

# STORY OF ME

## SEND EDITION TOOLKIT



2025

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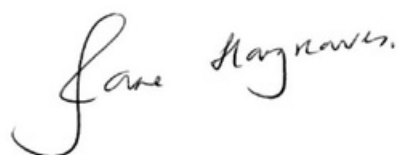
# INTRODUCTION

I am proud to introduce the Story of Me SEND Edition, a project that reflects the commitment of Inspiring Futures, the Barking and Dagenham Cultural Education Partnership, in supporting and creating an education offer where every child and young person with special educational needs and disabilities is recognised, supported, and inspired to achieve their aspirations.

This initiative is more than a resource—it is a way of shaping curricula that respond to the individuality of each learner. By placing personal stories at the centre, we ensure that teaching is not only inclusive but also meaningful, helping schools to design learning that builds on strengths and nurtures ambitions.

The arts play a vital role in this work. Creative expression offers powerful opportunities for young people to communicate, explore identity, and develop confidence. Through music, drama, visual arts, and storytelling, the Story of Me SEND Edition demonstrates how the arts enrich learning and open pathways to future possibilities.

Our vision is clear: to embed inclusion, creativity, and high aspirations into the fabric of education. This project is a step forward in ensuring that every young person is given the chance to thrive, to be heard, and to shape their own future.



*Jane Hargreaves*

# WELCOME MESSAGE

Welcome to the Story of Me SEND edition toolkit. It's a real pleasure to introduce this resource, designed to celebrate the unique voices and creative journeys of children and young people with special educational needs and disabilities. At its heart, this toolkit is about empowerment—giving every learner the chance to share their story, explore their creativity, and build confidence in a supportive environment. It should act as a companion to the Story of Me Toolkit.

This project would not have been possible without the generous support of Arts Council England, whose commitment to inclusive arts education continues through their exploration and development of Artsmark. My heartfelt thanks also go to the dedicated teachers from Trinity School, Monteagle Primary School, and Parsloes Primary School. Your passion and expertise have shaped every aspect of this toolkit, I am always blown away by the trust and willingness for staff to take risks and go on a journey with us.

A special thank you to artists Gail Egbeson and Kate Hopewell, whose creativity and insight have brought these resources to life. Together, we are building a neuro-affirming culture where every story matters and every young person can thrive.

I hope you enjoy reading and using the resources within



*Martin Russell*  
*Culture and Wellbeing Lead (Education), London Borough of Barking and Dagenham*

# SCHOOL FEEDBACK

*“The things that the artist [Kate] put into place are now at the forefront of my planning. Now, instead of planning very dry lessons, I'm googling how to make them creative and to explore ways I can change them or I'm on Pinterest, constantly looking for ideas of tuff trays and things like that!*

*I think it's changed the planning process and the expectation of what children can do during a creative session and what they can get from it.”*

**Michelle Basri, SENCo and Meadow Room Lead Teacher, Parsloes Primary School**

*“At first, I wondered how we would incorporate drama into the school, because we've never had that. It is something that I think we need more of, but how would we do it? Would it be traditional drama, because obviously we have a lot of medical needs and sensory needs; I was very intrigued, because I think drama is needed.*

*The problem lies in what we think drama is. Typically, you'd think “on a stage, in front of an audience, saying lines, rehearsing lots of different things”, and obviously that isn't going to work for our students. And I think that's where maybe a lot of the reservations come from staff in general, across the school at the start: When they hear drama, they automatically think, “oh no, it's on a stage. We can't do that because we have a lot of nonverbal students.”*

*I think changing the school's mindset was key – highlighting other approaches that are not typical to the traditional way that most schools would do drama.”*

**Heather Walsh, Art Lead in FEC, Trinity School**

*“The main thing that has come out of the project is the realisation that we can stretch our students more. Teachers have come out of their comfort zone, whereas before the project, they thought, “I'm not going on a trip, I can't do that.” Now, they're planning so many more activities for the students because they saw how the artist [Gail] worked.*

**Conor, ARP Lead, Monteagle Primary School**

# THE 5 PRINCIPLES OF STORY OF ME

- Serious Consideration to Pupil Voice
- Behaviour, Knowledge, Understanding and Beliefs
- Building on Pupils Prior Learning and Experience
- Scaffolding Pupils Learning
- Range of Techniques

# Serious Consideration to Pupil Voice

Consideration is given to listening to pupil voice, hearing what they have got to say as part of the process of learning and teaching including translanguaging (when a multilingual person's full linguistic repertoire is used and honoured, instead of trying to keep narrowly focused on a single language). Exploring first languages through experience and personal stories acts as a conduit to pupil understanding and acquisition of language.

Giving pupils creative choice and creative freedom to make decisions that influences the outcome of creative exercises and allows them to see themselves in the work displayed, shared and assessed developing metacognition and greater independence through learning. This can then be transferred across the curriculum, for example role play that develops empathy for historical figures.

Emboldening pupil voice through performance and platforming oracy through group activity brings equality of voice and generates confidence and a sense of belonging within the learning activity. A good example of this is the introduction of a drama game at the start of a lesson; a parachute is held by the pupils, teachers and LSA's. An object that has relevance to the learning is placed in the centre of the parachute and all participants shake it vigorously, when the object lands in front of a participant they have to use an adjective and say it out loud to the class. The rules are that you cannot repeat an adjective already used, and it must be relevant to the object.

# Behaviour, Knowledge, Understanding and Beliefs

The Story of Me supported teachers to take risk and engage with the process and delivery as well as outcome and end point. The common effective behaviour that led to the greatest transformation is commitment and consistency. Welcoming artists and widening hospitality in the classroom promoted flexibility and freedom with motivating elements. Radical hospitality is a term used by New Town Culture – where artist and group lead create space to develop beneficial relationships with young people and consider hospitality in the classroom. It allowed teacher to inhabit the role of artist and visa versa.

Teachers have been willing to be learners, take risk and be vulnerable in the classroom but in return the knowledge base for effective practice has expanded through the interaction of subject matter knowledge, knowledge about approaches and knowledge about the children and their conceptual development. Subject knowledge and literacy has been approached constructively and openly using artistic methods as building blocks. Bringing contextually relevant cultures and creative approaches into teaching and learning enhances students' comprehension and confidence.

*“We did a beach holiday and had breakfast on the beach. We were a family and I had to help my older sister set up the lemonade stand. We spoke some of our lines in Bengali. We pretended to go swimming and look at seagulls.”*

Facilitator approaches have also benefitted classroom management as well as approaches to learning. A teacher recounted how a pupil taught in a previous year commented that the teacher's voice had changed, this was in response to the teacher now not raising her voice to get the class's attention. New techniques and drama facilitation had enabled her to manage her classroom in new and innovative ways.

# Building on Pupils Prior Learning and Experience

Acknowledging that pupils have a wealth of experience outside of the classroom and drawing upon this in the classroom unlocks learning. In celebrating cultures through food, dress, music and dance and introducing these in school through activities provides recognisable and familiar access points to the curriculum and all subjects. It engages pupils and develops their sense of place and belonging and a reason for learning.

Engaging with stories from their families is an effective approach to developing a scheme of work with a performative outcome – In class pupils work on interview skills, developing purposeful use of vocabulary; for homework children conduct interviews with family members. Following the completion of the activity common themes are drawn out from the research e.g. belonging, travelling, comparison of life ‘there’ and ‘the new country/England’, shops, weather etc. Objective: to give children a sense of self, empathy with others, how change happens, the emotional effects of making change.

Outcomes of activity made visible through performances, exhibitions, displays, whole school activities and theme days further strengthen a shared sense of self and belonging.

Making moments matter is also an important exercise within schools pressured with timetables, workloads and assessments. Taking time to recognise good work and creativity is important and can range in scale from culture days to displays of poetry.

# Scaffolding Pupils Learning

Creative scaffolds are effectively transitional in two ways: supporting a developmental change in the pupils; they also change themselves as the pupils develop higher levels of understanding – earlier scaffolds are no longer necessary and new ones are put in place to advance beyond the newly acquired stage.

The understanding of narrative is indicative of pupil development. Narrative is how we retell events or how a story is told. All scaffolds can be narrative. Narrative difficulties such as short sentences can be built on, increasing detail and reducing contradictions builds understanding and confirms knowledge. Narrative scaffolds begin with pupils understanding events, then predicting events, developing logical thoughts act as an empathy guide, shaping the actions pupils take. It develops social skills in how pupils interact with one another.

Emphasising the importance of discussion and dialogue, alongside the cultural context of the learning affords teachers the ability to scaffold pupil's learning beyond their current stage of understanding. Scaffolding strategies include games such as the True or False Game that engaged pupils in researching on the internet for facts and built communication skills by then getting the pupils to challenge their peers with guessing if the facts are indeed true or false. Tongue Twisters are simple ways of practicing diction.

*“Artists should liaise with teachers where their skills and suggested activities overlap with teaching of curriculum and seek to strategise those opportunities.”*

New approaches to poetry start with breaking the poem into parts, getting pupils to perform the poem first and getting them confident and familiar with orally ‘presenting’ it out loud before then approaching the words, vocabulary, structure and meaning.

# Range of Techniques

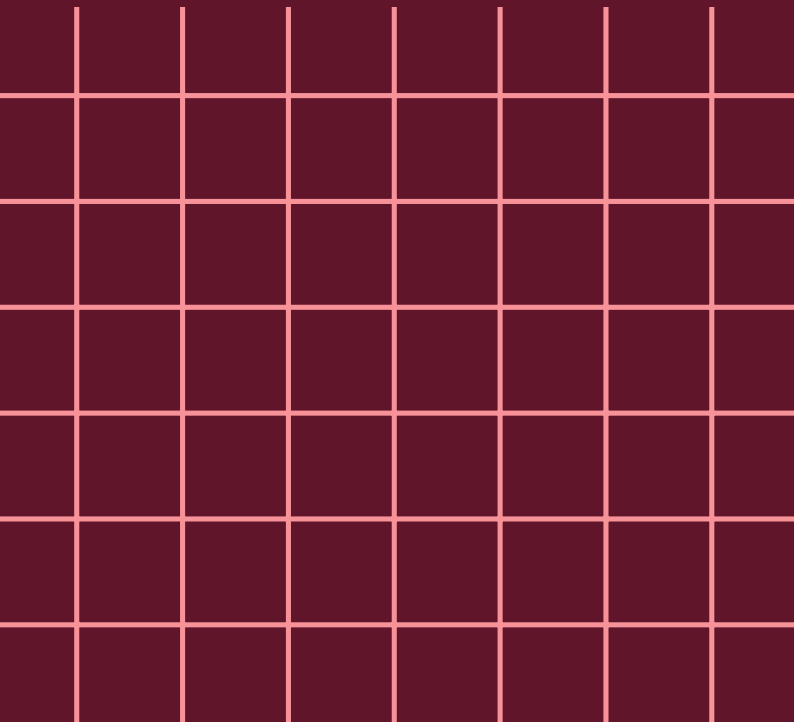
Diversifying the approaches to learning in parallel to diversifying the curriculum demonstrates consideration of the diverse needs of learners and provides equitable approaches to pupils in the classroom and beyond. Activities provide gear shifts in learning and multiple entry points.

Mystery Object example: Pupils encounter a mysterious door that appears in the playground. Teachers lead role-play activities, responses to the door through art and discussions to engage children before writing activities begin (Where does it lead to? Where did it come from? Who might answer the door if you knock?). Post-it notes are used to organise pupils story; using one post-it note for each time opener. Another post-it note for the verb. This is a strategy for planning and orally rehearsing before writing.

*“Evidence of confidence building, listening skills and engagement for learning is apparent in all children. Providing role-play, enabling children to make sense of their own identity by exploring meaningful situations that have parallels in the real world allowed children to shape the activities to reflect their interests and ideas.”*

Whole class, structured group work, guided learning and individual activity provides impactful and inclusive opportunities for pupils to engage with the curriculum, creativity underpins differentiation.

# CLASS ACTIVITIES



# WATER ART WITH PIPETTES AND COTTONWOOL

<b>Time / duration of activity</b>	10-15mins
<b>Set up</b>	Fill tuff tray with cotton wool, packing it as tightly as you can to provide thick and full coverage. Fill painting water cups (ideally with lids) with water and colour with food colouring – we used watery colours)
<b>Description</b>	<p>This is an open-ended activity. Its purpose is for young people to:</p> <ul style="list-style-type: none"> <li>- Enjoy the sensory aspects involved in squeezing water into and from the pipette</li> <li>- Observe the artistic effect achieved and the changes in the appearance of the cotton wool</li> <li>- Feel the texture of the cottonwool while dry and wet</li> <li>- Explore colour-mixing by layering different water colours</li> <li>- Feel joy in making an artistic piece</li> </ul>
<b>When to use activity</b>	<p>As a main activity that can be carried out either independently or using hand over hand. To create a tranquil environment, play soothing music and allow students to relax, explore and enjoy. This is a great activity for developing fine motor skills and hand-eye coordination.</p>
<b>Resources needed</b>	<p>Speaker to play music (if creating a calming sensory environment)          Tuff Tray          Cotton wool (lots!)          Painting water cups with lids          Pipettes          Water          Food Colouring</p>

<b>How to run the activity</b>	In its original, open-ended format, you can use this to allow students to explore at their own pace and for outcomes and methods of interaction to be led by the students. They might want to squeeze the water or to observe, to touch the cotton wool whilst dry and then wet, to observe colour changes or to simply enjoy seeing the cottonwool absorb the liquid... they can lead the activity in whichever direction they choose
<b>Why not?</b>	You might want to encourage adults to layer the activity with observational language where appropriate. Use Pecs cards to support students in finding the appropriate language to observe changes in the states of cottonwool and colours.

# SALAD SPINNER ART

<b>Time / duration of activity</b>	10-15mins
<b>Set up</b>	<p>Gather paints, your salad spinner and paper plates.</p> <p>Cut the edges off paper plates to ensure they fit the internal width of your salad spinner.</p> <p>Make sure you have a supply of kitchen roll or blue roll to hand and easy access to a bin to dispose of dirtied paper quickly and without moving away from the activity.</p> <p>Have an area out of student reach available for placing wet plates on to dry – or have a helpful adult on hand to take each finished piece to a safe place until it is dry.</p>
<b>Description</b>	<p>This is a low stake, high quality outcome activity that can be used for colour exploration, as a fun, creative activity and to provide plentiful sensory opportunities- sight, sound and touch are all stimulated.</p> <p>You can select any paint colours but should ideally use 3 or 4. Students could choose colours that make them feel happiest, colours linked to a topic or use primary colours to explore colour mixing.</p> <p>It is best run one-on-one or working with one student and allowing others to watch – you’ll find that you can gather quite an audience with this activity!</p>
<b>When to use activity</b>	As a main activity and linked to emotion colours, colour blending or to create a piece of artwork that can be cut into other shapes as aprt of a topic or to make gifts to send home i.e. a heart shape for Valentine’s Day.

<p><b>Resources needed</b></p>	<p>Salad spinner  Poster paint  Paper plates with edges cut off  Paper towel  Drying area  Bin</p>
<p><b>How to run the activity</b></p>	<p>Begin by placing the paper plate in the basket of your salad spinner. Follow this by allowing a student to select their first colour. Encourage them to squeeze paint onto the plate, using hand over hand only if required (students experience a sensory pleasure from squeezing the paint so try to encourage as much independence as possible). Now move through the second, third and, possibly, fourth paint colours. When finished, place the lid on your salad spinner and encourage your student to turn the handle at speed – only use hand over hand to teach them the technique or for longer only if required based on limited motor ability. Spin the salad spinner for approximately 20-30 seconds, allowing the student to listen to the sound, feel the movement of the spinner and to observe the basket spinning. Encourage any observing students to do the same.</p> <p>When completed, take off the lid to reveal your masterpiece!</p> <p>Allow students to engage in the way they see fit, to make the observations they want to make or to simply enjoy the sensory aspects of the activity and to feel pride in their finished piece.</p> <p>Note: Use paper towel to wipe out the bowl regularly as paint will gather at the bottom of the spinner after each plate spinning session and will make the spinner increasingly heavy to spin/less pleasurable for students to engage with.</p>
<p><b>Why not?</b></p>	<p>Use Pecs cards to provide a range of appropriate vocabulary and invite students to use this vocabulary to make predictions as to what they think will happen during the spinning process – will colours mix? If they do, what colours might they make? Will one colour have more prominence on the finished piece? Why? Etc. As an additional option, you might want to run a junk modelling session that allows students to use recycled materials to make their own instruments. They can bring these to the activity.</p>

# COLOURFUL VOLCANOES

<b>Time / duration of activity</b>	10-15mins
<b>Set up</b>	Fill volcanoes/pots or cups with a dessert to tablespoon sized amount of bicarbonate of soda and place them in a tuff tray. Next, fill painting water cups (preferably with lids) with white vinegar and add food colouring – we chose orange and red to create lava colours but you can use any colours you like. Place pipettes in the water cups, ready for students to start experimenting. Finally, provide goggles (if you have them) as they create a fun element of scientist roleplay and have some wet wipes to hand.
<b>Description</b>	You might want to link this activity to a location in a text you're studying or perhaps you are exploring volcanoes in Geography, Planets in a Science unit or simply want to use this activity as a sensory activity, exploring reactions when the ingredients are mixed.
<b>When to use activity</b>	As a main activity, linked to a science, geography or literacy unit- or simply as a wonderful sensory activity that develops fine motor skills and hand-eye coordination.
<b>Resources needed</b>	Tuff Tray Volcanoes/pots/cups Painting water cups with lids Pipettes White vinegar Bicarbonate of Soda Food Colouring Speaker to play music (if creating a calming sensory environment)

<p><b>How to run the activity</b></p>	<p>Start by inviting students to use the pipettes to squeeze up the vinegar solution and then guide them to squeeze the vinegar solution into the volcano/pot/cup that contains the bicarbonate of soda. Encourage them to watch the reaction, to explore using more vinegar and to listen to the sounds linked to the reaction.</p> <p>You might want to play calming music whilst students enjoy the activity to create a soothing environment and adding an additional sensory element.</p> <p>This activity will provide a fantastic activity that allows for students to interact with and observe the activity at their own pace. They might want to make observations and ask questions but they may simply want to relax and enjoy the repetitive action, coupled with the increasing reaction/lava flow created.</p>
<p><b>Why not?</b></p>	<p>You might want to invite students to make their own volcanoes using playdough or clay.</p> <p>You may wish to add Pecs cards and images of volcanoes erupting to the activity to support language use and to develop vocabulary.</p> <p>Providing questions that can be used by adults and verbal students could develop scientific thinking.</p>

# ICE EXPLORATION WITH FROZEN WORLDS

<b>Time / duration of activity</b>	10-15mins
<b>Set up</b>	<p>Depending on the topic you are studying or reason for using this activity, you should select the toys, elements from nature, small world animals, etc that are most appropriate (we used shells and sea creatures) and place them in either a large tupperware, bowl or tray. Now, fill the container with water. You can add food colouring for extra visual stimulation – we used blue food colouring to create a frozen sea effect. Make sure as many of the toys/elements from nature/small world animals are as submerged as possible. Now, place the container in the freezer and leave for 24 hrs.</p> <p>Whist freezing, gather other resources (see below). Take the ‘frozen world’ out of the freezer approximately 15 minutes before running the activity to allow time for it to thaw slightly and to come out of the container easily.</p> <p>Fill water painting cups (preferably with lids) and water spray bottles with salt water.</p> <p>Place your frozen world in a tuff tray and arrange water painting cups, water spray bottles and paint brushes around it.</p>
<b>Description</b>	<p>This activity would be a perfect activity for study of water, habitats such as the Arctic/Antarctic, the Ocean or simply as a sensory activity with students freeing favourite toys/objects such as duplo blocks, sticklebricks, small world creature and people, flowers, shells, stones, etc from the ice. Introduce this activity according to its link to your area of study.</p>
<b>When to use activity</b>	<p>As a main activity linked to geography, science, a text or as part of a sensory journey.</p>

<p><b>Resources needed</b></p>	<p>Objects to be frozen: toys; small world creatures or people; elements from nature          Large container: tray; Tupperware; bowl          Water          Food colouring (optional)          Salt          Water painting cups (preferably with lids)          Water spray bottles          Paint brushes          Tuff Tray          Speaker to play music (if adding music to the activity)</p>
<p><b>How to run the activity</b></p>	<p>Model using the tools available, showing students how to suck water into the pipettes and to squeeze them over the ice, how to spray the water bottles and how to use paintbrushes.</p> <p>Now, allow students to explore the activity at their own pace and using the tools they prefer. You might want to play music whilst they carry out the activity to create a soothing environment.</p> <p>Allow this activity to run as described and gather observations regarding techniques students use, any vocabulary used, etc.</p>
<p><b>Why not?</b></p>	<p>Add question cards and Pecs to the activity to support adults and students in asking appropriate questions, naming objects found and to describe the changing state of the water as it melts and reveals objects.</p>

# SOUND ORCHESTRA

<p><b>Time / duration of activity</b></p>	<p>10-15mins</p>
<p><b>Set up</b></p>	<p>Assemble chairs in a circle.          Find a special hat or scarf/item of clothing that can be worn by the 'conductor' during the activity.          Have flipchart paper and a pen to hand          Soundscape of the world you are exploring i.e woodland sounds, the seaside, etc          If running this as an activity linked to a topic or text: gather resources like tinfoil, tissue paper, bubble wrap, kitchen rolls, sticks, stones, etc          OR run this as a body percussion and sounds activity which requires only your students' voices and bodies.          If running this as part of a music lesson: gather musical instruments</p>
<p><b>Description</b></p>	<p><u>STEP 1</u>          Option 1 (using class creative resources and materials from nature):          We like to link this activity to a topic or world of a story as it provides a strong foundation for the activity. You can link it to any world in a topic or text.</p> <p>Invite students to sit in a circle.</p> <p>Explain that they are now an orchestra and are going to create a piece of music together that will bring the world you are exploring to life. First, they need to listen to the sounds in the world and to see if they can recognise any of them!</p> <p>Ask students to close their eyes and to listen. Play the soundscape. Now ask students to name the sounds they heard. Use Pecs cards for students who require additional support.</p> <p>Now invite students to explore the resources you have placed in the middle of the circle. What sounds do they make? What sound do sticks make when cracked or tapped together? Is there a material that sounds like wind in the trees? Etc.</p> <p>Allow students to select their material and to practice using it to make their chosen sound.</p> <p>Option 2 (using body percussion):          This option is also linked to a world in a topic or text.</p> <p>Invite students to sit in a circle.</p> <p>Explain that they are now an orchestra and are going to create a piece of music together that will bring the world you are exploring to life. First, they need to listen to the sounds in the world and to see if they</p>

## Description

Ask students to close their eyes and to listen. Play the soundscape. Now ask students to name the sounds they heard. Use Pecs cards for students who require additional support.

Now guide students through methods of making sounds using their bodies. Start with exploring sounds that can be made using our mouths – smacking lips together, making sounds using voices, clicking tongues, etc. Now, move onto sounds we can make with our hands: tapping parts of our bodies; tapping fingers together, clapping hands, rubbing hands, etc. Finally, move on to sounds we can make with our feet: sliding them forwards and backwards on the floor; tapping the floor; stomping on the floor.

Allow students to choose their preferred sound and to practice.

Option 3 (using musical instruments):

This option links directly to a music lesson and is a great way to explore percussion, wind or string instruments.

Invite students to sit in a circle.

Explain that they are now an orchestra and are going to create a piece of music together.

Lay instruments in the centre of the circle, select one and model how to play it. Allow time for students to explore the instruments, modelling how each should be played. Invite them to choose an instrument and to return to their seat.

### STEP 2

Each of the above starting options will lead into this next step of the activity.

Explain that you are the conductor. Put on the special clothing accessory.

Now explain the hand gestures you will use to conduct:

- Point your finger at one child to hear one student
- Point both hands at different students to hear two students play
- Raise your hand upwards and gesture your hand to pass around half the circle to hear students in half of the circle play
- Raise both hands upwards and gesture your hands to pass from the centre around both halves of the circle to hear all students play
- Turn your hands so that they face the floor and swipe them outwards to indicate that students should stop playing.

<p><b>Description</b></p>	<p>Play out</p> <p>Now, add in volume:</p> <ul style="list-style-type: none"> <li>- Explain that when you lower your hands to the floor, students should play with increasing gentleness to create to low/soft sound</li> <li>- As you raise your hands upwards, students should increase the volume of their sound or instrument in the same way.</li> </ul> <p>Play out.</p> <p>Once conducting methods are established, give the special clothing item to a student and allow them to be the conductor. Select an instrument or sound to make so that you become part fo the orchestra.</p> <p>Repeat this to ensure as many students as possible get a turn without the activity extending the period if time in which it is interesting for the students.</p>
<p><b>When to use activity</b></p>	<p>As a main activity to explore sounds in a world; as part of a music lesson; as a team building and confidence developing activity.</p>
<p><b>Resources needed</b></p>	<p>Chairs Special clothing accessory Additional resources depend on the option chosen: Option 1: Creative materials and resources from nature Option 2: None required Option 3: Musical instruments – ideally from the same instrument family i.e strings, wind or percussion, etc.</p>
<p><b>How to run the activity</b></p>	<p>The simplest option would be probably option 3 as it does not require students to think of sounds in a world or how to create them. Students love to play the instruments and will gain so much confidence in becoming the conductor.</p>
<p><b>Why not?</b></p>	<p>Options 1 &amp; 2 require additional layers in listening to the sounds in the world and naming them. They also require students to use materials and/or their bodies in potentially new/unfamiliar ways. These options therefore stand as more challenging but will empower students with new skills and ways of creating sounds wherever they are.</p> <p>As an additonal option, you might want to run a junk modelling session that allows students to use recycled materials to make their own instruments. They can bring these to the activity.</p>

# BUBBLE WRAP SENSORY ART

<b>Time / duration of activity</b>	10-15mins
<b>Set up</b>	Gather enough white art trays/flat paint pallets or plastic plates to ensure each students has their own. Now select a range of poster paints – you might want to select primary colours, if exploring colour mixing, the colours of the rainbow, add metallic paint to the pallet, or to select any other combination of colours you like! Now cut bubble wrap into sizes that sufficiently cover the plate/tray and use cellotape to attach it to the sides or base with tension, making sure not to let it fall into the paint. Have white paper to hand for the next stage.
<b>Description</b>	This sensory art activity allows students to ensure the sensation of popping bubble wrap and squishing paint, whilst seeing colour spread, merge and blend. It is very calming and results in gorgeous art prints.
<b>When to use activity</b>	As a main activity, exploring colour, art and to regulate emotions.
<b>Resources needed</b>	Flat based art pallets or plates Bubble Wrap Poster Paint Cellotape Painting aprons White paper
<b>How to run the activity</b>	Invite students to explore the paint trays by pressing on the bubble wrap. Encourage them to push on the paint and to watch what happens. Allow time for them to enjoy squishy, spreading and blending the paint. When the activity has lost its excitement, remove the cellotape from the tray/pallet/plate and lift off the bubble wrap. Place a piece of paper in front of the student(s) and assist them in laying the bubble wrap on top (paint side down). Now, allow a moment of additional bubble wrap pressing and popping as your student(s) makes their print. Finally, lift the bubble wrap off to reveal the print!
<b>Why not?</b>	Use a tuff tray and allow for independent exploration of the activity on a larger scale.

# MAGICAL SENSORY ART (REVEALING IMAGES)

<b>Time / duration of activity</b>	10-15mins
<b>Set up</b>	Using a white crayon on white paper, draw images relating to your class topic i.e. if studying vehicles and/or transport, you might draw a car, bike, plane, rocket, train, tractor, etc on each page (you can use a stencil to trace over if needed). Use the crayon to write the name of the object or living thing underneath or above the image. Now, gather watercolour paints, paint pots with lids filled with water, paint brushes and kitchen roll for brush cleaning.
<b>Description</b>	A great activity for promoting topic-related thinking and speech as students reveal the images. Use this activity to establish topic knowledge and to explore features of objects or living things linked to your topic.
<b>When to use activity</b>	As a main activity to explore aspects of a topic.
<b>Resources needed</b>	White crayons White paper Watercolour paints Paint brushes Paint pots with lids Water Kitchen roll.
<b>How to run the activity</b>	Lay paper featuring concealed white crayon images on a table or in a tuff tray. Now, invite students to dip brushes into water to activate the water colour paint and to paint the white pages. As they apply the paint, your images will begin to be revealed. Ask them what they can see and/or allow for spontaneous observations. What features have they revealed? What letters can they see? Can they decode and blend the word? What is the image of? Continue until all images have been magically revealed. You will now have a gloriously colourful display for your topic board.
<b>Why not?</b>	Add Pecs cards to allow for matching of images to the cards.

# KITCHEN ROLL ART

<b>Time / duration of activity</b>	10-15mins
<b>Set up</b>	Using pieces of kitchen roll, use a sharpie/water resistant marker to draw an image linked to your topic or activity theme i.e. Easter or Valentine's day, etc. Now, gather normal felt tips and fill one or two water spray bottles with water.
<b>Description</b>	This activity offers students of all abilities to create something beautiful – no matter their artistic ability.
<b>When to use activity</b>	As a main activity to explore aspects of a topic or theme.
<b>Resources needed</b>	Kitchen Roll Sharpie Pen Felt-tip Pens 1 or 2 Water Spray Bottles A place to dry wet kitchen towels
<b>How to run the activity</b>	Give one sheet of illustrated kitchen roll to each students and invite them to decorate them in any way they chose, using the felt tip pens. Once their designs are complete, give them a water spray bottle and encourage them to spray water (set on the gentlest spray setting) onto their design. Now allow them to observe what happens and to marvel at the colourful masterpiece they have created. Set aside to dry.
<b>Why not?</b>	Allow students to draw their own base image using a permanent marker and then to proceed to using felt tips.

# DIARY OF A WIMPY KID: CHARACTER WORK

## Key Focus:

Exploring character through posture, voice, and movement using familiar, funny, and exaggerated characters from Diary of a Wimpy Kid. This includes emotional expression, empathy building, and structured discussion.

## WEEK 1: MEET FREGLEY AND CHIRAG GUPTA

## Learning Objective:

To explore characters through voice, movement, and posture.

## Resources:

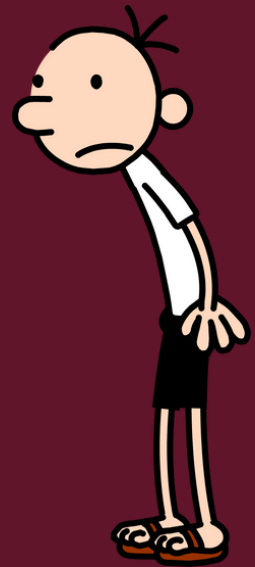
Character printouts, colouring sheets, markers/crayons.

## Activities:

- Introduction to Characters (10 mins)  
Show images of Fregley and Chirag Gupta. Describe and discuss their appearance (e.g., posture, facial expression).
- Embodiment Game: “Walk Like...” (15 mins)  
Students walk around the room trying out each character’s posture and movement.  
Example: Fregley = chest out, happy walk; Chirag = slanted, slow walk.
- Voice Work (10 mins)  
Repeat simple lines in each character’s voice:  
Chirag: “I don’t know about this...” (sad tone)  
Fregley: “Hiya! Let’s play!” (excited, high-pitched)
- Colouring Activity (15 mins)  
Colour-in sheets of the characters; encourage using colours that reflect the characters’ emotions (e.g., bright colours for Fregley, muted for Chirag).

## Plenary:

Emotion Charades (10 mins)  
Act out feelings they think the characters are experiencing.



## WEEK 2: WHO IS GREG HEFFLEY?

### **Learning Objective:**

To explore Greg's character traits and physicality.

### **Resources:**

Greg character sheets, crayons, mirror (for facial expressions).

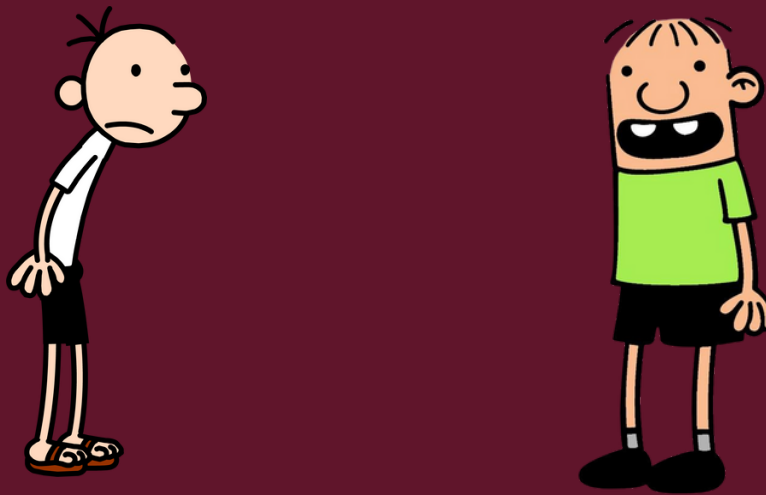
### **Activities:**

- Character Discussion (10 mins)  
Show Greg's picture. Ask: What do we think about him? What kind of person is he?
- Movement Task: "Greg's Walk" (15 mins)  
Try walking like Greg — confident? awkward? slouched? Fast or slow? Explore different ways.
- Voice Task (10 mins)  
Say: "It's not my fault!" or "Mum!" like Greg would — experiment with tone (annoyed, whiny, sarcastic).
- Drawing/Colouring (15 mins)  
Draw Greg and colour his mood — what colours represent Greg today?

### **Plenary:**

"I am Greg!" circle time (10 mins)  
Each student says one thing as Greg – "I don't like homework!" – using voice and posture.

## WEEK 3: DEBATE DRAMA – IS GREG A GOOD FRIEND?



### **Learning Objective:**

To express opinions and emotions through structured drama debates.

### **Resources:**

Debate signs (“agree/disagree”), character meters, scene prompts.

### **Activities:**

- Recap Greg’s Character (10 mins)  
“What do we know about Greg?” List traits from Week 2.
- Debate Setup (15 mins)  
Introduce debate question: Is Greg a good friend to Rowley?  
Use “agree” and “disagree” corners in the room. Let students move to show their answer.
- Act It Out! (15 mins)  
In pairs: act a short scene where Greg either is a good friend or a bad friend. Prompt with:  
“Greg sees Rowley fall over...” – what happens next?
- Colouring/Visual Reflection (10 mins)  
Colour a “Friendship Meter” for Greg – 1 (bad friend) to 5 (great friend).  
Add smiley or sad faces.

### **Plenary:**

Class Vote (10 mins)

Vote: Good friend or not? Discuss using full sentences.

## WEEK 4: CHOICES, CHOICES – DOES GREG LEARN?

### **Learning Objective:**

To explore decision-making and consequences in character work.

### **Resources:**

Scenario cards, colouring sheets, whiteboard.

### **Activities:**

- Scenario Time! (15 mins)

Read short Greg scenarios:

“Greg cheats on a test.”

“Greg helps Rowley with homework.”

“Greg ignores his mum.”

Ask: Good choice or bad choice? Why?

- Freeze Frames (15 mins)

Create frozen pictures in groups showing Greg’s choices and consequences.

- Role Play “Advice Booth” (10 mins)

One student plays Greg; others give advice.

“Greg, you shouldn’t...” or “Greg, next time...”

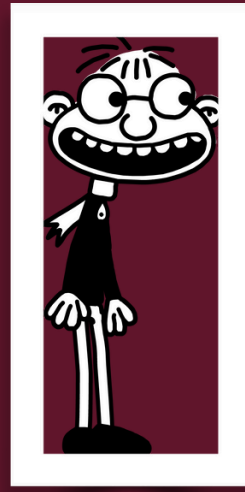
- Colouring/Drawing (10 mins)

Draw a “Good Greg” vs “Bad Greg” and colour them differently.

### **Plenary:**

“Greg’s Diary Entry” (10 mins)

As a class, create a sentence: “Today, I...” and complete it as Greg reflecting on his choices.



## WEEK 5: FREGLEY & CHIRAG'S DAY OUT

### **Learning Objective:**

To create and perform short character scenes.

### **Resources:**

Simple props box, character cue cards, drawing paper.

### **Activities:**

- Warm-Up Game: Character Stew (10 mins)

Mix up posture, walk, and voice — guess who's who!

- Pair Work: Create a Scene (20 mins)

In pairs, act a simple scene with Fregley and Chirag:  
e.g., "At the park", "In the lunch hall", "Lost at school".

- Props Play (10 mins)

Use simple props – glasses, hats, bags – to enhance characters.

- Drawing Task (10 mins)

Draw where Fregley and Chirag went today!

### **Plenary:**

Mini-Showcase (10 mins)

Share scenes with class; clap and cheer each pair.

# WEEK 6: GREG'S BIG DECISION – FINAL PERFORMANCE

## **Learning Objective:**

To apply character understanding in performance and reflection.

## **Resources:**

Report card template, certificates, props, character posters.

## **Activities:**

- Recap Warm-Up: Walk the Character (10 mins)  
Show Greg, Chirag, Fregley's walk and voice again.
- Class Drama: "Greg's Big Decision" (20 mins)  
Whole class acts out a story together:  
Greg must decide whether to cheat or help Rowley.  
Chirag and Fregley give advice.  
Greg makes his choice.
- Colouring Reflection (10 mins)  
Colour a "Greg Report Card" – did he make good choices today?

## **Plenary:**

Debate Wrap-Up (10 mins)

Quickfire:

"Is Greg kind?"

"Does Greg learn?"

Students respond with thumbs up/down or one-word answers.

# EXPLORING EMOTIONS WITH INSIDE OUT

## Key Focus:

Emotional literacy, physical exploration of feelings, teamwork, problem-solving, and imaginative play through colour and character.

## WEEK 1: COLOUR & EMOTION CONNECTION



## Learning Objective:

To link colours with emotions through body movement and observation.



## Resources:

Coloured floor mats, emotion cards.

## Activities:

- Warm-Up Game: Colour Contact (15 mins)  
Use classroom rug or floor markers. Call out: "Left foot to orange", "Knee to red", etc. (develops body awareness, listening skills)

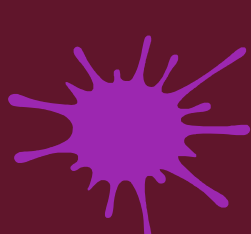
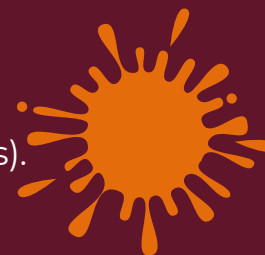
- Introduce Emotions (10 mins)  
Read out: Joy, Sadness, Anger, Fear, Disgust  
Ask: "Which colour matches each emotion?"  
Discuss and match emotions to rug colours.

- Emotion Walk (15 mins)  
Show each Inside Out character card (image or toy)  
Students walk to their seat as that emotion.  
Example: Joy – bouncy, Sadness – slow, Anger – stomping.

- Card Sorting Game (10 mins)  
Give students emotion cards (*page 37*).  
Read simple scenarios – "You lost your toy" → hold up the card (Sadness).

## Plenary

Emotion Circle – say one thing that makes them feel Joy today.



## WEEK 2: EMBODYING EMOTIONS – GUESS WHO?

### **Learning Objective:**

To recognise and perform emotional body language.

### **Resources:**

Inside Out character images, colouring sheets.

### **Activities:**

- Warm-Up: Emotion Mirror (10 mins)  
Teacher makes facial expression/body pose, students mirror.
- Focus Activity: Inside Out Characters (15 mins)  
Introduce one emotion at a time using body language only. Students guess which one: Anger (fists, stomps), Fear (shaky, small), Disgust (nose scrunch), Sadness (head down).
- Emotion Walk Challenge (10 mins)  
Walk the room as each character. Then teacher acts mystery emotion – students guess and hold up correct card.
- Pair Task: Act & Guess (10 mins)  
In pairs, one acts out an emotion; other guesses and picks card.
- Colouring Activity (10 mins)  
Colour each character with their matching colour.

### **Plenary**

“Which emotion was easiest to act? Hardest?”





## WEEK 3: SAVE THE EMOTIONS!

### **Learning Objective:**

To engage in physical challenges linked to each emotion.

### **Resources:**

Sticky notes, soft balls, cones/boxes, plates, masking tape for line.

### **Activities:**

- Intro Story: “The Emotions Have Vanished!” (5 mins)  
Build suspense – students must SAVE them!
- Roll the Dice Challenge (5 mins)  
Who goes first? Roll dice – highest starts.
- Joy Challenge: Jumping (15 mins)  
Each student jumps as high as possible, sticks sticky note to wall.  
Who jumps the highest?
- Sadness Challenge: Balance (15 mins)  
Walk a line with a plate on your head. Fastest wins!
- Anger Challenge: Kick It! (15 mins)  
Kick soft balls into a box or hit a cone. Most kicks wins!
- Fear Challenge: Stack It (15 mins)  
Stack as many Jenga blocks on a plate in 10 seconds. Most blocks wins.
- Obstacle Course: Combine All Emotions (15 mins)  
Jump (Joy), Balance (Sadness), Kick (Anger), Stack (Fear) + Tunnel crawl finale.
- Disgust Challenge: Quick Maths (10 mins)  
Solve simple equations with help. Examples:  
 $4 \times 4 = ?$   
 $0 \times 9 = ?$   
Celebrate each answer with a cheer.

### **Reflection**

“Which challenge made you feel proud?”

## WEEK 4: MYSTERY! WHAT IF EMOTIONS DISAPPEARED?

### **Learning Objective:**

To imagine and problem-solve using creative thinking.

### **Resources:**

Mystery item cards/toys, drawing paper, board.

### **Activities:**

- Story Starter (5 mins)  
“All the emotions are gone again – what now?”
- Discussion (10 mins)  
Ask: What would happen if we had no emotions?  
What would the world look like? How would people act?
- Mystery Object Game (15 mins)  
Pairs pick 2 mystery items to solve the problem. Choices include:  
Rope, hammer, chocolate, maths book, slime, ruler, glasses, etc.  
Come up to the board and make your selection!
- Drawing Activity (10 mins)  
Draw yourself using the two objects to save the emotions.
- Role Play (10 mins)  
Pairs act out a mini rescue scene using their items.

### **Plenary**

Share scenes. Applaud creativity!

# INSIDE OUT CHARACTER CARDS



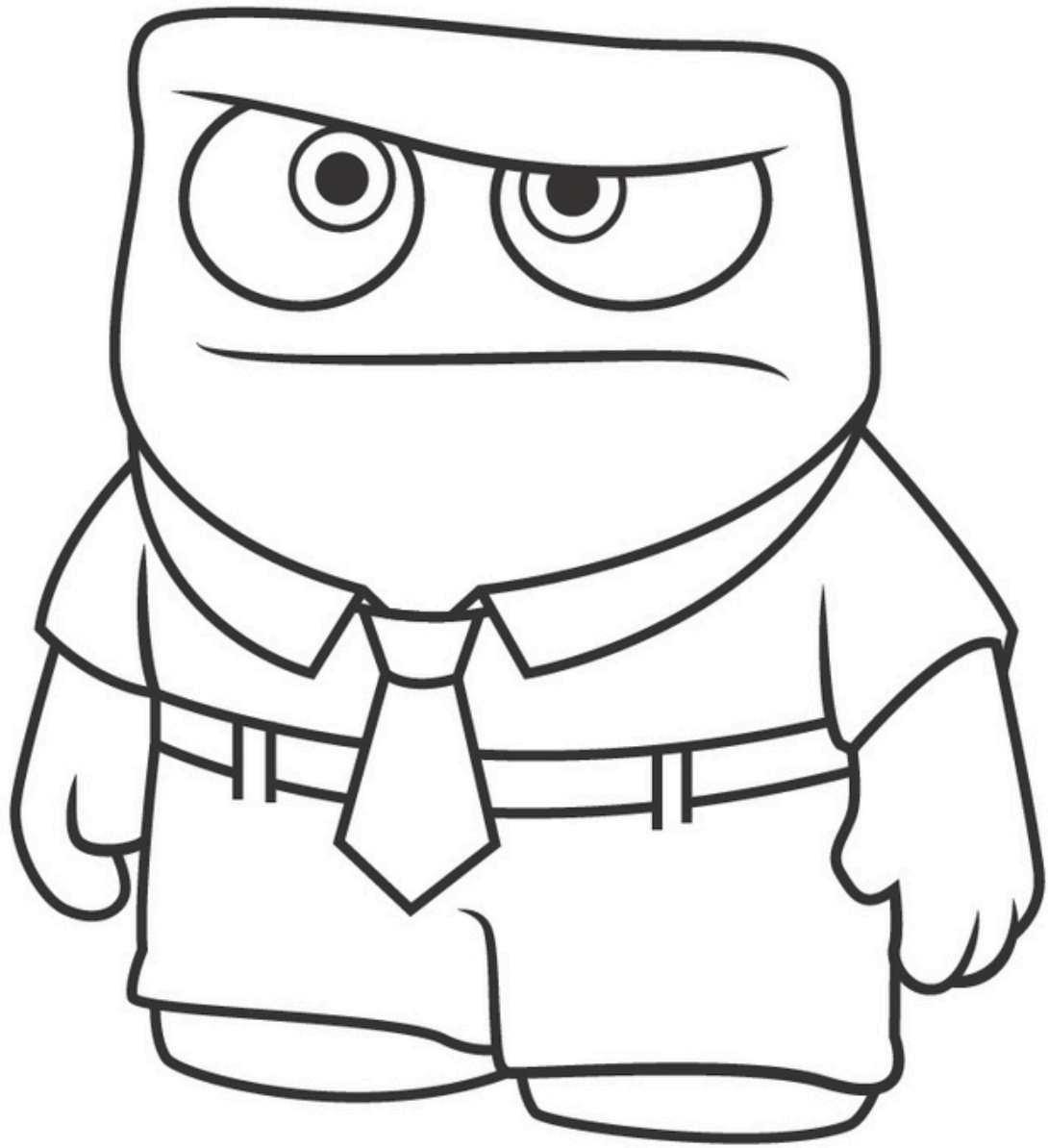
**Joy**







**SADNESS**



**ANGER**



**DISGUST**

**JOY &  
SADNESS**



**DISGUST**



**FEAR**

**ANGER**

# BONUS ACTIVITY

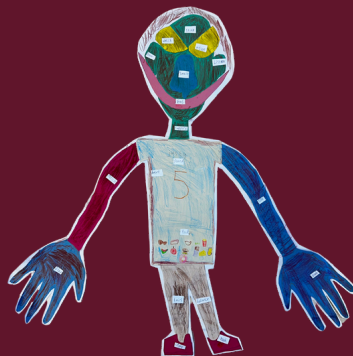
Give students copies of the Inside Out emotion cards (page 37) or display them in a large format, such as on a board. Show students each of the images below and ask them to identify which Inside Out emotion is being represented.



# ABOUT THE BODY: ARTS & CRAFTS FOCUS

## Key Focus:

Creating a full body figure using templates. Students select, colour, and assemble each part. The project builds week by week, ending in a labelled final piece.



## WEEK 1: CREATE YOUR FACE

### **Learning Objective:**

To choose and stick a face shape.

### **Resources:**

Face templates, glue sticks, coloured sheets, crayons.

### **Activities:**

- Show 3–4 face templates (circle, oval, square, long).
- Each student chooses one and sticks it onto a large coloured sheet.
- Students can colour/decorate their face shape.



## WEEK 2: ADD EYES, NOSE, MOUTH

### **Learning Objective:**

To select facial features.

### **Resources:**

Feature templates, scissors (if cutting), glue, crayons.

### **Activities:**

- Show options for eyes, noses, mouths (e.g., big/small eyes, smiling/frowning mouths).
- Students choose one of each and stick onto their face.
- Colour in the features if desired.

## WEEK 3: ADD EARS AND NECK

### **Learning Objective:**

To complete the head area.

### **Resources:**

Ear and neck templates, glue, coloured pencils.

### **Activities:**

- Show templates for ears (small, big, round, pointy) and necks (long, short).
- Students choose and stick onto their face drawing.
- Colour/decorate these parts.



## WEEK 4: ADD UPPER BODY

### **Learning Objective:**

To attach torso parts.

### **Resources:**

Upper body templates, large paper, glue, crayons.

### **Activities:**

- Show upper body templates: shoulders, chest, tummy in different styles/shapes.
- Students select and stick them under their neck.
- Colour in the torso area.



## WEEK 5: ADD ARMS AND HANDS

### **Learning Objective:**

To complete the upper body with arms/hands.

### **Resources:**

Arm/hand templates, glue, crayons or markers.

### **Activities:**

- Show arm and hand templates – options for straight, bent, waving, etc.
- Students choose and stick them on each side of the torso.
- Colour and decorate.



## WEEK 6: ADD LEGS AND FEET

### **Learning Objective:**

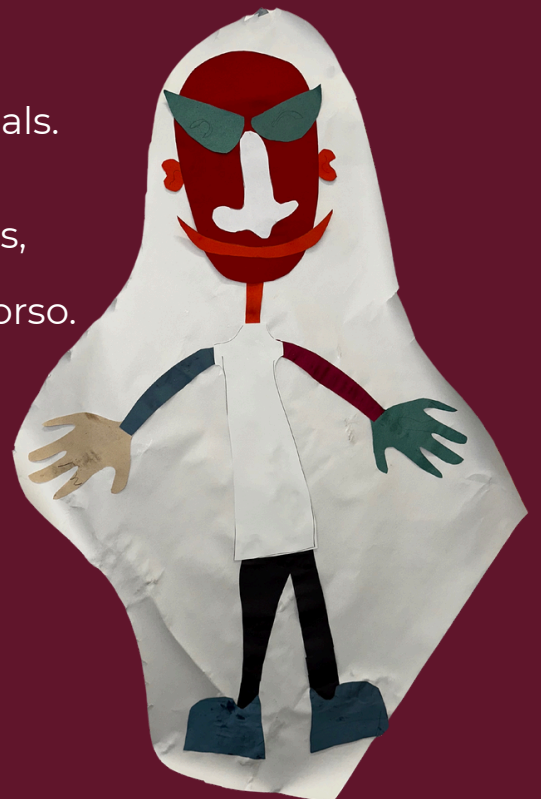
To complete the lower body.

### **Resources:**

Leg/foot templates, glue sticks, colouring materials.

### **Activities:**

- Show leg and foot templates – long/short legs, small/big feet.
- Students choose and stick them under the torso.
- Colour in the legs and feet.



## WEEK 7: COLOUR AND DECORATE

### **Learning Objective:**

To personalise and colour the full body.

### **Resources:**

Crayons, markers, stickers, collage materials.

### **Activities:**

- Students colour all body parts if not already coloured.
- Add patterns, stickers, and extra decoration (optional: hats, glasses, clothes).
- Help them ensure the body is fully assembled and colourful.



## WEEK 8: LABEL AND DISPLAY

### **Learning Objective:**

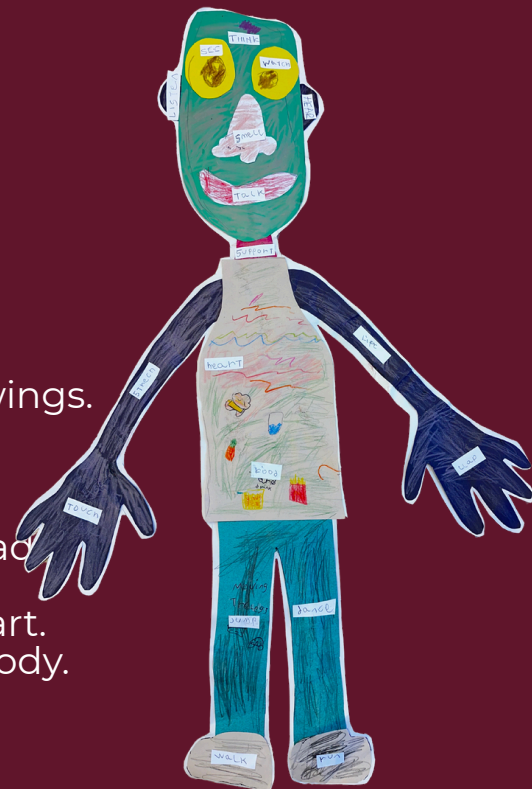
To label body parts with simple words.

### **Resources:**

Pre-printed word labels, glue, finished body drawings.

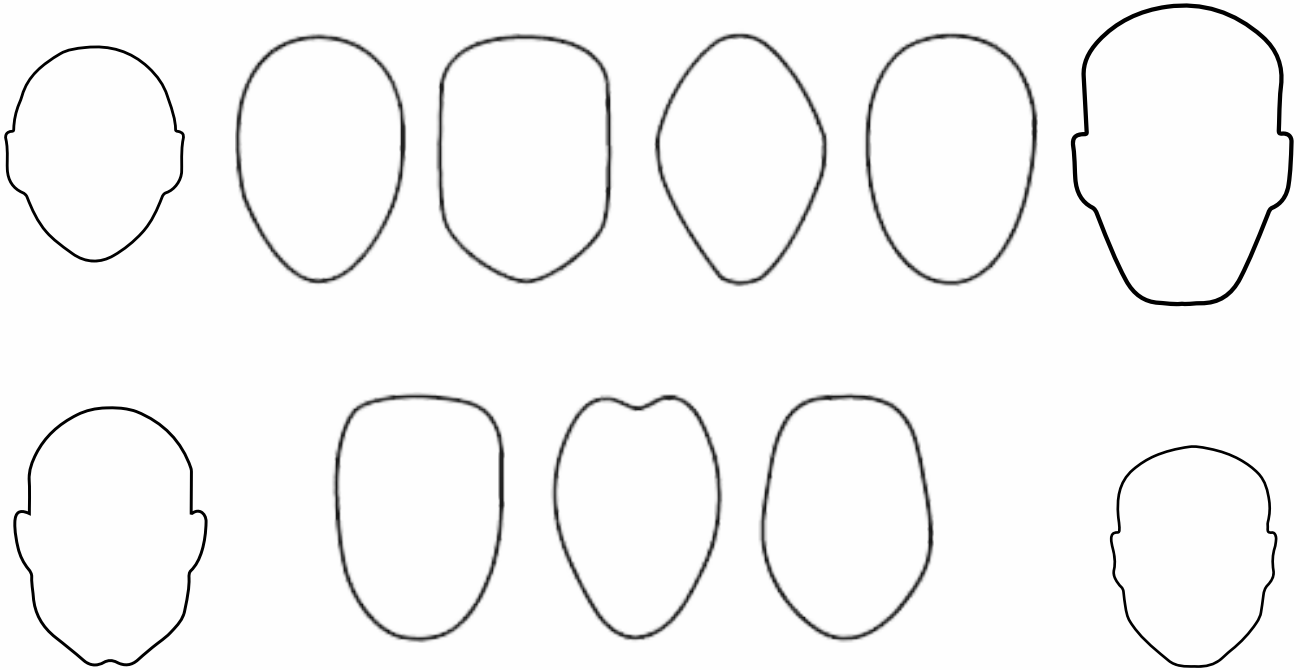
### **Activities:**

- Provide simple word labels for body parts: head, eyes, mouth, hands, feet, etc.
- Students stick correct labels onto their body art.
- Option: draw a favourite object beside their body.

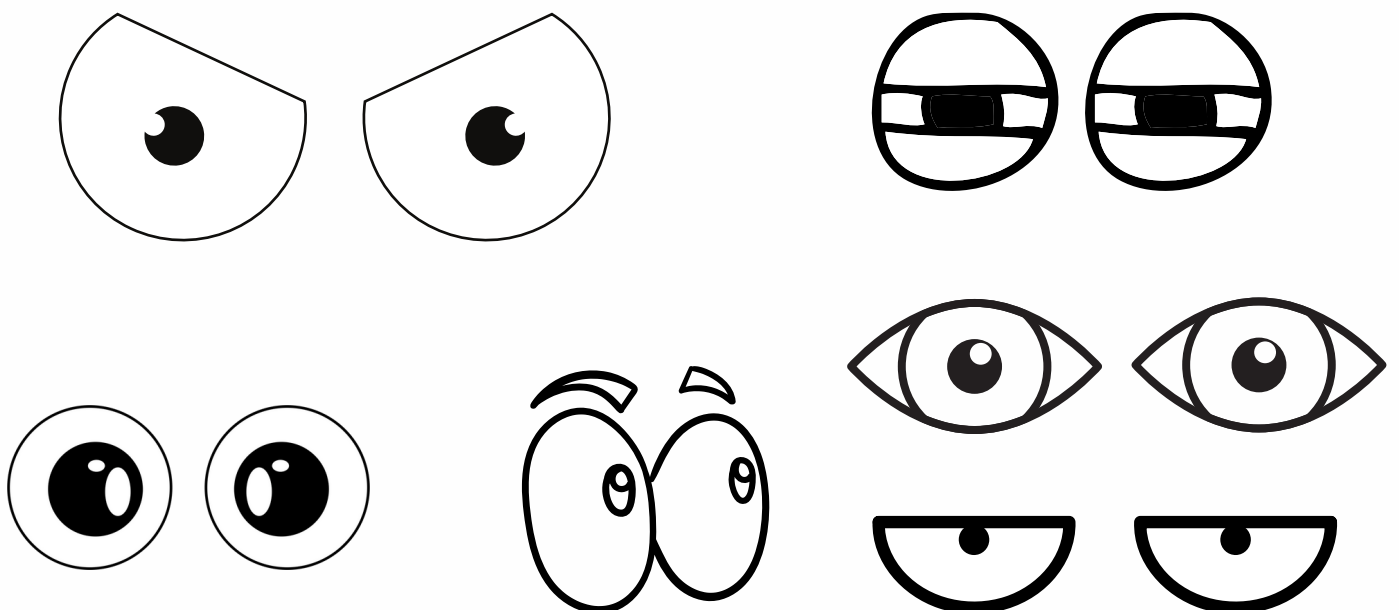


# BODY TEMPLATES

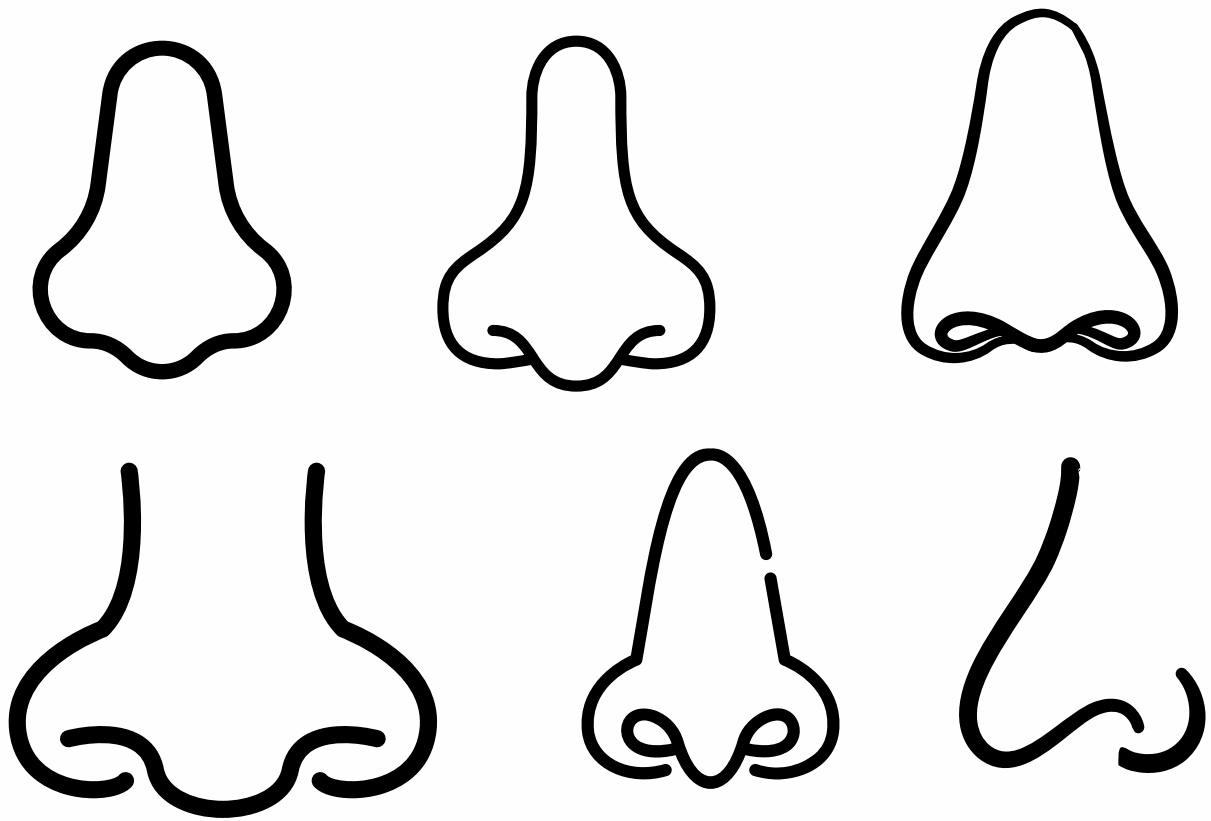
## HEAD



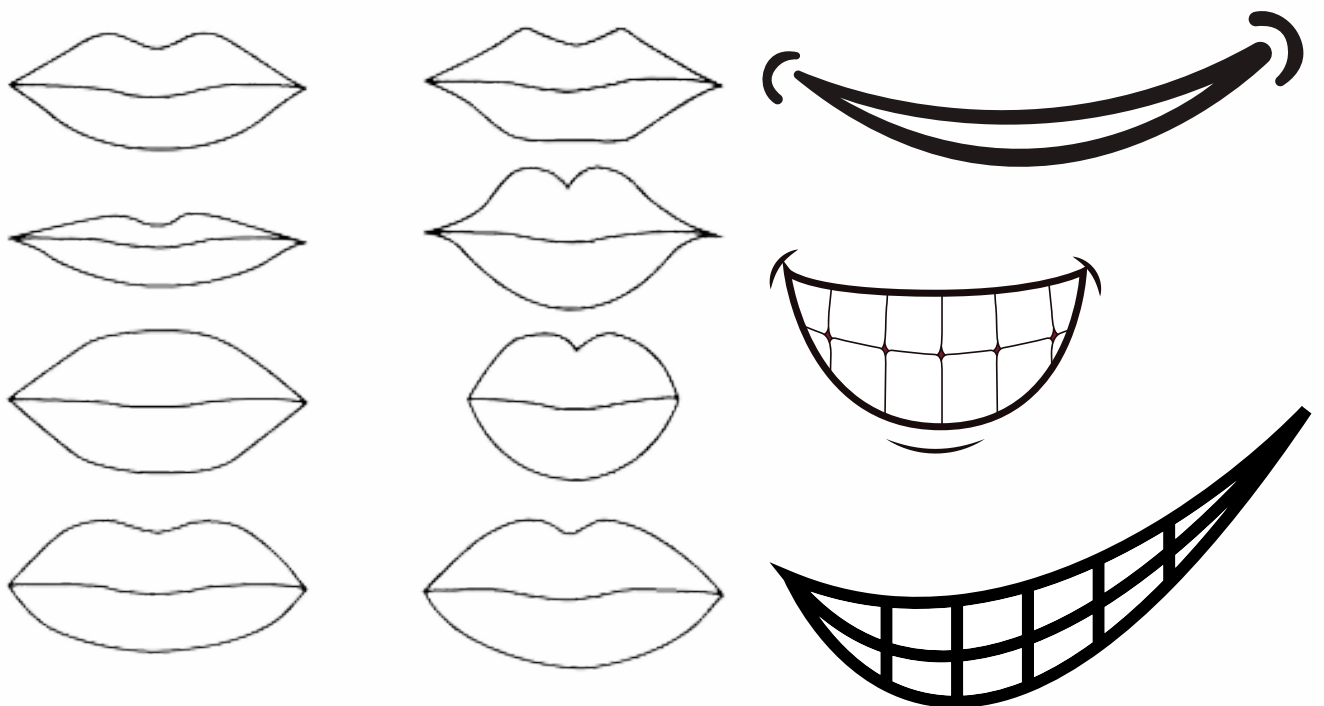
## EYES



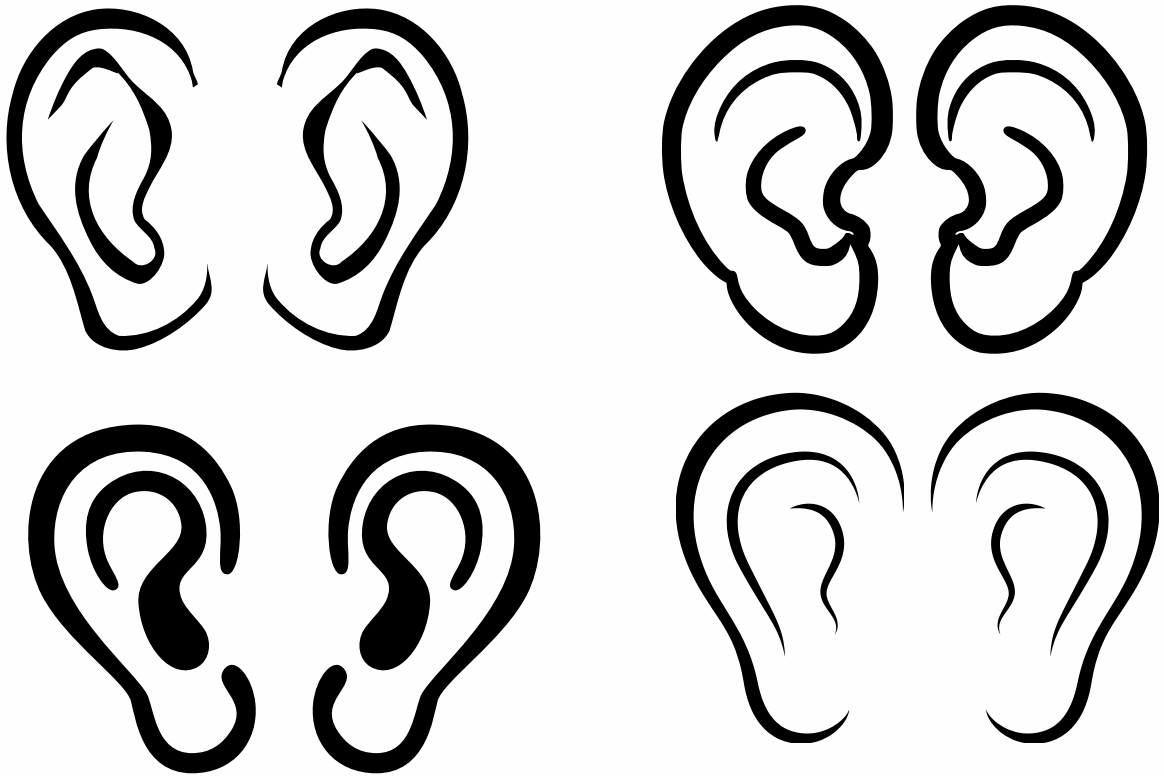
# NOSE



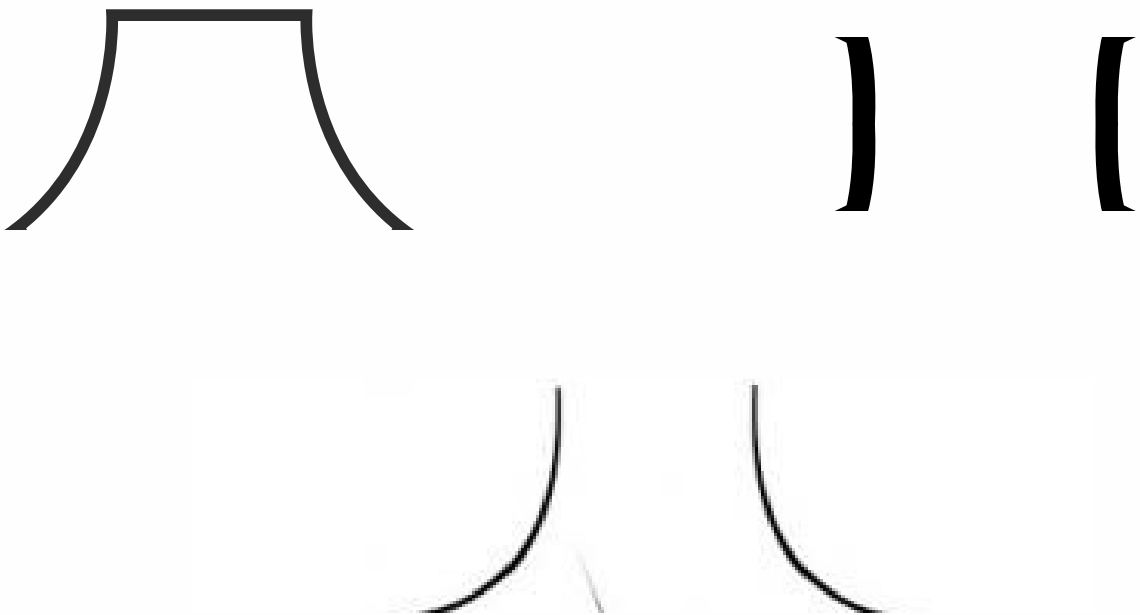
# MOUTH



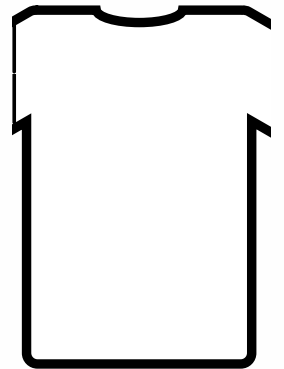
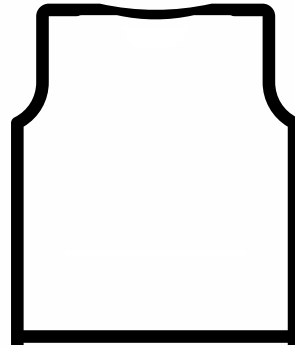
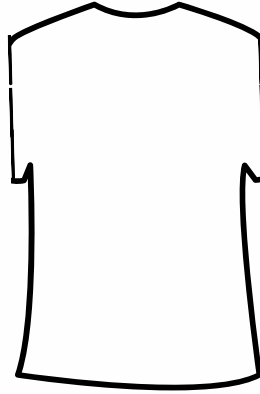
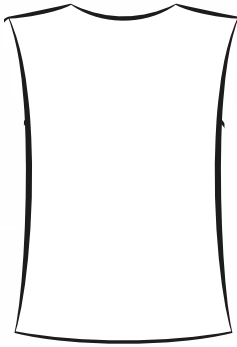
# EARS



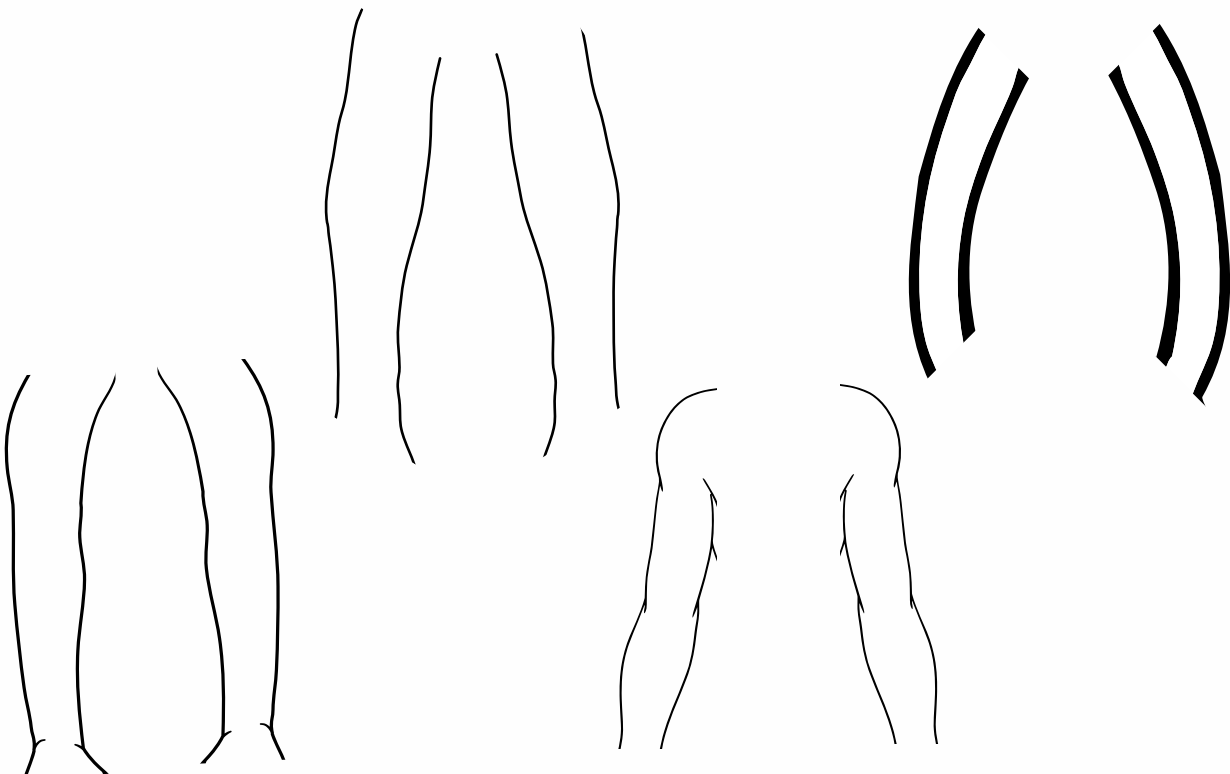
# NECK



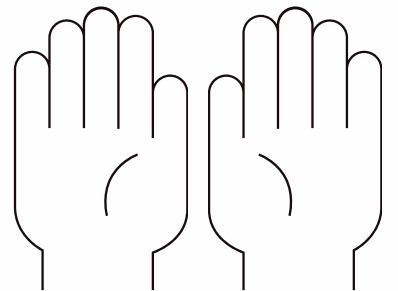
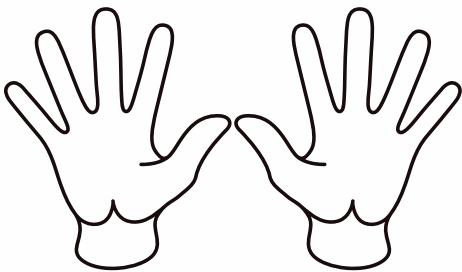
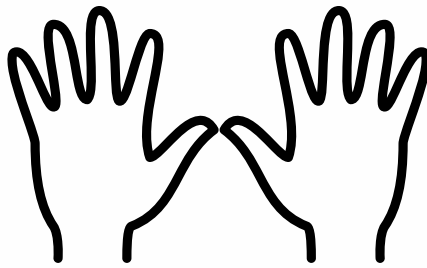
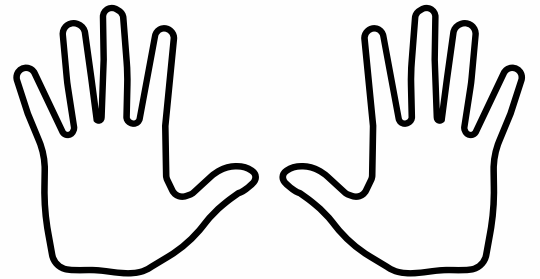
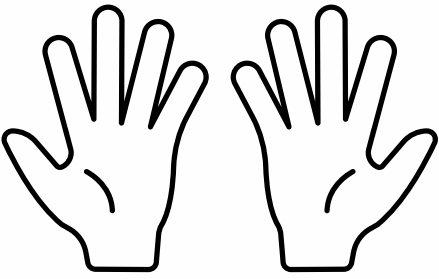
# UPPER BODY



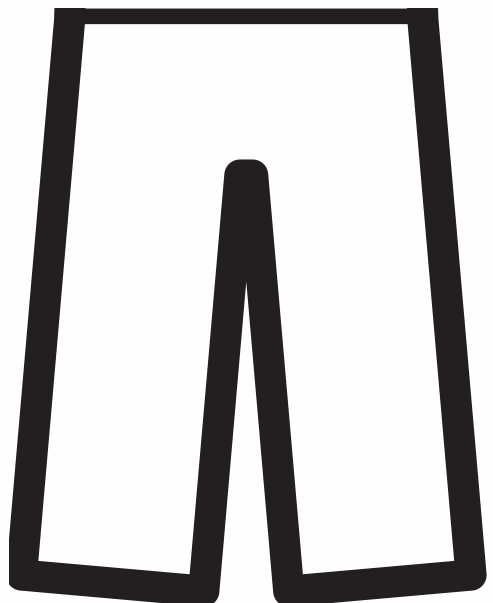
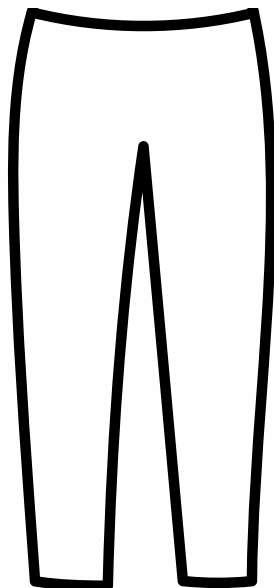
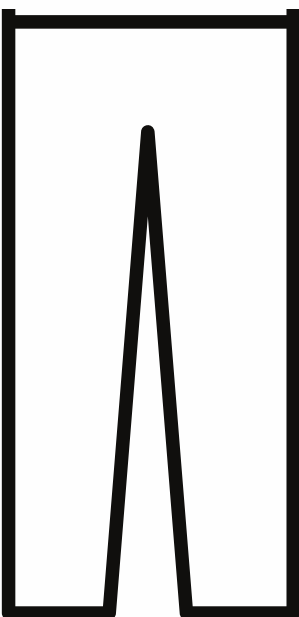
# ARMS



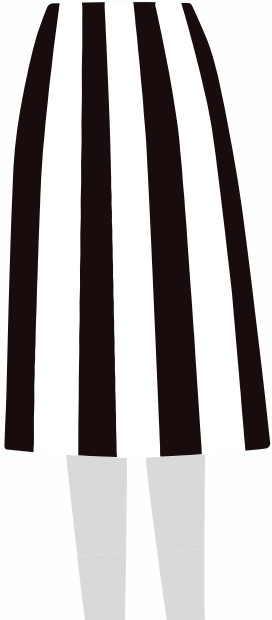
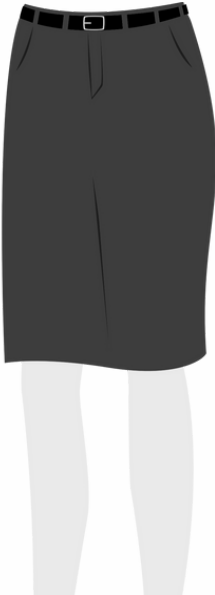
## HANDS



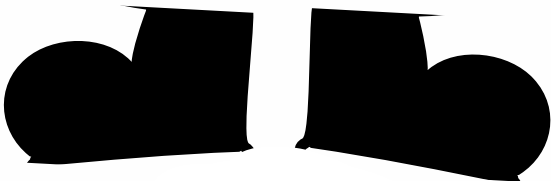
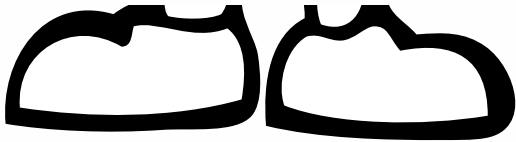
## LEGS (TROUSERS)



**LEGS (SKIRT)**



**FEET**



# HOT AIR BALLOONS: TRANSPORT CRAFT ACTIVITY

## **Objective:**

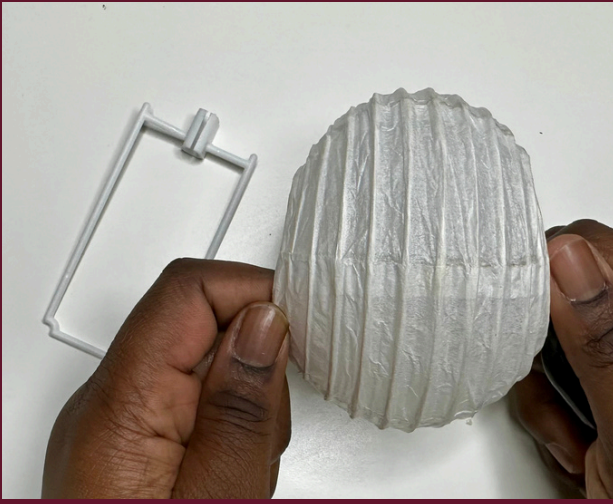
To create a hot air balloon model using a paper lantern and simple craft materials, exploring transport through creative making.

## **Resources Needed:**

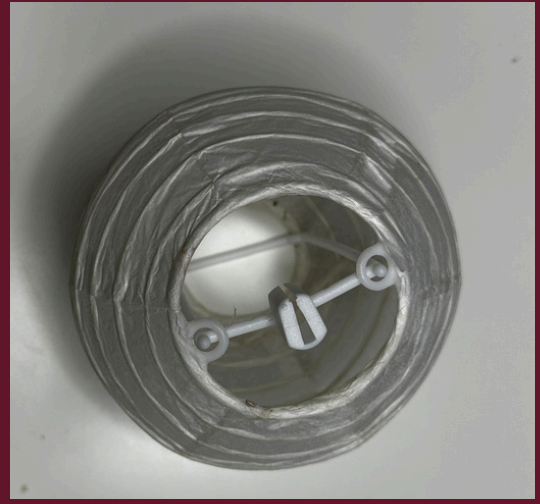
DIY paper lanterns  
Cellotape  
String  
Pritt stick  
Cupcake cases  
Felt tip pens / permanent markers  
Scissors  
Googly eyes  
Foam stickers (for nose, mouth, decorations)

## **List of Instructions:**

1. Expand your paper lantern so it forms a round balloon shape.
2. Place the hanger inside the lantern so it holds its shape.
3. Colour in the lantern with felt tips or markers – decorate as desired.
4. Stick on googly eyes to turn your balloon into a fun face (optional).
5. Choose a foam sticker to create a nose – stick it on.
6. Choose another sticker for a mouth – add it under the nose.
7. Cut two equal pieces of string – long enough to hang your basket.
8. Thread the string through the hanger holes on each side – knot them securely.
9. Straighten out the strings so they hang down.
10. Cut out 4 small pieces of cellotape.
11. Attach the ends of the strings to your cupcake case (the basket) using the tape.
12. Double up the tape for extra strength.



STEP 1: Expand the paper lantern.



STEP 2: Place the hanger inside it



STEP 3: Colour in as desired.



STEP 4: Add googly eyes as desired.



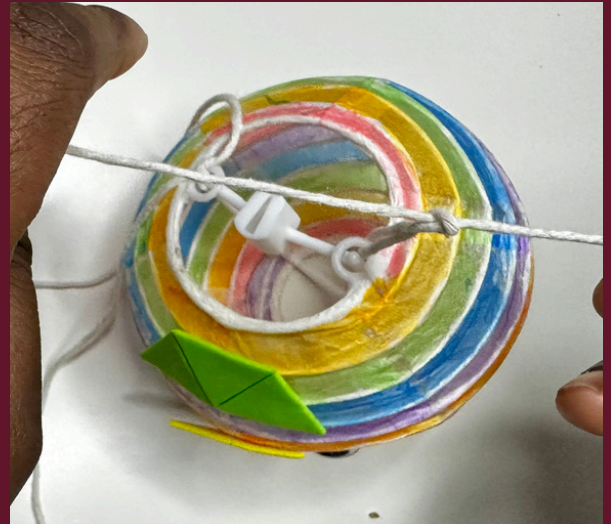
STEP 5: Add a shape as desired to create the nose.



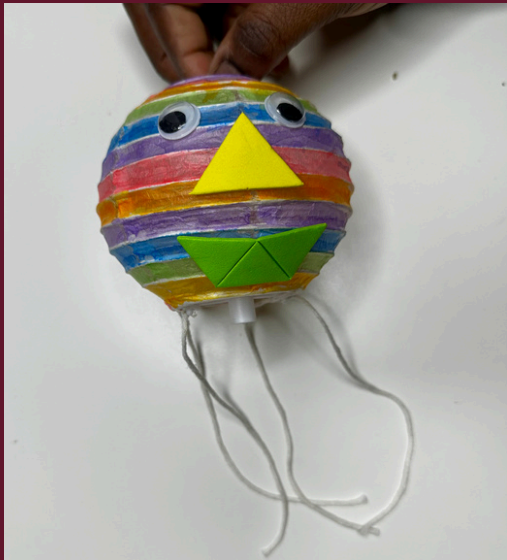
STEP 6: Add a shape as desired to create the mouth.



STEP 7: Cut two pieces of equal string.



STEP 8: Thread both strings to each side the hanger holes and knot .



STEP 9: Straighten the strings out.



STEP 10: Cut out 4 bits of cellophane.



STEP 11: Tape each side of the string onto your cup cake case.



STEP 12: Double the tape on each side.

# END PRODUCT



# EASTBURY CONFERENCE 2024



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# WITH THANKS

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