

## STATION 1. PODCAST

**Useful for:** Modelling a consultation activity, for example using a podcast to explore what creativity means to a school community. To provide for different preferences for engagement i.e., listening, individual. To give participants an opportunity to think about and discuss creativity.

### **Habits of mind explored:**

- Disciplined (reflecting critically)
- Collaborative (giving feedback, working appropriately with others)
- Inquisitive (wondering and questioning, challenging assumptions)

### **Resources needed:**

- 6 x digital tablets with chargers (with audio podcast downloaded)
- 6 x headphones
- Disposable headphone cover's
- 6 x seats in a circle
- Set of instructions and reflection questions (laminated for reuse)

Each person in your group should take a digital tablet and a set of headphones.

*On the desktop of the tablet find the podcast titled St Luke's Primary School.*

*Listen carefully to the podcast which has the voices of students and their thoughts on creativity.*

***Then in your group discuss:***

*What if anything surprised you?*

*Was this helpful in exploring what creativity means to you and how?*

*What might your school community say about what creativity is?*

### **Set up**

- Put 6 chairs in a circle with the instructions in the middle
- Put out 6 digital tables
- Put out 6 sets of headphones with disposable covers
- Have more disposable covers to set up for the next group.

### **What happens:**

- One member of group reads the instructions aloud
- Each participant listens to the podcast

**Reflection:** The group discusses the reflection questions.

## STATION 2. WRITING ON THE WALL

**Useful for:** Modelling a consultation activity and voting exercise that invites contributions from a large cohort of students. To get participants thinking about how the arts and creative thinking can flourish in their school.

### **Habits of mind explored:**

- Disciplined (reflecting critically)
- Collaborative (working appropriately with others)
- Inquisitive (exploring and questioning)

- Imaginative (playing with possibilities)

Resources needed:

- Sticky flip chart pads
- 1 x marker pen
- Small stickers of different shapes
- Set of instructions: *Work together to explore how the arts and creative thinking could flourish in your school. Think of this across all areas of the school and all subjects. One person should write each idea up on the sheets of paper. If there are ideas on the sheets already, read them first and try to avoid repeating them. You have 4 minutes.*

Set up:

- Put stick 6 flip-chart pages on the wall
- Put out the instructions
- 6 x 3 Stickers cut up and ready to be handed out (one set for each participant)
- A marker pen.

**What happens:**

- The facilitator acts as the timekeeper and hands the instructions to the group
- One member of the group reads the instructions aloud
- They read any ideas from previous groups
- After 4 minutes, the facilitator gives each person three stickers. They say that they need to look at the ideas on the sheets and place a sticker beside their top three to cast their votes.

**Reflection:** Reflection led by facilitator: Which ideas did you vote for and why? How might you take this back to your school?

**STATION 3. HIDDEN WONDERS OF THE ROOM**

**Useful for:** Modelling a consultation practice around exploring space. To get participants to think about how spaces can be used to model creative exploration. To explore creativity - being inquisitive, exploring and investigating.

**Habits of mind explored:**

- Disciplined (reflecting critically)
- Collaborative (working appropriately with others)
- Inquisitive (exploring and investigating, wondering and questioning)
- Imaginative (Using intuition, making connections, playing with possibilities)
- Persistent (Sticking with difficulty, daring to be different)

Resources needed:

- Digital tablet
- Envelope A: The following should be written on the front of the envelope:  
Envelope A. *Open me first and read the instructions aloud.*

Inside the envelope the following instructions are written:

As a group investigate this room together. Using this digital table take a picture of a place in the room that you feel no-one else has noticed and that could be used for creative exploration. Set a timer for five minutes. When your time is up return to the Station and then open Envelope B.

Envelope B. The following should be written on the front of the envelope. Envelope B. *Do not open this until you have completed Envelope A.* On the envelope the following instructions should be written (these should be laminated for reuse).

How did it feel to do that exercise?

Why do you think we asked you to this exercise?

### **Set up**

- Put out a digital tablet
- Place the two envelopes in the space.

### **What happens:**

- One member of the group opens Envelope A and reads out the instructions. The group follows the instructions
- They investigate the room together and using the digital tablet they take a picture of a place in the room that they feel no one else has noticed and that could be used as a space for creative exploration. 5 minutes
- When the timer goes off, they return to the Station
- One member of the group opens Envelope B and reads out the reflection questions.

**Reflection:** Participants discuss reflection questions.

## **STATION 4. SPEED GRAFFITI (TWO GROUPS)**

**Useful for:** Modelling a fun and engaging consultation method that can be adapted for use in the classroom and with colleagues. It gives the participants the opportunity to think about where the arts and creativity currently exist in their school.

### **Habits of mind explored:**

- Disciplined (reflecting critically)
- Collaborative (working appropriately with others)
- Inquisitive (exploring and investigating, wondering and questioning)
- Imaginative (making connections, playing with possibilities)

### **Resources needed:**

- Timer
- Masking tape
- Sticky flipchart pads x 1
- 2 flipchart stands or stick the flipchart paper on a suitable wall
- 2 markers
- Coloured markers 2 x red, 2 x green 2 x blue
- Flip chart with the following written on it:

Colour code your Speed Graffiti sheets as follows:

Red to identify where the arts are happening

Green to identify where creative thinking is happening

Blue to identify where there are connections with artists, creative practitioners and arts and cultural organisations.

### Set up

- Put the flipcharts up - one for each team with a gap of about two meters between them.
- Lay a line of masking tape on the floor five meters from the flipcharts
- Reflection instructions written up on flipchart but hidden from view until they are needed

### What happens:

- The facilitator explains that this is a relay race and asks each team to line up behind the masking tape. They then demonstrate that when the exercise begins one person from each team runs up to the flipchart and writes an idea down. They then run back across the line, handing the pen to the next person in line. The teams should keep the relay race going until the facilitator tells them to stop
- **Only after the facilitator has explained how the relay race works do they share the focus for the exercise which is:** *To write down where the arts and creativity are already happening in your school*". They are encouraged to think about arts activities, how creative thinking is being supported in the school and/or where creative practices are happening. This could be in any part of the school and any area of the curriculum. They should not repeat ideas from people in their group.
- The facilitator sets a timer for three minutes. They start the activity with a countdown 3, 2, 1 and go.
- After 2 minutes they do a one-minute warning and just as the time is running out, they count down from 10 to 0 and stop the writing.
- The facilitator adds up the number of unique ideas from each group. Any duplicates on the same team are discounted. Keeping this a secret and then they do a big reveal.

#### Reflection:

- Each group is given a set of coloured markers.
- The facilitator shares the reflection flipchart.
- They are asked to quickly colour code their ideas:  
Red to identify where the arts are happening  
Green to identify where creative thinking is happening  
Blue to identify where there are connections with artists/ arts organizations/creative practitioners
- The facilitator brings the two groups and flipcharts together. They invite them to read them and to discuss what they notice.
- After the exercise has finished the facilitator removes the sheets and resets the exercise for the next group.

### **STATION 5 AND STATION 6 (these need to be located right next to each other): STILL IMAGES (TWO GROUPS)**

**Useful for:** Modelling a methodology for exploring topics using our bodies. To get participants thinking about the importance of risk-taking in creative thinking, teaching and learning.

#### **Habits of mind explored:**

- Disciplined (reflecting critically)
- Collaborative (working appropriately with others, sharing the product)
- Imaginative (using intuition, making connections, playing with possibilities)

- Persistent: (tolerating uncertainty, sticking with difficulty, daring to be different)

Resources needed:

- 2 SETS - ONE FOR EACH STATION
- Envelope A: On the outside of the envelope the following instructions are written. *Envelope A. Open me first and read the instructions aloud.* Inside the following instructions are written: *As a group use your bodies to create a joint still image that represents 'Risk'. Do not open Envelope B until you have done this.*
- Envelope B: On the outside of the envelope write *Envelope B. Do not open this until you have completed Envelope A.* Inside the following reflection questions are written: *Why is risk-taking important as a Creative School? As a teacher how does taking risks make you feel?*

**Set up:**

- Lay out Envelopes A and B at both Stations.

**What happens:**

- One member of the group opens and reads the instructions in Envelope A and the group follows the instructions.
- In your group, use your bodies to create a joint still image of 'risk'.
- The facilitators asked each group to show the other group their still image
- They return to their original Stations
- One member of the group opens Envelope B and reads out the reflection questions.

**Reflection:**

**Participants discuss reflection questions in Envelope B**

**STATION 7. PROBLEM-SOLVING**

**Useful for:** This exercise encourages participants to think through possible challenges from multiple viewpoints. It encourages them to work together and problem-solve.

**Habits of mind explored:**

- Collaborative (working appropriately with others)
- Persistent: (tolerating uncertainty, sticking with difficulty)
- Disciplined (reflecting critically)
- Inquisitive (exploring and investigating, wondering and questioning)
- Imaginative (playing with possibilities, making connections)

Resources needed:

- Set of instructions: *In your group pick a scenario from the bowl. Read it aloud and agree on whether you want to explore it and if not pick a new one – you must do this scenario. On your own consider the scenario from different points of view i.e., students, teachers and management.*
- *Discuss as a group – how would you respond?*
- *Repeat by picking a new scenario*
- Scenarios:
- Bowl/ container

- Scenarios:

During the consultation process the children expressed that they want a swimming pool in the school.

The other teachers aren't interested in participating in the programme. All the work is falling on the School Coordinator.

It is difficult to include all the voices of young people in the consultation.  
It is difficult to align your timetable with that of your Creative Associate

School management and teachers are set on developing an outdoor learning space, but the children haven't been consulted yet.

You feel a bit lost and don't know where to start.

You are overwhelmed with schoolwork and don't have time to meet your Creative Associate.

### **Set up:**

- Put 6 chairs in a circle with the instructions in the middle
- Put the bowl in the centre with the scenarios inside.

### **What happens:**

- One of the groups reads the instructions
- In a bowl, there are a number of scenarios
- One of the groups picks a scenario and reads it. They check with the group that they are happy to stick with this scenario or pick a new one
- They are encouraged to consider the scenario from different perspectives i.e., teachers, management and students before discussing possible solutions
- When they feel, they have finished discussing the scenarios they pick another one.

Reflection: The reflection is built into the exercise.

## **STATION 8. INSTALLATION - WHITE PAPER ONLY**

**Useful for:** This exercise encourages participants to think about where youth voice is currently flourishing in their school and how this can be built upon.

### **Habits of mind explored:**

- Persistent: (tolerating uncertainty, sticking with difficulty)
- Disciplined (reflecting critically)
- Inquisitive (exploring and investigating, wondering and questioning)
- Imaginative (playing with possibilities, making connections)

Resources needed:

- Set of instructions: *Work individually in silence for 4 minutes. Using this white paper make your own installation to represent where in your school youth voice is really flourishing. After 4 minutes*

*share your installations and then consider how your work as a Creative School might encourage this to grow.*

- Sheets of white paper

**Set up:**

- Put a pile of white paper in front of the station number
- Put the instruction next to the paper

**What happens:**

- One of the groups reads the instructions
- Each member of the group makes their installation

Reflection: Participants share their installation and discuss reflection question

**STATION 9. SNOWBALLS: REFLECTION ON CONSULTATION STATION ACTIVITIES**

Useful for: Modelling a fun and interactive evaluative strategy.

**Resources needed:**

- 50 sheets of A4 paper x 4 sessions
- 50 pens (plus 50 spares in case people take them away)
- Blue tac x 4 packets (this will be enough for all 4 sessions)

**Set up:**

Pens and paper are placed on tables during consultation stations activity.

Spare paper (1 - 2 sheets per person) is left on the table for the follow-up activity.

**What happens?**

- Working on their own participants reflect on why we did these workstations, and they write their ideas on the paper at the top neatly.
- On the count of three, everyone scrunches up their piece of paper into a ball and on a count of three throws it.
- They then pick up a snowball and read it.
- They are asked to write down how they think these activities could translate to their setting.
- On the count of three they repeat the scrunching and on the count of three the throwing process.
- They pick up another snowball and read it.
- The main facilitator asks for volunteers to read out what is written on the snowball, and they summarise this.
- They explain that the snowballs will be placed in the space for people to review.