

Draw Your Imagination - Levels C & D

CREATIVE

To celebrate the life skill of play by giving students complete creative freedom. Inspired by Mars in the Playful Astronauts journey, this activity encourages bold imagination, curiosity, and joy, allowing students to explore ideas without rules, expectations, or right or wrong answers.



Learning Intentions

Students aim to use their imagination to create an original piece of artwork.

Students aim to make choices about what and how they create, building confidence and independence.

Students aim to experience the joy of play through open-ended creative expression.



Success Criteria

I can create artwork that comes from my imagination.

I can use colours, shapes, or pictures to show my ideas.

I can share my artwork or talk about it if I choose to.



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Duration: 15 - 20 minutes

Objective

To celebrate the life skill of play by giving students complete creative freedom. Inspired by Mars in the Playful Astronauts journey, this activity encourages bold imagination, curiosity, and joy, allowing students to explore ideas without rules, expectations, or right or wrong answers.

Players

Whole class or small groups
Suitable for 4 - 26 students
Students work individually, with optional sharing

What You Need

A4 or A3 paper
Coloured pencils, markers, or paint
Paintbrushes and water containers (if painting)
Optional: collage materials, stickers, glitter or stamps
AAC devices or communication boards as required

Setup

1. Revisit the Mars theme using simple language:
 - "Mars reminds us to be brave, playful, and imaginative."
 - "Play helps us explore ideas inside our minds."
2. Set up art materials on tables or on the floor in a creative workspace.
3. Explain clearly:
 - "Today there are no rules."
 - "You can create anything you imagine."
4. Reassure students:
 - "There is no right or wrong."
 - "Your idea is perfect because it is yours."
5. Ensure workspaces are accessible and materials are within easy reach.
6. Confirm AAC devices are on and open to ideas, choices, or describing pages.



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Gameplay

Step 1: Spark Imagination

Invite students to think quietly or talk briefly about ideas using prompts such as:

- “What lives in your imagination?”
- “What would you explore on Mars?”
- “What would you like to create today?”

Students may choose to draw or paint:

- A make-believe creature
- A rocket or invention
- A magical place or planet
- A silly or happy moment
- Abstract shapes and colours

Step 2: Create Freely

1. Give each student a blank page.
2. Allow students to create independently at their own pace.
3. Adults support by:
 - Encouraging effort and curiosity
 - Offering materials without directing outcomes
 - Reassuring students who feel unsure

Language to use:

- “Tell me about your idea.”
- “You’re exploring your imagination.”
- “That’s a creative choice.”

Step 3: Optional Sharing

1. Invite students to share if they would like.
2. Students may share by:
 - Speaking to their peers or an educator
 - Pointing to parts of their artwork
 - Using AAC
 - Holding up their picture
3. Example prompts:
 - “This is my picture of...”
 - “I used this colour because...”

Listening quietly and watching is a valid way to participate.



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Debrief / Reflection

Ask one gentle question at a time:

- “How did it feel to create with no rules?”
- “What part did you enjoy most?”
- “What does play help us do?”

Reinforce the message:

“Play helps our ideas grow.”

Winning the Game

There are no winners or losers.

Success is shown through creativity, engagement, and enjoyment.

Sensory-Specific Learner Variation

Purpose: To support regulation and engagement during creative play.

Adjustments include:

- Offer mixed-media materials for tactile exploration.
- Play soft background music or work in silence based on student needs.
- Allow movement breaks and flexible seating.
- Offer shape stencils or visual starters if needed, without limiting choice.
- Allow short creation times with the option to return later.

AAC-Specific Supports

1. Prepare AAC in Advance

- Pages with: draw, paint, colour, my idea, finished, like, more

2. Model AAC Use

- Teacher models describing their own artwork using AAC symbols

3. Supported Expression

- Students may:
 - Select symbols to describe their artwork
 - Point or eye gaze to colours or shapes
 - Use single-button messages

4. AAC Reflection

- Ask: “What did you make?”
- Ask: “How do you feel about it?”



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Accessibility and Inclusion Notes

- Ensure all workspaces are accessible for seated or standing participation.
- Provide adaptive art tools as needed.
- Allow digital art creation on tablets or devices.
- Accept all forms of creative direction, including verbal or gestural guidance to an adult or peer.
- Emphasise that creativity looks different for everyone.

Teacher Notes

“Draw Your Imagination – Levels C & D” supports autonomy, creative thinking, and emotional wellbeing. It embodies the Mars theme by celebrating energy, exploration, and freedom. This activity works well as a creative reset, an end-of-week celebration, or a calm yet joyful expression of play-based learning, reminding students that imagination is a powerful and valuable skill.

