

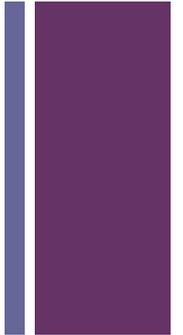


Infusing Creativity Into Your Classes

TEAL Day 2018

Dr. Vanessa Ewing
Dr. Cameron Hays

+ Session Overview

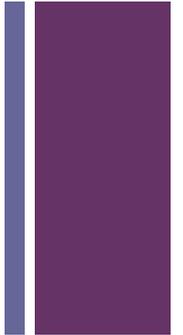


- Children may learn best through creative outlets, yet we spend much of our time teaching them the “right answers” through structured and single focus projects.
- We will begin with a brief discussion of what creativity is, followed by specific classroom activities and ideas (your input for this is appreciated as we all have ideas to share).
- Our session will end with your action plan moving forward.

+ What is creativity?

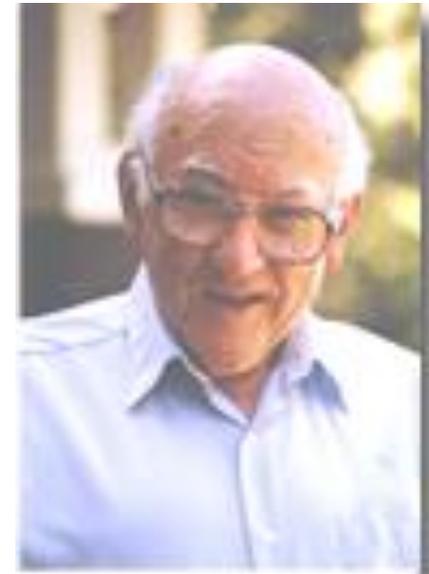
Thinking that is **novel** and creates ideas that are of **value**.

- Often creativity involves **connectivity**, which is the idea of connecting two unrelated things in an effective way or to **problem solve**.
- Creativity goes beyond possession and use of artistic or musical talent. Creativity is evidenced **throughout the curriculum** – for example, in science and social studies.



+ What is creativity?

- E. Paul Torrance
 - Framework for creative thinking:
 - **Fluency**: production of a great number of ideas or alternate solutions to a problem.
 - **Flexibility**: production of ideas that show a variety of possibilities or realms of thought.
 - **Elaboration**: process of enhancing ideas by providing more detail.
 - **Originality**: production of ideas that are unique or unusual.



+ Why is teaching creativity important?

- The concerns in today's society demand creative and novel solutions, which require creative thinking and problem-solving.
- Children can learn how to enhance their creativity.
- Teachers can promote the children's creative thinking capacities by providing an environment that contributes to their creative thinking potentials.

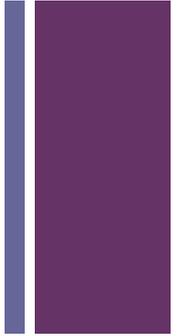


+ Barriers to creativity

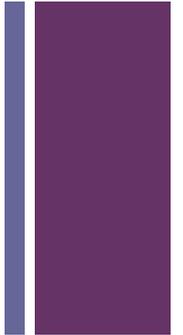


- Reward: when children do not expect a reward, they are more creative and enjoy the process more (**intrinsic vs. extrinsic motivation**).
- Structured materials and structured instructions.
- “Right answer fixation”

+ Paperclip Activity



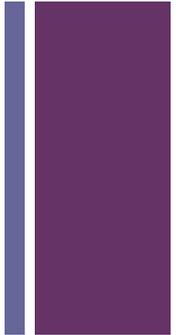
+ Paperclip Activity Application



- Creativity – who had the most:
 - Number of relevant responses: **FLUENCY**
 - Unusual ideas/responses: **ORIGINALITY**
 - Detailed responses: **ELABORATION**
 - Variety of ideas/Different categories of responses: **FLEXIBILITY**



+ Encouraging Creativity

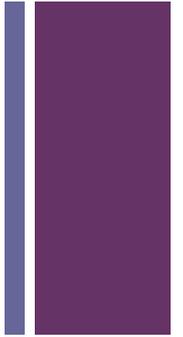


■ FUNCTIONAL FREEDOM

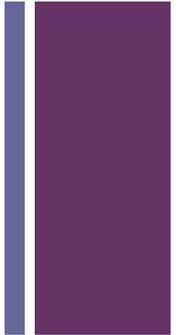
- When we teach functional freedom, we are showing children the **world of possibilities** – a box may be something more than just a box.
- We are letting their **imagination dictate** the use of an object rather than letting the object dictate its use.
- Consider your **environment** – does it support functional freedom?

+ Elementary Ideas and Suggestions:

- World Building:
 - Small group activity with a hands-on facilitator
 - Students describe a fantasy world with the facilitator asking specific questions and acting as a note-keeper.
 - When the broad concepts are established, they draw a map of their world
 - When they have the map, they should tell a story about someone who lives in that world
 - (This activity can be spaced over multiple days or even weeks)



+ Encouraging Creativity



■ FUNCTIONAL FREEDOM

- When purchasing materials/toys: Is the play in the toy or in the child?
- Example: A policeman puppet is usually a policeman puppet; a child rarely makes it something else.





Creative Recycling Centers



- TWO MAIN GOALS:
 - Creativity
 - Environmental Awareness
 - Re-using materials, especially ones that can't be recycled.





Learning Centers and Lesson Plans



- Centers
- Recycle Centers / Imagination Creation Station
- Movement and Music
- Outdoor Fun (include water, brushes, nature items)
- Make free choice or have child chosen to re-direct back to later
- Lesson Plans:
 - make sure all plans include elements with student choice, activities that allow for multiple “right answers” or options, contain broad rather than specific goals

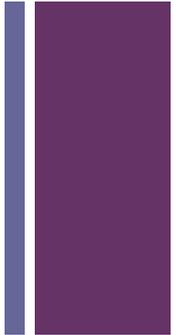


Problem Based Learning- an open approach



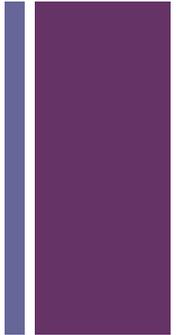
- Have students help identify a current problem (in schools this may be things such as: food waste, bullying, lack of time for interests in classes, feeling 'bored')
- Students can form teams, SMART goals, and timelines with teacher guidance

+ Writing Prompts



- Students add words, sentence stems, or pictures to a bucket to be drawn from at the beginning of class. A 60 second (or 2-3 minute) timer is set for all class to write.
- Student names are in a bucket to be drawn from for sharing- either teacher or student share (pass can also be an option)
- Rules- spelling / structure is not a focus. It is about celebrating creativity and diversity.
- For those stuck on 'spelling' and rules- after the shares are over, students can list words of question in a 'Word Jail' and a quick discussion of spelling can occur after for those that want a little more time or want to correct anything.

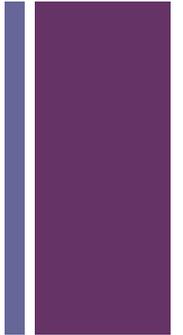
+ Secondary Examples:



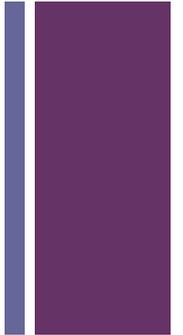
- The Quiet Year (<https://buriedwithoutceremony.com/the-quiet-year>)
 - A map-making/story-telling game where the players represent a post-apocalyptic society rebuilding over the course of four seasons.
 - Each turn, a player responds to a random event, advances a meta-story about the community and adds to the map.
- Telestrations
 - Like a game of telephone where players alternate between a drawing and text.

+ Programs and Ideas:

- Destination Imagination: To engage participants in project-based challenges that are designed to build confidence and develop extraordinary creativity, critical thinking, communication, and teamwork skills. Create school teams and investigate options during and after school. Contact Malinda McGurk (Minda) at malinda_mcgurk@dpsk12.org
- Future Problem Solvers: Developed in 1974 by creativity pioneer Dr. E. Paul Torrance, Future Problem Solving (FPS) provides competitive and non-competitive components for today's curriculum via a six-step model which teaches critical and creative thinking, problem solving, and decision making. <http://www.fpspi.org/>
- Improvisation Games and Exercises- across class types (Book-Improvisation Starters)

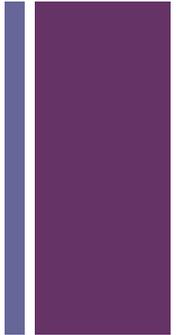


+ Inventory Your Classroom:



- Question the materials you provide
- Question the activities and lessons you offer
- Question your attitude
- Question your environment

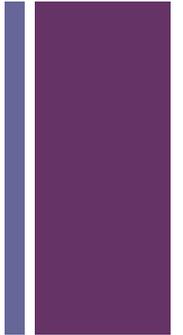
+ Developing A Plan



- Ideas/considerations for further developing classroom lessons, activities, and environments
 - *participants list and share how their classroom helps develop creative thinking skills in children.
- Develop a plan to further develop creative outlets for students:
 - Utilize PEP Principals (Positive, Encouragement, Positive)
 - Positive (already enhancing creativity)
 - Encouragement (1-2 goals to implement or further develop)
 - Postive (already enhancing creativity)
 - *Be specific with due dates, ways to assess, specific things to incorporate ---put general plan on a note- I will contact you in a month to check in.



Questions



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