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Chapter 5 of Exploring the 6 Cs (21st Century Learning)

# CREATIVITY A

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A. Creative Words

version: v2022-07-31

## START HERE

👋 Need a hand? Email me! [Mike@educircles.org](mailto:Mike@educircles.org)

### INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- [Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

### WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Review Questions - Lesson A1, A2, A3
- Handout - Creative Words, Double Entry Journal
- Lesson Plan - Double Entry Journal, Section A
- About Educircles, License, Copyright, Sources, Changelog

### WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)
- Digital Handouts (use the Easel by TpT links provided in this document.)

Want to download  
or edit a specific file?

Click the links on  
the next page!

Instructions

What's in this  
PDF

What's NOT  
in this PDF

6Cs Creativity A - START HERE - Page 1 of 9

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# Print this PDF

(it has all of the handouts)

# File Table of Contents

## BIG PICTURE

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plans - Section A <ul style="list-style-type: none"><li>Detailed script with slide thumbnails.</li><li>Slide Number Comparison Chart</li></ul>	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Section A (slides 1-49)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Digital Handouts	Easel by TpT - Section A - ALL  This Easel by TpT file has all of the handouts for this section combined into one document. <ul style="list-style-type: none"><li><b>PRO TIP #1:</b> Delete the pages you don't need before assigning your file to students.</li><li><b>PRO TIP #2:</b> You can use the one-click copy link multiple times to create different versions of the virtual handouts.</li></ul> <b>NOTE:</b> If you just want the virtual handouts for a specific lesson, please use the one-click copy link in the FILE TABLE of CONTENTS for that lesson.	Easel by TpT	<a href="#">one-click copy</a>

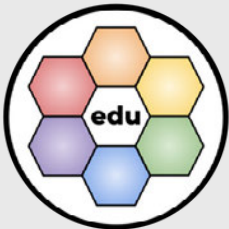
(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).  
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).

PDF

Google Slides

Powerpoint

Easel by TpT



# Links to files

**NOTE: Duplicate Slide ALERT!**

The same slide has been copied into three separate files.

The **Slide Number Comparison Chart** in the Lesson Plan for each **Section** will tell you which slides match up.

For example, the following slide is



- Slide 30 in **Slideshow - ALL**
- Slide 30 in **Slideshow - Section A**
- Slide 1 in **Slideshow - Lesson A2**

The Lesson Plan will show a thumbnail of the slide and use the slide number from the main slideshow **Slideshow - ALL**.

Different files are used if you teach in class or online.

- Are you teaching in class?
  - Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section A** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
  - Attach **Slideshow - Lesson A1, A2, and A3** in your assignments.

SECTION A Creative Words			
Slide Number Comparison Chart			
Are you teaching in class? <ul style="list-style-type: none"><li>• Use <b>Slideshow - ALL</b> (from the bundle) or <b>Slideshow - Section A</b> (from the product) and project to the class.</li></ul>			
Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS? <ul style="list-style-type: none"><li>• Attach <b>Slideshow - Lesson A1, A2, and A3</b> to your assignments.</li></ul>			
Lesson A1	ALL	Section A	Lesson A1
CREATIVITY - LESSON A1 - 45 MINUTESIntroduction to creativity (slides 1-29)	1-29	1-29	1-29
Introduction to Creativity: Imagination, Innovation (slides 1-7) - 10 minutes	1-7	1-7	1-7
Getting into a growth mindset with Creativity (slides 8-24) - 10 minutes	8-24	8-24	8-24
Getting used to creativity (slide 25-28) - 10 minutes	25-28	25-28	25-28
Mini-lesson: Growth strategies to get people to be less creative or more creative (slide 29)	29	29	29
Lesson A2	ALL	Section A	Lesson A2
CREATIVITY - LESSON A2 - 55 MINUTESThis is a ... / Creative ... (slides 30-45)	30-45	30-45	1-6
Review strategies / Introduce Part 1 (slide 30) - 5 minutes	30	30	1-6
Activity #1 - This is a ... - 15 minutes	31-35	31-35	2-6
Activity #2 - Play activity (slide 35)	36	36	7
Review strategies to get people to be less / more creative (slide 36)	37-41	37-41	8-12
Activity #3 - Creative Words - Round 1 - 25 mins	42	42	13
Explain activity (slide 37-41) - 5 min	43	43	14
Work period (slide 42-45) - 10 min	44-45	44-45	15-16
Take up answers (slide 44-45) - 5 min			
Review strategies (slide 44-45) - 5 min			

The slide number comparison chart is at the start of each section in the following lesson plans:

**Lesson Plan - ALL**  
(from the bundle)

**Lesson Plan - Section A**  
(from the product)

It is NOT in individual lesson plans  
(i.e. **Lesson Plan - Lesson A1**)

Use this to  
teach in class

Slideshow  
from bundle

Slideshow  
from product

Individual lesson  
slideshow

Assign this in  
Google  
Classroom



# Duplicate Slide Alert



LESSON A1 - Introduction to Creativity 45 MIN

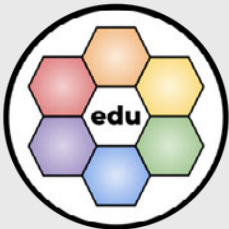
What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A1	PDF	<a href="#">one-click copy</a>
	Lesson Plan - Double Entry Journal	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson A1 (slides 1-29)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handouts	Double Entry Journal	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>
Review questions	Review - Lesson A1	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>

Lesson  
A1

Google Docs

Word

files are  
organized  
by lesson



Links to files



LESSON A2 - This is a ... / Creative Words 55 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A2	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson A2 (slides 30-45)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handouts	Creative Words	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>
Review questions	Review - Lesson A2	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>

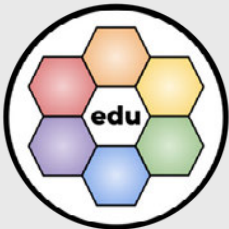
Lesson  
A2

LESSON A3 - Creative Words (continued) 40 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - A3	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson A3 (slides 46-49)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handouts	Creative Words	links in lesson A2	
	Double Entry Journal	links in lesson A1	
Review questions	Review - Lesson A3	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>

Lesson  
A3

files are  
organized  
by lesson



Links to files

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# **CREATIVITY / INNOVATION**



## Lesson A1: What is Creativity?

# Lesson A1

1. What is the hidden word (root word) in **creativity**? \_\_\_\_\_

What does that mean? \_\_\_\_\_

\_\_\_\_\_

2. What is the hidden word (root word) in **imagination**? \_\_\_\_\_

What does that mean? \_\_\_\_\_

\_\_\_\_\_

3. What is a growth mindset? What does a growth mindset have to do with creativity?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Why do we need to be creative?

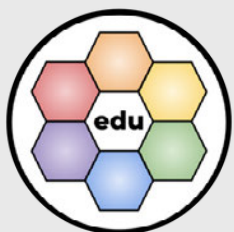
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6Cs Creativity A - Review - Lesson A1

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# Review

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# **CREATIVITY / INNOVATION**



## Lesson A2

### Lesson A2: Creative Words

This object can be many things, but it is not a cup... What is this object and how do you use it?

1. Come up with 3 very different answers:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Explain one thing you did to try to come up with different answers.

\_\_\_\_\_  
\_\_\_\_\_

3. What was the hardest part about trying to come up with different answers?

\_\_\_\_\_  
\_\_\_\_\_

6Cs Creativity A - Review - Lesson A2

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Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# **CREATIVITY / INNOVATION**



## Lesson A3

### Lesson A3: Creative Words (continued)

1. How many unique words about **locations** can you think of that start with the letter A?

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2. Look back at your list from question 1.

- a. Circle the words that you think other people will probably come up with.
- b. Explain why you think other people might come up with those words, too.

---

---

3. Now think of 3 new words about locations that start with the letter A that other people probably won't come up with.

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4. Why do you think other people won't come up with the words in question #3? How did you come up with words that other people probably wouldn't think of?

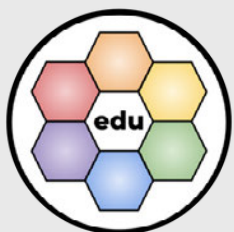
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6Cs Creativity A - Review - Lesson A3

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Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**CREATIVE WORDS**



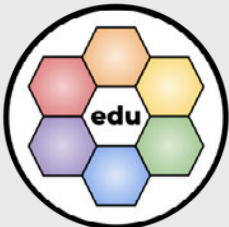
Try to brainstorm unique words for each category that begin with the letter on the left. (Yes, there are two letter “E”s. You still need different answers.)

- Scoring:**
- If two or more people have the same answer, that word is worth 5 points.
  - If no one else has that word, the word is worth 10 points.

Letter	Category			TOTAL points
	Name	Colour	Food	
B	Bella	blue	bran flakes	
C				
R				
E				
A				
T				
I				
V				
E				
Total Score:				

Creative Words

page 1



**CREATIVE WORDS**



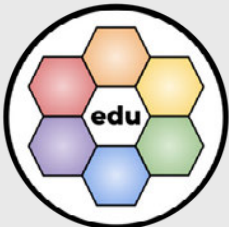
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- Scoring:**
- If two or more people have the same answer, that word is worth 5 points.
  - If no one else has that word, the word is worth 10 points.

Letter	Something in the...			TOTAL points
	Kitchen	Back yard	Garage	
B	bread	basketball	bike	
C				
R				
E				
A				
T				
I				
V				
E				
Total Score:				

Creative Words

page 2





**CREATIVE WORDS**



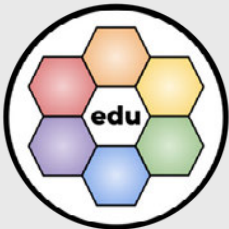
Try to brainstorm unique words for each category that begin with the letter on the left. (Yes, there are two letter “E”s. You still need different answers.)

- Scoring:**
- If two or more people have the same answer, that word is worth 5 points.
  - If no one else has that word, the word is worth 10 points.

Letter	Something made out of...			TOTAL points
	Metal	Plastic	Wood	
B	bike	bottle	bat	
C				
R				
E				
A				
T				
I				
V				
E				
Total Score:				

Creative Words

page 3



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**CREATIVE WORDS**



Try to brainstorm unique words for each category that begin with the letter on the left. (Yes, there are two letter “E”s. You still need different answers.)

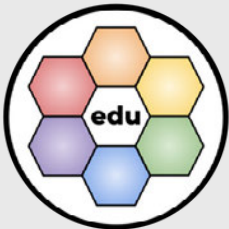
**Scoring:**

- If two or more people have the same answer, that word is worth 5 points.
- If no one else has that word, the word is worth 10 points.

Letter	Category			TOTAL points
C				
R				
E				
A				
T				
I				
V				
E				
Total Score:				

Creative Words

page 4



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**CREATIVE WORDS**



Try to brainstorm unique words for each category that begin with the letter on the left. (Yes, there are two letter “E”s. You still need different answers.)

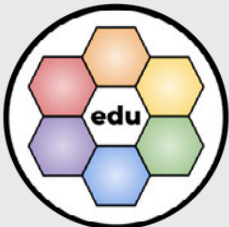
**Scoring:**

- If two or more people have the same answer, that word is worth 5 points.
- If no one else has that word, the word is worth 10 points.

Letter	Category			TOTAL points
Total Score:				

Creative Words

page 5





Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**DOUBLE ENTRY JOURNAL**

1. Strategies to get people to be **LESS CREATIVE**.



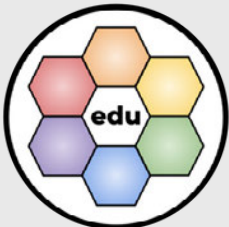
Lesson Name: \_\_\_\_\_

Use the double entry journal below to record ideas and strategies from today's lesson.

The text	My thinking
Write down phrases or sentences from the hand outs, slideshow or videos  Describe something you see or hear in the slideshow / videos	Write down your reaction to that idea <ul style="list-style-type: none"><li>• Make a comment / Give an opinion</li><li>• Ask questions / Guess the answer</li><li>• Agree or disagree / explain why</li><li>• Would this actually work?</li><li>• It would be better if...</li></ul> Based on <b>the text</b> , describe a strategy to <b>trick people into not thinking</b>
<div>PREVIEW do not print</div>	

Double Entry Journal

Strategies to get people to be LESS creative



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**DOUBLE ENTRY JOURNAL**

2. Strategies to help us be **MORE CREATIVE.**



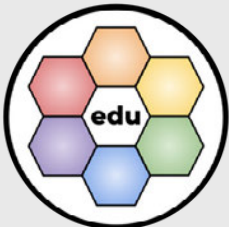
Lesson Name: \_\_\_\_\_

Use the double entry journal below to record ideas and strategies from today's lesson.

The text	My thinking
Write down phrases or sentences from the hand outs, slideshow or videos  Describe something you see or hear in the slideshow / videos	Write down your reaction to that idea <ul style="list-style-type: none"><li>• Make a comment / Give an opinion</li><li>• Ask questions / Guess the answer</li><li>• Agree or disagree / explain why</li><li>• Would this actually work?</li><li>• It would be better if...</li></ul> Based on the text, describe a strategy to help us think more critically.

Double Entry Journal

Strategies to help us be MORE creative





## CREATIVITY - LESSON - Double Entry Journal Strategies to be less/more creative

### REFLECTION: Strategies to be less / more creative - 10 min

Let's take a moment and consolidate our learning

- How could we get people to be less creative?
- How could we be more creative ourselves?

Teacher prompt:

1. **Think of a time when you feel most creative.**  
Where are you and what are you doing?
2. **Think of a time when you feel least creative.**  
Where are you and what are you doing?

For each question, you could do a think-pair-share.

1. Students think independently about how they could get people to be **less** creative based on their life experiences.
2. Students **find** a partner and share strategies on how they could get people to be less creative. They **could** discuss **whether** the strategies would actually work or how to make them work. Students in partners could brainstorm new ideas based on their conversation that might slow people down from being creative.
3. Students share ideas in a class conversation. The teacher could make jot notes on the board, or students could write down the ideas.

Repeat for thinking about how can we become more creative.

At the end of the think pair share, we suggest that students write down some ideas to help them keep track of their thinking.

Use the **Handout - Double Entry Journal**

- At the top of the handout, students would write down the lesson name.
- Students then use the double entry journal to record ideas and strategy from today's lesson
- On the left side of the T chart, students write down evidence:
  - This could be **phrases** or sentences from the handouts, slides or videos. (Ex: text)
  - This could be **describing** something that students saw or heard in the slideshow/videos. (Ex: an image, sound)
- On the right side of the T chart, students write down their thinking
  - Students write down their reaction to the text / evidence that they wrote on the left side:
    - Make a comment / Give an opinion
    - Ask questions / Guess the answer
    - Agree or disagree / explain why
    - Would this actually work?
    - It would be better if...
  - Based on the text, students describe the strategy they learned or figured out

The double entry journal handout becomes a record of learning:

- Students can see how their understanding changes over time
- You could use this to build a portfolio of student learning
- Teachers could use this work sample for assessment understanding, learning skills, parent-teacher work samples, writing quality, etc.



Double Entry  
Journal

Record  
of learning







Chapter 5 of Exploring the 6 Cs (21st Century Learning)

# CREATIVITY CHAPTER

## SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A. Creative Words

SECTION B. Twelve

SECTION C. Do Something Different

SECTION D. Video Analysis

SECTION E. Consolidation and Review

version: v2022-07-31

## LESSON PLANS

### SECTION A Creative Words

1. [CREATIVITY - LESSON A1 - 45 MINUTES](#)
2. [CREATIVITY - LESSON A2 - 55 MINUTES](#)
3. [CREATIVITY - LESSON A3 - 40 MINUTES](#)
- [CREATIVITY - LESSON AA - Double Entry Journal](#)

### SECTION B Twelve

4. [CREATIVITY - LESSON B1 - 45 MINUTES](#)
5. [CREATIVITY - LESSON B2 - 50 MINUTES](#)
6. [CREATIVITY - LESSON B3 - 60 MINUTES](#)

### SECTION C Do Something Different

7. [CREATIVITY - LESSON C1 - 55 MINUTES](#)
- [CREATIVITY - LESSON CC - Check In](#)

### SECTION D Videos

8. [CREATIVITY - LESSON D1 - 50 MINUTES](#)
9. [CREATIVITY - LESSON D2 - 45 MINUTES](#)
10. [CREATIVITY - LESSON D3 - 55 MINUTES](#)
11. [CREATIVITY - LESSON D4 - 40 MINUTES](#)
12. [CREATIVITY - LESSON D5 - 50 MINUTES](#)

### SECTION E Vocabulary / Review

13. [CREATIVITY - LESSON E1 - 50 MINUTES](#)
14. [CREATIVITY - LESSON E2 - 50 MINUTES](#)



# SECTION A Creative Words

## Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section A** (from the product) and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson A1**, **A2**, and **A3** to your assignments.

Lesson A1	Slideshow		
	ALL	Section A	Lesson A1
<a href="#">SECTION A - Introduction / Creative Words</a> (slides 1-49)	1-49	1-49	
<a href="#">CREATIVITY - LESSON A1 - 45 MINUTES</a> <a href="#">Introduction to creativity</a> (slides 1 - 29)	1 - 29	1-29	1-29
<a href="#">Introduction of Creativity, Imagination, innovation</a> (slides 1-7) - 10 minutes	1-7	1-7	1-7
<a href="#">Getting into a growth mindset with Creativity</a> (slides 8-24) - 10 minutes	8-24	8-24	8-24
<a href="#">Why we need creativity</a> (slide 25-28) - 10 minutes	25-28	25-28	25-28
<a href="#">MINDS ON! Brainstorm strategies to get people to be less creative or more creative</a> (slide 29) - 15 minutes	29	29	29

Lesson A2	Slideshow		
	ALL	Section A	Lesson A2
<a href="#">CREATIVITY - LESSON A2 - 55 MINUTES</a> <a href="#">This is a .... / Creative Words</a> (slides 30 - 45)	30 - 45	30-45	1-16
<a href="#">Review strategies / Introduce Part 1</a> (slide 30) - 5 minutes	30	30	1
<a href="#">Activity #1: This is a .... - 15 minutes</a>			
<a href="#">Explain activity</a> (slides 31-35) <a href="#">Play activity</a> (slide 35)	31-35	31-35	2-6
<a href="#">Reflection: Strategies to get people to be less / more creative</a> (slide 36)	36	36	7
<a href="#">Activity #2: Creative Words - Round 1 - 35 mins</a>			
<a href="#">Explain activity</a> (slide 37-41) - 5 min	37-41	37-41	8-12
<a href="#">Work period</a> (slide 42) - 10 min	42	42	13
<a href="#">Take up answers</a> (slide 43) - 10 min	43	43	14
<a href="#">Review strategies</a> (slide 44-45) - 10 min	44-45	44-45	15-16

Use this to  
teach in class

Slideshow  
from bundle

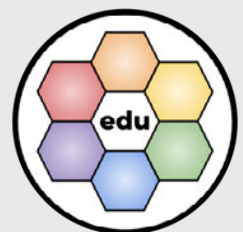
Slideshow  
from product

Individual lesson  
slideshow

Assign this in  
Google  
Classroom

Lesson Plans

Page 2



Lesson A3	Slideshow		
	ALL	Section A	Lesson A3
CREATIVITY - LESSON A3 - 40 MINUTESCreative Words (slides 46 - 49)	46-49	46-49	1-4
<a href="#">Activity #2: Creative Words - Round 2 - 40 minutes</a>			
Review strategies / get set up (slide 46) - 5 min	46	46	1
Work period (slide 47) - 10 min	47	47	2
Take up answers (slide 48) - 15 min	48	48	3
REFLECTION: Strategies to be less / more creative (slide 49) - 10 min	49	49	4

Use this to  
teach in class

Slideshow  
from bundle

Slideshow  
from product

Individual lesson  
slideshow

Assign this in  
Google  
Classroom





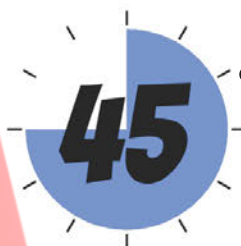


## CREATIVITY - LESSON A1 - 45 MINUTES

### Introduction to creativity (slides 1 - 29)

#### OVERVIEW

- Introduction of Creativity, Imagination, innovation (slides 1-7)  
**10 minutes**
- Getting into a growth mindset with Creativity (slides 8-24)  
**10 minutes**
- Why we need creativity (slide 25-28) - **10 minutes**
- **MINDS ON!** Brainstorm strategies to get people to be less creative or more creative (slide 29) - **15 minutes**
  - Discuss strategies to be less creative - 5 min
  - Discuss strategies to be more creative - 5 min
  - Double entry Journal - 5 min



#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A1**)
- Class set of **Handout - Double Entry Journal**
- Class set of **Review - Lesson A1**

#### Introduction of Creativity, Imagination, innovation (slides 1-7) - 10 minutes

	<p><b>Welcome to Chapter 5. Creativity (Learning Skills/Exploring the 6Cs)</b> In this package, we introduce the learning skill / transferable skills concept of "Creativity" to your students.</p> <p><b>BIG IDEA:</b></p> <ul style="list-style-type: none"><li>• <b>Creativity is a learnable skill.</b></li><li>• Anyone can be more creative by applying hard work and strategies.</li><li>• Creativity is the <b>process</b> of having <b>original ideas</b> that have <b>value</b>. (We use the Sir Ken Robinson definition of creativity discussed in video # 6)</li><li>• We use our life experiences and connect them in different ways to come up with new ideas.</li></ul> <p>However, <b>Creativity is MORE than just being creative in ART!</b></p>
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6Cs Creativity - Lesson Plans - Page 4 of 81  
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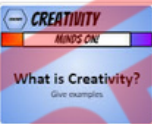



Timing

Materials

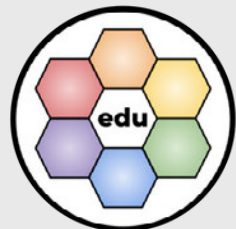
Lesson  
A1










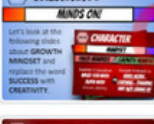

	<p>We use creativity all the time in everyday life, but we don't always think of it as "CREATIVITY"</p> <ul style="list-style-type: none"><li>Finding a solution to a problem</li><li>Figuring out how to do something without</li><li>Wondering about stuff</li></ul> <p>You see CREATIVITY in the business world all the time</p> <ul style="list-style-type: none"><li>Coming up with a new product</li><li>Coming up with a new take on a product</li></ul> <p>Learning Skills</p> <ul style="list-style-type: none"><li>Are you innovative and creative?</li><li>Can you enhance and explore ideas in creative ways and bring these ideas to action to meet the needs of a community?</li><li>Do you use imagination when creating a plan to develop an entrepreneurial project?</li><li>Do you improve ideas and experiment with them to try to solve a real-world problem [in their community?]</li></ul>
<div><div>2</div><div></div><div>What is Creativity? <small>Give examples</small></div></div> <div><div>3</div><div></div><div>What is Creativity? <small>Give examples without talking about art</small></div></div> <div><div>4</div><div></div><div>Lots of people think CREATIVITY is about being arty... But, creativity is more than that!</div></div>	<p>We're going to look at CREATIVITY over the next few lessons.</p> <ul style="list-style-type: none"><li>I'm not going to give you a full definition of Creativity yet. We're going to do that at the end.</li><li>I will tell you that when we talk about Creativity we're talking about more than just creativity in art.</li></ul> <p>Teacher prompt:</p> <ul style="list-style-type: none"><li>What is Creativity? Give examples</li><li>Can you give examples without talking about art?</li><li>Where would we need to be creative in everyday life?</li><li>Why would we need to be creative in everyday life?</li></ul> <p>We're going to do 3 things this week:</p> <ul style="list-style-type: none"><li>We're going to experience a few activities that gets us thinking about Creativity and how to be more creative</li><li>We're going to watch some videos discussing creativity</li><li>And, we're going to get a good understanding of what Creativity is by using a graphic organizer to play with the word.</li></ul>
<div><div>5</div><div></div><div>What is the hidden word?</div></div>	<p>What is the hidden word in creativity?</p> <ul style="list-style-type: none"><li>Create / Creative</li></ul> <p>What are other ways to say creative? What are synonyms of creative?</p> <ul style="list-style-type: none"><li>Cleverness, genius, imagination, imaginativeness, ingenuity, inspiration, inventiveness, originality, resourcefulness, talent, vision</li><li><a href="https://www.thesaurus.com/browse/creativity">https://www.thesaurus.com/browse/creativity</a></li></ul>

Hidden word in  
creativity



	<p>What is the hidden word in Imagination?</p> <ul style="list-style-type: none"> <li>Imagine</li> </ul> <p>What are other ways to say Imagine? What are synonyms of Imagine?</p> <ul style="list-style-type: none"> <li>Brainstorm, create, envision, fantasize, figure, invent, nurture, picture, realize, spark, visualize</li> <li><a href="https://www.thesaurus.com/browse/imagine">https://www.thesaurus.com/browse/imagine</a></li> </ul>
	<p>What is the hidden word in Innovation?</p> <ul style="list-style-type: none"> <li>Innovate</li> </ul> <p>What are other ways to say Innovate? What are synonyms of Innovate?</p> <ul style="list-style-type: none"> <li>Conceive, discover, evolve, generate, hatch, initiate, invent, produce, spark, spawn, pioneer, start</li> <li><a href="https://www.thesaurus.com/browse/innovate">https://www.thesaurus.com/browse/innovate</a></li> </ul>

### Getting into a growth mindset with Creativity (slides 8-24) - 10 minutes

	<p>Before we can talk about creativity, we need to get into the right mindset</p> <ul style="list-style-type: none"> <li>Students (and teachers and others) need to recognize that Creativity is a learnable skill.</li> <li>This ties in nicely with the idea of a Growth Mindset.</li> </ul>
	<p>The following slides are from our Week of Character lesson package.</p>
	<p>Teacher Tip: Carol Dweck's book is a fantastic read.</p>
	<p>NOTE: We are not associated, affiliated or connected with her book. We simply read her book, and tried to teach the concepts to our students. Where possible, we used her direct words or paraphrased her words in the following slides.</p>
	<p>The questions in the handout are adapted from questions in her book. We did our best, but we may have made mistakes or misunderstood her research on Mindset. We did spend a lot of time and effort in trying to understand what she was saying, but mistakes happen. We highly recommend reading her book. Or, watching her TED talk which can be found here:</p> <p><a href="https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve">https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve</a></p>
	<p>There are three big take aways for students to walk away with in this lesson.</p> <ol style="list-style-type: none"> <li>The ideas about growth mindset and fixed mindset are based on research.</li> <li>The power of our mindset is <b>MORE IMPORTANT</b> than ability.</li> </ol>

# Creativity and Growth Mindset





13		*And this is a key concept that we're trying to get students to experience, see in the celebrities, and understand with the vocabulary building at the end.
14		3. Creativity is a learnable skill that we can develop with a growth mindset
15		Everything we can say about a Growth Mindset also apply to Creativity!
16		"Creativity is a learnable skill" - David Usher, Canadian Musician with 1.4 million album sells.
17		Teacher Tip: David Usher's book is also a great read. He walks through his creative process and gives strategies on how we can become more creative.
18		NOTE: We are not associated, affiliated or connected with his book. We simply read his book, and tried to teach some of the concepts to our students.
19		<ul style="list-style-type: none"> <li>1.4 million albums Info source: <a href="https://en.wikipedia.org/wiki/David_Usher">https://en.wikipedia.org/wiki/David_Usher</a></li> <li>Quote source: <a href="https://www.youtube.com/watch?v=C37ZhVs2TZs">https://www.youtube.com/watch?v=C37ZhVs2TZs</a></li> </ul>
20		
21		

Creativity is a learnable skill





### Why we need creativity (slide 25-28) - 10 minutes

<p>25</p> <p>26</p>	<p>When we were young, we were very creative.</p> <p>Over time,</p> <ul style="list-style-type: none"> <li>• school tells us there is one correct answer and there's pressure to be right, and not wrong.</li> <li>• We stop playing.</li> <li>• We look for the most efficient way to solve problems. (Creativity takes time, wonder and exploration.)</li> </ul> <p>Image Source (CC0):</p> <ul style="list-style-type: none"> <li>• <a href="https://pixabay.com/photos/child-tower-building-blocks-blocks-1864718/">pixabay.com/photos/child-tower-building-blocks-blocks-1864718/</a></li> <li>• <a href="https://pixabay.com/photos/classroom-school-education-learning-2093744/">pixabay.com/photos/classroom-school-education-learning-2093744/</a></li> </ul>
<p>27</p> <p>28</p>	<p>Creativity is used every day when we solve problems and try to find solutions</p> <ul style="list-style-type: none"> <li>• In relationships: "we keep fighting over the same stuff"</li> <li>• In work: "I just finished school but there are no jobs"</li> <li>• In transportation: "We missed our ride."</li> <li>• In finance: "I have too many bills to pay"</li> <li>• At school: "this project is due tomorrow!"</li> <li>• For entrepreneurs: "nobody is buying our product!"</li> <li>• For employees: "uh oh, they're downsizing" or "I deserve a raise!"</li> </ul> <p>Image Source (CC0):</p> <ul style="list-style-type: none"> <li>• <a href="https://pixabay.com/vectors/social-media-connections-networking-3846597/">pixabay.com/vectors/social-media-connections-networking-3846597/</a></li> </ul>

Why we need to be creative


Real world examples





**MINDS ON! Brainstorm strategies to get people to be less creative or more creative (slide 29) - 15 minutes**

29



**Before we begin, we wanted to activate our prior knowledge and have students brainstorm:**

- How could we get people to be less creative?
- How could we be more creative ourselves?

**Teacher prompt:**

1. Think of a time when you feel most creative. Where are you and what are you doing?
2. Think of a time when you feel least creative. Where are you and what are you doing?

**For each question, you could do a think-pair-share.**

1. Students think independently about how they could get people to be less creative based on their life experiences.
2. Students find a partner and share strategies on how they could get people to be less creative. They could discuss whether the strategies would actually work or how to make them work. Students in partners could brainstorm new ideas based on their conversation that might slow people down from being creative.
3. Students share ideas in a class conversation. The teacher could make jot notes on the board, or students could write down the ideas.

**Repeat for thinking about how can we become more creative.**  
At the end of the think pair share, we suggest that students write down some ideas to help them keep track of their thinking.

**Use the Handout - Double Entry Journal**

- At the top of the handout, students would write down the lesson name, in this case **brainstorm**
- Students then use the double entry journal to record ideas and strategy from today's lesson
- On the left side of the T chart, write down evidence from the text
  - This could be phrases or sentences from the handouts, slides or videos. (Ex: text)
  - This could be describing something that students saw or heard in the slideshow/videos. (Ex: an image, sound)
- On the right side of the T chart, students write down their thinking
  - Students write down their reaction to the text / evidence that they wrote on the left side:
    - Make a comment / Give an opinion
    - Ask questions / Guess the answer
    - Agree or disagree / explain why
    - Would this actually work?
    - It would be better if...
  - Based on the text, students describe the strategy they learned or figured out

Brainstorm  
strategies

Use the Double  
Entry Journal



	<p>The double entry journal handout becomes a record of learning:</p> <ul style="list-style-type: none"><li>• Students can see how their understanding changes over time</li><li>• You could use this to build a portfolio of student learning</li><li>• Teachers could use this work sample for assessment understanding, learning skills, parent-teacher work samples, writing quality, etc.</li></ul>
OPTIONAL:	Students can do the review handout ( <a href="#">Review - Lesson A1</a> )

Record  
of learning

PREVIEW  
do not print





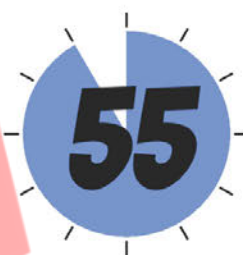
## CREATIVITY - LESSON A2 - 55 MINUTES

This is a ... / Creative Words (slides 30 - 45)

# Lesson A2

### OVERVIEW

- Review strategies / Introduce Part 1 (slide 30) - **5 minutes**
- Activity #1: This is a ... - **15 minutes**
  - Explain activity (slides 31-35)
  - Play activity (slide 35)
  - Reflection: Strategies to get people to be less / more creative (slide 36)
- Activity #2: Creative Words - Round 1 - **35 mins**
  - Explain activity (slide 37-41) - 5 min
  - Work period (slide 42) - 10 min
  - Take up answers (slide 43) - 10 min
  - Review strategies (slide 44-45) - 10 min

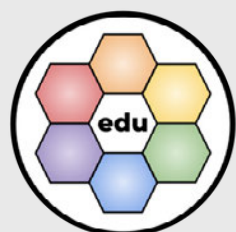


### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A2**)
- Class set of **Handout - Creative Words**
- Class set of **Review - Lesson A2**

### Review strategies / Introduce Part 1 (slide 30) - 5 minutes

	<p>We're going to do 4 different activities to try to explore creativity and maybe even try to be a little bit more creative in the process...</p> <ul style="list-style-type: none"><li>• Activity #1 This is a... (Creativity in drama)</li><li>• Activity #2: Creative Words (Creativity with words)</li><li>• Activity #3: Twelve (Creativity with numbers)</li><li>• Activity #4: Do something different (Creativity in life)</li></ul> <p><b>Teacher Prompt:</b></p> <ul style="list-style-type: none"><li>• What are some things that might make people less creative?</li><li>• What are some strategies to help people be more creative?</li></ul>
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### Activity #1: This is a ... - 15 minutes

Explain activity (slides 31-35)

Play activity (slide 35)

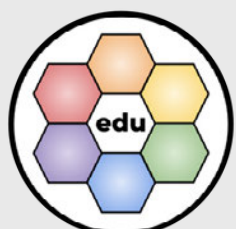
31		<b>Activity #1 This is a... (Creativity in drama)</b>
32		<b>Activity Overview:</b> <ul style="list-style-type: none"><li>Students sit in a circle.</li><li>Teacher holds an object like a pencil case and says this object is many things, but...<ul style="list-style-type: none"><li>It has to be different from what it really is</li><li>It has to be something new each time.</li></ul></li><li>Normal class rules about potty humour and appropriate language / topics apply.</li><li>For example, you could hold up a pencil case and say, "This is a pillow..." and then act out using the object, or explain in words how to use the object.</li></ul>
33		<b>Variations:</b> <ul style="list-style-type: none"><li>This game can be used with different classroom objects, or you could go to the local dollar store or hardware store.</li><li>Sometimes, this game can be funny with larger, more ridiculous objects: pylons, basketballs, rubber chickens, pool noodles, etc.</li><li>Creating a safe space is Important: the right to say pass, or the right to skip me and come back later when you have an idea can make students feel more comfortable and willing to take risks (Which is a key to creativity).</li></ul>
34		<b>Objective:</b> <ul style="list-style-type: none"><li>Brainstorm as many different ideas about what an object could be.</li></ul>
35		<b>Image source (cc0):</b> <a href="https://www.pexels.com/photo/brown-and-white-ceramic-mug-50676/">https://www.pexels.com/photo/brown-and-white-ceramic-mug-50676/</a>

Activity #1  
"This is a..."

Creativity  
in Drama

### Reflection: Strategies to get people to be less / more creative (slide 36)

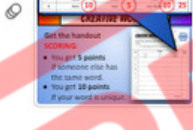
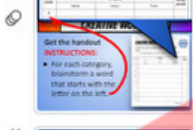



36		<b>Brainstorm strategies to be less and more creative</b> <ul style="list-style-type: none"><li>See lesson notes in <b>Lesson - Double Entry Journal</b></li><li><b>Handout - Double Entry Journal</b></li></ul>
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## Activity #2: Creative Words - Round 1 - 35 mins

Explain activity (slide 37-41) - 5 min



**Activity #2: Creative Words (Creativity with words)**

**Activity Overview:**

- This game is a variation of Scategories, Stop the Bus, or Tutti-Frutti, however there is no time limit
- Students are given a list of letters ( C R E A T I V E ) and they need to use these letters at the start of a word in 3 different categories
- You get more points for unique answers that no one else has.

**Learning Objective:**

- Brainstorming different answers.
- Trying to come up with different / diverse answers

**We suggest playing two rounds.**

- This gives students an opportunity to be inspired by some of their classmates' answers from round #1.
- It also gives an opportunity to reflect on strategies. Ideas seem to come out of nowhere, but usually they're connected to some life experience. I remember when we... One time we...

**Some strategies that student might use:**

- Trial and error
- Looking around the classroom for inspiration
- Thinking about things that they've done in the past
- Sounding it out
- Making up an answer
- Adding an adjective

**There are several different versions of the Handout - Creative Words that you can use or modify.**

- The letters: CREATIVE. Categories: name, colour, food
- The letters: CREATIVE. Categories: Something in the kitchen, backyard, garage
- The letters: CREATIVE. Categories: Something made out of metal, plastic, wood
- The letters: CREATIVE. Categories: (blank)
- The letters: (blank). Categories: (blank)

**More information to inspire you:**


- <https://www.british-study.com/blog/student-blog-how-play-tutti-frutti/>
- <https://www.teachingenglish.org.uk/article/stop-bus-0>

Activity #2  
Creative Words


Possible  
strategies





Work period (slide 42) - 10 min

	<p><b>Work Period - 10 minutes</b></p> <p><b>Possible Teacher Prompts</b></p> <ul style="list-style-type: none"><li>• Do you think any one else might have come up with the same word? Why do you think that?</li><li>• How could you come up with a word that no one else will have...</li><li>• How could you come up with a word that other people might have. (Don't use that word.)</li></ul>
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Take up answers (slide 43) - 10 min

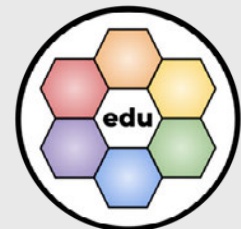
	<p>Taking up answers can be quite a process.</p> <ul style="list-style-type: none"><li>• We suggest one team goes through their answers and if anyone else has that same answer, everyone gets 5 points for it.</li><li>• If the word is unique, they get 10 points for it.</li></ul>
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Review strategies (slide 44-45) - 10 min

 	<p>The goal of this game is start to think of strategies to come up with as many possible varied answers as possible, and then choosing a word that you think other people won't have.</p> <p><b>Creativity is a process</b></p> <ul style="list-style-type: none"><li>• Coming up with lots of ideas (because you have a better chance of finding a gem or new idea)</li></ul> <p><b>Creativity is also something that can be judged</b></p> <ul style="list-style-type: none"><li>• In this case, you are judging whether this word is unique and that other students won't come up with the same word.</li><li>• If it's an obvious word that first comes to mind, chances are it's not very unique or creative.</li><li>• We are starting to subtly explore the idea that creativity can, in fact, be assessed by the person coming up with the word, and others...</li></ul>
<p><b>OPTIONAL:</b></p>	<p>Students can do the review handout (<b>Review - Lesson A2</b>)</p>

Creativity is  
a process

Creativity  
can be judged



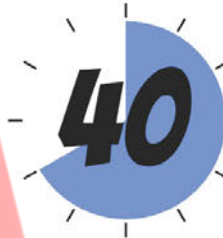


## CREATIVITY - LESSON A3 - 40 MINUTES

### Creative Words (cont) (slides 46 - 49)

#### OVERVIEW

- Activity #2: Creative Words - Round 2 - 40 minutes
  - Review strategies / get set up (slide 46) - 5 min
  - Work period (slide 47) - 10 min
  - Take up answers (slide 48) - 15 min
- **REFLECTION:** Strategies to be creative (slide 49) - **10 min**
  - Discussion / Double Entry Journal




# Lesson A3

#### MATERIALS


- Slideshow (**Slideshow ALL**, **Slideshow - Section A**, or **Slideshow - Lesson A3**)
- Class set of **Handout - Creative Words**
- Class set of **Handout - Double Entry Journal**
- Class set of **Review - Lesson A3**

#### Activity #2: Creative Words - Round 2 - 40 minutes

##### Review strategies / get set up (slide 46) - 5 min

	<p>Remind students about strategies from last class. Possible answers:</p> <ul style="list-style-type: none"><li>• Don't use your first answer</li><li>• Think of things that other students don't do (i.e. if you do figure skating and other students don't), and try to come up with a word from that hobby. (Other students just might not know that vocabulary.)</li></ul>
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##### Work period (slide 47) - 10 min

	<p>We suggest giving the same amount of time as the first round to see if the quality of answers improve (even without having more time to be creative...)</p>
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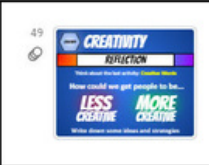




Take up answers (slide 48) - 15 min

	Scoring should go <ul style="list-style-type: none"><li>• quicker because students are familiar with the process.</li><li>• slower because students will most likely have more unique words, requiring more words to award points to...</li></ul>
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REFLECTION: Strategies to be less / more creative (slide 49) - 10 min

	Brainstorm strategies to be less and more creative <ul style="list-style-type: none"><li>• See lesson notes in Lesson - Double Entry Journal</li><li>• Handout - Double Entry Journal</li></ul>
OPTIONAL:	Students can do the review handout (Review - Lesson A3)

Reflect on Strategies

Record of learning





## CREATIVITY - LESSON - Double Entry Journal Strategies to be less/more creative

### REFLECTION: Strategies to be less / more creative - 10 min

Let's take a moment and consolidate our learning

- How could we get people to be less creative?
- How could we be more creative ourselves?

Teacher prompt:

1. **Think of a time when you feel most creative.**  
Where are you and what are you doing?
2. **Think of a time when you feel least creative.**  
Where are you and what are you doing?

For each question, you could do a think-pair-share.

1. Students think independently about how they could get people to be **less** creative based on their life experiences.
2. Students find a partner and share strategies on how they could get people to be less creative. They could discuss whether the strategies would actually work or how to make them work. Students in partners could brainstorm new ideas based on their conversation that might slow people down from being creative.
3. Students share ideas in a class conversation. The teacher could make jot notes on the board, or students could write down the ideas.

Repeat for thinking about how can we become more creative.

At the end of the think pair share, we suggest that students write down some ideas to help them keep track of their thinking.

Use the **Handout - Double Entry Journal**

- At the top of the handout, students would write down the lesson name.
- Students then use the double entry journal to record ideas and strategy from today's lesson
- On the left side of the T chart, students write down evidence:
  - This could be phrases or sentences from the handouts, slides or videos. (Ex: text)
  - This could be describing something that students saw or heard in the slideshow/videos. (Ex: an image, sound)
- On the right side of the T chart, students write down their thinking
  - Students write down their reaction to the text / evidence that they wrote on the left side:
    - Make a comment / Give an opinion
    - Ask questions / Guess the answer
    - Agree or disagree / explain why
    - Would this actually work?
    - It would be better if...
  - Based on the text, students describe the strategy they learned or figured out

The double entry journal handout becomes a record of learning:

- Students can see how their understanding changes over time
- You could use this to build a portfolio of student learning
- Teachers could use this work sample for assessment understanding, learning skills, parent-teacher work samples, writing quality, etc.



Double Entry  
Journal

Record  
of learning



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- I try to help people achieve goals and stand up for themselves and others.
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- Strategies, Effort, Optimize, Tinker
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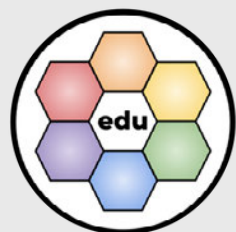


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# About Educircles



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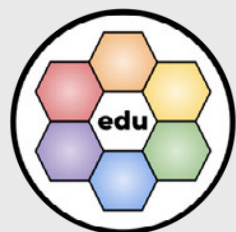
- See lesson plan

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## Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [6Cs Creativity A](#)
- How to update (or know if you need to update): [HELP \(6Cs Creativity\)](#).

## SINGLE PDF FILE update 2022-07-27

1. This product has been simplified into a bundle of single TpT **digital download PDF** products:
  - <https://links.educircles.org/tpt/6cs-creativity-a>
  - <https://links.educircles.org/tpt/6cs-creativity-b>
  - <https://links.educircles.org/tpt/6cs-creativity-c>
  - <https://links.educircles.org/tpt/6cs-creativity-de>
2. The original product was a bundle of TpT **Google Drive folder** products. The TpT Google Drive folder products will be archived:
  - <https://www.teacherspayteachers.com/Product/6Cs-Creativity-Folder-1-5799306>
  - <https://www.teacherspayteachers.com/Product/6Cs-Creativity-Folder-2-5799339>
  - <https://www.teacherspayteachers.com/Product/6Cs-Creativity-Folder-3-5799363>
3. If you purchased an older TpT Google Drive folder product, please email [Mike@educircles.org](mailto:Mike@educircles.org)

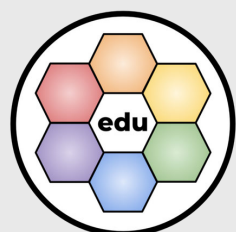
This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version (Easel by TpT)**
- **I added Microsoft versions for all files**
- **Updated teaching content:**
  - Section A: Added a checkmark and no symbol to the Double Entry Journal to make it more obvious.
- **Renaming content:**
  - Section A: Renamed Lesson AA to Lesson - Double Entry Journal
- **Other changes**
  - Files are now packaged by section (A. Growth Mindset Survey + Puzzles, B/C Video + Consolidation) instead of splitting Google Drive folders by use (i.e. Print and Teach, Edit the documents, Google Classroom, etc.)
  - Simplified file names using descriptive words (handout, slideshow).
  - Minor changes to formatting / layout
  - Combined all handouts into a single PDF for easier printing
  - Removed Google Slides versions of handouts (and replaced with Easel by TpT)

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# Changelog

### Version 2.6 Simplifying file organization on Sep 10, 2020

This update is about trying to make the file organization more clear and less overwhelming.

- No changes to content. Just changes in file names and Google Drive folder organization
- Made file names shorter by removing "Educircles"
- Organized the Google Drive folders by intended use (instead of just going numerically)
  - Folder 1 has the files so teachers can just print and teach. (PDFs and the main slideshow file **File 3**)
  - Folder 2 has the editable Google Docs or Google Slide files for the handouts.
  - Folder 3 has modified files for Google Classroom. (This includes all of the duplicated slideshow files for individual google classroom assignments. It also includes any modified versions of handouts for easier completion online.)
- Combined File 2a Lesson Outline and File 2b Lesson Plans into a single file (File 2 Lesson Outline and Lesson Plans)
- Updated the READ ME file
- Updated the Quick Start Guide to try to clarify the 3 google drive folders.

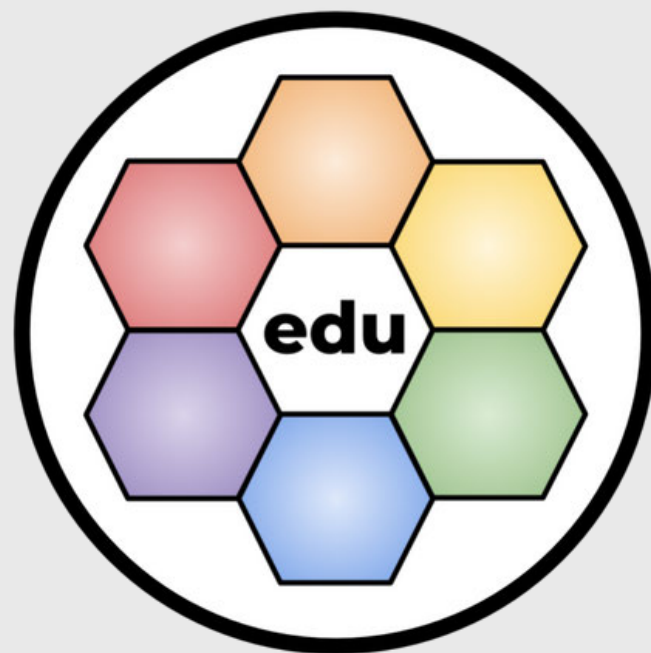
### Version 2.0 Distance Learning update on July 20, 2020

- Main content is identical to version 1.0 but this product now contains additional files to make it easier for online use and distance learning
- **The files are all in Google Drive for 1-click easy copying of the lesson folder into your Google Drive.** No more copying view-only files.
- The slideshow in Google Slides format includes 1 large file (**File 3**) if you are teaching in the classroom, but you also get 5 smaller files in case you are only teaching 1 section: (**File 3** Lesson A, B, C, D, E)
- **Easy uploading to Google Classroom assignments by lesson.** The slideshow is now also broken up into individual lessons that you can upload: (**File 3** Lesson A1, A2, A3, B1, B2, B3, C1, D1, D2, D3, D4, D5, E1, E2)
- **Added 11 NEW lesson review handouts** for lessons that didn't previously have handouts (**File 4** A1, A2, A3, B1, B2, B3, D1, D2, D3, D4, D5)
- The vocabulary builder (**File 5b**) and the Venn Diagram (**File 5d**) are now converted into Google Slides format (so students can type responses directly in the graphic organizers).
- File numbers have changed from version 1

### Version 1.0: Initial release of Creativity on August 2018

- This version included a zipped file with Microsoft Powerpoint, Google Slides, Microsoft Word, and PDF
- If you have purchased this product but would also like a copy of the Microsoft Powerpoint and Word versions, please email me at [support@educircles.org](mailto:support@educircles.org)
- Note: You will need to install the Bangers (comic book) font which I use for titles and headings. (The free font and installation information is included in the zipped file.)
- This version only includes the slideshow lessons in a single file. Additional content in Version 2.0 is not available in MS Powerpoint or Word format.





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