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CREATIVITY, workshop

Age, grade: 13, grade 7

Teacher: Gordana Maršić

Objectives: to learn that creativity can be developed, to learn several techniques of
creativity development

Language: agreeing, disagreeing, suggesting

Vocabulary: creativity, develop, method, idea, we could, why don't we, I think that...

Outcomes: pupils know that creativity can be developed, they are ready to try
different methods, raised self-confidence

Grouping: whole class, individual work, group work

Material needed: notebook, pencil, story cubes, different objects from the classroom

Time: 45 minutes

Sources:

<https://www.verywellmind.com/how-to-boost-your-creativity-2795046>

<https://www.edutopia.org/article/4-ways-develop-creativity-students>

<https://www.indeed.com/career-advice/career-development/how-to-develop-creative-thinking-skills>

<https://www.entrepreneur.com/article/311870>

<https://www.creativelive.com/blog/what-is-creativity/>

<https://www.cornerstone.edu/blog-post/what-is-creativity-and-why-do-you-need-it/>

Procedure

Introduction (4')

Do you know what creativity is?

How would you describe a creative person?

Are you creative? (if yes: What good ideas did you have?

if no: Why do you think so?

Do you know anyone who is creative?

Can creativity be developed?

Explaining creativity (23')

Creativity is the use of imagination or original ideas to create something, inventiveness, originality.

Some people believe that creativity is an inborn skill and that it cannot be developed.

They think that because they see that children are usually more creative than adults,

children use less of their creative abilities as they grow up and they become more conventional.

Creativity can be developed by learning and applying creative thinking processes, teachers must value creativity, celebrate it and reward it.

Components of creativity:

- expertise (knowledge)
- creative thinking skills
- motivation

Some methods we can use to develop creativity:

a) Brainstorming

a group of pupils should generate as many new ideas as they can in a relatively short span of time

b) Unfinished stories

pupils get a story without an end and they must write an end

c) Imitation method

it is often used in business, we find flaws or shortcomings of an existing product and give ideas for its improvement

d) Metaphors:

we try to create connections between seemingly incompatible concepts

e) Input-output method:

reach the desired state with available resources (we must create a product that

our school cooperative can sell, but we have only...)

f) SCAMPER method:

we get a product and must change it , we must:

SUBSTITUTE (part of a product, steps in a process,...)

COMBINE

ADAPT

MODIFY (change, size, material, colour,...)

PUT TO OTHER USE (for example: use a pencil as a ruler)

ELIMINATE (or minimize)

REARRANGE/REVERSE

g) Association:

we form five associations to a given word into an idea for a product

h) Story cubes:

story cubes are a set of 9 dice with pictures on each side used to prompt a conversation or story. It provides a random input allowing you to think outside your habitual thought patterns.

i) Six thinking hats:

Developed by Edward de Bono in the early 80s, this technique is used by businesses all over the world. A group of pupils want to produce something or organise something. Each hat represents a different direction of thinking, they look at the problem from 6 different perspectives:

Black Hat: Use a negative perspective. Which elements of the solution won't work?

Blue Hat: Think broadly. What is the best overall solution?

Green Hat: Think creatively. What are some alternative ideas?

Red Hat: Look at the situation emotionally. What do your feelings tell you?

White Hat: Look at the situation objectively. What are the facts?

Yellow Hat: Use a positive perspective. Which elements of the solution will work?

Pupils' creative activity (13')

Depending on their age and language level, classes can be given different tasks:

Individual work:

Story cubes – write a short story using the given words

Group work (groups of 6 pupils)

SCAMPER – pupils get an object (pencil, umbrella, pencil case, chair, etc.)

Six thinking hats – our school cooperative wants to take part at Health fair with our products

Presentation of works (5')

Evaluation:

Show me what you think about the workshop and its useful:

