

**creative
schools**



**Tool-kit:
Warm-up
Activities**

What is Creative Schools?

“Creative Schools is about freedom and learning, and it's fun. You get to think and work with different people. It makes you realise everyone has their own perspective.”

STUDENT





Creative Schools uses creative teaching and learning strategies to cultivate student agency and engage students in deep learning of curriculum and General Capabilities, particularly Collaboration and Critical and Creative Thinking.

The program pairs teachers with creative practitioners to co-design and co-deliver subject areas of the WA curriculum in new and imaginative ways, with a focus on student engagement, nurturing capabilities, creating the space for students to develop their sense of agency and inspiring their love for learning. Creative Learning sessions are co-designed to improve personal and social capabilities, including enriched collaboration/team-working skills and increased understanding of the General Capabilities for improved employability.

Creative Schools Objectives

- Help young people to grow to be successful learners, confident and creative individuals, and active and informed citizens
- Build flourishing, connected communities that celebrate diversity
- Build economic resilience through job diversification and flexible skilled talent
- Foster a thriving arts sector through employment opportunities and professional development
- Inspire the education sector through support, introduction to new approaches and professional development
- Enhance social and emotional wellbeing for all
- Break isolation through access to arts and culture



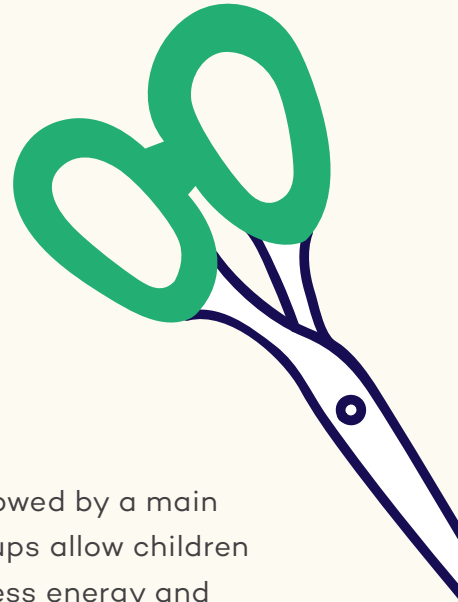
What is a Warm up activity?

Each creative schools session begins with a warm up, followed by a main activity and then a reflection to end each session. Warm ups allow children and young people to connect with one another, expel excess energy and prepare for the activities that follow. Warm ups are a fun and inviting way to ready students for their creative learning experience.

Warm ups are short activities that are intended to simultaneously develop the social, emotional, physical and intellectual engagement of children and young people in their experience of learning, and to assist in relaxation and stress reduction. Adele Diamond, among many other researchers, have highlighted that:

“If we want schoolchildren, workers, or business executives to have better attention and concentration, be better able to reason and problem solve, we cannot ignore stresses in their lives. Each school child and each employee will do better if that individual’s passionate interests can be engaged, energizing the person. They will perform better and show better EFs if they feel they are in a supportive community they can count on. They will perform better and show better EFs if their bodies are strong and healthy. A school or corporation that ignores students’ or employees’ emotional, social, or physical needs is likely to find that those unmet needs will work against achieving performance goals”

DIAMOND, 2012



We all know we need to warm up our bodies before doing exercise, but did you know we need to warm up our minds before getting creative?

FORM believe in supporting communities to ensure more West Australians live healthy lifestyles and continue to improve their overall wellbeing.

We have partnered with Healthway, the state government agency for Health Promotion in WA to work with an organisation that aligns to our values.

The Creative Schools team of researchers, educators, creative practitioners and school leaders, believe that good nutrition is essential for healthy growth and development as well as contributes to productivity in the classroom. Our activities aim to:

- Promote good nutrition.
- Encourage healthy eating habits from a young age.
- Improve student's awareness of healthy eating choices.
- Create awareness of colours - to eat more fruits and vegetables, think colours, its eye catching and gives you a variety of nutrients.

That's why we promote 'Go for 2 Fruit and 5 Veg' – it's the easiest way achieve a balanced diet.

Go for 2&5[®]
FRUIT VEG

Encouraging students to eat healthy can lead to a more productive classroom which in response can strengthen the sense of belonging and build good mental health outcomes.

- Creating environments that support children to grow and develop ensures we:
- Shape classroom environments to be more conducive to student wellbeing and good mental health.
- Create opportunities for social inclusion and connectedness.
- Continue to increase student knowledge of strategies to stay healthy physically, mentally and socially.

Footnote:

Van der Kolk, B. (2015). *The body keeps the score : mind, brain and body in the transformation of trauma*. Penguin Books.

Diamond, A. (2012). Activities and Programs That Improve Children's Executive Functions. *Current Directions in Psychological Science: A Journal of the American Psychological Society*, 21(5), 335–341. doi:10.1177/0963721412453722

Diamond, A. (2013). Executive Functions. *Annual Review of Psychology*, 64(1), 135–168.

Diamond, A. (2014). Want to Optimize Executive Functions and Academic Outcomes? Simple, Just Nourish the Human Spirit. In P. D. Zelazo & M. D. Sera (Eds.). *Developing cognitive control processes; mechanisms, implications and interventions*. In *Minnesota Symposia on Child Psychology* (pp. 203–230). John Wiley & Sons, Inc. doi:10.1002/9781118732373

The Wheel of Paper Race

Glendale Primary School

Creative Practitioner: **Shona McGregor**

Teacher: **Jude McIntyre**



Materials:

Newspaper, scrap A3 paper or similar, sticky tape or masking tape.

Set Up:

Use a large space like an undercover area or basketball court for the activity.

For younger children: Create large 'wheels' of paper sticking the pages end to end until you have a continuous circle, large enough for small teams of children to fit inside.

For older children: Have the paper and tape ready to go for each team to create their wheel before starting their race.

During the Activity:

Younger children: The activity can be tricky depending on the heights of the children as they all need to reach the top of the paper wheel to move it around as they walk. Having teams in similar height ranges will help. Having a tape monitor is also a good idea as the paper often rips when they move and the helper can move between groups fixing the tears as the race takes place.

Older children: Allow them to pick their own teams and work out how to move around in spite of height differences and give each team a roll of tape to fix their own paper wheel as it breaks

Duration:

15 - 20 minutes

Purpose of the activity:

Students have to use all their Creative Learning Habits to carry out this challenge. They will be collaborating as they create the wheel, or just moving as a team during the race. They will also need to be persistent and imaginative as they work out the best methods to move as a unit under time pressure and methods, to fix their construction to avoid disqualification.

Game of Tennis

Merriwa Primary School

Creative Practitioner: **Charissa Delima**

Teacher: **Erin Purcell, Renee Rogers and Naydene Duffill**



Materials:

Tennis Balls.

Set Up:

Space for two students to stand up, possibly inside the whole class circle or at the front of the classroom.

Rules:

This is a categories word game with two players. You need to decide the categories e.g. colours, fruits/vegetables, sports, animals etc. After deciding who goes first (with paper, scissors, rock), the first player will say a word, the opponent will say another, and so-on, back and forth like tennis. The first player to say a word that has been said previously and/or freezes for 5 seconds, loses. The winner gets to choose a new opponent and the game starts again with a new category.

During the Activity:

Step 1 – Deciding the first player with paper-scissors-rock.

Step 2 – Choosing a category.

Step 3 – Games of words.

Example:

The category is colours. Player one says blue, player two says white, player one says red, player two freezes. Game over!

Duration:

2 - 5 minutes depending on student's word bank.

Purpose of the activity:

Increases vocabulary, supports concentration and perseverance.



Pass the Hula Hoop

Are you looking for a fun, high-energy activity to use with your group?

Hula Hoop Pass requires minimal materials and will help your group set goals and strategise.

North Fremantle Primary School

Creative Practitioner: **Sheryl Chant**

Teacher: **Susan Grigson**

Materials:

10 hula hoops.

Set Up:

Students form a circle and join hands. This can be an indoor or outdoor activity.

Rules:

Hands must stay joined – This can be done as a verbal activity, or to increase difficulty, it can be performed as a silent activity.

During the Activity:

Step 1 – Have the group form a circle, holding hands. Explain that the goal of this activity is to pass a hula hoop completely around the circle as quickly as possible without breaking your handhold. While you are explaining this, place a hula hoop over the held hands of two group members.

Step 2 – Have the group pass the hula hoop around the circle once, so that everyone participates, and time it. Timing the activity is an optional extra, depending on the anxiety level of the students. Encourage the group to set a goal to see if they can do it faster.

Step 3 – Support the group in working through goal setting and strategising about how to go faster while providing encouragement. Start the group on their second attempt. You can do multiple attempts if the group does not meet their goal and wants to try again or help to redefine their goal.

Step 4 – As a final challenge, tell the group that you are going to add another hula hoop to make it a little bit more interesting. Keep adding hula hoops as the game progresses. To increase the level of difficulty, add other hula hoops to the opposite side of the circle, with them moving in the opposite direction.





Step 5 – Debrief Questions:

What was your strategy during this activity?

How did you depend on the players who were next to you during the activity?

How can you relate this activity to working together and setting goals as a group?

What Creative Habit of Learning skill were you using?

What makes you say that?

Duration:

10 minutes

Purpose of the Activity:

This activity creates opportunities for social inclusion and connectedness, creates opportunities for students to engage in physical activity during school, shapes classroom environments to enable physical activity and reduce sedentary lessons, and promotes active living as part of daily school life.

Discipline, collaboration and persistence were the main Creative Habits of Learning that were explored in this activity. Discipline was developed by teaching the students to improvise and reflect critically. Collaboration was used when the students cooperated and supported one another in order to complete the task, and persistence was explored by sticking with the activity and tolerating uncertainty even when it was difficult. However, the most important focus of this warm up activity is for the students and adults to have fun! It works best when the teacher/adults participate too.

Reference:

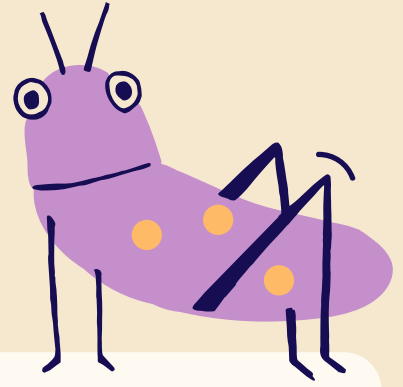
<https://guideinc.org/2016/02/01/team-building-activity-hula-hoop-pass/>

Collaborative Creatures

Ellenbrook Christian College

Creative Practitioner: **Claire Davenhall**

Teacher: **Jessica Beasy**



Materials:

Students and their imagination.

Set Up:

A large space where students can spread out, outside of the classroom.

Rules:

This is a collaborative game where students have to work in different sized groups of 2, 3, 4, or larger, to make a moving creature. Start with a demonstration to show how a group of 3 can transform themselves to make a butterfly, that flutters, then invite the students to change it into an eagle that soars through the sky, then a crawling spider with 8 legs, then a caterpillar, and aim to end up with a whole class centipede that can shuffle along on their bottoms. Students must collaborate with different members of their class to create imaginative responses to the teacher's instructions.

During the Activity:

Step 1 – The teacher gives instructions, then provides students with a creature and encourages them to think about how many people they may need to make their creature.

Step 2 – Students organise themselves into groups and move like the creature.

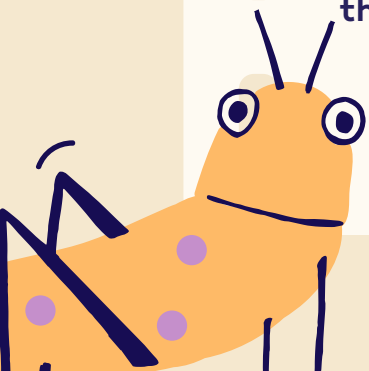
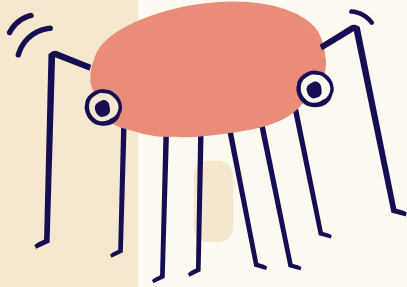
Step 3 – Repeat the activity for as long as you like and with as many different creatures that you can think of. Students will often want to make suggestions about creatures they want to transform into.

Duration:

10 - 15 Minutes

Purpose of the Activity:

This activity gives students cognitive flexibility to express their inner animal instincts and actions through a variety of movement and sounds in original ways. It brings energy and focus to lively, younger groups that need to burn off a little excess energy in order to settle down before the start of a lesson.



Stop and Go with Colour in Your Life

**Governor Stirling
Senior High School**

Creative Practitioner: **Claire Davenhall**
Teacher: **Courtney Bowe**

Materials:

Colour chart cards.

Set Up:

A large space where students can spread out, preferably outside of the classroom.

Rules:

This is a collaborative warm-up using coloured cards. Students will feel amused/inquisitive at the descriptive names on the colour chart cards for example 'mums lipstick' and 'flash'. Ask students to walk around comparing colours when you say "GO" and then "STOP", to follow the next instruction. Ask them to group themselves in the 5 Creative Habits colours (yellow, red, green, blue and purple), then in order of light to dark colours. Finally, link the colours together as seen on the colour wheel to bring the group back together. Students must collaborate with different members of their class to create imaginative responses to the teacher's instructions.

During the Activity:

Step 1 – Hand out the colour chart cards (various shades of purple, red, green, blue and yellow).

Step 2 – Students walk and talk comparing cards.

Step 3 – "STOP" ask the students to get into the colour groups, then from dark to light groups, then link each colour as shown on the colour wheel.

Duration:

10 - 15 Minutes

Purpose of the Activity:

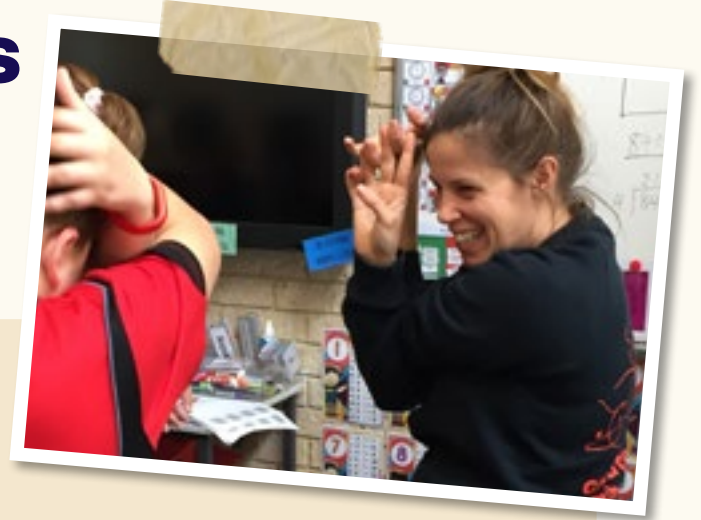
This activity increases student's vocabulary to express their learning through colour, using the Creative Habits of Learning. Colour plays an important part in learning, they are not only linked to each of the Creative Habits of Learning; inquisitive being red, collaboration purple, persistence green, imaginative blue and disciplined yellow, but colour theory uses both the science and art of using colour together. The use of colour can help organise our thoughts, can be used to express our feelings and bring harmony and a sense of unity within an inclusive group.

Creative Habits Freeze Frame

Boyare Primary School

Creative Practitioner: **Felicity Groom**

Teacher: **Lynette Chua**



Materials:

Creative Habits of Learning diagram and a stopwatch or timer.

Set Up:

In groups of five to six children, students have five minutes to form a freeze frame which expresses one of the Creative Habits of Learning. Each group then shares their Creative Habit freeze frame and the other students have to guess what Creative Habits they are expressing.

1 – Make sure students are familiar with the Creative Habits of Learning diagram before starting this activity.

2 – Nobody in the freeze frame is allowed to talk or give away what they are doing.

During the Activity:

Step 1 – Arrange the groups and either assign the Creative Habit to all students or let them decide which one to pick themselves. Give the students five minutes to discuss their Creative Habit and work out how to represent it in a freeze frame.

Step 2 – One by one, each group is called to 'the stage' which can be anywhere inside or outside the classroom.

Step 3 – Groups then take turns in guessing what the freeze frame represents and which Creative Habit they have chosen.

Duration:

15 minutes



Fruits of Creativity

Can a cabbage be collaborative? Why is a papaya persistent? What characteristics make the kiwifruit inquisitive? This activity asks students to invent reasons why a particular fruit or vegetable demonstrates the Five Habits of Learning. Time to think outside the fruit bowl!

Wembley Primary School

Creative Practitioner: **Cristy Burne**

Teacher: **Leila Sugden**

Materials:

A selection of fruits and vegetables on recycled cardboard plates, A3 paper and pens.

Set Up:

Cut each fruit or vegetable to allow students to see and experience and think about it from the inside and out. Divide students into small groups, you'll need one fruit/vegetable per group.

Set Up:

Cut each fruit or vegetable to allow students to see and experience and think about it from the inside and out. Divide students into small groups, you'll need one fruit/vegetable per group.

Rules:

Brainstorm reasons why your group's fruit or vegetable demonstrates a habit of learning. (For example: A mushroom is persistent because it can grow even without sunlight; a broccoli is collaborative because you need dozens of florets all working together to make a head of broccoli, etc.) You can touch, smell, squeeze, feel ... but for hygiene reasons, no eating or tasting the fruit/vegetables. You have five minutes to list as many reasons as you can. Go!

Duration:

20 minutes (5-10 minutes for generating ideas, plus time for sharing and discussion)

Purpose of the Activity:

A creative thinking activity that requires students to work in teams to think about the Habits of Learning and to generate creative ideas for how a fruit or vegetable might show those habits.



Walk the Walk

Bob Hawke College

Creative Practitioner: **Claire Davenport**

Teacher: **Louise Taylor**



Materials:

Students and their imagination.

Set Up:

A long 100 meter space outside of the classroom works best.

Rules:

Students are asked to walk in an exaggerated way to resemble how they felt when they woke up this morning; either tired, hungry, grumpy, excited or energetic! When they get to the end of the space, ask the students to pick a Creative Habit of Learning and walk back in a different exaggerated way before entering the classroom. They can either choose from feeling - Persistent (walking quickly with intent), disciplined (walking like a fashion model with their hips pushed forward), collaboratively (walking with their friends), inquisitively (wondering if all this walking has anything to do with their subject today) or imaginatively (in any way they choose e.g. head in the clouds).



During the Activity:

Step 1 – Students select a feeling from when they woke up and they turn it into a walk.

Step 2 – Students select one of the Creative Habits of Mind that they expect to feel during a creative session, and turn it into a walk.

Step 3 – Students are now ready to enter the classroom.

Duration:

5 – 10 minutes

Purpose of the Activity:

This activity gives students cognitive flexibility to express their moods and actions through a variety of movement and sounds in unique and original ways. It also allows the teacher to assess the student's mood before learning commences. It prepares everyone for a creative lesson in the classroom, by providing student autonomy while his/her feelings are being acknowledged for a more student-centered approach.



The Importance of a Name (Poem)

Scotch College

Creative Practitioner: **Charissa Delima**

Teacher: **Samantha Lock**

Materials:

In a circle sitting on a mat or on the grass.

Set Up:

This is a mat time activity in a form of a poem; while the class is sitting in a circle, the teacher recites the poem to the students who then respond, sharing their name. The focus of this activity is listening and taking turns.

Rules:

Step 1 – Teacher recites The Importance of a Name

Poem: **Everybody has a name**

Some are different some the same

Some are short and some are long

All are right and none are wrong.

Step 2 - My name is (Name of teacher), then the child sitting on his/her right will say, my name is Followed by the next child until it comes back to the teacher.

Step 3 - To add more fun, the teacher might call each child by their family name. The student who recognises his/her name, stands up and does a task requested by the teacher.

Duration:

10 - 20 minutes

Purpose of the Activity:

Act-Belong-Commit (Social/Emotional wellbeing): Strengthening the sense of belonging in the classroom (teamwork) contributes to happiness and good mental health. This activity helps to shape the classroom environment to be more conducive to student wellbeing and good mental health. It also creates opportunities for social inclusion and connectedness.



On the Line

Have you ever wondered about commonalities and differences? What you think you know about someone may not always be what you actually know. Sometimes you may even find that it is the differences that you have in common.

Brookman Primary School

Creative Practitioner: **Jodie Davidson**

Teacher: **Ingrid Smith**

Materials:

A 6 meter line on the ground (depending on the number of participants, the length can be altered).

Set Up:

The line can be the edge of a path, a line on a basketball court, it can be drawn in chalk or in the sand, or a simple strip of masking tape stuck to the floor.

Rules:

The answers are yes or no. Keep participants approximately 1 meter on either side of the line to ensure there is a clear visual of those who stand on the line. The limit of questions can be determined by the available time. Questions can be decided upon beforehand or delivered in response to answers from previous questions.

During the Activity:

Step 1 – Participants take their place on either side of the line.

Step 2 – Ask a question to the group. For example: Were you born overseas? Do you have a pet? Can you ride a scooter?

Step 3 – Participants step onto the line if they answer yes to a question.

Duration:

5 - 10 minutes, depending on the number of questions

Purpose of the Activity:

Visually observing what you have in common with other students can help to unite a group within 5 minutes. It is also effective in showing that everyone is different. This exercise is also a good tool to use before starting a project to gain knowledge on issues such as cultural differences, variables in fine and gross motor skills and previous experience.



U2



Breath Marks

Merriwa Primary School

Creative Practitioner: **Andrea Tenger**

Teacher: **Erin Purcell, Renee Rogers and Naydene Duffill**

Did you know that every day we take around 25,000 breaths without even noticing? Let's pause for a moment and mark some of these breaths together.

Materials:

A sheet of paper for each student - any size, loose leaf or in a journal/workbook, preferably blank but it can be lined. Texta or marker pens and a timer.

Set Up:

Each student needs a space where they can sit or lie comfortably, on their own for 5 minutes and have the materials close to hand.

Rules:

Ask students to breathe in and out, making a mark on the paper each time they breathe. Special breathing is not required, no deep breaths or holding of breath, just normal breathing. Any kind of mark can be made - a dot, a line, a shape, a squiggle. During the activity the only sounds made by the participants are the sounds of the pens making marks on the paper and the sounds of breathing.



During the Activity:

The teacher/adult guides the meditation activity with these quiet instructions:

Step 1 – Sit/lie on the floor or on a chair or beanbag, close your eyes and try to be still and silent and notice your breath going into your body and out of your body.

Step 2 – After one minute of settling into your space and breathing, open your eyes and quietly use your pen or texta to make a mark on the paper each time you breathe in and another mark each time you breathe out.

Step 3 – Don't change your breathing or do anything differently.

Step 4 – If you notice yourself thinking about other things, gently bring your attention back to your breathing and the marks you are making. After these instructions, be still and silent yourself. You can observe the students; notice their engagement with the activity, or join in and make your own marks.

Step 5 – After three minutes, stop the meditation.

Step 6 – Spend three minutes reflecting on the activity by asking the students how they felt and if they noticed anything.

Purpose of the Activity:

This activity's name is a play on words. A 'breath mark' is a symbol made on a music manuscript that tells the musician to pause or to draw breath. Taking time to pause and pay attention to our breath is a form of ancient Buddhist meditation and is often used to practice mindfulness. Mindfulness is about focusing on the present; paying full attention to what is going on in and outside of us, moment by moment, without judgment. It not only helps us feel better and reduce stress, it promotes focus and compassion. It also increases executive function, which is vital for the development of social-emotional skills and academic performance. This is a useful skill for us to learn as our breath is always with us, and adding something sensory like making marks on paper, can make it easier and fun.

Other fun and creative ways to be mindful can be found in the links below:

<https://journalsmarter.com/meditative-drawing/>

<https://www.kiddycharts.com/activities/mindful-art-activities-for-children/>

Blobs

A fun, physical game that helps us think about ourselves and notice that while we are different, we are all the same too.

Merriwa Primary School

Creative Practitioner: **Charissa Delima**

Teacher: **Erin Purcell, Renee Rogers and Naydene Duffill**

Materials:

Space for students to be able to move around and form groups (blobs). A list of statements to call out for example: Eye colour, hair colour, breakfast food, favourite ice-cream flavour, method of travel to school.

Set Up:

This activity is great fun outside on the oval or in the undercover area where noise is tolerated better. Allow time to gather hats and move to and from the space.

Rules:

Normal classroom rules about respecting each other apply. There are no rules about how to make a blob (form a group), students work it out themselves although younger students might need some gentle prompts.

During the Activity:

The teacher/adult is the 'caller' for this activity.

Step 1 – Students stand comfortably with space around them.

Step 2 – Caller calls out "make eye colour blobs."

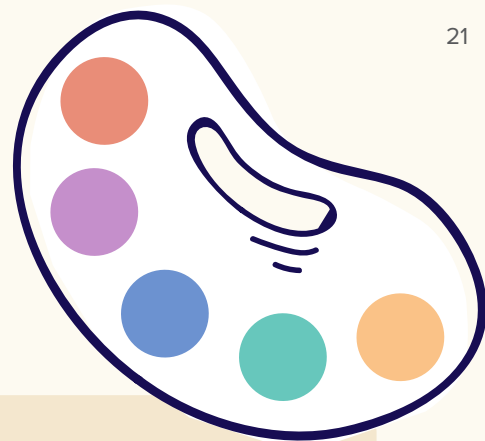
Step 3 – Students find their own way to make a blob (forming a group) with other students who have their same eye colour.

Step 4 – When it seems that enough blobs have been made, call out the next statement "make hair colour blobs."

Step 5 – Students find their own way to make a blob (forming a group) with other students who have their same hair colour.

Step 6 – Repeat until five statements have been called out.



**Various:**

Increase the number of statements or make them more complicated. Nominate a student to be the 'caller.' Ask the students to create the statements.

Duration:

10 - 15 minutes

Purpose of the Activity:

This activity creates a sense of belonging in the classroom. Motivation, persistence and academic performance have a direct correlation to feelings of belonging. Taking notice of similarities and differences with the people around us also teaches tolerance; how to respect and learn from others, value differences, connect with each other and create new bonds.



Look Up: Look Down

Look up and look down to meet and greet someone in your class with your eyes. If you connect with someone, have a mini celebration and move to the next circle. Share joy with each other!

Glendale Primary School & Ellenbrook Christian College

Creative Practitioner: **Trudi Bennett**

Teacher: **Fiona Boath & Sean Bradstreet**

Materials:

Objects to explain the instructions at the beginning. These could be stones, leaves and sticks or miniature toy animals.

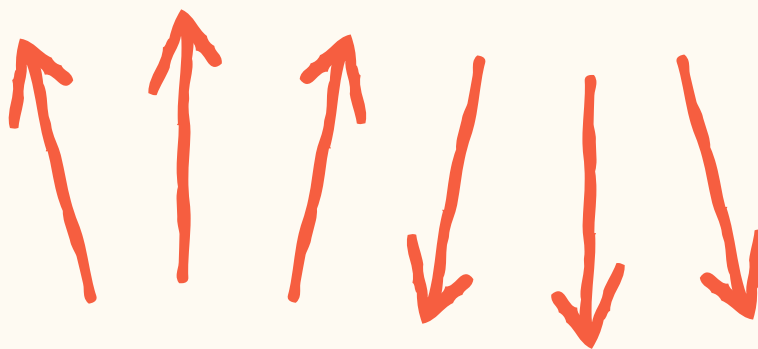
Set Up:

Sit students in a circle to explain the instructions. We encourage teachers to sit in the circle alongside their students and to play the game too. You could try to explain with oral instructions only first, and then come back to re-explain using a model to demonstrate ways of thinking and learning.

Rules:

When asked to look up and then look down, try to make eye contact with someone else in one go. You must commit to looking at just one person and not change your mind and look somewhere else if it doesn't work.





During the Activity:

Step 1:

Everyone stands in a circle.

Step 2:

The leader calls out "look up" and everyone looks up.

Step 3:

The leader calls out "look down" and everyone looks down and tries to make eye contact with one person.

Step 4:

Successful pairs who make eye contact with each other chose a way to celebrate together using body language (like doing an air high 5 or doing a little dance).

Step 5:

The pairs then split up and form two new circles (using body language to signal which circle they will go to).

Step 6:

The leader calls out "look up, look down" again and successful pairs celebrate and then split up to join two different circles.

Step 7:

The game continues using 3 circles of people until the leader calls the game to an end.

Duration time: 5 - 15 minutes

Purpose of the Activity:

This game is a great way to form connections with each other. It involves practising making strong eye contact with each other and celebrating human connection with body language. It requires a bit of discipline, imagination and persistence to get the idea at the start, but once students and teachers get into the flow, it becomes a joyful and energetic game.

Identity Crisis

This is a fun, energising, memory game that inspires connection and sharing between participants.

Bob Hawke College

Creative Practitioner: **Joanne Marriott**

Teacher: **Anne Sashegyi**

Materials:

A set of blank cards or post-it notes and pens.

Set Up:

Give every participant in the group a blank post-it or card. Ask them to write their first name on it and keep it in their hand.

Rules:

Explain that every person is going to share two pieces of information, it can be anything, but ideally one thing fun and light-hearted, and one thing useful or relevant to the group. For example, share (1) your favourite food and (2) a strength you will bring to this group.

During the Activity:

Everyone is asked to find a partner (it can be random or by finding someone with a similar eye colour or hair colour). In pairs students will share their identity (their name and their two pieces of information). Once both of them have shared, they then swap identities (including their name cards) and move on to find a new partner to share their new identity. Participants keep sharing and swapping identities until the facilitator calls "stop."

The group then comes back together in a circle to take it in turns to share their latest identity. Once one person has shared, they return their identity card to its real owner and that person shares their latest identity. Sharing continues in turns as people reveal their identities. Giggles usually ensue as people struggle to remember who they are. Give them some creative license to make up answers if they have forgotten.

Duration:

15 minutes

**Purpose of
the Activity:**

Great sense of connection, fun and energy, and the participants learn some information about each other in the process.







creative schools

creativeschools.com.au



Healthway have helped make this
Toolkit of warm up activities available
for educators across Western Australia.

**creative
schools**

FORM.
building a state of creativity



Department of
Education



Go for 2&5[®]
FRUIT VEG



**ROWLEY
FOUNDATION**