

Our Workshop, *Audition Strong*, was a beginner-level workshop designed for introductory high school theatre students. This workshop was aimed at students who wanted advice about the audition process and some tools for analyzing a cold read. The intended group size was approximately 30 students. Overall, attendance aligned with this expectation, with around 30 students on Friday and 15 on Saturday.

In preparation, Joshua and I read auditioning books and reflected on our auditioning experiences. We worked together to identify information we would have wanted to know as a high school student. From this, we designed a workshop that balanced advice and instruction with application. We structured the workshop to be about half lecture and half activity. Our learning objective was that “Student Actors will be able to analyze a script for acting choices and examine the choices made in a group feedback discussion.”

We were in a CVA lecture room with a small space at the front which accommodated our activity. The workshop began with a “write it/post it” in which students scanned a QR code and responded to a prompt about their feelings toward auditioning. We addressed some responses out loud, tying them in to what we were about to cover. The introduction/lecture portion lasted about 35 minutes and covered audition nerves, preparation, monologue choice, slating, general auditions, cold reads, and identifyingactable choices in a script. This last topic transitioned into the activity portion.

The activity lasted around 35 minutes involved a brief, timed analysis of a ‘side,’ followed by a volunteer cold reading. Students were given around 10 minutes with their scripts before presenting and receiving feedback. Overall, the workshop was successful in engaging students and meeting our goals. Students were attentive during the lecture and were eager to participate in

the activity. The Friday class, which had a larger group, had more confident volunteers, while the smaller Saturday group was a bit more hesitant, but still focused and engaged.

Josh and I collaborated to work within our time and keep energy high. We alternated leading the workshop and elaborated on each other's explanations, shortening material when needed. One teaching moment that stands out was when we realized we would not have time to complete all three of our planned cold reads. We decided to ask the two students who has read the first scene to use rock-paper-scissors to decide on which scene would be performed next. This was a quick adjustment that seemed fair and kept students engaged.

Between the Friday and Saturday workshops, I reflected on how effective our lecture was in supporting the activity and reviewed student responses from the "write it/post it". For Saturday, we modified the lecture to emphasize distinct acting choices applied to a cold read and to, overall, better reflect students' needs and concerns. We streamlined our other material as needed. This modification resulted in stronger application in the activity! I saw students demonstrating clearer understanding and more confident choices. I know individual student ability varies, but observing this change reinforced the importance of reflective revision.

Time management was our primary challenge. We were only able to complete 2 cold reads in each workshop, when 3 had been our goal. We also barely had time for closure and didn't have time for questions. If I were to teach this workshop again, I would request a longer session for more exploration and feedback. Another area for my personal growth is facilitation style. Joshua and I worked well together with co-instruction and timing, but I noticed that Joshua used his enthusiasm more intentionally to open the class and sustain momentum. While I am passionate and expressive when explaining ideas, my delivery can become scattered at times. Working with

Joshua highlighted the importance of balancing authenticity with clear structure and intentional pacing.

Overall, the workshop ran smoothly, and our preparation allowed me to remain flexible and confident adapting in the moment. This experience helped me better understand how to teach high school students. Students at ISHSTF were eager to be active participants. While students are attentive during the lecture, they are most engaged when they can jump into activities and apply what they are learning. This insight will influence how I structure lessons in the future.

My confidence as a teacher also grew with this experience. I had never led a workshop before, and the experience affirmed my ability to create meaningful learning opportunities for my students. Student feedback after both workshops was positive, and several students expressed appreciation to Joshua and me. This workshop is now a resource I can adapt and improve for future teaching.