Creativity Banners Activities

Exploring the creativity banners and infographics with learners and staff

- What are creativity skills? (the green one)
- Unlock your creativity (the pink one)
- Creativity, The Big picture
- Why are creativity skills important for attainment?
- Why is creativity important to employers?

You could also explore the *Debunking Creativity Myths* poster or use one of the smaller *What are creativity skills?* posters as a stimulus. You can find all of them online here: http://bit.ly/creativitybanners

You might allow learners to explore the banners in the classroom in a focused way, or stand them in the dinner queue. You might leave one up at a time in the staffroom, changing them each week, or use them as part of an in-service on curriculum design. The key is to encourage rich conversation.

The banners are deliberately designed to be absorbed, up close, rather than viewed from a distance.

Exploring the creativity banners might be as simple as giving learners or staff the time to absorb them before allowing a natural discussion to follow as they continue to explore them. However, here are a range of prompts and ideas that were developed by members of Scotland's National Creative Learning Network that will empower you to get the most from them.

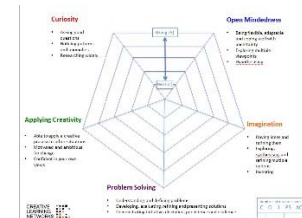The following resources might be used to support the activities:

Everything is Creative

A digital design tool for reflecting upon creativity skills and creating your own visuals. - http://bit.ly/creativityinfomaker

Planning for and Evaluating Creativity

This includes the Creativity Skills Spidergram. - http://bit.ly/planforcreativity

Prompt questions

What jumps out for you?
So what?
What next?
Which bit means the most to you?
Which bit do you disagree with?
What do you do that is creative?
Is creativity important to you and your work?
Is creativity important to you and your learning?
Is creativity important to you and your personal life?
Which bits hadn't you thought of before?

Activities for learners and staff

Place a different banner in the corridor, hall, staff room or office each week and encourage discussion and debate around them through either casual conversation and questioning of staff and learners, or through structured moments.

In small groups work to translate the four skills into practical examples in your own context, either at work or at home. Next play 'Give us a clue' by acting out these practical examples and seeing if other groups can guess which skill you are exemplifying.

Ask staff or learners to use cameras/phones to film the banner up close, moving slowly enough for it to be readable, whilst narrating the 'story' in their own words. Share it online!

Top trumps – using the template provided below create small cards to play a form of top trumps. Each player writes their name in the box and draws a picture of them self. They then fill in their own scores against each creativity skill – you must use a total of 20 points and no more (zero scores are allowed)! The entire group should pool their cards and two players can then play Top Trumps with the cards. Don't forget – in a classroom the teacher needs to make a card too!

As an alternative activity, the group might walk around the room challenging each other to compare Creativity Skills Trumps Cards. Each person picks their top skill and adds it to the other player's choice (for example I pick curiosity, and you pick imagination – I score 10 for curiosity and 1 for imagination equalling 11 points). The player with the most points wins and the other player must sit

down until there is only one person left standing. If both players pick the same skill then only the single skill is compared. A draw means you must pick different skills and try again.

Activities for educators and staff

Using **Visual 1** (below) map your school or organisational values, four capacities or any other agendas against the four creativity skills. Where do they exist? What do they look like?

Have small groups work through the banners to create 5 'Pub Quiz' questions, before challenging the other groups to answer them. The group with the most points at the end is the winner.

Using the pink *Unlock Your Creativity* banner as a stimulus – set yourself two commitments – one from the banner and one of your own. This could be anything from searching for #creativeteaching on Twitter to undertaking a professional recognition award in creative teaching.

Host four short CLPL sessions where staff focus on one of the creativity skills and explore where it exists, where it is absent and what could be done to embed it in the teaching and learning. You could use the *Everything Is Creative* tool to build responses across the sessions.

Identify a small test of change relating to each of the four skills – these could be aimed at developing the skills in learners, or embedding the skills in your organisation, planning and improvement

Leaders should consider "What do creativity skills look like in effective leadership?"

Debate deliberately contentious statements such as "Creativity is more important than literacy and numeracy." / "Creativity is contagious." / "Creativity isn't for me." / "Creativity isn't my responsibility."

Activities for learners

Immediate Activities

Take the key messages from a banner and share them using ONLY pictures and drawings. It might be a cartoon strip, shapes, photos, or yourself and your friends making statues with your bodies.

Using print outs of the banners, cut out and stick together your own posters with your favourite messages on.

Learners are challenged to brainstorm all the things they might want to have in place to make them happy in the future – purpose, mental health, hobbies, friends, partner, nice home, nice neighbourhood etc. They then explore how creativity skills might help achieve and sustain each of these elements.

Learners are challenged to consider humanity and the planet and to list the many challenges we face. They then consider how creativity skills might be important to tackle each of these challenges.

Richer Activities

Provide printed postcards with snapshots of the banners on them. Learners are asked to find which banner they came from and where they appear, before writing the main point your postcard relates to on the back. Don't forget to share it with the group once everyone is finished.

Responding to the *Creativity, The Big Picture* banner, create a tree, either a stand up one or on the wall, with each level of branches representing one of the higher order thinking skills (or the four creativity skills). Encourage the learners to notice when they use their skills and ask them to write down how they used them on a leaf that they can then hang on the relevant branch. As time goes on, they should try to fill in the gaps.

Using a large print out of a banner, ask a group to cut it into strange shaped pieces. Share this jigsaw with another group and try to reassemble their jigsaw quicker than they can yours.

Advanced Activities

Invent your very own board game, in which players have to reach the very top of Bloom's Taxonomy by becoming progressively more creative. You can use the four skills and any elements of the banners in your games. Don't forget you can design your board and any cards digitally using the *Everything is Creative* tool.

Using cardboard boxes, tubes, Lego and anything you have to hand, create a marble run or a maze with signs and statements from the banners along the way. You could try filming it in action.

Alternatively, you could create something like this in Minecraft.

DYW Activities

Having explored the *Why do employers want creativity skills?* banner and using it as a stimulus, invent and describe in detail your own job from the future that doesn't quite exist yet. Challenge them to consider that if a robot/artificial intelligence could do that job then it is unlikely to exist!

Young people might be challenged to an interview process for a job, whether in their chosen sector or without defining it, where they are asked five questions that require them to demonstrate their strength in each creativity skill.

Learners research the careers they might be interested in and are asked to explore how creativity skills might be used in those roles; how creativity skills might be used in order to get that role in the first place; and how creativity skills might be used in order to adapt and grow after having that role.

Work Placement Activities

Ask employers to identify and demonstrate how the four creativity skills are important to their business.

Pre-work placement – learners and employers should imagine how each creativity skill might be put to use on their own work context and in work placements in general. This process could be valuable in ensuring that a work placement is a fulfilling and challenging one rather than consisting solely of repetitive, mundane activities.

Post-work placement – ask whether learners used their creativity skills, and if so where? Which did they struggle to use and were there any elements of the work placement where their creativity was either vital or not needed?

How do creativity skills relate to our own aims and values?

Map creativity skills against your own aims and values, whether these be for Curriculum for Excellence, a school, or a project.

Your aims or values	Creativity skills Curiosity, open-mindedness, imagination, problem solving

CURIOSITY

OPEN-MINDEDNESS

PROBLEM SOLVING

IMAGINATION

We all need creativity skills. We can all be creative.
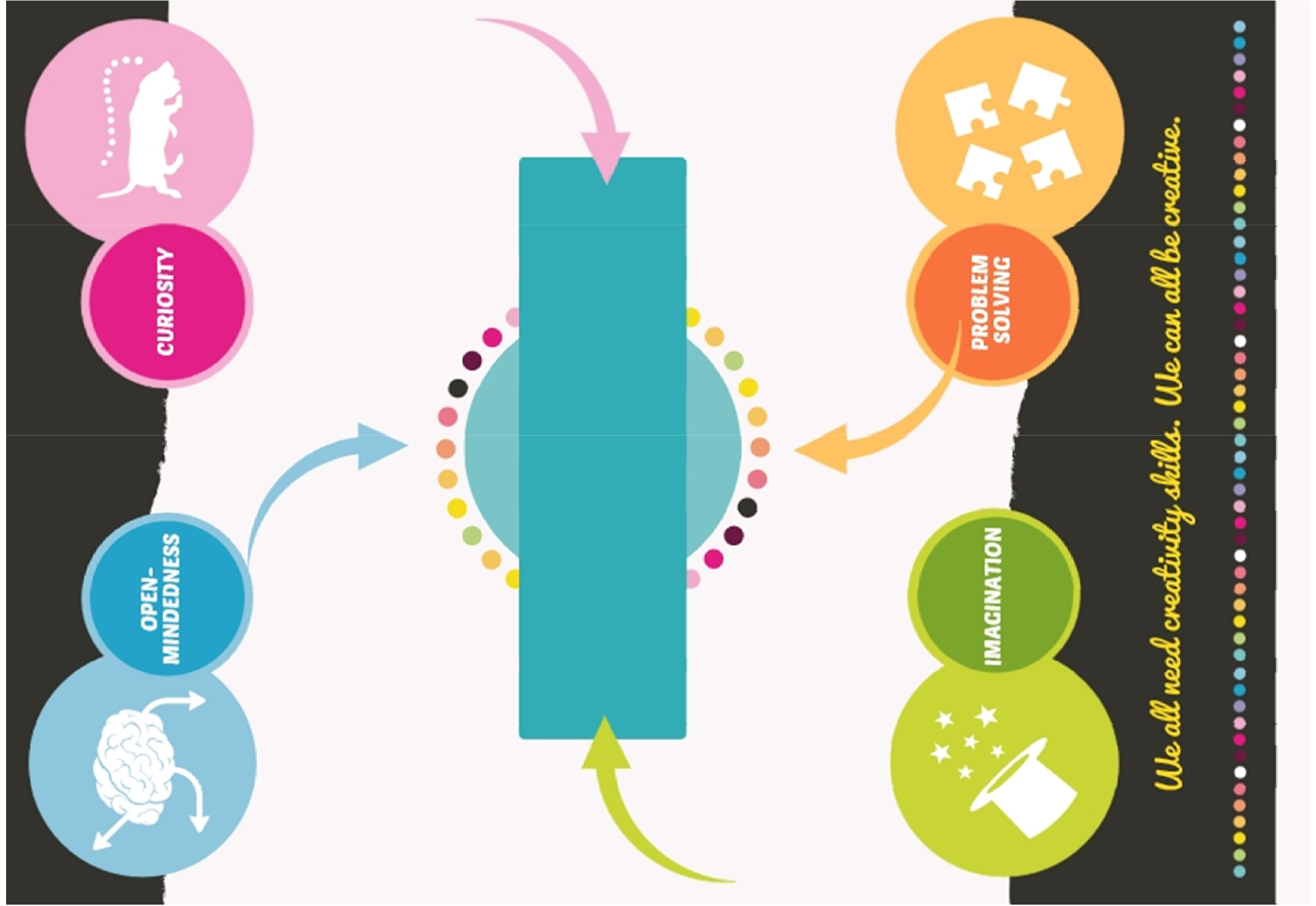
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Creativity Skills Trumps

Curiosity

Open-Mindedness

Imagination

Problem Solving

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