



reset

Recovery Curriculum
resource pack



**A NEW
DIRECTION**
We create **opportunity**



These free resources are delivered as part of **Reset** – our programme of support in response to the pandemic.

Though COVID-19 has caused huge disruption to our lives, our professions, and our learning, it is important to remember that we are resilient, strong and good at what we do.

We know that we can adapt and work differently, move quickly and innovate. Let's take this chance to reset and move forward with what we know works, leave behind what doesn't, and introduce new ways of working, together.

For the full set of resources go to

www.anewdirection.org.uk/reset

Foreword

Though COVID-19 has caused huge disruption to our lives, our professions, and our learning, it is important to remember that we are resilient, strong and good at what we do. Let's take this chance to **reset** and move forward with what we know works, leave behind what doesn't, and introduce new ways of working, together.

Students will have had vastly different experiences during the school closures – in terms of time spent with family, access to outdoor space, engagement in school learning and exposure to culture. Some will have enjoyed more time and freedom to explore and be creative in new and wonderful ways, while others will not have had those opportunities. A New Direction's vision is for all children and young people to thrive through developing their creativity, and so as we all begin the process of resetting, we want to ensure that creativity and cultural entitlement is kept at the forefront of learning. With this in mind, we have developed the following resources to support schools to embed arts and creativity into their teaching around recovery in this coming academic year.

In April 2020, Barry Carpenter, Professor of Mental Health in Education at Oxford Brookes University, identified five levers to address the different types of loss experienced by children during this pandemic: relationships, community, a transparent

curriculum, metacognition and space. While taking care to not retraumatize children, it is about acknowledging what has happened, the consequences for young people's lives, and learning from it.

The arts are well suited to addressing these issues in a meaningful way, ensuring young people's wellbeing is supported through a holistic and pastoral approach to teaching. Here you will find a collection of practical ideas for the classroom which make use of a range of artforms, and which have been specially devised by artists to suit each of the levers. Through drama games, students can explore how they connect and communicate with each other; they can use poetry to consider their communities and how they have changed; and creative research, storytelling and design can support them in developing their own opinions and voices to understand the changing world around them.

We hope you are able to include these activities in your timetables in what will be an unusual and challenging transition back to school this Autumn term. A New Direction will continue to support educators in championing creative learning throughout the year as always, and we look forward to working with you.

Steve Moffitt
CEO, A New Direction

Introduction

In this resource, you will find five activities of varying length, each with a different creative focus that centres on a theme from the suggested Recovery Curriculum. Some activities can be done in one lesson, but others are a sequence of activities that will require more time.

These activities were planned to be suitable for KS2 and KS3, but we have included some tips for adapting the activities for younger and older students, how to make activities more student-led, and how to include more guidance for those who need it. The artists have written an introduction to each activity outlining the principles behind it, which should support you in adapting the tasks to still be in keeping with the core focuses of the lever.

Managing Emotions

Although these activities do not explicitly refer to bereavements, they will explore children's experiences from lockdown and encourage them to share their feelings. Therefore this topic may come up with your students – particularly in the Community activity. Many will have experienced losses, some in more immediate ways than others, and we encourage you to be aware of which students in your class may need extra support with this throughout the activities.

It is important that children feel they are able to discuss this if they need to and be given space and time to grieve. We recommend being prepared to explore this

in a sensitive way when it arises. You can find advice on this online at Child Bereavement UK, where they offer advice and resources for adults to support children through grief. For example, providing a 'safe space' or 'time out' area for when they are feeling overwhelmed, encouraging safe ways to manage anger – a common emotion when grieving – and offering a 'toolkit' of enjoyable activities for pupils for when they are ready to focus on something.

Social Distancing

All these activities were planned for use in the classroom, however all could easily be taught in other spaces such as school halls, outside, or even at home if needed. For example, Lever 3 – Become a Creative Researcher lends itself to independent work at home, whereas Lever 4 – Create a Character, Tell a Story could easily be taught online using video conferencing software. Some of these activities require working in small groups, and potentially sharing resources. This may be something you are unable to do in your setting, but all activities can be adapted to accommodate this with a little extra time taken for preparation.

We know all teachers differentiate lessons to suit their pupils, and we are running a programme of CPD events online in Autumn 2020 alongside this resource to support with this – you can find details on our website.

The icons below are used through the resource to:



highlight key questions.



make the activity more guided.



make the activity more student-led.



help take the ideas further.

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Lever 1 – Relationships

Rainbow Feelings and Rainbow Seekers



Writer Hannah Joyce

Aims

- I can develop and extend emotional vocabulary
- I can understand the importance of kindness and empathy
- I can work together collaboratively using drama
- I can play, create and share ideas to support reconnection

Cross Curricular Links Music, Dance, PSHE

Could be linked to Geography, Science, Drama, Literacy, and Art

The community of a school is built upon relationships. Many children have been physically away from school since March. Returning after months at home will be an enormous transition emotionally and physically.

Children will need to feel 'held' by the community of their school, feeling supported in rebuilding their relationships with each other and their teachers.

Drama is a wonderful vehicle for children to reconnect and rebuild relationships with each other. At the heart of good drama is playfulness where children can work metaphorically, through stories and characters to develop their social and emotional skills.

Rainbows are traditionally seen as signs of peace and hope. During lockdown children all over the world created wonderful rainbows to put in their windows so their friends would know they were thinking of them. Rainbows became a symbol of our unity, that out of the grey clouds of COVID-19 there would be hope in the future.

Time Required

45–60 minutes for each part

Part A could be shortened to act as a starter for Part B

Preparation Time

20–30 mins to gather resources

Resources

- A picture of a rainbow
- Photos of rainbows children made whilst on lockdown
- Coloured paper or tape of each colour of the rainbow
- Rainbow Seekers — A large cloud cut of grey paper + a large glowing sun stuck to the walls (optional)
- A treasure chest
- Ideally this session should take place in a large open space so children have space to move comfortably around. It can be adapted for smaller classroom spaces

Part A:**Rainbow Feelings**

This is about exploring emotional vocabulary and feelings through verbal and non-verbal expression. Recognising how we and others feel develops our skills of empathy. From this, we can build strong lasting relationships.

1. Show the class a picture of a rainbow. *Did anyone see a rainbow whilst they were in lockdown? Did anyone make one? What colours are there in a rainbow? How are rainbows made? What emotions might the clouds represent? And the sun?* Explain to the class that they are going to think about what emotions we associate with different colours. If you think of the colour red what emotion comes to mind? Remind them there is no wrong answer.
2. Ask children to walk around the space and encourage them to change direction/make use of all the space available. When you say 'stop' children freeze and only move when you say 'go'. Repeat a couple of times. When you call out 'stop' the next time hold up a coloured card. Ask children to freeze in a position which they associate with the colour. Repeat a few times with different colours.
3. Using talk partners, ask children to reflect about what feelings came to mind when they saw the different colours. Share ideas.

Do we always think of red as an angry colour?

What colour makes you feel calm?

What about colours that aren't seen in a rainbow such as white?

Do we all feel the same way about things that happen?

Are our feelings 'fixed' or can we change how we feel?
4. Put children into small groups and ask them to stand in a colour zone in the room (coloured boxes taped on the floor or next to coloured paper on the wall). Ask children to create a freeze-frame that embodies the emotions of the colour they have been given. For example, violet might evoke feelings of calm and relaxation so children could lie down on the floor. Repeat a couple of times giving groups the opportunity to make pictures for different colours of the rainbow or other colours if you choose.
5. Give each group an opportunity to share one of their tableaux and use this as a chance to consider how our body language often reflects how we are feeling. Being able to 'read' how someone else is feeling is an important part of developing friendships with others.

Discuss some key questions such as:

How do we know how someone else is feeling?

Can we hide how we feel?

What happens to our body when we feel frightened? (or angry, sad etc.)

When was the last time you felt excited?

Did you work well in your group together?

Did you have different ideas or the same?



Were some colours easier to make pictures for than others?

Which feelings and colours do we associate with negative/positive emotions?

6. Lastly, ask the children to share what strategies they use to help them move from a negative feeling to a more positive one. Share ideas. Finish the session with a simple relaxation exercise, either listening to a piece of calm music (e.g. *Somewhere over the rainbow*) or doing a simple breathing exercise.



Make it more student-led

- You could create an emotion wheel which encompasses many more emotions. American psychologist Dr. Robert Plutchik proposed that there are 8 core emotions: joy, sadness, acceptance, disgust, fear, anger, surprise and anticipation. If red is angry, what other emotions are like anger but slightly different? (Rage, fury, irate, annoyed, displeased, cross, etc.) Can you create a red toned rainbow of emotions? What tone of red would rage be? Explore this emotional vocabulary through drama, poetry and art.
- Older students could reflect on the role of social media in their lives. Have they managed to maintain relationships using technology? How is it different? Can you 'read' someone's body language well over Zoom? How well can you read the emotion communicated by an emoji? Ask them to write a kindness message in text speak to someone in their form group, thinking about what emojis they might include.



Make it more guided

- With younger children you could limit the colours and emotions you look at. *The Colour Monster* by Anna Llenas is a wonderful book which would support and further extend this session.



Want to go further? Try these:

- Invite children to make a rainbow book of feelings through drawing and using coloured paper and pens. This will give children a chance to reflect individually on a range of emotions they have felt over the last few months and since returning to school. Children could be given the choice to share their book or part of it with a friend in the class.
- In Literacy look at picture books where colour has been used in the illustrations to emphasise or highlight the emotion of a character. For example, *Silly Billy* by Anthony Browne. Look at the illustrations and ask children to copy the facial expression or body language of the character. How does the character feel? How do you know? Stress the importance of recognizing how others feel and developing the ability to empathise. This is the basis of building good relationships with others.
- *The Day the Crayons Quit* by Drew Daywalt, illustrated by Oliver Jeffers, is a funny book about a pack of crayons who all comment on their relationship with their owner. Ask children to 'hot seat' different colours from the book. How is red crayon feeling? Explore what happens if we use colour in our pictures in a fantastical way such as having pink trees or a yellow sea. Let children create pictures and collages full of colour. Display these in your classroom and celebrate the wonder of colour.
- With older children, consider how the weather in films and books is often used metaphorically and symbolically to represent different

emotional states of characters.

- You could explore the meaning behind some well-known idioms which are connected to colour. For example:
 - I'm seeing red!
 - She's got a touch of the green-eyed monster.
 - I'm feeling blue today.
 - He's as white as a sheet.
 - He is green with envy.
 - I feel off colour.



Part B

The Rainbow Seekers

This activity gives children an opportunity to practise recognising and acknowledging acts of kindness and reasons to be grateful. In the lesson, they imaginatively create a drama where they search for treasure at the end of the rainbow. The treasure symbolises what sustains our relationships; kindness, gratitude, trust and peace.

1. Explain to children that they are all going to be Rainbow Seekers in search of golden treasure at the end of a rainbow. To reach the end of the rainbow they need to travel across mountains, valleys and seas. For this they need to do some training.

As a warm-up ask children to: crawl across the room, hop, walk as if balancing on a log, climb up a ladder, jump along stepping stones.

2. Put children into small groups. Ask them to think about what they value about their friends and family the most. Give them time to write down 3 key values on pieces of paper. Ask the children to fold the pieces of paper up and put them in the treasure chest. Once you have collected all the pieces of paper, mix them up in the box and place the box on the far side of the room.
3. Explain to the class that each group will make a journey around and across the room to the treasure chest. Once there, they will collect 3 pieces of paper from the box. As each group moves across the room you could play some music or tell a narrative that describes the imaginary journey:

One stormy night a group of intrepid explorers, named the Rainbow Seekers, set off on a journey across mountains, seas and lands in search of valuable treasure. They crawled through muddy tunnels and balanced on slipper logs to reach...

4. Once all groups have collected their treasure they unfold the pieces of paper and share the words on them. *Which values do we treasure the most in our relationships with others? What can we do to promote kindness in our class? Why is active listening so important? Why is trust key to building relationships?*
5. End the session with a closing circle celebrating and sharing how being friends and having good relationships with each other makes us stronger. Model this with another adult in the room. For example: *I'm grateful to my friend who helped me hang up my coat today. I'm grateful for my dad for helping me find my school shoes this morning.*
6. Establish some daily or weekly class rituals which promote the 'treasure' that was found at the end of the rainbow. Here are some brief ideas linked to some of the treasures children might find:
 - **Kindness** – ask children to be Seekers of Kindness. At the end of each day ask them to share any moments of kindness they have witnessed in their class or in the wider school community.
 - **Gratitude** – lead a gratitude circle at the end of the day where you invite children to say one thing they feel grateful for that

has happened that day at school. Create a gratitude tree in the classroom where children can add leaves commenting on what they are thankful for that week. Design gratitude jars where children add weekly pictures and notes about what they are grateful for.

- **Peace** – introduce children to simple breathing exercises and schedule these into the day using mindfulness.



Make it more student-led

- Discuss with the class which issues are most important to them in the world. What would you like to change? In small groups ask students to create up to 3 freeze-frames illustrating the issues that are important with them. Give children large sheets of paper and ask them to write newspaper style headlines to accompany their physical pictures. Next ask the students to think of what they can do as a group to change things. Using a count of 12, the group moves from their first set of freeze-frames to a second set that shows how things have changed. For example, they might move from a group showing arguments and fighting to a group talking and sitting together. You could film each group performing their drama and they could set it to music or add a voiceover to it.



Make it more guided

- With younger children, read *All my treasures: A Book of Joy* by Jo Witek (Author), Christine Roussey (Illustrator). Make a class book of treasures where pupils each contribute a happy memory to the book. Pupils first could make a physical statue of something like doing – singing, dancing, playing football etc. This could be the treasure they find at the end of their rainbow. Can they share with the class why they like doing their particular hobby or explain who or what makes them feel happy?



Want to go further? Try These:

- Make links to Science and Geography and investigate how rainbows are formed.
- Explore colour palettes in an Art lesson looking at different shades, their strengths and temperatures, or how artists use colours.
- Read *Planting a Rainbow* by Lois Elhart. Create a class garden/window box and include plants of all the colours of the rainbow.
- Compose your own rainbow song in a music lesson, using the following as inspiration:
 - I can sing a Rainbow (Early Years KS1)
 - Somewhere over a rainbow
 - Rainbow – Kacey Musgrave (KS3)
- Create a dance that represents the rain, the sun and the final formation of a rainbow. For younger children *The Winter King and the Summer Queen* by Mary Lister (Author), Diana Mayo (Illustrator) would be a good stimulus for a dance based on the weather.

External resources

- London Bubble has collections of drama games for at home or in the classroom.
- Save the Children has some relaxation exercises suitable for children.

Other resources from A New Direction that link with this lever:

Strike a Pose →

Emotional Muscles →

Performing Values →

How Do We Belong →

Lever 2 – Community

A

Community of Poets



Writer Pop Up Projects**Aims**

- I understand that I am part of different communities
- I can explain how my community was affected by lockdown
- I understand what it means to be a part of my school community
- I can write a poem about what I want for my community

Cross Curricular Links

Poetry, Citizenship and PSHE, SEMH

This sequence of four activities is designed to give children an understanding of the different communities that they are a part of, give them space to think about and share what life in their communities has been like during lockdown, and to reaffirm their place within the school community by considering what they value and what they would like to improve.

Throughout this resource, we will refer to a poetry collection by Cheryl Moskowitz called *The Corona Collection: A Conversation* which is available for free online.

This resource was produced with the kind permission of Cheryl Moskowitz. *The Corona Collection: A Conversation* will be published in the Spring. Pop Up and Cheryl are conducting research on the effects of literature in helping children to process the lockdown experience. If you are interested in taking part, please [get in touch](#).

Time Required

3-4 hours (we suggest breaking it up into shorter sessions)

Preparation Time

1 hour

Resources

- Drawing materials
- Small squares or thought bubbles
- Poems (available online)
- Flipchart/whiteboard

Introduction

1. Explain that throughout lockdown Cheryl Moskowitz, a children's poet, interviewed children to find out what their thoughts and feelings were during lockdown. She also asked them about the world they would like to live in. She turned these conversations into a poetry collection to help herself and others to understand their feelings, to think positively about the future and to understand that they are not alone.
- Listen to Cheryl Moskowitz's poem *Just Supposing*, or [read it here](#).

Part 1:

I understand that I am part of different communities

1. Write the word 'community' on the board. Discuss the children's understanding of the word and add their ideas around the outside. Arrive at a definition such as 'a group of people who have things in common'.
2. Discuss different types of communities (such as schools, neighbourhoods, religious communities, teams/clubs etc.) and list them. You might want to start with a picture of a child and add some of the communities they are a part of around the outside.
3. Encourage the children to think about and explain the communities they are part of, find the communities that they have in common with their friends and those that are different.

Make it more student-led

- Students could interview one another and collect data on which communities different members of the class belong to.
- Students could represent their communities using a Venn diagram.

Make it more guided

- For younger pupils, or those with SEND, a picture book such as *Abracazebra* by Helen Docherty or *Monty and the Poodles* by Katie Harnett could be used to introduce the idea of community.
- Initial activities to help pupils understand their communities could include games where children stand up or sit down when you call out a specific group or place.



Part 2:**I can explain how my community was affected by lockdown****Possible Stimuli:**

- From The Corona Collection: *School Rules* (p.6), *School Trip* (p.7), *Boredom* (p.12), *In These Coronavirus Times* (p.14), *Key Worker* (p.26), *What is the best thing about coming to school during lockdown?* (p.46)
 - *Good Days and Bad Days in Lockdown* by Beyond Words – this wordless picture book may be more accessible to students with language and literacy barriers.
1. Explain that everybody's community was affected by lockdown – in positive and negative ways. Discuss some of these with the children. You might want to use a stimulus to get the conversation going – you could provide these to read independently.
 2. Explain that when Cheryl was talking to children during lockdown, the same words kept coming up: Kindness, Wishes, Hope, Worry, Sad, Angry, Happy, Travel, Home, Family, Friends, School.
 3. Ask the children to choose 2 or 3 of these words and draw pictures (one for each) of something from lockdown that that word reminds them of. You might want to give them small thought bubbles to draw their pictures in for display.
 4. Set a peaceful atmosphere in the classroom for this activity – you might want to put some calming music on and explain that this is a time to think and reflect. They can have some time to chat about their pictures/experiences afterwards. Pay attention to children who find this difficult. Be aware that there may be children who have experienced bereavement, trauma or abuse during this time and be sensitive to this.

**Make it more student-led**

- Let students read through a selection of the poems independently and suggest key themes that they notice across the poems, list them and compare them with Cheryl's list (see point 2).

Make it more guided

- Choose a smaller selection of words to discuss in a guided group. Focusing on one word at a time, model drawing some of the children's ideas, then let the children draw.

Part 3:**I understand what it means to be a part of my school community****Possible Stimuli:**

- Poems about other members of the school community: *Ahoy There, A Word From Your Captain* (p.64), *Care Taker* (p.38), *From Your Librarian During Lockdown* (pp.20-21)
1. Explain that we have thought a lot about our individual communities, but there is one community that we all have in common – the school community. Establish that this includes all the pupils, parents, carers and staff.
 2. Reaffirm for the children that everyone is part of the school community – and that they always are, even when they cannot come into the school building. Now that we are all back together, let's think about what the school community means to us.
 3. Ask the children to think about aspects of school (e.g. lessons, subjects, playtime, friends, learning, teachers, lunchtime staff, school values etc.) and list their ideas – include all ideas. Repeat the activity from Part 2 – choose 2-3 ideas from the list that mean the most to you and draw pictures to represent them. You might want to do this on different coloured paper to distinguish them from the previous activity.
 4. The drawings from parts 2 and 3 could be combined into a large community display, with lots of representations of the children's individual communities and their favourite aspects of the school community. Staff and parents could also be asked to contribute to this, to make it fully inclusive.

**Make it more student-led**

- Groups of students could lead the community display – decide how the pictures are arranged, design the title and consider how these ideas fit with the school's existing values.

Make it more guided

- Choose a smaller selection of words to discuss in a guided group. Focusing on one word at a time, model drawing some of the children's ideas, then let the children draw.

Part 4:**I can write a poem about what I want for my community**

Possible stimuli:

- *J'Ziah's Manifesto for the New World* (p.66), *When I Am Well Again* (pp.52-53), *All It Takes is a Little Thought* (p.48), *If I Could Go Anywhere* (p.28), *A Wheelbarrow Full of Ice Cream* (p.11)
1. Revisit *Just Supposing* from the introduction to the lesson. Think about the final question: 'If you woke up tomorrow, decisions all lifted, what kind of a world would you want to be gifted?'
 2. Explain that a lot of people have spent time during lockdown considering what is important to them and their communities. While people missed out on lots of good things, there were some things that they liked – that they would keep if they could. Things like 'less traffic' or 'more time to read'. Look at a couple of these poems together – draw out the themes of hopefulness and ask the children which parts they agree with.
 3. Discuss the children's ideas for what they would want for their communities for the future. Explain that you are going to write poems about what you want for the future of your school community and bring them together into a 'community poetry book'.
 4. Writing a poem could take many forms – depending on the age and ability of the children you teach. Here are some ideas to help you get started:

Repeating patterns/phrases:

This can be a really helpful way to structure poems and give them some consistency. *A Wheelbarrow Full of Ice-Cream* (p.11), for example, begins most lines with 'If I could...'

Acrostic poems:

Acrostic poetry could work really well for this activity, especially for supporting younger children. *Jamie teaches Dylan his ABCs* (p.15) is an example of this, with the first letter of each line spelling out the alphabet. You could choose a word or phrase that suits your school community – such as the name of the school.

Haikus:

Haikus are a Japanese form, with a simple structure based on the number of syllables per line (5, 7, 5). *Cocoon* (inside back cover) is a haiku.

Rhyming poems:

Many of the poems in the collection have a rhyme scheme. *J'Ziah's Manifesto for the New World* uses an ABCB scheme, for example. Rhyming poems also often have a rhythm = a specific number of syllables per line, and a pattern of stressed and unstressed syllables. Writing rhyming poems is challenging, but fun and may be suitable for older or more able children.



Want to go further? Try these:

- Community quilts are an age-old tradition, whereby the patchwork is built up over time to create a record of the contributions of members of the community. Author Sita Brahmachari sees storytelling as a patchwork. Her resource on Pop Up Hub, *Patchwork Quilt of Storytelling*, explains how it works. Sita also runs Pop Up CPD sessions on her patchwork storytelling approach.
- *Shackleton's Journey* by William Grill – a stunningly illustrated account of how a team of explorers trying to cross Antarctica survived by applying teamwork, skill sharing and community thinking. There are drawing activities to accompany the book available on Pop Up Hub.
- *Old Dog, New Tricks* by Bali Rai – the story of how a man with racist views and his Sikh neighbours learn to understand one another. A heart-warming story about the importance of family and friends. Particularly suitable for struggling, reluctant and dyslexic readers aged 12+.
- Pop Up Hub is a free, child-centred digital platform showcasing hundreds of quality contemporary books, plus inspiring content by authors, stories created by pupils in response to books, and book-based resources produced by teachers.

Other resources from A New Direction that link with this lever:

Cooking up Community →

Keeping Creative at Home:
Five easy ways into poetry →

Class pictures →

Tapestry →

How Do You Draw a Story? →

Keeping Creative at Home:
Creative collaboration from a distance →

10 Tips for Teachers: How
to build partnerships in the
community →

Lever 3 – Transparent Curriculum

Become a Creative Researcher



Writer Jessica McDermott

Aims

- I can talk about my ideas and interests
- I can pose questions and use these to expand on my ideas and understanding of a topic
- I have a better understanding of how research can help me develop my ideas creatively
- I can learn from my peers and teach others
- I am able to reflect on what I have learnt and how I can take ownership over my learning

Cross Curricular Links Art, Literacy, ICT and other subjects depending on the topic chosen by the student

Most art projects start with a topic you are interested in or a question you want to answer. This sequence of four activities opens up discussion about how artists work, connecting to Lever 3 – Transparent Curriculum and touching on Lever 4 – Metacognition, to get students thinking about a range of different topics and interests.

By tapping into students' interests, this expandable activity aims to address the lost time at school while rebuilding learner confidence. This gives students an opportunity to co-construct their own learning methods, conduct conversations around learning and re-establish relationships with their peers and teachers.

Time Required

This sequence requires time for students to conduct their own research, create an artwork and present it, so timings can vary. It would work best as an afternoon project across one whole week with 1-2 hours for each section

Preparation Time

Part 1 (15 mins) or (up to an hour with jigsaw texts)

Parts 2-3 (5-10 mins) to prepare materials for poster making and artwork

Part 4 (5-10 mins) to assign different pupils to make notes about a different artwork

Resources

- Required: Paper and pens, books and/or computers
- Optional: Newspapers, Magazines, Glue, Sketchbooks/Envelopes (for storing words and ideas) Paints, Paintbrushes, Dice/Counters (depending on artwork)

**Before the lesson:**

- Think of different subjects or topics that your students might be interested in.

For example: *Sport, Animals, Art, Science, Literature, etc.*

From these, write down different headings that students might be interested in researching, such as *tennis, koalas, or the artist Yayoi Kusama.*

- Think of some questions around each topic.

For example: *When was tennis invented? How long do koalas sleep for? What kind of work is artist Yayoi Kusama known for?*

Part 1:**Be a Researcher**

This is an opportunity for students to find a topic of interest to dig into further.

1. Present students with the topics, e.g. tennis, koalas, artist Yayoi Kusama. Ask them to share anything they know about the different topics.
2. Tell them that they are going to be researchers today and they should try to think of as many different questions as they can about each subject. Put up the example questions and ask the class for a few other example ideas before they begin in smaller groups.

Ask the students to share their questions with the class. Once you have all of the questions, encourage them to see if they can think of a few more.

Tip: You may wish to get the students to write each question on a separate sheet of paper in a different coloured pen to create a display.

3. Ask students to choose the topic and three questions that most interest them and research them using the internet, books, interviews, etc. They should write notes and gather words/pictures associated with their topic. They may want to put these together into a sketchbook or an envelope for future use.

Make it more student-led

- Part 1 can be done without the guided topics. Instead, ask students directly about topics they are really interested in and get them to pose questions on what they would like to know more about. For example if they say they really enjoy a particular computer game, they might want to consider: *Who came up with the idea for it? How do people become video game designers?*
- You could ask students to go on a hunt for inspiration at home, in the classroom or playground) and ask them to think of questions about what they see. For example: *What are those flowers called? How does the kettle work?*

Make it more guided

- When introducing new topics that they might not know a lot about, you could do a jigsaw activity between Steps 1 and 2, where

students read or listen to different parts of a text, then exchange the information with their peers in their own words.

- This activity could also be used to introduce missed lesson topics that students could research and present in Activity 2. You could deliver some initial information on the topics through a jigsaw reading, pictures, objects, a scavenger hunt or get your students to research a particular word or phrase, for example: evacuee for the topic of World War II.

Part 2:

Make a fact file

This is an opportunity for students to use their research in the form of statistics, trivia, photographs, etc., and present this information to their peers.

1. Using their research from Part 1, ask students to create a poster that they can present about their topic. They should include at least one picture. The picture can be one that they have found, drawn, painted or put together as a collage.
2. Next, have your students prepare a presentation with their fact files in groups or in a whole class setting, depending on how many different students and topics there are. Give them a time limit to work to (for example 3-5 minutes).
3. Encourage the other students to think of at least one question to ask at the end of the presentation.

Part 3:

Create an artwork

This stage gives students the opportunity to take their research beyond a fact file and to use lateral or 'out of the box' thinking to make creative work inspired by their fact file.

1. Tell your students that artists use topics they are interested in to inspire them and often do lots of research before they make a final artwork. Explain that they are going to use their fact files to make some creative work.
2. Use one of the topics as an example and get the students to think of ways you could make it into an artwork. Ask them to pose their ideas as questions.
3. Encourage students to think about how it could be a completely sensory artwork.

How could you make an artwork or something creative from tennis or Yayoi Kusama that you can see, hear, taste, smell and/or touch? For example, if you researched the longest tennis match in history, what would it sound like to be at that match with the ball constantly going back and forth across the net or listening to the gasps of the crowd?

Tip: It doesn't have to be achievable to create in the classroom or even at all. This is about lateral thinking and encouraging students to think creatively about a range of different topics and also to be open to the possibilities of cross-curricular learning. You could include these ideas in a display about the research.

4. After collating ideas on an example topic, ask your students to work in pairs or groups and think about how they could use their creative research and fact file to create an artwork of their own. Get them to look through any of the pictures and words that they collated to help spark some inspiration.
5. Have a class discussion and write up all of their different ideas.
6. Ask your students to write a short statement about what they are going to make.

The statement should be achievable and give them a target, but also allow room for their artwork to change along the way. For example: "I am going to make a game inspired by Yayoi Kusama's polka dots".

7. Give your students a timeframe in which to make their artwork. Tell them that they will be displaying/presenting their work to the class.

Part 4:

Display and feedback

This stage allows students to view their own artwork alongside their peers and participate in constructive feedback. This builds confidence in providing feedback to others as well as thinking about how they can develop and expand on their ideas even more in the future.

1. Depending on the type of work produced, create a display as a class or have a showcase day or afternoon where everyone presents or performs their work.
2. Assign another student's artwork to each person to write about.
3. Ask them to think about it as though they have seen it in a gallery and make notes on it and either write about it (for a newspaper column) or speak about it in a class discussion. *How would you describe the artwork? Can you say one thing you like about it and something the artist could do differently next time with their work?* Share the feedback with the artist.

Student Evaluation

This is an opportunity to further engage students in the construction of their own learning methods. It should get them to think about how much influence they have had over their learning during these activities and whether they would like to continue contributing to lessons in this way.

1. Ask your students to discuss the activity. *What did you like or dislike about it? Would you like to do it again in the future? For older students: how do you think you did on this activity? Why? Did you find it useful? If you did it again in future, what might you do differently?*

- Use the student feedback to think about how you could repeat the activities, paying particular attention to how much guidance and direction your students may need, how much time should be assigned to each activity and how it could be used to introduce new topics related to the syllabus.



Want to go further? Try these:

- **Write a story from a new perspective.** If you researched koalas, *what story might they like to tell? How would they speak? What would they see around them? What things might distract them? Could you add illustrations, looking at the world through their eyes?*
- **Write an imaginary recipe.** For example, *what would the recipe to 'make' a koala look like?*
- **Create a collage.** *Do you want to create a large detailed picture? Could they incorporate words as well as colours and other pictures?*
- **Paint or draw something related to/inspired by their topic.** *What would a tennis match look like if Yayoi Kusama painted it? What would a yellow and pink koala look like?*
- **Photograph their subject and experiment with different angles** — *what would it look like if you photographed it from above, below, very close up or far away or even through a different object?*
- **Play a quiz** style knowledge test of each other's subjects.
- **Create a jigsaw puzzle** out of a picture they have taken or made. If they scan and print their pictures, they can make lots of different puzzles with it.
- **Make a board game.** For example, instead of Snakes and Ladders, a game where koalas travel up trees (ladders) and slide down leaves (snakes).
- **Design their own sport**, or adapt one, in groups. *What rule could you introduce into tennis or football? Could we have a go at trying the new adapted sports in our P.E. lesson?*

Other resources from A New Direction that link with this lever:

Keeping Creative at Home:
How to create an immersive art
adventure →

Keeping Creative at Home:
Let's take some photos →

Good Questions from the Year
3 Learning Lenses →

The MCS compendium of
ideas has some staff activities
on pages 23-35 that can
support with incorporating
student voice, awe and wonder
into the curriculum →

Lever 4 – Metacognition

Create a Character, Tell a Story

4



Writer Andrew Hammond

Aims

- I can create a character and use writing and drawing to tell a story
- I can reflect on my own point of view
- I can get excited about my own ideas and motivate myself
- I can create something new and unique
- I can feel confident about sharing my thoughts
- I can communicate my ideas
- I can understand how my experiences relate to others
- I can use empathy to create something of worth and value to others

Cross Curricular Links Art, Drama, Literacy

In this activity students are encouraged to create a character and tell a story. They will piece together their own unique ideas with the aim of developing an original story, not necessarily auto-biographical, that others will care about.

To begin with, this will be done using a combination of writing and drawing, but as the activity progresses students may use as much or as little of either to tell their story.

When an individual creates a story from their imagination, it becomes a reflection of how they see the world. They unconsciously apply motivations to characters that adhere to their own internal logic. As a result, the stories we invent ourselves become wonderful metaphors through which we are able to process our own thinking and perspective, making this a great activity for exercising a person's metacognitive abilities.

This activity is designed to be as student led as possible, finding its structure mostly through asking questions and encouraging students to ask their own. Students shouldn't think too far ahead and so explicitly listing desired outcomes at the beginning of the class is discouraged, as this automatically creates expectations which may inhibit the process. By taking things one step at a time and using free-association, we reduce the students inhibitive emotions of fear and stress. Instead we should encourage reactions to be spontaneous and therefore as authentic as possible.

By finding the confidence to be open and honest, students will create characters and stories that others will respond to and care about. By doing this, they will find confidence in the fact that not just their ideas have worth, but who they are has worth and simply by externalizing that, they create value.

Time Required

Ideally 4 lessons – 1 hour per part

Preparation Time

2-3 mins to gather resources

Resources

- Pens
- Paper
- Board to draw on in front of class

Part 1:

Generate ideas – Using free association

1. Draw a simple smiley face on the board.

Ask the students what it is. They will most likely all say, "a face." Point out that it is in fact two dots and a line. Our imaginations create the face by making connections.

2. Ask what the face is feeling and experiment with different expressions, then ask everyone to draw a simple face on their paper.
3. Ask for a word, any word – it can be on a particular theme if you choose. e.g. words associated with "lockdown". Choose one of the words and write it next to the face. Ask the students to think of their own and write it next to their face.
4. Begin making connections. Draw a line from the word to the face, like a speech bubble. Ask why this person is saying or thinking this word. How does the person feel about the word? Why?
5. Encourage students to make connections between their word and face, building a story of who this person is. On the board you can begin adding details to or around the face, by writing or drawing, as we learn about the character. Encourage students to do the same.
6. Next, draw two stick men on the board and ask the children to do the same. Before doing anything else on the board ask the children to add one detail to one of the stickmen. It could be anything, a tie, a hairstyle, another arm... On their other stickmen ask them to draw an expression, happy, sad, etc.
7. Now back to the board, explain that one of these two stickmen has lost their memory and the other, knows everything about them. What should the stickman that has lost their memory ask the other?
8. Choose one of the responses and write it on the board. Ask the students to write their own question on their paper. Suggest that the responses the all-knowing stickman gives can be influenced by the drawings they have made and details they've added. Even the way students have drawn each line for the stickman can influence ideas, e.g. if one of the stickmen is shorter than the other etc.

For younger students

- Younger students tend to have fewer inhibitions. They often have more ideas than they can fit on the page. Encourage them to grow their drawing using the ideas they have or, if they don't like drawing, to begin writing down all their ideas.

For older students

- Older students may find it harder to be spontaneous at first. They have been taught there is a right answer and they worry about what people think. Many may begin to use stories or ideas they have heard elsewhere, or struggle to expand at all without more stimuli. If they are struggling for ideas, ask them about themselves or people they know. *What would one of your family do if they found themselves without their memory, standing in front of someone who knew everything about them?*

Part 2:

Develop – Interrogate your characters

1. The stickman that has lost his memory continues to ask the other stickman questions about who he is, where he is, why is he there, how he got there? etc. The stickman with their memory intact can also ask questions.

Tip: If anyone gets stuck, just keep asking “why?” “Why did they end up there?” “Why did ‘x’ happen?”

2. Build up more details about both characters. Now is a good time for students to work more independently as they will be at different stages. You can go around and have discussions with each of them about their ideas.
3. As a class, or in pairs, begin a discussion about good and bad 'qualities' of a person. Write two lists on the board. Words like, 'courageous,' 'envious,' 'generous,' 'fickle'.

Tip: If struggling for ideas, ask the students to describe the qualities of a fictional character they like/don't like.

Start assigning qualities to each of the stickmen. Ask how their stickmen might react in different situations. *What if they saw someone in need? What would make your character angry? If they were trapped somewhere, how would they escape?* Take a moment to write this down or draw a scenario.

Ask the students if they like their characters. *Which of your two stickmen do you like more and why? Would you like to hang out with your character? Do you feel sorry for them or admire them? Which character would you prefer to write/read about?*

4. Create a moment of change for one of the characters. Ask students to choose one of the stickmen to focus on. Encourage students to write, draw or make notes about their ideas.

If they did not like their character, what situation could they put them in, which would make them feel sorry for them? *What is the character afraid of? How would they act?*



If they felt sorry for their character, what could their character do to make us like them?

Tip: Check the good qualities list, how could they show one of these?

If they do like/admire their character, what would make their character angry? *How would they react? What situation would make us pity them? How would they react?*

For younger students

- Younger students may find they just want to create lots of details about one of the stickmen. They will find it easy to think of things and work on their stories/drawings independently. While they're working, simply go around and ask them about their story. If a scenario has spawned a new character, ask about them.

For older students

- Some students may be quite confident in their ideas and be happy to continue without much prompting. It isn't essential that they follow the above structure. Others may be very shy about their ideas. Getting stuck is fine. Just ask them to focus on one part of what they create and expand on that. Ask them what they like. They could work in pairs, with one writing or one drawing, or groups. The goal is for them to get excited about an idea they have thought of.

Part 3:

Communicate – Break it down and tell it

1. Tell the students that for the next part they should choose to focus on one part of their preferred character and expand on it, ready to show/tell someone else. *Who else in this class might enjoy this story? Why might people respond to/like your character?*
 - They may choose to draw the character in more detail, adding features and developing their appearance
 - They may want to focus on one moment where they felt proud of their character or one part of their story that is most interesting and write about it. They could also draw a comic, or simply make notes ready for sharing
 - They could write a script e.g. part of a conversation the character has had with someone else
2. Ask students to show/tell their character/story to others in the class. They can tell it to one other person or to the whole class.
3. Allow the person/people who received the story to tell the story back to the student.
4. Ask the listener/reader to give feedback: *What did you like/dislike about your story? What have you left out? Which parts do you focus on? What parts of the story appealed to you most?*

If someone has created a drawing of a character, how do others perceive this character? What assumptions do people make of them?

5. Suggest the creators make notes about what is said about their story. Does it give them any new ideas? Is there anything they might want to change?

For younger students

- Younger students may struggle to structure and tell their story, giving a lot of information at a time. Encourage them to slow down and to emphasise certain points. Notice what they get most excited about. Encourage them to listen when others are telling their story back to them, and not to interrupt or argue if they think they think the re-teller has made a mistake.

For older students

- Some students may speak well and confidently about their story. Others may be reluctant to share too much. In either case, working with a friend in the class, sharing their ideas and coming up with new ideas together is a great way to lend courage and spark creativity. Remind them that while others might have opinions on their story, they choose what is right. They have the final say on the direction their story takes.

Part 4:

Review – Assess and re-evaluate



1. Ask the students to consider what was communicated about their story as intended. *What wasn't communicated? What did others like about their story? What didn't they like? How did it make them feel?*

Others not liking some aspect of what they've created is not necessarily a good enough reason to remove it. How does the student feel about this part?

Tip: Often when people get something wrong or don't understand something about our story, it is because we didn't communicate something well enough. This is most likely because it is an area of the story where we have made the most assumptions. We have taken for granted ideas and motivations that make sense to us, but may be unique to us. Often, by focusing on what wasn't communicated we discover the most interesting aspect of our story.

2. Ask the students to think about what they liked or disliked about their own story and what they will change or choose to focus on.
3. Ask the students to write a statement of intent. This can be framed as a pitch of their story, or a plan for how the story develops. *What techniques have you learned today which might help to develop it further?*
4. Finally ask them if they enjoyed the class. *What were your expectations at the beginning of the class? Have you surprised yourself? What have you learned about yourself?*

For younger students

- Younger students might not care as much about what others think and their story will probably change little. For them, this process is about developing a habit of asking themselves questions and reminding them that others will need to listen and understand their story.

For older students

- Older students tend to care more about what others think. Remind them that their opinion is important. Encourage them not to feel like they need to take on other people's ideas or change their route entirely if no one liked their idea. Their unique perspective has value. They should hang on to what they like about their story.



Want to go further? Try these:

Some other prompts to use to stimulate ideas for stories.

- When was the last time you were angry/scared/lonely? How can you tell a story to communicate why?
- Talk about a specific person the student doesn't like. Encourage them to tell a story about this person that makes them feel pity for them.
- Ask them about someone they admire and why. What story can the student invent to show how they might have become that person?

Resources:

Videos about creativity →

Create Your Own Comic Character video tutorial →

Other resources from A New Direction that link with this lever:

Desert Island Values →

Manifesto →

My Secret Superpowers →

Keeping Creative at Home: How to play with time →

Keeping Creative at Home: How to sail away using storybooks →

Lever 5 – space

My special space



Writer Seyi Adelekun

Aims

- I can understand and talk about what's important to me
- I can understand how different spaces make me feel and why
- I can talk about my experience and opinions with confidence
- I can listen to others and find common values
- I can use my creative skills to express my ideas

Cross Curricular Links Art and Design, PSHE, Geography, Design Technology

This activity encourages pupils to explore the spaces that are important to them, how they make them feel and how they can adapt their environment to boost their emotional well-being.

The activity focuses on Barry Carpenter's Recovery Curriculum Lever 5 – Space: *“to be, to rediscover self-image, concept, esteem and confidence to find their voice in learning that they may have lost.”* Students deserve to experience joy and to be engaged if they are to feel secure and positive about being in school again. Being back in school may be a welcome relief for some, but it could be challenging for others. To feel secure and positive about returning to the school environment, children need to feel ownership over their spaces. 'Space' refers not just to the physical space they inhabit, but also an atmosphere where it is safe to share their opinions and feelings.

Focusing on spaces in the home, school and in the rest of the world, this activity will allow pupils to find common interests and values amongst their peers by reflecting on the spaces which influence their lives and bring them joy. It hopes to engage and inspire pupils to be creative in thinking about how they influence their environments and how it can influence them.

Time Required

60-70 mins

Preparation Time

20-30 minutes to source materials and set-up

Resources

- Blank A5/A4 paper
- Pencils/Pens
- Masking tape, string/yarn (or another way to create three big concentric circles on the floor)
- Post-it notes or paper to label the circles
- Scissors
- Glue sticks and sticky tape
- Colouring pens, coloured paper/card
- Other drawing and modelling materials e.g old magazines, newspaper, clay, play-doh, cardboard, Lego

**Before the lesson:**

- Create large concentric circles on the floor of the classroom and label them: School in the first one, Home in the middle circle, and Outside School & Home in the last circle.
- If you do not have space to make the concentric circles on the floor in the classroom, you could do this activity in an outdoor area or draw the circles on the whiteboard.

Part 1:**Thinking about our special places**

1. Explain to the students that they will be exploring their special space, how it makes them feel and how it can make them respond in different ways.
2. In pairs give the pupils an A5/A4 piece of paper. Ask the children where their special space is at home. Ask them to write down their answer using the following sentence structure:

At home, _____ is a special space for me because _____.
It makes me feel _____ .

Make sure to give an example such as: *At home, my bath is a special space for me because I get time to myself to relax in warm water and I like the noise I can hear when I put my head under the water. It makes me feel peaceful.*

3. Continuing in pairs, ask the children to discuss each other's space.
Why do you enjoy being in this space? What is in the space? What activities do you do there? What does it look like? (colours, sounds, smell) How does it make you feel? Who else is in this space?
4. On the other side of the paper, ask them to draw themselves in their special space at home. Tell them to share their answers with their partner.
5. Ask everyone to place (or stick) their work within the first concentric circle labelled *Home*.
6. Repeat the activity, this time for school, asking where their special space is at school using the following sentence structure:

At school, _____ is a special space for me because _____ .
It makes me feel _____ .

For example: *At school, the jungle gym is a special space for me because it's fun and I like climbing and playing with my friends on it. It makes me feel excited and happy.*

Tip: If there are spaces in the school that no longer exist, off limits or have changed, ask the pupils what they think about the new space or what new space they will do their activity in now that the old space is no longer available.

7. After discussing the drawings from this stage, again have them place their work in the circles – this time in the circle marked *School*.
8. As a group, explore the children's drawings. What similar interests does the class have? What do the answers tell us about each other's personality?

Tip: When asking the pupils about home, be mindful of the difficult living situation the pupils have experienced during lockdown and acknowledge that finding a special space at home can be challenging.

9. End by briefly asking for ideas about special places outside of the school and home – it can be anywhere in the world. You may want to make suggestions such as: the park, a friends' house, the mosque, a dance class, a holiday destination etc. Note down these ideas on post-its and place in the last circle.



Make it more student-led

- For older pupils, you might want to spend longer on their special space outside their home and school activity. Delve into further discussion: *Why do you enjoy being in this space, what is in the space? What activities do you do there? Who are you with? How does it make you feel? If you can no longer go to that space how can you adapt the activity to be done in a different space?*
- *What would make your school better? Is there something your local community would benefit from? In a dream world, what would you design your bedroom to look like?*



Make it more guided

- You could gather pictures of activities (collage or printed) of items that the students might like and help them to choose which ones to place in their circles, instead of writing and drawing.
- In pairs ask the students to act out what they do in their special space at home to the rest of the class and encourage the other students to guess what they are doing and where they might be.

Part 2:**Making special spaces**

1. Ask the students to create their own special imaginary space as a 3D model by reflecting on the answers generated in Part 1. This is their opportunity to fill the chosen space with the things that bring them joy. You could give them the option to make a 2D collage/painting/drawing if more appropriate.
2. Try to make the models using recycled materials and resources that are already available in the school e.g. old magazines, newspaper, clay, play-doh, cardboard, Lego.



Use the following prompt questions to support students/discuss their ideas as they create:

- *What is in the space? and why?*
 - *What activities are there?*
 - *What does it look like? colours, sounds, smells*
 - *How does it make you feel?*
 - *Who else is in this space?*
 - *Why do you enjoy being in this space?*
- Finish the activity with a show and tell of their models. Encourage the pupils to reflect on each other's work and ask questions about why they included different features in their spaces.
 - Ask them what went well and why? What would they do differently next time?

**Make it more student-led**

- For an older age group, ask them to explore their dream space in more detail and through other creative mediums that feel more comfortable to them e.g. poetry, photography, painting etc.
- You could go on to link this project with D&T and learn architectural skills to make stable structures, or use graphic design to create accurate drawings.

**Make it more guided**

- Give the students some options of spaces pre-drawn (or printed) and ask students to populate them with objects to improve it through drawing, collage or even painting. For example: a bouncy castle in the school playground or a puppy playroom in the classroom."
- You could make a joint 'dream classroom' and ask students to draw/cut-out/colour-in their ideas of what they would like in a classroom. Encourage students to be creative in where it could be – *Is it in the forest with no roof? Could it be on the clouds in the sky?* Ask children why they made their choices, or encourage them to choose between a range of ideas if needed.



Want to go further? Try these:

- Over the course of the next few weeks and academic year put the pupils into groups to work together to design, build and maintain their special space in school.

You could:

- Make a shelter, den or hideout for quiet reflection
- Create a planting bed, vegetable patch or even a greenhouse
- Create an insect habitat or bird bath
- Hang old mirrors on a tree or fence
- Design a mural or signs around the school with positive messages
- Create a meditation pathway using spiral pebble, gravel, stepping stones or recycled materials

There will be many more ideas, which the students will come up with and be able to execute with a little help from adults and each other. This is a great opportunity to bring the school and wider community together to work on the project.

Other resources from A New Direction that link with this lever:

A Day in Our Life →

I Am Excellent →

Keeping Creative at Home:
How to turn your kitchen into a castle →

Keeping Creative at Home:
How to reimagine a map of your local area →

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