The Missing Pilot – An Evaluation of Mantle of the Expert in Action

Background:

Luke Abbott worked for the equivalent of two days with a Year 4 class through the imaginative experience of drama using a Mantle of the Expert framework. The children had previously been building belief in themselves as the team, “The Bureau of the Lost and Found” and the teachers had planned to focus learning on aspects of the history, geography, English and PSHE KS2 curriculum.

Before meeting the class Luke commented,

“For a class to imagine themselves as such a team we need to switch their internal drama eyes on ‘as if’ they existed as such a team. We know the process is highly engaging for learners as they are freed into a mode of inquiry significantly belonging to them with the advantage and constraints that the teaching intents of history, reading and writing, and personal development will be focused upon”.

The continuous days were to focus on the Dorothy Heathcote TASK rubric that can take us into the work.

**TASK-PURPOSE-ACTIVITY-DEMANDS-PREPARATIONS-DEVICES-OUTCOMES**

This ensures that the ‘doing’ is based on a sequence for learning and as Luke says, “it is here that the **attention to detail** type thinking is triggered that is so important in this work.”

As teachers we observed the exact tasks; the precise use of language by adults and children and the demands placed on the class. This is because Luke has noticed that, “in this sort of work with schools that it is the demands placed on classes that makes the difference to the challenge level and therefore their specific attainments in the curriculum domains needing attention.”

Luke intended to present himself as a new client:

A GOVERNMENT OFFICER FROM THE STRATEGIC AIR COMMAND. THE OFFICER IS IN NEED OF THE ASSISTANCE OF A HIGHLY EFFICIENT TEAM TO RETRIEVE A LOST AIRCRAFT FROM THE SEA FLOOR NEAR THE COAST OF SUFFOLK.

THE EVENTS OCCURED DURING A TRAINING MISSION THAT WENT WRONG. FURTHERMORE, THE EXPERIMENTAL AIRCRAFT WAS CARRYING PROTOTYPE MISSILES THAT ALSO NEED RETRIEVING AS A MATTER OF URGENCY AND IN GREAT SECRECY. HOWEVER THE MOST IMPORTANT ASPECT OF THE EVENT IS THAT THE REMAINS OF THE YOUNG PILOT ARE NEEDING TO BE LOCATED AND RETURNED TO HIS PARENTS.

His initial plans provided us as teachers with more background into how he would present himself and why:

The new client will of course be slightly ‘ naïve ’ in everyday matters. For example, in this frame, it is perfectly reasonable for a new comer to the team’s environs to be ‘ ignorant ’ in day to day detailed matters. For example, how to enter the buildings/compound of the Lost
and Found team, so it is reasonable for the client, in these initial circumstances, to be able to ask naïve questions to make contacts and ‘place his order’!

This process enables the class to create the detail. It is this attention to detail that is one of the secrets of the work in Mantle of the Expert and drama. IMPLICATION becomes a big focus word to shine a lens (so to speak) in order to make demands on the inventiveness of the class and increase their intellectual capital. It is also a means to teach new knowledge as the need arises both in the fictive mode and out of fictive mode, the two domains for the teacher to operate from. Knowledge gains can therefore be very swift.

So we had a simple context allied to the work of the responsible team, introduced in a low key way that had many ramifications through ‘implication’. For Luke as a visiting teacher to the class [they have worked with him before] the very first tasks were:

1. To pinpoint the current, up to date context of learning with class teacher in order to clarify where to start with the class.
2. To plan an entry point from the discussion for the class to engage in.

From these two seemingly innocuous actions, the Heathcote rubric headings were used as a means to formulate the best options available for challenging our learners:

**TASK-PURPOSE-ACTIVITY-DEMANDS-PREPARATIONS-DEVICES-OUTCOMES**

---

**Day 1 morning session:**

Luke immediately set an exciting level of anticipation by asking if the class were ready for something interesting and challenging. He had something to talk to “Lost and Found” about.

“Do you have a headquarters? Is there somewhere you meet people to talk with them?”

Never assume with children! There was a plan of the Bureau on the wall which had been made by the children; there were maps of Europe labelled with the countries where the Lost and Found offices were; but there was not a label saying England which is where the Bureau was supposed to be based. The children told Luke that the main headquarters were in fact in France!

Discussion ensued: this potential client was in England, was it possible to travel to France? Was there somewhere in England to meet? Were there plans to have a headquarters in England? Using drama [speaking to an adult in role] we were able to establish that the founder of our company would be happy to look at our plans for a UK headquarters and so we were off!

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To establish a meeting place with the team</td>
<td>To introduce the commission from the client</td>
<td>Make a blueprint of the UK headquarters to be okayed with our</td>
<td>Work together on location, rooms, design</td>
<td>Have large paper and drawing materials accessible</td>
<td>Roll out the paper; secure it to the floor; ask “what’s the first line going</td>
<td>Ownership of the design of the building with an agreed place for</td>
</tr>
</tbody>
</table>
The demands of the task were elevated further when discussion centred on the environmental impact of the building. For instance, a glass roof was suggested to cut down on the need for lighting and heating but another child said that the sun would get in our eyes. There was much to think about and negotiate.

Children were able to demonstrate their mathematical understanding when discussing solar panels. “If we have three solar panels per battery and we have fifteen batteries…” “Half of the 76 panels on each side of the roof is…”

It was interesting to see how the children grouped themselves during this task:
- “quiet” girls working meticulously on the large paper adding small details similar to map symbols
- mainly boys working on an addition to the main building – a flat for the “caretaker” of the building
- certain individuals [boys and girls] drawing their own plans of the building; thinking aloud and comparing with each other
After a short break, drama was used again to arrange for the blueprints to be inspected by Mr Tan the founder of The Bureau of Lost and Found. One of the children “phoned” an adult in role to organise the meeting and then the adult in role spoke with the team.

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To okay the blueprints and the building of the head-quarters</td>
<td>To pave the way for the meeting with the client</td>
<td>Explain the design to Mr Tan the founder of Lost and Found</td>
<td>Explain clearly, justify decisions, answer questions</td>
<td>All look at the blueprints to get a shared understanding</td>
<td>Adult in role</td>
<td>Point of view is clear and evident e.g. it should be in Birmingham because…</td>
</tr>
</tbody>
</table>
There was a noticeable difference in the children’s talk at this stage; with a business-like formality to their interactions with Mr Tan. Children had the confidence to negotiate with him respectfully and they all took this work seriously.

During the lunch break the map of the UK headquarters was transferred to a wall in the classroom in order to move forward with the story being built.

**Day 1 afternoon session:**

“There is something very serious for our story if you’re ready for it”

A tension was introduced into the idea of building the new headquarters. One of the children had been talking as if he was a builder with Luke before lunch. This child has a range of complex needs and as Luke invited him to try on a hard hat [which he had intended to use for the pilot, but which now fitted perfectly with building] and tell us about a problem with the factory which was being renovated for the Lost and Found Bureau, the child’s idea became the focus of the group. If we really listen to the children and are open to their ideas we can shape the curriculum around what they bring to the class. The problem of canisters of toxic
waste on site needed our immediate attention. The risk and danger involved led to some creative thinking. The child in role as builder stood proudly as we considered what needed to be done.

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the health and safety of the building work.</td>
<td>Explore a tension.</td>
<td>Watch the drama. Have a conversation with the builders.</td>
<td>Accept/respond to a child’s idea. Observe, question, describe and recount</td>
<td>Hard hat for the builder. Children in a circle. Space to move around and converse.</td>
<td>“What did you hear?”</td>
<td>Reflection led the children to ask what the builders would do with the toxic waste.</td>
</tr>
</tbody>
</table>

The “builder” gathered his team around him and drama was used to explore the idea of removing the toxic waste. Two still images were made by the group of children representing builders as the Lost and Found team looked on. We watched as if we were on site and then talked to the builders about what they had done. Luke skilfully set up reflection on this by asking the circle of children, “What did you hear?”

Talk quickly focussed on the effect on this toxic waste on the environment. What were the builders going to do with the waste now? There was a variety of responses linked to the science curriculum including:

- put it in Antarctica because it’s big and it’s mostly water without any people of animals
- no it’s nature
- watch out for the orcas and it might melt the ice
- why don’t we put it where it won’t hurt anyone
- if we kill orcas it might kill other fish and then we might starve
- we could make like a big bin in the sea

It’s amazing just want you can find out about children’s knowledge, understanding and opinions during interactions like these. Everyone had something to say. Some children were keen for everyone to hear their ideas – right there and then! Some children dominated the
whole group and so others started quieter conversations between themselves. As the teacher, Luke needed to offer everyone opportunities to share their ideas without becoming the omnipotent adult and quelling the enthusiasm – a difficult balance to achieve. So…

“We can hear from everyone – we’re going round”
“Hold it there. Would you mind just crossing your arms for a minute and thinking? Quiet time.”
“We have to get it [the toxic waste] off this site otherwise we’ll never get this Lost and Found place built.”
“The truth – I’ll tell you, is that people have great trouble with things like this. They have the same problem we have. Let’s not worry about it now…”

However as we attempted to move forwards with the work the children were still totally engrossed in this!

“As the builders get the last bit of the building finished, we can prepare to see the handover. Of course we’ll need the keys (TO THE L&F BUILDING)…”

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparation</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for the “handover” from builders to Lost and Found.</td>
<td>To consolidate ownership of the new building.</td>
<td>Make paper representations of the keys for the building.</td>
<td>Consider how many keys, how they will be labelled, storage etc.</td>
<td>“Of course we’ll need the keys…” Adapt to two jobs not just keys.</td>
<td>Collaboration, discussion and organising. Resource ready to use in drama.</td>
<td></td>
</tr>
</tbody>
</table>

Keys are of great importance to much work in Mantle of the Expert; there are protocols around how many, how they are labelled, where they are kept, who has access to them etc. In other stories they can also open up unknown worlds and be central to a character or part of a tension.

As many of the children were still so keen to research toxic waste, the opportunity to do this was also incorporated into the task with the keys.

“Everybody ready with the two jobs? Keys and toxic waste. By 2o’clock”

This compromise allowed the children to follow their interest. Without this chance they may not have focussed fully on the other work to be done. Indeed it led to some interesting maths work…
Within the responses to the task were two very interesting images found and explored by two children who are generally very quiet in a class group. Here was another opportunity to highlight the importance of everyone’s ideas in the group. Luke brought the team’s attention to a photograph of people in protective clothing handling something hazardous and a technological statistic chart of what happens to [household] waste in the US with bar graphs and other information in a charted form. We made copies of these for everyone to examine. He framed this as ‘secret information’; therefore raising the tension around our consideration of it.

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn what happens to waste products.</td>
<td>Stimulate thinking about the environment</td>
<td>Examine the photograph and chart</td>
<td>Analyse a bar chart. Make connections.</td>
<td>Print copies of the chart and photograph to share.</td>
<td>Circle as if in a meeting. Everyone can see and hear each other.</td>
<td>Reading a key and scale. Inference and deduction.</td>
</tr>
</tbody>
</table>

“I’d be interested to know if anyone can break the secret of the information”....... [as in buried in the text/diagram] Immediate interest.
“Clue 1. Here it comes…”

A buzz of focussed scrutiny of the information along with speculations and questions.

*Teacher broadcasting for whole class (as in a microphone): “Some have said ‘what does incinerate mean’…...mmmm”*

The child who had found the chart about waste took on the responsibility to explain the word. Also all observations were valued as the original comment from Luke had set the task as an open one.

*T: “Clue 2. Landfill...mmmmm. Can anyone explain this term?”*

*T: “Like where I live in Essex. I don’t know what you think about building your house on top of a rubbish dump. Should it be kept a secret?”*

Well this set off lots of opinions! The discussion was taken on further using one of the children’s questions.

“*Eddie has a question. Look at the photograph. What’s on the people’s back?”*

“How about this for a theory? Are they taking it out or putting it in? is it like the landfill?”

This had required Luke to be flexible with his planning, listen to the children, have the curriculum at the front of his mind and be ready to develop the learning. Retrieval, inference and deduction were at the heart of this task using the image of the people handling the waste. The KS2 statistics objectives from the maths curriculum were also woven skilfully into the task. There may not have been an initial intention to do this, but there was an urgent and important reason to do so in the fiction.

The day concluded with a reflection on the team as people who can read data and a child suggesting, “I think I’ve got the answer…”

**Day 2 morning session:**

Luke would be joining the class in the afternoon so we needed to prepare for him to meet with us in role as a potential client with something to discuss with the emerging responsible team we were creating: *The Bureau of the Lost and Found*. The address of our UK headquarters was created and the builders annotated the photograph and chart on waste management with reasons why the toxic waste was going to landfill. They completed an invoice from the Waste Management Services showing that the waste had been dealt with. Using dramatic methods, we also represented the handover from the builders to the Lost and Found team:

1. In pairs the builders handed over the keys as in a photograph for inter/national newspapers.
2. The children then swapped roles and the builders showed the team around the new offices on the handover of keys day. (Ritual)
There was an opportunity to do some writing here too to mark the momentous occasion for the team.

We then received an email from Mr Tan, the founder of Lost and Found, telling us he was collecting information from all of the offices in Europe about procedures for meeting new clients. This gave us a reason to discuss and rehearse how we would meet Luke in role later.

Luke came in to “touch base” with the team and sat quietly writing an email. One of the children in particular was very interested and stayed during lunch time discussing this with him. She took on the responsibility of looking after the email.

Day 2 afternoon session:

The children were working on their “Contact us” forms and procedures from the morning session as Luke began to prepare to be in role; he put on a tie and a name badge – Flt Command Thomas Ward. This was in full view of the children and they watched from a distance as both he and they worked.

The team gathered together to look at the email sent to us from Flight Commander Thomas Ward.

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retrieve information about/ from Thomas Ward.</td>
<td>In order to make contact with him.</td>
<td>Read the email.</td>
<td>Listen to reading, pick out key vocab,</td>
<td>Email prepared at lunchtime.</td>
<td>A child looked after it and then presented it to the team.</td>
<td>Begin to consider a meeting with Thomas Ward.</td>
</tr>
</tbody>
</table>

As we worked to make meaning from it other activity “in the background” was going on!

Luke taped out an area on the carpet behind us and as we continued to talk he began to speak on the phone [an imaginary one]:

Teacher in Full Role: “Richard, have you heard from The Lost and Found yet?” Signing anxiety in movement and body language.
He paced around the space and shuffled his papers to increase tension and highlight that he was anxiously waiting for a phone call. We got a glimpse of the words top secret in a document carried by the role and of course our interest was aroused. BUT we had urgent matters to attend to too. We turned away and continued to look at the urgent email.

Teacher in Full Role: “I really need to hear from The Lost and Found, Richard. Can you please check if they have contacted us?”

He looked in his top secret file.

This continued in what is described as a drama loop where the same information was repeatedly being given to us in slightly different ways. One of the class suggested we phone Thomas Ward. We had his number on the email and so the drama developed.

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retrieve information about from Thomas Ward.</td>
<td>In order to make contact with him.</td>
<td>Watch dramatic convention. Interact with adult in role</td>
<td>Switch from email to adult in role and back again.</td>
<td>Tape out drama space, make Top Secret folder. Adult put on a tie and name badge.</td>
<td>Raise the tension by highlighting the secrecy.</td>
<td>A meeting at the Lost and Found HQ was arranged.</td>
</tr>
</tbody>
</table>

During the ensuing phone call made by the class to Thomas Ward, it was agreed that a meeting be planned. and so the arrangements were made to welcome him. Procedures discussed in the morning session were followed.

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the client.</td>
<td>Build a relationship with the client.</td>
<td>Welcome Thomas Ward in to the Lost and Found offices.</td>
<td>Interact in full role.</td>
<td>Work earlier in the day on procedures for meeting clients.</td>
<td>The room was set by the children for a meeting – position of power.</td>
<td>The team were keen to hear more from Thomas Ward.</td>
</tr>
</tbody>
</table>

After welcoming Thomas Ward [Luke as adult in role] he began to explain the purpose of his visit; to ask us to find a missing pilot and return him/ his remains to his family. However, before he would give us details we would have to sign a contract to keep the work secret. The work would be dangerous; toxic even!
<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the commission.</td>
<td>So Lost and Found could decide whether to take on the job.</td>
<td>Talk with the client about the work he wants us to do.</td>
<td>Responding to challenge from the client.</td>
<td>File prepared by Luke.</td>
<td>Stressing the top secret nature. No negotiation.</td>
<td>A dilemma emerged</td>
</tr>
</tbody>
</table>

Not everyone in the team wanted to sign the contract. We paused Thomas Ward to hear everyone’s thoughts. There seemed to be two possible ways forward here for the class:

- using conventions of drama – children who don’t want to sign watch from behind a “glass screen”, so they are in the room and hear and see the interactions
- using conventions of Mantle of the Expert they respond as they would in role and leave the room

In this instance those in the team unwilling to sign the secrecy contract left the room. The others remained to sign and talk to Thomas Ward. Those children outside of the classroom [in the corridor!] needed a task to work on in role.

“I wonder what Mr Tan would think if he knew…”

They decided to email him and worked energetically on this urgent task. There was the option during this part of the session to join the rest of the team talking to Thomas Ward at any time of their choosing; however they persisted with their decision.

![Image of a handwritten note asking for help from Mr. Tan](image-url)
The children with Luke were negotiating with him to sign ‘the official secrets act’ and their own code to protect them. After much toing and fro-ing eventually they all signed. They heard the details of the top secret work and spoke to the pilot’s mother [teaching assistant as adult in role 2]. As well as the missing pilot we discovered there were also two experimental missiles to recover from the wreckage of the plane.

In order to protect the ethos of the team, everyone was asked to gather together for a short time to talk about what was happening.

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring the team back together.</td>
<td>Protect the ethos of the team.</td>
<td>Discussion away from the client.</td>
<td>Express views whilst listening to others.</td>
<td>Gather everyone and explain why a discussion was needed.</td>
<td>The discussion took place away from the client.</td>
<td>Views were expressed. The team wanted to speak to Shaun Tan.</td>
</tr>
</tbody>
</table>

A rift began to appear between the two groups with talk of betrayal from the “signers” leaving the rest of the group behind and keeping secrets. This was emotional stuff and after some discussion it was agreed that everyone wanted to find the missing pilot and maybe there was the need to find some way in which the team could all work together whilst sticking to their principles.

We borrowed the head teacher to be in role as Mr Tan as a child suggested we skype him for advice.

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring the team back together.</td>
<td>Protect the ethos of the team.</td>
<td>Speak to Shaun Tan [founder] as adult in role.</td>
<td>Take turns to speak. Listen to each other.</td>
<td>Children suggested an imaginative skype connection.</td>
<td>A skype scenario was set up to facilitate the drama.</td>
<td>There was a need to find a resolution /compromise with the client.</td>
</tr>
</tbody>
</table>

His advice was to ensure Thomas Ward was authentic, so the team would need to struggle on with their own solution. An informal chat with one of the “non signers” at the end of the
day gave us a possible way forward – she would sign the secrecy contract if she could work from her office away from any potential danger.

**Day 3 afternoon session:**

This was to be the final session with Luke. He aimed to support the children to come together in a managed resolution somehow......some way.

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find a way for everyone to interact with the client.</td>
<td>To move forward with the commission.</td>
<td>Interact in role with the client. Agree to the work in some way.</td>
<td>Take a risk with the top secret nature of the task.</td>
<td>Adult in role had to think carefully about the language used.</td>
<td>Adult in role took on responsibility for the challenge.</td>
<td>Everyone was happy to continue in their own way.</td>
</tr>
</tbody>
</table>

*Teacher*: “I’m sorry, I made a mistake.”

This took the responsibility for the impasse from the children to the adult at this point in order to protect their decision and to prevent bad feeling amongst them.

He showed us a phone call using drama to reinforce the need for the team to keep the commission secret whilst at the same time being able to avoid putting themselves in danger.

A child asked, “Why do we have to keep it a secret?”

*Teacher in and out of role*: “I’m thinking of Mrs Pickering with her son’s name in all the papers.”

We moved on to thinking about what else needed to be done after the team had decided to sign Thomas Ward’s contract.

“*Does anyone have anything else we need to sort out?*”

A collaborative list was started which evolved into a melee of children actually doing things such as:

- preparing diving equipment
- researching the living things in the North Sea [the site of the plane wreck]
- looking at how to get to the crash site where the pilot went missing and his plane was found
- creating maps

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect ideas from the children of what to do.</td>
<td>Children have ownership over the learning.</td>
<td>Make a list of things to be “sorted”. Express ideas.</td>
<td>Large paper and pens available.</td>
<td>Sit in a circle so everyone can be seen. Children write the list.</td>
<td>All children motivated by their learning.</td>
<td></td>
</tr>
</tbody>
</table>

Some of the children were interested in the plane and so Luke worked on the idea of this and children took on the role of pilots.
<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Activity</th>
<th>Demands</th>
<th>Preparations</th>
<th>Devices</th>
<th>Outcomes</th>
</tr>
</thead>
</table>

They created photographs of the military planes and talked about their secret missions.

“There will need to be a report. We will need to see your reports.” Cue writing!

Teacher in role as an air force intelligence officer...... “Another failure. How many are failing?”

“We’re hearing the numbers.”

The afternoon was drawing to a close with a team fully immersed in our story and in their learning.

“Now there are people who are going to be writing reports on the secret missions. There are people in their teams who will be finding out how to get to Woodbridge - there may be many ways to get there. Some are making arrangements with the divers…”

The children had driven the story and the learning in these sessions, but the curriculum was the focus – **reading, writing, discussing, justifying, questioning, reflecting, calculating, map reading, interpreting data, thinking scientifically** and much more.

Luke left us with the idea of intellectual capital and empowering the children to be able to influence and where possible to do most of the work.

*Intellectual capital is in their memory. In other words......

“I can bring to bear something without sitting back and waiting to be given something.”

At the end of this there will be knowledge gains.*

**After the sessions:**

The class continued to develop this story in the coming days and weeks:

- writing reports of the secret missions
- plotting grid references of where the pilots had taken off/ landed for secret missions
- painting portraits of the pilots which hang in their headquarters with “biographies”
- the children deciding to have Simon Pickering alive; “Do you want him alive or dead?”
• travelling to Woodbridge [planning the possible routes on maps] and diving around the crash site [making a large representation of the plane wreckage using classroom materials]
• recovering personal belongings of the pilot including a St. Christopher
• recovering the black box from the plane
• making voice recordings from the black box- in a representation of the cockpit wearing a headset and recording on an ipad
• listening to some extra tape [recorder by the head teacher] which mentions a trawler and a May Day message to the boat
• speaking to the trawlerman using drama [who should not have been fishing in the North Sea and does not want to “get into trouble”] – the trawlerman was represented by a mannequin
• creating the box belonging to the trawlerman and deciding together what might have been and what was inside. Furthermore-if it led us to the missing pilot
• writing a news report “Whatever Happened to Our Missing Pilot?”
• thinking and taking actions to inform the pilot’s mother that he is indeed alive but doesn’t want to come home.......the class could not bear to have a dead pilot....... 
• reuniting the pilot and his mother through written correspondence - using still image to represent her hopes for the future as she reads the letter
• feeding back to Thomas Ward [Luke in role via skype from home – real not imagined!] whilst protecting the pilot’s wishes
• preparing a statement for the police as we know the whereabouts of the AWOL pilot
• being interviewed by the police – 4 children in role as police interviewing one child at a time outside the classroom recording using an ipad and then listening back in class together
• drawing pictures of the pilot as if we were looking through the window of his home and comparing the “feel” of these apparently happy pictures with a poem title “Fear the Undefined” as if it was written by Simon in his diary
• arriving at the pilot’s home to see part of a note taped to his letter box; “Dear friends, I have thought about everything long and hard and I have decided to…” and completing the note
• standing as Simon Pickering the pilot as an old man and sharing “thoughts of how it used to be flood my mind and I find myself thinking…” exploring possibilities about what happened to him in the future [handing himself in/ being arrested/ hiding somewhere else...]
• diary entry from the pilot / pilot’s mother from the future
• using drama to represent the final meeting between Lost and Found and Thomas Ward

This “Mantle” has reinforced the power of drama and inquiry on children’s learning. There was a productive obsession with the job to be done - in a responsible and empathic manner. They were committed to their learning because of their desire to resolve problems they faced within the fiction. There was depth to their inquiries; enhanced by their confidence to question themselves, each other and adults.

**TASK-PURPOSE-ACTIVITY-DEMANDS-PREPARATIONS-DEVICES-OUTCOMES**

The rubric from Dorothy Heathcote highlights the importance of thinking around the learning in order to challenge children; activity is not at the fore front and neither is it the priority as it so often can be in some plans.

Attention to detail is key and therefore the demands on the children are high. So, with the expert support of Luke Abbott, we continue to develop our practice with Mantle of the Expert in order to develop our children as learners.