

Module 5: Teaching the competences and values

Guidance material	5.1.3 Teaching Creativity – G10-12
What is the purpose of this material?	<ul style="list-style-type: none"> This is a selection of teaching strategies and teaching templates to support the teaching of creativity
When to use this material?	<ul style="list-style-type: none"> When introducing the competences to teachers to support them in implementing this competence in their class programme.
With whom to use this material?	<ul style="list-style-type: none"> Teachers
Have you considered these materials first?	<ul style="list-style-type: none"> Introduce teachers to the SCF through: <ul style="list-style-type: none"> 1.1 <i>What is the SCF?</i> 1.2 <i>Structure of the SCF</i> 1.3 <i>Definitions matching activity</i> 1.4 <i>Prior knowledge brainstorm activity</i> 1.5 <i>Close reading – Executive summary</i> 1.6 <i>Close reading – Framework Requirements and Exemplifications</i> 4.1 <i>What are competences?</i> Introduce teachers to this competence through: <ul style="list-style-type: none"> 4.1.1 <i>What is Creativity?</i>
How to use this material?	<ul style="list-style-type: none"> This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> Share with teachers and discuss it in staff meetings or team meetings. Encourage teachers to plan using the ideas in this resource. Encourage teachers to adapt the teaching strategies and templates below to meet their grade level, curriculum area and student's needs. Discuss the ideas and then ask teachers to share their own ideas for teaching this competence. For more information on each competence read the <i>Framework Requirements & Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>. Note: All websites were checked at the time this guidance material was created. Any website used in an educational context should be checked for accuracy and appropriate content. Links to other websites from this material should not be taken as endorsement of those sites or of content/products offered on those sites
What resources or equipment are needed?	<ul style="list-style-type: none"> Copies of the <i>Framework Requirements & Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.

Teaching Creativity Grade 10-12

Here are some strategies and teaching approaches to try in your classroom to promote creativity:

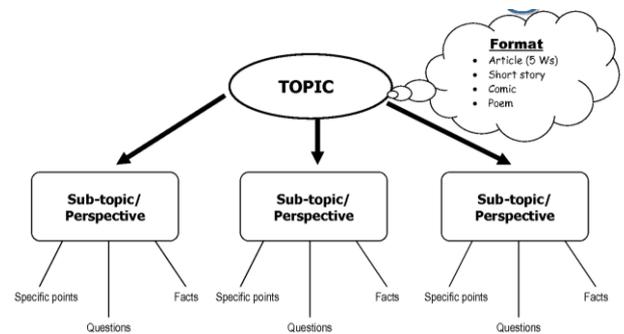
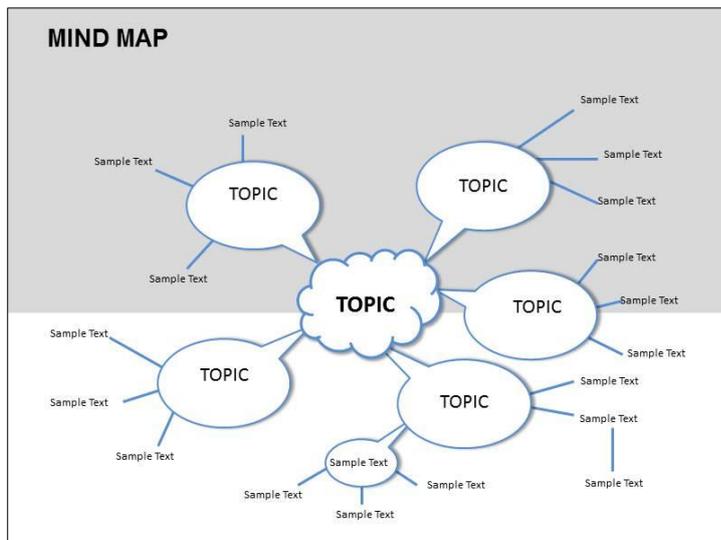
- Students analyse a current economic problem, identify possible solutions and develop an innovative approach. Have them weigh the benefits and challenges of their solution against existing solutions and revise/design a new solution that uses these ideas.
- Provide opportunities for students to take risks and encourage them to respond flexibly and optimistically to challenges and difficulties.
- Brainstorming and mind mapping support students to gather their ideas by *communicating imaginative and original ideas, artefacts or approaches*. Below are some websites to assist you with brainstorming and mind mapping:



[Ten mind mapping strategies for teachers](#)

[How can I facilitate brainstorming in the classroom?](#)

[Brainstorming ideas](#)



[101 activities for teaching creativity](#)

[How can we foster imagination in the classroom?](#)

- Creative problem-solving allows students to generate creative and new ideas and approaches to problems. Try the Alex Osborn approach to creative problem-solving:

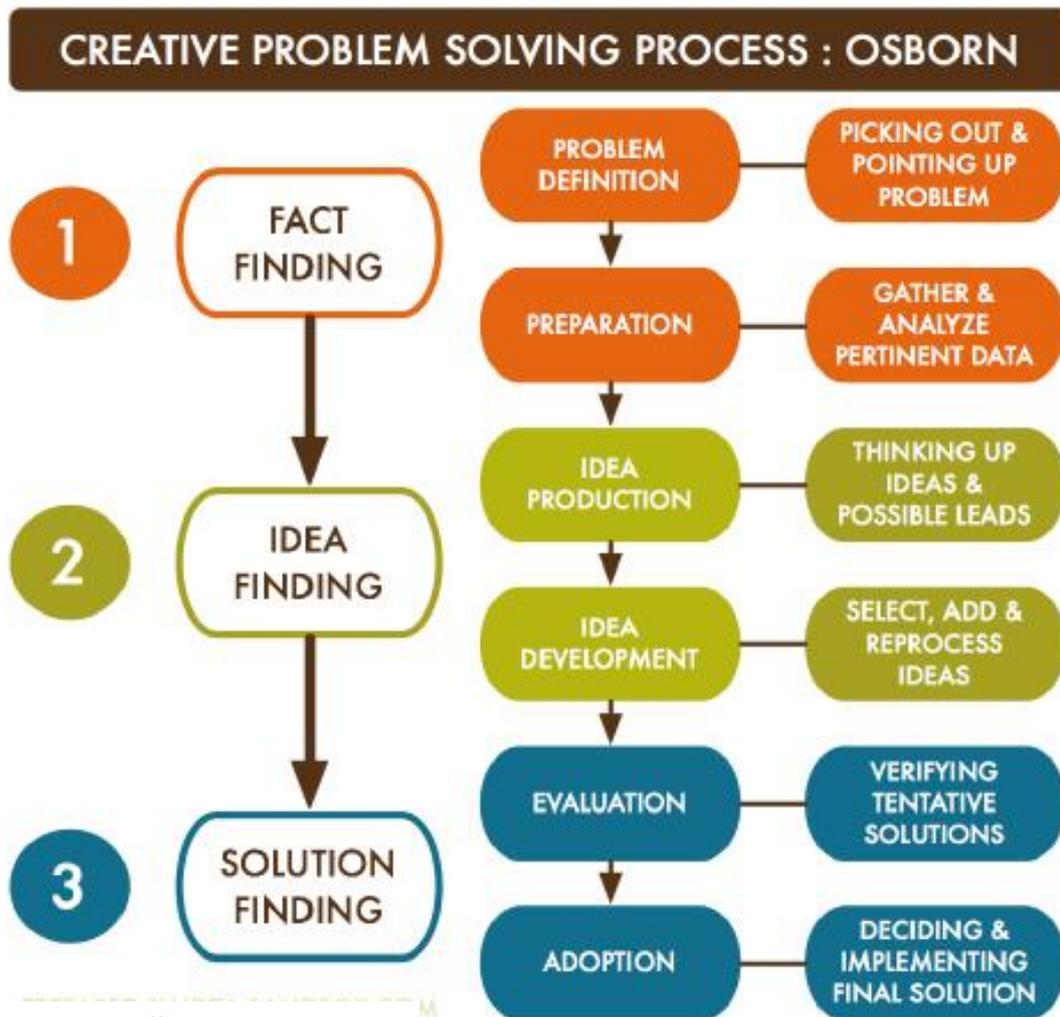


Diagram from <http://www.idea-sandbox.com>

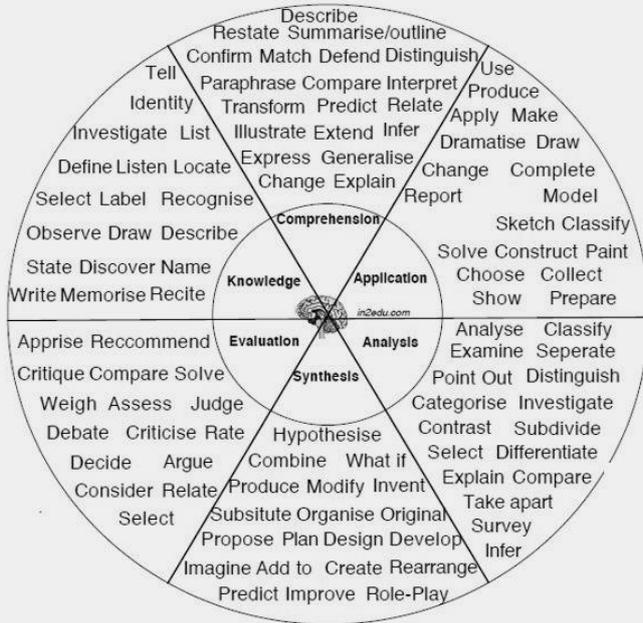
- Learners who are creative and innovative generate exciting and original ideas, artefacts, ways of thinking or solutions to problems. Ensure students are using an extensive range of techniques in the creative process.
- Encourage students to routinely analyse and evaluate their creative output in order to further develop and improve.
- Provide opportunities for students to consider the value of the creative work of others and apply this to new situations, ideas or problems.

SCF Pilot School Case Study

Blooms action verbs

SCF Pilot School

Bright Riders Private School



Many teachers are familiar with the [Blooms Taxonomy Action Verbs wheel](#), but Bright Riders Private School have taken this tool one step further. They have reorganised the action verbs into the SCF competences. Teachers use the action verbs when writing their learning outcomes. They start their learning outcome with an action verb that matches the major competence they and their students are focussing on.

Blooms action verbs for: **Creativity**

e.g. By the end of this lesson students will be able to **compose** a dialogue using the poem studied.

Action verbs:

Visualise	Deduce	Show	Demonstrate
Imagine	Predict	Characterise	Draw
Compose	Perform	Sketch	Illustrate
Adapt	Assemble	Generate	Invent
Construct	Build	Debate	Create
Analyse	Appreciate	Respond	Value
Evaluate	Recognise	Communicate	Overcome
Use	Differentiate		

- Support students to use digital tools that build creativity. Below are some websites to assist:



- Presentation tools to demonstrate originality and inventiveness and communicate these ideas to others

- Powerpoint
- [Prezi](#)
- [Glogster](#)
- [Showme](#)



- Design tools to support students thinking and creative ideas

- [Tux Paint](#)
- [Inspiration](#)



- Try different apps for smart phones or tablets

- [ipadapps4schools](#)
- Bluster
- Pop math
- Maths slide
- Storymaker

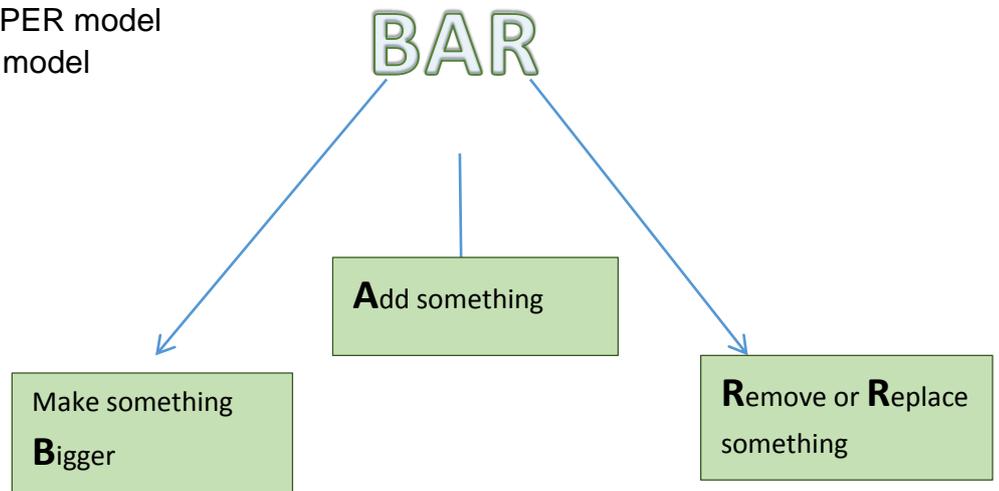
- Use a design brief to generate new ideas or solutions to problems

Design brief

Who is the client?	Who is it for? (Target market)	What type of product is needed?	What must it do?	Important features or considerations

- Support students to use these innovation models
 - The SAMR model
 - The CAMPER model
 - The BAR model

Consequences
Assumptions
Main points
Prejudice
Evidence
Relevance



- Explore and research an invention we use everyday. Products we use every day were designed and created by an innovator. They might have designed a new product or modified an existing product.
- Explore the lives of innovators throughout history and learn from them e.g. The Wright brothers, Steve Jobs, Benjamin Franklin, Leonardo Da Vinci. Include Emirati innovators such as His Highness Sheikh Mohammed bin Rashid Al Maktoum, Mohammed Saeed Harib, and Faisal Al Bannai.
- Develop an innovations wall display and have students collect newspaper clippings of new innovations to put on display.

- Support students to solve real-world unsolved problems

