

# Sparkling Imagination

## A series of Teaching for Creativity Taster Cards

suitable for EYFS, SEND, KS1 and KS2

**A NEW  
DIRECTION**  
We create opportunity



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# Introduction to Sparking Imagination

Delve into our Teaching for Creativity Programme by exploring our **newly curated pack of taster cards: Sparking Imagination**. These cards contain a range of activities to **spark imagination** and will inspire pupils of all ages to develop their communication skills through a variety of ideas. Playful and open ended these activities will motivate and engage all learners in your class.

Sparking Imagination is a *Teaching for Creativity* whole school Primary resource, packed with accessible, inclusive activities to spark creative thinking in all pupils.

There are taster cards suitable for all ages at Primary, although many cards can be adapted for several year groups.

To find out more, visit: [www.anewdirection.org.uk/teaching-for-creativity](http://www.anewdirection.org.uk/teaching-for-creativity)



# Accessible and adaptable activities for KS1 and KS2

Both these cards give you 'thinking' routines that can be used again and again, across all subjects and key stages. With both cards, children have the opportunity to think out loud together, to question and delve deeper into a topic thereby extending their understanding.

**Hot seating** is a drama technique which can be used with children of all ages. For some classes, it can help if an adult models being in the 'hot seat' first and you do the activity as a whole class to start with. Spend a few moments thinking of the words that are needed when we ask questions: who, where, what, why, when. Enjoy adapting this card to meet the needs of your learners. You can even add a prop or two in so that the person in the hot seat has something which signifies that they are the character! It is a fun way to explore differing perspectives on stories and topics.

**See, Think, Wonder** gives children plenty of opportunities to discuss their ideas in groups. It can be used with any image or ideas from a book that you are studying where you want children to think critically and inquisitively.

*Please note that the books mentioned on both cards are examples. Both cards can be applied to the books you are currently using in class.*



# Hot-Seating

Key Stage  
2

1. **Choose a book to read the start of, which is suitable for the age of your students e.g. *Eight Pieces of Silva* by Patrice Lawrence, *Oh My Gods* by Alexandra Sheppard or *The Lightening Catcher* by Clare Weze.**
2. **Divide students into small groups. One person will become one of the characters from the book. Allow them to choose but encourage them to pick a character they know something about – enough for them to imagine how they might be feeling.**
3. **The other members of the group question the ‘character’ in the hot-seat – asking them questions about what is happening in the story and what they want to know from that character.**
4. **The person in the hot-seat should try to answer as best they can, imagining they are the character. They aren’t answering as themselves, and should try to think back to what the character was like in the story so far, as much as possible. They may have to make lots of things up – which is fine! Allow five minutes for this.**
5. **When students have had a chance to ask questions, ask the groups to share their favourite question and answers from their groups with the rest of the class.**

**Reflection:** Which questions do you think got the best answers? Why do you think that is?

**Go Further:** Members of the group could take it in turns to swap in, trying out different characters (or the same if they want to). You could read on (or ask students to read in their own time) and find out if any of their questions were answered, or if any of the hot-seat guesses were correct!

## Inquisitive: Wondering & Questioning

Students practice asking questions of a character, with the aim of finding out what sorts of question may elicit the most interesting response.

# See, Think, Wonder

Key Stage  
2

1. Look at the book *Black and British: An Illustrated History* by David Olusoga. Show an image from the book, for example you could choose one of the images from pages 28 and 29.
2. Ask them to write headings on a piece of paper: See, Think, Wonder
3. Put a timer on the board. Give them two minutes to write under each heading their thoughts about the image: *What do you see? What do you think is going on? What does it make you wonder?*
4. Share ideas as a class. Ask students to follow up on their thoughts by asking: *What makes you say that?* Encourage light touch and friendly debate if students have different opinions. Encourage students to share if they are changing their minds based on hearing what others think and their reasons.
5. Explain that students are being inquisitive and curious, but they also may be making assumptions and taking things at face value. Reveal information about the image (who it is and what is happening).

**Reflection:** Did anyone feel like they had their assumptions challenged? Did anyone feel like they were challenging assumptions?

**Go Further:** Now students know more about what is happening in the image, what do they now wonder? Choose one of their questions to discuss (a philosophical open-ended question rather than one which requires research to find factual information).

## Inquisitive: Wondering & Questioning

Through discussion students build on others' ideas, develop their critical thinking, and start to challenge opinions - or have their own assumptions challenged.

# Early Years Taster Cards

Creating a story is magical and many young children have wonderfully wild imaginations! These activities provide starting points from which children can weave their own imaginative narrative threads together, creating new and amazing stories.

**Story Telling with Objects** will encourage children to use all their senses by handling and engaging with a range of interesting, thought-provoking objects. The **tactile** nature of this activity will give children the opportunity to **engage all their senses** and to use these ideas to construct their own narratives; sharing ideas, developing their **decision-making skills** and using their imagination to **explore the world** around them.

The open-ended nature of **Story Moves** means that the process of developing the story is more important than a fixed or predetermined outcome. This taster card will support children's flexible thinking and **problem-solving skills**.



# Story Telling with Objects

EYFS

- 1. Introduce a box of objects that evoke awe and spark conversation.**  
E.g. maps, postcards, keys, telescopes, shells, flags, jewellery, gadgets.
- 2. Ask children to select an object and introduce it to the group i.e. what they like about it / what they think it is. Encourage abstract / different uses of the objects.**
  - Where do they think the items came from?
  - Who do they belong to?
  - How were the objects used?
- 3. Support children to tell a story incorporating their descriptions into imaginary scenarios. You could write it as a group on the board.** E.g. if a child were to imagine a river that is blocked, you might ask which one of the objects might help them to get across and how?
- 4. Retell the whole story back with the children joining in acting out and animating their objects.**

**Reflection:** Were any objects more helpful in sparking their imagination? Were the children able to think of different contexts to use the objects, did any surprise you?

**Go Further:** Create a provocation box of items that children can discover and mix and match items. You may want to link a box to a specific story character or historical figure in a loose way.

## Imaginative - Playing with Possibilities

Through playful experimentation, children explore possibilities and look for connections, linking their existing knowledge and understanding of the world.

# Story Movers

EYFS

Remove or move round certain key things in the classroom.

- 1. Act 'surprised' when you enter the classroom.** *'What has happened here?'* See if children can 'spot the difference' and make observations about what has changed.
- 2. After the children have made some factual observations:** *'The sand tray has gone!'* *'Where are all the paints?'* tell the children that whilst they were at break you did hear a loud rumble coming from the classroom.
- 3. Use this 'hook' to start a story telling process with the class.** *Who might have been in the classroom? What might have happened? When did it happen? How can we find out where the objects have gone? Give children thinking time followed by time in pairs to discuss their ideas.*
- 4. Share ideas as a whole class. Encourage children to justify their ideas:** *'I think a dragon came in and took the sandpit because he needed the sand to put out fires.'*

**Reflection:** Did the children have similar ideas? How imaginative did you think the class were? If you were to repeat this activity but removed different objects, do you think the story would change?

**Go Further:** When you remove certain objects from the learning space you could place them in different parts of the school. Children could then hunt for the missing objects, searching round the school and developing the story further by working out who moved them and why.

## Persistent

Children may have very different ideas about what has happened in the classroom but by justifying their ideas they may encounter questions and challenges from their classmates. As they work together forming a story, they will have to work with the uncertainty that no one knows what has happened or how the story will end.

# SEND Taster Cards

A real sense of joy can be created when a story is made collaboratively with a group. **Sharing Stories** will guide you through a **story making process**, where children can work together, developing their **speaking and listening skills** to craft something new.

Imaginative storytelling involves creating characters and in **Character Surprise**, children **step into someone else's shoes**, playing with the possibilities of how another person might talk, move and think.



# Sharing Stories

SEND

**1. Create a class story together, giving students a choice between two options for the scenes, characters and actions in the story.**

**2. Incorporate students' special interests for each of the choices, ideally displaying images of each.** E.g. You might start off trapped in either a maze or a pizza restaurant with weather outside that is either raining or windy, and then escape fast or slowly thanks to the help of...

**3. Create a box filled with props for each decision that needs to be made.**

**For example:**

- A parachute for everyone to start sat under
- A microphone to make sounds
- Spray bottles, fans and torches for the weather
- A drum to help represent the speed of movement
- Oyster cards, red fabric and steering wheels for transport
- Any other special interest toys

**4. Run through the story twice, asking students in turn to choose and make decisions in the story respecting when it is someone else's special interest in the choice and not their own.**

**5. Add extra moments in the story based on pupil responses, allowing them to shape the story.**

**Reflection:** Did you choose someone else's special interest or only your own? Did you enjoy listening to other people's ideas?

**Go Further:** Note down pupil preferences and incorporate them into new stories.

## Collaborative: Co-operating Appropriately

This activity supports students in turn-taking and listening to others' ideas, encouraging them to contribute positively to group work. This activity also supports being persistent and imaginative.

# Character Surprise

SEND

**1. Each student has a piece of paper and pencil.**

**2. Put on some music, tell students to close their eyes and draw on the paper using only the music to inspire their pencil movement.**

**3. Ask them to choose a shape to be a character or strange creature and cut it out.**

**4. Now, they think about how their character might move, sound, live or eat.**

**5. They try being their character by moving and making its sound, interacting with other characters in the room. You could change scenarios to see how the characters react e.g. there is a thunderstorm, or an ice cream van comes to town.**

**6. Students then find a partner and tell a story about their character to them.**

**Reflection:** How did it feel to draw without being able to see the paper? Were you surprised by what you created? How did you know what your character would move and sound like?

**Go Further:** Learn the characteristics of your partner's character. How does it feel and change in your own body? You could write down the stories or perform some of the stories in groups.

## Imaginative: Playing with Possibilities

In this activity, students use random images produced to the sounds of music to create a character, exploring how they behave, move and sound. Students can also practice collaboration by working with a partner.

# Key Stage 1

**Adventure Journeys** immerses the children in **physicalising the journey** in a book. Use this card, to inspire you to approach any book which contains a journey or adventure in a new, more creative way.

**Drawing Stories** is a card which will invite children to tell a story in just one sentence! A drawing by another child then develops the story further.

Have fun with **Story Spark**, where a line and a few dots is the beginning of a character and a conversation. A **playful way** in to **starting a story** and making connections.



# Adventure Journeys

Key Stage  
1 & 2

1. Read the first couple of pages of the picture book *Nimesh the Adventurer* by Ranjit Singh.
2. Show the page where Nimesh is walking down the street to home but before the reveal of what he imagines it to be. Ask students what they think Nimesh might imagine his street to be, then reveal it to be the North Pole. You could then finish the book if time or move onto the next step.
3. Take the children on a walk around the school or local area (alternatives: task them with doing this on their next journey to/from school or ask them to just remember their journey in).
4. For each new 'place' ask them to imagine where else they could be or what imaginary things they can pretend to see. Remind them to be as fantastical as possible and it is fine to say the first thing that comes into their heads. You could prompt them with questions such as: *What does this remind you of? What adventure might happen here? What would make this more magical/fantastical/ fun? E.g. a park could become a jungle filled with tigers, a busy road might be a river swarming with piranhas, the dinner hall might be the base camp of Mount Everest, the playground might be the surface of Mars with alien life hiding inside craters.*

**Reflection:** What made you think of that? Where did your ideas come from? Was it easy or hard to think of things on the spot?

**Go Further:** Ask students to draw a scene from their imaginary journey, or create a map of their journey home from school but including the fantasy lands, characters and adventures that happen along the way.

## Imaginative: Using Intuition

This activity encourages pupils to rely on their subconscious memories, daydreams, and fantasies for creative inspiration – encouraging them to make new connections without analytical thinking.

# Story Spark

KSI & 2

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 for a word, any word – it can be on a particular theme i.e climate or you can relate the face on the board to a character from a book you are reading. Choose one of the words and write it next to the face.

3. Draw a line from the word to the face, creating a speech or thought bubble. Ask why this person is thinking or saying this word.

4. Continue to ask the students more questions about the person, building a story of who this person is and adding details to the board as you learn more about the character.

5. Draw a second face on the board but with a different expression. You could ask students for suggestions of how this person could be feeling.

6. Begin to build a conversation between the characters. *What question might this person ask? How would the first person respond?* Encourage students to ask open ended questions.

**Reflection:** Can you imagine what both characters might say next? What would happen if we added in a third character? Have you learnt anything new about either character? What would happen if we changed the starting word or question?

**Go Further:** If you have more time, children could improvise the conversation started on the board to develop it further. Children could do this exercise individually or in pairs to examine characters from books they are reading or to generate ideas for stories.

## Imaginative: Playing with possibilities

Students can pose different ideas, working imaginatively and making connections between words and drawings.

# Drawing Stories

KSI

1. Ask children to write a one-sentence story about a moment in their lives. Give an example: On the way to school this morning, a large red truck drove through an enormous puddle of grey dirty water, splashing and soaking my brand new shoes.

2. Give children a three-minute time limit to write their sentence. Some children could stretch to two sentences but keep things simple and pacy.

3. Pupils then pair up and swap stories.

4. Ask pairs to draw each other's story, emphasising that this isn't about creating a great artwork but instead is about trying to include all of the people and objects that might be in the other person's story. *What are the important people or things to include? Where is the story set? Ask pupils to think about what's important to include in their story drawing. What should be most prominent, what in the background?* Allow five minutes for this.

5. Once each story has been drawn, each pair gets together with another pair and once again, swaps drawings. Using only the drawings, each person has to tell the 'story' they see on the paper. Who are the main characters? What do they look like? What are they doing? How do they feel?

6. Pairs can then discuss how 'close' each viewer got to the written story.

**Reflection:** How did you feel when someone else told your story using a picture drawn by someone else? What was the most challenging part of the activity? What have you discovered about storytelling from this? Is there anything you would now change about the drawing you did?

**Go Further:** Can they do the same exercise for the maths of someone or something they have been learning about in school?

## Persistent: Sticking with Difficulty

In this activity, children are responding to words and drawings from each other. They need to interpret, use and develop the information they are given before finally receiving feedback from the original author of the story.

# Key Stage 2

**Five Line Poem** supports children to develop their **editing skills** through a **collaborative process** of refining and improving their original ideas.

A new way to encourage children to use each other's ideas, **Figurative Finders Keepers** will have children moving round the classroom searching for **similes and metaphors**. The process can be adapted and developed as a learning routine in your classroom so that children become familiar with this way of working. Maybe next time, children could be writing sentence openers for a mystery story or descriptions of a dragon. This is a fun and adaptable Taster Card which will build collaboration and the sharing of ideas amongst your class.

**Make your Own Adventures** is from our Diverse Literature and Arts pack and will challenge children to think fast! This pack is rich with ideas linked to books that celebrate diversity and inclusion.



# Five Line Poem

KS2

1. Students choose a word, write it on a piece of paper, fold it, and put it in a pile. You could relate this to a topic you are studying or it can be random.
2. A volunteer picks out five pieces of paper.
3. Together, the class creates a five line poem using those five words.
4. Can it be improved by adding another word from the pile?
5. Continue to craft – improve by removing, replacing, or adding words from the pile.

**Reflection:** Do you feel you got it right the first time? How did it feel to listen to other people's ideas to improve our work?

**Go Further:** Bring a new word daily/weekly and add to the class pile of words and continue to improve the poem. Add a theme or rules.

## Disciplined: Crafting and Improving

This activity illustrates the important process of moving beyond the first attempt or first answer and the power of working collectively to improve and edit.

# Figurative Finders Keepers

KS2

1. Give students five sticky notes each.
2. Students have three minutes to hunt around the playground or classroom for everyday objects to describe, ideally using similes and metaphors.
3. They then write their description on the sticky note and stick it to the object.  
*E.g. 'the tree is a tall skyscraper touching the sky', 'the sink is an empty swimming pool'.*
4. After all the sticky notes have been placed, students move around the space reading all the descriptions and collecting five notes each (but not their own!).
5. Students then turn their collected descriptions into a five-sentence poem about the space, and share it with a partner.

**Reflection:** How did you feel using someone else's ideas?

**Go Further:** Hold a class poetry slam where students perform their poems. You could also expand this to other types of figurative language, linking to what the class is learning in literacy – e.g. personification, hyperbole, alliteration etc.

## Persistent: Daring to be Different

This activity encourages students to experience and use ideas that are not their own, building self-confidence to take risks in their creativity.

# Make Your Own Adventure

Key Stage  
2

1. **Read some of the short story You're The Boss by E.L. Norry out loud to the class in the anthology Happy Here: 10 Stories from Black British Authors – making sure the class get to vote when given options.**
2. **Discuss how this story is a little bit different to other fiction – why? Answer: It is in a 'Choose Your Own Adventure' format where the reader gets given options to decide what the character does next and is in the second-person present tense.**
3. **In pairs or groups of three, challenge students to create their own mini-story in this format. Give them 2 minutes to agree on an opening setting and a premise. For example:**
  - You get to school and discover nobody else is there, it is totally deserted.
  - You find a bag of lots of money hidden in a cupboard of your house.
  - On the way home from school, you see what looks like a spaceship, fall from the sky.
4. **One person becomes 'The Boss', verbally telling a story to the group in just 5 minutes but at intervals, giving the other(s) in the group/pair a choice (between 3 and 5 choices is a good number to aim for). Based on the choices, The Boss comes up with the next part of the story. They can include some interesting description but the emphasis here is on plot and action.**
5. **They could do this just verbally, or if you want them to write up the story later, provide them with a large sheet of paper and a pen to write down a 'flow-chart' (which may help if working in groups of 3 and allows them to make different choices!).**

**Reflection:** How did it feel not knowing where the story was going? Did the turns the story took surprise you? How?

**Go Further:** Allow the members of the group/pair to swap over so someone else is The Boss and challenge them to try and finish the story. Have them write up the story so someone can read and play along - creating a flow chart with the choices first will help with this.

## Imaginative: Using Intuition

Working collaboratively, students are challenged to think on their feet coming up with ideas / making choices without knowing the outcome of where they are going in advance.

## **Pack curated by:**

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## **Credits**

Angeline Conaghan from Groundswell Arts

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Adisa the Verbaliser

Coral Dance Company: Nicola Rayworth (Lead Associate),  
with Andrea Swainson (Engagement and Outreach Manager)  
and Bridget Chew (Associate Artistic Director).

## **Story Spark Card**

Adapted from a RESET Creative Curriculum resource  
on Metacognition - Create a Character, Tell a Story by  
Andrew Hammond

## **Drawing Stories Card**

Adapted from a Tate Snapshot Resource How Do You  
Draw a Story?