

Sparkling Change



Teaching for Creativity Taster Cards

Quick challenges to practice creative habits

Introduction to Sparking Change



Do you want to hold a day or week of creative activities which explores the important topic of climate change and the environment whilst developing art, music, and Drama skills in your pupils?

Do you have an Eco Team at school who might benefit from some new ideas and ways of running Eco Campaigns at school?

Are you in need of some new ideas and approaches to exploring the climate emergency with children at your school?

If the answer is yes, then we have some a bundle of accessible and creative resources for you to delve into.

A New Direction believes that creativity is an essential skill and we aim to support schools and teachers to help children reach their creative potential through dynamic lessons designed to develop critical creative thinking skills.

The pedagogy underpinning our work comes from Bill Lucas and Ellen Spencer's work on the five Creative Habits of Mind – a concept developed from decades of research that has now been widely adopted into learning policies across the globe.

All the learning is linked to these five creative Habits of Mind, meaning that children are developing key skills such as collaboration, persistence and discipline whilst actively engaging in learning that challenges them to be inquisitive and imaginative.

Special Days

We've provided an introductory assembly for you to use to launch the special day or week of activities in your school. This assembly will not only introduce some of the key ideas around the topic of Environment but will give children an opportunity to think about what it means to develop a creative way of thinking and learning.

Earth day is a chance for all to focus in on how we can care better for the environment and change for climate. A New Direction's third pack Sparking Change revolves around climate change and environmental awareness.

We hope to empower young people to be change makers and to know that they can make a difference to the world around them. This collection of cards we hope will inspire them to use their creativity to make a difference.

- **Earth Day - 22 April**
- **World Environment Day - 5 June**



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Early Years Taster Cards

Surprising Weather asks how does the weather impact us and the environment? A Taster Card to spark collaborative skills resulting in an artwork.

Sustainable Sculptures is a fun, imaginative activity that takes inspiration from two artists who use recycled materials. Children will be challenged to produce their own sculptures.



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

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.

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 ecofriendly, 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/inschool 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.

Key Stage 1 Taster Cards

A Shrinking Habit is an interactive, creative activity which supports children to understand what deforestation is. Link this to books such as *There's a Rang-Tang in my bedroom* by James Sellick

Working Together for Change is an activity will challenge students to work together whilst also focusing on how we can tackle the problem of littering.



A Shrinking Habit

- 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.

Working Together for Change

Inquisitive: Cooperating 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.

Key Stage 2 Taster Cards

Hope in a Crisis is a positive and empowering approach to thinking about how we can tackle the climate emergency.

Your Planet Needs You! is an imaginative activity centres around a speech of Greta Thunberg's whilst encouraging students to stand up for what they believe in.



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.

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.

Eco Team

Throughout this pack there are many ideas you could adapt and use in your Eco Team meetings at school. For example, Future Fashion might inspire your eco team to collect and recycle clothes, leading to a fashion show to raise money for an environmental charity.

Future Fashion asks questions like 'How can we repurpose clothes and what is the future of fashion?' Use this card to explore these key questions.



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 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 secondhand clothes in today's Fashion world.'* Hold a brief 'press conference' with the new **CEO of SecondHand Clothes Ltd** (teacher in role), encouraging students to ask questions about why **SecondHand 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 2030% 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 fastfashion 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 secondhand 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.

<https://www.anewdirection.org.uk/resources/teaching-for-creativity-taster-cards>

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:
www.anewdirection.org.uk/resources/teaching-for-creativity

We'd also love to hear your thoughts! Drop us an
email or get involved on social media:

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