



Lesson Plan Template
 A Morning of Inspiration (Applied Creativity for Teachers & School Leaders)
 Teacher Development Programme

Stage	Aim	Procedure	Timing	Interaction
Lead-in	Teacher gets to know participant teachers (PT)	<p>This lesson plan serves as a guide to our teacher development programme on A Morning of Inspiration (the first activity in a 5-day programme in Applied Creativity for Teachers & School Leaders). Further examples, input, scaffolding, etc. will be offered to teachers and school leaders depending on their own learning context.</p> <p>Meet at a communal venue point. Welcome participant teachers to the session. Offer a short overview of the programme. Begin with reflective questions concerning the daily commute to their school/centre.</p>	15 min	T>>PT; PT><PT
Overview of psychogeography	Present a brief rationale for using psychogeography as a learning methodology	Using a map of the local area, teacher presents strategies that participant teachers can use to navigate their way from point A to B.	10 min	T>>PT; PT><PT
Participant teachers begin to engage with their surroundings	Reflect on your experience of engaging with your community.	<p><u>Walk to our first destination</u> Give task 1 to participant teachers.</p> <ul style="list-style-type: none"> • Are you an avid explorer? • How do you encourage students to explore their own communities? • What 'new' features do you notice regularly about your community? 	40 min	T>>PT; PT><PT
First focal point	Participant teachers critically engage with their own process of divergent thinking, processes, etc.	<ul style="list-style-type: none"> • Do you pay attention to noticing? • How do you model noticing for your students? <p><u>Fashion and literature</u> This activity offers an insight into how one brand combines high-end fashion with literature to ensure both survive in the 21st century.</p>	25 min	T>>PT; PT><PT



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<p>Digital literacy</p>	<p>An overview of the camera as a creative springboard</p>	<p>How effective are you at integrating creative models from your community into your classroom practice? How effective are you at making connections between two distinct areas and bringing them together for teaching and learning purposes? Are you successful at looking beyond your own subject area for inspiration to teach literacy, numeracy, technology and STEAM? How do you use design planning to plan your own classroom?</p> <p><u>Walk to our second destination</u> Give task 2 to participant teachers.</p> <p>Participant teachers walk to the next destination using their camera phone as a 'creative springboard'.</p> <ul style="list-style-type: none"> • Photograph poverty. • Photography wealth. • Record juxtaposition. • See mathematics. • Identify literacy. • Hear STEAM. • Photograph reflection. 	<p>25 min</p>	<p>T>>PT; PT><PT</p>
<p>Second focal point</p>	<p>Participant teachers critically engage with their own process of divergent thinking, processes etc.</p>	<p>How often do you introduce left-field questions, tasks or challenges into the classroom? How do you handle left-field questions? Do you tend to avoid them because they do not apply to you?</p> <p><u>Architecture: Literacy, numeracy, STEAM, creativity, problem-solving through the prism of architecture</u> At this venue, participant teachers will reflect on a discipline they may not normally engage with (architecture) and consider how they could incorporate it into a scheme of work.</p> <p>How do you build literacy?</p>	<p>45 min</p>	<p>T>>PT; PT><PT</p>



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Digital literacy	Create/design/consider a soundscape of your local context	<p>If you replace architectural lines with numbers, will it look like a board plan? How can this venue help you to design learning spaces in your own context? How does it feel to be asked to engage with a subject you probably know little about?</p> <p><u>Walk to our third destination</u> Give task 3 to participant teachers.</p> <p>Participant teachers walk to our third destination paying attention to the soundscape.</p> <ul style="list-style-type: none"> • Record 10 different sounds. • Do sounds have syllabi? • Record silence. • Juxtapose sounds. • Create a sound mood board. • Reflect on assets needed to create a soundscape of your community. 	45 mins	T >>PT; PT><PT
Third focal point	Participant teachers reflect on their learning during A Morning of Inspiration.	<p><u>Final Destination</u> (restaurant)</p> <p>Participant teachers reflect on the connections between recycling recipes and recycling lessons.</p> <ul style="list-style-type: none"> • Discuss planning and staging of A Morning of Inspiration. • Potential challenges and strengths of such a programme • Participant teachers reflect on their own professional development moving forward 	45 mins	T>>PT; PT><PT
Overview of session	Applying imagination to your own teaching/life context.	Plan further follow-up with teachers and school leaders.	10 mins	T>>PT; PT><PT



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