1-hour staff training session plan

Time	Section	Description	Resources
2 mins	Introduction	Introduce the session, the group agreement and the aims of the workshop	Slides 1-3
5 mins	Example method – No-words challenge	Show one of the zero-preparation methods in the pack and use it to stimulate a moment of critical self-reflection about existing attitudes towards creativity.	Slide 4
10 mins	Theory and RSHE guidance link	Provide a short description of how the new RSHE guidance links to participative and creative methods.	Slides 5-7
5 mins	The manual	Give a brief overview of the content included in the manual and explain the different sections. Identify the nine categories of activities included.	Slides 8-10
10 mins	Preparation of activities and Complexity of activities	Explain the preparedness rating system and emphasise that creativity can be zero preparation or can take some preparation time to maximise the benefit of the activity. Explain the complexity rating.	Slides 11-13
10 mins	Learning through process not productions and example method – Colours of meaning	Reaffirm a core difference between many students' expectations about creative activities and our suggested focus. The aim is not to create something beautiful or impressive but to learn something by engaging in the process.	Slide 14 Colour samples
5 mins	Why we don't encourage using True/False	Give a brief explanation about why the manual does not encourage people to use True/False style quiz as a participative approach.	Slide 15
10 mins	Safeguarding in creativity	Go over some foundational tips on how to keep creativity safe in the session. Spend a few minutes exploring how creative processes can become an opportunity for non-verbal safeguarding disclosures.	Slides 16-19
3 mins	Any questions	Finish the workshop with an open time for any questions	Slide 20
Filler	Zero preparation extension – Invent a new product for market	If you run through all the scheduled activities conclude with this short zero-preparation activity as a fun final task and review of what the teachers need more of in PSHE resources.	Slide 21