

Module 5: Teaching the competences and values

Guidance material	5.1 Teaching Creativity Kindergarten
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 Kindergarten

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

- Provide a variety of materials for children to use.
- Provide a variety of toys and equipment to stimulate children's imaginations.
- Provide a play-based environment.
- Do not expect children to create identical artwork, encourage individuality.
- Use brainstorming as a class to create ideas and extend thinking.
- Support children 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

www.prezi.com

www.edu.glogster.com

[Showme App](#)

- Design tools to support students thinking and creative ideas



www.tuxpaint.org

www.inspiration.com

- Try different apps for smart phones or tablets



www.ipadapps4school.com

Bluster

Pop math

Maths slide

Storymaker

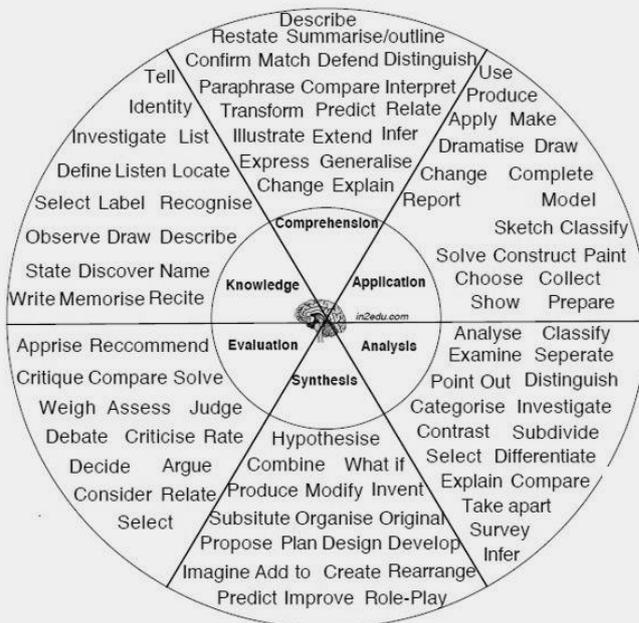
- Allow answers that are 'out of the box', celebrate children's creations.
- Allow students to express non-conventional ideas. Ask 'How could we do that?'
- Ask children how they would create something (e.g. a recipe for friendship or a solution for a character in a book).
- Encourage children to find patterns in their learning, for example, find shapes within the classroom or environment or relate a story to their own life experiences.

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		

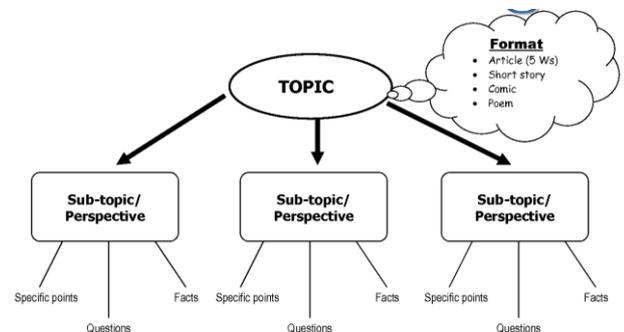
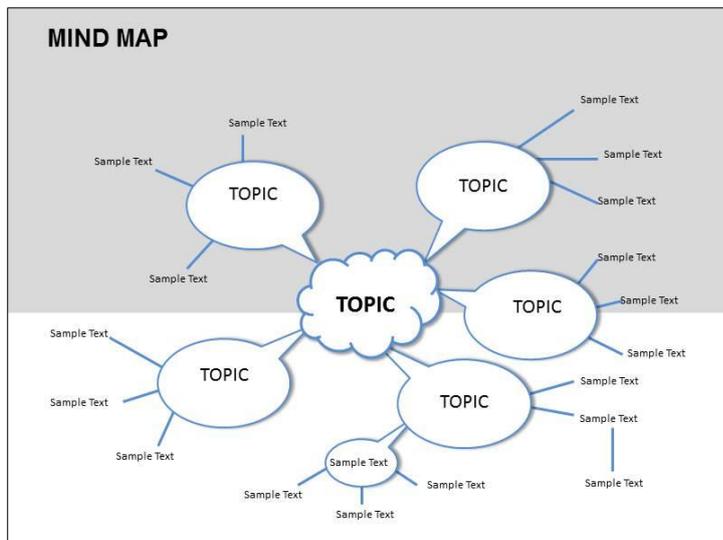
- Explore products that are similar but have different uses. For example brushes include hair brushes, paint brushes, brooms, shovel and broom sets, dishwashing brush, toothbrush. Encourage students to discuss - How are they similar? How are they different? What do you think the inventor was thinking? Students could design a brush for a specific purpose.
- Give children the opportunity to make decisions; help them reflect on whether their decision was a good or poor one.
- Ask students to change a character, setting or time period in a familiar story, how would it change, what would stay the same?
- Encourage children to describe a different way of solving a problem.
- 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?](#)

SCF Pilot School Case Study

Bridge building

SCF Pilot School:

Al Ittihad National Private School – Abu Dhabi

SCF Lead Teacher

Manal Hakim



A bridge building science unit of work has led to Grade 3 students at Al Ittihad National Private School (Abu Dhabi) developing the competence of creativity, alongside problem solving, critical thinking and collaboration / teamwork. Their teacher used the *design process* to support the students learning. Students started by looking at examples of famous bridges, talked about what problem these bridges helped solve, and discussed what makes a good bridge. Manal made sure to include Abu Dhabi bridges that students are familiar with, e.g. the Al Maqtaa Bridge, to support students in describing the problems bridges solves.

The next step was to plan their own bridges. They worked in groups to draw a design of their bridge. They had to consider the range of materials they were given. Students then built their bridge and their teacher reminded them to always remember the problem they were solving, and to check their construction back against their design.

Test and improve is an important part of the design process and students did this using toy cars on their bridges. This testing helped them to make changes to their bridge, and in most groups they made sure that they updated their design drawing too. During this *redesign* stage the students were supported to analyse what they did to make their bridge effective through open questions from the teacher:



*Why did you put these sticks here?
How does this part make the bridge a better bridge?
Why did you fold the paper?
Why did you add two more rods?*

