

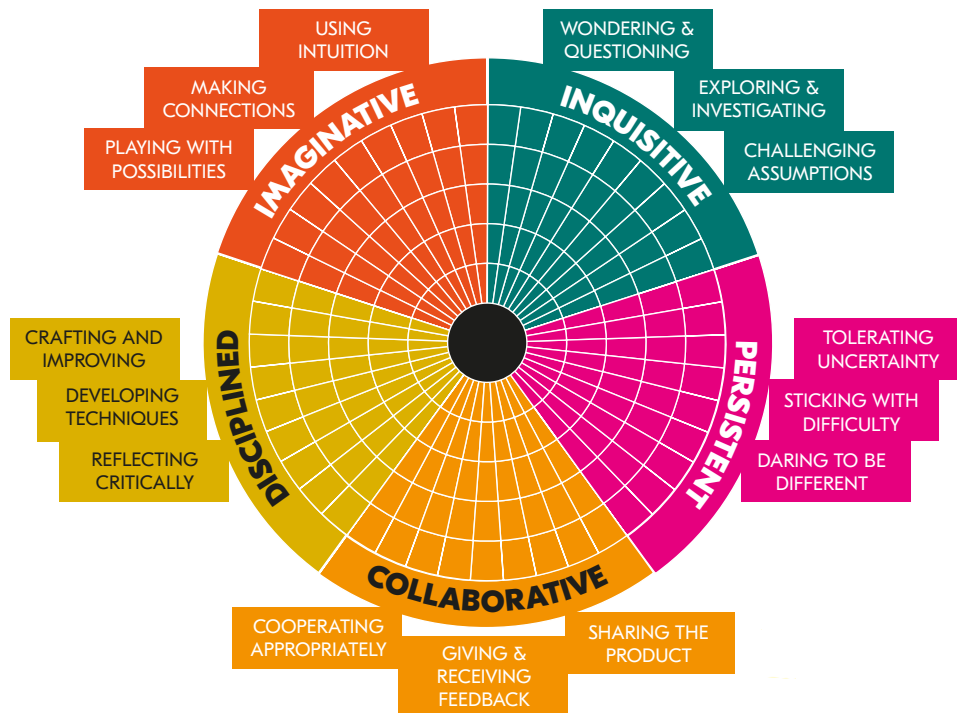
# Secondary

## Teaching for Creativity Taster Cards

Quick challenges to practise creative habits



# 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.

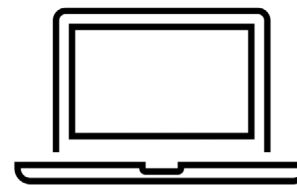
To find out more, visit: [anewdirection.org.uk/teaching-for-creativity](http://anewdirection.org.uk/teaching-for-creativity)

## 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.

We hope the cards help you to think about how to use pedagogies for the five Creative Habits across the curriculum.

For those that lend themselves well to **remote learning**, you will see this symbol:



For those that work in large spaces such as **the hall or outside**, you will see this symbol:



# See, Think, Wonder



1. **Show the class one or two brands who had updated their logos or products with a rainbow for Pride Month**  
*E.g. Nike, Doritos, Ben and Jerry's, Oreo etc.*
2. **Ask students to write the following 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:**  
*What do you see?*  
*What do you think is going on?*  
*What does it make you wonder?*
4. **Share ideas as a class**

**Reflection:** Did anyone have their questions answered by anyone else's observations and thoughts?

**Go Further:** Students can research news articles that discuss 'rainbow-washing'. They could use this to prepare arguments for a class discussion. This could also be a jumping off point to discuss Black Lives Matter and the way brands have aligned themselves with this movement.

## Imaginative: Making Connections

This supports students to make connections about what they already know and make connections between questions they have and others' observations.

# Step Inside the Climate Crisis



1. **Give students a piece of paper and something to write with and put up some pictures with an animal in them related to climate change on the board.**  
*E.g. polar bear on ice, animal being rescued in a flood, orangutan in destroyed forests*
2. **Put students in pairs and label them Greens and Blues**
3. **Greens choose a picture from the board and stare at it for 20 seconds, imagining they are the animal in the picture**
4. **Put these prompts on the board next to the pictures:**  
*How are you feeling?*  
*What happened here today?*  
*What will you do next?*
5. **Blues imagine they are a journalist interviewing the animal and ask the Greens at least four questions, making notes**
6. **Share the ideas as a class**

**Reflection:** How did it feel stepping inside the photograph as the animal or the journalist?

**Go Further:** Students think of a headline in pairs. Greens could write a first person story or piece for a newspaper and blues could write up their notes as a front page news story.

## Imaginative: Using Intuition

Students use their intuition to consider ideas about the climate crisis relying on their senses and imagination over analytical thinking about what is happening.

# Alternative Uses



- 1. Show the class an everyday object – this could be anything**  
*E.g. a paper-clip, a small ball, a carrot, a remote control, pan, keyring, mug, chair etc.*
- 2. In groups, students have five minutes to think of as many alternative uses for the object as they can. They should all write down their ideas on the same piece of paper**  
*E.g. the pan could be a stool, a plant pot, a hat, a lamp shade, etc.*
- 3. Ask all of the groups to share their favourite three ideas. You could move around the class so all students can see the idea lists for themselves**

**Reflection:** Did anyone have similar ideas? Which do you think is the most innovative and why?

**Go Further:** Ask students to pick their own objects and try again. Try the 20 Circles Challenge where you have 20 blank circles to 'fill' with whatever you like. Ask students to create an advert promoting the benefits of their favourite idea.

## Imaginative: Making Connections

This activity encourages divergent thinking, with students coming up with novel ideas and building on existing ideas to come up with something new and interesting.

# Only Connect



- 1. Similar to the TV show, students need to think of connections between words that seemingly have no relation to each other. However, in this version of the game there is no right answer!**
- 2. Display a grid of nine seemingly random words (depending on your class these can either be totally random or you might choose words that can be more easily connected)**
- 3. In pairs, or one at a time to the whole class, students pick two words from the grid and try to come up with another word that connects them**  
*E.g. if the words are 'garden' and 'tea' you might say 'picnic'*

**Reflection:** What answers did you think were the most creative and why?

**Go Further:** Show a list of ten words (e.g. objects in the classroom) and challenge groups to work their way down, thinking of connections between each. The winner is the quickest to finish. Award extra points for original ideas.

## Imaginative: Playing with Possibilities

This activity practises making links and constructing connections between existing ideas.

# There's a First for Everything

1. Give students two blank slips of paper and have two empty jars ready
2. Put two images up on the board of people who were the 'first' to do something

*E.g. Ignatius Sancho – the first person of African descent to vote in a British general election, and Helen Sharman – the first British person to go into space*

3. Give students one minute to write on each slip of paper:
  - A superlative – *e.g. youngest, fastest, tallest*
  - An action or achievement – *e.g. to run a marathon backwards, to skateboard around the world, to win an Oscar*

4. Collect them in the jars and then ask students to take one from each jar to create a new sentence

*E.g. the youngest person to run a marathon backwards*

5. Share some of the ideas as a class

**Reflection:** What might motivate people to try for these achievements? What three things would you like to be the first to do?

**Go Further:** Choose one of the sentences and think about the steps that would need to be taken to achieve it. This could be followed by a story or newspaper article about the character and their journey to success.

## Imaginative: Playing with Possibilities

This supports students to explore the possibilities of what could be achieved, putting existing ideas together to make new ones.

# Close Encounters

1. Tell the class that they are going to take part in a role play, where they will play the part of 'experts'
2. Tell students that alien visitors from another planet have arrived on Earth, seemingly wanting to make friendly contact (set the scene as creatively as you like!) However, they cannot speak any language known on our planet. The students need to work out the best way to communicate with the aliens
3. Spend two minutes as a class listing what they might need to keep in mind for their investigation  
*E.g. we don't know what senses they have. They might be worried we aren't friendly*
4. In groups, students have five minutes to come up with an idea. They should include: how they want to communicate and why, what they will say, and how they will know it has worked

**Reflection:** If you were real experts what research would you do first and how would you test out your ideas?

**Go Further:** Groups present, then pick the best idea collectively. Try doing it again with another scenario, e.g. finding somewhere for the aliens to live, or try a longer, full [Mantle of the Expert](#) scenario.

## Inquisitive: Exploring & Investigating

Students start to move from theory to practice and act out their curiosity, exploring a problem in a playful way.

# Picture Predictions



1. **Show an image to the class that is mostly covered up apart from one small part**

*E.g. Notting Hill Carnival, a BLM or climate crisis protest, the Bristol Bus Boycotts, or the 1992 disability rights activists in Manchester. You could also use a piece of visual art such as Hassan Hajjaj's photograph ['Kesh Angels'](#) or Lubaina Himid's artwork ['The Carrot Piece'](#)*

2. **Ask students to look closely and explain what they think is happening, why they think that, and then ask any other questions they have**
3. **Reveal more of the image bit by bit, asking students to comment and record their responses using the 'Claim – Support (evidence) – Question (a new one they now have)' technique at each stage until the whole image is revealed**

**Reflection:** Were any of your questions answered when you saw more of the image?

**Go Further:** Look at the complete image and challenge students to work backwards to explain what they think happened to lead up to that moment, thinking of key questions they have.

## Inquisitive: Exploring & Investigating

Students make predictions, develop their ability to ask questions and learn how to be open-minded, seeing how thinking might change when new information is available.

# Traffic Light Truth



1. **Divide students into pairs labelled A and B, giving each pair a set of red, yellow, and green cards**
2. **Choose a theme – it could be summarising a topic you've studied, a current news story, or the life of a notable historic person**
3. **Bs have four minutes to talk on the theme. They should include some facts but are allowed to embellish the story with exaggerations and their own opinions**
4. **As listen carefully and hold up:**
  - Green: something B said sounds true and there is evidence or proof
  - Yellow: something B said might not be true
  - Red: something B said sounds made up or inaccurate
5. **When a card is held up, Bs should stop talking and listen to As explain their reasons. After the time is up, the pairs swap roles**

**Reflection:** What are the signs of something being true? If you doubt the truth of someone's claim, what can you do? Why would the news include information that might not be accurate?

**Go Further:** Look at a range of real news articles or historical sources on a topic, with students underlining parts in red, yellow and green, adding annotation of why they made those judgements.

## Imaginative: Challenging Assumptions

This activity encourages students to challenge conclusions and look for evidence to support claims.

# Four Corners



1. **Label four corners of the room (or areas of the space) 'Strongly Agree', 'Agree', 'Disagree', 'Strongly Disagree'**
2. **Read a provocative statement out to the class. You could choose to relate it to one of your current topics.**  
*E.g. for PSHE: 'Life would be better without social media', 'Privacy is not seen as important', or 'Friends shouldn't tell on you if you do something wrong'*
3. **Give students time to think of their answer and why. They can write their answers down if they like**
4. **Students gather in the labelled space that corresponds to their choice and discuss their thoughts. Give them 1 minute to speak, followed by 30 seconds thinking time before the next person speaks**
5. **Invite people from each of the corners to summarise their discussion to the class. After each person presents, give students the opportunity to move to a different corner**

**Reflection:** Do you have a question for any of the presenters about what they said? If you changed your mind, can you explain using the structure: 'I used to think... but now I think... because...?'

**Go Further:** Have students come up with their own discussion topics. It can be used before doing discursive writing.

## Inquisitive: Challenging Assumptions

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

# Disagree Debates



1. **Pose a topic to students that has no easy answer, or ask them to come up with their own**  
*E.g. you could use wicked questions: 'Is it OK to bully a bully?', debate topics: 'Should we ban junk food for children?', or thunks: 'If I put a mirror next to a candle, do I now have twice as much light?'*
2. **In pairs, one student makes a statement answering the question. Their partner has to disagree with their partner's answer and give a reason why (whether they agree really or not!) The first student then disagrees back, countering the argument, and so on**
3. **Students continue to see who can go on the longest**

**Reflection:** Did you have to disagree with something you really agreed with? Did you change your mind about the topic or answer?

**Go Further:** Have a whole class debate. Prepare a box of cards with different topics and keep them ready for when you have time to practice this activity. You can find more debate frameworks and a list of topics on the [Noisy Classroom website](#).

## Inquisitive: Wondering & Questioning

This helps students think things through and develop new ideas they may not have thought of before.

# Undercover Investigators



1. Put students into pairs and make one an 'Explainer' and the other an 'Investigator'
2. The Explainer starts by explaining how they have approached a particular task (writing, making a model etc.)
3. The Investigators can pause the Explainer at any given moment and ask for more details  
*E.g. 'I'd like to uncover more about how you came up with that idea?', 'I'd like to uncover the reasons why you included those arguments?', 'I'd like to uncover where you got your information from?'*
4. The Explainer responds to the question of the Investigator before returning to their explanation
5. At the end, the Investigator thanks the Explainer for answering their questions. Students can then swap roles and repeat

**Reflection:** Do you feel the Investigator helped you to further clarify some of your ideas? Do you have a greater understanding of the process you are working through?

**Go Further:** Develop a class board of 'uncover questions' so that Investigators have a good range of questions to work with.

## Collaborative: Giving & Receiving Feedback

This activity gives students an opportunity to articulate their thinking about how and why they have produced a piece of work. The questions encourage them to clarify and understand their process and journey.

# Ask for Advice



1. Ask students to spend two minutes identifying a target in their learning. It can be something they're finding hard, something they can do but want to improve, or something new which they want to know more about
2. Put students in groups of fours. Label them A, B, C, D
3. As shares their target, and Bs, Cs and Ds provide brief suggestions one at a time using the frame: 'You might want to...' or 'You could...'
4. As should say 'thank you' after each one. After hearing all the advice, As choose an idea from their peers that they are going to try and give reasons for their choice, before thanking the group again
5. Repeat until everyone in the group has asked for advice

**Reflection:** Do you think you always need to follow feedback? Why/why not?

**Go Further:** Follow up in future to find out how the target is going. Do students want to repeat the process again but with a more refined target or a whole new target? Did they end up following more than one piece of advice?

## Collaborative: Giving & Receiving Feedback

This activity helps students learn that not all feedback has to be actioned, however peers can often provide insights which they might not have thought of.



# Festival Planners

1. Give students a brief introduction to [DaDaFest](#)
2. Put students in small groups of three to five and challenge them to come up with an idea for a new arts festival which showcases work about a particular cause  
*E.g. the refugee crisis, gender equality, LGBTQ+ rights, racial discrimination, climate change, Gypsy, Roma and Traveller prejudice etc.*
3. Give students a few minutes to decide on their festival theme and topic. Ask them to structure their discussion in the following way:
  - One person in the group presents their thoughts for one minute while the others all listen without interjecting
  - Repeat for everyone in the group
  - After everyone has presented, the group has a free-flowing discussion for five minutes where anyone is welcome to speak. They should make their final decision about their theme in this time

**Reflection:** How will your chosen theme help to raise awareness about the cause? Did everyone contribute to the discussion?

**Go Further:** Ask groups to share their theme and reasons for choosing it with the class. You could repeat the discussion structure again, this time asking groups to select their favourite idea (but not their own!)

## Collaborative: Co-operating Appropriately

This activity gives all students time to equally contribute and have their thoughts heard, promoting listening and turn-taking.

# Connection Maps

1. Display the question: *'What connects you to someone else in your group?'*
2. Students write their names on the edge of the piece of paper and then draw a line that connects their name with someone else in the group
3. After talking to each other, they then write down something that connects them to that person. It may be something they like doing, music they listen to, places they go etc.
4. Ask pupils to make a line of connection with everyone in their group, writing as many 'connections' as they can on each of the lines
5. At the end, give pupils time to search for words that might be written on several of the lines. Maps from different groups can be joined together and further connections can be made

**Reflection:** Did you find out something new about someone in your class? How do we feel when we are connected to other people?

**Go Further:** This activity could be adapted for topic work where pupils are given key words or pictures, and in groups find ways to connect their word or picture to another in the group. *E.g. plastic, ocean, recycling, sustainability, the greenhouse effect, ecosystems.*

## Collaborative: Co-operating Appropriately

The physical creation of a connection map supports the talking process, and pupils need to work together on a shared piece of paper.

# Authentic Assessment



1. **Students look through their learning and select a piece of work they are proud of**
2. **They then have a couple of minutes to list the reasons why they think it was successful. Encourage them to think outside of what the teacher's comments are**  
*E.g. they included evidence from a range of reliable sources, they provided examples to back up facts, it included interesting language, etc.*
3. **In pairs, students briefly share their lists with a partner**
4. **Independently, students come up with a way to assess that same task if they were marking someone else's work. What top three things would they want to see in the work to make it successful?**

**Reflection:** Why is assessment helpful? Which methods of assessment do you like the most and why?

**Go Further:** Before another learning task or project such as a group presentation, develop the assessment criteria with the students before they get going. This is different to a checklist of things to include, but should genuinely be used to assess the project.

## Collaborative: Sharing the Product

This activity helps students think about self-assessment and introduces the idea of authentic assessment.

# Free Write

1. **For this activity, students will write for three minutes, working from a catalyst or prompt based on a topic you are currently studying**
2. **Tell students...**  
*This is about a stream of consciousness. You must not stop writing. The pen must not stop moving. Don't worry about grammar, spelling, or punctuation. Don't worry if it makes sense. Try not to take the pen off the page. If stuck, write anything, or repeatedly write the last word until new words start flowing again*
3. **When finished, students read each other's writing in pairs**
4. **With their partner, students edit their writing together to create one piece of shared writing**

**Reflection:** How did it feel to free write in such a short space of time? What were you able to improve further when working together?

**Go Further:** Use this as regular practice at the start of lessons

## Disciplined: Crafting and Improving

This activity shows students how to sort out and choose ideas from lots of initial thoughts and feelings; beginning the edit process at the start and not just leaving it to the end.

# Image/Artist of the Day



## 1. Pick an image of an artwork to share with the class

E.g. [Sonia Boyce's 'She Ain't Holdin' Them Up, She's Holdin' On'](#), [Yinka Shonibare's 'The American Library'](#), or [Lubaina Himid's 'Carpet'](#)

2. Describe the image together. How does the artwork make your students feel?
3. Now discuss the medium and what materials the artist was using
4. Ask students to discuss in pairs how the artist might have grown their skills to create this artwork

**Reflection:** How do you think this artist has become skilful at this technique? If we did this every day or every week, how might this develop our own artistic skills?

**Go Further:** Try to do this daily or weekly with a new image. Students could pick their own images (e.g. from the Tate Kids website) and move to doing it in groups or independently.

## Disciplined: Developing Techniques

This is an illustration and discussion about the significance of skills development and the discipline of artistic practice.

# Butterfly Evolution



This activity takes inspiration from the video ['Austin's Butterfly'](#)

1. Put students in pairs with a few pieces of plain paper and pencils
2. First, they have 10 seconds to draw a butterfly. They must then speedily tell each other one thing they like, and one thing to work on to improve it (give them only 30 seconds for this)
3. Ask them to draw butterflies again (starting from scratch!) – this time thinking about the feedback. Give them 20 seconds this time. Repeat the feedback process, keeping it to 30 seconds
4. Continue the process, giving them one minute, two minutes, and finally three minutes to draw. For the final piece, instead of asking for feedback, ask students instead to explain to their partner how their own butterfly has improved

**Reflection:** How did drawing the same thing repeatedly help you improve?

**Go Further:** You could try using different mediums or techniques.

## Disciplined: Developing Techniques

This activity demonstrates the re-drafting process – showing how attention to detail and repeated practice can lead to progress.

# 10-Minute Art Task



1. **Create a prompt on any subject – it could be one you are studying at the moment**

*E.g. for RSE: Online Privacy, Bullying, Types of Family, Stereotypes*

2. **Students create a very simple drawing in response in only three minutes**

3. **They then swap their drawing with a partner and discuss the similarities and differences with each other, paying attention to what they like and what they might change or add:**

*E.g. 'This would be even better if...'*

**Reflection:** Were some bits harder to draw than others? What would you do differently if you were given the task again?

**Go Further:** Over a period of time, add to, develop, and collate the drawings into a collective piece. Try new techniques such as paper cutting and folding, painting, writing, collaging, and montaging.

## **Disciplined: Reflecting Critically**

With the challenge of a time limitation, students consider ways to develop initial ideas and start to recognise areas that may need more work than others.

# Freestyle Portraits



1. **Put students in pairs and give them one minute to draw each other in each of the following ways:**

- Without taking the pencil off the paper
- Using the non-dominant hand
- With dots instead of lines
- With eyes closed

2. **When the portraits are finished, partners look at the other person's drawings and pick out three things they like**

**Reflection:** How did you find each task and how were they different? How did you encourage yourself to complete the tasks?

**Go Further:** You could use this as an opportunity for pupils to discuss a PSHE or RSE topic while they draw. For 'Healthy Friendships' they might ask things such as: '*How does someone show they are being a good friend?*' or '*How do you resolve a disagreement you have had with a friend?*'

## **Persistent: Sticking with Difficulty**

This activity gets more challenging as more constraints are added, so students practice not giving up. It demonstrates the positive, and sometimes surprising, results of persistence.

# Circling the Hard Parts



1. Give students a large piece of paper with three concentric circles on it, or ask them to draw one big circle on a plain piece of paper
2. On another piece of paper or mini white board, ask students to list ideas that come to mind for your chosen topic, or a problem that needs a solution
3. Students then add those words to their circles, placing the most 'central' or important ideas towards the middle, working outwards so the more vague connections are at the edge. They can also draw lines to connect their ideas
4. Students then circle the 'difficult' ideas – i.e. the ones they know the least about, or think would be tricky to think about. They note down why, and how they might start to tackle this subject. If it is connected to another easier idea, this might be a starting point

**Reflection:** What made you circle something as hard? How can we start to tackle difficult ideas or problems?

**Go Further:** Use as starter for a topic or project and focus on tackling the hard bits first. Students could also find out more about the parts they circled independently and report back.

## **Persistent: Sticking with Difficulty**

Students start to break down a topic into parts and target the most difficult aspects.

# Figurative Finders Keepers



1. Give students five sticky notes each
2. Students have three minutes to hunt around the classroom for objects to describe using figurative language such as similes, metaphors, personification, hyperbole etc. If you want to relate this to a particular topic, make sure to plant objects or images for them to find
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.

# In Their Shoes



1. **Choose a character or a selection of characters. They can be real or fictional**

*E.g. use a storybook the class know, a historical event you have learned about, or even a topical news story*

2. **Students should close their eyes and imagine they are the chosen character. They could mime putting on the character's shoes to inhabit their head space**

3. **Ask students to record on paper answers to the following:**

- Who are you?
- What are you thinking about and why?
- How are you feeling and why?
- What is important to you?
- Do you have questions or concerns about anything?

4. **Pick some students to share with the class**

**Reflection:** Are your responses different to what you might have said if you were yourself? Are they different to other characters in the story or event?

**Go Further:** Repeat with other characters in the same scenario who might have different viewpoints about a similar event.

## Persistent: Sticking with Difficulty

Students think about a topic from different perspectives. This might result in new thinking and questions that may not otherwise have occurred.

# Behind the Door

1. **Read Miroslav Holub's poem ['The Door'](#) and discuss all the images that are described behind the door**

2. **Students then write down all of the things they would like to see behind their own door. It should be things they really care about. Don't reveal why they need the lists**

*E.g. they can be physical things like 'a river of chocolate' or abstract like 'there is love behind my door'. It could be things that are personal like 'my favourite type of rice', or things that are more global like 'world peace'*

3. **Once they have their lists, ask students to verbally perform a poem to a partner or small group using only their lists as inspiration. Each poem should start with the first line of Holub's poem: 'Go and open the door...', but they can then be as free as they like with the poem. There are no rules.**

*E.g. Go and open the door  
Maybe a river of chocolate is flowing  
My grandmother's smile is looking back at me  
Peace is bright like the sunshine*

**Reflection:** How did you find having to think on the spot? Do you think you could improve your poem?

**Go Further:** Repeat this process again but ask them to theme it on your current topic, or from the from the perspective of someone else.

## Persistent: Tolerating Uncertainty

This activity encourages students to be creative in the moment without a clear goal or structure.

# Quick Categories

1. **Divide students into teams and give everyone the same category**  
*E.g. board games, sports, breakfast foods etc.*
2. **Give students three minutes to write down as many things in that category as they can. Do not give them any other instructions**
3. **When the time is up, take the answers and write them on the board, but divide them between a pre-decided set of sub-categories**  
*E.g. for sports, there might be 'ball sports', 'athletics', 'combat sports' etc.*
4. **Note if any of the sub-categories have a lot more answers, or far fewer answers**

**Reflection:** Did we focus on or dismiss any of the categories in particular?

**Go Further:** Ask students to try and come up with a different set up sub-categories for the list of words.

## Persistent: Tolerating uncertainty

This activity helps students deal with uncertainty and shows how preconceptions and assumptions might hinder considering some ideas.

# Chalk Talk

TEACHER  
CPD

1. **Display a question to explore in a staff meeting**  
*E.g. 'How can you teach creativity through your subject?'*
2. **In groups, staff write their ideas down on a shared piece of paper. Ideally, each person in the group has a different colour**
3. **While writing, staff should draw lines to link ideas and answers that are connected, noting next to the line a brief explanation of how they are connected**
4. **They should make as many 'connections' as they can, and if using different colours, aim to connect with each colour at least once**
5. **At the end, give staff time to review other group's notes and search for words or ideas that have come up repeatedly, or ones that have no connections. Are they things that need addressing or require further thinking?**

**Reflection:** How could you use this routine in your own class?

**Go Further:** visit the [Thinking Pathways website](#) and look at other types of visible thinking routines to try out with your classes.

## Collaborative

The physical creation of a connection map builds on group thinking and allows everyone to have a say.

# Music is my muse

TEACHER  
CPD

## 1. Play a piece of music for two minutes

### 2. Teachers write down the following:

- Imagine you could reach out and touch the music, what would it feel like? Describe its texture. *E.g. 'rough like old leather'*
- What image comes to mind, where does the music take you? *E.g. 'I see a grey road with water everywhere'*
- Write down the emotion the music evokes. *E.g. 'I hear chaos'*
- Write down a colour that carries the mood of the music. *E.g. Purple*

### 3. Teachers then put all the ideas together to make a short verse.

*E.g. The water rises and floods,  
The grey road never ends.  
The journey has been long and chaotic  
And his feet are rough  
Like old leather.  
The purple moon guides him home.*

### 4. Once the poems are complete, teachers share them in groups as the music is played in the background

**Reflection:** Are you surprised by the tone or focus of your poem? How did the music help you to express your thoughts and feelings?

**Go Further:** Discuss how you could use this activity in your own class.

## Imaginative

Teachers have the opportunity to practice being imaginative — reflecting on their own wellbeing and how they are feeling.

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

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