

Everyone is Creative *Learning Resources*

Hello and welcome!

If you've made it all the way here, then you probably already know a bit about what we are doing with this. But if not, no matter!

Everyone is Creative is a book about just that: encouraging everyone to unleash their inner creativity; to regain that endless wonder we all have as children; and discover how imagination can play a part in our lives now.

Throughout these pages, you and the group you are leading will flex those creative muscles and have fun along the way. If you and your students enjoy them (which we hope you will), you can print a few copies of sheet 4 in this document for handouts; these contain some scannable QR codes to buy the book from Amazon and continue your journey to a new creative self.

Thanks for reading – good luck and have fun!

Just a sec...

Before we jump in, a couple of notes about the resources that follow. They have been designed to be printed out so you can set as homework, group work in class, or whatever format works for you. Most of the sheets are designed to have the activity completed on it, but some require extra paper e.g. for drawing.

The next two pages provide any extra information that you as the group leader might need. Give them a read through first for any notes on the activities ahead, then print pages 5-16.

If any exercises aren't mentioned, all students will need is the exercise sheet itself, something to write/draw with, and their own creativity at the ready.



Exercise Two

Give each group of students a copy of the below grid (or you can make up your own). They will fill in the blanks, cut them out and choose five, as per the exercise sheet.

Then, the twist: before they begin their piece, they must pass their five prompts to the person on their left, so they are working with someone else's choices. See how this impacts their pieces!

Remix the exercise by doing it twice more. On the second, let them keep their prompts: on the third, flip a coin to see if they swap or keep.

Once completed, ask the groups how not knowing whether they could keep their words impacted how they chose them. Did they pick them to help others? Did they pick the ones they didn't want?

Bee	Help	Joy	Pull
Hug	Jump	Sand	Fall
Hidden	Stare	Train	Treasure
Watermelon	Pudding	Jump	Window
Curious	Flash	Tree	Snow
Cloak	Giant	Hot	Wolf
Puddle	Serendipity	Tiny	Star
Pants	Labyrinth	Road	Hotel
Magic	Letter	Light	Friend
Scare	Deep	Heart	Bang
Bike	Turn	Lemon	Wanderlust
Storm	Jellyfish	Helpful	Think
Brick	Mysterious	City	River
Sausage	Orange	Favourite	Catapult
Hammer	Glum	Grand	Crimson
Fireworks	Upside-down	Last	Hilarious
Forest	Pandemonium	Claw	Bottle
"it was perfect"	"What was that?"	"there was once"	"looking up"
"the lights went out"	"it had never happened"	"then it dropped"	"eyes opened wide"
"the last one"	"they were lost"	"Nothing was ever the same again"	"they heard it now"
"spoke in his sleep"	"jumped with joy"	"came around the corner"	"it was majestic"
"lost for words"	"spat it out"	"couldn't believe it"	"flicked a spark"
"finally got to sit"	"it felt like a regular day"	"an idea hit"	"no, not again!"
"the message had finally arrived"	"it happened too quickly"	"the sun rose as usual"	"turned to see"

Exercise Four

Pupils can come up with their own themes for this if you choose, but if they need a boost, try some of the below. These might come in handy for other exercises too.

- Nature
- Youth
- Identity
- Love
- Fairy Tales
- Animals
- Heroism
- Time travel
- Celebration of culture

Exercise Seven

There are some examples on the exercise sheet too, but feel free to use the below if you feel they might be helpful.

Dreams shaped reality	Red didn't exist	Big holes through the middle of the World allowed you to jump to the other side of it
An animal type was the dominant species on Earth	We didn't need to eat, drink or sleep	Sugar tasted like bacon
The sun never set	You could see other people's feelings	Our planet was yellow
Rocks floated in the air	You became whomever you were most cruel to	We didn't have bones
We taste with our hands	All sheep were philosophers	Water was like jelly
Sound doesn't exist	There was only one law	You could replay and modify two days in your life
Continents move much faster	Each time someone took a picture of you, part of you would be trapped in that picture	Walking through any door brought you to random locations
A 3-year-old was the leader of the world	You remembered everything your ancestors experienced	Humans lived underwater
Plants and books could talk	Gold grew on trees	We could swap bodies with each other
We could only communicate through music	Days were only 5 hours long	Horses could fly
Your imaginary friend was real	You could walk into paintings	Some of us were born immortal

Exercise Nine

This page calls on students to pick a drawing from a previous exercise, or create a new one. Once they have completed it, ask them to rip it into 12 pieces!

They will then pick just one of the pieces to stick on a blank page, and use it to create something new.

Ask them how they felt about the new piece, and about destroying the old one. Emphasise that although the physical work might have been lost, the experience cannot be and will help them develop their skills.

We should do this again sometime.

If you'd like to keep working on your creativity, scan the QR code and check out the book that these resources are based on.

You'll love it (if we do say so ourselves).



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Observation

Exercise One Treasure Hunt

Minimum 1 person

Find a space you are familiar with. Look around; can you spot some things you haven't noticed before? Try and write at least five here, along with why you found them interesting.

1. _____

2. _____

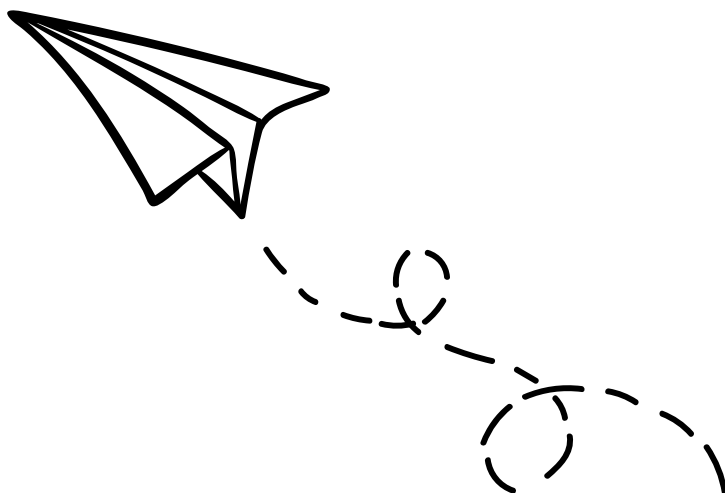
3. _____

4. _____

5. _____

Daisy chaining

Use your answers from this exercise as a prompt for exercise two!



Remixing
Collaboration

Exercise Two *Franken-story*

Minimum 2 people

As a group, complete the table you were given with a few prompts of your own. Cut them out; each person in the group should then pick five prompts, noting them below.

Prompt 1

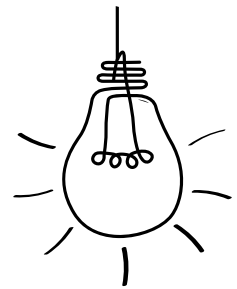
Prompt 2

Prompt 3

Prompt 4

Prompt 5

Use the space below to plan or write a story, play, song, drawing, etc.



Remixing

Exercise Three *Pencil Whispers*

5+ people

Get into groups and grab a sheet of paper each. Draw something you like, or ask for some prompts to get you started.

Then, pass your drawing to someone else to copy. Once the copy is made, pass the copy to the next person and repeat.

Once complete, pin all the drawings on the wall in order of first to last. Discuss the differences and progression of the different styles. What changes does everyone like the most and why? Think about why these changes are important to each person's individuality.



Alternative medium

Instead of swapping a drawing, you could try reading a short story to each other. The listener would then write down what they remember before telling it to the next candidate.

Present the stories on the wall as above, then discuss what details were different and why. If you have access to a camera to capture the progression, you could also try this exercise with dance, performance, etc.



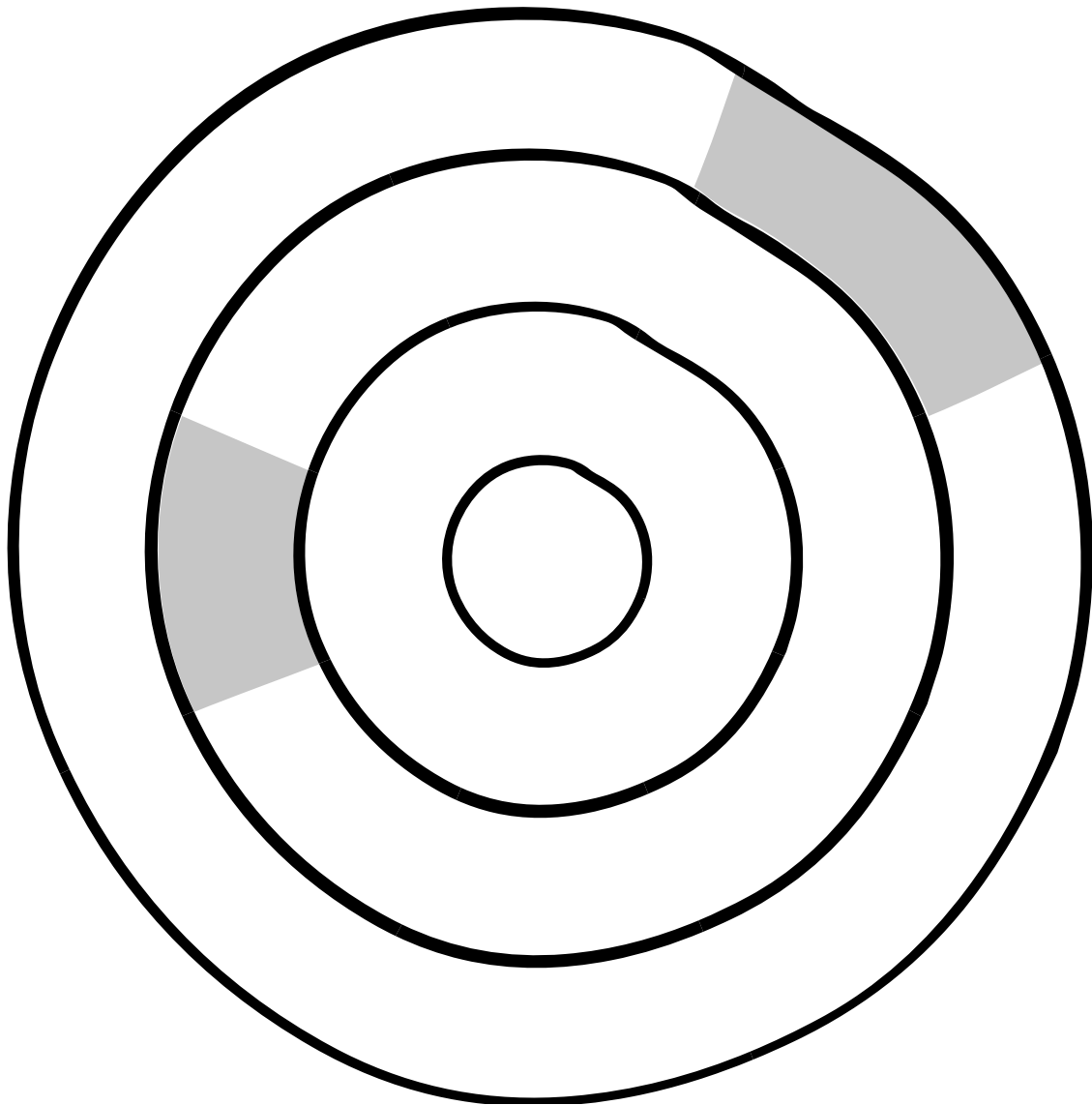
Collaboration
Communication

Exercise Four ***Sightless Collaboration***

2-5 people

On a sheet with circles (looking like a bullseye), fill the center. Then cover it and pass it to another participant to fill the next circle, and so on. Once done, reveal all the circles. These could also be based on themes, or left open for your imagination.

Cut out the template below and use it to cover your circles. You can choose to remove the grey sections to partially show parts of previous drawings; this might help inspire you to follow the circle before yours!



Remixing it

Let's try this exercise again. The first time around, there should have been no communication between members of the group. The second time, you can brief the next person about what you have drawn in your circle.

Once the second round is complete, compare the drawings with and without a brief. How did you find it different collaborating with and without input? How do you think a brief helps the creative process?

Exercise Five
In the Dark

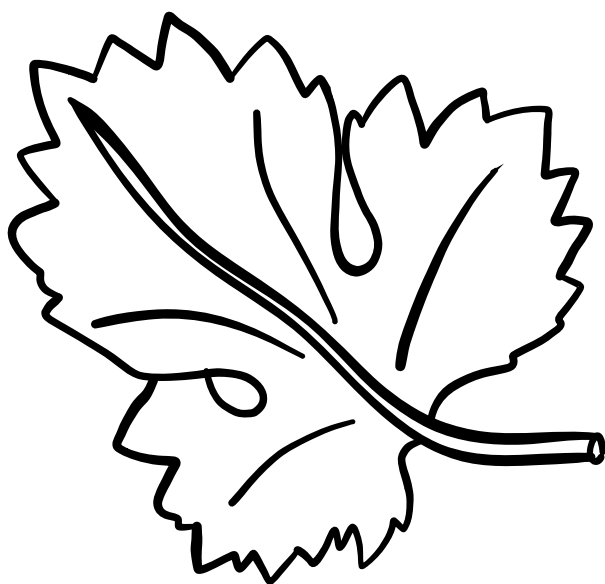
1 person
OR
2+ people and facilitator

As a group, look at an object and try to remember it. Draw it in pitch darkness, or with a blindfold, and mark the back of the paper with 'Round One'.

Do the same with the lights now on. Then once again in the dark.

Next, put both the drawings made in darkness in random orders on the wall. Get the group to try and identify which was the second drawing for each individual. Did they identify them right? Have you improved?

Cover the need for practise. If you have space for them, keep the drawings up somewhere you look often, as a reminder that you can improve anything with practise.



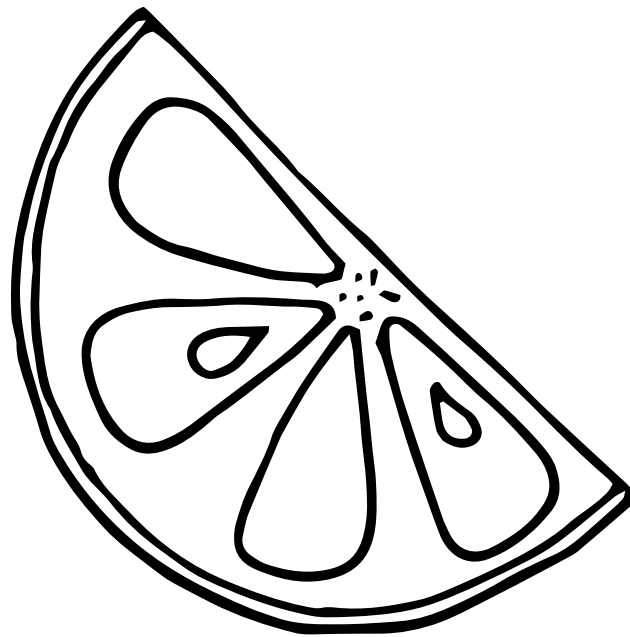
Remixing it

Next, try touching an object in the dark. Hide the object, then try to recreate it with the lights on. This could be with clay, plasticine, drawing or even writing. Once done, compare both versions.

Bonus Exercise

Lemon

Bite into a lemon and translate it into a piece.



Empathy, Imagination
Communication, Research

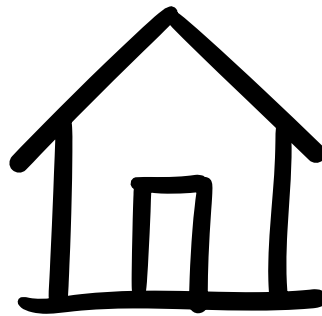
Exercise Six *Draw some Digs*

1 person
OR
2+ people and facilitator

Draw the perfect bedroom for your favourite story book character. The template would prompt the participant to think about specific aspects of the room – what is it made of, what shape is it, are there any windows, furniture, objects...

Remixing it

Draw the perfect room for a random classmate (the less you know them the better). Interview them with the questions your class agreed on and then go ahead and draw the room. Present the room to the rest of the group, and explain specific choices.



Alternative medium

With access to art supplies, instead of drawing it, can you physically build a small model of the house?

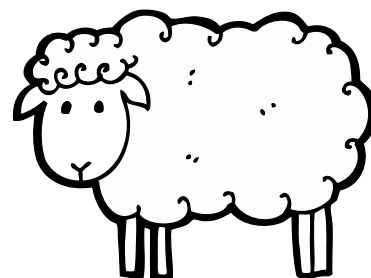
Or, you could describe it through writing instead. Try using the prompt below:

Walking through the front door, I can see...

Exercise Seven
Build Universes

Use the space below to create a universe by adding simple rules to a sheet.

E.g. people can breathe underwater, rocks are lighter than air, all sheep are philosophers and speak Latin...



1. _____

2. _____

3. _____

4. _____

5. _____

Now start a creative project based on these rules – it could be a drawing, a piece of creative writing, a play, poem, etc.

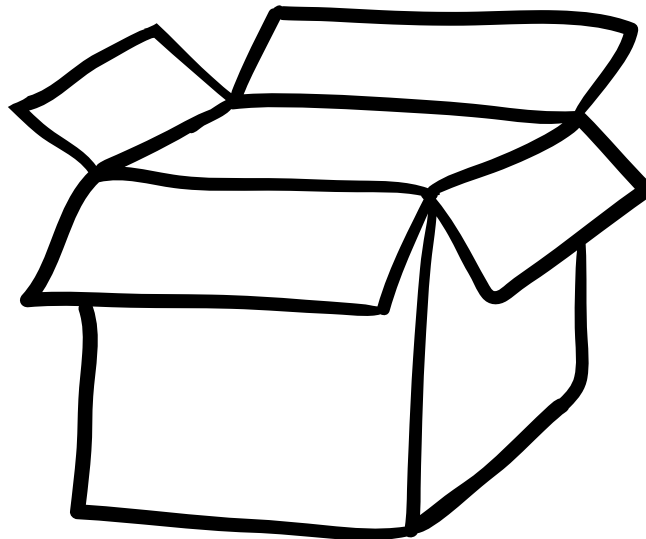
Don't forget to review your work continuously, looking at all the rules to make sure your work matches your new world!

Exercise Eight
Brave New World

1 person

Capture your thoughts and emotions experiencing something completely new. Try some of the below:

1. Swapping seats in the classroom for a day
2. Swapping classrooms
3. Visit a place you haven't been to before
4. Sitting in the teacher's chair
5. Even sitting inside a cardboard box...



As you experience it, talk about how you feel – maybe try and capture short notes as you share.

Remember, new experiences might be uncomfortable or weird, but inspire us and give us new perspectives on the world!

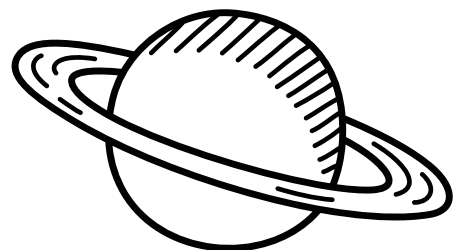
Growth

Exercise Nine
Rebirth

1 person

Either take a drawing from a different exercise, or spend 15 minutes making a pencil drawing based on one of the themes your teacher gives you.

Use your drawings to discuss the questions your teacher has for you.



Giving and
Receiving Feedback

Exercise Ten Feedback Loop

2+ people and facilitator

Find a partner and, together, choose one of the previous exercises to review each other's work.

Look at their work on your own first. Note down the below.

Once done, come together to discuss your findings. Start the conversation with saying "Thank you for sharing your work with me, here are my thoughts". Remember, this should be a positive experience for both of you!



Three things you liked and why

Three things you feel they could have done differently

E.g. used the space, tried a new style

Three things you feel they could have included to add depth

E.g. textures, colours

Growth

Exercise Eleven

Upcycling Failure

1 person

Once you have completed multiple exercises, revisit one exercise you felt didn't go so well. Think about why, and how it could have been done differently. Perhaps use some learnings from other exercises that went better – write down your thoughts below.

[illegible]

Keep this piece of paper as a reminder that even when things go wrong, we can still learn from them! Come back to this whenever you need that reminder.