

## The Secret Creativity Service

### Teacher Resource

On the 18<sup>th</sup> February 2020, primary & secondary pupils, teachers and other education staff attended the Rewrite The Future event, designed and delivered by Vox Liminis for Glasgow CREATE. The 150 participants were immersed in the fictional world of the **SECRET CREATIVITY SERVICE**, where they were invited to play, explore and create throughout the day. The day was designed by artists to spark thoughts and actions about creativity and creative leadership in education. The aim for the day was that together participants could rewrite the future by activating their natural *curiosity, open mindedness, problem solving* and *imagination*.

This resource aims to share exercises from the event that you can replicate or adapt for your class. The activities are split into three separate lesson plans where your class will be put to the test by the different Secret Creativity Service departments:

- The Department of Curiosity
- The Department of Imagination and Open mindedness
- The Department of Problem Solving

The lesson plans include activities where materials may need to be revised to incorporate what you have to hand in your classroom or school. Feel free to adapt exercises as you see fit and see the resource as a template to put your creative stamp on. It is key that you engage your class's imagination by putting yourself and pupils in role as applicants and frame all activities as missions set by The Secret Creativity Service.

To immerse your class and begin your fictional journey into the world of the Secret Creativity Service, use the *Top Secret Invite* (Page 3) or alternatively find the *Secret Creativity Service Introductory Video* using the link: <https://youtu.be/voweLxDc43c> or by following the QR code below.





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**Application to join the Secret Creativity Service**

Dear [REDACTED]

Thank you for submitting a first stage application to become an operative within the highly-esteemed **Secret Creativity Service** - Scotland's leading (top secret) organisation for the brightest and most creative minds.

We are pleased to say that you have been successful in progressing to our second stage in this rigorous recruitment process.

You will now take part in the next stage of the Recruitment process, where you will be immersed in the world of the **Secret Creativity Service**. Your creativity skills and expertise will be put to the test as we select the next cohort of Secret Creativity Agents.

As you will be aware, [REDACTED]

[REDACTED] discretion in this matter is appreciated.

Your country thanks you for your bravery in applying to serve in the **Secret Creativity Service**, as the power of creativity is vital to the future survival of generations to come.

Kind Regards,

[REDACTED]  
Director, **Secret Creativity Service**



## Department of Curiosity Lesson Plan

**Overall time:** 80 minutes  
**Participants:** 30

### Department Briefing (5 Minutes)

*The following note from the Department of Curiosity could be read aloud or shown on the whiteboard/screen:*

Welcome to Curiosity! We are the question mark department; the strange, odd, eccentric and slightly peculiar division who continue to get curiouser and curiouser... We are the researchers; we're those eager folks who love to know more- the inquisitive, analytical, and connect-the-dots type of creative. Our strong desire to explore leads us, as we investigate and experiment in our curious quests. Expect the unexpected, and question everything – apart from one thing of course... We did not kill the cat. Anyway! Inquiry, wonderment, play and exploration awaits you here at the Department of Curiosity - where the question is just as interesting and useful as the answer.





## Lab 1: Data Analysis- Creating a Cabinet of Curiosities

Overall time: 20 minutes

### What is this object?

(10 minutes)

Using a space in your classroom create a gallery or cabinet of curious objects. These could be trinkets, photographs, documents, found items. If you can't get your hand on an object you could ask pupils to bring in objects prior to the lesson, asking pupils to bring in an item that is unusual or an item that doesn't have a clear or known function. In pairs they choose an object, they are intrigued by. They are asked to discuss what is one thing they know about the object already and what is one thing they'd like to know. They discuss in partners and share with group.

### What could this object be?

(10 minutes)

The pairs then make up the story of this object, we collect the possible stories by logging them on index cards. This exercise can be repeated several times and then the whole class can learn the new stories they have given to the objects.



### Materials:

- A selection of sourced artefacts (Photographs, obscure objects, vintage objects, outdated technology, personal artefacts)
- Index cards/ luggage tags/ card
- Pens



## Lab 2: Literature

Overall time: 20 minutes

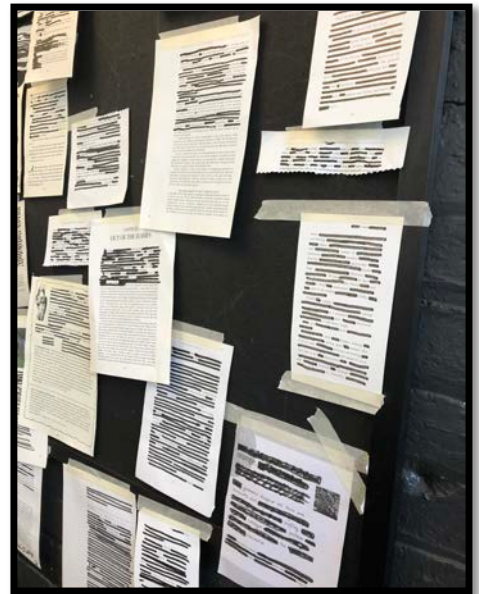
### Literature Review

(10 minutes)

The group are given a selection of texts to choose from, they are told they will use the words to create something new from them. The group will take part in a technique called 'blackout poetry' involving cutting out or using markers to take words out of the texts and in turn make poetry to create new meaning to the text.

### Materials:

- Selection of texts to cut up: these could be taken from old books/newspapers/ photocopied from books
- Scissors
- Blue tac/tape
- Lab coat and t shirt
- Clipboard with briefing





### **Lab 3: Case Study**

Overall time: 20 minutes

#### **Briefcase**

(20 minutes)

Before the class enter, draw an outline of a person on the board and have the prepared briefcase/bag somewhere visible to the class. The briefcase/bag can be filled with any objects from your house or school that will help to inspire the class to imagine a character that may own the objects.

When the group enter they are given the following mission:

#### **MISSION: CASE STUDY**

Inside this briefcase you will find a number of objects and clues. Inspect the contents, and use what's inside to find out about the person that owns this briefcase.

Who are they?

What are they interested in?

What do you imagine they look like?

What do you think they do for a living?

Discuss and then write your ideas and thoughts on post-it notes before sticking these on the mystery figure, on the mirror in front of you.

And remember above all- be curious!

Together inspect the contents, using **evidence** inside the group are asked to find out who the person is that may own this briefcase. The ideas and thoughts are gathered on post-it notes and presented onto the outline on the board.

#### **Materials:**

- Post-it notes, pencils
  - Briefcase/ bag
- Contents: Collection of objects that point to a person/character



## Lab 4: Experiments

Overall time: 20 minutes

### Invention Randomiser

(20 minutes)

The class are asked to think about as many 'materials' as they can and these are written on the board. These materials can range from rubber or concrete to something more imaginative such as jelly.

They are then given the user and function sheet (next page) and asked to close their eyes and by pointing their finger chose randomly from each category. Using user and function they chose a material from the board and they must sketch and create blueprints for a new invention. The invention can be as imaginative as possible but must cater to the chosen user, be made from the chosen material and be focused around their chosen function.

### Materials:

- Pens
- Paper/Grid Paper







FUNCTION	USER
TO SIT	
TO PLAY	
TO EAT WITH	
TO SLEEP ON	
TO TRAVEL	
TO DRINK	
TO RELAX	
TO INSPIRE	
TO WEAR	
TO DIG WITH	
TO BOUNCE ON	
TO MAKE MUSIC WITH	
TO KEEP WARM	
TO DECORATE	
TO COOK WITH	
TO MAKE ART WITH	
TO HIDE	
TO CARRY	
TO ENTERTAIN	
TO WAKE UP	



## Department of Problem Solving Lesson Plan

<b>Overall time:</b>	55 minutes
<b>Participants:</b>	30
<b>Classroom set up:</b>	Classroom must be clear of desks so groups can move around or alternatively use a hall

### Department Briefing (5 Minutes)

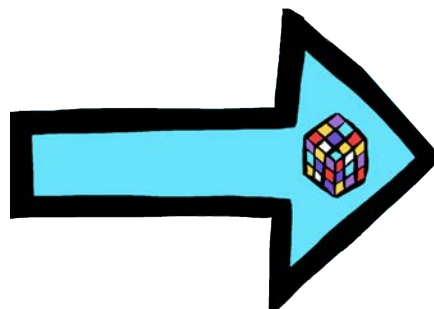
*The following note from the Department of Problem Solving could be read aloud or shown on the whiteboard/screen:*

Welcome to the D.P.S.S.C.S. – the Department of Problem Solving at the Secret Creativity Service. In this department you will find some of the country's finest lateral thinkers – people who can take a step back from any challenge and see if from different angles and through fresh eyes. This crack team of agents can untangle the tangly-est of situations, and do so with energy and enthusiasm.

Here in the D.P.S.S.C.S., we work tirelessly to stamp out indifference, passivity and lackadaisical patterns of thinking and behaviour, and inspire an adaptive way of thinking and working where the solution is – it just needs to be found.

This department recruits only the finest candidates, so don't be disappointed if you are unsuccessful. This keeps standards high and ensures that missions assigned to our department are almost certain to be a success. If you are unsuccessful in joining the D.P.S.S.C.S, one of the other departments may settle for you.

Today's task will push you to your limits, and potentially beyond them.





### **Problem 1: 5 boxes, 30 People**

(5 minutes)

Together the class must create 5 boxes taped to the floor of the classroom/hall. Alternatively find another way to create 5 stations around the room. Once the group have achieved this task they are given their first problem, they must split themselves equally into 5 boxes as quickly as possible. These groups will be their teams for the rest of the experience.

#### **Materials:**

Tape

### **Problem 2: Untie the Knot**

(10 minutes)

The 5 groups are led through an exercise called Untie the Knot where they are given the task to tangle themselves into a knot by holding hands in a random configuration and then work together to untangle while still keeping their hands held. The exercise begins by asking pupils to come together and put all their hands into the middle, they are instructed to hold hands with two separate classmates and not to let go until the challenge is complete. Once untangled the group will be left holding hands in a circle, in some cases there are two circles created. If the group can't untangle themselves, restart the exercise until they have completed the challenge. Timings for each group will vary, so ask the group that complete the task the quickest to keep practicing to see if they can solve the problem again in less time.

### **Problem 3: Crossing the room together**

(15 minutes)

The groups are given two pieces of cardboard and are informed that they must cross to the other side of the classroom using these two pieces of cardboard, the problem is no one can step on the floor. They must get all of their team from one side of the room to the other. Once all teams have crossed to the other side the problem is solved.

#### **Materials:**

10 pieces of cardboard

(alternatively use card, newspaper or something sturdy they can stand on)





## **Problem 4: Solutions to a BIG problem**

(20 minutes)

Each group of agents is given a scenario, these scenarios can be printed off and given to each group. The groups are given a marker pen and flipchart paper.

- You are at your Aunt's house, she is at the shop and will be back in 20 minutes. You accidentally knock her favourite vase off the mantelpiece, it smashes on the floor. What do you do?
- The football you had signed by your favourite football player has ended up in the neighbour's garden, the wall is 6 feet tall, there are nettles and their dog is barking at you. You can use what is in your garden to get your ball back. What do you do and what do you use?
- Your best friend comes into your school with a new haircut, they are obviously unsure about it. You think it looks awful. What do you do?
- You are 4ft2, you want to reach a shelf that is significantly out of your reach, no one is there to help you and you have no ladder. How do you reach the shelf?
- You go for a forest walk, your mind wanders and you stop paying attention to your surroundings. You look your watch and realise it is dinnertime and your phone is out of battery. How do you find your way back?

They are asked to identify the problem and using their flipchart boards write down as many possible solutions to the problem. Each group is given a window of 2 minutes to write as many answers as possible. Encourage the groups to think outside the box, remind them that every solution is valid and their task is to come up with as many possibilities as they can. Depending on time you can rotate groups around the room, allowing groups to find solutions for most of the scenarios. Then bring the groups together, share back ideas and discuss the solutions they have come up with.

### **Materials:**

5 flipchart stands

5 marker pens

5 scenarios



## Department of Imagination and Open Mindedness Lesson Plan

<b>Overall time:</b>	55 minutes or more
<b>Participants:</b>	30
<b>Classroom set up:</b>	Desks must be connected together so pupils can work across tables.

### Department Briefing (5 minutes)

*The following note from the Department of Problem Solving could be read aloud or shown on the whiteboard/screen:*

Welcome to the department of Imagination and Openmindedness. In this department we are interested in:

- Bad ideas.
- New or old ideas.
- Ideas in general.
- Free association.
- PVA glue and glitter.
- Day dreams and night dreams.
- Colours and shapes.
- Deja vu
- Things you notice out of the corner of your eye.
- Your invisible best friend when you were five years old.
- What teddy bears do when humans are asleep.
- Stray thoughts.
- Making your dinner into a smiley face on the plate.
- Your hopes for the future.
- What your dog does when you leave the house.
- What lives under your bed, or in your wardrobe.
- Deja vu.
- Making little creatures out of blue tack.

Here at the department of Imagination and open mindedness we do lots of experiments, we are open to try anything that our minds may conjure up. There are no restrictions, there are no limits, we do not dismiss any idea upon first glance.

We ask toddlers to do crayon drawings and then try to use the drawings to design new things. We build lots of dens and forts out of whatever we can find. We will try anything once.



### Open mindedness Preparation/ Yes and...

(5 minutes)

The class are split into pairs. In their pair they must play a game called 'Yes and...'

Remind the class this exercise is going to train their imagination and prepare them to open their mind. One pupil will start by suggesting they go somewhere together, the pair must then build on what they have said by responding with another suggestion.

For example:

A: Let's go to the beach

B: Yes and let's get an ice cream

A: Yes and swim with dolphins

B: Yes and make the dolphins our best friends

A: Yes and swim out to the deepest part of the ocean

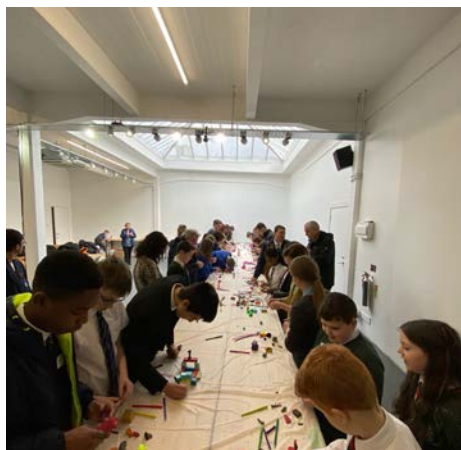
B Yes and...



### Creating a New World

(50 minutes)

Using materials below the group are encouraged to create a new world from scratch. Disposable white tablecloths act as a blank canvas where they can situate their new world together. The universe they begin to build together can be as open as possible. Encourage pupils to be as imaginative as possible.



#### Materials:

Paperclips

Plasticine

Tablecloths

Coloured pens

And any other craft materials at your disposal



# Reflection Exercise

To discuss in groups:

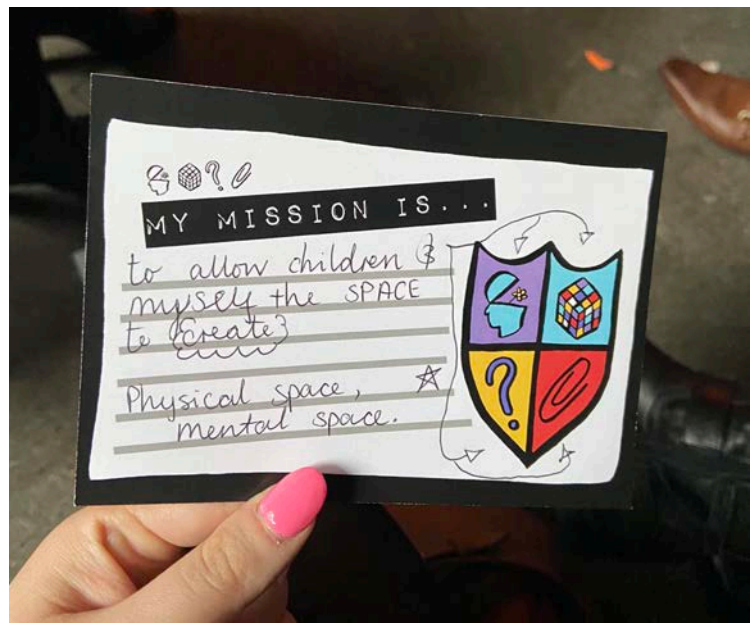
- Think about your everyday life as it is – that might be as a pupil, teacher, head teacher...can you think of one or two ways that you currently use your open mindedness, curiosity, imagination or problem-solving skills?
- Now think again about your everyday life – can you think of some area where you could be more open-minded, curious, imaginative or problem solving?
- Choose a couple of people to share back to the whole room.

Reflecting on your experience how will you use your creative skills in the future? Set yourself a mission and write it on your mission card. The mission could be a practical goal, something you'd like to learn or maybe it will be to use something you have learnt from your time in the Secret Creativity Service in the future.

## Materials:

Pens and paper

Mission cards (next page)



*Please share your classes mission cards, photographs of your class working together or the art you make by contacting us on twitter @voxlminis @glasgowcreate or emailing [rosie@voxlminis.co.uk](mailto:rosie@voxlminis.co.uk)*





MY MISSION IS . . .

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MY MISSION IS . . .

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