

# Defining Creativity for the Classroom

## Outline

This is an introductory lesson used to identify a class definition of 'Creativity'

### Content Objective:

Students will identify a class definition for Creativity. Using this definition they will order a list of products based on their creativity.

### Creativity Skill:

**Highlight the essence:** identifying what is the most important and absolutely essential when identifying key words to be used when identifying a definition of creativity.

'creativity', 'original', 'new', 'useful', 'worthy', 'imaginative', 'engaging', 'exciting', 'meaningful', 'acting', 'applying', 'doing', 'different' and 'value'.

### Introduction (15 minutes)

#### HEIGHTEN ANTICIPATION

Introduce the word 'Creativity'. What does it mean? Encourage students to suggest words associated with creativity. Encourage fluency during this activity. Students should feel comfortable to suggest anything. Highlight key words as they are suggested and write them on a board. For example 'original', 'new', 'useful', 'worthy', 'imaginative', 'engaging', 'exciting', 'meaningful', 'acting', 'applying', 'doing', 'different' and 'value'.

#### DEEPIER EXPECTATIONS

After an adequate number of words have been established, challenge students to identify two or three of their preferred choices to be included in a class definition of creativity. Conduct a 'Shared Writing' activity, spending time on grammar and spelling if the opportunity presents itself.

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<b>Main Activity (20 minutes)</b>	<b>DEEPENING EXPECTATIONS</b> Split students into small groups and provide them with either a bag of products (containing everyday items such as a pair of running sneakers, a watch, a golf ball, a pencil, a pillow case, and a picture frame), or alternatively, a deck of cards (available on Web site) with images of products.  Students should revisit the definition of creativity before ordering products in terms of the definition. Challenge them to <b>'Dig Dipper'</b> – What does each word really mean in reference to this assignment?  Students regroup and discuss their order of creativity. What was it about this item that you found creative? Encourage students to reference the definition in their explanation. What is absolutely essential in these products and relationship to the definition of creativity?
<b>Plenary (10 minutes)</b>	<b>EXTENDING THE LEARNING</b> <b>'Shake Hands With Tomorrow'</b> by facilitating a discussion that explores the following questions <ul style="list-style-type: none"><li>• Is creativity important?</li><li>• Are we creative?</li></ul> Focus this discussion on society. Ask students why a recent IBM poll among CEO's, found creativity to be the number one leadership skill of the future? Why is creativity important to the future? Why was it important to the past (reference listed products from previous activity)
<b>Extension</b>	<b>EXTENDING THE LEARNING</b> Students are tasked with conducting a Creativity Walk around their house. <b>'Singing in One Key'</b> students should begin to identify their own creative skills. Where are they creative? What activities or play best demonstrates their creativity? What are they interested in? Students collect a variety of images that describe or represent their creative abilities or interests. Students develop a Creativity Glog of their Creative Self.  Students should present their Creativity Glog to the class. Teachers are encouraged to document and provide opportunities to nurture this creativity once it has successfully been identified.

The class definition of creativity should be displayed in the classroom and revisited and revisited throughout the year.