

# Primary: Climate Change & Sustainability



## Teaching for Creativity Taster Cards

Quick challenges to practice creative habits

# How to use these cards

These Taster Cards can be used as ice breakers, starter activities, class assembly prompts, ways to start and end the day, or as stand-alone 10–15-minute activities.

They are suitable for Primary Key Stage 2 students. Most can be easily adapted for older/younger students and remote learning.

This set uses Climate Change and Sustainability as a topic example and could be used in subjects ranging from Science and Geography to Art and Literacy.

We hope this resource helps you to think about how to use pedagogies for the 5 Creative Habits across the curriculum.

# The Five Creative Habits of Mind



A New Direction, like many others, believes that creativity can be taught, and we want to support schools and teachers to feel equipped to do just this.

The pedagogies underpinning our Teaching for Creativity work come from the five Creative Habits of Mind – a concept developed from decades of research by Bill Lucas and colleagues which has now been widely adopted into learning policies across the globe. The Creative Habits of Mind are a great tool for tracking the development of your students' creativity.

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

# About the Subject

We believe in a broad and balanced curriculum, that includes learning about the climate crisis, impacts of climate change, and how to make changes for a sustainable future, across all subjects.

If you are looking for ways to start discussions on these topics with your students, these activities can provide a creative way in.

While embedding creative habits in your classroom environment, you can also embed sustainability. We would recommend ensuring the topic is addressed more fully within other lessons and contexts, encouraging students to understand that climate change affects all of us now, while empowering them to know that they can make a positive change.

# A Shrinking Habitat

- 1. Show an image of deforestation in the rainforest and ask the class what they think it is showing. Elicit to find out what they know -** *do they know about animals losing their homes due to human expansion?*
- 2. Discuss how easy or difficult it might be to have to change where you live due to the impact of others.**
- 3. Ask the class to stand. Use cones (or chairs or even string) to slowly reduce the size of the classroom, so that students have to leave their desks and move into the smaller area. Do this a little at a time, each time, ask checking questions about the ease/difficulty of this as the room is getting smaller.**
- 4. As the room shrinks, encourage students to ask each other questions about the topic and how they think this might be for animals whose habitats are shrinking due to human activity.** *How might they feel? How would it impact their lives?*

**Reflection:** How did putting yourself in the place of an animal help you explore and investigate the effect of shrinking habitats? Why is this happening to animals? What can we (humans) do to help? What can we (as individuals/a class/a school/a community/a country) do to help?

**Go Further:** Each student becomes a different animal, some of whom have to stay away from each other e.g. a deer needs to stay away from a Jaguar, and jaguars can't stand next to each other. Repeat the activity and find out how that might make it even more challenging. You could also introduce other human aspects, such as cars, pollution, etc.

## **Inquisitive: Exploring and Investigating**

Students explore what it is like to be an animal whose habitat is shrinking and are given the chance to wonder about possible solutions.

# Future Fashion

## Inquisitive: Challenging Assumptions

This activity encourages students to interrogate their assumptions about fashion, reflect on the wider impact of fast fashion and to consider the role that second hand clothing might play in sustainability.

**Welcome the students to their new jobs in your PR company.**

**1. Explain that today's brief is:** *'To rejuvenate the reputation of second-hand clothes in today's Fast Fashion world.'* Hold a brief 'press conference' with the new CEO of **Second-Hand Clothes Ltd** (teacher in role), encouraging students to ask questions about why Second-Hand Clothing is more sustainable than fast fashion. Introduce facts e.g. (from this list collated by [Oxfam](#)):

- The world uses an estimated 80 billion pieces of clothing every year, a 400 percent increase from two decades ago.
- The fashion industry is responsible for 10% of annual global carbon emissions.
- Clothing companies create more than 1 million garments every day.
- Extending the life of clothes by just 9 months of active use would reduce carbon, water and waste footprints by 20-30% each.

**2. Spend a couple of minutes presenting some assumptions about clothes shopping. Ask students if they agree/disagree with them (i.e. thumbs up/down). Ask:** *'What makes you say that?'* E.g: *'Lots of fast-fashion companies use sustainable materials'* / *'It is cheaper to buy fast fashion'* / *'Clothes wear out quickly and need to be thrown away'*.

**3. Divide the class into groups and give them 5 minutes to come up with ideas for a campaign slogan to attract new customers to the brand. Ask them to consider:** *'Why might people not buy second-hand clothing?'* *'How can you change their minds?'* *'What are the benefits?'*

**Reflection:** What language helped you challenge people's assumptions? Has this activity made you reconsider any of your own assumptions about shopping habits or clothing choices? Why?

**Go Further:** Allocate each group a role: designing billboard posters, TV advertising, writing a press release, contacting celebrities/influencers to persuade them to become the face of the brand, hosting radio interviews. Come back together and put the campaign together.

# Team World

## 1. Provide the below sentence starters:

- I have a similar opinion because....
- We must also consider that
- To challenge what x said...
- I think in my opinion...
- Do you mean...
- How about...
- I wonder if...

## 2. Put students into pairs, and give each an opposing view to debate about climate change (even if they don't agree with the statements) such as:

- *I will never give up using my car. Why should I? What difference can I make? Other countries are a lot worse than the UK!*
- *I will always try and walk or take public transport. We can all make a difference and by doing our bit, we can reverse the climate emergency.*

**Reflection:** How did it feel arguing for/against an opinion different to your own? What are the benefits and difficulties of informing people about the climate emergency? Why should we challenge others to make a lifestyle change? What will happen if we do nothing?

**Go Further:** Students are given more opposing views to debate. In groups, they form a circle around two chairs. Two of the group sit down and are 'in role' e.g. an industrialist excited about the start of the industrial revolution talking to one from the present day who is aware of the known danger of burning fossil fuels. Or someone who likes the convenience of having a car talking to someone concerned about air pollution in their town. Once they begin to debate, students watching in the circle can tap in by tapping on the shoulder of one of the students and take over, to offer a new point of view.

## Inquisitive: Challenging Assumptions

This supports students to talk, wonder, listen, debate, question and challenge assumptions. Verbal communication is an important life skill. A rich talk classroom can broaden understanding and enable students to form new ideas, question and make connections.

# What's with the Recycling

1. Put on the board: R\_\_\_\_\_, R\_\_\_\_\_, R\_\_\_\_\_ and the symbols for the 3Rs: Reduce, Reuse and Recycle. Elicit the missing words and a simple definition for each.
2. Get 3 large sheets of paper and write Think, Puzzle, Explore in the middle of each. Give your pupils a handful of sticky notes.
3. On the 'Think' sheet: Ask them to write down 1 to 3 things they know on different sticky notes about the 3Rs. Read some out loud to the class.
4. On the 'Puzzle' sheet: Now, ask, *'What puzzles you about the 3Rs?'* Get them to write down any questions that they have on sticky notes. Read some out loud to the class.
5. Repeat with the final 'Explore' sheet, asking: *'How can we explore these questions?'*

**Reflection:** What was helpful about approaching the topic in this way – Think-Puzzle-Explore? Which of the 3Rs is most important for solving climate change? Did this activity make you think differently about recycling?

**Go further:** Ask your students to consider and investigate further why businesses promote recycling over reducing and reusing products. They could write a series of questions to ask the CEO of a big company. They might want to act this out in pairs or small groups.

## **Inquisitive: Challenging Assumptions**

This activity uses Think – Puzzle –Explore to help students challenge assumptions around recycling and develop their own questions and new ideas about why it is promoted as a solution to climate change more than reducing and reusing.

# Awareness of Our Place in the World

## Inquisitive: Challenging Assumptions

Pupils will challenge their assumptions about making artwork and question and wonder about new ways of working.

- 1. Invite pupils to pause to observe and listen to their immediate environment. Encourage them to consider both the natural and the man-made things around them. Ask them to be aware of sounds, smells, objects, colours, and sensations (e.g. heat or cold). How do these two worlds of natural and man-made work together to make our whole environment?**
- 2. Using only items that can be found in the immediate surroundings, ask pupils to make a temporary artwork by placing objects. The artwork should be a visual response to their observations, and it might be abstract or very literal. Objects could be anything and could explore scale, from leaves and pebbles on the floor, to scraps of paper or string, stationary or kitchen utensils, or even items of clothing, or furniture.**
- 3. Pupils photograph their artworks, carefully thinking about angles and cropping, as well as the background of their shots.**
- 4. An important element of this idea is that all objects should be returned back to where they came from, meaning the artworks will only exist in the moment they are made and will produce no waste products.**

**Reflection:** Almost everything we do creates more 'stuff' in the world. Often the act of making artworks in itself creates objects that might become hard to recycle (e.g. adding glue or tape to cardboard can make it harder to recycle). How important is it to think about our impact on the world in the actions and activities we do? How did this activity help you challenge your own assumptions about what makes something an artwork?

**Go Further:** Consider together how to make artworks less wasteful (both those they make in school and larger scale artworks in galleries) e.g. using a hole punch and string to connect cardboard instead of a glue gun. How can artworks be taken apart and reused or recycled when they are no longer wanted?

# Hope in a Crisis

**1. The language around environmental issues can be very frightening and alarming for all of us, but especially for young people. It is important to realise the seriousness of the climate emergency, but it can also feel overwhelming and might make individuals feel helpless about taking action.** *'We are going to look for hope within the climate situation and to find examples of where positive action has seen results and made changes.'*

**2. Ask pupils to work in pairs to find at least two positive climate facts or stories. They could research online to find positive eco facts (making sure they are fact checking any information they find).** *E.g. the Covid pandemic in 2021, 23,588,232 trees were grown in 42 countries around the world, which is over twice as many as were planted in 2020.*

**3. Invite pupils to create text based visual cards or even placards to present their facts. These could be made quickly using marker pens on card, or if time, they could be more decorative and graphic.**

**4. You could display the facts around your school or setting to share the positive environmental stories with others.**

**Reflection:** How did a focus on the positive help you challenge assumptions today? Does it help to hear about positive environmental actions and the impact things make or is it more effective to shock people into taking action? Is there space for both positive stories and hearing about news which will frighten us to do something?

**Go Further:** Look at how different political leaders promote action between countries. Contrast this with environment campaigners and how they encourage changes in our behaviours. Explore with pupils how successful action happens and how it is written or spoken about in the press.

## **Inquisitive: Challenging Assumptions**

Pupils will share their ideas more widely, presenting the products of their findings. They will challenge accepted assumptions about climate action and what is possible in the face of the climate crisis.

# Eco protest

- 1. Put several images on the board to illustrate aspects of the climate emergency** *E.g. polar bear with melting ice, coral reef with plastic pollution, power station burning coal, forest fires etc.*
- 2. Give students 2 minutes to work in pairs to identify the issues illustrated on the board and think of some additional ones.**
- 3. Ask students to individually decide on a climate change issue that is important to them. What questions do they have about it? Share some questions in a brief class discussion, noting them on the board.**
- 4. Now, ask students to think about what is the one most important thing they would say about the issue? This will be their protest statement.**
- 5. Students create a protest sign, with their protest statement. They could recycle cardboard to make a sign or use paper to draw/write /sketch. Because they can only fit a sentence on their protest sign, they need to think carefully about what words they use. Which words are most powerful?**

**Reflection:** How did the pictures help you think of good questions to ask about your issue? Why do you think people protest? Do you think people will have similar questions to yours when they see your protest statement? How can you find out answers?

**Go Further:** You could create a display of the protest signs and questions (or even hold a mini demonstration in your playground or hall). Challenge students to research answers to their questions and add them to the display/use them in the demonstration.

## **Inquisitive: Wondering and Questioning**

This encourages students to identify issues and think of questions while considering the power of words and protest to make other people wonder and question too.

# Freeze Frame

- 1. Divide students into groups with 5 or 6 members and give each group 1 minute to come up with an eco-issue they are passionate about (they keep this idea secret).**
- 2. In their groups, students come up with a 'freeze frame' to illustrate their chosen issue (a still image, like pressing pause on a remote control). The group create an image using their bodies with no movement. Allow 5 minutes for groups to develop their idea and practice the freeze frame.**
- 3. Groups take it in turns to present their freeze frame to each other. The rest of the class have to guess what the eco issue is that is being presented. They can ask questions to help reach the correct answer.**

**Reflection:** How did it feel to try to communicate without speech or movement? What did you need to do to try to make your message clear?

**Go Further:** Students could develop their freeze frames into a short piece of drama with the freeze frame being either the start or finish. The whole class could collaborate to combine their freeze frames into an extended piece.

## **Collaborative: Sharing the Product**

This activity is a fun and quick way to encourage students to work together to express their ideas, while being able to see other people's ideas.

# Surprising Weather

- 1. Ask students to get into pairs and think together about a time each of them found the weather to be surprising.**
- 2. Ask them to consider what impact the weather had on them, and how it could have affected other people, places, and animals.** *E.g if it was surprisingly hot for the time of year, I might have got sunburnt as I wasn't prepared for the weather. Plants may have grown too quickly and died, having an impact on bees, other insects and the wider ecosystem.*
- 3. In their pairs, ask students to work together to create a piece of artwork to communicate their findings.** *E.g. a playdough sculpture, a collage, a drawing, a painting, a piece of drama or dance.*
- 4. Ask pairs to then swap their work with another group.** *What weather do you think they were representing? What do you think they are saying the impacts are? What questions do you have?*

**Reflection:** How did you represent your ideas? What questions might people have about your piece?

**Go Further:** As a class develop a presentation/assembly/exhibition of all the artworks to share with the wider school community. You could ask viewers for their interpretations of the pieces and then afterwards ask groups to reflect on if they were surprised by what their artwork made people think about – what is the same or different to their intention?

## Collaborative: Sharing the Product

Students work in pairs to creatively communicate their shared ideas to their peers.

# Blind Talking

1. *'Listening is a very important skill that most of us need to improve. How can we make sure we listen to other people's ideas, even if they might be different to our own?'*
2. **Pupils sit in small groups and decide on an environmental topic they want to discuss.**  
*E.g. plastic re-use vs recycling, saving energy ideas, fast fashion and its environmental impact etc.*
3. **Pupils then all put on blindfolds (made from a length of fabric or a sleep type eye-mask) – give them a few moments to get used to wearing them.**
4. **Give them 10 minutes to discuss the chosen topic whilst blindfolded.**

**Reflection:** How did it feel talking with a blindfold on? Do you think you shared different ideas? How did it affect your listening?

**Go Further:** Encourage pupils to come up with other games that help us practise listening to others.

## **Collaborative: Co-operating Appropriately**

Taking away a sense of sight removes visual distractions and stops pupils having a focus on other people's reactions. It can help encourage a different type of discussion.

# The New Earth Pioneers

## **Collaborative: Co-operating Appropriately**

This role-play activity encourages students to work together to question and test the choices which they and others make in an unusual context.

- 1. Tell the class that they are going to take part in a role play. They are the Explorer Unit of the New Earth Pioneers, on a mission to settle an uninhabited island in the South Pacific.**
- 2. Split the class into six teams of Experts and label each person in the group:  
2 x Transport, 2 x Food, 2 x Housing.**
- 3. Give the teams 5 minutes to discuss and agree on 10 essential items which they will take with them in their Survival Kit. They should focus on items they are responsible for. Ask all students in the group to write down their agreed final list on a piece of paper.**
- 4. Now put the students into pairs from different groups. Taking it in turns, a student reads out one item from their list. If it matches an item in their partner's kit they can keep it in their kit. If it doesn't, they have to cross it out.**
- 5. If time, allow pairs to return to their home groups and discuss how their individual survival kits have now changed.**

**Reflection:** What helped you cooperate well today? Which item were you most sorry to lose from your kit and why? Do you think you could survive with your kit alone or would you need someone else's kit?

**Go Further:** In groups of six (2 of each expert) students tell in words or actions the story of Day One on the island, focusing on the explorers' Transport, Food and Housing needs (remind them that they can each only use and contribute the items they have in their Survival Kit). This activity can be extended into Day Two, Day Three and so forth.

# Guardians of the Switches

## Collaborative: Co-operating Appropriately

This supports students in sharing what they have learnt and appreciate the benefits of cooperation and teamwork.

**1. Tell students:** *'We have a responsibility to look after our planet, protect it and bring attention to how humans are destroying it. We can only do this together. It needs to be a combined effort. Even small changes combined can mean that together we are stronger and can work towards building a stronger future.'*

**2. Give students a few minutes to discuss in pairs and write down answers as to what they can do as a school community to protect the planet and make a difference.**

**3. Put this list up on the board and again in pairs discuss ways they can:**

- Take shorter showers
- Take fewer car journeys
- Pick up litter and remind others when they drop litter
- Write to your MP/local councillor for support in reducing emissions and to request more recycling bins
- Be a guardian of the switches to save energy
- Save water and don't waste it
- Stop wasting food
- Dispose of waste and plastic responsibly
- Consume less plastic
- Reduce, repair, reuse and recycle

**4. Challenge students to individually make a pledge to make a personal change in their day-to-day life. It doesn't have to be a big ambitious change, but together will help make a big change.**

**Reflection:** Discuss how our collective creativity can ensure a hopeful healthy planet and how when we are connected and combine our efforts, our uniqueness can shine more brightly.

**Go Further:** Encourage students to share what they have learnt about working collaboratively and design a campaign/poster or start an eco-club to communicate and promote the benefits of taking action to influence others.

# Working Together for Change

## Inquisitive: Co-operating Appropriately

Students can only achieve their goal by communicating effectively to coordinate their actions. When they work together, they can accomplish their task. Students consider how working together fixes problems.

**1. Ask the class about littering** *E.g. why do some people do it? Why is it important not to litter? What can you do about littering alone or in groups?*

**2. Introduce the idea of individual change versus working together.** *Which do they think is more effective and why?*

**3. Put a line of tape across the classroom on the floor (the hall or playground may be better for this). Ask for 2 volunteers to come to the front of the classroom. Explain that they need to work together to cross the line at exactly the same time. They need to communicate to do this. If they don't cross at the same time, they have to go back and start again.**

**4. Ask the whole class (or a large group depending on size of space) to come up to the line and communicate so that they cross at the same time.** *Was this more challenging?*

**5. Reflect with them about how important it is that they work together and how this relates to littering and the environment. What happens if some people don't cross at the same time? Explore with them that only by working together are we able to accomplish our goals for the environment.**

**Reflection:** What happens if not everybody picks up their litter? What happened when we worked together as a team to achieve our goals? Was it difficult? Did you need to help each other?

**Go Further:** Explore the idea of picking up other people's litter, even when you haven't dropped it. How can making these small changes help on a bigger scale? Look at some ideas on a computer about community litter pickers and how they help.

# Who and what can save Kiribati?

## Inquisitive: Giving and Receiving Feedback

This activity uses Think — Pair — Share to develop ideas, encouraging silent reflection before discussion so that pupils contribute to the ideas of others and hear how their own ideas might be improved.

- 1. Pose this to your class:** *'Kiribati is an island country. It is disappearing due to rising sea levels caused by climate change. Kiribati has a small population and a low carbon footprint. It is not Kiribati's fault that Kiribati is disappearing. So, what are their options? And who should be responsible for fixing their future?'*
- 2. Give students 2 minutes to think about the questions and note down any ideas.**
- 3. Divide the board in two and put up two headings:**  
*What are Kiribati's options? / Who should be responsible?*
- 4. Put students into pairs to discuss their views. You could give them 1 minute each to talk without being interrupted, before a further couple of minutes of mixed talking between the pair.**
- 5. Have a class discussion and write up the ideas they share. Ask the class to vote on the best suggestions.**

**Reflection:** Were you surprised by some of the suggestions? Did hearing your peers' ideas help you to develop your own ideas?

**Go Further:** Students could investigate the possibilities and responsibilities relating to Kiribati's future further using the ['Six Thinking Hats'](#) method. Exploring ideas such as Kiribati's plans to raise the island and the 'Loss and Damage' debate on whether historically high-emitting countries should compensate countries like Kiribati. They could follow up their investigation by writing letters to the UN and world leaders with their suggestions. **Older students (KS3+)** could explore: [What Are the Links Between Colonialism & the Environment?](#) using our lesson plan resources.

# Memories of Nature

## Discipline: Developing Techniques

Pupils explore and develop techniques that may be unfamiliar to them, using drawing as a way to reflect on memories and interpret them creatively.

- 1. Pupils close their eyes for a few minutes to reflect on particular memories they have of the natural world, recollecting moments in their lives when nature was a big part of a particular event or activity.**  
*E.g. a holiday to the beach, a woodland walk, tree climbing in the park, planting seeds or seeing animals etc.*
- 2. Working in pairs, pupils will take turns to 'make a memory drawing' and 'observe a memory drawing'.**
- 3. The first pupil keeps their eyes closed while they describe their memory and at the same time makes a drawing of the memory. Their partner listens and observes their drawing.**
- 4. Encourage them to think right back through the whole event, describing everything that happened, how nature is part of the memory, what they could sense, capturing as much detail as possible.**  
*E.g. hearing water or birds singing, the smell of a woodland after a rain shower or the sensation of soil under their fingertips.*
- 5. 'These sensations are difficult to draw and there are no right or wrong ways to illustrate memories, especially when you have your eyes closed! The drawing is acting as an aid to help you remember an event and what the finished drawing will look like is not important.'**
- 6. Make sure the pupils have time to swap roles.**

**Reflection:** How did talking and drawing at the same time help you remember in detail? How and where does nature fit in our lives? How important is it within the things that happen to us? What would those same memories look like without the natural world?

**Go Further:** Ask pupils to look for nature around their daily lives, within your school or setting. Make lists or drawings of where they experience it and use these to value its importance or to recognise where it could be brought in more visibly.

# Every Second Breath You Take

**1. Ask your students to consider the last time they thought about their breathing.**

**2. Explain:** *'Between 80-90% of all life and biodiversity on the planet is found in our Ocean. You breathe because you need oxygen, and every second breath you take comes from organisms in the ocean, so taking care of the oceans is critical to all life on Earth'*

**3. Ask them to take a breath right now and think about their every second breath.**

**4. Give students a piece of paper and a pen or pencil. This activity focuses on the art of breathing and how to visualise their breath by drawing their breath. Ask your students to sit in a comfortable position, close their eyes, take slow breaths in and out. Relax shoulders and face:**

- Keeping eyes closed, start to take their pencil for a walk on the page
- Relax into the feeling of breathing and moving the pencil
- Remind them that there is no right or wrong way to do it and their work will probably look like jagged lines or a series of loops
- Avoid trying to draw recognisable things, but instead concentrate on the movement of their hand with their breath

**5. Invite students to share their drawings.**

**Reflection:** What did the experience of making the invisible, visible feel like? What is our role in the wellbeing of the planet, in order for life to flourish?

**Go Further:** Students draw around their hands and then trace parts of their breathing drawings onto it, adding a pledge to do their bit for the planet.

## **Disciplined: Developing Techniques**

This supports students to understand how the breath is affected by everything we do and what they can achieve by developing the technique for self-awareness and expression.

# Rethinking Our Resources

- 1. As a class, make a list of everything that we bring with us to school each day. Put the items into categories - clothing, food, equipment etc.**
- 2. Split the class into groups to work on each category. Thinking about whether we can Reduce, Repair, Reuse or Recycle an item, use traffic lights to label whether it is Green - easy, Amber - difficult, Red - impossible.**
- 3. Ask the teams to come up with a solution for the Amber items.** *E.g. setting up a school-wide system that encourages people to reuse/recycle their school uniforms.*
- 4. Ask each student to make a commitment to Reduce, Reuse or Recycle one Green and one Amber item that they bring to school every day.**

**Reflection:** Did categorising help you reflect critically on the solutions? What should we do about the 'Red' items? How easy/hard was it to think of solutions?

**Go Further:** Ask students to track the life cycle of one item which they bring to school every day. At each stage of that journey, identify improvements which would reduce the environmental impact of that item.

## **Disciplined: Reflecting Critically**

This activity asks the student to reflect on their environmental impact, find solutions which will reduce it and make a commitment to a positive action.

# Small Wonders

## Imaginative: Using Intuition

This supports students to communicate how indispensable plankton is to life on earth, through humour, imagination and play. This project was originally conceived by Shermaine Slocombe with Rathfern Primary school (Yr5) in Lewisham as part of [Royal Museums Greenwich's World Oceans Day](#)

**1. Tell students:** *'Climate change and rising sea temperatures pose serious risks to plankton populations. Plankton is a group name for lots of different tiny organisms that drift in the ocean. Plankton are enablers of all existence as the food chain depends heavily on them.'*

**2. Give students examples of American artist, [Nathaniel Russell's Fake Fliers](#), combining the real with the imagined.**

**3. Provide students with microscopic images of plankton. In pairs, students will design their own plankton character and draw a sketch for a protest poster, following the steps:**

- Draw a plankton character inspired by microscopic images
  - Give it a name and a unique personality
  - Consider how the environment is impacting their character
  - Decide on a format – 'lost and found', 'wanted' or 'advert'
  - Write a funny provocation to support the character to inspire others to make a pledge to take action
- E.g.

**Advert** - Are you having trouble lowering the thermostat in your sea? Call your plankton plumber on...

**Lost and Found** - The Plankton Police need you. Have you seen Peter Plankter wandering off the southern coast of England?

**Wanted** - Organisms. Breath taking population desperately seeks oxygen

**Reflection:** Why in advertising/posters are we naturally drawn to things that are funny or out of the ordinary? Why do people feel the need to create protest art and put a message into the world?

**Go Further:** Turn the plankton character sketch into a protest poster and display them at school. Try using chalk pens or metallic felt tips on black A4 paper for the character, framed by A3 white paper to write their provocations.

# Sustainable Sculptures

- 1. Present a range of everyday objects to the group. Discuss briefly which are 'sustainable' and why – students could also hunt for objects around their classroom which they think are sustainable.** *E.g. refillable water bottle, bamboo tooth brush, bar of soap, food wraps, reusable shopping bag. Less eco-friendly, unsustainable products could include single use coffee cups, wet wipes/face wipes, plastic straws, plastic bottles.*
- 2. Show students [Robert Bradford's recycled toy sculptures](#), and [Jason Mercier's junk portraits](#).**
- 3. Challenge them to design their own sculptures using found 'junk' materials. They could discuss this or work in pairs to begin with.** *Will your objects use sustainable products or unsustainable ones – why? What will your sculpture be of? What do you want people to think about when they see your sculpture?*
- 4. Students draw their sculpture designs, this could either be a simple technical plan or an artistic impression.**

**Reflection:** Do you think you could do more at home/in-school to use sustainable products? How might your sculpture encourage people to think about sustainability?

**Go Further:** If delivering this in an art class, you could go on to develop the drawings into realistic illustrations, allowing students to draw from images or real-life objects. You could select a design as a class to build, providing the materials would be possible to source.

## Imaginative: Playing with Possibilities

Students think outside the box to use products in a creative and experimental way while considering their impact on the planet and the meaning of sustainability.

# My Plastic Life

- 1. Ask each pupil to try and collect all the single use plastics or disposable items they use in a single lunchtime or even over a whole day.**
- 2. On a table or the floor, lay out all the plastics they have collected. This could be done as a whole class or in small groups. Encourage pupils to sort the plastics into different groups in different ways, perhaps visually by colour, or by type of item or even into patterns or shapes or functions.**
- 3. Using class tablets or cameras, ask pupils to think about different ways to photograph their collections of plastic and their ways of displaying them. Encourage them to think about the background and framing of each shot and to present the plastic in visually interesting or beautiful ways.**
- 4. Share these photographs perhaps as a slideshow and use them as a discussion starting point about single use plastics and the possibilities for reducing plastic production.**

**Reflection:** When you actually see how much plastic you use in one collection is it more shocking than your awareness of using single items? If you make the images of the plastics beautiful, does this change how you feel about them?

**Go Further:** The images could be shown more widely around the school or as part of an assembly to raise awareness of single use plastic waste. Encourage pupils to look for ways that single use plastic can be reduced within the school. They could work together to campaign and write to senior leaders or governors about particular lunchtime plastic use that they would like to see change. Encourage them to suggest realistic solutions that the school might be able to implement.

## **Imaginative: Playing with Possibilities**

We all know that we use too many single use plastics and disposable items in our daily lives. This activity is a visualisation of that, using art as a way to help pupils think more carefully about making positive choices and changing behaviours to help the climate – encouraging them to think of real solutions to problems from a creative inspiration.

# Sustainable Island Paradise

- 1. Find the largest piece of paper you can (try using backing paper or tape some big pieces of sugar paper together). Position the students around the outside of the paper, each with a pen or pencil.**
- 2. Explain that they are going to work together to create a fully sustainable island paradise and they will be drawing a map of their island collaboratively. Discuss what it means to be sustainable.**
- 3. Begin by asking them to work together to draw the outline of the island, then ask a series of questions such as:** *Where will the inhabitants live? What will they eat? Where will their electricity come from? How will they travel around the island? How will they stay warm/cool? What will they do for fun? Which animals and plants live on the island?*
- 4. To answer each question the students should discuss their ideas and draw them onto the map of the island, adding labels where necessary. Remind them at each stage that the island must be self-sufficient and sustainable long term.**
- 5. End by asking them to name their sustainable island.**

**Reflection:** What different things helped you to play with the possibilities of your ideas for the island? E.g. questions, drawing, describing, etc. Would you like to live on this island? What might be the biggest benefits and challenges of living on a fully self-sufficient island?

**Go Further:** Students could write postcards from their visit to the island, posters encouraging people to visit, a page from a guidebook, the front page of the island's newspaper, an article from a travel magazine about the island, an application to be Prime Minister of the island or they could write and

## **Imaginative: Playing with Possibilities**

Students will work together to explore and imagine what a fully sustainable society might look like, thinking of imaginary solutions to problems.

# Journeys of a Plastic Bottle

- 1. Arrange a selection of empty plastic bottles around the space in an enticing way for when the students enter the room. These could be stacked / hanging / arranged in a pattern on the floor.**
- 2. Working in small groups, students select one of the bottles. They have 5 minutes to come up with the journey of the plastic bottle once it has been finished with and dropped on the ground. Each group can choose if they tell, act out, draw, dance or write the journey of the bottle.**
- 3. Encourage them to consider the environmental implications of dropping litter.**
- 4. Each group shares back their work.**

**Reflection:** What can be the negative outcomes of not disposing of waste appropriately? What can we do to prevent this? Which questions/phrases/actions/visuals helped you and your group talk through the possible journeys of your plastic bottle?

**Go further:** Ask students to take home a plastic bottle and give it a new purpose by turning it into something else e.g. a bird feeder, planter, musical instrument, piece of art or...

## **Imaginative: Playing with Possibilities**

This activity encourages students to work together in playful experimentation, building their confidence to express themselves in interesting ways.

# A Polar Bear in Space?

- 1. Put your pupils into groups of 3 or 4. Give them a piece of paper with three images showing: a space station, a polar bear, and a recycling bin.**
- 2. Ask them to work together to decide on the odd one out.**
- 3. Monitor and make sure they are exploring different options. Use prompts such as:** *What is the topic? How is each image connected to the topic? Could X be the odd one out? Why? / Why not?*
- 4. Ask the class to share their ideas. Note: There is no right answer, the aim is to explore and make connections.** *E.g. the Polar bear is affected by climate change, the other two are considered possible solutions to climate change.*

**Reflection:** How many different connections were you able to think of? What other solutions can you think of for climate change (ones you know about or your own ideas)?

**Go further:** Think more about space exploration and other possible solutions to climate change. Use 'Wh- questions' to find answers and decide how well they might work. E.g. What is it? Who is it for? When will it be available?

## **Imaginative: Making Connections**

This activity uses 'Odd One Out' to help students make connections between different objects and concepts.

# Your Planet Needs You!

**1. Ask students to watch a [Greta Thunberg](#) speech and explain how speeches are effective tools for voicing opinions and influencing others. Next, ask them to analyse it and consider:**

- **Purpose and audience** – who is the target audience? What are the facts and what is she trying to accomplish?
- **Content and tone** – is there a hook, startling statement, or a story? Is it funny or serious?
- **Language** – are rhetorical devices used such as repetition, metaphor or simile?
- **Structure** – how do the opening and closing statements capture our attention?
- **Delivery** – how clearly does she talk? How is she standing? Does she come across as nervous/calm/excited/in control? How does she pace herself?

**2. Ask students to devise ideas for a short speech about the climate emergency. Their ideas need to urge people to do more for their planet and to take responsibility for their actions. Remind them that like Greta, their actions can make a real difference. Words are powerful and young people can use their unique perspective to inform adults about the gravity of the situation.**

**Reflection:** What are the benefits of adding humour, powerful words or persuasive language in a speech to influence an audience? What techniques helped you dare to be different in your speech?

**Go Further:** Challenge the students to work the ideas up into a short speech and perform to each other. Ask students to analyse the purpose, content, language, structure and delivery of each other's speeches. How could they be improved? You could use our full Teaching for Creativity lesson plans: [Speeches That Changed the World](#) based on acting techniques.

## **Imaginative: Daring to be Different**

This supports students to explore daring to be different and standing up for what they believe.

# How Do You See It?

1. Prepare a selection of found images from newspapers and magazines.
2. Ask pupils to select 3 images that make them think about the world and current issues around the climate.
3. In pairs, ask pupils to take turns to introduce their set of images to each other, including the reasoning behind their choices.
4. Working together, they should order the images in terms of how they make them feel about climate change – from the most hopeful image to the most concerning.
5. Do any of the images inspire you to make a change? Was it hard to agree on the order of the images, why?

**Reflection:** Were you surprised by anyone's responses to the images? Or your own? What language did you use to explore the differences in how you and other people responded to the images?

**Go Further:** Pupils should think further about how to challenge each other's assumptions about images and what they show, exploring and questioning possible different interpretations of the same image. Go further by exploring different press reports relating to the environment and exploring how journalists use imagery to communicate a message.

## **Persistent: Daring to be Different**

Pupils are daring to be different in challenging each other's assumptions on exploring the images and how they make them feel. They will tolerate the uncertainty of different possibly ways to see things in the images they find and the opinions they present.

# Spending Decisions

1. Put your pupils into groups and tell them they have a pretend £100 to spend (or give them 100 £1 coins of fake money).
2. Tell your students that the UK government spends more than £800 billion each year.
3. Put these headings on the board: Health, Education, Welfare, Transport, Overseas Aid, Other. Check their understanding of each category. Ask for 1-2 examples of what might be included in 'Other'.
4. Ask them to imagine that they are the government: *'How much should be spent on each category to help people today and to help with the climate crisis in the future?'*
5. Give them a piece of paper to write each category on. They then place the amount of money they want to spend under each category. Tell them each fake pound represents 1% of their budget.
6. Share ideas as a class.

**Reflection:** Was it difficult to decide how much to spend without knowing what you could actually afford to buy with it? How did you decide? Is there anything you would like to know more about after doing this activity?

**Go further:** You could show your students a simplified chart of the government's recent budget spending (available on the Institute for Fiscal Studies website - [ifs.org.uk](https://ifs.org.uk)). They could also write a newspaper article announcing their new budget and the reasons behind it.

## Persistent: Tolerating Uncertainty

This activity uses the role play and simulation approach. Asking students to act with incomplete information in a situation with no right answers.

# There's More Life in it Yet!

- 1. Prepare enough everyday items to be available for each student. Once students have chosen one, ask them to swap with the person next to them so that nobody has their original item.**
- 2. Ask students to write down as many ideas as they can for alternative uses of their item. Ask them to pick out their favourite idea, one that would still be possible when the item is broken and no longer able to fulfil its original purpose.**
- 3. Ask students to design their new use for their object, thinking in as much detail as possible.**  
*E.g. what will it look like? Does it need to be altered to be used in this way? Are there any safety issues for this new use?*

**Reflection:** How did you feel when you had to change your object? Were you still able to think of ideas for the new item? What item(s) have we thrown away at home recently that could have served a new purpose?

**Go Further:** Choose something which was going to be thrown away at home or at school (with permission) and find a new use for it, making alterations to it if necessary. You could have a whole D.T project around [Nature Inspired Design](#), using our lesson plan resources.

## **Persistent: Tolerating Uncertainty**

Working with objects students did not choose themselves and rethinking the way they can be used pushes them out of their comfort zone creating opportunities for new ways of thinking.

# Do you agree or disagree?

## Persistent: Tolerating Uncertainty

This activity supports students to present, debate and challenge their views when there is no certain answer.

**1. Put a sign at one end of the room saying AGREE and a sign at the other end saying DISAGREE. Tell the class the centre is neutral or 'I don't know' and there's an invisible scale between the two signs.**

**2. Read the below statements. Students go and stand on the scale. If they 100% agree they stand by AGREE. If they almost agree they stand near it, etc. Start with funny statements to get them familiar with the set up.**

- Sweets are the best food ever
- Sundays are the best day of the week
- Tennis is better than football
- Humans are more important than animals
- Ocean pollution is a big problem
- Climate change isn't real
- I do lots to help the planet
- I am not responsible for the rubbish I make
- All plastic should be banned
- I can't do anything to help the planet
- Protecting the planet is the responsibility of the government

**3. After each statement lead a brief discussion. Ask students why they are standing where they are. Do they want to move after hearing what others have to say?**

**Reflection:** Did anyone change their mind? Do any of these statements have right/wrong answers? Whose responsibility is it to fight the climate crisis? (Individuals, governments, the media etc)? What can these people/groups do?

**Go Further:** Ask students to choose one of the climate/eco related statements and write a list of points justifying why they agree or disagree with the statement.

# Reduce, Reuse, Recycle Adverts

## Persistent: Sticking with Difficulty

Students practice sharing ideas and opinions in an unstructured way, having the opportunity to come up with ideas without much help and support. Persuading people to make such a huge change is difficult – but we shouldn't give up!

- 1. Discuss how the concept of climate change and pollution has been around for a very long time, but the problem still isn't fixed.** *Why do they think this is? Do they think people should continue to fight for change? Why?*
- 2. Challenge students to create a 1 minute long video advert persuading people to Reduce, Reuse and Recycle.**
- 3. Start by asking the class for ideas/advice they could use. Ask them to discuss and note down:**
  - **IMPACT:** What is the impact of pollution on our world? Damage to ecosystems, health, animals etc.
  - **IMPORTANCE:** Why is it so important to reduce waste? Reduces pollution and landfill, helps environment, saves energy, reduces carbon emissions
  - **WHAT WE CAN DO:** What can we do to reduce waste?
  - **WHAT ARE THE CHALLENGES:** Why might people not want to do this? Why is it hard to make these changes?
- 4. Groups should plan out and perform their advert – depending on the class you could let them write a script/storyboard or even film using tablets.**
- 5. Let groups work this out with as little scaffold and intervention as possible. You could remind them about persuasive language/features of adverts such as: rhetorical questions, alliteration etc.**

**Reflection:** Do you think your adverts would persuade everyone? What about governments? What else could we do to persuade people? How would it feel if someone saw your advert and still wasn't persuaded – what would you do?

**Go Further:** Students design leaflets/posters to send to local MPs to persuade them of the importance of reduce/reuse/recycle.

# Assessment for Learning Tool

Photocopy this card for each pupil.

*My confidence with this habit is (colour in the boxes):*

Habit: \_\_\_\_\_

## Before the activity:

My confidence with this habit is:

--	--	--	--	--

1

5

## After the activity:

My confidence with this habit is:

--	--	--	--	--

1

5

## Think about the topic in the activity

I used to think:

Now I think:

## Language

List 3 examples of new/helpful vocabulary, phrases or questions you learned or practised today that you will use again.

1.

2.

3.

# Next steps

## **More free resources on the subject of climate change and sustainability from A New Direction:**

**COMING SOON:** lesson plans for exploring the impact of climate change on animals and habitats (Science, KS2)

[Nature Inspired Design](#) - Bring nature into the classroom & change your students' perception of the natural world (DT & Science, KS2-3)

[Speeches That Changed the World](#) - Explore key historic figures through their speeches & help students step into their shoes (Drama/History, KS2-3)

[What Are the Links Between Colonialism & the Environment?](#) - Uncover the impacts of colonialism on biodiversity & encourage students to imagine new ways of living (Geography, KS3)

[8 creative ways to teach students about the climate crisis](#) – a blog with external ideas & resources for teaching students about the impacts of human activity on the environment and solutions to tackle it

## **More free Teaching for Creativity resources from A New Direction:**

More Taster Cards: [www.anewdirection.org.uk/resources/teaching-for-creativity-taster-cards](http://www.anewdirection.org.uk/resources/teaching-for-creativity-taster-cards)

Find out about the programme: [www.anewdirection.org.uk/programmes/teaching-for-creativity](http://www.anewdirection.org.uk/programmes/teaching-for-creativity)

Watch an online webinar with Bill Lucas and Alison Peacock

[www.anewdirection.org.uk/programmes/teaching-for-creativity/teaching-for-creativity-what-can-it-look-like-in-the-classroom](http://www.anewdirection.org.uk/programmes/teaching-for-creativity/teaching-for-creativity-what-can-it-look-like-in-the-classroom)

Sign up for updates on the programme including opportunities for free CPD: [www.anewdirection.org.uk/subscribe/schools-newsletter](http://www.anewdirection.org.uk/subscribe/schools-newsletter)

**We hope you enjoy exploring the activities in these  
Taster Cards!**

To find out more about our Teaching for Creativity work  
& browse more free resources, visit:

[anewdirection.org.uk/teaching-for-creativity](https://anewdirection.org.uk/teaching-for-creativity)

We'd also love to hear your thoughts! Drop us an email  
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