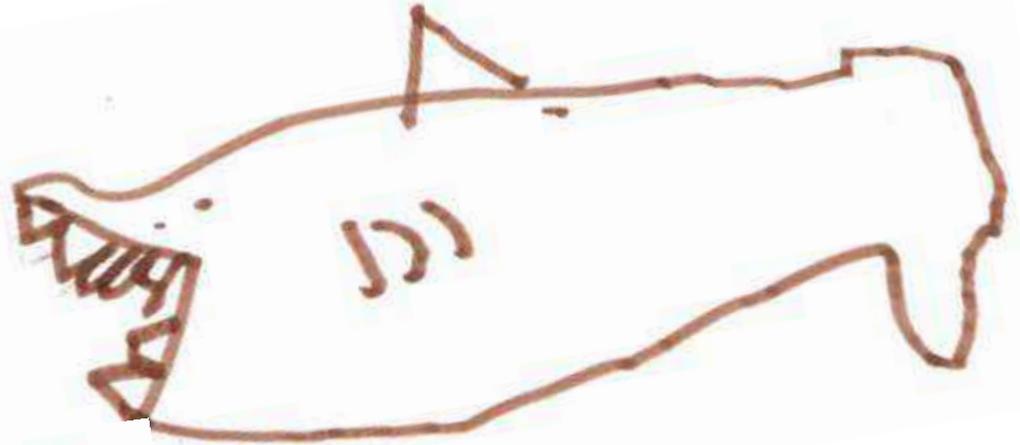
Then the children move into this stage of engaging and interacting with their own ideas and themes, and with each other through these

This is the key creative stage of shaping, deepening and improving (like the flavour of bread dough as it rises) and condensing (like the clarifying of a sauce with constant low heat)

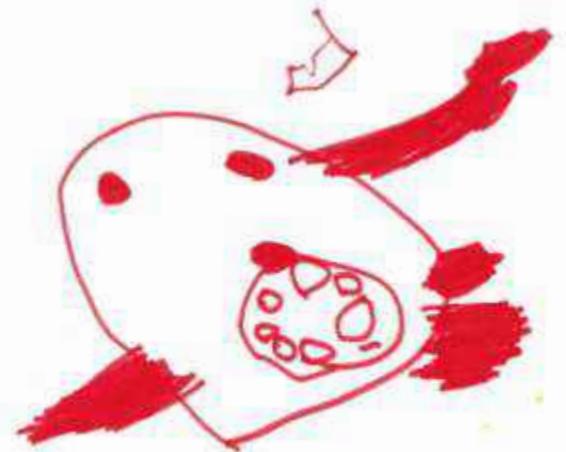
The collaborative facilitation between Emma and I has been an important input and opportunity for the children here

The key processes during this stage are
Creating Connecting and Sharing

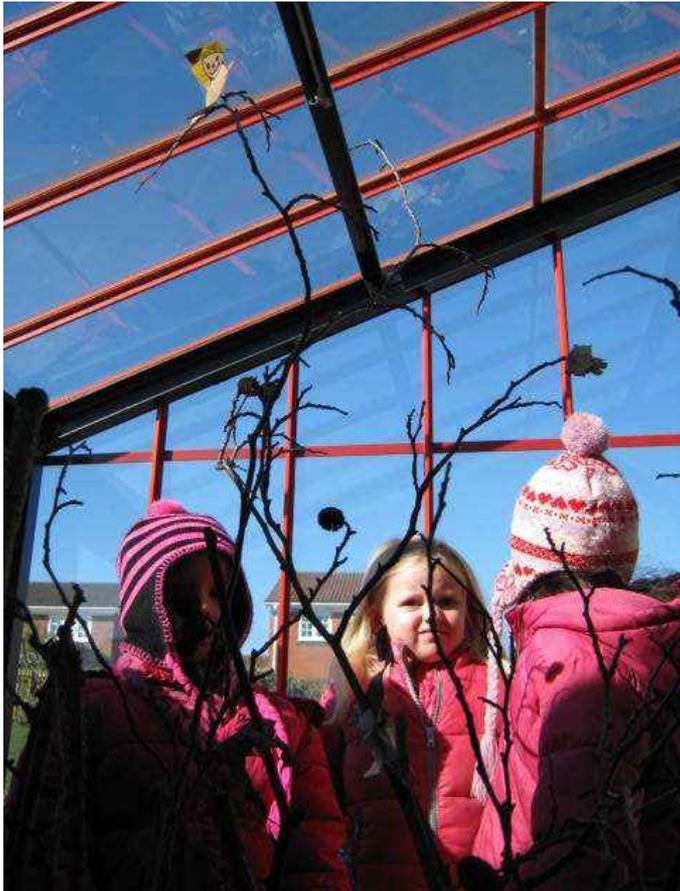
*... On the way the bears
chase sharks....*



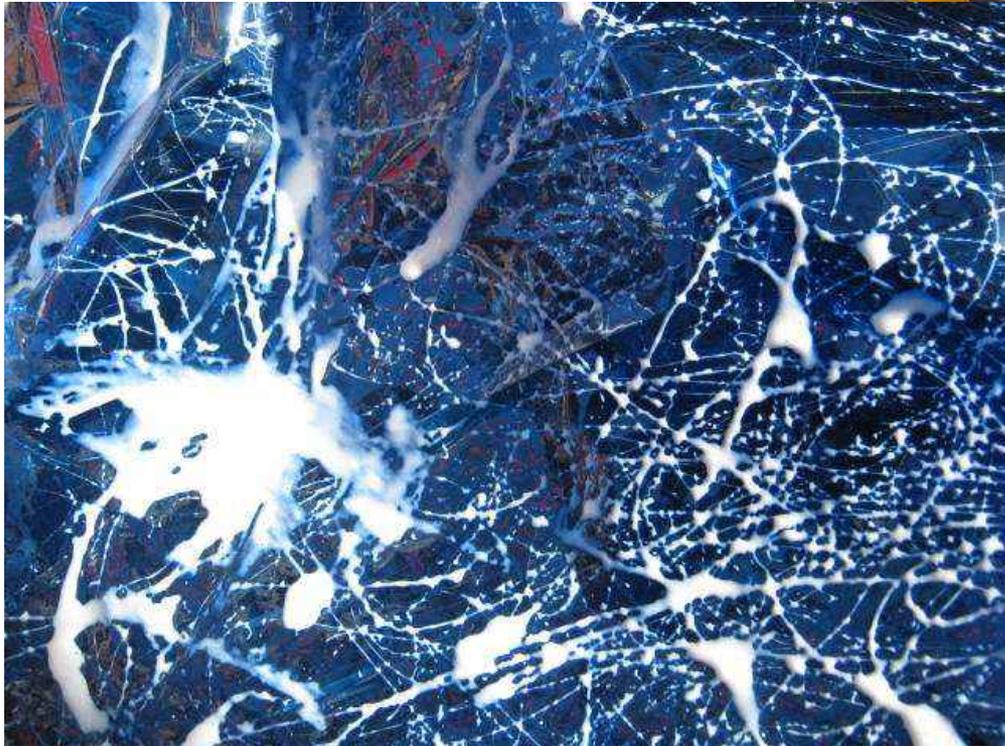
Creating



Connecting



Sharing





It's during this stage that Hypothesising and Applying understanding happen most for the children. Usually in my work this comes in a later stage, of shaping and Sharing and Presenting



**Hypothesising
and
Applying**

And the children use a great deal of Repeating of their activities in this stage, where usually in my work this stage involves less repeating and more Selecting and Refining



Repeating



Selecting and refining

The bears swim in the stream.

Sometimes the water is cold, warm or hot
and the bears always like to swim in it.

They live in a dungeon under the sea and to get there
they climb over, under, through
and around many rocks. Five hundred in all.

On the way the bears chase sharks and catch them all
and take them into their dungeon where they have a fire
and a very big frying pan.

The bears like to make sandwiches with the fried sharks
and also fish, garlicky leaves, stinging nettles,
brown sauce, tomato sauce and sugar.

When they have chomped their sandwiches they make some juice
by squashing apples from the trees in the woods with their feet
and then adding water. And after drinking the juice
they go to sleep on the many cushions they have
in their soft and comfy dungeon.

Sharing and Presenting

This is a stage of everyone's participating in a shared recognition of where their activities have brought them
(The stage of eating together)

Not as usually in my work where this, with or without an actual performance, is a more specific presenting of the results to each other and sometimes to others, including an 'audience'
(More the stage of tasting)

Sharing and presenting



However, I'm interested to investigate ways of developing aspects of this presenting with the children as part of their exploration of and feedback on their activities in the woods including through the photographs they take with their own cameras

Alongside this would be the essential activities we are involved in of adults' documenting and sharing this, and their feedback, with each other

I am also interested to investigate ways the children can be part of this as well



Ending

